

Job description

Job title

Positive Behaviour Support (PBS) Lead

Hours

37.5 hours per week worked over 52 weeks per year.

Contract

Permanent

Role profile and grade

TCS55A – Grade 5, Point 13

Salary

Starting Salary is £45,518.00 with biennial increments.

Location

The post holder will work flexibly from our Cheadle Head office and within services in Stockport, Worsley, Bolton, and Greater Manchester

Reports to

Principal PBS Practitioner

Type of DBS required

Full enhanced DBS (We will apply for this on your behalf.)

Job purpose

The PBS Lead will be responsible for the implementation of PBS across our residential services in collaboration with the Principal PBS Practitioner, Registered Managers, and in service PROACT-SCIPr instructors. These services include children's services, learning disabilities, autism spectrum disorders, emotional and behavioural disorders (EBD), harmful sexualised behaviours (HSB), profound and multiple learning disabilities (PMLD), and individuals with complex health needs.

They will work as part of a multi-disciplinary therapeutic team to assess the needs of the young people, support transitions into, within, and out of

the services, develop support staff to implement a variety of function-based interventions and skill teaching plans. The strategic priorities of this role include providing high quality functional behavioural assessments, improving and monitoring quality of life outcomes via key performance indicators, and providing proactive interventions based on the values and principals of PBS and PROACT-SCIPr. The PBS Lead is also responsible for monitoring the use of restrictive practices and ensuring that they are always proportionate to the level of risk, and the least restrictive.

Safeguarding children and vulnerable people is a priority for all employees.

Nature of the post

As part of the Together Trust's Clinical Services, the post holder will be expected to work collaboratively with a multi-disciplinary therapy team, Registered Manager's, support staff, the senior leadership team, and external professions to support the ethos of the Together Trust.

At the Together Trust, our vision is a society where people thrive because they are valued within their communities. For over 150 years, we've been championing and caring for people with disabilities, autism and complex health needs, as well as providing life-changing support for care-experienced people.

Life-changing care starts with the individual. We take the time to get to know the people we support and create care, support and education programmes shaped to match the person's needs and ambitions. We're called the Together Trust for a reason and collaboration is in our DNA. From designing services with the people, we support to working with like-minded organisations, together we thrive.

Though we are rooted in our local Stockport community, we offer regional services throughout the Northwest, and work hard to deliver a national impact. The issues faced by the people we support are universal, and the only way for our communities to flourish is to enable everyone to thrive. That's why we're generous with our time and resources, sharing insight with local authorities, likeminded organisations and international social care communities.

In respect of the general responsibilities as an employee of Together

Trust, the post holder will be required to:

- Promote a positive image of the service and the Together Trust at all times.
- Be aware of and follow the relevant policies and procedures.
- Maintain confidentiality for all areas of the post.
- Co-operate with all Together Trust staff in maintaining harmonious interpersonal relations.
- Perform any duties as may reasonably be required by the Together Trust, or as requested by the post holder's line manager and other senior managers.

Though generally the role will be Monday to Friday within office hours, there is an expectation to work flexibly to meet the needs of the service group which may include evenings and weekends where required. This is a flexible role where the person will work from our Cheadle Head office and provide direct support and mentoring within services in Stockport, Worsley, Bolton, and Greater Manchester.

Key responsibilities

- To ensure that the young people are treated with dignity and respect at all times
- To work within the guiding principles of the Mental Capacity Act (2005) and seek consent and to ensure that people are responded to in a manner that promotes their best interests.
- To communicate in a manner which promotes partnership working by respecting a person's need for information, level of understanding, background, and preferred communication style
- To develop partnerships with other health, social care, and educational professionals to ensure effective and efficient collaborative working
- Provide practice supervision to a variety of staff and professionals involved in supporting people who may present behaviours of concern.
- Develop and review in house protocols and training in relation to managing the needs of young people who can require additional support to manage their behaviour. This will include joint

responsibility with the Principal PBS Practitioner in relation to supporting the delivery of the PROACT SCIP-r model.

- To maintain clear and comprehensive clinical records detailing work with students and other relevant stakeholders.
- Monitor and evaluate the effectiveness of PBS interventions by ensuring data is recorded against key performance indicators.
- In collaboration with the relevant Registered Manager ensure all behaviour support plans are reviewed in a timely manner, balancing the need to respond quickly to changes in presentation with the need to ensure all students have their plan reviewed on a regular basis.
- To contribute to collaborative risk assessment/management processes in relation to young people with complex support needs.
- Where appropriate support the completion functional assessment of behaviours that are impacting on young people's learning experience or psychological well-being using the principles of Applied Behaviour Analysis.
- Design, implement, evaluate, and adapt individual recording systems according to the needs of an individual young person.
- To contribute to the admissions process by collecting information about referral who may require additional support to manage their behaviours, collating information about the intensity, frequency and duration of known behaviours and how these may impact on their learning opportunities. To analyse this information in relation to the suitability of the setting to meet the young person's support needs. To provide clear and detailed written reports based on these findings.
- Write individual behaviour plans using the results of assessments and update this periodically as new information becomes known.
- To complete written reports regarding the progress of young people and the impact of their behaviour on their quality of life at regular intervals and when requested.
- To contribute to person centred planning processes, presenting summaries of historical information and collaborating with other key

staff and clinicians to ensure future plans promote the individuals well-being and are based on sound behavioural principles.

- In collaboration with the relevant Registered Manager develop a system of integrated target setting based on the results of functional assessment and work collaboratively with the multi-disciplinary team and staff to develop in house capability to support the young people to meet these targets.
- In collaboration with the Principal PBS Practitioner, Registered Manager, and relevant PROACT-SCIPr instructors develop and monitor in house debrief procedures following significant behavioural incidents.
- To access regular professional supervision and work within professional boundaries.
- To keep up to date and accurate records of work completed using agreed recording systems.
- To contribute to the development of protocols and information storage systems used by all staff working with young people who require support with their behaviour or emotional well-being.
- To contribute to the administration of outcome measures, clinical audit, activity and service evaluations as appropriate.
- To provide mandatory training on PBS and PROACT-SCIPr
- To provide bespoke packages of training relating to PBS and related themes such as Active Support, Skill Teaching, Task Analysis, and the Prompt Hierarchy.
- To be involved in strategic planning groups where appropriate, to consult on issues relating to PBS
- To take responsibility for one's own professional development
- To provide coaching and training opportunities to enable others to develop their knowledge and skills that are based on best practice
- To keep up to date with national best practice about provisions for people with learning disabilities, neurodiversity, restrictive practices, and challenging behaviour. To use this information as evidence to guide local service developments.

- To manage caseload and waitlist in a manner that ensures efficient and effective use of resources.
- To have an awareness of budgetary issues that relate to PBS services
- To attend and facilitate staff and wider therapy meetings as appropriate
- To take positive steps to reduce risk whilst maximising student opportunities to gain broad life experiences

Other responsibilities

- Actively engage with the Together Trust’s vision, mission, and values.
- Commit to promoting equality, diversity and inclusion.

Person specification


You will need demonstrate the extent that you have the necessary requirements for this role. Please use examples in your application how you match the criteria in the person specification and your experience of the responsibilities outlined for the role.

	Essential	Desirable
Education, qualifications and training	A Masters level qualification in Applied Behaviour Analysis, Positive Behaviour Support, or other relevant discipline such as psychology	UKBA (cert), BCBA or equivalent professional registration
Experience and skills	Significant experience delivering PBS within a relevant setting	Ability to design and manage databases.

	<p>Experience working across a wide service setting including the following areas: children’s services, learning disabilities, autism spectrum disorders, emotional and behavioural disorders (EBD), harmful sexualised behaviours (HSB), profound and multiple learning disabilities (PMLD), and individuals with complex health needs</p> <p>Sound knowledge of working within Ofsted’s Social Care Common Inspection Framework and the Care Quality Commission inspection framework</p> <p>Excellent interpersonal and communication skills.</p> <p>Experience of managing change in a constructive and sensitive manner</p> <p>Ability to analyse, integrate and disseminate complex information to a range of audiences.</p> <p>Experience in directly supporting young people who present with challenging behaviour.</p> <p>Good computer literacy skills, including use of Word and PowerPoint.</p>	<p>Experience of managing budgets and resources</p> <p>Experience in the delivery of PROACT-SCIPr</p>
--	---	---

	<p>Assessment of people experiencing psychological difficulties or behaviour that others find challenging using evidence-based approaches.</p> <p>Ability to write individual behaviour plans for young people with disabilities.</p> <p>Ability to write and deliver training around positive behaviour support and young people's needs.</p> <p>Can demonstrate working with children or young people with complex needs including learning disabilities and Autism Spectrum Conditions.</p> <p>Experience coaching / mentoring</p> <p>Experience of decision making and risk management when supporting people with behavioural difficulties.</p> <p>Experience working collaboratively as part of a multi-disciplinary therapeutic team</p> <p>Experience of working in partnership with multiple, external agencies</p> <p>Ability to play an active role in the staff team and its cohesive community</p>	
--	---	--

	<p>Willing to become a PROACT-SCIPr instructor</p>	
<p>Knowledge and understanding</p>	<p>Knowledge of the Mental Capacity Act (2005)</p> <p>To have experience and an enthusiasm to learn about other practices such as Adverse Childhood Experiences (ACEs), Trauma Informed Support, and PACE</p>	
<p>Other</p>	<p>Have a full valid UK Driving licence and access to a vehicle</p> <p>Excellent interpersonal and communication skills.</p> <p>Ability to relate well to parents and carers.</p> <p>Ability to manage time effectively.</p> <p>Excellent self-awareness and ability to seek further help and critical review where needed</p> <p>Enthusiastic, flexible, adaptable, and self-motivated</p> <p>Ability to embrace, welcome, and implement change</p> <p>Positive attitude, mindset and solution focused</p>	



Applications are welcome from all regardless of age, disability, marriage or civil partnership, pregnancy or maternity, religion or belief, race, sex, sexual orientation, trans status or socio-economic background. We are committed to making reasonable adjustments for disabled people. We positively encourage applications from those with lived experience.