

## Positive Behaviour Coordinator

**Division / Function:** Church Lawton School

**Managerially responsible to:** Deputy Principal

**Professionally Responsible to:** Practitioner  
Psychologist/Clinical Lead

**Why**

**Job summary:**

- To work as part of the school's Transdisciplinary Team (Psychology, Speech and Language, Occupational Therapy)
- To support the school with the delivery of effective wellbeing and positive behaviour management programs and procedures
- Proactively work with other team members, teaching and support staff

**What**

**Principal accountabilities**

- Actively support and promote the NAS and its policies particularly those relating to behaviour, wellbeing and engagement
- Support the Transdisciplinary Team and preparing PBS behavioural programmes and reflecting on risk factors for baseline assessments
- To conduct under supervision, cognitive and psychological assessments, formulation and intervention with children and young people
- Undertake objective observations of CYPs and produce functional assessments and intervention plans
- Reflect on the potential multiple elements of presentation such as medical, emotional, communication and social difficulties
- Proactively link with internal and external professionals as required
- Learn about the new school curriculum and engagement scales as part of individual educational and positive support plans
- Actively model intervention and monitoring support plans
- Co-ordinate and chair meetings to plan and review intervention programmes
- To develop skills to work directly with individuals in small group or on an individual basis using appropriate cognitive behavioural or mindfulness based techniques
- Maintain and support accurate records of behaviour management and restrictive practices including physical interventions
- To assist in training staff on strategies and approaches used to support pupils in order to facilitate and extend their positive behaviour interaction skills
- To keep up to date with current knowledge and practice in the field of Autism
- To link proactively with other assistant psychologists in the NAS and nearby universities as appropriate to share good practice
- Provide the highest standard of support in assisting pupils in achieving their maximum potential through the implementation of the SPELL framework.
- Maintain clear evaluation records to contribute to evidence based practice to inform internal monitoring and external inspections
- Design new outcome evaluation systems for the department as deemed appropriate

Job descriptions only reflect 80% of a role, and are not an exhaustive list of duties. You are expected to carry out other activities that are within the scope of the role.

<b>Competencies</b>	<p><b><u>I am committed to making a difference</u></b> I commit to NAS aims, objectives and values. I display a positive approach in the way I work and contribute to the wider needs of the organisation and its stakeholders either directly or indirectly. At work I overcome difficulties, setbacks and pressure, to get things done because I understand the impact of autism. I recognise and encourage commitment in others.</p>		
	<p><b><u>I cooperate with others to work safely</u></b> I understand the health and safety risks associated with my job and work responsibly with others to reduce them. I have a positive attitude to safety that causes me to care about the wellbeing of others as well as myself.</p>		
	<p><b><u>I maximise CYP's quality of life</u></b> I work with key people to protect and further the interests of service users. I engage and facilitate people with autism to enhance and promote their independence and quality of life. I use SPELL consistently to create structure, predictability and bring about positive engagement. Using a person centred approach and appropriate communication: I create positive experiences, opportunities and develop service users.</p>		
	<p><b><u>I communicate effectively</u></b> I use appropriate methods, styles and language to communicate to different audiences. I communicate succinctly using clear language. I listen and take account of other's views and needs. I show understanding and use logic to communicate. I check that others have received and understood the intended message.</p>		
	<p><b><u>I achieve professional standards</u></b> I comply with legislation, regulatory standards, NAS policies and procedures and quality standards. I know where to find copies and where to get advice on them. I work in a systematic, organised and methodical way. I accurately record, monitor and use data in accordance with laid down policies and procedures. I use my time and resources safely and efficiently.</p>		
	<p><b><u>I cooperate with others to work safely</u></b> I understand the health and safety risks associated with my job and work responsibly with others to reduce them. I have a positive attitude to safety that causes me to care about the wellbeing of others as well as myself.</p>		
<b>Person specification</b>			
<b>Criteria which will be used in shortlisting and selecting candidates.</b>			
<b>Criteria</b>	<b>Essential</b>	<b>Desirable</b>	
<b>Skills/Abilities</b>			
<ul style="list-style-type: none"> <li>• Highly developed ICT skills</li> <li>• Able to deliver behavioural based programmes under supervision of the Personalized Support Team and or supervising Psychologist</li> <li>• Ability to be autonomous to link with other professionals, under supervision</li> <li>• Ability to analyse incident data</li> <li>• Good written and verbal skills</li> <li>• Good report writing skills</li> <li>• Good organisational skills</li> <li>• Good interpersonal skills – including listening and observation skills.</li> </ul>	<ul style="list-style-type: none"> <li>✓</li> <li>✓</li> <li>✓</li> <li>✓</li> <li>✓</li> <li>✓</li> <li>✓</li> <li>✓</li> </ul>		

<ul style="list-style-type: none"> <li>• Ability to work in a Transdisciplinary team.</li> <li>• Ability to prioritise and meet deadlines.</li> <li>• Ability to honour confidentiality.</li> <li>• Ability to deal with pupils who present with complex behavioural and learning needs following specialist in house training</li> <li>• Willingness to undertake further training as identified for the post and / or professional development.</li> <li>• Ability to abide by the BPS code of conduct and assistant psychologists practice guidelines</li> </ul>	<ul style="list-style-type: none"> <li>✓</li> <li>✓</li> <li>✓</li> <li>✓</li> <li></li> <li>✓</li> </ul>	<ul style="list-style-type: none"> <li></li> <li></li> <li></li> <li></li> <li>✓</li> <li></li> </ul>
<b>Knowledge</b>		
<u>Knowledge - Essential</u>		
<ul style="list-style-type: none"> <li>• Understanding of autism spectrum disorders</li> <li>• Knowledge of behaviour management interventions relating to challenging behaviour</li> </ul> <p><u>Knowledge – Desirable</u></p> <ul style="list-style-type: none"> <li>• Some knowledge of Pathological Demand Avoidance would be an advantage, but not essential</li> <li>• Some knowledge of mental health and support interventions would be an advantage, but not essential</li> </ul>	<ul style="list-style-type: none"> <li>✓</li> <li>✓</li> <li></li> <li></li> </ul>	<ul style="list-style-type: none"> <li></li> <li></li> <li>✓</li> <li>✓</li> </ul>
<b>Experience</b>		
<u>Experience - Essential</u>		
<ul style="list-style-type: none"> <li>• Relevant experience of working with people with Autism and/or learning difficulties</li> <li>• Relevant experience of working with complex needs.</li> </ul>	<ul style="list-style-type: none"> <li>✓</li> <li>✓</li> </ul>	
<b>Education &amp; Certification</b>		
<u>Education &amp; Certification</u>		
<ul style="list-style-type: none"> <li>• Degree in Psychology (2:1 or above) with graduate basis for registration or equivalent experience</li> <li>• Recent and relevant courses or CPD in the field of Autism, desirable</li> <li>• Post graduate level qualifications in a relevant field, an advantage</li> <li>• Enhanced DBS</li> <li>• Driving License (desirable)</li> </ul>	<ul style="list-style-type: none"> <li>✓</li> </ul>	<ul style="list-style-type: none"> <li>✓</li> <li>✓</li> <li>✓</li> <li>✓</li> </ul>
<b>Context</b>	<b>Interfaces</b>	
	<b>Internal</b> <ul style="list-style-type: none"> <li>• All school employees</li> <li>• Children</li> <li>• Teaching staff</li> <li>• Teaching assistants</li> <li>• TDT members</li> <li>• Admin Staff</li> </ul>	<b>External</b> <ul style="list-style-type: none"> <li>• Professionals</li> <li>• Parents/Carers</li> <li>• Community</li> <li>• Ofsted/Accreditation</li> <li>• Other Health or Social Care Professionals</li> </ul>

	<b>Environment</b>	Work: As per School needs Travel: As per School's needs Hours: 37 hours per week Holiday: 45 days Pro Rata.
	<b>Scope</b>	People in the organization and other professionals
	<b>Safeguarding responsibilities</b>	The NAS is committed to safeguarding and promoting the welfare of all children and adults who use our services and as such expects all staff and volunteers to share this commitment.
<b>Position</b>	Salary Band: NAS Grade 3 (AS)	Range: SP 1-8 £18,250-£26,000
		Date Reviewed: December 2018