

Job Title: PBS Practitioner

Reports To: Senior PBS Practitioner

Job Purpose

To enable a young person with learning disabilities, Autism, social, emotional and mental health needs and behaviours that challenge to stay at home and to improve the quality of life for the young person and their family. This will be achieved by delivering a Positive Behaviour Support (PBS) service in accordance with legislation, regulatory standards and contractual requirements, ensuring the achievement of Affinity Trust quality and performance objectives.

Key Responsibilities

1. Deliver the highest quality and standards of Positive Behaviour Support to young people, their families and a range of other professionals, enabling the child/young person to continue to live at home
2. Keywork an agreed number of children/Young people, delivering PBS interventions and support in the home, in the community, school and other support service settings, including directly supporting the young person, modelling good practice and providing guidance
3. Develop meaningful relationships with the young person and the family that is based on trust, reliability and professionalism thus enabling effective support and interventions
4. Support the young person to increase independence, increase their community involvement, develop a range of skills, have more meaningful occupation and enhance their wellbeing
5. To work as part of a team of PBS Practitioners, including providing cover for other members of the team as required
6. With direction from the Senior PBS Practitioner respond to crisis situations by providing timely and specific support and interventions
7. To conduct direct observations of the young person at home, school and any other environments they frequent
8. To assist in the completion of a range of assessments and the formulation of PBS plans
9. To attend and contribute to appropriate multi-disciplinary meetings and reviews, providing reports and feedback

10. To complete behaviour specific paperwork and contribute to/complete behaviour analysis reports on a monthly basis
11. Work in partnership with children, families and a range of other professionals to seek feedback and input into service delivery. With direction from the Senior PBS Practitioner, effect any changes required arising from the feedback
12. Present fair, balanced feedback/support to staff and family members. Recognise and challenge areas of poor practice and institutionalised culture
13. Actively engage in professional supervision from the Senior PBS Practitioner, thus enabling accountability, effective service delivery and continuous professional development
14. Work closely with schools including delivering direct support and guidance to school staff during the school day, via direct work with the young person and contributing to workshops
15. Produce high quality and accurate records of work with the young person, their families and other professionals. Contribute to review meeting reports, outcome monitoring systems and other reports as required
16. Ensure all relevant records in relation to the young person we support are appropriately maintained and up to date using the Nourish management information system
17. Contribute to effective multi-agency working practices by maintaining regular contact with key professionals such as social workers and school staff, providing feedback and observations both verbally and in writing and taking part in a range of multi-agency meetings
18. Actively participate in specialist PBS and other learning and development to ensure quality of service delivery and continuous professional development
19. To undertake a work pattern structured around the requirements of the children and their families which will include some non-office hours working
20. To be aware of and report any safeguarding and child protection concerns
21. Undertake research to ensure knowledge is up to date re best practice/new interventions, and to contribute to papers and research as appropriate

Person specification

Factor	Essential	Desirable
Competency & Values	<p>Communication – verbal and written Accurate communication skills with attention to detail. Confident and persuasive communicator. Demonstrable questioning and listening skills</p> <p>Values – Demonstrates company values. Self-motivated and enthusiastic to learn new skills. Demonstrates an inclusive approach at work and supportive to colleagues. Discrete and maintains confidentiality of information</p> <p>Safeguarding – Demonstrate knowledge of child protection practices awareness of abuse and neglect and the increased vulnerability of disabled children and young people</p>	
Skills	<p>Ability to deliver Intensive support and interventions to children and young people, families and other professionals</p> <p>Ability to develop positive professional relationships with children and young people, families and a range of professionals</p> <p>Ability to work alongside colleagues in school settings and provide guidance and modelling</p> <p>Ability to fully engage with children and young people, families and other professionals- providing guidance and support, gaining feedback and challenging negative practice and attitudes.</p>	

	<p>Ability to produce high quality records and reports.</p> <p>Ability to use outcome monitoring tools</p> <p>Ability to contribute to a range of assessments and to individual Positive Behaviour Support plans</p> <p>Ability to identify problems and risks and take corrective actions</p> <p>Ability to participate in a range of meetings including multi-agency meetings</p> <p>Ability to manage own workloads</p>	
Education and Qualifications	<p>Willingness and ability to undertake PBS specific training and a range of other learning and development opportunities</p>	
Knowledge	<p>Good knowledge and understanding of child protection and safeguarding and the increased vulnerability of disabled children and young people</p> <p>Knowledge of physical, social and emotional needs of children and young people with learning disabilities and behaviours that challenge and how these can be met</p> <p>Knowledge of the issues that affect the families of children and young people with learning disabilities and behaviours that challenge</p> <p>Knowledge of Neurodevelopmental Disabilities" - Autism, ADHD etc</p> <p>An understanding of effective multi-agency working</p>	<p>Knowledge of positive behaviour support theory and practice</p> <p>Knowledge and experience of using person centred planning approaches</p> <p>IT Literate including client record systems</p> <p>Knowledge of learning difficulties</p>

Experience		
	<p>Experience of working with children and young people with learning disabilities and behaviours that challenge</p> <p>Experience of multi-agency working and working alongside other professionals</p> <p>Experience of producing high quality written records and other reports relating to service delivery</p>	<p>Experience of consultation with children /young people and families</p> <p>Experience of contributing to assessments, positive behaviour support plans and risk assessments.</p> <p>Experience of undertaking consultation with children and young people and families to gain feedback</p> <p>Experience of working within an outcomes focused service</p>
<p>Other Specific Requirements</p>	<p>Good knowledge of business software i.e. Microsoft Office/365 (Excel, Word, PowerPoint, Outlook, Sharepoint, OneDrive) and the ability to use in-house systems</p> <p>Committed to equal opportunities and diversity</p> <p>Available to work flexible hours</p> <p>To hold a UK driving licence with access to vehicle for some travelling within the area and occasionally wider afield</p>	