

Job Definition

Job Title: PBS Practitioner

Reports to: Service Lead

Job Purpose

To enable Autistic adults/Young people and adults/Young people who have learning disabilities and behaviours of concern to stay at home/in community placements and to improve the quality of life for the person we support 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 Autistic adults/Young people and adults/Young people who have learning disabilities and behaviours of concern, their families and a range of other professionals, enabling the child/young person to continue to live at home.
2. To key work an agreed number of Autistic adults/Young people and adults/Young people who have learning disabilities, delivering PBS interventions and support in the home, in the community, school/ college and other support service settings, including directly supporting the adult/young person, modelling good practice and providing guidance.
3. Develop meaningful relationships with the adult/young person and the family/ support staff that is based on trust, reliability and professionalism thus enabling effective support and interventions.
4. Support the adult / young people 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 Service Lead, respond to crisis situations by providing timely and specific support and interventions.
7. To conduct direct observations of adults/ young people at home, school/ college 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 adults/ young people, families and a range of other professionals to seek feedback and input into service delivery. With direction from the Service Lead /Senior PBS Practitioner, effect any changes required arising from the feedback.
12. Present fair, balanced feedback/support to support staff, family members and other professionals. Recognise and challenge areas of poor practice and institutionalised culture.
13. Actively engage in professional supervision from the Service Lead, thus enabling accountability, effective service delivery and continuous professional development.
14. Work closely with support providers, schools/ colleges and other settings, including delivering direct support and guidance to staff, via direct work with adults/young people and contributing to workshops.

15. Produce high quality and accurate records of work with adults/ young people, their families, support staff 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 people we support are appropriately maintained and up to date using the management information system.
17. Contribute to effective multi-agency working practices by maintaining regular contact with key professionals such as social workers and support 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 people we support and their families which will include some non-office hours working.
20. To be aware of and report any safeguarding, SOVA and child protection concerns.
21. Undertake research to ensure knowledge is up to date re. best practice / new interventions and contribute to papers and research as appropriate.

Person specification

PBS Practitioner

	Essential	Desirable
Education & Qualifications	<p>Willingness and ability to undertake PBS specific training- including a BTEC Level 4 and a range of other learning and development opportunities</p> <p>Good knowledge and understanding of child protection, SOVA and safeguarding and the increased vulnerability of disabled adults and young people</p>	<p>PBS certificate level 4 or BILD coaches' certificate</p>
Knowledge	<p>Knowledge of physical, social and emotional needs of Autistic adults/Young people and adults/Young people who have learning disabilities and behaviours of concern and how these can be met.</p> <p>Knowledge of the issues that affect the families of Autistic adults/Young people and adults/Young people who have learning disabilities and behaviours of concern</p> <p>Knowledge of Neurodevelopmental Disabilities - Autism, ADHD etc.</p> <p>Knowledge of learning difficulties</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>

	An understanding of effective multi-agency working.	
Experience	<p>Experience of working with Autistic adults/Young people and adults/Young people who have learning disabilities and behaviours of concern</p> <p>Experience of multi-agency working and working alongside other professionals</p> <p>Experience of working with families in the family home and support providers</p> <p>Experience of providing focused support and interventions to adults and young people and their families and support staff</p> <p>Experience of producing high quality written records and other reports relating to service delivery</p>	<p>Experience of consultation with adults/young people and families</p> <p>Experience of contributing to assessments, positive behaviour support plans and risk assessments.</p> <p>Experience of contributing to assessments and support plans</p> <p>Experience of working within an outcomes focused service</p>
Skills/ Ability	<p>Ability to deliver Intensive support and interventions to adults and young people, families and other professionals</p> <p>Ability to develop positive professional relationships with adults and young people, families and a range of professionals</p> <p>Ability to work alongside colleagues in a variety of settings and provide guidance and modelling</p> <p>Ability to fully engage with adults 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</p> <p>Ability to contribute 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 produce journal articles and undertake relevant research</p>

	<p>Ability to manage own workloads</p> <p>Values – Demonstrate organisational values. Demonstrate a commitment to equality and diversity and anti-discriminatory practices.</p> <p>Safeguarding – Demonstrate knowledge of child protection and SOVA practices, awareness of abuse and neglect and the increased vulnerability of disabled adults and young people.</p>	
Other Specific Requirements	<p>Available to work flexible hours, some travelling within the area and occasionally wider afield</p> <p>Appointment is subject to an enhanced Disclosure & Barring Service Check and eligibility to work in the UK</p>	Access to a car to assist with travel to a variety of settings