

Autism.
Redefining
what's
possible.

Application Pack

Positive Behaviour Support Team Lead



Recruitment to the post of:

Positive Behaviour Support Team Lead

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Letter from the CEO

Dear Applicant,

Thank you for your interest in the post of Deputy Headteacher at Remarkable Autism Ltd. For over 50 years Remarkable Autism Ltd (formerly known as Wargrave House Ltd) has grown into one of the country's leading providers of services for autistic children and young people. Remarkable Autism Ltd supports over 100 autistic children, young people and their families and carers, through the specialist educational and therapeutic services that are offered. Over 120 staff are employed in services extending across the North West, from Merseyside to Greater Manchester, Lancashire, Cheshire and North Wales, supporting autistic children and young people to lead happy and fulfilled lives.

As a prominent provider of educational and therapeutic services to children and young people with autism, you will work with the Senior Leadership Team to provide a sector-leading service to our people to take forward our ambitious strategy.

In return, we can offer an excellent remuneration package as well as the opportunity to make a difference to the lives of the people we support.

Best Wishes



Robin Bush
Chief Executive Officer

In our words...

Sundial Therapy aim to facilitate the achievement of significant and sustainable progress towards independence for autistic individuals, through integrated and targeted direct therapy. We are a dynamic and innovative therapy service and encourage personal and professional development across the whole team. We also benefit from a multi-professional approach to working, which all ensures we are providing the best quality service for autistic individuals and those around them.



Susie Grubert

Head of Therapy

Application process

To apply, please submit an application form and a supporting statement to: recruitment@remarkable-autism.org

Please ensure that your application details include;

- your current salary (remuneration),
- notice period

Closing date for applications: Friday, 31st March 2023

If you have any questions about the process, then please email us at: recruitment@wargravehouse.com

To have an informal conversation about the role, please contact Robin Bush, our CEO, on 01925 224 899

Our background

Founded by Bessie Berman in 1971, Remarkable Autism Ltd is a charity which is comprised of Wargrave House School, a non-maintained special school providing education for children and young people aged 5-18 years, Ascent Autism Specialist College which is an independent specialist college for young people aged 16-25 years and Sundial Therapy which consists of a team of assessment and therapy specialists supporting people of any age with Autism.

Our ethos

We recognise that all our children and young people have very special needs. Compassion, tolerance, respect and positive intervention will lead to effective learning experiences.

Our supportive environment is underpinned by the ethos agreed by everyone at Remarkable. To facilitate this cohesion and to ensure effective participation, much group discussion and consultation is fostered.

All staff meet regularly in a variety of meetings, as communication is key.

We aim to establish a sense of community and care so that staff and students can experience the benefits of being accepted and contribute towards the wider society.

We provide an environment that is educational, homely, and of a high quality to engender a sense of self-worth in all who come here.

Our vision, mission and values

What is our vision?

A world where autistic people lead happy and fulfilled lives

What is our mission?

We support and educate autistic people throughout their lives and redefine what is possible by providing innovative and transformative services

What are our values?



We are Creative

We redefine what is possible every day, pushing boundaries and always striving to do things differently and better.



We are Aspirational

We respond with compassion, energy and adaptability, always learning and always focused on creating a legacy of lasting happiness



We are Resilient

We keep our promises and are not afraid to stand up and be counted, honestly, openly, and always with pride.



We are Respectful

We know how important it is to get things right and recognise the views of others. Consistency, kindness and integrity are at the heart of everything we do.

Job description

Job Title: Positive Behaviour Support Team Lead

Directly Reporting to: Head of Therapy & Clinical Services

Salary & Hours of work: Monday – Friday, 37.5 hours per week, TTO + 4 weeks, NJC SCP 35 - 39

Main Purpose of the Post

To lead and develop the Positive Behaviour Support (PBS) team and provide assessment of behaviour support needs for autistic individuals with complex behaviours of concern.

To ensure education and therapy services remain focused on the enhancement of quality of life of students and learners through the reduction in the use of restrictive practices.

To lead on the implementation of the behaviour support model approaches including assessment of training needs and co-ordination and delivery of training across Remarkable.

Main Responsibilities

1. Clinical Delivery Requirements

- To manage a caseload of Autistic children and young people and be responsible for assessment and lead on PBS support plan writing
- Completing functional behaviour assessments and analysing clinical and social information from a range of sources to develop an appropriate PBS plan.
- Work alongside teaching staff and PBS practitioners to ensure the delivery of the PBS plan that meet individual's needs, monitor effectiveness and measure outcomes.
- Collaborating with teachers and other professionals to inform Education Health Care Plan (EHCP) provision and outcomes
- Supporting access to school activities for those requiring PBS plans through the assessment for and provision of proactive, active and reactive strategies to support maintenance of baseline presentation.
- Adapting practice to meet individual needs.
- Referring on to other services both in-house and externally as appropriate.

- Completing home visits and working closely with families, providing advice on transferring PBS plans from school/college into the home setting or vice versa where appropriate.
- Contribute to baseline and annual review reports reflecting knowledge of PBS approaches for autistic individuals.
- To work closely with learners/students, carers and families, involving them in decision-making regarding intervention approaches, sharing assessment and diagnosis related information clearly and effectively, particularly where barriers to understanding exist.
- To demonstrate empathy with and maintain sensitivity at all times to the emotional needs of children, young people and their families when imparting complex or distressing information regarding their diagnosis and the impact of this.
- To employ excellent communication skills to encourage clients and carers to undertake intervention strategies/approaches.
- To provide highly specialist advice, training and intervention regarding the care and support of Autistic individuals.
- To use advanced clinical reasoning to review PBS plans and the effectiveness of their implementation.
- To demonstrate clinical effectiveness and maintain own clinical skills in line with evidence based practice.
- To facilitate the reduction in behaviours of concern and use of restrictive practices within the organisation.
- To lead on the planning and initiation of new/different areas and methods of working.
- To attend educational and multidisciplinary assessments and reviews where appropriate.
- To maintain up to date and accurate case notes in line with professional standards.
- To attend parents' evenings and be available for consultation with parents/carers regarding their PBS plans.
- Leading on admissions and transitions assessments and planning.
- To assess the behaviour support model training needs of the services based on changing needs of the students/learner cohorts.
- To lead on and coordinate the development and provision of the behaviour support model training for staff across the organisation.

2. Strategic development and leadership duties

- To be an effective member of the multidisciplinary team within School & College and take an active role as part of the Therapy & Clinical Service team
- To recognise potential conflict and when it occurs and address as appropriate seeking support from the Head of Therapy Services as required.
- To attend or ensure appropriate representation for relevant meetings
- To autonomously manage own time and prioritise demands of caseload on a day-to-day basis.
- To promote awareness of and explain the role of PBS to colleagues, parents/carers and other services.
- To implement a systemic approach to therapeutic support across the organisation and lead on the planning of the rollout of PBS services.
- To participate in regular reviews of the PBS service as it develops and provide recommendations for service requirements.
- To direct and supervise PBS practitioners within the PBS service.
- To allocate caseloads to PBS practitioners and monitor input they provide.
- To conduct audits and present finding and lead on action planning in the reduction of restrictive practices across the organisation.
- To have a working knowledge of relevant procedures including Safeguarding Children, SEN procedures and other relevant legislation related to the health, education and social welfare of children/young people and their families.
- To conform to the policies and practices of Remarkable Autism.
- To be aware of and adhere to school, local and national Child Protection procedures.
- To maintain familiarity with the Build guidelines and be an active member of relevant professional groups and ensure other members of the PBS team remain up-to-date also.
- To share information with others, observing information sharing and data protection guidelines.
- To provide evidence and information as required for Ofsted, NAS accreditation and other inspections.
- To contribute to and coordinate development of information and advice for parents or carers through leaflets or on the websites.
- To lead on and liaise with the Head of Therapy services regarding the annual development plan for the PBS service and budget by assessing and advising on current resource needs and areas of development identified.
- To carry out any other duties that may arise under the direction of the Head of Therapy and Clinical Services, Head of Education/Director of Services.

3. Supervision and Training

- To maintain appropriate registration in line with your professional governing bodies requirements.
- To develop and maintain the skills and knowledge required of a highly specialised PBS lead working with autistic individuals
- To engage in regular supervision to ensure clinical best practice and appropriate decision making to promote learning through experience, this includes participation in individual performance review.
- To develop a Personal Development Plan within the appraisal framework in agreement Head of Therapy Services.
- To maintain CPD by attending relevant courses and meetings and by reading appropriate literature.
- To maintain an up-to-date CPD file in line registration with the relevant governing body
- Complete an offer of relevant training to support the role with a focus on developing your area of specialism and disseminating information to the team.
- To share new information with and provide training feedback to other staff.
- To participate in the in-service training sessions.
- To demonstrate the ability to lead on the reflection on practice with peers and reflect with mentors to identify own development needs.
- To reflect on and evaluate training provided, creating plans for adaptation and development in response to feedback.
- To facilitate the development and implementation of evidence based practice and client outcome measures.
- To lead on the development and delivery of specialist training packages to School and College staff, parents/carers. Training to be adapted appropriately to meet the needs of course participants.
- To provide supervision for PBS practitioners monitoring performance and facilitating development of a Personal Development Plan for them within the appraisal framework.
- To ensure all staff are aware of safeguarding, child protection and health and safety issues related to using PBS approaches by contributing to development and sharing of training policies and risk assessments.

4. Health and Safety

- To complete audits of equipment and resources to ensure they are appropriate to needs.
- To have due regard for your own personal safety and that of children and young people and their parents/carers. In particular to have regard to moving and handling policies, restraining policies and ensure the safe positioning of self and others.
- To be flexible to the demands of the environment including deadlines and frequent interruptions.
- To be responsible for the security, care and maintenance of equipment ensuring standards of infection control and safety are maintained.
- To comply with relevant legislation, H&F Education department and guidelines relating to variety of work environments
- To ensure that all persons using the communication aids and equipment issued to them understand their function as well as appreciate their responsibility

General Responsibilities

Read and be aware of all details in all relevant policies.

To be responsible for all tasks undertaken, checking work as appropriate.

To work in an organised and efficient manner ensuring that a tidy and safe environment is maintained.

To attend training as appropriate and as authorised by the Director of Services.

Maintain a professional relationship with other members of the team

Undertake other duties as required by the Director of Services which are considered to be commensurate with the purpose of the post and grading.

Participate in the performance management process as agreed by the Company.

Play a full and active part in the life of the school and college.

Support the welfare of students in their educational/care environments.

As part of the whole school team, promote the well-being, behaviour and personal development of students/Learners.

Understand and apply Company policies including:-

- Safeguarding Children and Adults,
- SEN,
- Health and Safety,
- Dignity at Work
- Whistleblowing
- Confidentiality

Maintain confidentiality inside and outside the workplace

Care Standards Act 2000, and The Health and Social Care Act 2008 (Regulated Activities) Regulations 2014

It is a requirement upon all staff to report (to the designated Safeguarding Lead, Chief Executive, Head of Education, or the Governing Body, or to the National Care Standards Commission or other approved inspectorate with which the service has an agreement for inspection under the Children Act 1989, or to the local social services authority or to the police) any concerns they may have about practices in the service, or the behaviour of colleagues, which they consider likely to put at risk of abuse or other serious harm. Staff have a duty to prevent vulnerable students or colleagues from being drawn into terrorism and are required to report any concerns following the Company's Safeguarding Prevent procedures.

Remarkable Autism provides a guarantee that the procedures will be invoked in ways that do not prejudice any whistle blower's own position and prospects if they have reported an allegation or concern in good faith.

It is now a requirement that your job description makes it clear that failure by a member of staff to report actual or reasonably suspected physical, sexual or emotional abuse or neglect of a student is a disciplinary offence.

Additional information

The work at Remarkable for those working directly with the service users can on occasion be physically demanding and employees must be able to undertake in full the requirements of the job and requisite training.

For the safety of staff and the service users, training will be provided to assist employees to carry out their role, specifically the behaviour support model, Moving & Handling, First Aid and Health & Safety training (this provides staff with the skills to carry out the sometimes necessary holds in a reasonable and proportionate manner). Employees will be required to fully participate in all training.

Having a disabling condition does not preclude you from working for Remarkable Autism. However you should make Remarkable Autism aware of any adaptations required to enable you to undertake the work.

Confidentiality

Maintain confidentiality for all areas of Remarkable Autism, its staff and its work. The nature of the work within the service entrusts people with confidential information about the students, their families and staff. Any breach of this confidentiality will constitute gross misconduct.

Note: This job description reflects the present requirement of the post. As duties and responsibilities change and develop, the job description will be reviewed and subject to amendment.

Remarkable Autism operates a safer recruitment process. Appointment to the post will be subject to suitable references and an enhanced Disclosure Barring Service check. Remarkable Autism is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Signed and accepted:

Date:.....

Person specification

Positive Behaviour Support Team Lead

You should be able to demonstrate that you meet the following criteria:

E = Essential D = Desirable

Qualifications		
DESCRIPTION		Evidence
A degree in Psychology, Health and Social Care or PBS is preferred but consideration will be given to other qualifications of a similar nature or level.	E	Application
Attendance at workshops/ seminars/ further accredited training in Positive Behaviour Support (PBS)	E	
Post graduate/masters level further education and qualifications in a similar field.	D	
Additional accredited training relating to working with Autistic individuals	E	
Qualified as a PROACT SCIPr UK ® Instructor	D	
Driving licence	D	
Experience		
DESCRIPTION		Evidence
Minimum of 4 years experience in working with Autistic individuals .	E	Application Selection process Interview
Extensive experience in completing and accurately recording observations of young people	E	
Minimum of 2 years experience of working with Autistic individuals and/or learning disabilities in an education or health setting.	E	
Demonstrable evidence of experience of working with a multidisciplinary team.	E	
Minimum of 2 years experience of working with families of children with severe disabilities and the psychosocial aspects of this.	E	

Person specification (continued)

Experience		
DESCRIPTION		Evidence
Experience providing advice and training/teaching/presenting formally and informally to students, other professionals, parents and carers.	E	Application Selection process Interview
Experience of planning and running groups to support services users with skills development.	E	
Experience of initiation or involvement in service development/projects.	D	
Evidence of experience in undertaking and leading on reflective practice	E	
Relevant experience of delivering formal training to staff.	D	
Experience of undertaking assessment and developing care/health/PBS plans	E	
Experienced in evaluating input, outcome and competing audits	E	
Experience of contributing to Education and Health Care Plans.	D	
Knowledge		
DESCRIPTION		Evidence
Demonstrable knowledge of the developmental stages of children and young people.	E	Application Interview
Comprehensive knowledge of Autism including how this impacts on the Individual's learning, functional skills and behaviours.	E	
Extensive knowledge of PBS theory and practice relevant to working with children with additional needs and their families, including evidence-based strategies and approaches.	E	
Knowledge of what constitutes restrictive practice and alternative to such practices.	E	
Comprehensive knowledge of the PBS process and how to implement this in practice	E	
Knowledge of relevant Educational Legislation and the National Curriculum	D	
An understanding of cultural differences and their impact on support needs	E	
Evidence of understanding of how to evaluate outcomes of interventions and critically reflect on practice	E	
Knowledge and understanding of neurodiversity affirming practice means and how to implement and promote this.	E	

Person specification (continued)

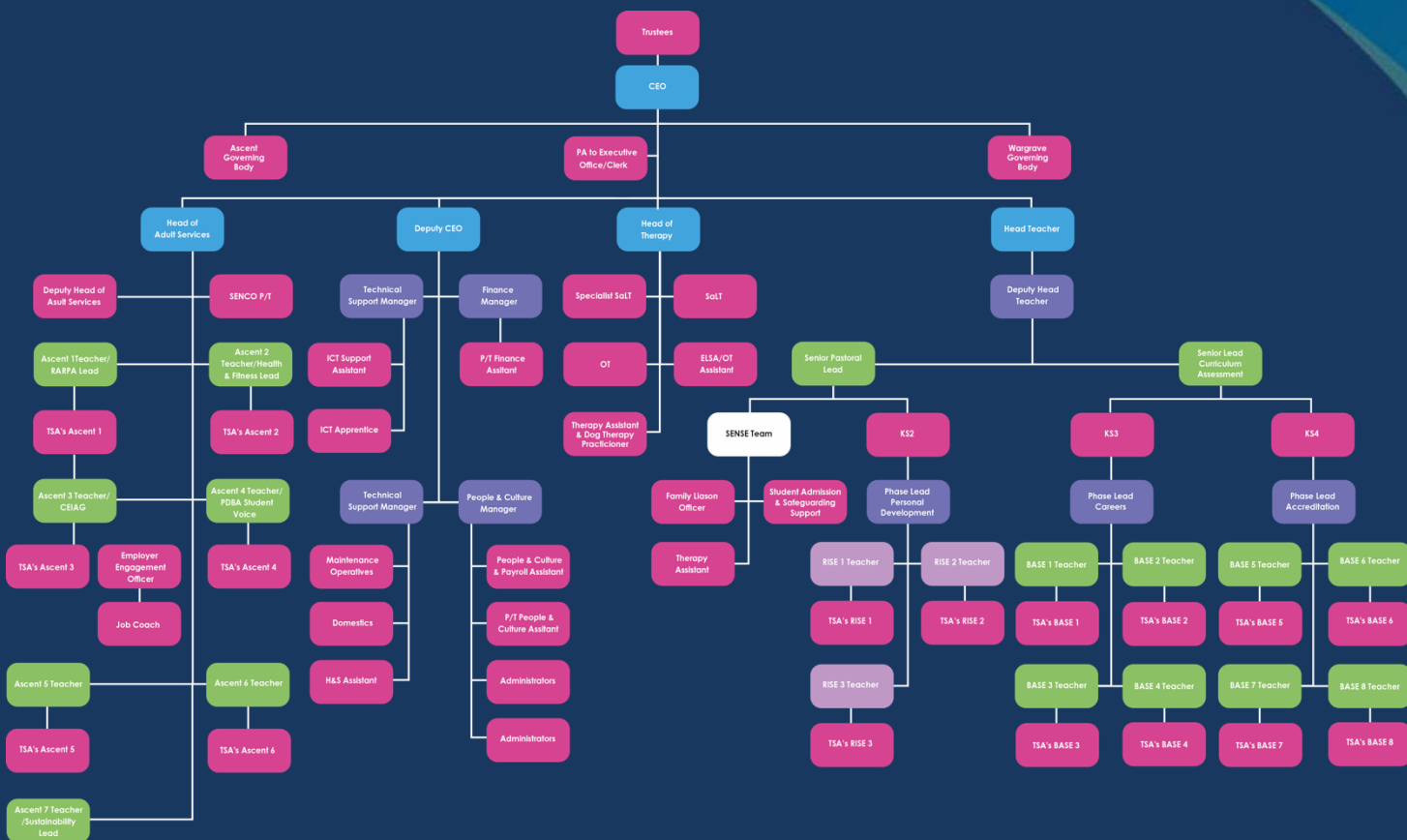
Skills		
DESCRIPTION		Evidence
Strong organisational abilities, including the capacity to prioritise tasks and manage administrative responsibilities efficiently.	E	Application Interview
Able to work independently as well as collaboratively in a team, with a range of professionals.	E	
Skilled in implementing reflective practice in own work and to facilitate for others in reflection.	E	
Competent in the use of programs and MS 365 packages to the role e.g. Word, Excel, internet.	E	
Ability to recognise and manage difference of opinion in both client related and inter-professional situations in a respectful and appropriate manner.	E	
Creative thinking skills	E	
Able to remain calm in a crisis and problem solve on the spot	E	
Excellent communication skills, both verbal and written, with the ability to adapt to engage effectively with learners, families, and staff members.	E	
An ability to use ethically sound reasoning skills to complete functional assessments, interpret findings and create and evaluate PBS plans.	E	
Skilled in coaching and mentoring of others	E	
Ability to facilitate training sessions and contribute to staff development initiatives.	E	

Person specification (continued)

Personal Qualities & Attributes		
DESCRIPTION		Evidence
Empathetic and compassionate approach towards supporting individuals with diverse needs.	E	Application on Interview References
Passion for working with Autistic individuals.	E	
Flexibility and adaptability to changing environmental demands	E	
Commitment to actively promoting the policies and procedures of the organisation	E	
Commitment to sustainability of resources, environment and services	E	
An excellent team player	E	
Strong leadership qualities	E	
Motivated to continue to develop own skills and knowledge	E	
Clear commitment to supporting staff development	E	
Respectful of confidentiality	E	
Commitment to personal and professional development including reflective practice and ongoing learning	E	
A commitment to safeguarding and promoting the welfare of children and young people	E	
Resilience and ability to remain calm and composed in challenging situations.	E	

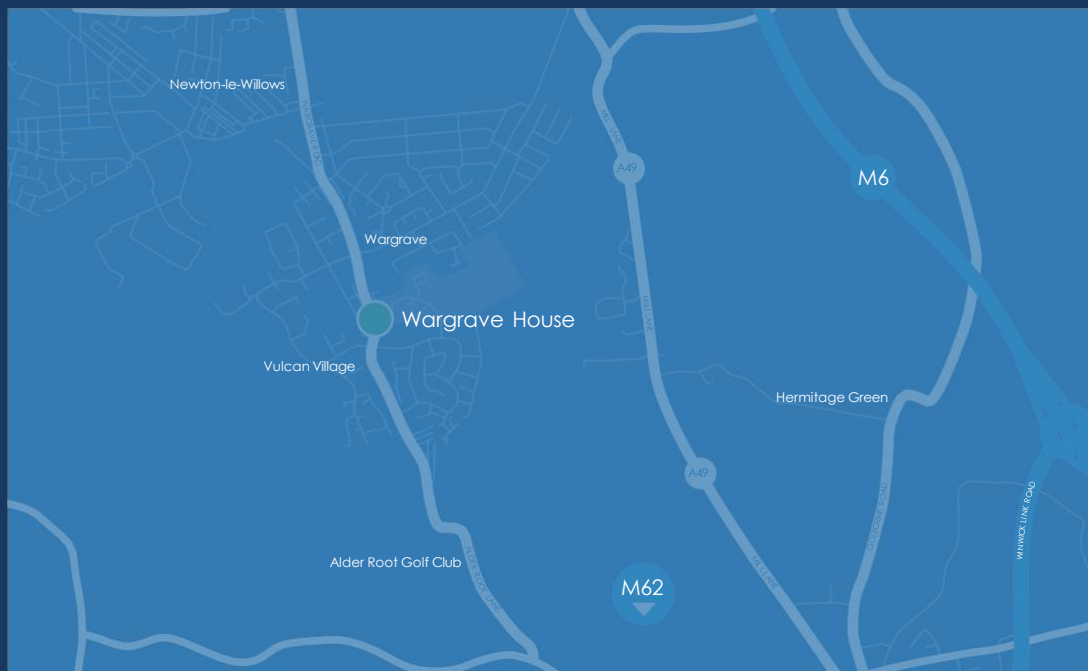
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Organisational structure

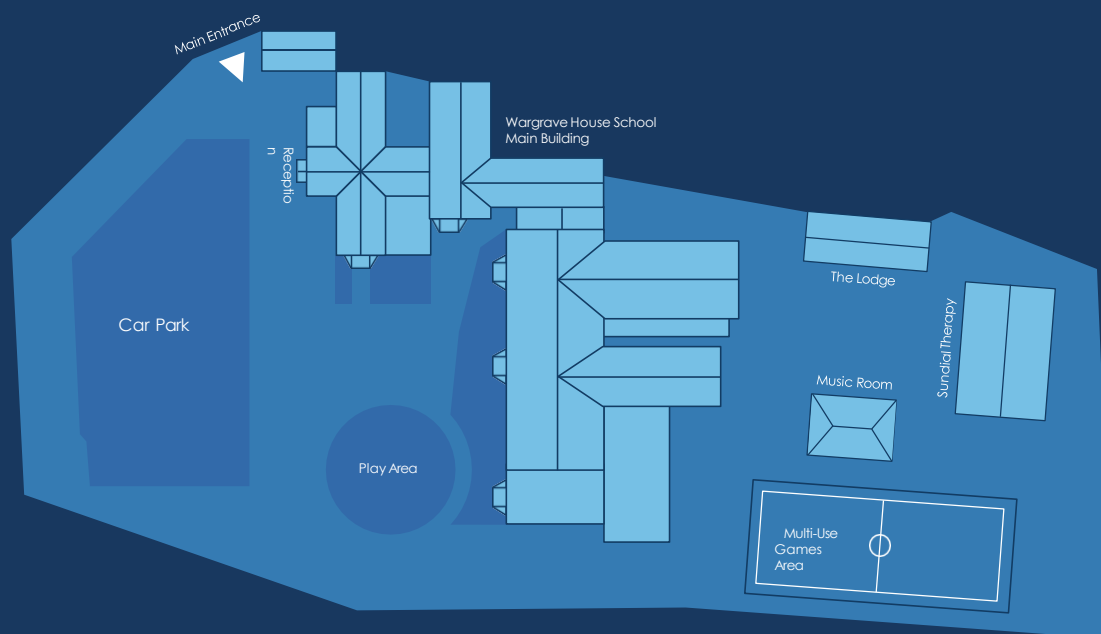


How to find us

Directions to Wargrave House



Site Map



Autism. Redefining what's possible.

Remarkable
449 Wargrave Road
Newton-Le-Willows
Merseyside
WA12 8RS

01925 224 899

recruitment@remarkable-autism.org

www.remarkable-autism.org