

## JOB DESCRIPTION and PERSON SPECIFICATION (PRO FORMA)

| JOB DESCRIPTION          |   |
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| <b>Job Title:</b>        | PBS Practitioner  |
| <b>Team:</b>             | Health & Wellbeing Team   |
| <b>Reports to:</b>       | PBS Team Manager  |
| <b>Role Purpose:</b>     | <p><i>Provide excellent Positive Behaviour Support, in keeping with the organisations Positive Behaviour Support Framework</i></p> <p><i>Respond to PBS Referrals and hold a caseload, prioritised with support from the PBS Team Manager</i></p> <p><i>Ensure support teams are focused on enhancing the quality of life of people supported, promoting personal skill development and reducing/eliminating the use of restrictive practices</i></p>   |
| <b>Scope:</b>            | <p><i>Support will be offered within a general geographical area , but may include some work outside that area from time to time, if specialist support is required</i></p> <p><i>Support will be offered to people with learning disabilities and/or autism and associated complex needs i.e. behaviours which challenge, mental health conditions and risk of contact with the criminal justice system</i></p>  |
| <b>Accountabilities:</b> | <p><i>Respond to PBS Referrals in timely manner, holding a caseload as prioritised with agreement from the PBS Team Manager</i></p> <p><i>Complete Functional Assessments and implement PBS Plans in collaboration with support teams, and families as appropriate</i></p> <p><i>To provide modular based PASSPORT Training to staff teams, as relevant to the needs of the person/people supported</i></p> <p><i>To monitor implemented PBS Plans, to check on consistency of approaches and coaching/advising teams when inconsistency is evident</i></p> <p><i>Raise concerns to the PBS Team Manager if there is concern related to practice and/or an unhealthy culture within a support team</i></p> <p><i>Promote the least restrictive means of support, and the organisations commitment to STOMP and the reduction in use of psychotropic medicines</i></p> <p><i>Work collaboratively with the Assessment &amp; Placement Team to assist in supporting people who are moving into our services , to minimise the risk of a placement breakdown</i></p> |

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|                               | <i>Respond to crisis situations in which a person is posing a risk to self and/or others and there is a risk of placement breakdown/hospital admission</i>   |
| <b>Specific Requirements:</b> | <p><i>1<sup>st</sup> Degree 2:2 or above in Psychology, Health and Social Care, Applied Behaviour Analysis or PBS (Consideration will be given to other qualifications of a similar nature or level)</i></p> <p><i>Work flexibly to support services, which may require working outside of 'office hours' at times</i></p> <p><i>Act in an On-Call capacity from time to time at weekends, to ensure there is behavioural advice at such times to Regional Managers in crisis/emergency situations</i></p> <p><i>Willingness and ability to travel throughout the organisation. A full drivers licence and ability to drive is essential for this role</i></p> <p><i>Creative approaches to provide advice and information in an engaging manner through the use of workshops, events and technology</i></p> |

| <b>PERSON SPECIFICATION</b>   |  |
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| <b>Knowledge:</b>             | <p><i>Strong understanding of the values and ethos of positive behaviour support, person centred approaches and thinking, Active Support and Total Communication</i></p> <p><i>Strong understanding of the needs of adults with learning disabilities and autism</i></p> <p><i>Knowledge of functional assessment tools, and PBS processes including how to construct and implement a PBS Plan</i></p> <p><i>Knowledge of Physical Intervention Accredited Training and legislation related to the use of restrictive practices</i></p> <p><i>Knowledge of the national STOMP campaign and the organisational commitment to STOMP</i></p> <p><i>Knowledge of monitoring tools, including the use of Positive Monitoring and Periodic Service Reviews</i></p> |
| <b>Skills and Experience:</b> | <i>Experience of directly supporting adults with learning disabilities and/or autism</i>   |

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|                      | <p><i>Skill in completing functional assessment, and developing/implementing PBS Plans which are easy for support teams to understand and follow</i></p> <p><i>Maintain data analysis related to behavioural support to evidence justification for strategies employed and behavioural trends over time</i></p> <p><i>Skill in assessing potential environmental and health factors at play in relation to challenging behaviour, including assessment of team dynamics</i></p> <p><i>Effectively communicate with people supported, families, support teams and external professionals to ensure excellent communication and continuity of support</i></p> <p><i>Skill at teaching small groups of staff, and including a commitment to become a PASS+PORT accredited trainer</i></p> <p><i>Experience of supporting teams in crisis situations, and positive role modelling to enhance skill, competence and confidence of support staff</i></p> <p><i>Able to use autonomy and work creatively to share information and advice across the organisation, prioritising workload effectively</i></p> |
| <b>Competencies:</b> | <p><i>To engage professionally and respectfully with others, whilst advocating for excellent positive behaviour support for people supported by the organisation</i></p> <p><i>Effective time management and prioritization of caseload</i></p> <p><i>Able to confidently and professionally challenge and report poor or abusive practice, in line with the organisations and PBS values</i></p> <p><i>Excellent verbal, written and IT skills to ensure accurate and professional records and reports are developed as appropriate</i></p> <p><i>Contribute to best practice networks, and focus on continuous professional development to enable the organisation to provide the very best positive behaviour support to people</i></p>   |