

Person Spec

Post Title: Lead Practitioner for Behaviour

School: The Garden school

Pay range: Lead Practitioner L1

Line Manager: Deputy Head, Standards and Development

	Essential/ Desirable
Qualifications	
Qualified teacher	Essential
Leadership training or qualification	Desirable
Experience & Knowledge	
Recent experience of leadership in a specialist setting	Essential
Evidence of ability to take on whole school responsibility and turn policy into effective and successful practice	Essential
A clear understanding of evidence based pedagogical approaches for pupils with autism.	Essential
Up to date knowledge of statutory regulations and guidance relating to the post	Essential
Awareness of recent relevant research relating to autism	Essential
Ability to analyse data, evaluate the performance of pupil groups, pupil progress and plan an appropriate course of action for whole school improvement	Essential
Ability to review whole school systems to ensure the robust evaluation of school performance and actions to secure improvements	Essential
A secure knowledge and understanding of the key features and principles of Positive Behaviour Support (PBS).	Essential
A secure knowledge and understanding of the key features and principles of Active Support (AS).	Desirable
A secure knowledge and understanding of the key features and principles of Ambitious About Autism's Quality of Life model for curriculum delivery (aka the Ambitious Framework)	Desirable
Skills	
Be an effective team player able to work collaboratively and constructively with others	Essential
Support, motivate and inspire both colleagues and pupils by leading through example	Essential
Deal successfully with difficult situations that may include conflict management	Essential

THE GARDEN

Work successfully with a range of external agencies to secure good outcomes for pupils	Essential
Commitment	
Promoting the school's vision and ethos	Essential
Relating positively to and showing respect for all members of the school and wider community	Essential
Safeguarding and child protection	Essential
On-going relevant professional development	Essential
Personal qualities	
Resilience and perseverance	Essential
Pride and integrity	Essential
Excellent communication skills	Essential
Well-organised and able to work to deadlines	Essential
Enjoys a challenge	Essential
Self-motivated and able to motivate and inspire others	Essential
Solution focused and flexible	Essential
Self-awareness, knowledge of strengths and limitations	Essential
Dependable and reliable	Essential
Willing and able to be flexible	Essential



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Role description:

This job description is not a comprehensive definition of the post. Our approach is one of flexibility, reflective of the schools needs and the post holder's individual skills set and offer.

Discussions will take place on a regular basis as to development and direction of individual specific lead responsibilities. However, our current role framework for Lead Practitioner incorporates developing and maintaining the framework of *Positive Behaviour Support* in the school so that there is an embedded school wide understanding of the approach evident in classroom practice and underpinned by effective whole school organisation and systems.

The primary purpose of Lead Practitioner is to model and lead improvement in practice.

Main Duties and Responsibilities

- Oversee and lead a team of PBS specialists including coaches who can support good practice.
- Ensure Behaviour Support Plans are well written, reviewed at timely intervals and are having an impact.
- Oversee system of Behaviour Support Forums and MDT drop-ins in the school, ensuring sessions take place, are well-attended and well run.
- Deliver induction and other staff training on Positive Behaviour Support.
- Deliver training to parents and other stakeholders including transport providers on Positive Behaviour Support.
- Liaise with class teachers, parents and other involved agencies regarding Positive Behaviour Support approaches being used with particular pupils
- Attend multi-disciplinary meetings as required.
- Act as a first port of call on immediate behaviour concerns and be involved in debrief sessions as necessary.
- Support classroom practice through direct work including shadowing identified pupils. After observations provide advice to teachers and class teams in face to face meetings and prepare detailed write ups regarding sources of dysregulation and recommendations.
- Monitor and evidence impact of interventions. Hold staff to account.
- Act as lead *Approach* trainer in the school and ensure that staff comply with training expectations at all times when implementing a restrictive physical intervention.
- Deliver induction and refresher *Approach* training.
- Contribute to regular reviews of behaviour systems of reporting and recording in the school.
- Contribute to whole school improvement planning and school self-evaluation processes
- Prepare reports for Governors and attend Governors' meetings as required in order to present behaviour data and information.
- Ensure that summative behaviour data is rigorously and systematically produced for each cycle to enable behaviour trends to be identified and tracked across the year.
- Act as Practice Leader for Active Support.
- Oversee and co-ordinate an implementation team in order to 'roll out' the Ambitious Framework throughout the school.

THE GARDEN

- Oversee and co-ordinate the writing of individual pupil and activity Risk Assessments.

Working with stakeholders

- Assist in developing policies and practice which promote inclusion and equality
- Promote effective multi-disciplinary working with all specialist support services including liaising with professionals and joint planning as appropriate
- Organise and conduct meetings where appropriate with parents and carers to ensure positive outcomes for all parties
- Strengthen partnership and community working