



**National Star**

Realising the aspirations  
of people with disabilities

## **BEHAVIOUR SUPPORT PRACTITIONER – WALES & WEST**

### **JOB DESCRIPTION**

#### **ORGANISATION RESPONSIBILITIES:**

Reports to: Emotional Wellbeing Service Manager

Liaises with: Clinical Psychologist  
Education staff  
Allied Health Professionals  
External Agencies

#### **MAIN PURPOSE OF JOB:**

At National Star we recognise that there are a range of factors outside of education that can have an impact on a learner's life at college. National Star's Emotional Wellbeing Service promotes good mental health and Positive Behaviour Support (PBS), supporting learners in getting the most from their social, educational, and life skills programmes.

The role of the Behaviour Support Practitioner focuses on working with learners who present with emotional wellbeing support needs or distressed behaviour, supporting them in managing this through a variety of evidence-based interventions, with the ultimate aim of improving their quality of life. The post holder will be responsible for the functional analysis of behaviours and the consequent development of support plans, whilst working alongside support teams to develop their skills in delivering pro-active, person-centred approaches to working together with learners. In doing this, they will be expected to work collaboratively with other health professionals, including Occupational Therapists and Speech and Language Therapists, delivering evidence-based interventions that are based on the holistic understanding of the learner's needs.

#### **PRIMARY TASKS:**

- To take professional responsibility for a specialist caseload.
- To actively promote the emotional wellbeing of learners.
- To complete the functional analysis of behaviours that are impacting on a learner's wellbeing and opportunities.
- To develop Positive Behaviour Support Plans using the results of assessments and update these regularly as new information becomes known or the learner's needs change.
- To develop resources that support the successful delivery of interventions.

- To promote the safe and effective management of incidents of distressed behaviour, including the implementation of environmental changes, risk management, reactive strategies and the debriefing process.
- To liaise and communicate with staff, allied health professionals and external agencies to exchange and elicit relevant information.
- To liaise with parents, families and carers, and communicate clearly and empathically the basis on which the Positive Behaviour Support Plan is developed.
- To prepare information for key stakeholders and contribute to the learner's review process.
- To contribute to person-centred planning processes, presenting summaries of historical information and collaborating with members of staff, families and other stakeholders to ensure future plans promote the learner's wellbeing and are based on sound behavioural principles.
- To keep up to date and accurate records of work completed using agreed recording systems.
- To contribute to the organisation's pre-placement assessment process.
- To support staff teams in the implementation of Positive Behaviour Support Plans through training and regular contact.
- To promote and input into the development of a reflective organisational culture that learns from experience and draws on this learning to improve outcomes for learners.
- To assist in the delivery of training to other staff.
- To participate in training and development programmes as required by the organisation.
- To access regular supervision and work within professional boundaries.
- To adhere to and comply with National Star policies and procedures at all times.
- To undertake any other duties as may be within the scope of the role function.

### **SAFEGUARDING**

National Star takes its responsibility for safeguarding seriously and it is committed to safeguarding and promoting the welfare of young people and vulnerable adults. It requires that all staff share this and act accordingly by applying organisational policy and procedure, and ensuring that safeguarding training is up to date.

### **EQUALITY & DIVERSITY**

Demonstrate commitment to equality and diversity through personal example and clear action, ensuring equality of access and treatment in employment and service delivery to all.

### **HEALTH & SAFETY**

Promote the organisation's Health and Safety at Work Policy and Procedure and ensure these are implemented effectively within the department.

## **PERSONNEL SPECIFICATION**

<b>ATTRIBUTE</b>	<b>ESSENTIAL</b>	<b>DESIRABLE</b>
<b>Education</b>	Level 6 qualification in psychology or a related discipline - i.e. undergraduate degree or equivalent.	<p>Postgraduate qualification in Positive Behaviour Support or Applied Behaviour Analysis.</p> <p>Level 4 qualification in a psychotherapeutic approach (e.g. Person-Centred Counselling).</p> <p>Evidence of recent relevant professional development.</p>
<b>Experience</b>	<p>A minimum of 12 months experience of working with young people and adults with a learning disability and/or mental health condition.</p> <p>A proven track record of working successfully with people who display behaviour of concern, delivering positive outcomes for service users.</p> <p>Previous experience of working in a multidisciplinary manner with other professionals.</p> <p>Experience in managing a caseload.</p> <p>Experience of maintaining accurate service user records.</p>	<p>Previous experience of working with autistic young people and adults.</p> <p>Experience of supporting the creation of capable environments for service users within realistic budgets and with a focus on positive risk-taking.</p> <p>Experience of functional analysis and support plan implementation.</p> <p>Experience of training others in relation to behaviour analysis and support.</p> <p>Experience of developing debrief protocols and supporting staff to develop debriefing skills.</p>
<b>Skills / Knowledge</b>	<p>A sound knowledge of Positive Behaviour Support.</p> <p>Knowledge of relevant safeguarding requirements and how to help young people and vulnerable adults stay safe.</p> <p>The ability to work as a team member and on own initiative alongside a wide variety of professionals from all grades and disciplines.</p> <p>An ability to work in an innovative and dynamic environment, adapting approach and practice through learning and experience.</p> <p>High level reporting and recording skills.</p> <p>Problem-solving skills.</p>	<p>Ability to deal appropriately with conflict and confrontation.</p> <p>Knowledge and awareness of legislation applicable to sphere of practice.</p> <p>Working knowledge of the legal framework regarding the implementation of physical interventions and the definitions of restrictive practices under the law.</p> <p>The ability to use supervision effectively to reflect on working practices and adapt approaches accordingly.</p> <p>Ability to critically appraise and reflect on own performance and use this constructively to review working practice.</p>
<b>Personal</b>	Strong value base with commitment to an enabling model.	

	<p>Ability to maintain a positive response to working with people whose behaviour may be concerning to others.</p> <p>Ability to manage own caseload and work autonomously.</p> <p>Excellent communicator with learners, staff, family and professionals.</p> <p>Ability to work under pressure and meet deadlines.</p> <p>Commitment to continuing development of professional skills and knowledge.</p> <p>Commitment to a holistic, flexible and innovative model of service delivery.</p> <p>Flexible, adaptable, pro-active and self-motivated.</p> <p>Commitment to equality and diversity.</p>	
<b>Other</b>	IT literate – basic skills and knowledge of Microsoft Office applications: Word, Excel and PowerPoint.	Full driving license