



Job title:	Lead Practitioner (Behaviour)
Salary:	SO1
Line manager:	Deputy Head
Supervisory responsibility:	None
Hours:	Full Time (32.5 hours per week, term time only – non term time to be discussed)

INTRODUCTION

All staff are required to carry out their duties in accordance with all school policies and procedures. The duties outlined in this job description are correct at the time of creation but may change in accordance with the needs of the school.

This role is to work closely with the Behaviour Lead/Team.

MAIN PURPOSE OF THE ROLE

- To work as a key member of the behaviour team
- To support implementation of the behaviour policy and behaviour training across the school
- To offer direct support to pupils with behavioural needs both planned and unplanned (proactive and reactive)
- To offer support and strategies to parents and carers in relation to behavioural needs in the home and during key transition points
- To carry out home visits, where necessary, to address behaviour concerns for individual pupils and provide a link between home and school
- To complete welfare checks in line with First Day Calling procedures and as directed by SLT/DLSs
- To liaise with internal and external professionals and agencies in relation to children's presentation, progress and needs
- Complete referrals to other agencies such as SIOT, CAMHS and Play Therapy following liaison with SLT & DSLs
- To help facilitate and deliver parent/carers workshops and training
- Monitor IRIS (behaviour incidents and accidents) entries, analysing trends and themes and responding accordingly to class/pupil need
- To plan and deliver key interventions as required such as Circle of Friends, Interoception, Jigsaw, Social Communication
- To act as a Child Mental Health First Aider
- To act as a Sleep Practitioner and support families with sleep concerns
- To represent pupils at professional meetings such as Child in Need, Early Help and Child Protection in terms of behavioural presentation, concerns and progress
- Support staff in writing behaviour risk reduction plans and profiles
- Develop personalised and specialist resources as required
- To record actions and progress for assigned pupils via CPOMs, IRIS and other required methods
- Ensure safeguarding policy and procedures are adhered to at all times



OPERATIONAL DUTIES

- Ability to drive own vehicle with business insurance
- Confident & trained to drive school van and minibus
- To act in a flexible and responsive way and respond to behaviours as they arise across the school
- To work with the Behaviour & Well-being team and Lead to ensure that behavioural priorities across the school are met and progress is tracked and recorded in a timely manner
- To contribute to annual review reports for children or progress meetings, with specific reference made to progress under relevant EHC outcomes.
- Ensure that full use is made of any specialist equipment required by children
- Organise, timetable and deliver relevant interventions to small groups of children or individuals
- To source and attend training and network meetings in line with the role and responsibilities

ARRANGEMENTS AND ADDITIONAL INFORMATION

- The post holder is expected to manage their own diary / timetable – this should be available for view
- A degree of flexibility is required of the post holder to allow for responsive work in the homes pre and post school
- The postholder is expected to attend staff meetings where relevant (this time will be added to the contracted hours)
- This document and job role will be reviewed annually as part of performance management.

SAFEGUARDING

The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment.

The successful candidate will be subject to an Enhanced Disclosure & Barring Service background check.

SCHOOL VISION

At Highbury we work towards a very simple but important aim that during their time at school every child will shine. We want every child who attends our school to have the skills and confidence they need to have a valued voice, to keep themselves safe from harm, to make positive choices and to understand their worth and the contribution they can make to the world.



We want all of our children to feel part of a proud community of pupils, staff and parents who advocate for one another and break down barriers and misconceptions.

We do not limit our influence to the Highbury community and we aim to share our expertise and experiences with other practitioners and partners across Calderdale in order to ensure that the Highbury vision becomes a shared one.



Highbury School Person Specification

Post Title: Lead Practitioner (Behaviour)

ATTRIBUTES	ESSENTIAL	DESIRABLE	HOW IDENTIFIED
<p>PRACTICAL INTELLECTUAL SKILLS AND QUALIFICATIONS</p>	<p>GCSE English and Maths at A to C or 9 to 4, or equivalent</p> <p>To communicate effectively with pupils, staff, parents/carers, governors and visitors.</p> <p>Excellent written & verbal communication skills</p> <p>Ability to lead intervention groups</p> <p>To be able to read, digest and implement advice from a range of professional reports</p> <p>To be able to contribute to relevant training events</p> <p>Strong ICT skills using a range of programmes and software</p> <p>Full UK driving licence</p>	<p>Degree or equivalent qualification</p> <p>First Aid qualification</p> <p>Team teach/ Dynamis qualification</p> <p>Trained Sleep Practitioner</p> <p>Qualifications specifically related to Behaviour, SEND or Safeguarding</p> <p>Knowledge of Sensory Integration</p> <p>Knowledge of positive behaviour support approaches</p> <p>Willingness to transport pupils in school vehicles</p> <p>Manual handling training</p> <p>Medical needs training</p> <p>Use of CPOMs</p>	<p>Application Form</p> <p>Interview</p> <p>Certificates</p> <p>References</p>



		ARFID training	
EXPERIENCE	<p>Experience of working with pre-school or primary age children in a school setting or with people who have learning difficulties.</p> <p>Experience of responding effectively to a wide range of complex behaviours</p> <p>Experience of planning and delivering high quality lessons/teaching on a 1:1 basis or in small class groups</p> <p>Experience of working in a team</p> <p>Experience of liaising with a range of professionals</p> <p>Experience of writing risk assessments</p> <p>Experience of regularly leading off site events and activities</p> <p>Experience of communicating with parents/carers with sensitivity, discretion and confidence</p>	<p>Experience of working with children with learning difficulties (May be in a voluntary capacity).</p> <p>Experience of tracking behaviours over time and planning and responding accordingly including resourcing</p> <p>Experience of tracking/recording progress</p> <p>Experience of delivering training to adults</p> <p>Experience of maintaining accurate assessment records and evidence of pupil progress/development</p>	<p>Application Form</p> <p>Interview</p> <p>References</p>



<p>TRAINING</p>	<p>Willingness to attend the following training courses:</p> <ul style="list-style-type: none"> • Moving and Handling • Positive Behaviour Management (internal) • Positive handling (external) • Designated Safeguarding Lead • Sleep Practitioner • First Aid (child) • Child Mental Health First Aider <p>Committed to personal professional development and proactive in seeking to develop practice</p>	<p>Appropriate career training for working with children</p> <p>First aid</p> <p>Sherbourne</p> <p>Intensive Interaction</p> <p>Team Teach/ Dynamis</p> <p>ASD awareness</p> <p>Sensory Needs Practitioner</p> <p>Sign Supported English</p>	<p>Application Form</p> <p>Interview</p> <p>Certificates</p>
<p>SPECIAL KNOWLEDGE</p>	<p>An awareness of child development and safeguarding</p> <p>Knowledge of a wide range of successful de-escalation techniques in response to escalating and challenging behaviours</p>	<p>Knowledge of:</p> <ul style="list-style-type: none"> - Child development - Early Years - SEN - Primary Curriculum 	<p>Application Form</p> <p>Interview</p> <p>Certificates</p> <p>References</p>



<p>DISPOSITION AND ATTITUDES</p>	<p>Express a positive attitude to pupils with SEN, regarding their needs and developing abilities.</p> <p>Able to:</p> <ul style="list-style-type: none"> - respond effectively to changing circumstances - respond to unplanned behavioural work in a calm and pragmatic manner - exercise sensitivity and discretion in challenging circumstances - always maintain confidentiality - demonstrate empathy, strong listening skills and professionalism when communicating with parents/carers - approach sensitive topics with tact, patience, confidence and support - know when and how to offer challenge to parents & professionals to seek best outcomes for the child - manage pressure effectively - show a willingness to participate in the curriculum with enthusiasm and accuracy (including personal care, positive behaviour and swimming) - use initiative in a variety of situations - demonstrate good organisational skills <p>Be able to work independently, following guidance and direction from SLT and class lead.</p>	<p>Experience of working as part of a reflective team</p> <p>Experience of leading staff on and off site</p> <p>Experience of completing dynamic risk assessments</p> <p>Experience of completing home visits in a professional capacity</p>	<p>Application Form</p> <p>Interview</p> <p>References</p>
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	<p>Be positive and take a proactive approach.</p> <p>Reflective practitioner who is able to give and receive feedback</p> <p>Excellent communication and interpersonal skills</p> <p>Calm manner and a compassionate and nurturing disposition</p>		
<p>PHYSICAL</p>	<p>Able to undertake all moving and handling operations, of pupils and objects, adhering to individual risk assessments/plans and behaviour management plans.</p> <p>A good level of personal fitness</p> <p>Follow all training when responding to behaviours that challenge to ensure personal safety is paramount</p>		<p>Application Form</p> <p>Interview</p> <p>References</p>