

## Job Description: Behaviour Analyst

<b>SALARY SCALE:</b>	£32,015 - £36,926, dependent on qualifications and experience
<b>HOURS:</b>	Full-time, 37.5 hours per week
<b>CONTRACT:</b>	Permanent
<b>ACCOUNTABLE TO:</b>	Head of School
<b>LINE MANAGER:</b>	Consultant Behaviour Analyst
<b>LOCATION:</b>	Tram House School, 520 Garratt Lane, London SW17 0NY
<b>PROBATIONARY PERIOD:</b>	Six months
<b>HOLIDAY:</b>	The school year for pupils is approximately 40 weeks. All school closures are non-working days.
<b>OTHER BENEFITS:</b>	Pension: 3, 4 or 5% matched contributions after 3 months in post, loans for Season Tickets / Bike purchase

### About BeyondAutism

We are experts in delivering autism education services from pre-school to 25. BeyondAutism is a non-profit organisation, driving change in the world of autism education to ensure autistic children and young adults access an education which empowers a life full of choice, independence and opportunity. We do this by creating positive educational experiences, training for the professional team around a child, and information, resources and support for families and carers.

### About BeyondAutism Schools

BeyondAutism Schools are independent special schools for autistic children and young adults aged 4-19. Our fundamental belief is that every young person should have access to an education which empowers a life full of choice, independence and opportunity. Each of our pupils is provided with a truly personalised curriculum, guided by Behaviour Analysis, that ensures sustained success, setting children and young adults up with the skills and independence to lead a life of their choosing.

## Job Summary

- Leadership of one class within the school providing guidance, support and training to their teams, monitoring all aspects of their work. Overseeing the education of pupils, developing appropriate curriculum plans and behaviour strategies.

## Main Duties and Responsibilities

### Behaviour reduction plans

- To conduct functional analyses for behaviours that challenge and develop behaviour reduction plans based on the principles of Behaviour Analysis
- Ensuring all behaviour reduction plans are approved by a certified behaviour analyst (BCaBA / BCBA) – if post holder still undergoing training
- To monitor the effectiveness of behaviour reduction plans and make adjustments as required on a 2 weekly basis or more frequently if necessary
- To consult with a BCBA when considering the use of consequence-based procedures to reduce behaviours that challenge and monitor the effect that such procedures are having on the frequency, duration and intensity of the behaviour that challenges on a daily basis.
- To explain and demonstrate the implementation of behaviour reduction plans with the class and across the school and train others to implement plans effectively
- To oversee the record keeping related to behavioural incidents and accidents including Team Teach, behaviour logs and Schoolpod
- To discuss or inform parents of behaviour reduction plans and obtain signed informed consent prior to their implementation.

### National Curriculum and group teaching

- To oversee and advise on the use of reinforcement, data taking and group responding of pupils
- To link national curriculum assessments back to Verbal Behaviour assessments and provide support for TLP's (Teaching and Learning Practitioners) and ASPs (Advanced Skills Practitioners) in conducting assessing and monitoring pupil progress.
- To assess pupil's skills within group settings and set up opportunities for pupils to work with peers when appropriate
- Collaborate with school teachers when developing the individual education plans (IEPs) to ensure consistency

### Training

- To provide on-going training, guidance and demonstrations to TLPs, Lead TLPs and ASPs using the principles of Applied Behaviour Analysis in order to maximise pupil progress and

promote good teaching practice

- To provide scientific theory training to new staff and on-going theory training to other staff members
- To make and update training videos showing a range of different learners and teaching procedures
- To support other staff members in teaching age appropriate play and social skills
- To provide training and support to the ASPs ensuring that they are confident with all aspects of their own job role
- To support ASPs in providing training, ensuring that they are confident to train others
- To conduct termly observations on your staff team and provide on-going training based on the outcomes of those observations
- To provide written feedback for training given in the form of training notes and keep a record of all training
- To support ASPs with conducting audits of online graphs and files at least once per term
- To keep up to date with and follow current school policies so that good practice can be modelled and provided to staff in your classes.
- To develop and deliver whole school training or class team training after school and on inset days

## Staff management

- To monitor the professional conduct of TLPs and ASPs within your class, to address issues as they arise and to keep the Heads of Schools informed
- To monitor the efficiency and effectiveness of teaching of all staff (including ASPs) within your classes and provide 'on-the-spot' training and guidance where necessary
- To attend and contribute to 6 month reviews for Trainee TLPs
- To prepare for and attend 3 and 6 month reviews for ASPs in their probationary period and yearly performance management meetings ASPs confirmed in post
- To help ASPs plan their time effectively
- To oversee the training being delivered by ASPs, including modelling good demonstrations, observing training, checking training notes and delivering feedback
- To manage TLP rotation dependent on individual pupil needs
- Ensure pupils TLP teams are managing workloads and communicating assessments from programmes effectively and accurately.

## Pupil progress

- To oversee initial assessments of new pupils, write a baseline assessment report (including an IEP) and meet with parents to discuss the report and IEP
- To organise school to school transition plans for new pupils along with a home visit
- To provide both one to one and group instruction using Behaviour Analysis procedures and always demonstrate good teaching practice
- To be responsible for overseeing the efficiency and accuracy of assessments of each pupil (VB-MAPP, ABLLS-R, AFLS and EFL) and ensure that they are updated at least

every 6 months

- To develop Individual Education Plans for each pupil each term and annual goals based on the outcomes of the assessments, in-line with the pupil's EHCP
- To be responsible for overseeing, developing and introducing programmes for pupils based on the Individual Education plans and ensuring that all targets from the IEP's are worked on within the term
- To adjust teaching strategies and put in programme changes where the pupil is not making satisfactory progress
- To prepare for and participate in Annual Reviews and EHCPs for pupils
- To oversee and contribute to End of Term Reports produced by the ASP and Qualified Teachers
- To liaise with the school's Occupational Therapist and Speech and Language Therapist to ensure that the targets they set are incorporated into each pupil's programmes and to report and feedback on pupil's progress
- To work with the outside teaching specialists, i.e. PE, Swimming and Music, to ensure that their classes are appropriate to the developmental age and needs of the pupils.

## Parent communication

- To offer parents in-house and at-home training related to their child's individual programme
- To prepare for and attend parent meetings and IEP evenings to advise parents of the progress made by their child
- To meet with parents to discuss concerns and implementation of strategies
- To generally be prepared to meet with parents or to speak to them on the phone or by email on a regular basis.

## Pupil welfare

- Safeguarding the security, safety and wellbeing of pupils at all times during school hours, in school and out in the community reporting any concerns in accordance with the Safeguarding and Child Protection Policy
- To ensure that all pupils have an up-to-date risk assessment that is communicated to relevant people
- To ensure the dignity of the children is upheld at all times
- To promote independence of the pupils within your class
- To ensure the general appearance of pupils is upheld at all times and that school uniforms are worn
  - To have a thorough knowledge of the level of intimate care needs for each pupil within your class and ensure intimate care routines are explained to relevant tutors and adhered to consistently
  - To manage pupils with medical needs, to write care plans and make sure they are signed and approved by the parents, and ensure that all staff understand them and follow

them reliably

- To liaise with social workers and attend Team Around the Child or Children In Need meetings when necessary

## Classroom management

- To be responsible for the management and organisation of their classroom including, but not limited to class displays, equipment, resources, attendance and risk assessments
- To ensure clear and effective communication between all roles within the classroom
- To monitor general health and safety within the classroom and in all activities undertaken, rectifying any concerns or reporting them to the Health and Safety Officer / Site Manager as needed – including risk assessments of spaces used
- To assist ASPs to plan and organise termly or half termly educational visits – including all communication to parents, venues, costing and risk assessments.

## Additional/general

- To remain up to date with evolving teaching and behaviour management procedures by reading behavioural journals and attending conferences and share that knowledge with other staff members
- To understand, adhere to and actively implement all the policies and procedures of the school at all times
- To actively participate in staff meetings and staff training sessions
- To develop knowledge of autistic spectrum disorders including the effect upon individuals and families and to demonstrate a thorough knowledge of Behaviour Analysis procedures and practice
- To represent the school at Annual Reviews, Special Educational Needs Tribunals and other meetings as required
- To operate and comply with the provisions of the Data Protection Act 1998 and relevant BeyondAutism policies during the course of undertaking the role
- To undertake the role of Designated Safeguarding Person if requested by Heads of Schools – see separate Job Description
- As a term of your employment you may be required to undertake various other duties as reasonably required by the Heads of Schools.