

## JOB Description: Advanced Skills Practitioner

<b>SALARY RANGE:</b>	£24,007 - £32,893
<b>HOURS:</b>	37.5 hours per week
<b>ACCOUNTABLE TO:</b>	Heads of Schools
<b>LINE MANAGER:</b>	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>SICK PAY:</b>	Full pay whilst unable to work due to sickness as follows: <ul style="list-style-type: none"><li>• 0 days in first two months</li><li>• 5 days for the remainder of the first year</li><li>• 20 days thereafter</li><li>• Salary payments for periods of sickness beyond 20 days in a 52 week period are at the discretion of BeyondAutism</li></ul>
<b>OTHER BENEFITS:</b>	Pension: 3, 4 or 5% matched contributions after 3 months in post, loans for Season Tickets / Bike purchase

## Job Purpose

- To apply an expertise in Behaviour Analysis and share this expertise through instruction and training to Teaching and Learning Practitioners, external professionals and stakeholders.
- To complement the delivery of the school's curriculum.

- To provide support for pupils, colleagues and the school in order to raise standards of achievement for all pupils.
- Utilising advanced levels of knowledge and skills in assisting with planning, monitoring, assessing pupils to become independent learners, to provide support for their welfare, and to support the inclusion of pupils in all aspects of school life.

## What we expect of you

### Class Responsibilities

- To work alongside Behaviour Analysts to develop and prepare resources and training for a range of teaching, including paired learning activities in accordance with IEPs and in response to pupil need.
- To deliver training on and be able to demonstrate the ability to motivate and progress pupils' learning by using clearly structured, interesting teaching and learning activities.
- To have a key role in training new Teaching and Learning Practitioners with basic procedures when Practitioners start and with more advanced skills for more experienced Practitioners. This will include running competencies on staff, doing IOAs with Behaviour Analysts and giving staff constructive feedback and training in line with the competency results.
- Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop. Ensuring staff are aware of their responsibilities through training and line management.
- Have an advanced knowledge of behaviour management strategies, in line with the school's policy and procedures. To support in behaviour management, providing advice, guidance and training to Teaching and Learning Practitioners and other professionals.
- To have an up to date knowledge of all programs in the classes you are assigned and be able to deliver them when needed.
- Provide detailed verbal and written feedback on pupil responses to learning activities and pupil behaviour, to Behaviour Analysts, Teachers, therapists and Pupils.
- To cover in the absence of Teaching and Learning Practitioners and Lead Practitioners.
- To cover in the absence of the class Behaviour Analyst taking on the daily responsibilities and expectations
- In accordance with arrangements made by the Deputy Head of School, progress pupils' learning in a range of classroom settings, including working with individuals and small groups.
- To have a thorough understanding of the Independence Framework, supporting Behaviour Analysts in the assessment of this and collection of data. Training staff in developing independence skills.

- Assess pupils' responses to learning tasks and where appropriate, modify methods to meet individual and/or group needs.
- Contribute to programmes of observation and assessment as planned by the Behaviour Analyst, evaluations and other information to assist in the provision of appropriate support for specific children.
- To line manage up to 5 Teaching and Learning Practitioners undertaking their induction, appraisal and mentoring.
- Contribute to the overall ethos, work and aims of the school by attending relevant meetings and contributing to the development of policies and procedures within the school. Also participate in staff meetings and training days/events as requested.
- Supervise pupils in the playground and contribute to play time activities – which have been planned for by Lead Practitioners.
- Assist Behaviour Analysts and teachers by receiving instructions directly from professional or specialist support staff involved in the children's education. These may include social workers, health visitors, language support staff, speech therapists, educational psychologists, and physiotherapists.
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## 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 monitor general health and safety within the classroom, rectifying any concerns or reporting to Health and Safety Officer / Site Manager as needed
- To understand, adhere to and actively implement all the policies and procedures of the school at all times
- To be trained and take responsibility for a key aspect of Health and Safety in the schools such as a Designated Safeguarding Person, Fire Warden, First Aid, Evac Chair,
- Recognize and challenge any incidents of racism, bullying, harassment, victimisation and any form of abuse of equal opportunities, ensuring compliance with relevant school policies and procedures and making sure the individual/s involved understand it is unacceptable.
- Assist in maintaining good discipline of pupils throughout the school and supervise pupils on planned visits and journeys.
- To complete risk assessments for off-site activities and trips ready to be signed off at least 2 weeks before each trip.
- Provide support and assistance for children's pastoral needs, for example, dressing, caring for sick, injured or distressed children.
- Provide physical support and maintain personal equipment used by the children at the school.
- Administer medication as agreed.

- Foster and maintain constructive and supportive relationships with parents/carers, exchanging appropriate information, facilitating their support for their child's attendance, access and learning, and supporting home to school and community links.

## Research and Learning

- To Support the Research and Learning Hub, through termly visits to at least one partner school, delivering training, advice and guidance.
- To present and distribute findings from the Research and Learning Hub on podcasts, at conferences or at other public speaking events
- 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 an in-depth knowledge of Behaviour Analytical procedures and practice
- To represent the charity at organised charity events and contribute to the organisation and running of the event when needed / out of hours on a voluntary basis

## Additional/general

- To undertake additional tasks as directed by the Deputy Heads of Schools, SLT and Behaviour Analysts
- To operate and comply with the provisions of the Data Protection Act 2018 (GDPR) and relevant BeyondAutism policies during the course of undertaking the role.