



Post-19 Behaviour Analyst

Job Description & Person Specification

BeyondAutism
September 2023

Registered Charity No. 1082599
020 3031 9705
beyondautism.org.uk

 **BeyondAutism**

Table of Contents

About BeyondAutism	3
Our values	3
Job overview	3
What we can offer you	4
About the role	5
What you will bring to the role	7
Job information	8



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.

Our services:

We deliver rapid and sustained outcomes in our Early Years' service by working with parents and children together. Empowering parents to feel resilient and confident in meeting the needs of their child leads to aspirational, informed choices creating a positive and successful step into primary education.

Our schools and Post-19 service have a specialist curriculum that ensures sustained success beyond the age of 25, setting children and young adults up with the skills and independence to lead a life of their choosing. By teaching them the academic and life skills they need and through the promotion of a happy, caring environment, we nurture the confidence, independence and self-belief to enable them to make the most of the next stage of their life or education.

We also work more widely, activating networks and building local capacity with our solution focused Outreach team. Our unique BeyondAutism Fast Responder® service works at the point of crisis to change the national picture and reduce school placement breakdown.

Our values

At BeyondAutism we are:

Dedicated to delivering excellence

Developing expertise, outstanding services and positive engagement, always seeking to go above and beyond expectations.

Committed to Behaviour Analysis, underpinned by the science of Applied Behaviour Analysis and Verbal Behaviour

Contributing to research and ensuring our staff continually develop and share best practice that ensure aspirational outcomes are achieved for autistic individuals.

Respectful

Embracing diversity, showing integrity, acting with compassion and always treating people with dignity.

Proud to challenge

Listening, changing thinking, shifting attitudes and educating.

Job overview

- We are looking for an experienced practitioner, driven to develop and monitor outstanding Behaviour Analysis programmes for our Post-19 learners, aged 19-25.
- You will be responsible for the leadership and management of a hub within the college providing guidance, support and training to Instructors and their teams, monitoring all aspects of their work.
- You will oversee the education of our students, developing appropriate curriculum plans and behaviour strategies, preparing them for life after education.

What we can offer you

You can find a very rewarding career with BeyondAutism. As well as being part of a team delivering life-changing services, we offer multiple and generous benefits to employees.



Pension scheme *

We offer a competitive pension scheme via salary exchange of 3, 4 or 5% and match your contribution.



Term-time only roles

We have a number of jobs in term time only, perfect for those returning to work after a career break or for parents with young children.



Season ticket loan *

We can loan you the cost of your season ticket, repaid through monthly salary deductions for the period of the season ticket or less. Maximum period 12 months. Maximum loan £5000.



Bicycle loan *

We can loan you the cost of purchasing a bike for the purpose of cycling to work. Up to a maximum value of £1000, repayable over a period of 12 months or less.



Continuing Professional Development (CPD)

Further education opportunities including Masters, RBTs, diplomas and certificates; and opportunities for membership for relevant professional bodies.



Professional Membership fees

Reimbursement of the cost of annual professional membership fee where continued membership registration is a requirement of your role.



Onsite counsellor

One counsellor working across our sites offering confidential 1:1 counselling sessions.



Perkbox

Access to an online perk scheme which gives you your pick of over 200 great discounts and freebies such as a free monthly hot drink from Cafe Nero, discounts on high street shopping and great price cinema tickets.



Employee Assistance Programme

Free access to a 24/7 confidential counselling support, including opportunity for face-to-face support.



Employee Referral Programme

Generous £400 thank you payment when you refer somebody into one of our open vacancies.



Eyecare vouchers

Vouchers to cover the cost of an annual eye examination and single-vision spectacles, if needed.

Benefits marked with (*) are contractual benefits open to staff who have been in post for three months or more.

About the role

Behaviour reduction plans

- To analyse 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 behaviours that challenge on a daily basis, ensuring all such plans are approved by a BCBA.
- To explain and demonstrate the implementation of behaviour reduction plans with the hub team and across the Post-19 service and train others to implement plans effectively.
- To monitor the success of behaviour reduction plans and 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 implementation.

Curriculum and group teaching

- To implement timetables and oversee the use of reinforcement, data taking and meeting IEP targets linked to EHCPs.
- To link curriculum assessments and IEP targets back to Verbal Behaviour assessments and provide support for Mentors and Instructors in collecting evidence for curriculum assessments or qualifications such as RARPA.
- To assess students' skills individually or within group settings and set up opportunities for students to work with peers when appropriate.

Training

- To provide ongoing training, guidance and demonstrations to Mentors, Lead Mentors and Instructors using the principles of Behaviour Analysis in order to maximise student progress and promote good teaching practice.
- To provide scientific theory training to new staff and ongoing 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 Instructors ensuring that they are confident with all aspects of their own job role.
- To support Instructors in providing training, ensuring that they are confident with all aspects of their own job role including their ability to train others.
- To conduct termly competencies and observations on your staff team and provide ongoing training based on the outcomes of those competencies and observations.
- To provide written feedback for training given in the form of training notes and keep a record of all training.
- To support Instructors with conducting audits of online graphs and files at least once per term.
- To keep up to date with and follow current service policies so that good practice can be modelled and provided to staff in your hub.
- To develop and deliver whole college training or hub team training during non-contact and inset days.

Staff management

- To monitor and manage the professional conduct of Mentors, Lead Mentors and Instructors within your hub and to address issues as they arise and to keep the Senior Leadership Team informed.
- To monitor the efficiency and effectiveness of teaching of all staff (including Instructors) within your hub and provide 'on-the-spot' training and guidance where necessary.
- To attend and contribute to 2, 4 and 6 month probation reviews for Mentors.
- To prepare for and attend 3 and 6 month reviews for Instructors in their probationary period, termly 1:1 meetings and yearly performance management meetings.
- To help Instructors plan their time effectively.
- To oversee the training being delivered by Instructors, including modelling good demonstrations, observing training, checking training notes and delivering feedback.
- To manage Mentor rotation dependent on individual student needs.
- Ensure students' Mentor teams are managing workloads and communicating assessments from programmes effectively and accurately through the use of data sheets and Evidence for Learning.

Student progress

- To oversee initial assessments of new students, write a baseline assessment report (including an IEP) and meet with parents to discuss the report and IEP.
- To organise transition plans for new students along with a visit.

About the role

- To provide both 1:1 and group instruction using Behaviour Analysis procedures and demonstrate good teaching practice at all times.
- To be responsible for overseeing the efficiency and accuracy of assessments of each student (VB-MAPP, ABLLS-R, AFLS and EFL) and ensure that they are updated at least every 3 months.
- To write and review Independent Learning Plan (ILP) for each student each term and a Personal Curriculum Plan for the year based on the outcomes of the assessments and their EHCPs.
- To be responsible for overseeing, developing and introducing programmes for students based on the Individual Education Plans and ensuring that all targets from the IEPs are worked on within the term.
- To adjust teaching strategies and put in programme changes where the student is not making satisfactory progress.
- To prepare reports and participate in Annual Reviews and network meetings for students.
- To oversee and contribute to End of Term Reports produced by the Instructor and Qualified Teacher.
- To liaise with the Occupational Therapist and Speech and Language Therapist to ensure that the targets they set are incorporated into each student's programmes and to report and feedback on student's progress.
- To liaise and work with the Job Coach, Employers and Community partners to ensure that sessions and activities booked are appropriate to the developmental age and needs of the students.

Parent communication

- To prepare for and attend meetings and parent evenings to advise parents of the progress made by their young person.
- To meet with parents to discuss concerns and implementation of strategies.
- To meet with parents or to speak to them on the phone or by email on a regular basis.
- To share effective strategies with home and other professionals, when relevant.

Student welfare

- Safeguarding the security, safety and wellbeing of students at all times, in the hub and out in the community reporting any concerns in accordance with the Adult Safeguarding Policy and Procedures.
- To ensure that all students have an up-to-date risk assessment and behaviour reduction plan that is communicated to relevant people.
- To ensure the dignity of the students is upheld at all times and promote independence of the students within your hub.
- To have a thorough knowledge of the level of intimate care needs for each student within your hub and ensure intimate care routines are explained to relevant Mentors and adhered to consistently.
- To manage student 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 Network and / or Professionals Meeting when necessary.

Hub management

- To be responsible for the management and organisation of the hub including, but not limited to displays, equipment, resources, attendance and risk assessments.
- To ensure clear and effective communication between all roles within the hub.
- To monitor general health and safety within the hub and in all activities undertaken, rectifying any concerns or reporting them to the Facilities Team and Health and Safety Officer as needed – including risk assessments of spaces used.
- To be responsible for hub budget and monitoring of expenditure.
- To be responsible for the hub Pleo card and student petty cash to support resourcing and curriculum activities.
- To assist Instructors to plan and organise termly or half termly educational visits – including all communication to parents, venues, costing and risk assessments.
- To open and close the hub on a daily basis.

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 service 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 college 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 Head of Post-19.
- As a term of your employment you may be required to undertake various other duties as reasonably required by the Head of Post-19.

What you will bring to the role

We are looking for passionate and dedicated professionals who want to provide excellent Behaviour Analysis instruction and training to Teaching and Learning Mentors and to deliver the provision's curriculum, and contribute to the development of other practitioners, learners and service policies and strategies.

	Essential	Desirable
Education & qualifications	<ul style="list-style-type: none"> • Undergraduate Degree • Formal training in Applied Behaviour Analysis • Undertaking a current course of study leading to BCaBA / BCBA (if not already obtained) 	<ul style="list-style-type: none"> • BCBA / BCaBA qualification
Experience	<ul style="list-style-type: none"> • Four years Behaviour Analysis experience, at least 6 months at supervisory level • Experience of advanced Behaviour Analysis skills; programme development, assessment, designing behavioural interventions • Experience in managing teams of staff • Experience of conducting theoretical and practical training 	<ul style="list-style-type: none"> • Work experience supervised by a BCBA. • Experience in a special needs school / college setting • Knowledge of FE curriculum, college experience
Skills/abilities	<ul style="list-style-type: none"> • Ability to work closely with the Post-19 Senior Management and Behaviour Analysis team • Ability to work in a pressured environment • Commitment to undertaking further training and professional development • Demonstrable interest in education • Good written and verbal communication skills-ability to communicate effectively with students, parents, staff and professionals • Ability to remain calm in a crisis • Understanding of and committed to equality of opportunity within an inner-city, special needs environment • Understanding and commitment to the college's Safeguarding Policy • Physically and emotionally resilient in order to work with autistic young adults who may present behaviours that challenge 	<ul style="list-style-type: none"> • Able to inspire confidence and influence and motivate others through example

SALARY SCALE:	£33,950 - £37, 338, dependent on qualifications and experience
HOURS:	37.5 hours per week
ACCOUNTABLE TO:	Head of Post-19
LOCATION(S):	2 Margravine Road, London, W6 8HJ 14 Enterprise Way, London SW18 1FZ 1 Enterprise Way, London SW18 1GA
PROBATIONARY PERIOD:	Six months
HOW TO APPLY:	<p>If you're interested in applying for the role, please send your CV and covering letter to recruitment@beyondautism.org.uk.</p> <p>Your cover letter should include:</p> <ul style="list-style-type: none">• Why you are interested in applying for this role• How your skills/experience meet the requirements of the person specification <p>If selected for interview you will be required to fill out a full application form for safer recruitment purposes.</p>

If you would like to know more or ask a question please email recruitment@beyondautism.org.uk.

BeyondAutism is proud to be an equal opportunity workplace. We are committed to equal employment opportunity regardless of ethnicity, religion, sex, sexual orientation, age, marital status, disability or gender identity.

BeyondAutism is committed to safeguarding and promoting the welfare of children and young adults and expects all staff to share this commitment. An enhanced disclosure will be conducted for the successful applicant.

How to follow us



/beyondautism



/beyondautismuk



beyondautism.org.uk



/beyondautism



/company/beyondautism