

JOB DESCRIPTION

Post Title:	Positive Behaviour Support Lead (Maternity Cover)
Location:	Based in a school/office in London or Norfolk
Department:	Central team
Salary Grade:	Negotiable based on experience
Contract:	12-month maternity cover, 3 days per week
Responsible to:	Head of School Improvement
Responsible for:	Promoting strong behaviour and implementing Positive Behaviour Support to best affect across all schools

Background

The Bridge Multi Academy Trust is a group of special and mainstream schools which work together to promote the best possible practice. The Trust has grown as we have been on our PBS journey and this has influenced the journey.

In 2016, we became aware of PBS through discussions with colleagues at the British Institute of Learning Disabilities (BILD). At that time the Trust consisted of three special schools. We already had a very positive approach to behaviour, however thought that PBS might help us anchor our practices on a clear framework especially as the Trust was growing. We trained 20 coaches on the BILD PBS coaches’ program.

In 2018 a mainstream primary school joined the Trust. The school was judged inadequate, and a big concern was behaviour. We wanted to be inclusive and use the same approach to behaviour across all of our schools. We researched the use of PBS in mainstream schools. We were put in touch with people from Windesheim University in Amsterdam by colleagues from BILD, and our CEO and the Headteacher of the primary school went to visit. We visited two schools and felt that their approach would translate well for our Trust. We also discussed their implementation strategy, which takes 2-3 years and involves pockets of training of an in-school team, followed by implementation of what they had just learned. We felt this would work for all our schools.

In September 2018, the initial training took place using the Dutch methodology. This is referred to as School Wide Positive Behaviour Support (SWPBS). Schools took to this at different paces. The CEO supported the work along with liaising with the Dutch coach. The coach visits regularly to review the work to date, deliver new training, and plan the next term’s interventions.

There was a no blame approach to implementation. If a school was finding it hard, they were encouraged but with understanding of the other school issues which were getting in the way. They could pause, then restart and catch up. This slower approach to implementation recognises that PBS is one of many things that schools are working with and sometimes it will move forward at a pace, and sometimes there will be blocks.

What has PBS achieved? In the primary school it has provided a way of being, which has supported staff to move forward. It provides a set of rules (determined through collective staff and pupil discussions) which everyone adheres to. It has been instrumental in cultural change and in helping staff develop a ‘we can do this’ attitude. It’s helps generate positivity. They can see the impact of implementing PBS on both staff and pupil behaviours and that is having a positive impact on how they have viewed other changes that we have needed to put in place. In our special schools it has promoted a consistent, school wide approach and encouraged small projects to be worked on across the school, whilst allowing everyone to be slightly different in their approach.

For the Trust, PBS has been one of several unifying strategies. The PBS teams are made up of a mixture of teachers and support staff. Very few leadership staff are involved. The PBS team train and support their colleagues to implement PBS. Them being teachers and teaching assistants themselves supports this. It allows people to share ideas across schools at different levels and to learn about all the schools in the Trust.

In January 2024 we appointed a PBS Lead to have oversight of the PBS work in all Trust schools and to provide a link point with the coach from Windesheim University. They have also helped schools new to the Trust to implement PBS. There has been continued strong impact from the projects run by schools to positively support pupils' behaviour. A key aspect of PBS is to collect data to inform on the impact of projects. The use of consistent behaviour data is beginning to help inform work across the Trust schools.

Core purpose

Help reduce pupil dysregulation and promote positive behaviour and attitudes in all Trust schools.

Main responsibilities

1. Play a major role in supporting the sustained implementation of PBS in each of the schools in the Trust. This will involve:
 - Working with the coach in the Netherlands to plan the PBS training for each of the schools.
 - To support this delivery.
 - To facilitate the PBS intervention teams in each of the schools where necessary.
 - To coordinate online learning opportunities for the intervention teams.
 - To support each PBS team to share the work that they are doing. This may include organising a summer event to host colleagues from overseas schools.
 - To support the PBS teams to stay 'on top' of the program.
 - To problem solve with each team and with teams together.
 - To introduce PBS to new schools and support them to get started with the program.
 - To share with Headteachers individually and collectively the PBS work going on in Trust schools.
 - To report to the Head of School Improvement and CEO on PBS implementation and the impact of PBS in all the schools.
 - To support teams to collect data to inform their work.
 - To support teams to write up and share their work.
2. Analyse data collected through intervention strategies and through the CPOMS system. Ask questions and explore trends with school based colleagues. Compare data across schools to draw out key messages.
3. Safeguard and protect children in accordance with the Bridge MAT's Policies and Procedures at all times. The post holder will work with the Safeguarding and Attendance Officer.
4. Maintain confidentiality of information; it will be necessary to comply with all requirements related to the Data Protection Act/ General Data Protection Regulations (GDPR).
5. Treat everyone with respect, dignity, and fairness and acknowledge and celebrate diversity.

Special conditions of employment

Rehabilitation of Offenders Act 1974

- This job is exempt under the Exceptions Orders to the Rehabilitation of Offenders Act 1974. Appointment to this job is subject to an enhanced DBS disclosure being obtained, and any relevant cautions, convictions, bind over orders and warnings being considered.
- If the jobholder is arrested, summonsed for an offence or receives a conviction a bind over order or a warning given by a police force, they are required to inform the Headteacher of this fact immediately. Such information will be treated in confidence, so far as this is consistent with the safety of children, compliance with statutory child protection procedures and the Academy's relevant policies. Failure to disclose such information may result in disciplinary action which could lead to the termination of the jobholder's employment.

Safeguarding and Promoting the Welfare of Children and Young People

- The jobholder is required to follow all of the Academy’s policies and procedures in relation to safeguarding at all times, and to adhere to the statutory guidance ‘Keeping Children Safe in Education’. The jobholder must take appropriate action in the event that they have concerns, or are made aware of the concerns of others, regarding the safety or wellbeing of children or young people.

Health and Safety

- The jobholder is required to exercise their duty of care by taking responsibility for their own health and safety, and the health and safety of other people who may be affected by their acts or failure to act. Full guidance regarding health and safety is set out in the Academy’s Health and Safety Policy, and in any risk assessments relevant to the jobholder’s role or circumstances. Both can be accessed via the jobholder’s line manager, and the jobholder is required to comply with these and to use any protective clothing or equipment as instructed at all times.

Confidentiality and Data Protection

- The jobholder is expected to comply with the provisions of the Data Protection Act 2018 and the General Data Protection Regulation. Any information they have access to, or are responsible for, must be managed appropriately and any requirements for confidentiality and security observed. Information must not be disclosed to any person or Authority, for example a parent or the Police, without observing the correct procedure for disclosure as set out in the Academy’s Data Protection Policy. Nothing shall prevent the jobholder from disclosing information that they are entitled to disclose under the Public Interest Disclosure Act 1998 as amended, provided that the disclosure is made in accordance with the provisions of that Act/s.

Equality and Diversity

- The Academy and the Trust are committed to equality and value diversity. As such the Academy and the Trust are committed to fulfilling their Equality Duty obligations and expect all employees to share this commitment. The Duty requires the Academy and Trust to have due regard to the need to eliminate unlawful discrimination, harassment and victimisation, advance equality of opportunity and foster good relations between people who share characteristics, such as age, gender, race and faith, and people who do not share them. The jobholder is required to treat all people they come into contact with, with dignity and respect, and is entitled to expect this in return.

Training and Development

- The Academy has a shared responsibility with the jobholder for identifying and satisfying training and development needs. The jobholder is expected to actively contribute to their continuous professional development and learning, and to attend and participate in any training or development activities required to assist them in fulfilling their role and meeting their safeguarding and general obligations.

The Trust Operates a Strictly No Smoking or Vaping Policy

- This applies to all Academy premises and those where Academy services are provided.

The above-mentioned duties are neither exclusive nor exhaustive, duties and responsibilities of the post may change as requirements and circumstances change. The post holder will be required to carry out duties as requested by management that are broadly within the level of the post.

PERSON SPECIFICATION

Experience, Skills and Abilities
<p>Essential</p> <ul style="list-style-type: none">• Experience of successfully supporting pupils with significant needs to become less frequently and less severely dysregulated• Considerable experience of working in a special school environment, or with pupils with very similar needs• Considerable experience of advising staff/parents on behaviour management strategies• Experience of engaging with a wide range of agencies and professionals to make a difference for pupils• The ability to be flexible and creative in the design of approaches to help pupils
Knowledge
<p>Essential</p> <ul style="list-style-type: none">• Knowledge of positive approaches to behaviour management• Wide knowledge and experience of learning disabilities, autism, mental health, the impact of trauma, and PBS best practice approaches. The ability and confidence to develop these skills in others