

Recruitment Pack – School Wide Positive Behaviour Support Practitioner

Closing date: Friday 8<sup>th</sup> October 2021, 12 noon Interviews will take place week commencing 11<sup>th</sup> October 2021

# Welcome to The Rise School - A Vibrant Learning Community.

Welcome to our school community. Our pupils are some of the most vulnerable children in society and we are passionate in our desire to see them blossom, experience success and develop confidence and strategies to overcome some of the challenges associated with their autism. We have two pillars that run throughout all our work: the academic and social progress of our pupils. These are of equal importance.

#### **Vibrant**

Our school is a vibrant place to work. We've got great facilities: a wellbeing garden, sensory room, soft-play room and a gym – which staff use too. Break and lunch times are opportunities to play and interact with our pupils, role-modelling our values.

Learning also takes place outside the classroom via frequent trips, camping, externally-led workshops, community trips and after school clubs.

#### Learning

Learning is at the heart of everything that we do at The Rise – we make the effort to make sure 'learning is irresistible' for our pupils and is equally underpinned by the principle of being evidence-informed.

Learning is central for staff too - you are encouraged to take proactive ownership of your CPD. There are many ways to develop yourself which of course include conference attendance but goes beyond also: borrow a book from the staff library in the staffroom, read the L&T bulletin and platform, access an online learning course, talk and observe colleagues. Recommendations of books to add to our library, or courses you think look interesting, are always welcomed.

#### Community

Team work is central to all our achievements at The Rise. You will find yourself part of a staff body who is empowered to be proactive and take their own initiative; are flexible and are willing to go above and beyond to support one another.

The sense of community is developed through our Wellbeing initiatives such as 'Secret Buddy' and Friday's 3-4pm slot where you can cultivate your wellbeing through learning something new or relating to your colleagues: we've had knitting, fitness, running, dance, relaxation, art sessions. Our community is strengthened by giving and receiving feedback to one another – it's how we all grow and develop. We support our families through half-termly 'Parent Meets' and socials.

#### **Values**

Our school values are Be Kind, Be Resilient, Be Proud. They were generated collaboratively and underpin our community. We explicitly teach, embed and celebrate these values, for example our kindness trees are growing outside each classroom.

The Rise is a very special place for children and young people to learn, thrive and be happy, hand in hand with our families. It's an equally special place to work.

We hope to welcome you to our team!

# Our School: What pupils and staff have to say:



# Our School: What staff have to say (Annual Survey – May 2019)

95%

feel able to manage their **WELLBEING** 

98%

would **RECOMMEND** 

The Rise as a work place

97%

feel they receive regular

FEEDBACK

98%

feel **PROUD** to work at The Rise

97%

feel **MOTIVATED** 

97%

think The Rise is well **LED** and

MANAGED.



# **Our School: Finding Out More**

We LOVE visitors and would absolutely encourage any potential applicants to come and see the school in action during the day. This is particularly relevant for mainstream teachers who might not be sure about making the switch to a SEND school (you definitely should!)

We are happy to host prospective applicants for a tour but appreciate that with covid, this may be more difficult for some. Please

do use the links below to get a better sense of our school.

http://www.theriseschool.com/ https://twitter.com/RiseSchoolUK

The Rise School Video – Who we are (2020)
The Rise School Tour with Head of School Helen (2020)
The Rise School Video – Oli's Tour: Values, Wellbeing (2018)

Ofsted Report (June 2017)



# Job Description: SW-PBS Practitioner

Job Band: Band 5 - Pastoral/Behaviour Pay scale

£27,818 -£34,675

**Job Term: Permanent, Term Time only** 

### Purpose:

The Rise School is looking for an enthusiastic and committed individual with a passion and vision for developing our School-Wide Positive Behaviour Support strategy, to increase the quality of life for the pupils with autism that we support, by teaching new skills.

#### **Key Tasks & Responsibilities**

- · Work directly with all pupils in both our Primary and Secondary phases proactively to increase their access to teaching and learning and respond to incidents as they occur.
- Train, motivate and practically support our staff teams to be confident and skilled in working with our pupils who have behaviours that challenge, to empower staff to deliver the support • that is effective and has a real impact.
- Ensure consistency in approach of implementing the School-Wide Positive Behaviour Support framework a The Rise School.
- · Develop innovative and person-centred approaches to teach pupils new skills that will enable them to have fulfilled and active lives, thereby reducing the probability of challenging behaviour.
- In collaboration with the Assistant Headteacher (Pastoral), contribute to delivery of School-Wide PBS strategy at The Rise through: Staff training and development; Behaviour Support Planning and Implementation; Incident analysis; Staff team debriefs following incidents.
- Through monitoring incident data across the Primary and Secondary phases, help to identify pupils who require Tier 3 behaviour support and share this good practice with the staff teams The jobholder is required to contribute to and support the overall aims and ethos of the school. involved.
- In collaboration with the Assistant Headteacher (Pastoral), accountable for ongoing training of specialist TLAs in Positive Behavioural Support systems.
- Work in partnership with families and external professionals.
- Demonstrate knowledge of how each individual pupil learns, and how this impacts on the learning support decisions put in place.
- Encourage pupils to be aware of their individual targets, how to achieve these, and assist the pupils in tracking their own progress, giving them regular feedback.

- Write, monitor and review Positive Behaviour Support Plans.
- · Identify the training needs of specialist TLAs.
- Ensure that all staff supporting pupils understand the long-term goals and aspirations for the pupils they support and therefore, understand the rationale for the short term targets that they are working on.
- In collaboration with the Assistant Headteacher (Pastoral) lead on planning and implementation of restrictive practice reduction programmes.
- Be a natural mentor, able to motivate and teach others to deliver SWPBS in a meaningful and reflective way.
- Ensure the highest degree of confidentiality and data protection of all materials.
- Demonstrate a continual commitment to Safeguarding and promoting the welfare of children and young people.
- · Demonstrate a continual commitment to the promotion of diversity initiatives and the sharing of best practice in line with Ambitious about Autisms Equality, Diversity and Inclusion policy and procedures.

### **Equalities**

Be aware of and support difference and ensure that pupils have equality of access to opportunities to learn and develop.

### **Health & Safety**

Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection; and report all concerns to an appropriate person.

#### **Additional Information**

All staff are required to participate in training and other learning activities, and in performance management and development, as required by the school's policies and practice.

The duties and responsibilities listed above describe the post as it is at present. The post hold the accept any reasonable alterations that may from time to time be necessary.

To undertake any other appropriate responsibilities and duties that may arise as and when required.

# Person Specification: SW-PBS Practitioner

The personal specification shows the abilities and skills you will need to carry out the duties in the job description.

### **Education Levels & Qualifications**

- Educated to at least GCSE Grade C standard or equivalent in English and Mathematics
- Further education in a relevant area eg, TISUK or MSc in PBS or BILD PBS coaches programme

## Specific Knowledge, Experience & Technical Skills

- Experience of working with children and young people with autism
- Experience of managing challenging behaviour
- Commitment to the principles of positive behavior approaches
- Ability to demonstrate an understanding and personal commitment to safeguarding and promoting the welfare of children and young people
- Experience of working in a UK based school setting
- Knowledge of typically developing children
- Experience of positive handling techniques

#### **Personal Attributes**

- Good communication both verbal and written
- Ability to communicate effectively with a range of stakeholders
- Ability to work effectively as a member of a multi-disciplinary team
- Good data collection and analysis skills
- Good training and coaching skills
- Good organisation, planning and prioritisation skills
- Ability to work using own initiative
- Ability to solve problems quickly and decisively and able to stay calm in a crisis
- IT literate
- Physically and emotionally resilient in order to work with children and young adults with autism who may have challenging behaviour



## Safer Recruitment

The Rise School is committed to safeguarding and promoting the welfare of children and young people. In order to meet this responsibility all candidates will be subjected to a rigorous selection process to discourage and screen out unsuitable applicants. This process is outlined below. Please do not hesitate to contact the school if further detail is required.

- **Disclosure** This post is classified as having substantial access to children, and appointment is subject to an enhanced police check of previous criminal convictions (CRB). Applicants are required, before appointment, to disclose any conviction, caution or binding over including 'spent convictions' under the Rehabilitation of Offenders Act 1974 (Exemptions) Order 1975. Non-disclosure may lead to termination of employment. However, disclosure of a criminal background will not necessarily debar individuals from employment this will depend upon the nature of the offence(s) and when they occurred
- **Short listing** Short listing will occur after 8<sup>th</sup> October 2021, with interviews taking place on w/c 11<sup>th</sup> October 2021. Interview candidates will be subject to an in-person interview and assessment. At each stage of the process candidates will be asked to address any discrepancies, anomalies or gaps in their application form or arising from information gained at the previous stage of the recruitment process.
- Reference checking References from the previous and current employers will be taken up for shortlisted candidates, possibly before interview, and where necessary employers may be contacted to gather further information or address any discrepancies, anomalies or gaps in the reference provided
- **Probation** All new staff will be subject to a probation period (which may, in certain circumstances, be extended by up to 10 weeks). The probation period is a trial period, to enable the assessment of an employee's suitability for the job for which they have been employed. It provides The Rise School with the opportunity to monitor and review the performance of new staff in relation to various areas, but also in terms of their commitment to safeguarding and relationships with pupils.
- **Equal Opportunities** The Rise School is dedicated to providing equal opportunities and will monitor the recruitment process rigorously to ensure fair access and opportunity for all.



# **COVID Security**

The Rise School is committed to ensuring that we are a covid secure environment. You can read our full risk assessments here: <a href="https://theriseschool.com/families/latest-news/latest-information-for-families-regarding-coronavirus">https://theriseschool.com/families/latest-news/latest-information-for-families-regarding-coronavirus</a>

We think that the interview process is much better in person, for both candidate and school. Therefore, please see below for some specific measures that we'll take in order ensure everyone's safety.

## Lateral Flow Testing

Our staff and many of our pupils complete lateral flow tests twice per week.

We will ask you to complete a lateral flow test before arriving for your interview.

#### Masks and PPE

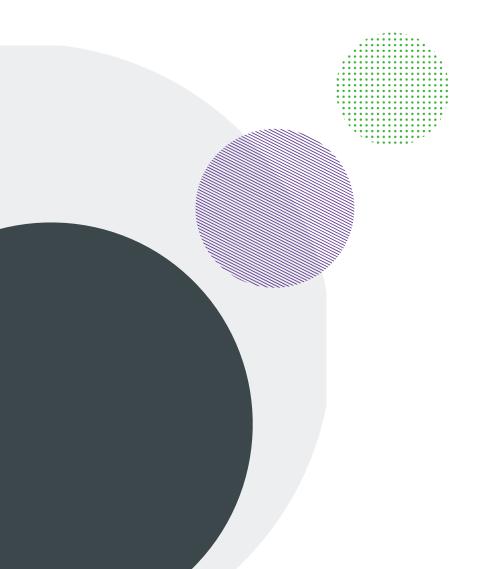
We expect staff (unless exempt) to wear masks in communal spaces and encourage their use in the classroom. Masks can be collected at reception and there is adequate supply of hand sanitiser.

### Social Distancing

Our classrooms are set up to support 1-2metre social distancing wherever possible and there is a clearly defined space at the front of the room for the teacher to deliver from.

Equally, our staffroom and office space (for the interview) are all set up with 2m social distancing.





The Rise school is a vibrant, special school dedicated to educating pupils with autism ages 4 to 18.

#### Contact us

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#### Follow us

- @riseschoolUK
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