**JOB DESCRIPTION**

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| **Job title** | PBS Practitioner | |
| **Service/Department** | Mental Health and Learning Disability Business Unit | |
| **Sector/Function** | SCOT team | |
| **Reports to (Job title)** | Reporting to an operational lead but clinical supervision through the SCOT team if based in a locality.  Within the SCOT team to the Practice Lead. | |
| **Grade** | Grade 4 | |
| **Job purpose** | This role is to support staff to work in creative, person centred ways to enable the people we support to have maximum control in their lives. They will encourage ambition for the individuals we support and offer guidance, support and leadership, enabling those with more complex needs to live a full life regardless of challenge. They will work to achieve a reduction in restrictive practices through the development of proactive strategies and positive quality of life outcomes. | |
| **Key accountabilities** | Through case load management both of new and existing people the post holder will provide practical support and advice to staff teams who support people with Learning Disability/Autism and/ or behaviours of concern in order to effectively support operational services.   * The post will work across a defined area providing: Practitioner support and advice to support teams * Training and development for teams who are supporting people with a Learning Disability/Autism and/ or complex needs/behaviours of concern. This will be done using a practice leadership approach, with an emphasis on coaching and mentoring teams to upskill them. * Support to teams in completing basic Functional Behaviour assessments, reviewing and developing PBS plans where there is a need for additional Practitioner input and advice. * Support with the implementation of PBS documentation and analyse of data to inform strategies for supporting individuals. * Supporting in completing referral assessments for individuals with complex support needs. * Support to teams in reviewing and developing risk assessments where additional Practitioner input and advice is required. * Input to the assessment of people with a Learning Disability/Autism and/ or complex needs/behaviours of concern.   To ensure that all support is delivered to the highest possible level of quality and best practice through supporting and developing the local teams who support people with a Learning Disability/Autism and/ or behaviours of concern.   * Coaching and modelling practice on a daily basis that you would wish replicated in the support we provide * Effective planning, communication, coaching, leadership and motivation. * Ensuring all services provide effective support in accordance with PBS competency frameworks, as well as Turning Point’s PBS strategy and policies, capitalising on the range of development opportunities provided by Turning Point to enable staff to meet the expectations of agreed skills profiles. * Strong leading through person centred approaches and creative thinking. * Working closely with, and through the SCOT team, as well as other internal and external stakeholders, families, circles of support and the person in order to support operational teams.   To ensure the delivery of high quality, innovative, evidence based practice which reflects our person centred values and the high levels of ambition we have for people we support by:   * Ensuring Turning Point’s staff are appropriately trained and supported in their role when working with people with a Learning disability, Autism and/or have additional support needs related to behaviours of concern. * Keeping abreast of best practice within the Learning Disability sector and working across colleagues in Turning Point to develop and implement innovative interventions to ensure a continuously improving experience for people. * To promote empowerment of people with learning disabilities, to lead on this to ensure that staff at every level fully embrace and act on this commitment. * Provide direct support in times of change or challenge, such as during transition and as part of crisis prevention. * Lead on or support with key practice development projects as required ensuring best practice is embedded.   To lead, inspire and motivate the team by:   * Showing motivational and strong leadership skills to empower managers, leading by example. * Spending time with individuals and support teams coaching and mentoring, ensuring that all staff understand and are engaged in the direction and objectives of working with people Turning Point supports.   Ensure that governance processes are implemented and used in accordance with stated policies, procedures and regulations so that all services achieve their compliance obligations by:   * Ensure systems are in place so staff have a practical understanding of the MCA/DoLS and Mental Health Act and its implications in day to day practice and appropriate governance/ escalation systems are in place re this legal framework. * Ensure systems, plans and best practice are in place regarding PBS in line with local and national guidance. This is to include restrictive practice reduction plans and involvement in the Training Needs Analysis process. * Ensure a person centred approach is taken in line with Government legislation and best practice guidance.   To contribute to the achievement of Learning Disability Services’ long term goals by:   * Working with Senior Operational colleagues to inform the development of relevant strategies and business plans. * Providing specialist input as required informing practice and growth development. * Supporting central support services in developing good practice based case studies and ensuring these are updated and shared as required.   To project the desired image of Turning Point by;   * Working with the Senior Operational colleagues’ peers, and other stakeholders to promote the understanding of Turning Point’s values and their application to Learning Disability Services. * Being a role model of Turning Point’s values and ensuring they are demonstrated by all support staff. * Provide coaching, training, person-centred workshops and development in partnership with the learning and development department training.   **Undertake any other duties within your capabilities that are relevant to the job and reasonably requested of you by your manager.** | |
| **Dimensions** | Direct Reports | None |
| Internal contacts | Team Colleagues  Operational Colleagues  Peers from other sectors  Business Development Team  Central Support Teams |
| External contacts | Commissioners  Regulatory bodies  Partners and agencies  Families and carers of those who use our services  Consultants/training organisations |
| Problems Solved | Support preventative strategies and reductions in restrictive practices. |
| Financial authority limits | Manage own expenses and contribute to gaining best value from resources within budgets for region. |
|  | On call | N/A |

**PERSON SPECIFICATION**

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| **Job title** | Senior PBS and Autism Practitioner | |
| **Personal effectiveness** | Essential | Desirable |
| * Person-centred attitude and beliefs. * Able to work constructively with feedback from supervision. * Excellent value based approach. * Highly motivated, committed and resourceful. * Strengths based approach. * Compassionate and empathic. * None judgemental approach. * Reflective practitioner. * Effective team player. * Flexible and adaptable leadership style and approach in order to achieve outcomes and supervise in a person-centred manner. * Personal commitment and leadership to embed person centred and positive behavioural support approaches. * Excellent interpersonal skills in the pursuit of exceptional delivery of service outcomes to a range of stakeholders. * Robust and resilient personality that can respond flexibly to a range of demands and prioritise appropriate responses. |  |
| **Technical effectiveness** | Essential | Desirable |
|  | * Effective specialist assessment and support planning skills and experience * Up to date knowledge in Positive Behaviour Support * Up to date practical skills implementing Positive Behaviour Support strategies * Training and facilitation experience * Coaching and mentoring experience * Experience creating and delivering training. * Able to write detailed risk assessments and reports. * Confident to attend meetings with other professionals/MDT and actively contribute to discussion. * Able to work autonomously and manage a varying caseload of work, prioritising and managing own time. |  |
| **Acquired experience & Qualifications** | Essential | Desirable |
| * Hold a formal Positive Behavioural Support training such as CAPBS Coaches award. * Extensive knowledge and experience of working with individuals with Learning Disabilities and/or Autism applying a Positive Behaviour Support approach. * Experience of working within a provider setting/or with providers to develop a Positive Behavioural Support approach. * Mental Capacity Act training * Risk Assessment training | * Degree level qualification in a health or social care field and/or significant relevant experience. * Management and/or leadership qualification * Training qualification |
| **Other requirements** | Essential | Desirable |
| * Car driver with access to own vehicle. * Ability and willingness to travel to sites as required regionally. * A willingness and ability to work flexibly including some night, evening and weekend work as may be required. |  |

