

# Job Profile comprising Job Description and Person Specification

## Job Description

<b>Job Title:</b> ASD Behaviour Analyst	<b>Grade:</b> PO6 / Band 6
<b>Section:</b>	<b>Directorate:</b> Childrens Services
<b>Responsible to:</b> Senior Educational Psychologist / Senior Behaviour Analyst	<b>Responsible for:</b> N/A
<b>Post Number/s</b>	<b>Date:</b>

### Working for the Richmond/ Wandsworth Shared Staffing Arrangement

This is a role working specifically for Wandsworth Children’s services although the post holder will be employed under the terms and conditions of the Shared Service Agreement or teacher terms and conditions (dependent on background).

The overall purpose is to provide the highest quality support to children with Social Communication / Autism Spectrum Disorder (ASD) their families and education settings.

In order to succeed in this post, a high level of knowledge, skill and experience are required, along with the ability to work collaboratively in a multi professional team.

### Job Purpose:

To work collaboratively within a multi-agency advisory team to be responsible for organising and delivering specialist assessment of needs and intervention to children with a diagnosis of autism or social communication difficulties who have mental health difficulties / display behaviour of concern.

The post holder will contribute to the provision of a specialist Challenging Behaviour input for children and young people within the Wandsworth Autism Advisory Service.

The post holder will provide specialist behavioural assessments and interventions to children and young people. This will involve undertaking direct assessment and intervention with the client and indirect assessment, monitoring and intervention with staff and/or carers. Interventions will include working across a variety of settings and

will involve working with the multi-disciplinary team. The post holder will work autonomously alongside clients, families, support workers and professionals to enable others to better understand and respond to behaviours that are challenging in line with PBS principles, Positive & Proactive Care: reducing the need for restrictive interventions (2014) and NICE Guidance (including NG11 & NG93).

**Specific Duties and Responsibilities:**

1. To take responsibility for planning and undertaking comprehensive specialist functional assessments and interventions in line with a positive behavioural support (PBS) approach. To undertake clinical interviews with clients and carers in order to gain a thorough and holistic understanding of client's needs, quality of life, current and past experiences and their environment.
2. To deliver a programme of targeted psychological therapy sessions for individuals and groups based upon specialist knowledge of a range of therapeutic interventions to children who have a diagnosis of autism and/or social communication difficulties (SCDs) and social emotional and mental health difficulties.
3. To undertake complex analysis and interpretation of data collected from a wide variety of sources. To present these data in graphical format within a detailed functional assessment report, including an assessment of the contribution of physical, emotional/psychological, cognitive and environmental and social factors that may be contributing to the challenging behaviour.
4. To develop and implement positive behaviour support plans based upon a thorough holistic assessment and across the full range of care settings, including consideration of evidence of efficacy, and to decide upon the most appropriate intervention in liaison with the client or staff or carer. Interventions to include proactive strategies (including positive programming/skills building, ecological manipulations and differential reinforcement), reactive strategies, using non-aversive and least restrictive and wider system approaches and using methods with the focus on improving a client's (and carer's) quality of life.
5. To use the written agreement between carers and challenging behaviour practitioners, detailing the action plan and responsibilities at the beginning of an assessment/intervention, and to review this with the client and carers as appropriate. To ensure that all interventions are reviewed and monitored and that the referrers and carers are aware of the progress of the client. To ensure that carers are informed of any changes to interventions/action plans, using the formal agreement with carers for this purpose.
6. To identify carers' training needs and to provide advice on behavioural interventions and training to carers and other staff as appropriate. To ensure that training addresses any ethical or moral implications of any interventions.
7. To provide consultation and advice to professional colleagues on behavioural assessment and management of challenging behaviour in general and specifically around the care of specific clients.
8. To undertake risk assessment and risk management for relevant individual clients and to provide advice on aspects of risk assessment and management.

9. To work with other disciplines and agencies, to provide a coherent and effective service for children and young people.
10. To communicate information concerning the assessment, formulation and intervention plans of clients in a skilled, professional and sensitive manner.
11. To carry out an effective hand-over to the client's network or staff team once the work has been completed, so that staff are able to continue monitoring any challenging behaviour and are aware of when professional help needs to be sought. To ensure that a key person is identified who can take responsibility of ensuring that intervention plans are continued as appropriate.
12. To provide comprehensive closure reports, using the standard template, written in a way that is accessible to the particular carer/staff teams. To ensure that all necessary information is accessible and available.
13. To be able to take effective and immediate action at times of crisis for Children and young people. To be able to prioritise workload and to provide advice, support and debriefing to carers and other staff.
14. To attend and represent the service at multidisciplinary team meetings and relevant stakeholder meetings including those related to delivery of the Transforming Care agenda.
15. To be accountable for all clinical decisions whilst following relevant professional guidelines, including the obligation for continued supervision.
16. To maintain the highest standards of clinical record keeping and report writing in accordance with professional codes of practice of the British Psychological Society.
17. To regularly review progress of therapy and to make clinical decisions as appropriate.
18. To provide on-going education and training to the wider service to ensure professional colleagues remain aware of and understand the impact of therapy interventions.
19. To receive regular professional supervision from a Senior Educational Psychologist / Senior behaviour Analyst in accordance with professional practice guidelines.
20. To attend and contribute to appropriate multi-disciplinary meetings for example EHCP reviews.

**Generic Duties and Responsibilities**

- To contribute to the continuous improvement of the Wandsworth’s Childrens Services.
- To comply with relevant Codes of Practice, including the Code of Conduct, and policies concerning data protection and health and safety.
- To adhere to security controls and requirements as mandated by the SSA’s policies, procedures and local risk assessments to maintain confidentiality, integrity, availability and legal compliance of information and systems
- To promote equality, diversity, and inclusion, maintaining an awareness of the equality and diversity protocol/policy and work to create and maintain a safe, supportive and welcoming environment where all people are treated with dignity and their identity and culture are valued and respected.
- To understand the Council’s duties and responsibilities for safeguarding children, young people and adults as they apply to your role within the council.
- The Shared Staffing Arrangement will keep its structures under continual review and as a result the post holder should expect to carry out any other reasonable duties within the overall function, commensurate with the level of the post.

**Additional Information**

N/A

# Person Specification

<b>Job Title:</b>	<b>Grade:</b>
<b>Section:</b>	<b>Directorate:</b> Children’s Services
<b>Responsible to:</b>	<b>Responsible for:</b> N/A
<b>Post Number/</b>	<b>Last Review Date:</b>

## Our Values and Behaviours

The values and behaviours we seek from our staff draw on the high standards of the two boroughs, and we prize these qualities in particular:

**Being open.** This means we share our views openly, honestly and in a thoughtful way. We encourage new ideas and ways of doing things. We appreciate and listen to feedback from each other.

**Being supportive.** This means we drive the success of the organisation by making sure that our colleagues are successful. We encourage others and take account of the challenges they face. We help each other to do our jobs.

**Being positive.** Being positive and helpful means, we keep our goals in mind and look for ways to achieve them. We listen constructively and help others see opportunities and the way forward. We have a ‘can do’ attitude and are continuously looking for ways to help each other improve.

Person Specification Requirements	
<b>Knowledge</b>	
1. An understanding of the needs and difficulties of young people with Autism and mental health problems or other disabilities	I/A
2. Skills in the use of complex methods of functional assessment, intervention and management frequently requiring sustained and intense concentration	I/A
3. Knowledge of current legislation and procedures relating to the Children Act, SEN code of practice, inspection framework, H&S and Child Protection	I/A
4. Ability to collect, analyse and present qualitative and qualitative data and to present this to others, taking into account the needs of the audience	
5. Skills in training individuals and groups of carers in behavioural assessments and management.	I/A

Experience	
6. Significant previous experience of working therapeutically with children and young people with Autism, mental health problems and/or other disabilities	I/A
7. At least two years of qualified experience in working with individuals whose behaviour challenges services	I/A
8. Experience of a range of specialist behavioural assessment and interventions with clients with learning disabilities whose behaviour challenges services, across the full range of settings	
9. Experience of running support groups for parents to share strategies about supporting their children with Autism/ Social Communication Difficulties and Mental Health	I/A
10. Experience of working in a multi-disciplinary team	I/A
Skills	
11. High level communication skills (written and verbal)	I/T
12. Ability to interpret research and apply to practice	I
13. Ability to establish recording systems and to provide necessary reports on activity and performance	I/A
14. Ability to supervise, teach and develop the skills of junior staff	I/A
15. Ability to communicate sensitive information to patients, carers and colleagues in a way that addresses service user's particular needs	I
16. An ability to establish and sustain engagement with people who have severe and long-term mental health problems including those with challenging behaviours	T
17. Ability to work independently, reliably and consistently	I
Qualifications and training	
18. Certification with Behaviour Analyst Certification Board (BACB) or working towards Postgraduate diploma, MSc, or MA in either Applied Behaviour Analysis, Autism or PBS	A
19. Additional specialist training specific to ASD and mental health	A

**A – Application form / CV**  
**I – Interview**  
**T – Test**  
**C - Certificate**