



Abbey School
for Exceptional Children

RECRUITMENT PACK

BEHAVIOUR ANALYST

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Welcome from the Principal

Welcome and thank you for your interest in Abbey School for Exceptional Children.

Our Independent day and residential school provides a unique environment of high-quality, evidence-informed education, nurture and care to young people aged 4-19 with autism whom may have additional learning difficulties and behaviours that challenge. We offer a comprehensive programme of support which ensures that all of our pupils' individual needs are met through highly personalised learning.

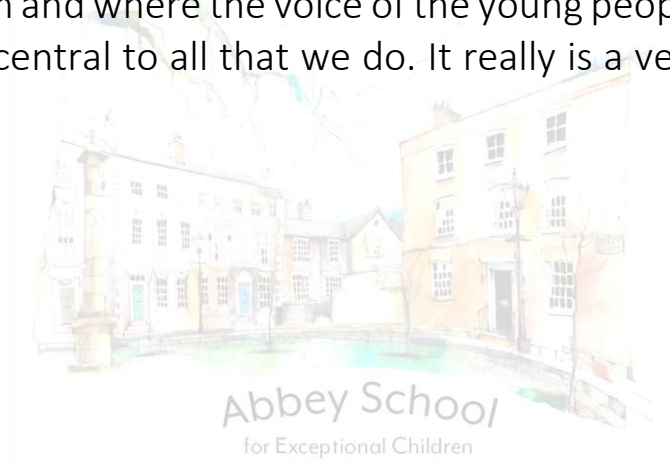
We are privileged to benefit from a truly wonderful location. Our school is housed in stunning Grade II* listed buildings, part of historic Abbey Square in the heart of the beautiful city of Chester. Our fantastic team of architects have designed a well-equipped and high-tech learning environment for us, whilst maintaining the beauty of the buildings and surroundings for our pupils to enjoy. We make full use of our environment and location with a creatively designed curriculum that includes focused learning and enrichment activities that support wellbeing. This enables all of our young people to experience growth, development and success.

Our highly skilled and specialist staff team includes teachers, learning and behaviour specialists, speech and language therapists and occupational therapists. This trans-disciplinary focus ensures that each pupil's individual needs are understood, accurately planned for and closely monitored as part of day-to-day school practice.

I am extremely proud to be the Principal of Abbey School, a place where pupil-centred practice is the norm and where the voice of the young people we support and their families is central to all that we do. It really is a very special place to work and learn.

Yours sincerely

Dr. Katy Lee



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About our School

Abbey School is an Independent Day and Residential Special School for young people aged 4-19 years with autism whom may have additional learning difficulties and behaviours that challenge. We provide high-quality education and care in our beautiful Grade II* listed buildings in the heart of Chester. All young people attending Abbey School have an Education, Health and Care Plan (EHCP) with school places commissioned and funded via local authorities. Weekly, half termly or termly residential school places are available for young people who would benefit from a waking day curriculum. We work in close partnership with families and carers with support, information sharing and workshop opportunities available throughout the academic year.

Abbey School is aspirational for all of the young people that we support. This aspiration is captured in our vision, mission and values which are central to all that we do at Abbey School.

Vision

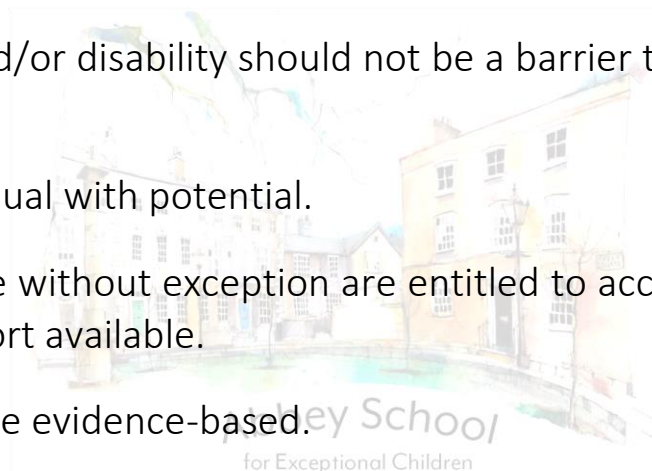
Our vision is that all children with exceptional needs receive a meaningful and fulfilling education that enables them to make their own choices about the direction of their adult lives.

Mission

Abbey School exists to provide the best education possible for young people with exceptional needs.

Values

- Special educational needs and/or disability should not be a barrier to a valued lifestyle.
- Every pupil is a unique individual with potential.
- All children and young people without exception are entitled to access the best education and support available.
- Best practices in education are evidence-based.



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- Teaching and learning decisions should be evidence-driven.
- Clear goals make data-based decisions more numerous and effective.
- Education is for everyone and for the whole of a person's life.
- Learning is enabling, empowering and extends the boundaries of autonomy.
- If a pupil is not learning, it is the teaching that needs to change – the learner is always right.
- The pupil voice should be heard and respected.

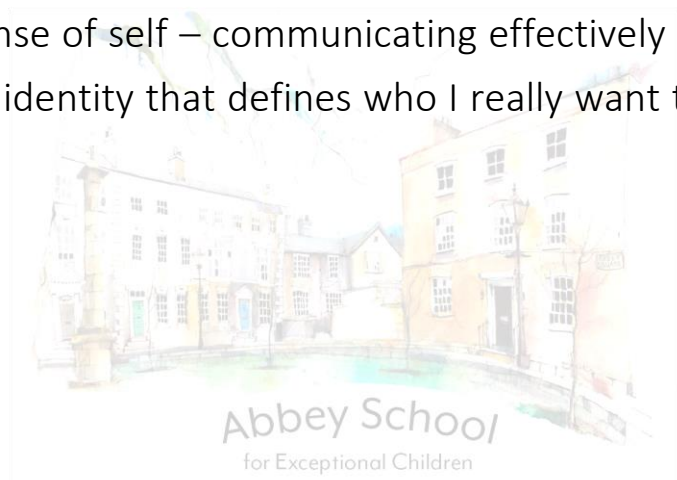
Every decision we make is framed in the context of the Abbey School **BAGS** model.

B – Belonging and connection – being part of a community and having a network of valued relationships.

A – Autonomy and control – having influence over day-to-day and life defining matters.

G – Gifts and talents – doing even better the things that are done really well, and learning to do things that are important but may not be done at all.

S – Speaking, listening and a sense of self – communicating effectively in a variety of ways, and having an identity that defines who I really want to be.



Job Description & Person Specification

Job Title	Behaviour Analyst	Team	Abbey School
Starting Salary	£32,126 - £38,760	Reporting to	Lead Behaviour Analyst
Working Hours	35 hours per week	Line Manages	N/A

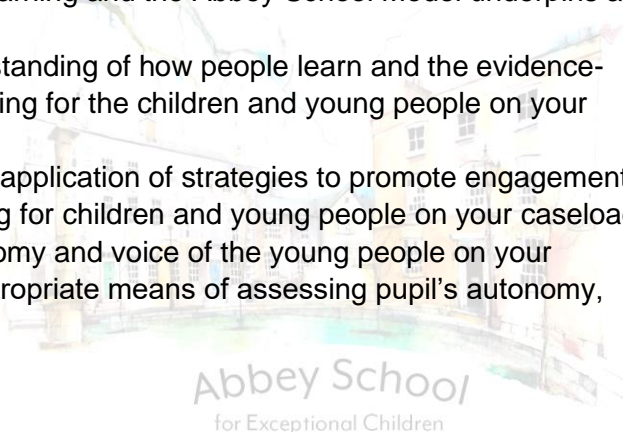
Role Purpose

- Work as part of a trans-disciplinary team to support the delivery of effective and appropriate teaching, learning and behaviour support in all areas of school life as a result of trans-disciplinary working underpinned by an evidence-based behavioural model of practice.
- Responsible for conducting functional assessments and developing comprehensive function based Positive Behaviour Support plans and interventions to reduce behaviour that challenges and monitoring the effectiveness of these plans through development of robust data collection systems and analysis of the data.
- Use evidence-informed practices to develop personalised learning support.
- Conducting a range of assessments including assessment for learning, assessment of learning, admissions assessments, behavioural assessments and assessments of maintenance and generalisation.
- Preparing for and contributing to Person Centred Reviews.
- Working in partnership with parents, colleagues and other professionals to achieve the best possible outcomes for children and young people.
- Play an active role in the school's approach to Positive Handling, becoming a Team-Teach Trainer (training will be provided, however the candidate is required to be open to this training) and provide training, support and advice to all staff in Abbey School to ensure any use of restrictive intervention is used in accordance with the law and clear ethical values and embedded within comprehensive proactive plans to reduce restriction.

Responsibilities and Role

Teaching and Learning

- Contribute to the planning and implementation of appropriate teaching and learning activities to achieve challenging learning objectives in all areas of the curriculum, appropriately tailored to meet the individual needs of all children or young people on your caseload. This may include contributing to the planning of individual, paired, group or whole class teaching or community-based learning.
- Ensure that robust Assessment for Learning and the Abbey School Model underpins and informs teaching and learning.
- Responsible for embedding an understanding of how people learn and the evidence-informed practices that underpin learning for the children and young people on your caseload.
- Responsible for the development and application of strategies to promote engagement and behavioural indicators of wellbeing for children and young people on your caseload.
- Responsible for developing the autonomy and voice of the young people on your caseload, to include ensuring that appropriate means of assessing pupil's autonomy, voice and choices are used.



- Regularly review learning and behaviour support interventions used to support pupils on your caseload for contextual fit, long term outcomes and to ensure that all pupils can access the curriculum including events and educational visits.
- Establish productive working relationships with children and young people, acting as a role model, and setting high expectations.
- To consistently model outstanding teaching, learning and behaviour support in own practice, which includes some direct work with your caseload.
- To contribute to the delivery of a competency-based training programme for school staff, may also be required to contribute to the development of training programmes.
- Provide advice and support to class staff via regular class observations and coaching sessions with staff.

Assessment, Target Setting and Recording Progress

- Responsible for conducting and analysing behavioural assessments, including functional assessments.
- Responsible for the planning and development of comprehensive function based Positive Behaviour Support Plans and interventions, monitoring the effectiveness of plans through development of robust data collection systems and analysis of the data.
- Responsible for assessing the physical and social environment around each young person for barriers and potential. Developing plans to remove barriers and build upon potential.
- Responsible for assessing the presence, absence and degree of maintenance and generalisation of acquired skills and setting targets in this area.
- Contribute to baseline assessments, end of term assessments and Abbey School's annual assessment cycle (including assessments for learning and assessments of learning).
- Key advisors to the classroom staff on assessment for learning and data driven decision making.
- Responsible for conducting admissions assessments and reporting to the admissions panel.
- Responsible for using information identified in admissions assessments to develop detailed transition plans and lead on the support for pupils transitioning into Abbey School.
- Maintain objective and accurate records and reports on achievement, progress and other matters, collating appropriate evidence and entering data into the school systems accurately and in a timely manner.
- Prepare for Person Centred Reviews, termly meetings and class team meetings and contribute to them to ensure that achievements are celebrated and key issues raised, discussed and actions agreed.
- Responsible for embedding measures of pupil voice into the person-centred planning process.
- Through ongoing monitoring and evaluation of pupil's progress identify where pupils are not making expected progress and take action to address this. Where concerns continue flag, work collaboratively with the Senior Teacher and Lead Behaviour Analyst to develop and implement robust action plans.
- Contribute to the development of positive handling plans (PHPs) for students who display behaviours that challenge.
- Monitor and evaluate the use of, and reduction of, restrictive interventions for students on your caseload; regularly report this information to the Lead Behaviour Analyst.
- Monitor and collate data where specialist or targeted short-term support is in place (e.g. temporary 2:1 funding provided by the LA) and contribute to effective planning of how this resource will be used in order to achieve a defined objective. Contribute to reports of

progression towards these objectives for the external funding bodies providing the support.

Partnership Working

- Support parents to contribute to their child's learning and progress by sharing information with them in meetings or through written communication, and by taking account of their views in planning and teaching, this may include taking part in home visits.
- Liaise effectively with other professionals, through partnership and team working through a trans-disciplinary approach to design and implement learning programmes and Positive Behaviour Support plans and interventions for individuals and to ensure a rich and varied curriculum.
- Make referrals to other professionals where appropriate in discussion with the Principle.
- Contribute to liaison and collaborative working with external agencies such as CAMHS, social services or transport.
- Represent the school at external meetings as requested by the Principle.
- Work collaboratively with the care team for residential learners on your caseload to ensure that strategies are seamlessly supportive for learners across settings. This may involve flexible working hours on occasion.
- Contribute to Abbey School's commitment to generating practice-based evidence via a programme of research collaborations.

Leadership and Management

- Play an active role in the school's approach to Positive Handling, becoming a Team-Teach Trainer (full training will be provided, however the candidate is required to be open to this training) and provide training, support and advice to all staff in Abbey School to ensure any use of restrictive intervention is used in accordance with the law and clear ethical values and embedded within comprehensive proactive plans to reduce restriction.
- To contribute to the development and delivery of a competency-based training programme for school staff.

Personal and Professional Development and School Improvement

- Commitment to developing a clear knowledge of the Abbey School Model (ASM) and the evidence-based approaches that underpin it.
- Take a full and active part in professional development activities.
- Regularly attend any relevant training and development activities both within and outside school and to attend relevant meetings.
- Be a reflective practitioner.
- Take an active part in training and other development opportunities and apply what is learnt to improve teaching and learning.
- Participate in Abbey School's Appraisal process.
- Contribute to training and development for colleagues, including supporting members of the team to complete external and internal CPD, including accredited courses.
- Contribute to reviewing and improving the curriculum.

Common Accountabilities and Dimensions within all Roles

- Demonstrate the vision and values of Abbey School in everyday practice, upholding the schools' ethos at all times.
- Actively contribute to the culture of Abbey School as a learning organisation.
- Be responsible for ensuring that your own practice is consistent with Abbey School policies and procedures.

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- Be responsible for your own effective professional communication, orally and in writing, to the right people at the right time.
- Be responsible for ensuring that your own responsibilities and accountabilities are clearly defined and understood and for managing your work and working proactively with your manager to that end.
- Responsible for the health and safety of others using proactive and reactive approaches. This may include using positive handling techniques such as Team-Teach.
- Uphold Abbey School policies to protect and safeguard pupils and vulnerable adults in order to secure their health, safety and wellbeing.
- Support pupils with intimate care (such as toileting, nappy changing, dressing and feeding) and the administration of medicine as required by the needs of the pupils.
- Ensure that any personal care offered to pupils maintains their dignity, promotes their independence and account of all relevant policies.
- Be responsible for ensuring that personal use of resources is efficient and effective and actively upholds Abbey School's policies.
- Assume personal responsibility for implementing the school's policy on Equal Opportunities and inclusion for all staff and pupils.
- Support the Principal and Senior Leadership Team in managing and organising the school efficiently and effectively to ensure it meets the needs of all site users, including pupils, staff, parents and visitors and supports effective teaching, learning and support.

General


- To undertake any reasonable task in line with requirements of the role under the direction of the Principle.
- This role involves regulated activity with children and adults and so an Enhanced DBS with Children and Adult Barred List Checks will be required.

Person Specification

Criteria	Essential	Desirable
Qualifications & Training	<ul style="list-style-type: none"> • MSc Behaviour Analysis/Positive Behaviour Support. • Board Certified Behaviour Analyst in good standing. • Evidence of commitment to continuous professional development. • Knowledge of safeguarding and child protection. 	
Experience	<ul style="list-style-type: none"> • Experience as a practicing behaviour analyst within the field of learning disability and/or autism field. • Experience of curriculum differentiation for pupils with additional needs. • Experience of conducting functional assessments and developing comprehensive function based Positive Behaviour Support plans and 	<ul style="list-style-type: none"> • Experience of working within the special school sector. • Knowledge and understanding of the National Curriculum and statutory guidance governing schools.

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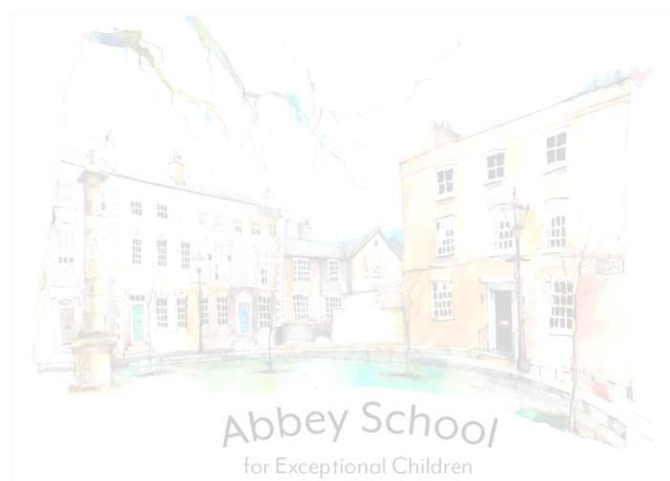
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	<p>interventions to reduce severe behaviour that challenges in children and young people with complex needs.</p> <ul style="list-style-type: none"> • Experience of working in trans-disciplinary teams. • Experience of developing data collection systems and analysing data to inform practice. • Experience of conducting admissions assessments and developing transition plans to support young people to be well supported during their transition into a new setting. • Experience of designing and delivering training to a range of audiences. 	
<p>Skills & Knowledge</p>	<ul style="list-style-type: none"> • Data analysis skills, and the ability to use data to set targets and identify weaknesses. • Effective communication and interpersonal skills. • Ability to communicate a vision and inspire others. • Ability to build effective working relationships. • Confident user of technology and software e.g. Word, Excel, Outlook, SIMS etc. • Demonstrable experience of understanding and a personal commitment to safeguarding and promoting the welfare of children and young people. 	<ul style="list-style-type: none"> • Knowledge of legislation and guidance governing schools.
<p>Personal Qualities</p>	<ul style="list-style-type: none"> • Holds high aspirations for children and young people with complex needs and is passionate about providing learning opportunities for them which prepare them well for an adulthood which includes employment, independence, good health, choice and valued community roles. • A commitment to gaining a clear knowledge of the Abbey School Model and the evidence-based approaches that underpin it. • Commitment to working in partnership with other professionals and parents. 	<ul style="list-style-type: none"> • Good appreciation of health and safety in the workplace, data protection principles and equal opportunities. 

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	<ul style="list-style-type: none">• Ability to work under pressure and prioritise effectively• Commitment to maintaining confidentiality at all times• Resilient in challenging situations.• Physically fit and active to meet the demands of the role.• Absolute commitment to all aspects of safeguarding.• Commitment to excellence.• Reflective practitioner.	
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How to Apply

If you feel like you have the right qualities to join our exciting, innovative and exceptional school then please complete the school application form with a letter addressed to the Principal. Please ensure that you provide details of your skills and experience necessary for this particular position in your letter or personal statement. Application forms and letters can be emailed to recruitment@abbeyschool.com, or sent by post to Abbey School, 10-11 Abbey Square, Chester, CH1 2HU.

Deadline

Completed application forms must be received by 9am Monday 20th September 2021.

Interview

Interviews are to take place on Monday 27th September 2021.

The interview process will consist of a formal panel interview and a timed case-study exercise complete prior to interview, and an in-tray task on the interview date.

If you have not been contacted by Friday 24th September please accept our thanks for your application, however you will not have been selected for interview at this time.

Start Date

As soon as possible

Safeguarding Statement

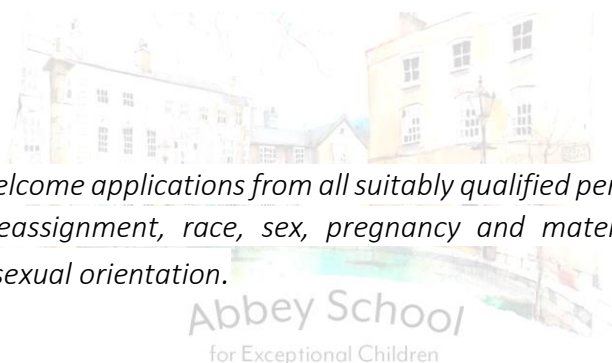
Abbey School is committed to safeguarding and promoting the welfare and safety of all pupils and expects all staff and volunteers to share this commitment.

Child safer recruitment procedures operate and the post is subject to references and an Enhanced DBS disclosure with barred list checks.

The post is exempt from the Rehabilitation of Offenders Act 1974 and the School is therefore permitted to ask job applicants to declare all convictions and cautions (including those which are 'spent' unless 'protected' under the DBS filtering rules) in order to assess their suitability to work with children.

Equal Opportunities Statement

We are an equal opportunities employer and welcome applications from all suitably qualified persons regardless of their age, disability, gender reassignment, race, sex, pregnancy and maternity, marriage/civil partnerships, religion/belief, or sexual orientation.



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Working in Chester

Abbey School is situated in the beautiful surroundings of Abbey Square, located in the heart of historic Chester.

Chester has often been ranked as one of the best places to live in the UK with many good schools, thriving suburbs, a vibrant independent restaurant scene and new, award-winning cultural centre Storyhouse. It has good rail and motorway connections to major cities and the coast.

Chester is suitable for families and singles or couples with a good choice



of city-centre accommodation and villages or suburbs within close commuting distance. To find an Estate Agent for sales or lettings in Chester visit [Best Estate Agent Guide](#) .For further information about living in Chester, please visit the [Tourist Information website](#) .

How to Find Us

We are located in [Abbey Square](#) next to Chester Cathedral, off Northgate Street.

By Public Transport

We promote sustainable travel and recommend that public transport is used where possible. Chester train station is a 5-10 minute walk away and is served by the following rail companies [Merseyrail](#), [Avanti West Coast](#), [Transport for Wales](#) and [Northern Rail](#). For Park and Ride information visit the [Cheshire West and Chester council](#) information page.

Parking

Visit the [tourist information site](#) for details of city centre car parks.

