

## Kent County Council

### Job Description: Positive Behaviour Support - Behaviour Technician

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**Directorate:** Strategic and Corporate Services

**Unit/Section:** Strategic Commissioning

**Grade:** KR7

**Responsible to:** Board Certified Behaviour Analyst

#### **Purpose of the Job:**

Responsible for improving outcomes for children, young people and their families or carers. Providing time limited outcome focused support which will enable and assist individuals to continue to care for their child or young person within the family environment. Provide personalised support to young people and their families as they prepare to become adults.

Undertake interventions based on the principles of Positive Behavior Support to enhance quality of life and make progress towards co-produced targets.

Work in collaboration where appropriate with identified Professionals, Colleagues and Partners to ensure co- aligned positive outcomes are achieved.

Assist with development of staff, including the allocation of tasks, and resources ensuring the service meets the aspirations of the people we support.

#### **Main duties and responsibilities:**

- Manage caseloads effectively under the direction of the Board Credited Behavioural Analyst, (BCBA). Work directly with young people, assessing their capacity to make decisions, supporting individuals to communicate their views and to understand and contribute to their plans.
- Work with professionals, children, young people, their families or carers in their own homes or community to facilitate change using recognised evidence- based tools. Implement positive behaviour support plans produced in partnership with young people to manage or change behaviours which challenge.
- Work on complex cases jointly with the young person and their professional network, undertaking specific pieces of work as required, including Child Protection or Adult Safeguarding.
- Enable young people and their families to access wider support services. Support groups or individuals who have been identified as being at risk of poorer outcomes. Develop and facilitate parent and user led groups that will promote the further development of children and young people.

- Provide support to those who require an enhanced level of service. Take responsibility to escalate any concerns in line with Kent County Council policies and procedures.
- Responsible for maintaining records that monitor progress to high and consistent standard. Utilise information to improve practice and provision. Maintain accurate records using the Social Care electronic system. Provide Written and verbally reports for formal meetings when required in line with Kent County Council policies and procedures.
- Implement and embed the Positive Behavioral Support model throughout the service, devising, implementing and reviewing PBS plans and risk management. Ensuring Positive Behavioral Support plans are completed and positive outcomes are being met.
- Identify and action any safeguarding and welfare issues in line with KCC policy and procedures to ensure that the child / young person's rights and freedoms are protected and that quality and standards of services provided are maintained.
- The ability to work flexibly within a specific geographical area. Working patterns that will include evenings, weekends as required.
- Mentor, develop and upskill identified Professionals and colleagues to ensure a comprehensive and flexible approach toward PBS is achieved.

Footnote: This job description is provided to assist the job holder to know what his/her main duties are. It may be amended from time to time without change to the level of responsibility appropriate to the grade of post.

# Kent County Council

## Person Specification: PBS Behavioural Technician

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The following outlines the criteria for this post. Applicants who have a disability and who meet the minimum criteria will be shortlisted.

Applicants should describe in their application how they meet these criteria.

	<b>MINIMUM</b>
<b>QUALIFICATIONS</b>	<ul style="list-style-type: none"> <li>• Level 3 Diploma in Health and Social Care or equivalent</li> <li>• GCSE at A*-C or equivalent in Maths and English</li> <li>• Higher level Positive Behavioural Support / ABA Qualification, BTEC level 4/5, Diploma, BA/BSC, MSC, or demonstratable equivalent.</li> </ul>
<b>EXPERIENCE</b>	<ul style="list-style-type: none"> <li>• Experience of undertaking direct work working with children, young people and families, in either a voluntary or statutory setting or working with families to affect change.</li> <li>• Assessing, evaluating, gathering data and identifying functions of behaviours in order to devise and implement Positive Behavioural Support Plans.</li> <li>• Experience of working with adults, children or young people with challenging behaviour</li> <li>• Experience of working within a multi-agency environment/partnership</li> <li>• Demonstration of leadership within a team.</li> <li>• Sound awareness of social issues and knowledge and experience of the challenges relating to particular individuals.</li> </ul>
<b>SKILLS AND COMPETENCIES</b>	<ul style="list-style-type: none"> <li>• Equip young people and families with the tools to upskill themselves to make sustainable positive change</li> <li>• Good communication skills, both oral and written, and interpersonal skills in order to communicate effectively with service users and their families, colleagues and external agencies</li> <li>• A history in conducting assessment and developing, implementing and evaluating interventions for individuals presenting with behaviours that challenge.</li> <li>• Computer literate</li> <li>• Ability to prioritise workload and to work flexibly to meet clients needs.</li> <li>• Ability to work effectively on own initiative as well as part of the team</li> </ul>

	<ul style="list-style-type: none"> <li>• Effective planning and organisational skills</li> <li>• Ability to be an effective and proactive leader</li> <li>• Ability to work proactively in environments that may be in crisis and draw up strategies in order for families, young people or professionals to develop ownership over a situation e.g. Establish why, when and how behaviours will occur and then support families, young person or professionals in a way that minimises these ‘triggers. Therefore, having the ability to think and respond creatively, positively and with flexibility.</li> </ul>
<b>KNOWLEDGE</b>	<ul style="list-style-type: none"> <li>• Knowledge of key legislation underpinning the provision of social care services for both children and adults. With up to date understanding of the key issues and relevant theoretical background related to children’s safeguarding and thresholds</li> <li>• Knowledge of Positive Behaviour Support and related assessments and frameworks that support children, young people and their families.</li> <li>• Knowledge of the resources available in the local community and an awareness of new services and initiatives</li> <li>• Staff will be expected to have an awareness of and work within national legislation and Corporate and Directorate policies and procedures.</li> <li>• Knowledge of mental health, substance misuse, domestic violence and poverty and how these impact on families, their environments and children.</li> <li>• Knowledge of Child development</li> </ul>
<b>BEHAVIOURS AND KENT VALUES</b>	<ul style="list-style-type: none"> <li>• We are brave. We do the right thing, we accept and offer challenge</li> <li>• We are curious to innovate and improve</li> <li>• We are compassionate, understanding and respectful to all</li> <li>• We are strong together by sharing knowledge</li> <li>• We are all responsible for the difference we make</li> <li>• Compassionate &amp; inclusive</li> <li>• Working together – building and delivering for the best interests of KCC</li> <li>• Externally focused – residents, families and communities at the heart of decision making</li> <li>• Flexible/agile – willing to take (calculated) risks</li> <li>• Empowering – our people take accountability for their decisions and actions</li> <li>• Curious – constantly learning and evolving</li> </ul>

