

POSITION DESCRIPTION

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| Date | December 2024 |
| Position Title | Behaviour Support Practitioner |
| Reports to (position title) | Head of School |
| Department | Cheshire School |

ORGANISATIONAL CONTEXT

bestchance Child Family Care is an independent, not-for-profit, community organisation operating across 35 locations in Victoria and a Head Office in Glen Waverley.

bestchance adopts an innovative and holistic approach to assisting young children and families by integrating a range of specialist family oriented educational and welfare community services. The range of programs delivered include Early Childhood Education and Care (ECEC), Kindergarten, Child Care, Children’s Therapy, Parent and Child Support, Community Support and Cheshire School, an independent, interim specialist primary school for children with social, emotional and learning difficulties.

These programs recognise that the early years of a child's life are the most formative and influential and we strive to adhere to the principles of 'best practice'. This commitment ensures that families are, at all times, respected as the experts on their children and supported in an environment that is strengths-based and family centred.

bestchance also works in partnership with families in managing a number of kindergartens under its Early Years Management Program.

bestchance is committed to implementing and adhering to the Child Safe standards including the development and implementation of people practices that reduce the chance of child abuse within the organisation, for which we advocate zero tolerance.

Health safety and wellbeing first, is an expectation of all, where staff implement local work instruction and processes aligned to organisation requirements and are accountable for their own safety and safety of others.

PURPOSE

For all children, families and individuals to thrive in their community.

VISION

Inclusion: We include everyone regardless of their background, needs or circumstances.

Care: We nourish and nurture resilient relationships.

Education: We develop skills and knowledge to build capacity and resilience.

VALUES

Humility: We focus on listening to better understand and meet needs.

High Expectations: We have high aspirations for our client outcomes and for the calibre of our services and staff.

Innovation: We embrace change based on critical reflection.

Curiosity: We seek new understandings and knowledge.

Evidence: We seek and generate evidence to evaluate and improve our programs.

Challenge: We look beyond the immediate to achieve different results.

POSITION PURPOSE

The role of the Behaviour Support Practitioner is to strengthen the practice skills and knowledge of all staff and to lead a practice culture that is evidence-based and integrates theory and research into practice as well as being person-centred and progressive in methods, theories and practices. The Behaviour Support Practitioner will also undertake direct case practice, including development of Behaviour Support Plans for students, post-incident support, direct therapeutic or behaviour intervention as well as reporting, and working collaboratively with families, carers, staff and external professionals by writing reports, making recommendations, writing and updating Behaviour Support Plans.

KEY RESULT AREAS AND RESPONSIBILITIES

Service Delivery

- Provide support in the delivery of key educational priorities at Cheshire School aimed at equipping students and their families with strategies to manage their behaviour and learning so they can successfully re-integrate into a mainstream education. This includes, but is not limited to:
 - Develop individualised strategies that are responsive to the student's needs, in a way that reduces the occurrence and impact of behaviours of concern
 - Undertake functional behavioural assessments to develop behaviour support plans containing evidence-based, proactive strategies that meet the specific needs of the student
 - Facilitate case conferences with a range of professionals to promote development of a consistent approach to support and intervention
 - Focus on person-centred interventions to address the underlying functions of behaviours of concern or challenging behaviours while safeguarding the student's wellbeing
 - Provide best-practice advice to all Cheshire staff in relation to behaviour support
 - Provide coaching to families, support staff and others in understanding the person, their difficulties and how to implement strategies identified
 - Follow up on reportable incidents that suggest there are unmet behaviour support needs and make recommendations for implementation to address accordingly
 - Working co-operatively as a critical member of the School and in close collaboration with teachers and support staff in relation to issues relating to the students
 - Supporting staff in behaviour analysis and deceleration, identification and review of interventions applied, skill acquisition and professional development

- Actively contributing to the development of professional knowledge and skills of the team
- Developing and implementing multi-tiered systems of supports, providing targeted behavioural supports for students with significant behavioural challenges
- Participating as a member of the school's intake team for prospective enrolments
- Actively participating in transdisciplinary team meetings and case conferences and with other agencies as appropriate, including the provision of information and consultancy advice as required
- Providing guidance, advice and support to school staff in the student support programs, in collaboration with the Classroom Teacher and Head of School
- Working alongside staff in the design and delivery of evidence-based interventions that support students in being successful in their social, emotional and behavioural capabilities
- Actively responding to and providing in-moment support as appropriate with behaviour and critical incident management, including post incident debrief facilitation and feedback
- Creating, implementing and reviewing Behaviour Support Plans (BSPs) in collaboration with the Class Teacher and supporting the development and review of Individual Learning Plans (IEPs), as appropriate
- Undertaking research on new ways of responding to, and interventions for, maladaptive behaviours in children

Continuing Professional Development

- Participate in the professional development plan process and engage in continuing professional development activities that are consistent with your plan and lead to professional growth.
- Ensure ongoing professional development by reading, studying and participating in professional development
- Maintain and update discipline specific skills, in line with discipline specific registration requirements.

Relationships with Parents and Carers

- Assist in fostering a positive school community
- In collaboration with staff, create a welcoming environment where all families are encouraged to participate in and contribute to their child's learning and development experience
- Respect the confidentiality of information relating to families and their children

Teamwork

- Work with colleagues in a spirit of co-operation to maintain and continuously improve the standard of the service at Cheshire School
- Contribute to an atmosphere of trust and professional respect through an attitude of openness, tolerance, constructive conflict resolution processes and maintenance of confidentiality
- Attend staff meetings and any professional development sessions identified by the Head of School
- Maintain an interest in current trends in education and student welfare and an awareness of evolving best practice in area of specific work
- Accurately and promptly, communicate all messages and report all issues to the Head of School

Legislative, Accreditation and Organisation Requirements

- Ensure activities within their area of responsibility comply with bestchance Child Family Care Policy and Procedures and the Cheshire School Policy and Procedures
- Ensure a thorough knowledge and understanding of policies, procedures and practices that are aimed at supporting and enhancing a child safe culture
- Engage with bestchance's feedback processes

KEY SELECTION CRITERIA

- Registered as a Board Certified Behavior Analyst (BCBA) with the Behaviour Analyst Certification Board (BACB)
- Experience providing services to children with complex behaviour needs
- Clinical knowledge and expertise in providing functional behaviour assessments and demonstrate comprehensive behaviour support planning skills
- Experience in providing clinical and/or functional behaviour assessment, intervention and support ideally within a school setting
- A sound knowledge of best practice positive behaviour support, evidence-based approaches and trauma informed practice
- Well-developed communication and interpersonal skills, including the ability to maintain positive, sensitive relationships with children, parents, staff and caregivers
- Ability to work both autonomously and within a team
- Ensure activities within area of responsibility comply with bestchance Child Family Care Policy and Procedures and the Cheshire School Policy and Procedures

OTHER

- Working With Children Check (Employee)
- A satisfactory National Police History Check