Job Description
Applied Behaviour Analysis Therapist

JOB TITLE: **Applied Behaviour Analysis Therapist**

REPORTS TO: **ASD Base Manager**

BAND: **Grade C**

JOB PURPOSE

To work with children with ASD on a 1:1 or small group basis, implementing learning and behaviour programs set by the ASD Base Manager and seniors, using techniques based on the principles of ABA (Applied Behaviour Analysis).

KEY CORPORATE ACCOUNTABILITIES

- Commitment to the Trust and school's vision and values;
- To maintain awareness of and commitment to the Trust's Equality, Diversity & Inclusion in Employment Policy in relation to both, employment and service delivery and to observe of conduct which prevents discrimination taking place;
- To comply with all Trust policies and procedures including the Code of Conduct, Safeguarding Policy and E-Safety Policy;
- Undertake safeguarding training at least annually, with further updates as required;
- To fully comply with the Health and Safety at Work Act 1974, the Trust's Health and Safety Policy and all locally agreed safe methods of work;
- To work with colleagues to achieve service plan objectives and targets;
- To participate in the Performance Management Procedure and contribute to the identification of team development needs; and
- At the discretion of the Head Teacher, such other activities as may from time-to-time be agreed and are consistent with the nature of the job description herein.

PRINCIPAL   ACCOUNTABILITIES

- Assisting in the development of individualised programmes, underpinned by the science of ABA (applied behaviour analysis), with specific emphasis on a verbal behaviour approach to language
- Implementing these programmes on either a 1:1, 1:2, or small group basis, dependent on the needs of the pupil(s) they are assigned to work with
- Preparing resources for the running of targets for each pupils' programme
- Collecting accurate data on both challenging behaviour and skill acquisition throughout the school day
- Graphing daily data at the end of the school day and cumulative progress data at the end of the school week
- Maintaining records in each pupils' individual folder; archiving old data appropriately
- Assisting class instructors and seniors in the running and set up of daily classroom activities
- Supervising pairs or small groups of students at breaks and lunch times, encouraging independence, social play with their peers and appropriate behaviour which is consistent with the school's behaviour, value and aims documents
- Reporting any safeguarding concerns to the class instructor, ASD Base Manager or safeguarding leads
- Developing professional relationships with parents and providing accurate information daily in the home-school communication books
- Co-operating with colleagues to ensure the aims of the school are achieved consistently
- Forming and maintaining good relationships with the children and of the school; based on mutual respect, trust and understanding
- Assisting with the physical and self-care needs of the children as they require; including, but not limited to, any toileting procedures
- Working across all key stages within the ASD Base department on either a termly or bi-termly basis
- Any other duties as deemed necessary by the ASD Base Manager or head teacher
- All staff will be expected to conduct themselves in a manner consistent with the school's values and expectations

SOUTH WEST ESSEX
COMMUNITY EDUCATION TRUST

The duties and responsibilities in this job description are not restrictive and the post-holder may be required to undertake any other duties that may be required from time-to-time. Any such duties should not, however, substantially change the general character of the post.

This organisation is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

I confirm that I have read and understood, and that I accept, the above job description:

Signature: …………………………………. Date: ……………… Name in full …………………

Applied Behaviour Analysis Therapist Person Specification

General heading	Detail	
Qualifications & Experience	Specific qualifications & experience	Successful experience working with children in a school/early years' environment Educated to NVQ Level 3 in learning support/early years or equivalent qualification/experience
	Knowledge of relevant policies and procedures	Basic knowledge of First Aid and understanding of the school
	Literacy	At least English GCSE (A-C) level or equivalent
	Numeracy	At least Maths GCSE (A-C) level or equivalent
	Technology	Knowledge of basic ICT to support learning
Communication	Written	Ability to write basic reports
	Verbal	Ability to use clear language to communicate information unambiguously Ability to listen effectively
	Languages	Overcome communication barriers with children and adults
	Negotiating	Consult with children and their families and carers and other adults
Working with children	Behaviour Management	Understand and implement the school's behaviour management policy
	SEN	Ability to understand and support children with developmental difficulty or disability
	Curriculum	Good understanding of the school curriculum Knowledge of literacy/numeracy strategies
	Child Development	Good understanding of the general aspect of child development Ability to assess progress and performance
	Health & Wellbeing	Understand and support the importance of physical and emotional wellbeing
Working with others	Working with partners	Understand the role of others working in and with the school Understand and value the role of parents and carers in supporting children
	Relationships	Ability to establish rapport and respectful and trusting relationships with children, their families and carers and other adults
	Teamwork	Ability to work effectively with a range of adults
	Information	Know when, how and with whom to share information Ability to follow instructions accurately
Responsibilities	Organisational skills	Good organisational skills Ability to remain calm under pressure
	Line Management	Ability to support the work of volunteers and other teaching assistants in the classroom
	Time Management	Ability to manage own time effectively
	Creativity	Demonstrate creativity and an ability to resolve routine problems independently
General	Equalities	Awareness of and commitment to equality
	Health & Safety	Basic understanding of Health & Safety
	Child Protection	Good understanding of and commitment to child protection procedures
	Confidentiality/Data Protection	Understand procedures and legislation relating to confidentiality
	CPD	Be prepared to develop and learn in the role