Dysart School
Educating, Enabling, Evolving

Job Description

Title: PBS Active Support Practitioner Grade: E

Relationships

Responsible to: Principal and the Senior Leadership Team/ PBS Lead /PBS Advisory Teacher

Responsible for: Pupils / Practice / Systems

Important Internal Relationships:	Governors, Principal, Teaching and support staff at the school, Pupils, Parents
Important External Relationships:	Parents, Visitors to the school, Police & Support Agencies, Local Authority

Main Purpose of Job:

- To support the development of high-quality, person-centred practice across Dysart School through the implementation of Positive Behaviour Support (PBS) and Active Support.
- The Active Support Practitioner works directly within classrooms to coach, model and embed practice that supports pupils to be actively engaged, participate, communicate and make choices in their daily learning.
- The role focuses on translating Positive Behaviour Support Plans (PBSPs), written by the PBS Lead, PBS Advisory Teacher and UKSBA, into everyday practice by supporting staff to understand how to implement strategies consistently and meaningfully.
- The emphasis is on increasing engagement, independence and participation through capable environments, rather than reactive or behaviour-focused approaches.
- To work collaboratively with class teams, the Connections Team and senior leaders to improve the quality and consistency of support for pupils across the school.

Specialised Responsibility:

- To support the implementation of Active Support and PBS informed practice across the school, ensuring consistent, high quality practice across classrooms.
- To act as a key practitioner within the Connections Team, supporting the embedding of PBSPs and person-centred approaches into everyday classroom practice.
- To influence staff practice through modelling, coaching and respectful professional challenge, supporting a shift towards a PBS-informed approach focused on engagement, communication and participation.
- To contribute to staff development through training, discussion and reflective practice within classes, across the school and, where appropriate, across the academy trust.
- To support consistency of practice across classes, identifying strengths, themes and areas for development.

Main Responsibilities:

- Work directly within classrooms to model high quality practice that increases pupil engagement, participation and independence.
- Support class teams to understand and implement PBSP strategies in practical, meaningful ways within daily routines and activities.
- Provide 'in the moment' coaching, feedback and reflective discussion to support staff development.
- Work alongside staff to develop capable environments that enable pupils to access learning and participate meaningfully.

- Support the use of communication strategies and interaction approaches in line with PBS and person centred practice.
- Support staff to understand the 'why' behind approaches, linking practice to communication, regulation and engagement.
- Assist the PBS Lead and PBS Advisory Teacher with the delivery of internal staff training and development.
- Contribute to training delivery across the school and where appropriate, across academy trust schools.
- Work collaboratively with the Connections Team to identify patterns, themes and development needs across classes.
- Use professional curiosity and respectful challenge where practice is inconsistent or not yet embedded.
- Support monitoring of practice through informal observations and feedback.
- Maintain high professional standards in safeguarding, confidentiality, health and safety and ethical practice.

Other requirements of the post

- Act in accordance with the school's values and PBS approach, promoting dignity, respect and positive relationships at all times.
- Follow the School Handbook, Code of Conduct and associated policies.
- Undertake duties reasonably requested by the Senior Leadership Team or Connections Team appropriate to the role.
- Engage positively in training, supervision and professional development to strengthen practice.
- Maintain professional, respectful and collaborative working relationships.
- Uphold confidentiality at all times and always handle sensitive information appropriately.
- Willingness to support infrequent events outside the school day where needed.

Training can include :

- Attending all whole school INSET days/twilight sessions.
- Attending external training courses which relate directly to the role.

Whole school responsibilities

- Uphold and promote the school's values and Positive Behaviour Support (PBS) approach, ensuring practice is grounded in dignity, respect and positive relationships.
- Contribute to a safe, inclusive and supportive school environment where all pupils are supported to engage and thrive.
- Share responsibility for safeguarding and promoting the welfare of children and young people, in line with statutory guidance and school procedures.
- Work collaboratively with colleagues across the school to support consistency of practice and positive outcomes for pupils.
- Comply with all Trust and school policies, procedures and professional standards, including those relating to behaviour, health and safety and equal opportunities.
- Engage in whole-school development, training and reflective practice as appropriate to the role.

Person Specification
Active Support Practitioner (GRADE E)

Essential	Desirable
Qualifications	
GCSE grade 9–4 (or equivalent) in English and Mathematics	A Level or equivalent professional qualification in a relevant area (e.g. education, SEND, psychology or pastoral support)
	Evidence of developing specialist skills within a support role related to communication, engagement or emotional regulation
Experience/Knowledge	
• Secure understanding of SEND needs and development • Experience supporting pupils with complex needs to increase engagement, participation and independence within a school environment • Experience/knowledge of PBS-informed or person-centred practice within a school setting • Experience supporting and modelling best practice for staff • Experience working with pupils with communication differences, supporting interaction, engagement and participation • Understanding of safeguarding, equal opportunities and relevant legislation, aligned with PBS values of dignity and respect • Working knowledge of health and safety procedures, supporting safe and least-restrictive practice in line with PBS principles	• Training or experience in Active Support • Understanding of trauma-informed practice and its application within a school environment • Understanding of restraint reduction and approaches that prioritise proactive support and the reduction of restrictive practices • Experience implementing PBSP strategies within classroom practice • Experience supporting staff training, mentoring or development • Experience working across more than one class or supporting wider practice development
Skills and abilities	
• Ability to model high-quality practice within classrooms to support engagement and participation • Ability to coach staff in real time, within classroom environments using clear, practical approaches • Ability to translate guidance (e.g. PBSPs) into meaningful classroom strategies • Confidence to support and challenge staff practice in a respectful and professional way • Ability to build positive, trusting relationships with pupils and staff • Strong observational skills, including interpreting pupil communication and engagement • Excellent communication and interpersonal skills • Ability to manage sensitive or complex conversations with staff • Ability to organise own work and manage time effectively • Competent use of IT systems	• Confidence contributing specialist insight to senior staff • Understanding of communication systems (e.g. AAC, interaction strategies)

• Ability to work flexibly across classes and settings • Willingness to continually improve own practice	
Additional Factors	
Commitment to always safeguard and promote the welfare of children and young people	
Willingness to engage in reflective practice, supervision and ongoing professional development	
Willingness to contribute to whole-school development and evolving practice related to wellbeing and quality of life	