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*'Improving the quality of family life'*

### **JOB DESCRIPTION: ABA/VB Class Lead**

**Hours:** Monday to Friday 8.30 to 4.00pm + Mandatory Training until 5.00 pm one day per week

Flexibility regarding hours may be required - Term Time Only

**Reports to:** Consultant BCBA

**Location:** Either Snowflake School 46a Longridge Road London SW5 9SJ / 10-14 Crown Street, Acton.

**Probationary Period:** Six months

**Salary range:** £31,000 -33,000 Depending on candidates' previous experience, qualifications and salary.

#### **Job purpose**

The ABA/VB Class Lead will have management responsibility for a team of 6 ABA/VB Tutors as well as a class of 6 pupils.

#### **Promoting the values, ethos and aims of the school**

To ensure that the ethos reflects the agreed aims, principles of learning and the policy on equal opportunities and thereby promote the general progress and wellbeing of each pupil and adult.

#### **ABA/VB**

Use and develop knowledge and understanding of principles of Applied Behaviour Analysis and Skinners analysis of Verbal Behavior and ensure that personal knowledge of ABA/VB is kept up to date. Share this expertise with other staff.

#### **Leadership and Management**

- Line management of a team of 6 ABA/VB Tutors, providing appropriate guidance and supervision.
- Prepare and conduct professional development and probationary reviews
- Play an active role in the termly assessment of tutor competencies of your team.
- Manage the induction of new tutors.
- Ensure a minimum of one hour of overlap/training sessions each week for all tutors during their probationary period.
- Ensure a minimum of 30 minutes of overlap/training sessions each week for all tutors who have passed their probation.
- Utilise Behavioural Skills Training during overlap and training sessions with all tutors.
- Contribute towards the on-going development of the theoretical training package delivered to ABA/VB tutors.
- Deliver training as agreed with the Consultant BCBA/Assistant Head for Behaviour and Training.
- Monitor pupil record keeping/data monitoring (program books); promoting the importance of this across the school.
- Monitor and evaluate pupils' responses to learning activities against pre-determined learning objectives.
- Provide feedback to staff as appropriate.
- Meet regularly with the Consultant BCBA/Assistant Head for Behaviour and Training.
- Managing the classroom resources and budget accordingly.
- Assist in the assessment and transition of new pupils. Prepare initial baseline assessment report to support 6-week review meeting for new pupils on your caseload.
- Oversee and contribute to the completion of annual review reports for pupils on your caseload. Collaborate with other professionals such as teachers, SaLT, and OT to support their contributions to the report and ensure consistency.

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- Oversee completion of end of term reports.
- Oversee completion of termly IEP reviews by tutors on your team and update IEPs as necessary.

### **Support for pupils**

- Be the first point of contact for parents of pupils on your caseload. Ensure Earwig home-school communication is monitored daily.
- Provide both one to one and group instruction using the principles of ABA including Skinners Analysis of VB as required.
- Run group session daily (when appropriate in absence of subject teacher).
- Supervise and support pupils to ensure their safety and access to learning.
- Establish positive relationships with pupils, acting as a role model and responding to individual needs.
- Promote the inclusion and acceptance of all pupils
- Encourage pupils to interact with others and engage in all activities.
- Attend to the pupil's personal needs and implement related personal programmes, including social, health, physical, hygiene, and first aid and welfare matters.
- Encourage pupils to act independently as appropriate.
- Set challenging and demanding expectations and promote self-esteem and independence.
- In consultation with the Consultant BCBA/Assistant Head for behaviour and training, update the assessments of each pupil.
- Update Individual Education Plans for each pupil in class group in conjunction with other professionals including but not limited to teachers, SaLT, and OT.
- In consultation with the Consultant BCBA/Assistant Head for behaviour and training be responsible for developing and introducing programmes for pupils based on the Individual Education plans and ensuring that all targets from the IEP's are worked on within the term.
- In consultation with consultant with other professionals prepare individualised daily timetable for each pupil on your team. Write VB-MAPP/EFL program snapshots to support teaching.
- In consultation with the Consultant BCBA/assistant Head for behaviour and training make programme changes when a pupil is not making satisfactory progress.
- Be responsible for monitoring the behaviour of pupils, using graphs where necessary.
- In consultation with the Consultant BCBA/assistant Head for behaviour and training, develop behaviour reduction plans (BRPs) based on data.
- Explain and demonstrate the implementation of BRPs with tutors.
- Monitor the success of BRPs.
- Write Positive Handling Plans, pupil pen portraits and individualised risk assessments for pupils on your team and update termly.
- Discuss or inform parents of behaviour plans and positive handling plans (where appropriate)
- Liaise and collaborate with the school's Occupational Therapist, Speech and Language Therapist.
- Support pupils in specialist areas, e.g., swimming at a local leisure centre.
- Support pupils learning during the lunch and play times.

### **Support for the school**

- Lead on the promotion of appropriate pupil behaviour, dealing promptly with conflict and incidents in line with the school Positive Behaviour Policy and guidelines regarding physical intervention.
- Attend and participate in relevant meetings as required.
- Lead and assist with the supervision of pupils out of lesson times, including before and after school and at lunch time as required.
- Lead (as appropriate) and accompany pupils on visits, trips and out of school activities as required and take responsibility for pupils
- Ensure classroom environment is well organised and hygienic.
- Administer first aid where appropriate and in accordance with the school policy.
- Assist with the arrival and departure of pupils at the beginning and end of the day
- Lead (as necessary) and assist with pupils on educational and social visits outside the school and on teaching programmes involving the use of the community.
- Participate in whole school activities where appropriate such as concerts, parent's evenings, sports days,

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fetes and other occasional after school activities by agreement.

### **Professional Development**

- Take responsibility for own professional development,
- Recognise own strengths and areas of expertise and use these to advise and support others.
- Works towards master's in applied behaviour analysis or related field.
- Work towards gaining certification as a behaviour analyst from an accredited body.

### **General**

- Always maintain the safeguarding and well-being of pupils
- Be aware of and comply with all school policies and procedures including those relating to pupil protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- Demonstrate excellent attendance and punctuality, taking responsibility for one's own health.
- Be aware of and ensure that all pupils have equal access to opportunities to learn and develop.
- Contribute to the overall ethos/work/aims of the school.
- Maintain constructive relationships with staff, parents/carers.
- Actively participate in staff meetings and staff training sessions.
- Undertake additional tasks as directed by the Consultant BCBA/Assistant Head for Behaviour and Training.

### **Requirements :**

- Commitment to obtaining postgraduate/masters degree in Applied Behaviour Analysis, Psychology, or a related field.
- Commitment to working towards obtaining Board Certification as a Behaviour Analyst (BCBA/UKBACert/BCaBA/aUKBA or international equivalent).
- Minimum of 2 years of experience working with children with special needs, preferably in a school setting.
- Strong experience in the application of behaviour analytic principles and evidence-based practices.
- Excellent communication, organizational, and problem-solving skills.
- Ability to work collaboratively as part of a multidisciplinary team.
- Proficiency in data collection and analysis software/tools.
- Experience in a special education school environment.
- Familiarity with autism and related behavioural challenges.
- Training in crisis intervention and de-escalation techniques.

### **Physical Requirements:**

- Ability to work with pupils across a range of ages and abilities, who may exhibit aggressive or self-injurious behaviours.

**Snowflake school is committed to safeguarding and promoting the welfare of pupils and expects all staff and volunteers to share this commitment.**