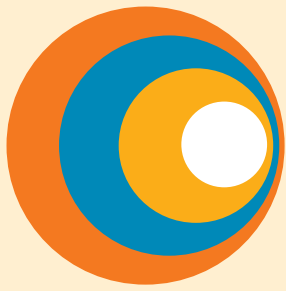




Behaviour Analyst

Job Description & Person Specification

September 2025



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About BeyondAutism

We are experts in delivering autism education services from pre-school to 25. BeyondAutism is a non-profit organisation, driving change in the world of autism education to ensure autistic children and young adults access an education which empowers a life full of choice, independence and opportunity. We do this by creating positive educational experiences, training for the professional team around a child, and information, resources and support for families and carers.

Our services

We deliver rapid and sustained outcomes in our Early Years' service by working with parents and children together. Empowering parents to feel resilient and confident in meeting the needs of their child leads to aspirational, informed choices creating a positive and successful step into primary education.

Our two schools and 2 Post-19 services have a specialist curriculum that ensures sustained success beyond the age of 25, setting children and young adults up with the skills and independence to lead a life of their choosing. By teaching them the academic and life skills they need and through the promotion of a happy, caring environment, we nurture the confidence, independence and self-belief to enable them to make the most of the next stage of their life or education.

We also work more widely, activating networks and building local capacity with our solution focused Outreach team. Our unique BeyondAutism Fast Responder® service works at the point of crisis to change the national picture and reduce school placement breakdown.

Our values

At BeyondAutism we are:

Dedicated to delivering excellence

Developing expertise, outstanding services and positive engagement, always seeking to go above and beyond expectations.

Committed to Behaviour Analysis, underpinned by the science of Behaviour Analysis and Verbal Behaviour

Contributing to research and ensuring our staff continually develop and share best practice that ensure aspirational outcomes are achieved for autistic individuals.

Respectful

Embracing diversity, showing integrity, acting with compassion and always treating people with dignity.

Proud to challenge

Listening, changing thinking, shifting attitudes and educating.



Job overview

BeyondAutism is seeking to appoint a passionate and skilled Behaviour Analyst to join our dynamic interdisciplinary team. You will play a key role in guiding class teams, driving pupil progress, and empowering staff to deliver high-quality, impactful support. With a focus on delivering meaningful, lasting change in the lives of autistic children and young adults, you'll lead on embedding behaviour analysis into classroom practice and champion a culture of continuous improvement. This is an exciting opportunity to combine passion and expertise in an environment where innovation, collaboration, and positive outcomes are at the heart of everything we do.

What we can offer you

You can find a very rewarding career with BeyondAutism. As well as being part of a team delivering life-changing services, we offer multiple and generous benefits to employees.



Pension scheme *

We offer a competitive pension scheme via salary exchange of 3, 4 or 5% and match your contribution.



Hybrid and flexible working

Charity staff have the option of hybrid and flexible working. To be agreed with HR and the department head.



Season ticket loan *

We can loan you the cost of your season ticket, repaid through monthly salary deductions for the period of the season ticket or less. Maximum period 12 months. Maximum loan £5000.



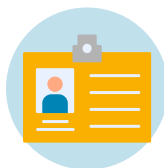
Bicycle loan *

We can loan you the cost of purchasing a bike for the purpose of cycling to work, repayable over a period of 12 months or less.



Continuing Professional Development (CPD)

Further education opportunities including Masters, RBTs, diplomas and certificates; and opportunities for membership for relevant professional bodies.



Professional Membership fees

Reimbursement of the cost of annual professional membership fee where continued membership registration is a requirement of your role.



Onsite counsellor

One counsellor working across our sites offering confidential 1:1 counselling sessions.



Perkbox

Access to an online perk scheme which gives you your pick of over 200 great discounts and freebies such as a free monthly hot drink from Cafe Nero, discounts on high street shopping and great price cinema tickets.



Employee Assistance Programme

Free access to a 24/7 confidential counselling support, including opportunity for face-to-face support.



Employee Referral Programme

Generous £400 thank you payment when you refer somebody into one of our open vacancies.



Eye care vouchers

Vouchers to cover the cost of an annual eye examination and single-vision spectacles, if needed.

Benefits marked with (*) are contractual benefits open to staff who have been in post for three months or more.

About the role

Behaviour reduction plans

- To conduct functional analyses for behaviours that challenge and develop behaviour reduction plans based on the principles of Behaviour Analysis.
- Ensuring all behaviour reduction plans are approved by a certified behaviour analyst (BCaBA / BCBA) – if post holder still undergoing training.
- To monitor the effectiveness of behaviour reduction plans and make adjustments as required on a 2-weekly basis or more frequently if necessary.
- To consult with a BCBA when considering the use of consequence-based procedures to reduce behaviours that challenge and monitor the effect that such procedures are having on the frequency, duration and intensity of the behaviours that challenge on a daily basis.
- To explain and demonstrate the implementation of behaviour reduction plans with the class and across the school and train others to implement plans effectively.
- To oversee the record keeping related to behavioural incidents and accidents including Team Teach, behaviour logs and Schoolpod.
- To discuss or inform parents of behaviour reduction plans and obtain signed informed consent prior to their implementation.

National curriculum and group teaching

- To oversee and advise on the use of reinforcement, data taking and group responding of pupils.
- To link national curriculum assessments back to Verbal Behaviour assessments and provide support for TLP's (Teaching and Learning Practitioners) and ASPs (Advanced Skills Practitioners) in conducting assessing and monitoring pupil progress.
- To assess pupils' skills within group settings and set up opportunities for pupils to work with peers when appropriate.
- Collaborate with school teachers when developing Individual Education Plans (IEPs) to ensure consistency.

Training

- To provide ongoing training, guidance and demonstrations to TLPs, Lead TLPs and ASPs using the principles of Behaviour Analysis in order to maximise pupil progress and promote good teaching practice.
- To provide scientific theory training to new staff and ongoing theory training to other staff members.
- To make and update training videos showing a range of different learners and teaching procedures.
- To support other staff members in teaching age appropriate play and social skills.
- To provide training and support to ASPs ensuring that they are confident with all aspects of their own job role.
- To support ASPs in providing training, ensuring that they are confident to train others.
- To conduct termly observations on your staff team and provide ongoing training based on the outcomes of those observations.
- To provide written feedback for training given in the form of training notes and keep a record of all training.
- To support ASPs with conducting audits of online graphs and files at least once per term.
- To keep up to date with and follow current school policies so that good practice can be modelled and provided to staff in your classes.
- To develop and deliver whole school training or class team training after school and on INSET days.



About the role

Staff management

- To monitor the professional conduct of TLPs and ASPs within your class, to address issues as they arise and to keep the Heads of Schools informed.
- To monitor the efficiency and effectiveness of teaching of all staff (including ASPs) within your class and provide 'on-the-spot' training and guidance where necessary.
- To attend and contribute to 6 month reviews for Trainee TLPs.
- To prepare for and attend 3 and 6 month reviews for ASPs in their probationary period and yearly performance management meetings ASPs confirmed in post.
- To help ASPs plan their time effectively.
- To oversee the training being delivered by ASPs, including modelling good demonstrations, observing training, checking training notes and delivering feedback.
- To manage TLP rotation dependent on individual pupil needs.
- Ensure pupils' TLP teams are managing workloads and communicating assessments from programmes effectively and accurately.

Pupil progress

- To oversee initial assessments of new pupils, write a baseline assessment report (including an IEP) and meet with parents to discuss the report and IEP.
- To organise school to school transition plans for new pupils along with a home visit.
- To provide both one to one and group instruction using Behaviour Analysis procedures and always demonstrate good teaching practice.
- To be responsible for overseeing the efficiency and accuracy of assessments of each pupil (VB-MAPP, ABLLS-R, AFLS and EFL) and ensure that they are updated at least every 6 months.
- To develop Individual Education Plans for each pupil each term and annual goals based the outcomes of the assessments, in-line with the pupil's EHCP.
- To be responsible for overseeing, 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.
- To adjust teaching strategies and put in programme changes where the pupil is not making satisfactory progress.
- To prepare for and participate in Annual Reviews and EHCPs for pupils.
- To oversee and contribute to end of term Reports produced by the ASP and Qualified Teachers.
- To liaise with the school's Occupational Therapist and Speech and Language Therapist to ensure that the targets they set are incorporated into each pupil's programmes and to report and feedback on pupil's progress.
- To work with the outside teaching specialists, i.e. PE, Swimming and Music, to ensure that their classes are appropriate to the developmental age and needs of the pupils.

Parent communication

- To offer parents in-house and at-home training related to their child's individual programme.
- To prepare for and attend parent meetings and IEP evenings to advise parents of the progress made by their child.
- To meet with parents to discuss concerns and implementation of strategies.
- To generally be prepared to meet with parents or to speak to them on the phone or by email on a regular basis.

Pupil welfare

- Safeguarding the security, safety and wellbeing of pupils at all times during school hours, in school and out in the community reporting any concerns in accordance with the Safeguarding and Child Protection Policy.
- To ensure that all pupils have an up-to-date risk assessment that is communicated to relevant people.
- To ensure the dignity of the children is upheld at all times.
- To promote independence of the pupils within your class.

About the role

- To ensure the general appearance of pupils is upheld at all times and that school uniforms are worn.
- To have a thorough knowledge of the level of intimate care needs for each pupil within your class and ensure intimate care routines are explained to relevant TLPs and adhered to consistently.
- To manage pupils with medical needs, to write care plans and make sure they are signed and approved by the parents, and ensure that all staff understand them and follow them reliably.
- To liaise with social workers and attend Team Around the Child or Children In Need meetings when necessary.

Classroom management

- To be responsible for the management and organisation of the classroom, but not limited to class displays, equipment, resources, attendance and risk assessments.
- To ensure clear and effective communication between all roles within the classroom.
- To monitor general health and safety within the classroom and in all activities undertaken, rectifying any concerns or reporting them to the Health and Safety Officer / Site Manager as needed – including risk assessments of spaces used.
- To assist ASPs to plan and organise termly or half termly educational visits – including all communication to parents, venues, costing and risk assessments.

Additional/general

- To remain up to date with evolving teaching and behaviour management procedures by reading behavioural journals and attending conferences and share that knowledge with other staff members.
- To understand, adhere to and actively implement all the policies and procedures of the school at all times.
- To actively participate in staff meetings and staff training sessions.
- To develop knowledge of autistic spectrum disorders including the effect upon individuals and families and to demonstrate a thorough knowledge of Behaviour Analysis procedures and practice.
- To represent the school at Annual Reviews, Special Educational Needs Tribunals and other meetings as required.
- To operate and comply with the provisions of the Data Protection Act 1998 and relevant BeyondAutism policies during the course of undertaking the role.
- To undertake the role of Designated Safeguarding Person if requested by Heads of Schools.
- As a term of your employment you may be required to undertake various other duties as reasonably required by the Heads of Schools.

What you will bring to the role

	Essential	Desirable
Education & qualifications	- Undergraduate Degree - Undertaking a current course of study leading to BCaBA / BCBA (if not already obtained)	- BCBA / BCaBA qualification - Work experience supervised by a BCBA.
Experience Knowledge and skills	- Four years Behaviour Analytical experience, at least one year at supervisory level - Formal training in Applied Behaviour Analysis - Experience of advanced skills; programme development, assessment, designing behavioural interventions - Experience in managing teams of staff - Experience of conducting theoretical and practical training	- Experience in a special needs school setting - Knowledge of national curriculum, school experience - Familiar with frequently used assessment tools (EFL, ABLLS, VB-MAPP) - Experience of the annual review process
Personal attributes	- Ability to work closely with the School's Senior Management and Behaviour Analyst team - Ability to work in a pressured environment - Commitment to undertaking further training and professional development - Demonstrable interest in education - Good written and verbal communication skills as well as the ability to communicate effectively with children, parents and staff - Ability to remain calm in a crisis - Understanding of and commitment to equality of opportunity within an inner-city, special needs environment	



Job information



SALARY SCALE:	£35,648 - £43,330 dependent upon experience
HOURS:	37.5 hours per week (term-time only)
ACCOUNTABLE TO:	Heads of School
LINE MANAGER:	Consultant Behaviour Analyst
LOCATION(S):	Park House School, 48 North Side Wandsworth Common, London, SW18 2SL
PROBATIONARY PERIOD:	Six months
HOW TO APPLY:	If you're interested in applying for the role, please complete an application form online or send to recruitment@beyondautism.org.uk

If you would like to know more or ask a question please email recruitment@beyondautism.org.uk.

BeyondAutism is proud to be an equal opportunity workplace. We are committed to equal employment opportunity regardless of ethnicity, religion, sex, sexual orientation, age, marital status, disability or gender identity.

BeyondAutism is committed to safeguarding and promoting the welfare of children and young adults and expects all staff to share this commitment. An enhanced disclosure will be conducted for the successful applicant.



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How to follow us



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