SALUTEM CARE & EDUCATION

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Job Description

Job Title: Autism Trainer / PBS Practitioner

Accountable To: Chief Quality Officer

Reporting To: Group Head of PBS and Neurodiversity

Team: Quality Governance and Compliance / PBS Team

Staff Reporting to this Position: As directed

Location: Hybrid / regional remit with regular travel

Hours: 40 hours per week

Job Overview

The Autism Trainer / PBS Practitioner is primarily responsible for building organisational capability in autism and learning disability practice across Salutem Care and Education. The postholder will lead the delivery and evaluation of high-quality face-to-face and virtual training, ensuring that learning is translated into consistent, neuroinclusive, and person-centred support. Alongside this primary training function, the role will provide a defined level of PBS practitioner support through consultation, assessment, formulation, planning and review.

The role will spend the majority of its time delivering the autism and learning disability workforce development programme, including training-needs analysis, facilitation, evaluation and practice-based follow-up. PBS responsibilities are secondary and should complement the training function by providing targeted practitioner input, modelling evidence-based approaches and helping services apply learning to improve quality of life, communication, participation, skill development and the reduction of restrictive practices.

Job Responsibilities

Key Responsibilities

- Prioritise autism and learning disability training and workforce development, with PBS practitioner responsibilities delivered through a defined and proportionate caseload agreed with the line manager.
- Lead delivery and evaluation of accessible autism and learning disability training, supported by coaching, practice leadership and follow-up activities that embeds learning into everyday practice.
- Provide targeted PBS practitioner input where agreed, including consultation, functional assessment, behavioural formulation and co-production or review of PBS plans.
- Use qualitative and quantitative data to understand need, monitor implementation, evaluate outcomes and guide continuous improvement.
- Work directly with people supported, families, staff teams, operational leaders and multidisciplinary professionals to achieve coordinated outcomes.
- Promote capable environments, rights-based support, and the reduction and/or elimination of unnecessary restrictive practices.

- Contribute to safeguarding, governance, audit, regulatory readiness and service improvement, with a primary focus on autism and learning disability capability and a supporting focus on PBS.

Autism and Learning Disability Training and Workforce Development

- This is the primary area of accountability for the role. The postholder will implement a training cycle as agreed by the line manager.
- Contribute to the design and delivery of engaging, evidence-informed training on autism, learning disability, neurodiversity, PBS, and other topics relevant to the role.
- Deliver training face to face and virtually, adapting content, examples, pace and teaching methods to different roles, services and levels of prior knowledge.
- Develop accessible and inclusive learning materials that reflect the experiences and communication needs of autistic people and people with learning disabilities.
- Ensure training aligns with the Oliver McGowan Code of Practice, the Core Capabilities Frameworks for Supporting Autistic People and People with a Learning Disability, relevant regulatory expectations and organisational policy.
- Evaluate attendance, learner experience, knowledge, confidence, application to practice and use findings to improve content and delivery.
- Provide structured follow-up, coaching, mentoring, and in-practice support so that learning is consistently embedded rather than treated as a stand-alone event.
- Work in partnership with Learning and Development, operational teams and experts by experience to identify capability needs and support organisational training priorities.

Positive Behaviour Support Practice: Secondary Responsibilities

- Manage a defined and proportionate PBS caseload alongside the primary training remit, accepting work according to assessed needs, risk, quality-of-life impact, organisational pathways and available practitioner capacity.
- Complete functional behaviour assessments using appropriate methods.
- Develop formulations that link setting events, slow and fast triggers, communication, sensory and environmental factors, skills, reinforcement patterns, trauma and unmet need.
- Facilitate structured PBS consultation using agreed organisational tools, including SBARD where appropriate.
- Co-produce accessible, personalised PBS plans with the person, their family or representatives, staff teams and relevant professionals.
- Design proactive and preventative strategies including environmental adjustments, predictable and strengths-based routines, communication support including AAC, Active Support, meaningful engagement and teaching of coping, self-advocacy and independence skills.
- Ensure reactive strategies are ethical, proportionate, least restrictive, clearly described; time limited and regularly reviewed.
- Support implementation through modelling, in-the-moment coaching, direct work, observations of practice and feedback to staff and leaders.
- Collect, analyse and interpret behaviour, incident, implementation and quality-of-life data to evaluate effectiveness and revise interventions.
- Review PBS plans after significant events and at agreed intervals, ensuring associated risk management and care documentation remain consistent and current.
- Produce clear, accessible reports and recommendations and contribute to reviews, Core Team meetings, multidisciplinary meetings, and PBS Event Review Meetings.
- Support admission, transition, crisis planning, placement stability, and community inclusion where PBS input is required.

Neuroinclusive and Person-Centred Practice

- Champion autism-informed, neurodiversity-affirming, trauma-informed and strengths-based practice across services and environments.
- Work directly with people supported and ensure their communication, preferences, sensory profile, goals, identity, rights and lived experience shape assessment, training and support planning.
- Promote co-production with people supported, their families, advocates and experts by experience.
- Help services create capable environments that improve predictability, communication, choice, participation, emotional regulation, and meaningful activity.
- Role-model compassionate, respectful and non-judgmental language and challenge deficit-based or stigmatising practice appropriately.
- Promote dignity, autonomy, equity, inclusion, and positive risk taking in all decisions.

Reducing Restrictive Practice

- Promote the reduction and, wherever possible, eliminate restrictive practices in line with organisational policy, rights-based practice and restraint reduction commitments.
- Support implementation of the Salutem Reducing Restrictive Practice Pathway and complete relevant assessments with registered managers and operational colleagues.
- Analyse the purpose, proportionality and impact of restrictions, ensuring alternatives and preventative approaches have been considered.
- Contribute to individualised restraint reduction plans, including clear actions, responsible persons, review arrangements and measurable outcomes.
- Monitor progress with registered managers and escalate concerns where restrictions are not clearly justified, least restrictive or reducing as planned.
- Contribute to incident analysis, debriefing, and reflective learning to prevent recurrence and strengthen proactive support.

Quality, Governance and Service Improvement

- Maintain clear, accurate and timely records of training, assessments, consultations, plans, observations, reviews, and outcomes.
- Use training evaluation, practice observations, audit findings, and outcome data to identify themes, risks, and improvement priorities.
- Work collaboratively with operational leaders to strengthen implementation, address barriers, and promote consistent standards across services.
- Provide solution-focused advice following reviews or incidents and monitor completion of agreed actions.

Multi-disciplinary and Partnership Working

- Build effective relationships with people supported, their families, advocates, staff, managers and wider support networks.
- Work collaboratively with professionals including psychology, Speech and Language Therapy, Occupational Therapy, nursing, psychiatry, education, social care and commissioning teams.
- Promote coordinated assessment, planning, and review so that recommendations are practical, and consistent.
- Communicate complex information in a clear and accessible way, adapting communication for the audience.
- Contribute to needs assessment, placement matching, transition planning and multidisciplinary decision-making where requested.
- Maintain effective communication across Salutem teams and departments to support continuity and shared accountability.

Safeguarding, Compliance and Professional Practice

- Uphold safeguarding responsibilities and report concerns promptly in line with policy and statutory requirements.
- Ensure practice reflects applicable human rights, equality, mental capacity, best-interests, consent, confidentiality and data-protection requirements.
- Work in accordance with Salutem policies and procedures, professional boundaries and relevant regulatory and best-practice expectations, including CQC, Ofsted, CIW and Estyn where applicable to the service.
- Maintain confidentiality and high standards of record keeping, information governance and professional conduct.
- Participate in supervision, appraisal, reflective practice, and continuing professional development.
- Maintain current knowledge of autism, learning disability, PBS, trauma-informed practice, Active Support, and restrictive practice reduction.
- Work flexibly across services, including travel and participation in relevant physical intervention training where required.
- Undertake other duties within the scope, purpose, and grade of the role as reasonably directed.

Our Values

The postholder will demonstrate Salutem values by being Supportive, Ambitious, Loyal, Unique, Transparent, Engaging and Meaningful, and by placing the voice, rights, safety and quality of life of people supported at the centre of their work.

Knowledge, Skills and Competency

Person Specification

The successful candidate will be passionate about autism and learning disability best practice, an effective trainer with the credibility to support application of learning in practice. They will combine strong facilitation, coaching, and evaluation skills with sufficient PBS knowledge and practitioner experience to undertake a defined secondary caseload. They will translate evidence and complex concepts into practical guidance, work directly and respectfully with people supported, analyse impact and influence consistent practice across varied services.

Essential Qualifications

- Relevant qualifications in autism, learning disability, education, health, social care, psychology, or related field.
- Safeguarding training appropriate to the services supported.
- Recognised autism and learning disability training credentials, or willingness and ability to complete the preparation required for the organisation’s approved training pathway.

Essential Knowledge and Skills

- Advanced and current understanding of autism, neurodiversity and learning disability, with working knowledge of Positive Behaviour Support.
- Working knowledge of functional assessment, behavioural formulation, proactive strategies, skill teaching and outcome evaluation sufficient for the secondary PBS remit.
- Strong ability to complete training needs analysis, facilitate and evaluate accessible, inclusive and engaging face-to-face and virtual learning.
- Understanding communication support, including AAC, sensory, and environmental considerations.
- Sound knowledge of safeguarding, capacity and consent, human rights, equality and least restrictive practice.

- Excellent written and verbal communication, report writing, presentation, and facilitation skills.
- Ability to analyse and present data using common digital tools, including spreadsheets and basic analytics.
- Ability to translate complex concepts into practical, compassionate guidance and appropriately challenge poor practice.
- Strong planning, prioritisation, problem-solving skills.

Essential Experience

- Experience delivering and evaluating autism and/or learning disability training for varied audiences, face to face and online.
- Direct experience supporting autistic people and/or people with learning disabilities, and behaviours that challenge.
- Experience applying PBS principles in residential care, supported living, education, or a comparable setting.
- Experience managing a varied training programme and a defined practitioner workload autonomously, meeting agreed timescales.
- Experience working collaboratively with families, operational colleagues, and multidisciplinary professionals.
- Experience coaching staff, observing practice and demonstrating that learning has been embedded beyond the training session.

Desirable Qualifications, Knowledge and Experience

- Postgraduate qualification in autism, learning disability, education, developmental disabilities, PBS or related field.
- Oliver McGowan Mandatory Training trainer qualification or recognised status to deliver autism and learning disability training.
- Recognised training or teaching qualification, such as the Level 3 Award in Education and Training, Train the Trainer.
- Training in trauma-informed care, autism-affirming practice, de-escalation, or RRN-certified approaches.
- Recognised qualification in Positive Behaviour Support or Applied Behaviour Analysis.
- Working knowledge of the Oliver McGowan Code of Practice and the Autism and Learning Disability Core Capabilities Frameworks.
- Familiarity with NICE-aligned PBS practice, Positive and Proactive Care principles and RRN standards.
- Knowledge of CQC, Ofsted, CIW, and Estyn expectations relevant to the services supported.
- Digital or online learning design skills.
- Experience using data to demonstrate implementation and outcomes.
- Experience of co-production with experts by experience, restrictive practice reduction, incident analysis, debriefing, or reflective practice facilitation.

Personal Qualities

- Person-centred, respectful, compassionate, and strengths-based.
- Committed to improving outcomes for autistic people and people with learning disabilities.
- Confident, engaging diverse groups and adapting communication and delivery style.
- Reflective, curious, and committed to continuous learning.
- Calm under pressure and able to prioritise safety without defaulting to restriction.
- Able to work autonomously while seeking advice and collaborating appropriately.
- Confident advocating for the person's voice, rights and goals in decision-making.

- Reliable, organised and able to manage competing priorities.

Other Requirements

- Ability to work flexibly and travel.
- Willingness to participate in relevant physical intervention training.
- Commitment to the values, policies and expected standards of Salutem Care and Education.
- Full UK driving license.

Review Note

This job description describes the current principal duties of the role. It may be reviewed to reflect organisational, regulatory, or service developments following appropriate consultation.