

**WE ARE
HIRING**



Join Our Team

If you're passionate about making a difference in the lives of children with ASD then join us at Forest Bridge School and be part of a community that values understanding, respect, and genuine growth.

Together we can make a difference!



Elizabeth Farnden
Headteacher



Position available: Senior ABA Tutor

Please contact the Stef Seymour to arrange a visit to the school.

Email: stef.seymour@forestbridgeschool.org.uk

Why work at Forest Bridge School

Working at Forest Bridge School offers a unique and rewarding opportunity for professionals in the field of special education. Located in the charming town of Maidenhead, just 20 miles outside of London, we are dedicated to providing a nurturing and supportive environment for children with Autism Spectrum Disorder. Since opening in 2015, the school has prided itself on its multi-disciplinary approach to learning, incorporating a carefully designed in house curriculum.

At Forest Bridge School, we embrace each child's unique journey through Applied Behaviour Analysis, guided by a profound respect for their individuality, strengths, and the distinct stages of their development. We believe in nurturing a child's core self, allowing them to express who they are without the need to mask. Our approach is family centred and community oriented, creating a supportive environment that extends beyond our school walls. We delve deeply into understanding each child's medical, mental health needs, and neurodiverse needs, ensuring our strategies are tailored specifically to them.

We operate on a foundation of transparency and mutual respect, valuing the dignity of every child. Our team works collaboratively, rejecting traditional hierarchies to foster personal connections and equal partnership. Our professionals embody empathy and adaptability, committed to learning from each child's progress to continually refine our practice.

Forest Bridge School is committed to professional development, collaborative work, and the well-being of both its staff and students. We provide dynamic, high-quality specialist training and professional development pathways for all staff, ensuring a listening, responsive, and supportive culture.

Our vision is to be a leading provider of education for children and young adults with autism, combining ABA, evidence-based therapy, and effective personalised curriculums to enable pupils to fulfil their potential, prepare for adulthood, and lead happy lives.

PER ARDUA AD ASTRA

JOB DESCRIPTION

JOB TITLE: Senior ABA Tutor

REPORTS TO: Class Teacher, ABA Supervisor, Senior Leadership Team and Governors

GRADE: Pro Rata Term time only. SCP 12-23, £24,633- £29,535

JOB PURPOSE:

As a member of a class team, to provide excellent ABA teaching to children and young people with autism and associated learning difficulties. To support the Class teacher and ABA Supervisors in ensuring the daily needs of our pupils are met in a professional, competent, safe and fun school environment.

MAIN RESPONSIBILITIES/DUTIES

- Lead the classroom (with guidance) in the absence of the Class Teacher
- Confidently implement ABA based practices across the Forest Bridge School Curriculum, in line with Forest Bridge Policy, Vision and Ethos.
- Work closely with the Class Teacher, Supervisor, Therapy Team and Tutors to advance the learning and attainment of pupils by delivering outstanding teaching.
- Support the Class Teacher and Supervisor to advance pupils' learning in a range of classroom settings, including working 1:1, in small groups and with whole classes.
- Promote pupils' independence, self-esteem and social inclusion.
- Adhere to all School Policies, including the Staff Code of Conduct

Teaching and Learning

- With support, communicate their knowledge and understanding of pupils to other school staff and education, health and social care professionals, so that informed decision making can take place on intervention and provision
- Help to establish and maintain a purposeful and safe learning environment for pupils, colleagues and yourself
- Organise and manage teaching space and resources to help maintain a stimulating and safe learning environment and, where possible, have resources prepared in advance of PLOs being implemented
- Contribute to effective assessment and planning by supporting the monitoring, recording and reporting of pupil performance and progress as appropriate to the level of the role
- Read and understand lesson plans shared prior to lessons, if available

JOB DESCRIPTION

Behaviour and Welfare

- Use behaviour management strategies in line with the school's policy and procedures, which contribute to a purposeful learning environment for pupils appropriate to their age and special needs.
- Take initiative and actively contribute to the smooth running of the school.
- Promote the inclusion of all pupils, ensuring they have equal opportunities to learn and develop particularly helping to overcome barriers to learning including physical, emotional and behavioural difficulties.
- Assist the pupils with personal care needs which may include social, health, hygiene and welfare matters. This could include the changing of soiled clothing.
- Promote, support and facilitate inclusion by encouraging participation of all pupils in learning and extracurricular activities
- Demonstrate an informed and efficient approach to teaching and learning by adopting relevant strategies to support the work of the teacher and increase achievement of all pupils.
- Support the teaching of a broad and balanced curriculum aimed at pupils achieving their full potential in all areas of learning
- Implement both ABA and Teaching strategies confidently
- Contribute to the delivery of planning and Personalised Learning Objectives (as set out by the Class Teacher and Supervisor) to individual or groups of pupils.
- Demonstrate a high level of ability in ABA specific areas such as discrete trial teaching, natural environment teaching, reinforcement and implementation of behaviour strategies.

Professional Relationships and Communication

- Ensure that home-school liaison is carried out according to FBS Policy and any matters raised are reported to the Class Leads in a timely manner.
- Understand their role in order to be able to work collaboratively with classroom teachers and other colleagues, including specialist advisory teachers
- Collaborate and work with colleagues and other relevant professionals within and beyond the school
- Develop effective professional relationships with colleagues
- Communicate effectively with other staff members and pupils, and with parents and carers under the direction of the class teacher

JOB DESCRIPTION

Professional Development

- Help keep their own knowledge and understanding relevant and up-to-date by reflecting on their own practice, liaising with school leaders, and identifying relevant professional development to improve personal effectiveness
- Take opportunities to build the appropriate skills, qualifications, and/or experience needed for the role, with support from the school
- Take part in the school's appraisal procedures
- Undergo training in other relevant areas such as National Curriculum, Speech and Language, physical handling, etc. as required
- Assume additional responsibilities within the school as required.

Safeguarding

- Promote the safety and wellbeing of pupils, and help to safeguard pupils' wellbeing by following the requirements of Keeping Children Safe in Education (KCSIE) and our school's child protection policy
- Work in line with statutory safeguarding guidance (e.g. Keeping Children Safe in Education, Prevent) and our safeguarding and child protection policies

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 in line with the role. Any such duties should not however substantially change the general character of the post. It is anticipated that this job description will change over time in accordance with the needs of the role. The role holder will be consulted on any proposed amendments.

All staff are expected to be flexible with their class placements. All Senior Tutors are required to work across all four cohorts and across both primary and secondary.

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Person Specification Senior ABA Tutor

	Essential	Desirable
Qualifications		
Have completed, or enrolled onto, a related undergraduate degree		√
Have completed the 40 hours of RBT training	√	
Have passed the RBT exam, or equivalent		√
PCM trained	√	
Skills and Experience		
Minimum of 12 months/ one academic year experience of working as an ABA tutor		√
Experience of working across at least two cohort of learners (early, intermediate or advanced learners or equivalent)	√	
Experience of working across at least three cohort of learners (early, Intermediate or advanced learners or equivalent)		√
Can provide evidence of good or outstanding ABA practice with at least two cohorts of learners (For example: At FBS have achieved all 4s and 5s across the ABA Tutor Skills Builder, or equivalent)	√	
Can provide evidence of good or outstanding ABA practice with at least three cohorts of learners (For example: At FBS have achieved all 4s and 5s across the ABA Tutor Skills Builder, or equivalent)		√
Experience of working in a position that requires the person to show initiative	√	
Strong communication skills across formats and audiences	√	
Experience of using the national curriculum to plan and deliver lessons		√
Strong ICT skills (Microsoft Word, PowerPoint and Excel)	√	

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Person Specification Senior ABA Tutor

<p>Personal Qualities, Commitment and Attitudes</p> <p>Flexible and willing to work in all 4 cohorts of pupils (EYFS, early, intermediate and advanced learners) across all areas of the school (primary and secondary)</p> <p>Commitment to promoting the school's vision and ethos</p> <p>Show a willingness to develop skills and theory further under the guidance of a mentor.</p> <p>Committed to working in a multidisciplinary team</p> <p>Committed to working extremely hard and flexibly</p> <p>Be dynamic, energetic and enthusiastic</p> <p>Be highly motivated and show initiative</p> <p>Be a team player and supportive to other members of the school community</p> <p>Be reliable and trustworthy</p> <p>Physically and emotionally resilient</p> <p>Be solution focussed</p>	<p style="text-align: center;">√</p> <p style="text-align: center;">√</p> <p style="text-align: center;">√</p> <p style="text-align: center;">√</p> <p style="text-align: center;">√</p> <p style="text-align: center;">√</p> <p style="text-align: center;">√</p> <p style="text-align: center;">√</p> <p style="text-align: center;">√</p> <p style="text-align: center;">√</p> <p style="text-align: center;">√</p> <p style="text-align: center;">√</p>	
<p>Other requirements</p> <p>An understanding of, and commitment to equal opportunities, and the ability to apply this to all situations</p> <p>Understanding of your essential role in safeguarding children</p> <p>Recent DBS/Willingness to undertake enhanced DBS</p>	<p style="text-align: center;">√</p> <p style="text-align: center;">√</p> <p style="text-align: center;">√</p>	

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Person Specification Senior Behaviour Analyst



Benefits

- Competitive salary
- Sociable working hours (no weekends or evenings after 6.30pm)
- A friendly and supportive team
- Staff pensions schemes—LGPS or Teachers pension scheme dependant to role
- Free parking
- Staff wellbeing and support services
- Supervision (dependant on role)
- Staff voice— who organise social events for staff
- Tastecard employee discount scheme
- Sick pay
- Comprehensive induction
- Training for professional development such as CEU's, participation in re-search.
- Opportunities for career progression. Including Masters, NPQ's , UKsBA & QTS.
- Work From Home opportunities for some roles such as Class Teachers, Supervisors, and Senior Leaders.