

**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: Trainee ABA Tutor

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 centered 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.

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Forest Bridge School Job description Trainee ABA Tutor

Job Title: Trainee ABA Tutor
Location: Maidenhead, Berkshire
Payscale: SCP3/SCP 4
Responsible To: Headteacher, SLT, Class leads
Key Relationships/ Liaison with: Headteacher, SLT, Class leads, Therapists, Parents

Job Purpose

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

Main Duties and Responsibilities with support and ongoing New to ABA training

- Work under the specific supervision, instruction and guidance of the Class leads to support the teaching and learning activities in and outside the classroom, e.g., integration, college links etc
- Provide support to the class teacher and supervisor in the organisation and management of pupils and the classroom ensuring the appropriate support for each pupil dependant on their individual planned needs.
- Prepare the classroom as directed for lessons, ensuring that resources are available and cleared away at the end of the lesson as appropriate
- Provide regular feedback to teachers/supervisors and to other professionals on pupils' achievement and progress
- Assist the teacher in creating and maintaining a purposeful, orderly, safe and supportive learning environment for all pupils particularly helping to overcome multi barriers to learning including physical, emotional and behavioural difficulties.
- Promote the inclusion of all pupils, ensuring they have equal access to opportunities to learn and develop.
- Assist with the general pastoral care of the pupils, including helping pupils who are unwell, distressed or unsettled and have emotional and behavioural difficulties, adhering to the school's ethos.
- Assist the pupils with personal care needs which may include social, health, hygiene and welfare matters. This could include the changing of soiled clothing.
- Be responsible for promoting and safeguarding the welfare of children and young people within the school.
- Implement ABA principled teaching within our school setting.
- Ensure resources for pupils are prepared and organised clearly.
- Support the evaluation of pupils' progress using agreed assessment techniques and record data clearly and consistently
- To plan and prepare for teaching sessions, by reviewing relevant data, planning activities and checking availability of resources.
- To collect and record clear data on teaching programmes as well as behavioural issues.
- To supervise indoor/outdoor playtime for all children on a rota basis.
- To supervise and support children on activities and trips outside of the school.
- To understand and actively implement all school policies on curricular and other matters.
- To participate in staff meetings and training.
- To undertake appropriate professional development on a range of relevant issues as agreed by the school management. To play an active role in own training and progression in understanding and ability to apply the principles and procedures of ABA.

Job Description

- 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.
- Undergo training in other relevant areas such as National Curriculum, Speech and Language, physical handling, etc., as required
- Be responsible for promoting and safeguarding the welfare of children and young people within the school.

This job description sets out the duties and responsibilities of the job at the time when it was drawn up. Such duties and responsibilities may vary from time to time without changing the general character of the duties or the level of responsibility entailed.

Spring 2026

Person Specification Trainee ABA Tutor

	Essential	Desirable
Qualifications		
<ul style="list-style-type: none"> • Good general standard of education, including GCSE (or equivalent), to have achieved a relevant vocational qualification • Willingness to undertake New to ABA training and ongoing professional development. • Commitment to completing school-provided training (e.g., safeguarding, behaviour management, handling, communication training). • Relevant qualifications in child development, psychology, education, or related fields. • ABA experience. 	✓ ✓ ✓	✓ ✓
Experience	Essential	Desirable
<ul style="list-style-type: none"> • Experience supporting or working with children or young people, in either paid or voluntary roles. • Experience working in a team environment and following supervision and direction. • Experience working with autistic children or individuals with special educational needs. • Experience in data collection or structured recording in an educational, therapeutic, or care setting. • Experience supporting personal care needs. 	✓ ✓	✓ ✓ ✓

Knowledge	Essential	Desirable
<ul style="list-style-type: none"> • Understanding of the need for a safe, supportive, and inclusive learning environment. • Awareness of autism and associated learning needs. • Basic understanding of safeguarding and child protection responsibilities. • Knowledge of ABA principles or behaviour-based teaching approaches. • Understanding of the barriers to learning experienced by children with additional needs (e.g., communication difficulties, emotional/behavioural needs). 	<p>✓</p> <p>✓</p>	<p>✓</p> <p>✓</p> <p>✓</p>
Skills and Abilities	Essential	Desirable
<ul style="list-style-type: none"> • Ability to follow clear instructions and implement teaching plans under supervision. • Strong organisational skills. • Ability to collect and record data accurately and consistently. • Effective communication skills with pupils, colleagues, families, and professionals. • Ability to build positive, supportive relationships with pupils. • Ability to work flexibly, using initiative while knowing when to seek guidance. • Creative skills for preparing engaging activities and resources. • Ability to support learning in different environments (classroom, community, outdoor settings, college links). 	<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>	<p>✓</p> <p>✓</p>

Personal Qualities	Essential	Desirable
<ul style="list-style-type: none"> • Patient, calm, and emotionally resilient, especially when supporting pupils with emotional and behavioural difficulties. 	✓	
<ul style="list-style-type: none"> • Compassionate, caring, and committed to pupil wellbeing. 	✓	
<ul style="list-style-type: none"> • Reliable, punctual, and able to maintain confidentiality. 	✓	
<ul style="list-style-type: none"> • Positive attitude and willingness to learn and develop professionally. 	✓	
<ul style="list-style-type: none"> • Ability to maintain professionalism when supporting personal care needs. 	✓	
<ul style="list-style-type: none"> • Commitment to the school's ethos and values, including inclusion and safeguarding. 	✓	
<ul style="list-style-type: none"> • Commitment to promoting and safeguarding the welfare of children and young people. 	✓	
<ul style="list-style-type: none"> • Ability to participate in school activities such as playtime supervision, educational visits, and whole-school events. 	✓	
<ul style="list-style-type: none"> • Willingness to undertake physical aspects of the role (e.g., personal care, supporting physical handling after training). 	✓	

Benefits

- Competitive salary
- Socialable 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 research.
- 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.