

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: ABA Supervisor

Please contact the Headteacher's EA to arrange a visit to the school.

Email: EA@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 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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JOB DESCRIPTION: ABA Supervisor

Responsible To:

Headteacher, Senior Behaviour Analysts (SBA), Senior Leadership team, Middle Leaders and Governors

Job Purpose

Implementing and monitoring effective ABA-based provision and leading the class team in conjunction with class teacher. The ABA Supervisor/BCBA, UK-BA will be assigned approximately 12 –14 pupils: 1 whole class and part of another class across the school each year and will be responsible for completing certain tasks specific to those pupils, as well as more general tasks that will cover the whole school.

Main Duties and Responsibilities

- To take responsibility for promoting and safeguarding the welfare of children and young people within the school
- To provide both one to one and group instruction using ABA procedures
- To provide cover for staff, including teachers in your linked classes for no more than 40% of your timetable.
- To be responsible for updating the assessments of each pupil using FBS purpose designed curricula
- To develop Detailed Education Plans alongside class teachers and the LBA/mentor, specific for each child, based on their individual strengths and challenges
- To write clear and positive behaviour support plans based on assessment of function and monitor the success of behaviour support plans
- To be responsible for developing and introducing programmes for pupils based on the Individual Teaching plans and ensuring that all targets from education plans are worked on within the term.
- To monitor Detailed Education plans monthly and communicate with SLT and families about progress towards goals.
- To adjust teaching strategies where the pupil is not making satisfactory progress, in consultation with the class teacher and mentor and others where appropriate
- To plan and teach social skills lessons where appropriate and in consultation with the class teacher.
- To provide a written outline of what will be covered in class meetings beforehand in consultation with others.
- To conduct weekly class meetings with the class teacher to discuss pupils' learning and behaviour and discuss problems raised in these meetings with the Senior Behaviour Analyst/Mentor, Deputy Headteacher or Headteacher as needed.
- To discuss or inform parents of behaviour plans and follow up with written notice in the form of email, letter or note in the communication book
- To carry out weekly coaching using the BST model.
- To support the class teacher in the management and organisation of their classrooms.
- To prepare and conduct appraisals and probationary reviews of Tutors and Senior Tutors and others deemed appropriate in conjunction with the LBA /mentor and Headteacher.
- To organise and contribute towards Annual Reviews, End of Term Reports etc.
- To liaise with the school's Occupational Therapists, Art Therapists, and Speech and Language Therapists to ensure that the targets they set are incorporated into each pupil's programmes and to report and feedback on pupil's progress.
- To participate in Annual Reviews for pupils in your linked classes
- To organise any home visits where appropriate to advise and support parents with self-help, behavioural and language programmes at home
- **Across the school**
- To contribute towards the on-going development of the theoretical training package delivered to ABA tutors.
- To deliver sections of the theoretical training package to new trainee ABA tutors.
- To assist in whole school planning i.e. topics, school outings, training and inset days.
- To identify resource needs and participate in acquiring and managing the necessary resources (including the organisation of the resource room.)
- **General**
- To undertake additional tasks related to the role as directed by the Senior Leadership Team.
- To be committed to keeping up to date with the latest Behaviour Analytic research and practices in order to keep staff up to date and be providing the best provision available
- To build and maintain excellent relationships between ABA staff and teaching staff, promoting a seamless team around each child
- To contribute to excellent home/school partnerships
- To have professional regard for the ethos, policies and practices of Forest Bridge School and maintain high standards in your own attendance and punctuality

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.

Date Prepared: June 2024

Person Specification ABA Supervisor

	Essential	Desirable
Qualifications		
1. Psychology, education or related degree (or enrolled on a course)	✓	
2. BCBA, UK-BA certification or similar (willingness to complete essential)		✓
3. Minimum of 5 GCSE Grade A-C or equivalent including English and Maths	✓	

	Essential	Desirable
Experience		
1. 2 years' experience supervising the learning targets of a wide range of children and young people with autism, using Applied Behaviour Analysis	✓	
2. Experience of advanced ABA skills; programme development, assessment, designing behavioural interventions	✓	
3. Experience in managing teams of staff	✓	
4. Ability to coach staff		
5. Ability to coach staff using the BST model	✓	✓
6. Experience collaborating with other service providers	✓	
7. Experience of delivering training	✓	
8. Ability to work closely with the Forest Bridge School's Senior Leadership team	✓	
9. Ability to work in conjunction with class teachers and class teams for the benefit of pupils	✓	
10. Ability to work in a pressured environment	✓	
11. Experience in school settings		
12. Demonstrable interest in education	✓	✓
13. Physically and emotionally resilient in order to work with children and young adults with autism	✓	
14. Experience in teaching and promoting fluent communication skills in children with autism: vocal verbal behaviour and alternative and augmentative communication systems (i.e., sign language, PECS, Proloquo2go)	✓	
15. Demonstrable experience of being able to work with children at all curricular levels, from early learners to advanced conversational learners.	✓	

Person Specification ABA Supervisor

Knowledge	Essential	Desirable
<ol style="list-style-type: none"> Level of theoretical knowledge of Behaviour Analysis required for BCBA, UK-BA or equivalent Knowledge of the National Curriculum: Early Years and Primary Secondary Good IT skills An understanding of Ofsted Framework/Inspections 	<p>√</p> <p></p> <p></p> <p></p> <p>√</p> <p></p>	<p></p> <p>√</p> <p>√</p> <p></p> <p></p> <p>√</p>
Skills and competencies		
<ol style="list-style-type: none"> Outstanding 1:1 teaching and rapport building with children and young people with autism Able to work independently and use own initiative Able to work within a collaborative and cohesive team Use of clear written and verbal communication Committed to the principles of ABA, education and continuing professional development 	<p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p>	
Personal Qualities, Commitment and Attitude/Other requirements		
<ol style="list-style-type: none"> Promoting the school's vision and ethos Working extremely hard and flexibly to provide outstanding provision for children with autism A professional attitude and demeanour Relating positively to and showing respect for all members of the school and wider community Ongoing relevant professional self-development A positive outlook and solution focused A commitment to undertake further training and professional development An understanding of, and commitment to equal opportunities, and the ability to apply this to all situations Understanding of your essential role in safeguarding children 	<p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p>	

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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 dependent to role
- Free parking
- Staff wellbeing and support services
- Supervision (dependent 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.