

**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: Head of Cohort—ABA (member of the Senior Leadership Team)

Please contact the Headteacher to arrange a visit to the school and/or a TEAMS call—An application will not be considered without this.

Email: head@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.

JOB DESCRIPTION Head of Cohort—ABA

JOB TITLE: Head of Cohort – ABA

REPORTS TO: Executive Team and Governors

GRADE: M4-M2 (point 1) (57,211 –72,064) dependent on experience

JOB PURPOSE

As a member of the leadership team, you will support the leadership with management, delivery and monitoring of high-quality ABA-based learning as part of a multi-disciplinary team, in order to enable all children at Forest Bridge to reach their full potential.

MAIN RESPONSIBILITIES / DUTIES

Leadership

- To fully participate as a member of the school's Senior Leadership Team.
- Forest Bridge School is committed to an inclusive, dignified, and child-centred approach, grounded in deep respect for neurodiversity, individuality, and personal development. The Head of Cohort is expected to uphold and actively model the school's values in all aspects of their leadership and practice.
- Lead with integrity, empathy, and curiosity, fostering psychologically safe environments for pupils, families, and staff.
- Ensure that high expectations are balanced with compassion, reasoned adjustment, and a deep understanding of each pupil's lived experience.
- Support a cohesive, multidisciplinary approach that places the pupil's wellbeing, communication, and long-term outcomes at the centre of decision-making.
- As a member of SLT, lead the school's strategic development in the allocated areas of responsibility, embedding, maintaining and monitoring to ensure the highest standards.
- To contribute to the School Development Plan
- To prepare appropriate materials and reports for meetings of the Governing Body and relevant committees within scope of the job purpose
- Promote a culture of unity and collaboration
- To build and maintain excellent relationships between all staff, promoting a seamless team around each child.
- To collaborate with SLT on consistent communication and implementation of school policies, local legislation, the UK-SBA and the BACB Professional and Ethical Compliance Code for Behaviour Analysts and revise or develop new policies and procedures, as needed.
- Be rigorous and consistent in all aspects of quality assurance.

JOB DESCRIPTION Head of Cohort—ABA

Main

- Alongside the Head of Cohort – Teaching, take a strategic lead in the quality assurance of education at Forest Bridge School. Bringing together all evidence to evaluate quality and consistency across cohorts.
- Provide strategic leadership for the design, delivery and continuous improvement of ABA-based learning across cohorts, ensuring alignment with school ethos, safeguarding expectations, and an evidence-informed approach.
- Support the day-to-day running of ABA provision alongside other SLT members, ensuring effective systems, appropriate deployment, and consistent practice across learning environments.
- Oversee consistent, high-quality data collection and analysis aligned with ABA best practice and the school ethos, ensuring reliability, accessibility and meaningful use of data to inform decision-making.
- Act as the go to person for data and assessment on the Senior Leadership Team
- Quality assure that the school's use of ABA remains child-centred and compassionate, with approaches that respect dignity, reduce distress, and promote meaningful outcomes.
- As a member of the leadership team, support crisis within the school
- Provide weekly mentorship and professional support to ABA Supervisors (middle leaders), including clinical oversight, professional development, and pastoral support.
- Support the delivery of high-quality training to staff in collaboration with SLT ensuring training translates into consistent practice.
- Contribute to induction, coaching and performance development systems that strengthen staff confidence, competence, and retention.
- Contribute to excellent home/school partnerships, ensuring families experience clarity, consistency and trust in the school's behavioural and learning approaches.
- Liaise effectively with teachers, therapists (Speech & Language, Occupational, and others), and external professionals; contribute to review meetings and provide clear, evidence-based input where appropriate.
- To be committed to keeping up to date with the latest Behaviour Analytic research and practices to support the Schools Research and Further Development Lead and participate in the School's Research and Ethics committee and sustain a culture of research and dissemination at local and international conferences.

GENERAL

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.

Person Specification Head of Cohort

Qualifications	Essential	Desirable
Psychology, education or related Master's degree	√	
Board Certification (BACB) to BCBA or BCBA-D level/ UKBA (cert)	√	
Registered with the UK-SBA (or willing to be)	√	
Recent Leadership training		√

Experience	Essential	Desirable
Minimum of 2 years' experience mentoring a team of Behaviour Analysts/ABA leaders across a range of settings/pupils/clients	√	
Minimum of 5 years' proven track record of high-quality supervision of learning targets for children and young people with autism using Applied Behaviour Analysis	√	
Thorough understanding of the principles of ABA and how they apply to a wide range of pupils with varying needs	√	
Evidence of whole clinic/ organisation responsibilities and experience of turning policy into effective and successful practice	√	
Demonstrable competence in writing effective Education Plans/Annual Reviews/EHCP reports (or equivalent)	√	
Demonstrable competence in developing effective behaviour interventions through supporting others in conducting Functional Behaviour Assessments / Functional Analyses (as appropriate), and in writing and reviewing Behaviour Support Plans / Behaviour Intervention Plans	√	
Experience of managing challenging behaviour and supporting staff to respond safely and consistently	√	
Experience working as part of a multi-disciplinary team	√	
Experience working in a school	√	

Person Specification Head of Cohort ABA

Experience	Essential	Desirable
Experience teaching and promoting fluent communication, social, independent living, and behaviour management skills in children with autism across a range of pupils	√	
Experience training staff and presenting to a range of audiences	√	
Experience of publishing research		√
Experience leading/embedding quality assurance cycles across provision		√
Experience supporting staff wellbeing and retention in emotionally demanding environments	√	

Knowledge	Essential	Desirable
Level of theoretical knowledge of Behaviour Analysis required for BCBA/UKBA inclusive of supervision of others	√	
Proficiency in M365 Office tools to the level of training others		√
Understanding of how behavioural, educational and therapeutic approaches combine within a multi-disciplinary provision model		√
Knowledge of neurodiversity-affirming practice within autism education		√

Skills and competencies	Essential	Desirable
Excellent 1:1, dyad and group teaching and rapport building with a wide range of children and young people with autism	√	
Able to work independently and use own initiative	√	
Able to make timely and ethical decisions under pressure and take responsibility when required	√	
Strong analytic and problem-solving skills	√	
Ability to relate working practices to the school's strategic vision and outcomes for pupils	√	

Person Specification Head of Cohort ABA

Skills and competencies	Essential	Desirable
Ability to use data to monitor, evaluate and review decisions and outcomes	√	
Feels confident and is able to deliver trainings and presentations	√	
Able to build and work within a collaborative and cohesive team	√	
Able to deal with difficult situations and conversations calmly, professionally and effectively	√	
Will use a positive and flexible management and training approach, including demonstration, and will recognise the contributions of others	√	
Use clear written and verbal communication, knowing when to use tact and diplomacy and when to be firm to best help the interests of the pupils of Forest Bridge	√	
Committed to the principles of ABA, education and continuing professional development	√	
A strong team player who demonstrates excellent interpersonal skills when interacting with others	√	
Displays high levels of emotional intelligence and has a positive impact on others	√	
Support, motivate and inspire both colleagues and pupils by leading through example	√	
Able to manage competing priorities across pupils, staff and organisational demands	√	

Other requirements	Essential	Desirable
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	√	

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 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.**