

**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: Cohort Lead—Teacher—Middle Leadership Team

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 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.

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JOB DESCRIPTION: Cohort Lead—Teacher

Pay range: Teacher's pay scale + SEN allowance + TLR £5,900

Line manager: The Headteacher, SLT, MLT and the Governing Body

Supervisory responsibilities: Support staff as directed

This post is open to applications from Teacher's on this occasion, to be read in conjunction with Teacher JD/PS

Main purpose of the job:

- Take specific responsibility and accountability for the day to day management and organisation of your cohort of classes (3-4 classes)
- Be an excellent classroom practitioner
- Have an impact on educational progress beyond your assigned pupils
- Line manage and appraise identified staff
- Assist in the smooth running of the school at all times, including being responsible with the other middle leaders for the school in the absence of the headteacher, and other members of the SLT

Duties and responsibilities

In addition, carrying out the duties of a class teacher at FBS or an ABA supervisor (.6 in class)

Leadership and Management

- Support and promote the vision and ethos of the school
- Contribute to, implement and evaluate the success of School Development Plan
- Ensure that the work of the team/whole school (as relevant) is inclusive and issues are addressed in curriculum and/or pastoral management
- Ensure policies are translated into practice by the team and that you bring to the attention of SLT any which may need revisions or amendments
- Together with SLT, lead on the school self-evaluation process for your Cohort including lesson observations, monitoring of school standards and bringing about improvement
- As appropriate contribute to the writing of self-evaluation and policy documents
- Manage effectively the transition of pupils to and from your Cohort and within it
- Promote cross curricular approaches to teaching and learning
- Be a proactive and effective member of the middle leadership team
- Attend and contribute effectively towards the senior leadership team meetings as required and report back to Cohort.
- Be an effective role model for your team in terms of teaching, behavior and classroom management
- Undertake performance reviews with the SLT as appropriate
- Act as an effective line of communication between Cohort staff and leadership team including the link SLT member assigned to Cohort.
- Attend and Chair Annual Review meetings as directed by the EHCP administrator and SLT/HT.
- Work collaboratively across a range of multiple disciplines ensuring successful outcomes for the pupil (as the end goal).

JOB DESCRIPTION: Cohort Lead

Teaching and Learning Responsibility

Lead, manage and promote high quality teaching and learning across the Cohort.

- Have overall responsibility and accountability for your cohort
- Lead regular meetings relevant to your cohort colleagues (across disciplines)
- Develop, demonstrate and/or promote teaching and learning activities appropriate to full age and ability range of pupils with autism.
- Conduct collaborative and timely monitoring of the quality of teaching and learning within the Cohort including joint observations, lesson planning, book monitoring that feed into the school's overall quality of provision report
- Be a curriculum leader for one area

Monitoring and assessment

- Together with the senior leadership team (SLT) of the school, contribute to, monitor and review the impact of teaching and pupil progress through the analysis of data, ensuring the use of information for planning and target setting across your cohort
- Monitor standards including recorded work as relevant to your Cohort across the school
- Analyse, Assess and report on pupil's progress and conduct progress meetings with class leaders (class teachers and supervisors) within the Cohort

Manage resources

- Be responsible for the organisation, planning and evaluation of the school programmes as relevant to your Cohort
- Manage, monitor and accurately account for any budget for your cohort.
- Evaluate, organise and monitor the use of resources

Staff development

- Act as a reviewer with the arrangements for the appraisal of all identified staff
- Take a lead role in identifying group and/or individual training needs and provide support for colleagues within your cohort
- Act as a role model, mentor or consultant to colleagues as appropriate and encourage collaboration, co-operation and teamwork within and across Cohorts and leadership teams.
- Ensure you keep up to date with current developments in research and/or policy relevant to your cohort and disseminate information as appropriate
- Work closely and collaboratively alongside SLT mentor link to ensure the whole Cohort's skillset is developed in line with the needs of the pupils and school vision.

Other

- Assist in the smooth running of the school at all times, including being responsible with the other TLR holders for the school in the absence of the headteacher, deputy and assistant headteachers
- Ensuring effective oversight of Cohort and up-to-date knowledge of staff allocations and deployment within Cohort.

Note

This job description is not your contract of employment, or any part of it. It has been prepared only for the purpose of school organisation and may change either as your contract changes or as the organisation of the school is changed. Nothing will be changed without consultation.

Person Specification Cohort Lead—Teacher

	Essential	Desirable
Qualifications, Training and Experience		
1. Qualified teacher status	√	
2. Additional Autism/SEN specialist teaching qualification		√
3. At least 2 years of experience teaching pupils with Autism/SEN (in special school or mainstream environment)	√	
4. Experience of working successfully as a middle leader in a school or as an advisory teacher/ABA professional		√
5. Experience in more than one school/variable experience in one school		√
6. Experience of teaching across a variety of age ranges relevant to the post.	√ √	
7. Recent experience of successfully co-ordinating or leading a curriculum area.		
Professional knowledge, skills and abilities	Essential	Desirable
1. An understanding of the essential qualities necessary for improving the quality of learning and teaching.	√	
2. A strong knowledge of the curriculum/area as relevant to the TLR role being applied for.		√
3. A strong knowledge of the principles of behaviour as conceptualised and stated in the science of Applied Behaviour Analysis.	√	
4. Up to date knowledge of statutory regulations and guidance relating to the post.	√	
5. A clear understanding of the essential qualities necessary for effective teaching and learning for children with autism.	√	
6. Knowledge of the requirements of the NC and its implications for pupils with ASD.	√	
7. Ability to monitor and assess quality of teaching and learning.		√
8. An awareness of, and commitment to, working in a school whose foundations for learning will be based on the principles of Applied Behaviour Analysis (ABA)	√	
9. Knowledge and experience of working with pupils who have challenging behaviours (in mainstream or special school setting).	√	

Person Specification Cohort Lead

<p>Can demonstrate the ability to:</p> <p>01. Analyse data, to evaluate the performance of pupil groups, pupil progress and plan an appropriate course of action for whole school improvement.</p> <p>02. Experience of SEN assessment tools and/or other SEN/ASD focused curricula.</p> <p>03. Review whole school systems to ensure the robust evaluation of school performance and actions to secure improvements.</p> <p>04. Lead and manage a school team/s to successfully achieve agreed goals.</p> <p>05. Be an effective team player that works collaboratively and effectively with others.</p> <p>06. Develop and deliver effective professional development for staff (including mentoring and coaching as appropriate).</p> <p>07. Support and motivate both colleagues and pupils by leading through example.</p> <p>08. Communicate effectively to a wide range of audiences (verbal, written, using ICT as appropriate).</p> <p>09. Analyse data to evaluate this TLR area for the performance and achievement of pupil groups, pupil progress and be able to plan appropriate course/s of action for improvement.</p>	<p>v</p> <p>v</p> <p>v</p> <p>v</p> <p>v</p> <p>v</p> <p>v</p> <p>v</p> <p>v</p>	<p>v</p> <p>v</p> <p>v</p> <p>v</p>
<p>Demonstrate a Commitment to:</p>	<p>Essential</p>	<p>Desirable</p>
<p>1. Equalities</p> <p>2. Promoting the school's vision and ethos</p> <p>3. High quality, stimulating learning environments</p> <p>4. Relating positively to and showing respect for all members of the school and wider community</p> <p>5. Ongoing relevant professional self-development</p> <p>6. Safeguarding and child protection</p>	<p>v</p> <p>v</p> <p>v</p> <p>v</p> <p>v</p> <p>v</p>	

N.B Candidates who apply for this post will be asked to write a personal statement to show how they meet each person specification criteria and how their examples demonstrate impact

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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 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. Su-