

**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: Therapies Lead (Member of the Middle Leadership Team)

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

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.

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JOB DESCRIPTION

| | |
|-------------------------------------|---|
| Job Title: | Therapies Lead |
| Salary: | NHS Band 7-8A, depending on experience |
| Location: | Maidenhead, Berkshire |
| Responsible To: | Headteacher, Head of Therapies, members of the senior leadership team (SLT) and Governors |
| Responsible For: | Provide clinical and operational leadership for the therapies services; responsible for the development, optimisation and innovation of therapy services to effectively influence and support the successful delivery of the school's objectives and priorities alongside the Head of Therapies |
| Key Relationships/ Liaison with: | Headteacher, members of SLT, Therapies, ABA supervisors Teachers, Tutors, Parents |

Job Purpose

The Therapies Lead will provide clinical and operational leadership for the therapies services alongside the Head of Therapies, i.e. Speech and Language Therapists (SaLT), Occupational Therapists (OT), Art Therapists (Music Therapists, Drama Therapists and Art Therapists) at Forest Bridge School for pupils with complex needs in association with and in addition to Autism Spectrum Disorders. The Therapies Lead, alongside the Head of Therapies, will also be responsible for the development, optimisation and innovation of Therapy services and pathways to effectively influence and support the successful delivery of the school's objectives and priorities in conjunction with the school's vision, ethos and teaching and learning practices. The Therapies Lead will be a member of the school's middle leadership team and have 1 day a week of leadership time. The Therapies Lead will spend the

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.

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JOB DESCRIPTION

Main Duties and Responsibilities

Leadership and Management

- To provide clinical and operational leadership and strategic direction to a team of
- highly motivated clinical lead Therapists working together to develop and optimise
- Therapy services.
- To promote and consistently role model the school's values and support vision and value-based behaviours within the therapy team and middle leadership team
- To provide clinical leadership through professional expertise and perspective
- To provide coaching and mentoring to Therapies clinical leads to develop leadership capability and capacity throughout the team
- With the Senior Leadership Team (SLT), work to deliver well-led, high-quality and cost-effective services
- Act as an effective line of communication between the therapies team and leadership team
- To lead on pupil referrals from a therapies' perspective and work with the classroom leaders (teachers/supervisors) to optimise this as well as the process of a pupil completing the therapeutic services (transferring and discharging)
- To act as a curriculum leader for a designated area.
- To be accountable for monitoring demand and capacity within Therapy services
- To provide expert advice to the SLT on Therapy services as appropriate, responding to local initiatives and policy development within a monitored governance framework, ensuring the advice is consistent and congruent with professional bodies' standards, the school's policies, and other national policies and directives
- To establish and maintain a strong working relationship between the SLT/Teacher/Supervisor and Therapy teams via building good communication and enhancing multidisciplinary collaboration
- To promote a culture where Therapies have a voice and are actively involved in the decision-making processes, positively contributing to strategy, quality improvement of services and targets delivery as set out by the schools teaching disciplines and the Forest Bridge School Curriculum (FBSC)
- To provide visible leadership to Therapy teams across the school and actively contributing to governors when required
- To demonstrate commitment to own ongoing personal and professional development and continual leadership growth
- To be responsible for managing own time appropriately and prioritising tasks accordingly to carry out clinically related administrative duties relevant to the caseload and operation of the school.
- To support the delivery of consistent, high-quality, evidence-based therapies services across the school through collaboration with all relevant disciplines across therapies and teaching disciplines
- To have overall responsibility and accountability for the operational day to day delivery of a full range of therapy services
- To be responsible for the smooth and appropriate performance and delivery of agreed targets and their development in conjunction with the Forest Bridge School Curriculum (FBSC)

JOB DESCRIPTION

Leadership and Management continued

- To ensure that all Therapy practice is provided within legal, professional and ethical boundaries as set out by the Professional Bodies and the Health and Care Professionals Council and in conjunction with the school's professional and ethical standards
- To ensure the service that pupils receive is safe, high quality and results in a positive experience
- To ensure that any complaints relating to Therapy services are dealt with promptly, responded to, and shared learning is distributed across relevant areas
- To present a 'quality of provision' report each year to school senior leaders and governors
- To ensure the needs of all pupils who receive therapeutics services are addressed
- To be part of the wider safeguarding team

Monitoring and Assessment

- Together with the SLT of the school, to contribute to, monitor and review the impact of therapeutic services on pupil progress in designated curriculum areas that therapeutic targets are linked to, through the analysis of data, ensuring the use of information for planning and target setting across those curriculum areas. To contribute as appropriate to the School Development Plan (SDP).
- To ensure (alongside the SLT/other specialists) appropriate assessments are in place and identify supplementary schemes/protocols/resources as needed.
- Ensure outcomes of assessment are used to inform therapeutic provision and are linked to FBSC outcomes.
- To ensure all research involving Therapists is fully compliant with research governance is registered appropriately, the output is monitored and reported, and any outcome is used appropriately
- To ensure clinical data is collected, and reports for Annual Reviews and end-of-term reports on therapy input for each student getting therapy services within the school are written and meet deadlines.

Financial Management and Resources

- To be responsible for the overall Therapies budget and financial performance in conjunction with the appropriate member of SLT (this includes involvement in annual budget setting, taking independent action to ensure that it is operated within allocated resources)
- To be accountable for delivering Therapy services within budget and to agreed specifications

Staff Development

- To take a lead role in identifying group and/or individual training needs and provide support for colleagues within their area of responsibility, promoting a whole school approach
- To act as a role model, mentor or consultant to colleagues as appropriate and encourage collaboration, co-operation and teamwork
- To ensure they keep up to date with current developments in their specific discipline and disseminate information as appropriate
- To support HR on investigations relating to the competence of professional conduct of staff
- To provide leadership, guidance, mentoring to all direct reports, enabling them to manage their resources effectively and deliver high-quality therapeutic services

Person Specification Therapies Lead

| Person Specification Therapies Lead | | |
|--|---|---|
| Knowledge | | |
| 1. An understanding and some basic theoretical knowledge of Behaviour Analysis | | v |
| 2. Good IT skills | v | |
| 3. An understanding of Ofsted Framework/Inspections | | v |
| 4. An understanding of cross-professional therapy issues and up to date research and developments | v | |
| Skills and competencies | | |
| 1. Ability to act as an advisor and expert to senior leadership members and staff | v | |
| 2. Excellent communication skills across a wide range of audiences (verbal, written, using ICT as appropriate) | v | |
| | v | |
| 3. Excellent decision-making skills and ability to think in an agile and flexible manner | v | |
| 4. Ability to reflect, be self-aware of own impact and adjust if necessary | v | |
| | v | |
| 5. Active listening and coaching skills | v | |
| 6. Good problem-solving skills, solution-based ideas and advice provision at a high level | v | |
| | v | |
| 7. Ability to manage time effectively and coach others to do so | v | |
| | v | |
| 8. Ability to effectively prioritise numerous competing priorities | | |
| 9. Formal presentation skills and being able to present complex information to a variety of audiences | v | |
| | | v |
| 10. Financial and budgetary management skills | v | |
| 11. Able to work independently and use own initiative | v | |
| 12. Able to work within a collaborative and cohesive team | v | |
| 13. Use of clear written and verbal communication | v | |

Person Specification Therapies Lead

| Personal Qualities, Commitment and Attitudes | Essential | Desirable |
|--|-----------|-----------|
| 1. promoting the school's vision and ethos | √ | |
| 2. Understanding of behaviour as part of our pupils needs | √ | |
| 3. a professional attitude and demeanour | √ | |
| 4. relating positively to and showing respect for all members of the school and the wider community | √ | |
| 5. ongoing relevant professional self-development | √ | |
| 6. a sense of humour and a positive outlook | √ | |
| Other requirements | | |
| 1. An understanding of and commitment to equal opportunities and the ability to apply this to all situations | √ | |
| 2. Understanding of your essential role in safeguarding children | √ | |
| 3. Willingness to be on the DBS Update Service | √ | |

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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, Therapists, Supervisors, and Senior Leaders.**