



Blossom House School Euston

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Learning Support Assistant (Term-Time)

Do you want to be part of a multi-disciplinary team of dedicated friendly Teachers, Therapists and Learning Support Assistants helping children with social and communication difficulties to blossom and thrive?

Do you have a passion for learning, excellent inter-personal skills and are confident, enthusiastic, calm, supportive, resilient and adaptable?

Due to expanding numbers we welcome you to apply to join our team.

Learning Support Assistant (Term-Time, Permanent) Euston, London

About us:

Blossom House School is an Ofsted-rated "Outstanding" specialist school for children aged 3 - 19 years of age with speech, language and communication difficulties. We provide a nurturing environment for children from Foundation Stage, Early Years, Primary, Secondary and Post-16. Although many of the children have some associated difficulties such as fine motor problems or poor organisational skills, they are all within the average range of cognitive abilities.

Part of Blossom House, Euston, is a specialist independent day school based near Euston, London. We currently have children aged 3 to 12 years; however, we aim to grow our provision with the children throughout the primary and secondary phase. Our school has a unique atmosphere created by its totally dedicated, highly professional and caring staff. We acknowledge specific strengths and support individual weaknesses, so that each child "blossoms" and has the opportunity to fulfil his or her potential.

What the role involves:

The Learning Support Assistant role involves supporting secondary children, assisting the class teacher and therapists, helping to maintain the learning environments and assisting with administration. You may be required to provide ad-hoc or dedicated 1:1 support to specific children and also to provide whole-class support in lessons.

We offer:

- Small class sizes and the opportunity to work 1-1 with children where possible in a well-equipped building.
- Support from an enthusiastic and dedicated team of Therapy staff and Teachers who will work alongside you in the classroom. Our Speech & Language Therapists, Occupational Therapists,

Physiotherapist, Art Therapists, Music Therapists, and Play Therapists aim to maximise each child's potential in a nurturing and supportive environment.

- Continued professional development and training.
- The opportunity to obtain a City & Guilds accredited training course in Behaviour Support Management while working here. We will also train you on how to use Makaton, a unique language programme that uses symbols, signs and speech to enable people to communicate.
- An opportunity to pursue a career in Teaching or Therapy where applicable.
- Great staff non-contractual benefits such as free lunch on Wednesdays, termly wellbeing claims, annual bonuses and pay rises and a friendly nurturing environment.
- UK Healthcare cash plan designed to help cover your "day to day" healthcare expenditure such as Optical and Dental bills and offers cash back (up to policy limits) for a variety of different medical treatments. It also offers lifestyle benefits and discounted gym membership.

The ideal candidate will have:

- Supporting our students can sometimes be challenging, mental and physical resilience are qualities necessary for all our staff.
- Confidence, enthusiasm and a passion for learning.
- Excellent English skills (clear written and spoken English) along with good reading, writing and numeracy skills.
- The ability to build good working relationships with children, teachers, parents and carers.
- Experience of working with children with Special Education Needs (SEN), particularly Secondary children on the Autism Spectrum.
- The ability to manage a small group of children with complex social communication needs.
- The ability to promote positive behaviour in a nurturing environment is essential.

The role is Permanent, Term-Time (approx., 36 weeks per annum)

Monday to Friday (08:30 – 17:00)

Salary: **£23,039 - £26,700 pro rata, depending on experience (£18,850 - £21,845 salary for term-time, 36 weeks pa)**. Plus, a central London allowance of **£1000** per annum.

To Start: ASAP

Closing Date: 11th December 2023

If you wish to apply for the post, please download the application form from the website and email your completed application form detailing how you meet the requirements of the person specification along with the recruitment activity (on the last page of the advert) to recruitment@blossomhouseschool.co.uk by the closing date.

This role is subject to the relevant Safeguarding checks, which will include an Enhanced DBS check, the disclosure of criminal records and vetting checks.

We can only shortlist based on completed applications and not CV's alone.

Job Description

Job Title:	Learning Support Assistant – Euston
Reports to:	Manager of Euston / School Principal The Learning Support Assistant will be a member of the Learning Support Assistant team, under the leadership of the Manager and report to them on a daily basis.
Accountable to:	Manager of Euston / School Principal
Hours per week:	08:30 to 17:00 (Monday to Friday), Term-time only (approx. 36 weeks per annum)
Salary per annum:	Competitive market rate salary, from £16,200 pa

Responsibilities and Duties

- To assist the teaching/therapy staff by supporting the learning needs of the pupil.
- To assist the child to remain on task, and encourage their attention and listening skills, so that their learning opportunities are maximised.
- To encourage appropriate behaviour according to the school's Behaviour Policy.
- To work cohesively with the teaching and therapy staff to further nurture and develop the needs and skills of the pupil.
- To take notes during the lesson for the child's responses on behalf of the teacher/therapist, when behaviour permits.
- To assist teaching/therapy staff by performing simple administration duties, as reasonably required, eg: photocopying, laminating, etc.
- To be responsible for tidying, and monitoring and stocking the classroom, in which you are assigned for the morning period, with the necessary supplies; to put up displays as required by the Group Leader
- To attend staff meetings and INSET, as required.
- To perform other general after-school duties as required by rota.
- To supervise during play and lunch times and be aware of First Aid procedures.
- To be a point of reference throughout the day to all teaching/therapy staff regarding individual needs of specific children on a lesson to lesson basis.
- To contribute towards providing an environment for the children that enables them to realize their potential and maximise their academic, social, physical and emotional development.
- To be flexible and carry out any such other duties as may be reasonably required and directed by the Principal.

Person Specification

Qualifications	Essential	Desirable	Application Form	References	Interview/ Selection Process
Educated to GCSE level, or equivalent in Maths and English		✓	✓		✓
CACHE Diploma Level 3 in Child Development or equivalent qualification		✓	✓		✓
Evidence of further qualifications; A degree or a completed qualification relevant to the role		✓	✓		✓
Knowledge & Skills	Essential	Desirable	Application Form	References	Interview/ Selection Process
A basic understanding of how children develop & learn	✓		✓		✓
A basic understanding of Safeguarding and child protection in schools	✓		✓		✓
An understanding of supporting diversity and equal opportunities	✓		✓		✓
An understanding of health and safety and confidentiality	✓		✓		✓
Clear written and spoken English	✓		✓	✓	✓
Good numeracy and literacy skills	✓		✓	✓	✓
Behaviour management skills	✓		✓	✓	✓
Competent ICT skills	✓		✓	✓	✓
Experience	Essential	Desirable	Application Form	References	Interview/ Selection Process
Experience of working with children	✓		✓	✓	✓
Experience of working children in a 1:1 setting		✓	✓	✓	✓
Experience of working with groups of children		✓	✓	✓	✓
Experience or awareness of special needs		✓	✓	✓	✓
Experience of working with children with challenging behaviour		✓	✓		✓
Experience of working within a multi-disciplinary team or with a therapist		✓	✓		✓
Personal Attributes and Abilities	Essential	Desirable	Application Form	References	Interview/ Selection Process

A high level of emotional resilience and emotional maturity	✓		✓	✓	✓
Flexibility and creativity in your approach to tasks	✓		✓	✓	✓
Ability to build good relationships with children, teachers, parents and carers	✓		✓	✓	✓
Patience and a positive attitude	✓		✓	✓	✓
Ability to adapt to changes quickly	✓		✓	✓	✓
Ability to work as part of a team	✓		✓	✓	✓
Ability to work independently on prescribed tasks, take initiative and manage change	✓		✓	✓	✓
Ability to use initiative, good problem-solving skills and to be engaging and pro-active	✓		✓	✓	✓
Willingness to participate in training and other learning activities	✓		✓	✓	✓
Commitment, reliability and trustworthiness	✓		✓	✓	✓
Willingness and commitment to follow school policies and guidelines	✓		✓	✓	✓
Willingness to support diversity and ensure all pupils with speech & language difficulties have equal access to opportunities to play and develop	✓		✓	✓	✓
Safe-guarding & Child Protection (COMPULSORY)	Essential	Desirable	Application Form	References	Interview/ Selection Process
A commitment to follow school policies, procedures and guidance	✓		✓		✓
A commitment to the protection and safeguarding of children and young people	✓		✓		✓
Successful Enhanced DBS Status	✓				✓

Recruitment Activity (to accompany your application form)

- 1. In your own words please write a brief review of a popular children's book that you have enjoyed reading with children.**

- **Your review should be between 100 and 200 words, and briefly describe the plot, characters or theme in your own words, and include your own personal opinion of the book and why you think it is suitable for children of a particular age.**

Sometimes our pupils may present with challenging behaviour. This can include ripping up work, trashing a room or swearing and being disrespectful to adults. Why do you think they might behave like this?

- 2. How would you manage your own emotions if you were faced with challenging behaviour?**
- 3. What strategies could you put in place to prevent incidences of challenging behaviour?**