



Blossom House School

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SEN Learning Support Assistant (Term-time, Part-time)

Early Years & Primary (Adapted Curriculum)

Do you want to be part of a dedicated and friendly multi-disciplinary team of 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?
We welcome you to apply to join our team.

SEN Learning Support Assistant (Term-time, Part-time)

Early Years & Primary (Adapted Curriculum)

About the Adapted Curriculum:

Situated within the school, the **Adapted Curriculum** is specialist SEN provision for Early Years and Primary children with complex social communication disorders and/or a diagnosis of ASD. Many of the children may present as non-verbal or have limited verbal abilities, and our aim is to provide them with a nurturing environment to develop their social communication and emotional regulation, within an education setting to facilitate their access to learning alongside their peers. Class sizes are a maximum of 6 pupils supported by a Class Teacher, two Learning Support Assistants and Speech and Language Therapists and Occupational Therapists. The children in the Adapted Curriculum do not access the National Curriculum, but instead are provided with a functional curriculum where communication is the main focus.

About the school in general:

Blossom House is an Ofsted-rated "Outstanding" specialist school for children aged 3 -19 years of age with speech, language and communication difficulties. 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.

What the role involves:

The role involves supporting children and assisting the class teacher and therapists with general pupil self-care, maintain the learning environments and assist 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 under the direction of the Teacher or Therapist. You will be

supported to implement specific strategies to support the students' communication and sensory needs and in the management of challenging behaviours that frequently present within this cohort.

We offer:

- A supportive working environment in a modern and well-equipped building.
- Small class sizes and the opportunity to work 1-1 with children where possible.
- 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 and Music Therapists aim to maximise each child's potential in a nurturing and supportive environment.
- 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 Fridays, termly wellbeing claims, annual bonuses and pay rises and a friendly nurturing environment.
- Close to a good transport network and on-site free parking is available.
- 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.
- An ability and confidence to function independently as and when required.
- 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 children on the Autism Spectrum which includes the age group 3 – 11.
- Experience of providing personal self-care support to pupils will be an advantage. Please note that providing self-care support on occasion is an important expectation of the role.
- The ability to manage a small group of children with complex social communication needs with patience and empathy.
- The ability to promote positive behaviour in a nurturing environment is essential.

Contract terms: Permanent, Term-Time, Part-Time only, 5 weeks paid holidays plus bank holidays

Working Hours and pattern: Monday to Friday, 09:30 – 14:30, approx. 36 teaching weeks per annum. No working required during school holidays

Salary: £23,039 - £23,900 pro rata, depending on experience £11,088 - £11,503 salary for term-time, 36 weeks pa)

To Start: ASAP

Closing Date: 8th September 2023 but may close earlier if earlier applicant successful.

If you wish to apply for the post, please download the application form from the school website: www.blossomhouseschool.co.uk/vacancies and email the 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.

Early applications are encouraged.

This role is subject to the relevant Safeguarding checks, which will include an Enhanced DBS check.

This role does not meet the requirements for sponsored work permits.

Job Description

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|------------------------|--|
| Job Title: | SEN Learning Support Assistant (Adapted Curriculum) |
| Reports to: | Adapted Curriculum Lead The Learning Support Assistant will be a member of a multi-disciplinary team, under the leadership of the Robin House Lead and report to the group leader on a daily basis. |
| Accountable to: | Learning Support Assistant Co-ordinator / Group Leader / Line Manager |
| Contract term: | Permanent, Term-Time, Part-time only (approx. 36 weeks per year) |
| Hours per week: | Monday to Friday, 9:30 to 14:30 |

Responsibilities and Duties

- To assist the teaching/therapy staff by supporting the learning needs of the pupils
- 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 actively participate in appropriate activities and to role model acceptable behaviours.
- 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, e.g.: photo-copying, laminating, etc.
- To be responsible for tidying, cleaning and monitoring and stocking the classroom, in which you are assigned, 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 GSCE 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 | | ✓ | ✓ | | ✓ |

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| 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
(compulsory activities 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 Primary 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.

- 2. Sometimes our pupils may present with unexpected behaviour. This can include being physical or verbally disruptive.**
- a. Why do you think they might behave like this?**
 - b. How would you manage your own emotions if you were faced with unexpected behaviour?**
 - c. What strategies could you suggest to minimise these behaviours?**