

Job Advert



Blossom Lower School and Upper House

(for pupils aged 3 – 19)

Station Road, Motspur Park, New Malden KT3 6JJ

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Email: admin@blossomhouseschool.co.uk

www.blossomhouseschool.co.uk

Behaviour Assistants (2 roles)

1 Secondary & 1 Primary

Blossom House School – Motspur Park

Blossom House School 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.

We have two exciting opportunities for confident, enthusiastic individuals with a passion for learning and excellent inter-personal skills to join our team as a **Behaviour Assistant with a responsibility for supporting the behaviour lead with managing Behaviour, implementing strategies and assisting with admin.** These positions will be based in Motspur Park, and the incumbents will be expected to work within Primary or Secondary.

The Behaviour Assistant role involves supporting children, assisting the class Teachers and Teaching Assistants as well as helping with administration.

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 children on the Autism Spectrum.
- The ability to promote positive behaviour in a nurturing environment is essential.
- A proactive and calm approach to managing behaviour in an SEN environment.
- A high degree of emotional resilience.

We offer:

- A supportive working environment in a modern building.
- Close to a good transport network and on-site free parking is available.
- Small class sizes.

- Support from an enthusiastic and dedicated team of Therapy staff and Teachers who will work alongside you in the classroom or collaborate for planning. Our Speech & Language Therapists, Occupational Therapists, Physiotherapist and Arts Therapists aim to maximise each child's potential in a nurturing and supportive environment.
- Opportunities for continued professional development.
- Great staff benefits which include; pension, one free lunch per week, cycle to work scheme and computer scheme, free on-site parking, next to Motspur Park Station.
- 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

Qualifications preferred include GCSE, CACHE Diploma Level 3 in Child Development or equivalent qualification.

**The role is a Permanent, Term-Time only role.
Monday to Friday (8:30 – 17:00)
(approx. 36 teaching weeks per annum)**

Salary: £23,039 - £23,900 pro rata, depending on experience (£18,850 - £19,555 salary for term-time, 36 weeks pa)

To start: As soon as possible

Closing Date: 5th May 2023

To apply for the post, please complete an internal application form detailing how you meet the requirements of the person specification, along with the recruitment activities detailed below and send your application to recruitment@blossomhouseschool.co.uk

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

Job Description	
Job Title:	Behaviour Assistant – Motspur Park
Reports to:	Behaviour Leads
Accountable to:	Principal
Contract term:	Permanent, Term - Time only (approx. 36 weeks per year)
Hours per week:	08:30 to 17:00 (Monday to Friday)
Salary per annum:	Dependent upon experience
Job Description – Behaviour Assistant	
<p>Purpose of the role:</p> <p>The Behaviour Assistant’s primary focus will be to work under the guidance of the Behaviour Leads. They will be required to assist in planning and implementing strategies with the children, respond to incidents effectively and support with admin and data input. The Behaviour Assistant will also help with modelling effective practise to new staff.</p> <p>Liaising sensitively, confidentially and in a timely and agreed manner with colleagues, parents and external stakeholders is a key requirement in the role.</p>	
Main Duties & Responsibilities	
<p>Support for pupils:</p> <ol style="list-style-type: none"> 1. To encourage appropriate behaviour according to the school’s Behaviour Policy and to take responsibility for supporting behaviour management within the school. 2. Use detailed knowledge and special skills to assist the child to remain on task, and encourage their attention and listening skills, so that their learning opportunities are maximised. 3. Support pupils consistently whilst recognising and responding to their individual needs. 4. To contribute towards providing an environment for the children that enables them to manage their behaviour effectively. 5. Assist with the development and implementation of Individual Education, Behaviour and Health Care Plans with Teachers and Therapists. 6. Promote independence and good behaviour and employ strategies to recognise and reward achievement. 	

Support for Teachers/Therapists & Curriculum:

7. To work cohesively with the teaching and therapy staff to further nurture and develop the needs and skills of the pupil.
8. To assist the Teaching/Therapy staff by supporting the behaviour needs of the pupil.
9. To assist behaviour lead by performing simple administration duties, as reasonably required, including data and behaviour plans.
10. To be a point of reference throughout the day to all teaching/therapy staff regarding individual behaviour needs of specific children on a lesson to lesson basis.
11. To monitor and evaluate pupil responses to behaviour strategies
12. Support with observing children and help to discuss and implement behaviour plans

Support for School:

13. Determine the need for, prepare and maintain general and specialist equipment and resources.
14. To be aware and comply with policies and procedures relating to child protection, equal opportunities, health, safety and security, confidentiality and data protection, reporting concerns to the appropriate person.
15. To supervise during play and lunch times and be aware of First Aid procedures.
16. To attend staff meetings and INSET, as required.
17. To perform other general after-school duties as required by rota.
18. To be flexible and carry out any such other duties as may be reasonably required and directed by the Principal.
19. To contribute to the overall ethos / work / aims of the school.

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 children with challenging behaviour		✓	✓	✓	✓

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 Activities (to accompany your application form)

1) Why do you feel you would be best fitted for this role? Are there any challenges you may face if you were to take on this role?

2) In your own words please briefly describe a behaviour management strategy for the following scenario.

One child appears to be struggling and begins to rip up his work-sheets, then tries to snatch other children's sheets and rip them up. He then stands up, throws his chair at the wall, and starts crying and shouting. He then tries to rip charts off the wall around the classroom. A Teacher suggests that the Teaching Assistant escort the child out of the classroom to the calm room to minimise further disruption and allow the child an opportunity to express himself and calm down – however the child refuses to leave.

What suggestions do you have to manage this situation?

3) In your own words please briefly describe a behaviour management strategy for the following scenario.

A small group of Secondary children year 8 (age 12 and 13) are in the playground at lunch time. Two of the children start to make fun of one child and begins calling the child “cry baby”, taunting the child and telling the child to stand far away from the group.

The child then runs off and hides behind a bench, crying and shaking.

What suggestions do you have to manage this situation?