

Job Advert



Blossom House School

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United Kingdom

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Learning Support Assistant

- ✓ *Are you outgoing and confident with consistent energy and enthusiasm?*
- ✓ *Are you pro-active?*
- ✓ *Do you enjoy working in an environment that is constantly changing?*
- ✓ *Do you have a passion for learning and positive re-enforcement?*
- ✓ *Are you calm under pressure and resilient when faced with challenging behaviour?*

If you answered yes to all of the above AND have a passion for working with children with social and communication needs then you are the Learning Support Assistant we are looking for!

Our special outstanding school is constantly growing, providing a supportive, nurturing learning environment for more and more children. Due to this expansion we have an opportunity for you to be a part of a multi-disciplinary team of dedicated friendly Teachers, Therapists and Learning Support Assistants.

What the role involves:

You will not find yourself getting bored in this role! Each day brings new challenges, opportunities for development and to demonstrate your supportive skills as a Learning Support Assistant. Your role may involve providing ad-hoc or dedicated 1-1 support to specific children and providing whole-class support in lessons. You'll also help maintain the learning environments, assist with administration and provide ad-hoc management or support with challenging behaviour.

We offer:

- A supportive working environment in a modern, 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, 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 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.
- Good English (clear written and spoken English) and numeracy skills.
- Knowledge and experience of behaviour management.
- 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 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 a Permanent, Term-Time only role

Monday to Friday (08:30 – 17:00)

(approx. 36 teaching weeks per annum)

No working required during school holidays

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

To Start: ASAP

Closing date: 19th July 2023. Early applications are encouraged

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.

Blossom House School is committed to safeguarding and protecting the children and young people that we work with. As such, all posts are subject to a safer recruitment process, including 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
Reports to:	Line Manager & Learning Support Assistant Co-ordinator The Learning Support Assistant will be a member of a multi-disciplinary team, under the leadership of the Learning Support Assistant Co-ordinator 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 only (approx. 36 weeks per year)
Hours per week:	08:30 to 17:00 (Monday to Friday)
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 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, 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 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	✓		✓		✓

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.

2. 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 pupils might behave like this?

How would you manage your own emotions if you were faced with challenging behaviour?

What do you think you could do to prevent a recurrence of challenging behaviour?