# Blossom House School

Station Road, Motspur Park,
New Malden, KT3 6JJ
United Kingdom

020 8946 7348
mpadmin@blossomhouseschool.co.uk
www.blossomhouseschool.co.uk


# Applicant Information Pack

## Learning Support Assistant (Term-Time)

**The role is a Permanent, Term-Time only role**

**Monday to Friday:** (08:30am – 17:00pm)

**No working required during school holidays**

**Salary from:** £27,008 - £29,700 pro rata, depending on experience (£23,150 - £25,457 salary for term-time, 36 weeks pa)

**To Start: Autumn Term 2026**

**Closing date: Friday 13th November 2026**

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## From Joey, our Principal



*Joanna Burgess OBE*

*Principal*

After many years' experience as a Speech and Language Therapist, I opened our first language-centred nursery group in 1989. It was run on the philosophy that children need both 'language to learn' and 'to learn language' through exposure to a range of experiences that enables them to master other skills.

Since then, we have extended our provision to meet the needs of children who require an integrated programme of learning throughout their school years, in a caring and highly supportive environment. Self-esteem and confidence are crucial to success and many of our children arrive at Blossom House with a very Poor Self-image and little belief in any ability they do have. Taking a holistic approach, we celebrate children's strengths, build on their successes and provide intensive, specialist help with the areas they're struggling with.

Now offering full time education for children aged 3 – 19, Blossom House has flourished along with the many students and families we have supported.

Our school is a vibrant and truly positive place thanks to our totally dedicated, highly competent and wonderfully caring staff. It's a privilege to work with the children who come here and to watch them blossom and grow.

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## About

Blossom House is a specialist independent day school in London for children with speech, language and communication difficulties. A highly supportive and nurturing place to learn, our school has a positive and in inspiring atmosphere created by our dedicated, professional and caring staff.

At Blossom House, we build on the strengths of every child and give additional specialist support with the areas or skills they find challenging. Our goal is that every child at our school has the opportunity to fully blossom and fulfil their potential.

Blossom House School is committed to safeguarding and promoting the welfare of children and young people, and all our staff, students and volunteers share this commitment.

We have three sites: Motspur Park for children aged 3 – 19 years, Euston for children aged 3-16 years, and a smaller setting in Wimbledon for children aged 11-16 who follow our Equals curriculum.

## Our school values

- **Kindness**
- **Belonging**
- **Growth**
- **Responsibility**



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## What 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, including regular safeguarding and child protection 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.
- Close to a good transport network and on-site free parking is available.

**We also have a range of Non-Contractual Benefits that are available to our staff**:

- Free Staff Lunches one day a week
- Free Refreshments in our Staff Room
- A termly well-being allowance
- 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.
- A Computer and Cycle to work Scheme





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## Learning Support Assistant (Term-Time)

✓ *Are you outgoing and confident with consistent energy and enthusiasm?*

✓ *Are you pro-active?*

✓ *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 transdisciplinary 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.

**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.

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## Job Description

**Job Title:**

Learning Support Assistant

**Reports to:**

Line Manager & Learning Support Assistant Co-ordinator

**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.

**Safeguarding Responsibilities**

- To know the identity of the School's Designated Safeguarding Lead and Safeguarding Team;
- To proactively be alert to indicators of potential safeguarding issues and report these immediately in accordance with the school's procedure;
- To be aware of the School's policies relating to Safeguarding and Child Protection, Code of Conduct and Health and Safety, and follow their requirements;
- To attend training relating to Safeguarding and Child Protection;
- To engage in safe practice and professional conduct to safeguard children and mitigate against the potential for misunderstandings or situations being misconstrued;
- To create safe and secure learning environments.

| 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 | | ✓ | | | ✓ |
| **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 transdisciplinary team or with a therapist | | ✓ | ✓ | | ✓ |
| **Personal Attributes (aligned with our values)** | **Essential** | **Desirable** | **Application Form** | **References** | **Interview/ Selection Process** |
| **Kindness**<br>Empathy In Relating to Pupils - Demonstrates understanding, empathy and respect for pupils, and fosters positive, supportive relationships. | ✓ | | ✓ | ✓ | ✓ |

| | | | | | |
|---|---|---|---|---|---|
| **Kindness**<br>Playfulness and Creativity - Uses creative approaches to engage pupils, making learning fun and accessible; demonstrates a willingness to be playful. | ✓ | | | | ✓ |
| **Belonging**<br>Effective Communication - Conveys information clearly and appropriately, listens actively, and adapts communication style to meet the diverse needs of pupils, colleagues, and parents. | ✓ | | ✓ | ✓ | ✓ |
| **Belonging**<br>Intuitive Collaboration - Works cooperatively and proactively with colleagues, using initiative to anticipate needs, share observations and support the team. | ✓ | | | ✓ | ✓ |
| **Growth**<br>Emotional Resilience - Demonstrates self-awareness of own wellbeing, uses effective self-regulation strategies, and maintains composure to recover effectively from the demands of the role. | ✓ | | ✓ | ✓ | ✓ |
| **Growth**<br>Flexibility and Adaptability - Adapts effectively to changing circumstances and is open to new ideas and approaches. | ✓ | | | ✓ | ✓ |
| **Growth**<br>Thirst for Learning - Proactively seeks opportunities to enhance their skills, knowledge, and practice; responds positively to feedback, reflects on their effectiveness and is committed to continuous professional development. | ✓ | | | ✓ | ✓ |
| **Responsibility**<br>Proactive Behaviour Intervention - Anticipates and responds to pupils' emotional and behavioural needs, de-escalating challenging situations, to maximise learning. | ✓ | | | ✓ | ✓ |

| | | | | | |
|---|---|---|---|---|---|
| **Responsibility**<br>Professionalism - Demonstrates professional conduct, reliability, consistency, and integrity, upholding boundaries and serving as a positive role model within the school community. | ✓ | | ✓ | ✓ | ✓ |
| **Safeguarding & 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 | ✓ | | | | ✓ |

# Interview process

**If you are successful in your application for this role, the interview process for this role will involve a trial day in which applicants will participate in the following activities:**

1. Arrive and meet the team at Motspur Park,
2. A short tour of the school,
3. Lesson observations, (you will be observed within a couple of lessons to see how you interact with the children).
4. An interview.

**Please note that our trial days are between the hours of 9:30am – 14:30pm.**

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**If you would like to apply for this vacancy, please download and complete the application form including the below recruitment activity**

| **Recruitment Activity (to accompany your application form)** |
|---|
| 1. **Sometime our pupils may present with challenging behaviour. This can include ripping up work, trashing a room or swearing and being disrespectful to adults.**<br>**Why do you think pupils might behaviour like this?**<br>**How would you manage your own emotions if you were face with challenging behaviour?**<br>**What do you think you could do to prevent a recurrence of challenging behaviour?** |

**Applicants will need to complete an application form detailing how they meet the requirement of the person specification, along with the application activity detailed in the attachment.**

*We are committed to safeguarding and protecting the people we care for, creating a setting in which everyone feels welcome and safe. All posts are subject to a safer recruitment process which includes the disclosure of criminal records and barring checks, scrutiny of employment history, robust referencing and other vetting checks. Our safeguarding system is underpinned by a range of policies and procedures which encourage and promote safe working practice across the organisation. We make sure that all our staff are trained and supervised to a high standard so they can provide safe, effective practice.*



