



Blossom House School

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

+44 (0)20 8946 7348
mpadmin@blossomhouseschool.co.uk
www.blossomhouseschool.co.uk

Applicant Information Pack

1:1 SEN Learning Support Assistant (Term-Time)

Early Years & Primary (Adapted Curriculum)

The role is a Permanent, Term-Time only role

Monday to Friday: (08:30am – 17:00pm)

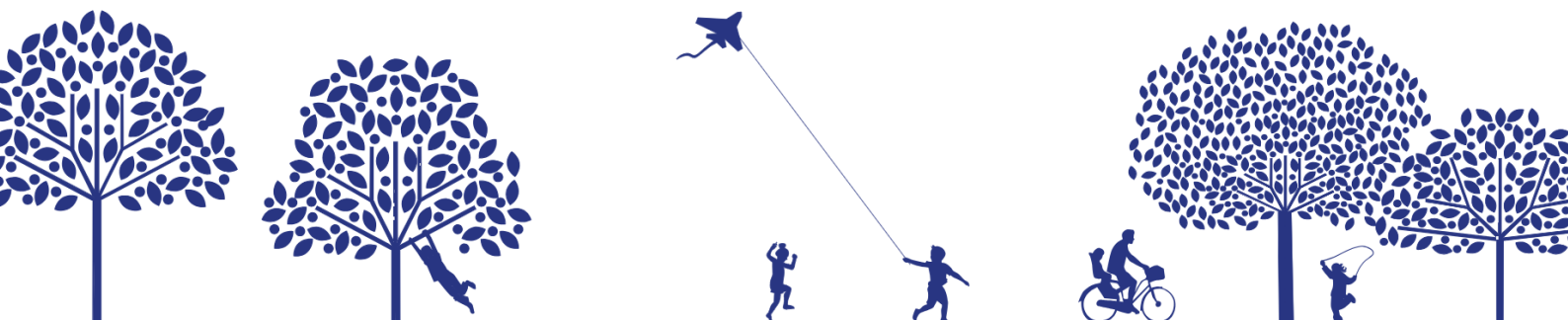
No working required during school holidays

Salary from: £25,300 - £27,600 pro rata, depending on experience (£20,700 - £22,582 salary for term-time, 36 weeks pa)

To Start: ASAP

Closing date: 4th June 2024

Early applications are encouraged





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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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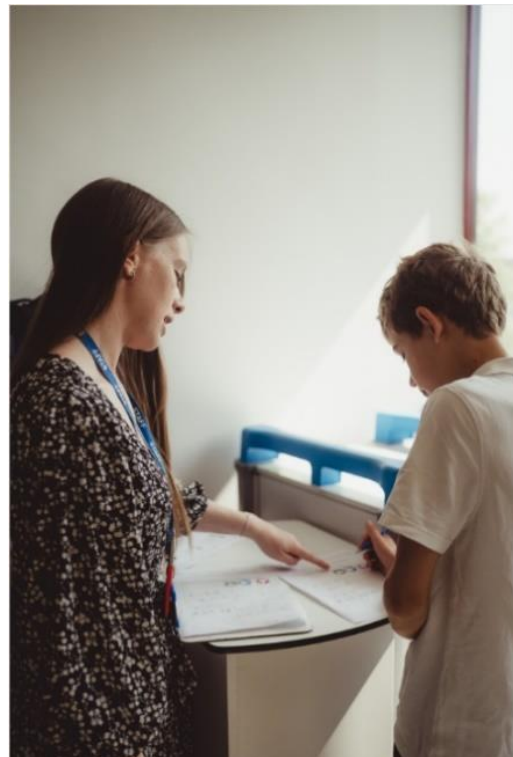
About

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 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 3-11 years, and a smaller setting in Wimbledon for children aged 11-16 who follow our Equals curriculum.





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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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1:1 SEN Learning Support Assistant

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.

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.

What the role involves:

The role involves working closely with the class teacher and therapists to provide individualised support for a specific student, targeting individualised learning approaches, emotional regulation, and communication. The applicant will also be supported to implement specific strategies to support the students' communication, learning and sensory needs and in the management of challenging behaviours that can present within this cohort. The role also requires maintaining the learning environments and assisting with administration. The applicant may be required to provide ad-hoc support for other children and also to provide whole-class support in lessons under the direction of the Teacher or Therapist. **Please note you will be required to complete positive handling training.**



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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.
- 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.
- 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.
- Ability to manage a small group of children with complex social communication needs with patience and empathy.
- Ability to promote positive behaviour in a nurturing environment is essential.
- Qualifications preferred include GCSE, CACHE Diploma Level 3 in Child Development or equivalent qualification.
- Interest in learning more about Speech and Language Therapy and/or Occupational Therapy would be an advantage.
- Supporting our students can sometimes be challenging, mental and physical resilience are qualities necessary for all our staff.

Job Description

Job Title:

1:1 SEN Learning Support Assistant (Adapted Curriculum)

Reports to:

Adapted Curriculum Lead

Accountable to:

Learning Support Assistant Co-ordinator / Group Leader / Line Manager

Contract Term:

Permanent, Part-Time only (approx. 36 weeks per year).

Hours per week:

08:30 to 17:00 (Monday to Friday).



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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, 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.

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 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 | ✓ | | | | ✓ |

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. 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.

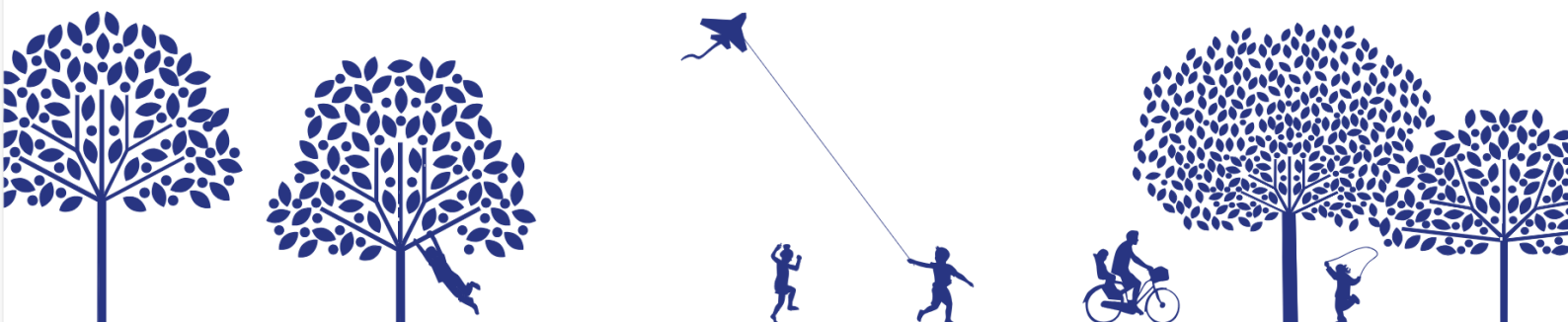
Why do you think pupils might behave like this?

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?

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.



Please see below a copy of our pro-forma reference request which we send to referees

| Reference Request Form | | |
|--|-------|-----|
| Candidate Information | | |
| Full Name: | | |
| Position applied for: | | |
| Referee Information: | | |
| Full Name: | | |
| Job Title: | | |
| Address: | | |
| Relationship to candidate: | | |
| How long have you known the candidate? | | |
| Employment Details: | | |
| Date employed by you: | From: | To: |
| Current or most recent job title held: | | |
| Main duties and responsibilities of that post: | | |
| Reason for leaving your employment: | | |
| Reference Questions: | | |
| 1. Please comment on his/her ability to work within a challenging environment. | | |
| | | |
| 2. Please comment on his/her ability to communicate clearly and appropriately at all levels, both orally and in writing. | | |
| | | |
| 3. Did the candidate perform his/her duties satisfactorily? If No, please provide details of any areas needing improvement and any remedial action taken. | | |
| Yes/No (delete as appropriate) | | |
| 4. Please comment on the candidate's suitability for this appointment. It would be helpful if you could specify strengths and limitations you consider the candidate has | | |

| |
|--|
| demonstrated which would be relevant to the requirements of this appointment and give examples to support your comments. |
| 5. Has the candidate been the subject of any informal or formal disciplinary action or any action under the capability procedure where penalties or sanctions remain in force? If yes, please give full details of the nature and dates of the misconduct or performance issues, and of the penalty or sanctions still in force including the expiry date of the warning. |
| Yes/No (delete as appropriate) |
| 6. Does the candidate have any action pending against him/her in relation to the disciplinary or capability procedure (including whether or not the candidate is currently the subject of a disciplinary investigation or an investigation under the capability procedure)? If yes, please provide full details of the nature and date(s) of the allegations. |
| Yes/No (delete as appropriate) |
| 7. Has the candidate ever been the subject of any disciplinary action in relation to his/her suitability to work with children in which penalties or sanctions were imposed but have since expired? If yes, please give full details of the nature and date(s) of the allegations(s), and of the penalty/sanction which was imposed. |
| Yes/No (delete as appropriate) |
| 8. To the best of your knowledge has the candidate ever had a substantiated allegation(s) made against him/her in regard to his/her behaviour toward children? If yes, please give full details of the nature and date(s) of the allegation(s), by whom they were investigated, what conclusion was reached as a result of the investigation, whether any action was taken and if so what that was. |
| Yes/No (delete as appropriate) |
| 9. Do you have any specific concerns around the candidate's suitability to work with children? If yes, please specify. |
| Yes/No (delete as appropriate) |
| 10. Convictions, cautions, reprimands or final warnings that are not "protected" as defined by the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (as amended in 2013) by SI 2013 1198 or filtered in line with current guidance must be disclosed in respect of individuals who work in schools. It would be an offence for you not to reveal any information you have about any convictions, cautions, reprimands or final warnings that have been received by the candidate and are not "protected". Please provide any such information which will be kept in strict confidence, and used only in consideration of the suitability of this candidate for a position where such an exemption is appropriate. |

| | | | |
|---|--|--|--|
| | | | |
| 11. Please comment on the effectiveness of the candidate's interactions with: | | | |
| a) Other adults | | | |
| | | | |
| b) Children and young people | | | |
| | | | |
| 12. If the person has already left or has indicated an intention to leave your employment please indicate the reason if known: | | | |
| | | | |
| 13. Do you know of any reason why we should not employ the candidate? If so, please specify. | | | |
| Yes/No (delete as appropriate) | | | |
| 14. Would you re-employ this person? | | | |
| Yes/No (delete as appropriate) | | | |
| 15. Please provide any further information or comments which you wish to offer about the candidate, bearing in mind the post for which they have applied for? | | | |
| | | | |
| Candidate evaluation | | | |
| <i>0 = Unable to comment, 1 = Requires improvement, 2 = Meets expectations, 3 = Exceeds expectations, 4 = Outstanding (top 5%)</i> | | | |
| Character | | | |
| Reliability and integrity | | Work without supervision | |
| Suitability to work with children | | Tolerant, calm and patient | |
| Professional Knowledge, Skills and Abilities | | | |
| Effective accurate literacy, numeracy and ICT skills | | Effective organisational and administrative skills | |

| | | | |
|---|--|---|--|
| Effective behaviour management | | Level of professional knowledge for job role | |
| Classroom Teacher Skills and Other Experience (if applicable to role) | | | |
| Teaching ability | | Working with SEN pupils | |
| Ability to maintain the recognized core professional standards | | Ability to demonstrate and promote enthusiasm in pupils/students | |
| Ability to keep updated with curriculum/legislation/workplace / technology changes | | Ability to implement required changes in the workplace | |
| Personal qualities, attitudes and approaches | | | |
| Committed to safeguarding and promoting the pastoral care of children | | Able to uphold public trust and confidence and maintain appropriate positive professional boundaries in relationships with both children and adults | |
| Adaptability / Flexibility | | Attitude | |
| Using own initiative | | Able to work in groups / teams | |
| Relationships with colleagues | | Leadership abilities | |
| Ability to relate to children | | Children's response to applicant | |
| Maturity | | Responsibility | |
| Perseverance | | Punctuality | |
| Objective Rating | | | |
| <i>Under each heading, please tick/cross/highlight the phrase that most accurately describes the applicant:</i> | | | |
| 1. Ability to Direct and Influence others: | | | |
| Exceptional leadership qualities | | Unreliable leadership qualities | |
| Usually successful in leading others | | Not known | |
| 2. Ability to relate to and give guidance to children: | | | |
| Exceptional | | Unreliable | |
| Usually successful | | Not known | |
| 3. Ability to control emotions: | | | |

| | | | |
|--|--|--|--|
| Well balanced, good control | | Frequently irritated, depressed or impatient | |
| Average ability to control emotions | | Not known | |
| 4. Ability to work and co-operate with others: | | | |
| Exceptional in groups, a team player | | Better suited to solitary work | |
| Will co-operate in most circumstances | | Not known | |
| 5. Ability to complete tasks and/or assignments: | | | |
| Completes tasks promptly and often does more than expected | | Needs constant supervision to complete work | |
| Completes assigned tasks at own pace | | Not known | |
| 6. Ability to handle constructive criticism: | | | |
| Good. Will act upon suggestion. | | Does not react well to constructive criticism. | |
| Average. Will listen and may act upon suggestion. | | Not known. | |
| Declaration | | | |
| Signed: | | | |
| Date: | | | |
| Name: | | | |
| Job title: | | | |
| Address: | | | |
| Telephone no. | | | |
| Please confirm whether you have any objection to the contents of this reference being revealed to the candidate during or after the recruitment selection process. | | | |
| Yes/No (delete as appropriate) | | | |