

Job Advert



Blossom House School

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Chestnut Farm

Therapy Assistant

(to start September 2023)

Something a bit different... Exciting opportunity for an outdoor-loving person!

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

We are excited to recruit a **Therapy Assistant** for a brand-new role at Chestnut Farm, our SEN outdoor learning provision which is based in **Ockham, Surrey**. This provision is launching in September 2023 with one small group of KS3 aged learners, with the plan to slowly grow the number of pupils as we develop the property.

The Therapy Assistant will join our Multi-disciplinary Team, supporting the students on the farm. The ideal candidate will have excellent English skills (clear written and spoken English) and good reading, writing and numeracy skills, along with the ability to build good working relationships with young people, teachers, parents and carers. Experience of working with young people with Special Education Needs (SEN) is desirable.

We are looking for someone who shows initiative, is organised, enjoys the outdoors and believes in our ethos of ensuring our young people are happy, fulfilled and safe. The applicant will be passionate about working with young people with complex social communication difficulties and have experience working within a multidisciplinary team to provide the best support possible for the learners.

We are designing a bespoke learning curriculum based around the running of the farm, which will be hands-on and functional with less of an academic focus.

The applicant will need to be comfortable around handling and caring for our farmyard animals and someone who is keen to get their hands dirty.

This will be a highly therapeutic environment, where communication support is central to its success. We follow the SCERTS framework (Social Communication Emotional Regulation Transition Support) to support our assessment, target setting and maintenance of a high quality, communication friendly environment. Close multi-disciplinary team work, is one of our core values, and we are very proud of our dynamic team of specialist teachers, therapists and learning support assistants, who work very closely together to ensure our students experience a meaningful, holistic timetable of activities to optimise their independence and emotional well-being.

What the role involves:

- Working closely in a multi-disciplinary team to ensure the young people experience a smooth transition from their current school site (Motspur Park) to the new farm site (Ockham).
- Co-creating and delivering an adapted and pertinent functional curriculum based around the farm's natural resources and opportunities and delivering learning opportunities through daily farm tasks and therapeutic outdoor activities.
- Getting your hands dirty and fully embracing the outdoor curriculum.

The ideal candidate will have:

- Confidence, enthusiasm and a passion for hands-on learning.
- Experience and/or interest in working with children with more profound/complex Special Education Needs.
- Experience or commitment to using symbolised communication systems (AAC) to support language and learning in the classroom.
- The ability to build good working relationships with children, teachers, parents and carers.
- The ability to promote positive behaviour in a nurturing environment is essential.
- A commitment to embracing outdoor learning and farm living.
- Knowledge and experience of supporting children with significant sensory integration difficulties.
- A passion for working with neurodivergent students.

What we offer:

- A supportive working environment.
- 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, free Friday lunch, cycle to work scheme and computer scheme and wellbeing 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.

**The role is a Permanent, Full-Time, 8 weeks holiday
Monday to Friday (08:30 – 17:00)**

To start: September 2023

If you wish to apply for the post, please download the application form and advert 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 this advert) to the Recruitment Team.

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:	Farm School Therapy Assistant
Reports to:	Farm Lead
Accountable to:	Principal
Contract term:	Permanent, Full-Time
Hours per week:	Monday to Friday, 08:30 to 17:00, 8 weeks holiday

Responsibilities and Duties

- To fully support our ethos of ensuring our young people are happy, fulfilled, safe and celebrated.
- To embrace and help develop the vision of providing our young people with a nurturing and inclusive outdoor environment where they can learn in a functional way.
- To help engage with the local community.
- To help care for the animals and land during school hours.
- To be committed to safeguarding and promoting the welfare of young people.
- To provide a therapy service to the school, focusing on functional skills
- To work with individuals on life skills and basic day-to-day tasks.
- To work with individuals/small groups, as required by the teaching/therapy staff.
- To assist the teaching/therapy staff by supporting the learning needs of pupils.
- To assist and implement individual therapy treatment programmes for prioritised students.
- To assist teaching/therapy staff by performing administration duties, as reasonably required, e.g.: photo-copying, laminating, typing etc.
- To assist the Farm team in implementing the necessary structure and programs for the students.
- To cover sessions for the Therapists when they are unavailable.
- To assist with the assessment of all students seen for therapy.
- To supervise during lunch times and be aware of First Aid procedures.
- To manage and encourage appropriate behaviour according to the school's Behaviour Policy.
- To be fully aware of all applicable Blossom House School Policies.
- To be aware of and implement Health and Safety Regulations, including Risk Assessment, by assessing the environment in which therapy takes place on an on-going basis.
- To attend staff meetings as required.
- To attend and contribute to Annual Review meetings
- To attend INSET and ensure Continuing Professional Development.
- To help arrange outside training and agencies to deliver INSET and other relevant training programmes.
- To liaise with the Multi-Disciplinary Team and outside agencies as appropriate, providing professional advice and feedback.
- To provide an environment for the young people 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

<u>Qualifications</u>	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		✓	✓		✓
<u>Knowledge & Understanding</u>	Essential	Desirable	Application Form	References	Interview / Selection Process
Knowledge of a) language and communication a) sensory- motor and b) behavioural needs in an educational setting	✓		✓		✓
Therapeutic intervention for young people with language and social communication difficulties, working with both individuals and groups.		✓	✓		✓
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	✓		✓		✓
The workings of a multidisciplinary team.	✓		✓		✓
<u>Skills</u>	Essential	Desirable	Application Form	References	Interview / Selection Process
Clear written and spoken English	✓		✓	✓	✓
Good numeracy and literacy skills	✓		✓	✓	✓
Competent ICT skills	✓		✓	✓	✓

Behaviour management skills	✓		✓	✓	✓
Good Organisational Skills	✓		✓	✓	✓
Diplomacy and Flexibility	✓		✓	✓	✓
Ability to carry out formal and informal assessments		✓	✓		✓
Initiative	✓			✓	✓
Ability to deal with stressful situations	✓		✓		✓
Willingness to become involved in all aspects of school life, e.g. break times, school productions, parents evenings.	✓		✓		✓
<u>Experience</u>	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 young people with complex social communication difficulties and ASD.		✓	✓	✓	✓
Experience of working with young people with life skills difficulties.	✓			✓	✓
Experience of working with children with challenging behaviour		✓	✓		✓
Experience of working with a multidisciplinary team or with a therapist		✓		✓	✓
<u>Personal Attributes</u>	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 young people, 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	✓		✓	✓	✓
<u>Safe-guarding & Child Protection (COMPULSORY)</u>	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 young people and young people	✓		✓		✓
Successful Enhanced DBS Status	✓				✓