

Job Advert



Blossom House School

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

Wimbledon

Wimbledon school address: 24 Gladstone Road, Wimbledon, SW19 1QT

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.

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.

This is a wonderful opportunity for someone interested in working with children with Autism who would like to develop their skills in this area through a programme of continued professional development.

What the role involves:

Situated on the Wimbledon campus, you will be working within a specialist SEN provision for secondary pupils with complex communication and learning difficulties alongside significant medical needs. This 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.

We offer:

- A supportive working environment in a newly refurbished and well-equipped building.
- Small class sizes and the opportunity to work 1-1.
- Our Speech & Language Therapists, Occupational Therapists, Physiotherapist, Art Therapists and Music Therapists aim to maximise each child's potential in a nurturing and supportive environment.
- Continued professional development and training.
- Great staff non-contractual benefits such as free lunch once a week, termly wellbeing claims, annual bonuses and pay rises and a friendly nurturing environment.
- Close to a good transport network.
- 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:

- Experience of working with children on the Autism Spectrum.
- Sensitivity and understanding to help build good relationships with pupils.
- 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.
- HLTA experience or qualification would be desirable.
- A willingness to work towards and pass further qualifications and training around Autism and Communication.
- Ability to build good working relationships with children, teachers, parents and carers.
- 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 promote positive behaviour in a nurturing environment is essential.

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

Contract terms: Permanent, Term-Time only (approx. 36 weeks)

Working Hours and pattern: Monday to Friday, 08:30 – 17:00. No working required during school holidays

Salary: £23,039 - £26,700 pro rata, depending on experience (£18,850 - £21,845 salary for term-time, 36 weeks pa)

To Start: ASAP

Closing Date: 11th December 2023 but may close earlier if earlier applicant successful

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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.

Early applications are encouraged.

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 and 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:	1:1 SEN Learning Support Assistant (Wimbledon)
Reports to:	Wimbledon Lead The Learning Support Assistant will be a member of a multi-disciplinary team, under the leadership of the Wimbledon Lead 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:	Monday to Friday, 8:30 to 17:00

Responsibilities and Duties

- Providing 1:1 support as required for a child with complex needs within the classroom and in the community
- Actively engage in pre-determined educational activities and work programmes
- Assist in personal and individual development of groups of pupils and the whole class
- Take a proactive role in ensuring pupils' safety
- Proactively support pupil's regulation difficulties, supporting pupils to use regulation strategies promptly.
- Support pupil to complete daily exercise programme and learning breaks
- Manage challenging behaviour in line with the school's Behaviour Policy
- Undertake activities necessary to meet the physical and emotional needs of groups of pupils or whole class, including supporting pupils in the swimming pool
- Perform specialised procedures associated with a child's particular needs (following any necessary specific training), for example; administration of medication; care for a child during a medical crisis (such as acute pain onset).
- Assist with preparing classroom resources as reasonably requested by class teacher
- Participate in trips out of school (where qualified to drive the school minibus if required)
- help keep classrooms, associated areas and the school clean and tidy • attend training

sessions provided by the school • support the class teacher with parental/family communication (diaries, phone calls, parents' evening)

- Attend training sessions provided by the school
- Cover and lead class teaching as and when appropriate
- Direct the work, where relevant, of other adults in supporting learning
- Use area(s) of expertise to contribute to the planning and preparation of learning activities, and to plan their role in learning activities
- Use allocated time to devise clearly structured activities that interest and motivate learners and advance their learning

Person Specification					
Qualifications	Essential	Desirable	Application Form	References	Interview/ Selection Process
Educated to GSCE level, or equivalent in Maths and English		✓	✓		✓
HTLA experience or qualification		✓		✓	✓
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 in working with children with Autism	✓		✓	✓	✓
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

(compulsory activities 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 Primary 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 unexpected behaviour. This can include being physical or verbally disruptive.
 - a. Why do you think they might behave like this?
 - b. How would you manage your own emotions if you were faced with unexpected behaviour?
 - c. What strategies could you suggest to minimise these behaviours?

