



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

Middle Phase Team Assistant and LSA (Term-Time)

The role is a Permanent, Term-Time only role

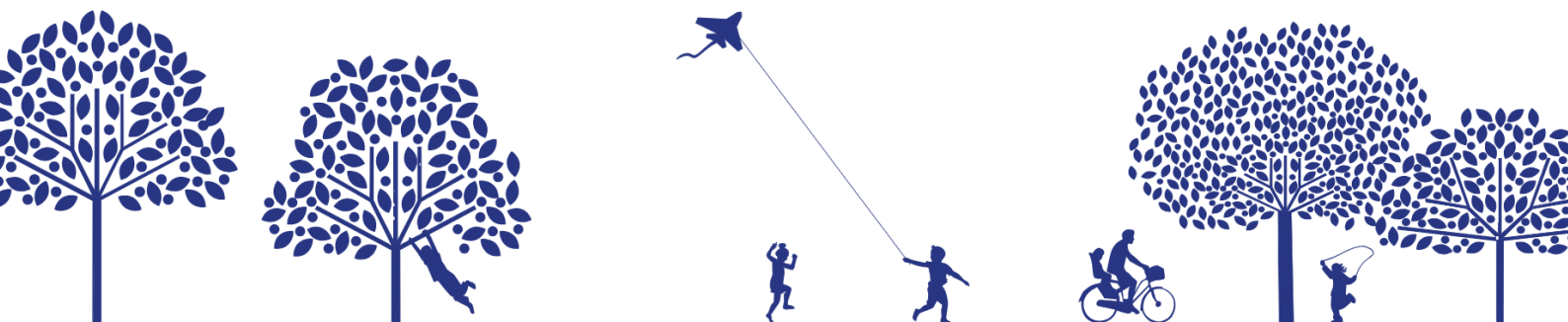
Monday to Friday: (08:15am – 16:45pm)

No working required during school holidays

Salary from: £27,008 - £29,350 pro rata, depending on experience (£23,150 - £25,157 salary for term-time, 36 weeks pa)

To Start: Autumn Term 2025

Closing date: Friday 21st November 2025





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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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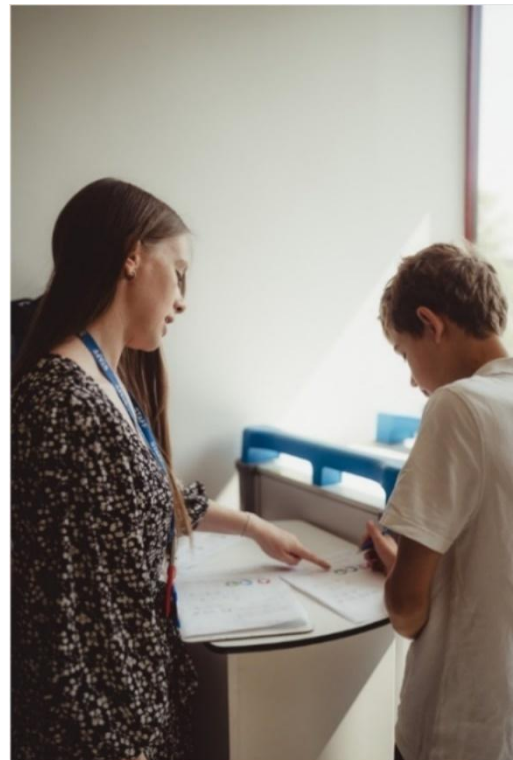
About

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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Middle Phase Team Assistant and LSA

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.

We currently have a vacancy for a Middle Phase Team Assistant and LSA (split post), 8.15-4.45 from September 2025.

What the role involves:

The Middle Phase Team Assistant role supports the Middle Phase Leads with administrative tasks including cover emails and allocating cover, covering of lessons in addition to set timetabled lessons, all of which will continue to support the pupils holistically.

Your role as an LSA 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:

- Confidence, enthusiasm and a passion for learning.
- Good English (clear written and spoken English) and numeracy skills.
- Good organisation and administrative 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.
- Supporting our students can sometimes be challenging, mental and physical resilience are qualities necessary for all our staff.



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Job Description

Job Title:

Middle Phase Team Assistant and Learning Support Assistant

Reports to:

Line Manager & Phase Leads of Middle Phase

Accountable to:

Joanna Burgess, School Principal

Contract Term:

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

Hours per week:

08:315 to 16:45 (Monday to Friday).

Responsibilities and Duties

To support the Phase Leads of Middle Phase by:

Daily:

- To be responsible for the Middle Phase cover email. This requires the LSA to be monitoring the cover email group, and fairly allocating available and most appropriate members of staff to cover the required lessons. The cover email should be sent out before the first lesson, and earlier where possible.
- To be the lead person for covering lessons, following each teacher's planned cover lesson. This will facilitate staff across the Middle Phase to receive as much of their allocated planning non-contact time to allow best practice. This will involve working across all groups.
- To have some regularly timetabled lessons and group times to ensure that staff have the correct number of non-contact times allocated. This will be working across Year 7 and Year 8 and a range of lessons, planned by teachers, and Group Leaders.

Weekly:

- To write, send and action emails to gather winners for certificates in Assembly for Year 7 and Year 8. This will include monitoring which students receive certificates throughout the year for inclusion.
- Prepare assembly PowerPoint and certificates including printing out certificates, integrating and adapting Votes for Schools (adding widget), adding announcements, notices and photos from Earwig.
- Ordering and being responsible for maintaining Middle Phase resources e.g. Attention Blossom, specialist event resources



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Termly:

- Ensure that Termly Targets are up in the classrooms and support classroom LSAs to be involved in the creation of these.
- End of Term activities preparation in collaboration with the Middle Phase Leads.
- Creation of timetable, including group allocations, room and staffing
- Resources + visuals – creating, ensuring they are accessible for students with widget and reduced language. Printing and assembling resources then distributing these across Year 7 and 8 groups.

As Needed:

- Work with other phases to put together timetables for special events like paddling pools, sports day etc
- Support on trips (farm trip cover)
- Special events visuals are created (Science week, etc.) and trips

LSA role

- To encourage appropriate behaviour according to the school's Behaviour Policy.
- To actively participate in appropriate activities and to role model acceptable behaviours.
- To attend staff meetings and INSET, as required.
- 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.



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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
Good level of organisational and administrative skills	✓		✓		✓
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 including with Powerpoint and In Print (Widget)	✓		✓		✓
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 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 especially in close contact with Middle Phase Leads	✓		✓		✓
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	✓		✓	✓	✓
Ability to seek support and guidance when unsure of direction	✓				✓

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	✓				✓





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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.

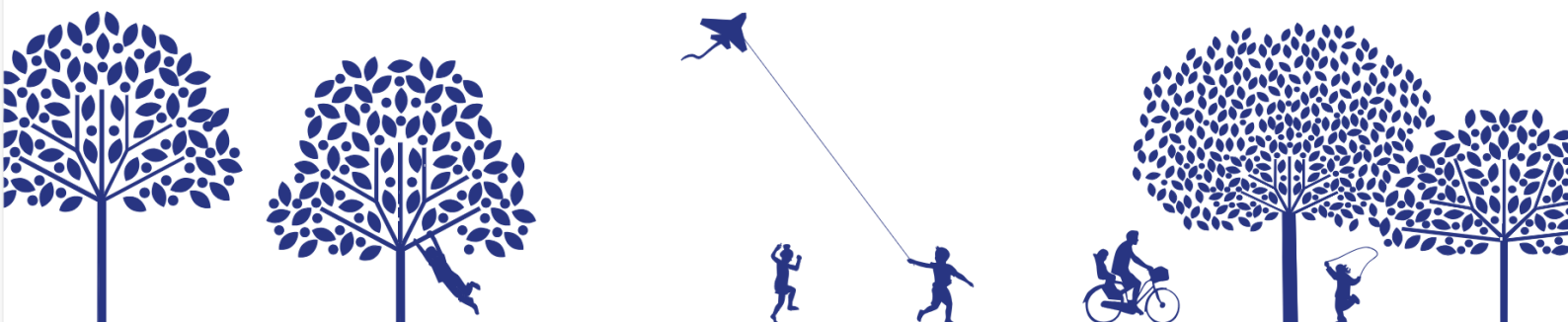
Why do you think pupils might behave like this?

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.
<p>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?</p> <p>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.</p>
Yes/No (delete as appropriate)
<p>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)?</p> <p>If yes, please provide full details of the nature and date(s) of the allegations.</p>
Yes/No (delete as appropriate)
<p>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?</p> <p>If yes, please give full details of the nature and date(s) of the allegations(s), and of the penalty/sanction which was imposed.</p>
Yes/No (delete as appropriate)
<p>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?</p> <p>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.</p>
Yes/No (delete as appropriate)
<p>9. Do you have any specific concerns around the candidate's suitability to work with children?</p> <p>If yes, please specify.</p>
Yes/No (delete as appropriate)
<p>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".</p> <p>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.</p>

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)			