



# Blossom House School

Blossom House School Euston,

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Aldenham Street, NW1 1PS

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United Kingdom

www.blossomhouseschool.co.uk

## Applicant Information Pack

### Paediatric Speech and Language Therapist (Secondary)

**Experienced Paediatric Speech & Language Therapist**

**Band 5 / Band 6 equivalent (AfC Band)**

or

**Newly Qualified Paediatric Speech & Language Therapist**

**Newly Qualified (AfC Band)**

The role is a Permanent, Full-Time or Part-Time with a minimum of 3 days.

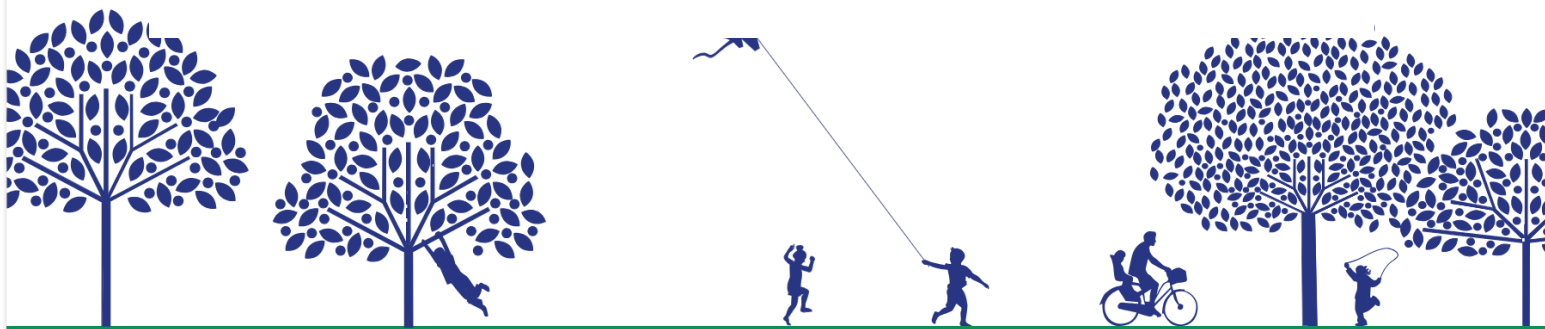
**Monday to Friday: 08:30am – 17:00pm**

**To Start:** September 2025

**Closing date:** 16<sup>th</sup> May 2025

**Early applications are encouraged**

**School address:** Blossom House School, Aldenham Street, Euston, NW1 1PS



## 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.

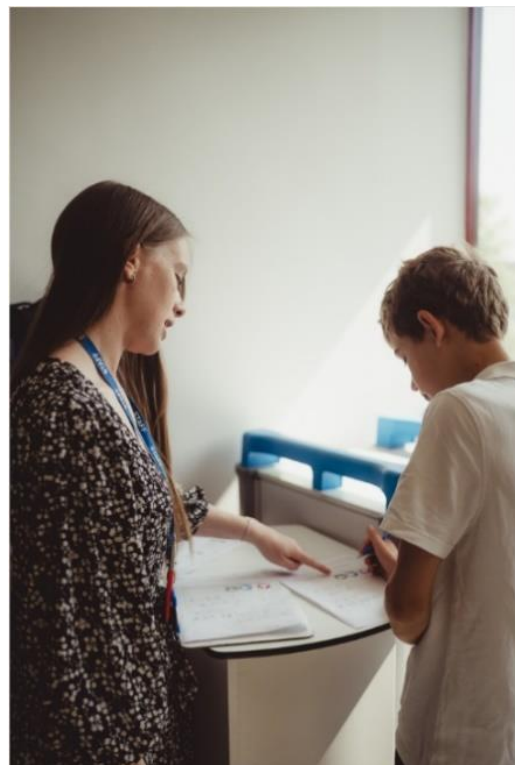
# About

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.



# What we offer

- The opportunity to work alongside an enthusiastic and dedicated team of Therapy staff and Teachers. 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.
- Opportunities to move between different client cohorts from Early Years through to Post16 provision to ensure ongoing professional development and variety within your career.
- Small group, 1:1 and in class work opportunities.
- Small caseloads and the opportunity to deliver therapy and see outcomes achieved.
- Opportunity to design bespoke intervention packages for children based on your professional judgement.
- NQT package including regular clinical supervision and support to complete your competencies.
- Generous continued professional development package.
- Great staff benefits including paid school holidays
- A friendly, supportive working environment, with structured support available for all new school staff.
- Continued professional development and training including regular safeguarding and child protection training.

## **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



# Paediatric Speech and Language Therapist (Primary & Secondary)

We are looking for a Speech and Language Therapist who has a passion for supporting children within our Upper Primary and Secondary Year Groups, to learn and 'blossom' in spite of their communication difficulties.

Our student's primary educational needs are their speech, language and communication difficulties. Therapy and teaching are integrated throughout the school week for all students following a transdisciplinary model. You will work closely with the teaching and support staff, as well as with our OT department, physiotherapist, specialist SPLD teachers, and Art Therapists on a daily basis.

## **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.
- An ability to work closely with Therapists from other disciplines in order to integrate SLT goals into the educational setting.
- The ability to build good working relationships with children, teachers, parents and carers.
- Knowledge of clinical assessment, treatment planning and implementing, preferably paediatric, therapy programmes.
- An independent approach and be able to demonstrate a working knowledge of standardised assessment and clinical observation.
- The ability to promote positive behaviour in a nurturing environment is essential.

**Applicants will need to complete an application form 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.*

# Job Description

**Job Title:**

Paediatric Speech and Language Therapist

**Reports to:**

The Speech and Language Therapist will be a member of the Speech and Language Therapy team, under the leadership of the Head of Speech and Language Therapy and report to the Head of Speech and Language Therapy.

**Accountable to:**

Joanna Burgess - Principal

**Contract Term:**

Permanent, Full-Time or Part-time with a minimum of three days, 9 weeks paid holiday plus bank holidays (There is an expectation to work for 5 weeks during the school holidays. 9 weeks of paid holidays may only be taken during the school holiday periods)

## Responsibilities and Duties

- To be committed to safeguarding and promoting the welfare of children
- To provide a Speech and Language Therapy service to the school, focusing on speech, language, communication, social development and problem solving
- To support the development of communication skills within functional settings appropriate to their age (i.e. school, community, linked colleges, supported work experience, etc.)
- To contribute to the language content of the curriculum
- To write, implement and evaluate half termly plans for group speech and language therapy
- To write, implement and evaluate measurable targets for group speech and language sessions
- To record case notes for all children
- To write, review and implement Individual Therapy Treatment Programmes for prioritised children
- To write termly Individual Education Plans for each student in their groups
- To assess formally all children seen for Speech and Language Therapy
- To carry out observations of prospective pupils within the school context
- To write comprehensive reports for the purposes of Annual Review
- To attend and contribute to Annual Review meetings

- To liaise with the Multi-Disciplinary Team and outside agencies as appropriate, providing professional advice and feedback
- To liaise with and support Learning Support Assistants
- To manage behaviour according to the school Behaviour Policy
- To attend staff meetings as required
- To adhere to the Standards of Proficiency for Speech and Language Therapists
- To attend INSET and ensure Continuing Professional Development
- To deliver INSET training
- To provide parents with curriculum area plans; to attend termly parent feedback evenings and parent/therapist social evenings; liaise with parents as required under the guidance of the principal.
- To be fully aware of all applicable Blossom House School Policies
- To provide an environment for the children that enables them to realise 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.
- 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.

### **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

<b>Qualifications</b>	<b>Essential</b>	<b>Desirable</b>	<b>Application Form</b>	<b>References</b>	<b>Interview/ Selection Process</b>
Degree in Speech and Language Therapy and the Royal College of Speech/Language Therapists Licence to Practice	✓		✓	✓	✓
Registered member of HCPC and RCSLT	✓		✓	✓	✓
<b>Knowledge &amp; understanding</b>	<b>Essential</b>	<b>Desirable</b>	<b>Application Form</b>	<b>References</b>	<b>Interview/ Selection Process</b>
Knowledge of a) language and b) behavioural needs of children in an educational setting	✓		✓		✓
Standards of Proficiency for Speech and Language Therapists	✓		✓		✓
Therapeutic intervention for children with language and social communication difficulties, working with both individuals and groups.	✓		✓		✓
Knowledge of assessment tools/procedures to evaluate SLCN	✓		✓	✓	
The workings of a multidisciplinary team.	✓		✓		✓
An understanding of health and safety and confidentiality	✓		✓		✓
<b>Skills</b>	<b>Essential</b>	<b>Desirable</b>	<b>Application Form</b>	<b>References</b>	<b>Interview/ Selection Process</b>
Clear written and spoken English	✓		✓	✓	✓
Good numeracy and literacy skills	✓		✓	✓	✓
Diplomacy and Flexibility	✓		✓	✓	✓
Ability to carry out formal and informal assessments	✓		✓	✓	✓
Good organisational skills	✓		✓	✓	✓
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.	✓		✓		✓



<b>Experience</b>	<b>Essential</b>	<b>Desirable</b>	<b>Application Form</b>	<b>References</b>	<b>Interview/ Selection Process</b>
Experience of working with children and/or young people with receptive and expressive language difficulties, social communication difficulties and ASD.		✓	✓	✓	✓
Experience of working with a multidisciplinary team.		✓		✓	✓
Some experience of the EHCP assessment process.		✓		✓	✓
<b>Personal Attributes and Abilities</b>	<b>Essential</b>	<b>Desirable</b>	<b>Application Form</b>	<b>References</b>	<b>Interview/ Selection Process</b>
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	✓		✓	✓	✓
Willingness to participate in training and other learning activities	✓		✓	✓	✓
Ability to communicate clearly to a variety of professionals	✓		✓	✓	✓
Willingness to support diversity and ensure all pupils with speech & language difficulties have equal access to opportunities to play and develop	✓		✓	✓	✓
<b>Safe-guarding &amp; Child Protection (COMPULSORY)</b>	<b>Essential</b>	<b>Desirable</b>	<b>Application Form</b>	<b>References</b>	<b>Interview/ Selection Process</b>
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	✓				✓

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)

Please describe how you would plan a session that would target the skill of 'sharing opinions with a group' for a group of 4 students. Please indicate the age group within Y2 - Y11 and the language levels of the group that you have targeted in your intervention. Your therapy plan should include long and short-term goals, activities and personalisation strategies.

(Maximum 1x A4 printed page).

**Please note: There is a section in the job application form, where you may complete this activity.**

**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.**

For further information please contact: [jude.belliar@blossomhouseschool.co.uk](mailto:jude.belliar@blossomhouseschool.co.uk)

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# 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, meet the team and have a short tour of the school,
2. Formal interview,
3. Lesson observation,
4. Lesson presentation - you will be required to plan and deliver a therapy group session (more details on what this session will involve will be given when invited to a trial day).
5. Reflective feedback on session,
6. Written Task,

Please note that the above activities may be in a different order depending on the schedule of the trial day



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

<b>Reference Request Form</b>		
<b>Candidate Information</b>		
Full Name:		
Position applied for:		
<b>Referee Information:</b>		
Full Name:		
Job Title:		
Address:		
Relationship to candidate:		
How long have you known the candidate?		
<b>Employment Details:</b>		
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:		
<b>Reference Questions:</b>		
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.		
<b>Yes/No (delete as appropriate)</b>		

4. Please comment on the candidate's suitability for this appointment. It would be helpful if you could specify and 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**

*0 = Unable to comment, 1 = Requires improvement, 2 = Meets expectations, 3 = Exceeds expectations, 4 = Outstanding (top 5%)*

**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	
<b>Classroom Teacher Skills and Other Experience (if applicable to role)</b>			
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	
<b>Personal qualities, attitudes and approaches</b>			
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	
<b>Objective Rating</b>			
<i>Under each heading, please tick/cross/highlight the phrase that most accurately describes the applicant:</i>			
<b>1. Ability to Direct and Influence others:</b>			
Exceptional leadership qualities		Unreliable leadership qualities	
Usually successful in leading others		Not known	
<b>2. Ability to relate to and give guidance to children:</b>			
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.	
<b>Declaration</b>			
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.			
<b>Yes/No (delete as appropriate)</b>			

