



Person Specification

Post: Safeguarding and Mental Health Officer (DDSL)

| Criteria | Essential | Desirable |
|--|-----------|-----------|
| Good honours degree | | ✓ |
| Post-graduate qualification e.g. NPQ, Masters | | ✓ |
| Level 3 Safeguarding Trained | ✓ | |
| Permitted to work in the UK | ✓ | |
| Evidence of relevant CPD | ✓ | |
| Experience of working in a secondary school environment | ✓ | |
| In-depth knowledge and understanding of safeguarding policy and practice in schools | ✓ | |
| Evidence of strong behaviour management and an understanding of best practice in supporting young people to have positive behaviour and attitudes | ✓ | |
| Evidence of leading an effective team | ✓ | |
| Delivering staff training and promoting professional development of other staff | ✓ | |
| Knowledge and understanding of relevant legislation and guidance and an ability to ensure they are implemented effectively, including that related to behaviour, exclusions and safeguarding | ✓ | |
| An ability to effectively use IT software packages which support all aspects of pupil monitoring, including CPOMS, Microsoft Excel / Google Suite etc. | ✓ | |
| Excellent communication skills, both written and oral | ✓ | |
| An ability to translate current educational thinking into workable, operational plans. | ✓ | |
| Strong analytical skills and an ability to interpret data effectively and use it to identify areas for development | ✓ | |
| A comprehensive understanding both of national performance measures for schools and the Ofsted framework for inspections and experience in using these to drive forward significant improvements within a school | ✓ | |
| An effective, inclusive and cooperative leadership style that inspires confidence and collegiality in those they lead, which motivates and encourages others to participate and go the extra mile. | ✓ | |
| An ability to set clear targets, track and manage progress and develop strategies to achieve desired outcomes using a range of sources | ✓ | |
| Successful experience of motivating and supporting others to improve | ✓ | |
| An ability to work autonomously and prioritise conflicting demands | ✓ | |
| The ability to motivate and inspire pupils, staff and parents | ✓ | |
| The ability to work as a team and to lead others by example | ✓ | |
| Strong 'presence' and the ability to command the respect of others | ✓ | |
| A commitment to safeguarding, equal opportunities and inclusion | ✓ | |
| An understanding, awareness and empathy for all young people | ✓ | |
| A can-do approach to challenges; solutions focused and an ability to address difficulties with positivity | ✓ | |
| Be prepared to work flexibly as required | ✓ | |

The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. This appointment is subject to satisfactory enhanced status checks from the Disclosure and Barring Service.

The school promotes equal opportunities.