|  |
| --- |
| **TITLE – Person Specification Welfare and safeguarding lead** |

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Education and Qualifications** | **criteria** | **assessment** |
| 1 | GCSEs Maths and English grade C or above, or equivalent; | E | A |
| 2 | Qualifications at a higher level e.g. A levels/ degree | D | A |
| 3 | Level 2 or above teaching assistant qualification | D | A |
| 4 | Child protection training | E | A |
| 5 | Current relevant training for the role e.g. Designated person safeguarding, Webster Stratton, Learning mentor, EHA, family support (or is willing to undertake this training on successful appointment) | D | A |
| 6 | Commitment to ongoing professional development; INSET, action research, personal study, teaching and learning degree etc. | E | A |
|  | **Experience** |  |  |
| 7 | Working with children and families in an educational setting or other such as a children’s Centre. | E | A/I |
| 8 | Experience of working with families and children with child protection or child in need plans. | E | A/I |
| 9 | Experience of working with children with social, emotional or behavioural needs | E | A/I |
| 10 | Experience of providing family support | E | A/I |
| 11 | Experience of undertaking Early Help Assessments | E | A/I |
| 12 | Led TAC and TAF meetings | D | A/I |
| 13 | Experience of inter-agency work. | D | A/I |
|  | **Knowledge and Understanding** |  |  |
| 10 | The purpose of primary school education and of priorities in schools. | E | A/I |
| 11 | Knowledge of current educational issues and their relationship to the inclusion, behaviour support and Education Welfare Services. | D | A/I |
| 12 | Knowledge and understanding of the range of complex needs experienced by pupils who find it challenging to access the normal school curriculum | E | A/I |
| 13 | The confidential nature of the work of child protection | E | A/I |
| 14 | Knowledge of the range and type of interventions available to support vulnerable pupils and be able to apply these appropriately in the context of the school's resources and the individual child. | E | A/I |
| 15 | Demonstrate commitment to safeguarding and child protection and understanding of safeguarding procedures and statutory documentation relating to safeguarding including KCSIE | E | A/I |
| 16 | The importance of effective communications within the inclusion team and school as a whole | E | A/I |
| 17 | Knowledge of the local community | D | I |
|  | **Skills** |  |  |
| 15 | The ability to work collaboratively and positively manage others | E | I |
| 16 | The ability to develop and maintain positive and effective working relationships with all members of the school community | E | I |
| 17 | Ability to act on own initiative, work independently and make informed decisions where necessary | E | I |
| 18 | Ability to work effectively under pressure and to plan, prioritise and meet deadlines. | E | I |
| 19 | Excellent presentation and inter-personal skills | E | I |
| 20 | Excellent written and oral communication skills; | E | A/I |
| 21 | Ability to keep effective records and good use of ICT | E | A/I |
| 22 | Ability to work with agencies beyond the school | E | A/I |

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Professional Qualities** |  |  |
| 23 | A commitment to a high standard of achievement and well-being for all | E |  |
| 24 | A commitment to inclusion and to equality of opportunity | E |  |
| 25 | A commitment to prioritising the safeguarding and promoting the welfare of all children. | E |  |
|  | **Personal Qualities** |  |  |
| 26 | Willingness to undergo further training and development | E | I |
| 27 | Positive, energetic, enthusiastic, thriving on challenges. prepared to create and share new ideas | E | I |
| 28 | Able to deal effectively with sensitive issues including holding difficult conversations with families, the child and other professionals | E | I |
| 29 | Resilience | E | I |
| 30 | Flexibility, adaptability, enthusiasm and confidence; | E | I |
| 31 | Ability to work as part of a team effectively | E | I |
| 32 | Ability to maintain confidentiality | E | I |