



Holywell School A Church of England School

Assistant Designated Safeguarding Lead & Family Support Worker

PERSON SPECIFICATION



		Essential Attributes	Desirable Attributes	Evidence
1	Qualifications	<ul style="list-style-type: none"> • Good general level of education especially in English and Maths, at least level 4 GCSE or equivalent • Evidence of undergoing sufficient safeguarding and child protection training. • Be willing to undertake further training. • IT skills • Driving Licence 	<ul style="list-style-type: none"> • Current First Aid Certificate 	Application form.
2	Experience of	<ul style="list-style-type: none"> • Working effectively with vulnerable students. • Working with parents and families. • Developing policies and protocols. • Managing child protection cases and investigations. • Liaising with a range of agencies and professionals to support students. • Experience of working with local authority agencies – e.g. in a police, social services or educational setting • Working effectively with parents to safeguard students. • Promoting students' learning and welfare. • Multi-agency liaison (for three years). 	<ul style="list-style-type: none"> • Leading or effectively contributing to child protection cases. • Experience of behaviour management of young people in an educational setting 	Application form and interview. Reference.
3	Strategy and Improvement	<ul style="list-style-type: none"> • Demonstrate understanding of strategic management of safeguarding • Demonstrate knowledge of the responsibilities of different agencies towards vulnerable students. • Demonstrate understanding of the link between functional families and safe, thriving students. • Knowledge of the risk management of those who have offended against children or adults and/or may pose a risk to children or young people. 	<ul style="list-style-type: none"> • Evidence of innovative approaches to safeguarding and early intervention • Experience and links with local safeguarding agencies • Experience in delivering professional development and training for staff. 	Application form and interview. Reference.

		Essential Attributes	Desirable Attributes	Evidence
4	Excellence in Knowledge and Skills	<ul style="list-style-type: none"> • Demonstrate knowledge of the 'levels of intervention' framework. • Explain the principles involved in giving advice and guidance to students, including the stance on confidentiality. • Demonstrate how to write action plans for students, maintain accurate records and create complex safeguarding reports. • Show how they would motivate students and parents by establishing empathetic and supportive working relationships. • Work as part of a team as well as independently, using their initiative. • Explain the additional support which can be of assistance to vulnerable students and families. • Clearly and concisely articulate concepts. Excellent listening skills • Ability to negotiate effectively with students, parents/carers and external agency representatives • Ability to respond clearly, calmly and follow procedure in stressful situations • Ability to diffuse emotional situations 	<ul style="list-style-type: none"> • Knowledge and experience of Protective Behaviours and Restorative Practices 	Application form and interview.
5	Leading with impact	<ul style="list-style-type: none"> • Evidence of leading Early Help referrals and meetings • Attending and on occasions leading on Child in Need and Child protection meetings • Experience of working on own initiative and making decisions 	<ul style="list-style-type: none"> • Experience in delivering professional development and training for staff. 	Application form and interview.
8	Increasing capability	<ul style="list-style-type: none"> • Able to hold others to account, line manage and evaluate performance effectively • Able to support all members of their team with appropriate, targeted opportunities for professional development, including newly-qualified teachers, teaching assistants, and stronger or weaker performers • Can recognise own strengths and weaknesses and identify learning linked to their needs • Able to evaluate the impact of professional development on staff development and student outcomes 	<ul style="list-style-type: none"> • Evidence of attending to personal professional development • Experience in delivering professional development and training for staff. 	Application form and interview.
9	Attitude and Mindset	<ul style="list-style-type: none"> • To be student-focussed and be able to express a clear educational philosophy, for promoting the learning and personal development of students and colleagues. • To have a positive, solution-focussed attitude 	<ul style="list-style-type: none"> • Evidence of positive personal impact on staff and students 	Application form and interview.

		Essential Attributes	Desirable Attributes	Evidence
		<ul style="list-style-type: none"> • To have a growth mindset • To have strong interpersonal and communication skills rooted in respectful relationships • To be personable and approachable, capable of working well with colleague • Excellent judgement in matters of confidentiality and integrity when dealing with sensitive information about students is essential 		
10	Other	<ul style="list-style-type: none"> • Commitment to upholding the ethos and values of a Church of England School • Commitment to providing a high standard of work. • Clear, high standard application that responds well to the job description and person specification. 	<ul style="list-style-type: none"> • Experience of working in a Church of England School 	Application form and interview.