

**Person Specification**
**DDSL and Mental Health Lead**

Attributes	Essential	Desirable	How identified
<b>Qualifications</b>	<ul style="list-style-type: none"> <li>Evidence of Advanced DSL qualification or willingness to complete this upon appointment to the role.</li> <li>Evidence of continuous professional development relevant to safeguarding or mental health.</li> </ul>	<ul style="list-style-type: none"> <li>Relevant qualification in counselling, social work, youth work, or mental health support.</li> </ul>	Q A I D
<b>Knowledge and Experience:</b>	<ul style="list-style-type: none"> <li>Experience working in a safeguarding role, managing child protection cases, and utilizing safeguarding software</li> <li>Experience liaising with external multi-agencies such as Children's Social Care (MASSH), the Police, and Early Help services.</li> <li>Knowledge of statutory safeguarding guidance (KCSIE 2025) and legislation (e.g., The Children Act 1989, GDPR, and Data Protection Act 2018).</li> <li>Experience supporting students with Social, Emotional, and Mental Health</li> </ul>	<ul style="list-style-type: none"> <li>Experience conducting home visits and delivering targeted group work or interventions</li> <li>Experience coordinating with specific external mental health panels/agencies (e.g., Beacon, Mosaic, Pendlebury Centre)</li> </ul>	A I R

Attributes	Essential	Desirable	How identified
	<p>(SEMH) needs, and designing/delivering student support plans.</p>		
<p><b>Planning and Organising:</b></p>	<ul style="list-style-type: none"> <li>• Ability to coordinate, schedule, and maintain up-to-date documentation for TAC/TAF (Team Around the Child/Family) processes.</li> <li>• Ability to coordinate, schedule, and maintain up-to-date records for CPOMS including having clear written communication skills.</li> <li>• Excellent organizational skills to compile case studies, manage agendas, and lead multi-agency meetings coordinating with all stakeholders</li> <li>• Ability to manage multiple high-priority safeguarding alerts and actions in a</li> </ul>	<ul style="list-style-type: none"> <li>• Experience planning and organizing school-wide awareness events, such as mental health focus weeks and form time curriculums.</li> </ul>	<p>A I R</p>

Attributes	Essential	Desirable	How identified
	timely and efficient manner.		
<b>Management and Teamwork:</b>	<ul style="list-style-type: none"> <li>• Ability to work collaboratively with the lead DSL, Senior Leadership Team (SLT), pastoral teams, and SEND staff.</li> <li>• Ability to professionally challenge all stakeholders to uphold the safeguarding culture of the school</li> <li>• Ability to act up as the DSL and lead on safeguarding matters in the primary DSL's absence.</li> <li>• Commitment to working alongside external education providers (e.g., Pendlebury Centre) to facilitate student reintegration packages. (A, I)</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence of managing teams of people and stakeholders to gain the best outcomes for the child.</li> </ul>	
<b>Communicating and Influencing:</b>	<ul style="list-style-type: none"> <li>• Superb interpersonal and communication skills to provide advice, guidance, and support to school staff on complex child welfare matters.</li> <li>• Ability to communicate sensitively and effectively with vulnerable students, parents, and carers to build trust and engagement</li> <li>• Strong written communication skills</li> </ul>	<ul style="list-style-type: none"> <li>• Confidence and evidence of presenting to large audiences, including delivering student assemblies and staff training</li> </ul>	I R A

Attributes	Essential	Desirable	How identified
	<p>for producing high-quality reports for CPOMS, Child Protection Core Groups, Initial/Review Conferences, and stakeholders</p> <ul style="list-style-type: none"> <li>• Ability to navigate challenging conversations with all stakeholders in order to gain the best outcome for the child.</li> </ul>		
<p><b>Other Skills and Behaviours:</b></p>	<ul style="list-style-type: none"> <li>• An understanding of, and belief in, the values and ethos of the School and Trust</li> <li>• A commitment to acting as a professional role model, treating all members of the community with dignity and respect.</li> <li>• Strict adherence to confidentiality, data protection protocols, and safer working practices.</li> <li>• A proactive, empathetic, and resilient approach to supporting students facing personal barriers to learning.</li> <li>• A full UK driving licence to allow for home visits to vulnerable pupils, attendance to off site meetings and any outreach work within the community.</li> </ul>		<p>I R</p>

Key

A = Application  
Interview

D = Documentary evidence

I =

P = Presentation

Q = Qualification certificates

R = Reference

T = Task