# Person specification

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| criteria | Essential | Desirable |
| **Qualifications  and training** | * GCSE (or equivalent) in English and maths * NVQ 4 or equivalent in relevant fields * Evidence of relevant training or professional development | * Trauma Informed schools training * HLTA * Experience of CPOMS |
| **Experience** | * Successful leadership and management experience in a school or other relevant organisation * Experience of managing safeguarding in a school or other relevant organisation, including: * Building relationships with children and their parents, particularly the most vulnerable * Working and communicating effectively with relevant agencies * Implementing and encouraging good safeguarding practice throughout a large team of people * Demonstrable evidence of developing and implementing strategies to help children and their families * Experience of handling large amounts of sensitive data and upholding the principles of confidentiality * A good knowledge and understanding of nurture principles and practice. | * Healthy Minds training * Theraplay * Lego therapy * Experience of multi – agency work, e.g. early help safeguarding * Experience of using SDQ ( Strengths and Difficulties Questionnaire) |
| **Skills and knowledge** | * Expert up to date knowledge of legislation and guidance on safeguarding and working with young people, including knowledge of the responsibilities of schools and other agencies * Ability to work with a range of people with the aim of ensuring the safety and welfare of children * Awareness of local and national agencies that provide support for children and their families * Excellent record keeping skills and attention to detail, in order to produce reports, take minutes of meetings, and document safeguarding concerns * Competent in the use of IT * Effective communication and interpersonal skills * Ability to communicate a vision and inspire others * Ability to build effective working relationships with staff and other stakeholders * Experience of working in a primary school setting. * General understanding of National Curriculum and other relevant learning programmes * Knowledge and understanding of safeguarding and promoting the welfare of pupils * Awareness and understanding of issues relating to equality of access and opportunities | * Experience of working with children with Special Educational Needs, particularly relating to:   Communication and interaction  Social communications ( including those with an ASD diagnosis)  Emotional regulation  Mental health   * Knowledge of Zones of Regulation |
| **Personal qualities** | * Commitment to ensuring the safety and welfare of children * Commitment to upholding and promoting the ethos and values of the school * Integrity, honesty and fairness * Ability to work under pressure and prioritise effectively * Commitment to maintaining confidentiality at all times * Commitment to equality * High expectations of themselves and the children in their care * Calm and supportive manner, able to work flexibly and respond to unplanned situations with an organised, inclusive approach * People focused with a friendly, yet professional and respectful approach. * Enthusiasm for working within a school environment * Positive attitude, contributing to a welcoming environment which supports equal opportunities for all * Reflective practitioner with a desire to learn and develop professional |  |