# Person specification

|  |  |  |
| --- | --- | --- |
| 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 interactionSocial communications ( including those with an ASD diagnosis)Emotional regulationMental 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
 |  |