

## Operational Designated Safeguarding Lead - Personal Specification

| Criteria              | Essential                                                                                                       | Desirable                                                                                                         |
|-----------------------|-----------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------|
| <b>Qualifications</b> | Educated to Level 3 or above.                                                                                   | Degree or relevant professional qualification in Education, Social Care, Youth Work, Psychology or related field. |
|                       | Designated Safeguarding Lead (DSL) training or willingness to undertake immediately.                            | Advanced DSL or Safeguarding Leadership training.                                                                 |
| <b>Experience</b>     | Significant experience of safeguarding and child protection within an education or children's services setting. | Experience acting as a Designated Safeguarding Lead or Deputy DSL.                                                |
|                       | Experience of managing complex safeguarding cases.                                                              | Experience as Designated Teacher for Looked After Children.                                                       |
|                       | Experience working with vulnerable children and families.                                                       | Experience of leading safeguarding audits or inspections.                                                         |
|                       | Experience of multi-agency working with Social Care, Police, Health, Early Help and CAMHS.                      | Experience supporting Ofsted inspections.                                                                         |
|                       | Experience maintaining confidential safeguarding records and case management systems.                           | Experience using My Concern or equivalent safeguarding management systems.                                        |
|                       | Experience analysing safeguarding or attendance data to identify trends and inform interventions.               | Experience producing safeguarding reports for governors or senior leaders.                                        |
| <b>Knowledge</b>      | Thorough knowledge of Keeping Children Safe in Education (KCSIE).                                               | Knowledge of Working Together to Safeguard Children and local safeguarding partnership procedures.                |
|                       | Excellent understanding of child protection legislation and safeguarding responsibilities.                      | Knowledge of trauma-informed practice.                                                                            |
|                       | Understanding of attendance as a safeguarding indicator.                                                        | Knowledge of contextual safeguarding, exploitation, online safety and emerging safeguarding risks.                |

| Criteria                      | Essential                                                                                     | Desirable                                                         |
|-------------------------------|-----------------------------------------------------------------------------------------------|-------------------------------------------------------------------|
|                               | Understanding of confidentiality, GDPR and information sharing principles.                    | Knowledge of inspection frameworks relating to safeguarding.      |
| <b>Skills &amp; Abilities</b> | Excellent communication and interpersonal skills.                                             | Experience delivering safeguarding training to staff.             |
|                               | Ability to assess risk and make informed safeguarding decisions.                              | Ability to mentor or supervise Deputy DSLs or safeguarding staff. |
|                               | Strong organisational skills and ability to manage competing priorities.                      | Experience contributing to whole-school safeguarding strategy.    |
|                               | Ability to build effective relationships with students, families and professionals.           | Project management or service improvement experience.             |
|                               | Excellent written skills including report writing and record keeping.                         | Advanced data analysis and presentation skills.                   |
|                               | Ability to maintain accurate, confidential and legally compliant records.                     |                                                                   |
|                               | Ability to analyse safeguarding, attendance and welfare data to identify patterns and trends. |                                                                   |
|                               | Ability to remain calm, resilient and professional under pressure.                            |                                                                   |
|                               | Strong IT skills including Microsoft Office and safeguarding databases.                       |                                                                   |
| <b>Personal Attributes</b>    | Child-centred and committed to safeguarding.                                                  |                                                                   |
|                               | High levels of integrity, professionalism and confidentiality.                                |                                                                   |
|                               | Professional curiosity and sound judgement.                                                   |                                                                   |
|                               | Resilient, adaptable and emotionally intelligent.                                             |                                                                   |
|                               | Commitment to equality, diversity and inclusion.                                              |                                                                   |

| Criteria | Essential                                          | Desirable |
|----------|----------------------------------------------------|-----------|
|          | Commitment to continuous professional development. |           |