



WIDDEN PRIMARY SCHOOL

Job Title: Pastoral and Safeguarding Lead

	Essential Criteria	Desirable Criteria
Qualifications & Training		
Education	<ul style="list-style-type: none"> Designated Safeguarding Lead (DSL) qualification, or the ability to complete this immediately. English and Mathematics GCSE at C or above.(or equivalent) IT Literate. 	<ul style="list-style-type: none"> Degree level or equivalent qualification in the field of working with children (e.g. education, child development, social care) Level 3 Child Protection or Safeguarding qualification. Teaching qualification e.g. BEd. or PGCE Qualifications or training in counselling or trauma support. Safer Recruitment for Schools qualification, or the ability to complete this immediately.
Professional Development	<ul style="list-style-type: none"> Relevant and extensive experience of working in social care and/or education sectors. Evidence of relevant sustained CPD. 	<ul style="list-style-type: none"> Child protection training CAF training/ family support model Family support training
Knowledge and Experience		
	<ul style="list-style-type: none"> Ability to demonstrate a sound understanding of: <ul style="list-style-type: none"> Safeguarding and Child Protection Inclusivity and diversity in Primary Education; Child development; How social and emotional events can impact upon children's ability to learn effectively. Experience of working in a multi-agency team to improve outcomes for vulnerable people and/or families. Experience of direct work with children /young people with early signs of social, emotional 	<ul style="list-style-type: none"> Experience of leading an effective safeguarding provision in a school or other relevant education setting. A proven ability to implement strategies and interventions which improve pupil wellbeing, achievement and outcomes. Experience of working with families and children with child protection or child in need plans. Experience of leading TAC/ TAF meetings. An up-to-date knowledge of family support services in Gloucestershire.

	<p>and mental health issues.</p> <ul style="list-style-type: none"> ○ Experience of working with children and families from a diverse variety of backgrounds and cultures. ○ The ability to effectively lead staff. ○ A clear understanding of the confidential nature of the work of child protection and family support. 	<ul style="list-style-type: none"> ○ Knowledge and experience of the primary education sector, including SEND. ○ Knowledge of school attendance and how to increase attendance. ○ Experience of planning, leading and co-ordinating high-quality professional development for self and others. ○ A proven track record of removing barriers to learning.
Skills and Attributes		
	<ul style="list-style-type: none"> ○ Excellent interpersonal, communication and negotiation skills. ○ Excellent conflict resolution skills. ○ A superb and steadfast advocate for the children and families supported by this role. ○ Resilient, positive and calm under pressure. ○ Evidence of working effectively and supportively as part of a team and in a lead role. ○ The ability to work effectively and professionally with a range of external stakeholders, such as the Local Authority, the Police, Social Services. ○ Well-organised with timely and accurate record keeping. ○ Good time management and ability to prioritise tasks: working hours will need to be flexible and will include some outside of school working hours. This will involve being available for multi-agency meetings in 	<ul style="list-style-type: none"> ○ Evidence of innovative practice. ○ Evidence of leading initiatives, staff and initiating change.

	<p>school holiday time on a claims basis).</p> <ul style="list-style-type: none"> ○ Able to write clear and legible reports. ○ Able to communicate effectively with a range of internal stakeholders, such as senior leaders, governors and teaching staff. 	
Personal Qualities		
	<ul style="list-style-type: none"> ○ Tenacious and resilient with an ability to balance challenge and support to secure the best possible outcomes for children and families. ○ Self-motivated and sets high expectations of self and of others. ○ Able to develop effective relationships in a school serving a culturally diverse community. ○ Friendly and approachable yet positive and professional. ○ Ability to prioritise own workload and to recognise own coping mechanisms. ○ Supportive of extra-curricular and enrichment activities of the school. 	<ul style="list-style-type: none"> ○ A willingness to directly contribute to the wider ethos of the school, e.g. extra-curricular clubs.