**Person Specification – Safeguarding Officer**

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|  | **Essential** | **Desirable** |
| **Qualifications / Training** | Advanced DSL/Child Protection Certification gained from a recognized provider  GCSE or equivalent, in Maths and English at grade C or above  Strong track record of professional development and updating knowledge | Counselling/work with Childrens’ Services |
| **Relevant Experience** | Demonstrable experience of working effectively with vulnerable children/ young people in either education, social work, youth work or another related area of work.    Experience of working effectively with the parents /carers of children / young people.    Experience of working effectively with a range of professionals to promote children’s/young people’s learning or welfare OR significant recent experience in work with children and families in a statutory childcare agency.    Practical experience of successfully promoting equality of opportunity.  Ability to manage staff effectively.  Ability to generate effective working relationships at all levels. | Effective partnership working with other agencies, for example, local authority, OFSTED, Further and Community Education Services, Business, Partner Schools.    Experience of working in a multi-agency environment.  Delivery of INSET / Training  Successful experience of leading and managing staff and resources. |
| **Knowledge and understanding** | Demonstrable knowledge of the principles involved in giving advice and guidance to children/young people, including the place of confidentiality.    Knowledge of the responsibilities of agencies towards vulnerable children.  Demonstrable knowledge of the range of additional support/agencies. which can be of assistance to vulnerable pupils/students and families.    Ability to summarise clearly and concisely and articulate concepts and proposals.    An understanding of the ‘Early Help’ process.  Ability to maintain school records.  Ability to record and produce minutes from safeguarding meetings.    Ability to work on one’s own initiative, balance competing priorities and organise a work schedule.    Ability to motivate children/young people by establishing empathic and supportive working relationships.    Experience of working with children including work within Child Protection and Multi Agency liaison.    Ability to work flexibly and beyond the school day.  Professionally assertive and clear thinking, able to negotiate.  Excellent communication and presentation skills, both written and oral.  Extensive knowledge of the applications and potential of ICT; high level of ICT skills as both a curricular and administrative tool.  Understanding of the nature and needs of students and communities in urban areas. | Ability to produce concise and complex reports.  Substantial knowledge and understanding the strategies most likely to maximise the levels of educational achievements by all learners at Lyndon School.  Practical understanding of the legislation relating to Health and Safety in respects of schools as employers and as educators of young people.  Knowledge of current educational developments and legislative changes.    Knowledge of the principles of assessment and effective record-keeping and their use to promote the education, personal development and progression of the students |
| **Skills and aptitudes** | Discretion, tact and integrity.  Personal tenacity and resilience to ensure progress, sometimes against the odds.  Ability to work with patience within short timescales.  Good interpersonal and motivational skills.  Initiative and self-motivation.  Flexibility, creativity and the ability to think laterally.  Stamina and a capacity for hard work.  Good time management skills; ability to work flexibly as required.  Ability to be reflective and self-critical. |  |
| **Special Requirements** | Enhanced DBS clearance  Compliance with all School and Trust policies  Safeguarding and promoting the welfare and success of all students and young people.  The implementation of equal opportunities practice.  Promoting the stated aims and policies. |  |