Person Specification for post of:

**Student Well-Being Team**

**1 x Designated Safeguarding Deputy and lead responsibility for**

**Health Needs**

**1 x Designated Safeguarding Deputy and lead responsibility for**

**Behaviour**

**1 x Designated Safeguarding Deputy (maternity cover in the first instance)**

**(Grade 6)**

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| Experience/Skills /Knowledge | **Desirable** | **Essential** |
| Has full working knowledge of relevant policies/codes of practice and awareness of relevant legislation |  |  |
| Understands of principles of child development and learning processes |  |  |
| Has ability to relate well to children and adults |  |  |
| Can work constructively as part of a team, understanding roles and responsibilities and your own position within these |  |  |
| Has sound speaking and listening skills to extend language in discussion |  |  |
| Has taken an active role in working with a range of external agencies, following policies and protocols |  |  |
| Can proactively and positively manage the behaviour of students in a reasonable manner |  |  |
| Has a caring positive attitude towards students welfare and is proactive in their approach |  |  |
| Has an awareness of students with special educational needs |  |  |
| Can maintain trust and confidentiality where appropriate |  |  |
| Can assist the school in building and maintaining partnership with parents / carers |  |  |
| Has excellent record keeping skills and attention to detail, in order to produce reports, make minutes of meetings, and document safeguarding concerns |  |  |
| Has knowledge, training and experience of writing and implementing Positive Handling Plans (behaviour plans) / Health Care Plans |  |  |
| Has experience of safeguarding, managing health needs/behaviour management and counselling support |  |  |
| Has experience working with young people of relevant age (11-19) |  |  |
| Has experience of contributing to staff development (eg leading CPD) |  |  |
| Has awareness of Local and National agencies that provide support for children and their families |  |  |
| **Professional Attributes** |  |  |
| Has an understanding, awareness and empathy for the needs of the students within school and how these could be met |  |  |
| Has excellent written and oral communication skills |  |  |
| Can be a leader of safeguarding by, professionally demonstrating, promoting and encouraging effective staff and student well-being at all times |  |  |
| Can take timely and effective action where required |  |  |
| Has resilience and the ability to remain calm in difficult situations |  |  |
| Can work under pressure and prioritise effectively |  |  |
| Is aware of own strengths and areas for development and actively seek feedback and learning opportunities |  |  |
| Is committed to equality and inclusion |  |  |

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| **Qualifications and training** |  |  |
| GCSE Grade C (or equivalent) in English and maths |  |  |
| Meet HLTA standards or equivalent qualification (Level 4 or above) in identified lead role |  |  |
| Relevant training or qualifications which support expertise in safeguarding  (ie education, social care, police, NHS, Local Authority) |  |  |
| Knowledge and experience of Trauma Informed Practice or willingness to develop knowledge and experience |  |  |
| Other training appropriate to Talbot School (eg first aid training, moving and handling, Team Teach) |  |  |
| Work related circumstances |  |  |
| Can allocate some contractual time to after school staff meetings when appropriate |  |  |
| Can allocate some contractual time to the whole of, or part of, staff training days when appropriate |  |  |
| Has full UK driving licence and use of a car to be able to fulfil all aspects of working across different sites |  |  |
| Can maintain personal presentation that sets high standards for the students |  |  |
| Can work within the spirit of City Council and School Policies to do with Equal Opportunities, Child Protection, Health & Safety, Finance, Smoking etc. |  |  |