|  |  |  |  |
| --- | --- | --- | --- |
| **Skill/Attribute** | **Essential** | **Desirable** | **Evidence** |
| **Qualifications** |  |  |  |
| DSL training eg NSPCC |  | √ | Application Form/Documents |
| Have evidence of undergoing sufficient safeguarding and child protection training to Level 3. | √ |  | Application Form/Documents |
| Be willing to undertake further training. | √ |  | Application Form/Documents |
| Current first aid certificate. |  | √ | Application Form/Documents |
| Safer Recruitment Training |  | √ | Application Form/Documents |
| **Knowledge & Understanding** |  |  |  |
| Explain the principles involved in giving advice and guidance to students, including the stance on confidentiality.  | √ |  | Interview |
| Knowledge of how to write action plans for students, maintain accurate records and create complex safeguarding reports.  | √ |  | Interview/References |
| Knowledge of how to motivate students by establishing empathetic and supportive working relationships.  | √ |  | Interview/References |
| Work as part of a team as well as independently, using their initiative.  | √ |  | Application Form/ Interview/References |
| Demonstrate knowledge of the responsibilities of agencies towards vulnerable students.  | √ |  | Application Form/ Interview |
| Explain the additional support which can be of assistance to vulnerable students and families.  | √ |  | Interview |
| Clearly and concisely articulate concepts.  | √ |  | Interview |
| Have contacts within relevant external agencies.  |  | √ | Interview |
| **Skills** |  |  |  |
| Excellent verbal and written communication skills.  | √ |  | Application Form/ Interview |
| Excellent time management and organisation.  | √ |  | References |
| High expectations of self and professional standards.  | √ |  | Interview/References |
| The ability to work as both part of a team and independently.  | √ |  | Interview/References |
| The ability to maintain successful working relationships with other colleagues.  | √ |  | Interview/References |
| A willingness to work outside of the timetabled day where necessary.  | √ |  | Interview/References |
| High levels of drive, energy and integrity.  | √ |  | Interview/References |
| Confident in a leading and supporting colleagues.  | √ |  | Interview/References |
| Able to promote good behaviour consistently.  | √ |  | Interview/References |
| Able to plan and take control of situations.  | √ |  | Interview/References |
| Committed to contributing to the wider school and its community.  | √ |  | Interview/References |
| Capable of handling a demanding workload and successfully prioritising work.  | √ |  | Interview/References |
| Committed to protecting the welfare of young people.  | √ |  | Interview/References |
| Professionally assertive and clear thinking.  | √ |  | Interview/References |
| **Experience** |  |  |  |
| Working effectively with vulnerable students.  | √ |  | Interview/Application Form/References |
| Liaising with a range of agencies and professionals to support students.  | √ |  | Interview/Application Form/References |
| Working effectively with parents to safeguard students.  | √ |  | Interview/Application Form/References |
| Promoting students’ learning and welfare.  | √ |  | Interview/Application Form/References |
| Inter-agency liaison.  | √ |  | Interview/Application Form/References |
| Managing child protection cases and investigations.  | √ |  | Interview/Application Form/References |
| Leading or effectively contributing to child protection cases.  |  | √ | Interview/Application Form/References |
| **Other** |  |  |  |
| Personal Resilience | √ |  | Interview |
| Ambition to develop one’s self | √ |  | Interview/Application Form/References |
| Ability to prioritise | √ |  | Interview/References |
| Build positive relationships | √ |  | Interview/References |
| Sense of Humour | √ |  | Interview |