

Deputy Designated Safeguarding & Wellbeing Lead (DDSL) Person Specification

| Qualifications & Training | Essential | Desirable |
|--|-----------|-----------|
| GCSEs (or equivalent) in English and Maths | x | |
| Evidence of ongoing professional development related to safeguarding, child protection, wellbeing or pastoral care | x | |
| Willingness to undertake DSL, PREVENT and Child Protection training as required by the school. | x | |
| Relevant Level 3 or above qualification in safeguarding, children's services, social care, counselling, youth work, education or other relevant fields working with children | | x |
| Experience | | |
| Experience working with children and young people in an educational, safeguarding, pastoral or care-based setting | x | |
| Experience managing sensitive information and maintaining accurate records | x | |
| Experience delivering safeguarding or wellbeing guidance/training to staff | | x |
| Experience working with vulnerable children, families or external safeguarding agencies | x | |
| Experience supporting students experiencing emotional, social or behavioural difficulties | x | |
| Experience completing referrals to social care, CAMHS, or other external agencies | | x |
| Knowledge & Understanding | | |
| Strong understanding of statutory safeguarding duties, including Keeping Children Safe in Education (KCSIE) | x | |
| Understanding of child protection procedures and thresholds for intervention | x | |
| Awareness of the PREVENT duty and associated safeguarding responsibilities | x | |
| Knowledge of SIMS, CPOMS or similar safeguarding/management information systems | | x |
| Understanding of whole-school pastoral systems and multi-agency working | | x |
| Understanding of issues affecting vulnerable young people, including mental health, attendance, family difficulties, and social/emotional needs | x | |
| Understanding of confidentiality, data protection and GDPR requirements | x | |

| Skills & Abilities | | |
|---|---|---|
| Ability to build positive, trusting relationships with students, parents/carers, and colleagues | x | |
| Strong communication skills, including the ability to handle difficult conversations professionally | x | |
| Ability to maintain composure and make sound decisions in crisis or high-pressure situations | x | |
| Strong organisational and administrative skills, including accurate record keeping | x | |
| Ability to handle confidential and sensitive information appropriately | x | |
| Ability to create student support materials and safeguarding resources | | x |
| Ability to work independently and take initiative when required | x | |
| Competent IT skills, including using digital systems for reporting and communication | x | |
| Personal Attributes | | |
| Empathy, patience and emotional resilience | x | |
| Professionalism, integrity and a strong commitment to safeguarding | x | |
| Ability to remain calm, objective and solution-focused when dealing with sensitive issues | x | |
| A reflective, open-minded approach with commitment to continuous professional development | x | |
| Ability to establish authority and trust while maintaining positive relationships | x | |
| Reliability, flexibility and a strong team ethos | x | |
| A creative approach to problem-solving and engaging students | | x |
| Other Requirements | | |
| Ability to work occasional hours outside the normal working day if required (training, meetings, emergencies) | x | |
| Commitment to promoting and safeguarding the welfare of children | x | |
| Willingness to undertake home visits when needed | x | |
| Ability to manage competing priorities and respond quickly to emerging safeguarding concerns | x | |
| Full driving licence and access to a vehicle for work-related travel (if applicable) | | x |