

# Stratford upon Avon School

## Designated Safeguarding Lead (DSL) & Mental Health Lead Person Specification June 2026

Please read this Person Specification carefully as it will be used to assess candidates as part of the short list and selection process. The recruiting team will be looking for candidates who most closely match the following:

	<b>Essential</b>	<b>Desirable</b>	<b>Evidence base</b>
<b>Qualifications</b>	<ul style="list-style-type: none"> <li>Educated to degree level or equivalent professional qualification (or working towards)</li> <li>Current accredited DSL safeguarding training in line with Department for Education guidance</li> <li>Evidence of recent CPD in safeguarding, child protection, and mental health</li> </ul>	<ul style="list-style-type: none"> <li>Qualified Teacher Status (QTS)</li> <li>Mental Health training (e.g. mental health first aid / self-harm)</li> <li>Prevent training</li> <li>Harmful sexual behaviour training.</li> <li>Counselling, therapeutic, or youth work qualification</li> </ul>	Application, and selection process.
<b>Safeguarding Experience</b>	<ul style="list-style-type: none"> <li>Significant experience of safeguarding and child protection within an educational setting</li> <li>Experience managing referrals to children's social care, Early Help, police, and external agencies</li> <li>Experience attending child protection conferences, CIN, TAC, and strategy meetings</li> <li>Experience maintaining accurate safeguarding records and chronologies</li> </ul>	<ul style="list-style-type: none"> <li>Experience as a Deputy DSL or DSL in a secondary school</li> <li>Experience preparing safeguarding evidence for Ofsted inspections</li> <li>Experience leading safeguarding audits</li> <li>Experience using safeguarding software systems (e.g. CPOMS or MyConcern)</li> </ul>	Application, references and selection process.
<b>Mental Health &amp; Pastoral Experience</b>	<ul style="list-style-type: none"> <li>Experience supporting children and young people with emotional wellbeing or mental health needs</li> <li>Experience working with vulnerable students, including those affected by trauma, anxiety, self-harm, abuse, neglect, or SEMH needs</li> <li>Understanding of early intervention and graduated support approaches</li> </ul>	<ul style="list-style-type: none"> <li>Experience leading whole-school wellbeing initiatives</li> <li>Experience working with CAMHS and alternative provision services</li> </ul>	Application, references and selection process.
<b>Key Competencies and Aptitudes</b>	<ul style="list-style-type: none"> <li>Thorough knowledge of statutory safeguarding guidance including Keeping Children Safe in Education (KCSIE), Working Together to Safeguard Children, and Prevent Duty requirements</li> <li>Strong understanding of safeguarding responsibilities under Ofsted's Education Inspection Framework (EIF)</li> <li>Knowledge of safer recruitment and allegations management procedures</li> <li>Understanding of adolescent mental health, risk assessment, and safeguarding thresholds</li> <li>Ability to build positive, professional relationships with students, families, staff, and external agencies</li> <li>Ability to manage difficult conversations sensitively and professionally</li> </ul>	<ul style="list-style-type: none"> <li>Understanding of contextual safeguarding approaches</li> <li>Knowledge of attendance, behaviour, and inclusion frameworks</li> <li>Understanding of trauma-informed and restorative practice</li> <li>Experience delivering parent workshops or community engagement initiatives</li> </ul>	Application, references and selection process.

	<ul style="list-style-type: none"> <li>Resilient and able to deal with challenge and conflict in a calm and professional manner.</li> <li>Excellent communication skills, both verbal and written</li> <li>Ability to manage time and prioritise effectively</li> <li>Ability to analyse and use data effectively</li> <li>Have the capacity to work under pressure and meet deadlines</li> <li>Strong ICT Skills – Excel/Word/PowerPoint</li> </ul>		
<b>Leadership &amp; Management Skills</b>	<ul style="list-style-type: none"> <li>Ability to lead and promote a strong safeguarding culture across the school</li> <li>Ability to deliver safeguarding and wellbeing training to staff and governors</li> <li>Ability to analyse safeguarding, and wellbeing data to identify trends and risks</li> <li>Ability to work effectively with senior leaders and multi-agency professionals</li> </ul>	<ul style="list-style-type: none"> <li>Experience line-managing pastoral or safeguarding staff</li> <li>Experience contributing to School Improvement Plans</li> <li>Experience presenting reports to governors or trustees</li> </ul>	Application, references and selection process.
<b>Professional development</b>	<ul style="list-style-type: none"> <li>A willingness to attend training for specific aspects of the job and for generic school-based development.</li> <li>Willingness to be trained as a first aider or to hold a current recognised certificate</li> </ul>	<ul style="list-style-type: none"> <li>Prior experience of putting skills acquired through training into practice.</li> <li></li> </ul>	Application, references and selection process.
<b>Other information</b>	<ul style="list-style-type: none"> <li>Displays commitment to the protection and safeguarding of children and young people</li> <li>Post subject to Enhanced DBS Disclosure</li> <li>Share the ethos of the school</li> </ul>	<ul style="list-style-type: none"> <li>Willingness to co-ordinate and take part in whole school activities.</li> </ul>	Application, references and selection process.

The school is committed to safeguarding and promoting the welfare of the children and young people and expects all staff and volunteers to share this commitment.