

**Person Specification: Assistant Headteacher Safeguarding & Attendance**

Attributes	Essential	Desirable	How Identified
<b>Qualifications</b>	<ul style="list-style-type: none"> <li>• Qualified Teacher Status (QTS)</li> <li>• Degree or equivalent qualification</li> <li>• Evidence of recent, relevant professional development in safeguarding, attendance, inclusion or leadership</li> <li>• Designated Safeguarding Lead (DSL) training (or willingness to undertake immediately)</li> </ul>	<ul style="list-style-type: none"> <li>• NPQSL/NPQH or equivalent leadership qualification</li> <li>• Advanced safeguarding or child protection training</li> </ul>	Q, A

<p><b>Knowledge and Experience</b></p>	<ul style="list-style-type: none"> <li>• Successful teaching experience with a track record of strong pupil outcomes</li> <li>• Experience of leadership at middle or senior level</li> <li>• Experience of leading or contributing to safeguarding practice in a school</li> <li>• Strong knowledge of statutory safeguarding guidance, including <i>Keeping Children Safe in Education</i></li> <li>• Experience of working with vulnerable pupils and families</li> <li>• Experience of improving attendance or leading attendance strategies</li> <li>• Experience using data to track, monitor and improve attendance and outcomes</li> <li>• Experience of multi-agency working (e.g. social care, early help, external agencies)</li> <li>• Experience of line management, coaching or mentoring staff</li> <li>• Experience contributing to whole-school improvement planning</li> <li>• Experience of managing safeguarding systems, records or casework</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of leading safeguarding as a DSL or deputy DSL</li> <li>• Experience of whole-school attendance leadership</li> <li>• Experience working in a complex or multi-site school context</li> <li>• Experience managing budgets and resources</li> </ul>	<p>A, I, R</p>
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<p><b>Personal Qualities</b></p>	<ul style="list-style-type: none"> <li>• High expectations of self and others</li> <li>• Strong commitment to safeguarding and promoting the welfare of children</li> <li>• Commitment to inclusion, equality and ensuring all pupils feel safe and able to attend</li> <li>• Resilient, reflective and solution-focused</li> <li>• Professional integrity and strong sense of accountability</li> <li>• Ability to remain calm under pressure and manage sensitive situations</li> <li>• High levels of emotional intelligence and professional judgement</li> <li>• Ability to inspire confidence and build trust with staff, pupils and families</li> <li>• Willingness to lead change and drive improvement</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence of wider contribution to school life</li> <li>• Commitment to research-informed practice in safeguarding, behaviour or attendance</li> </ul>	<p>A, I, R</p>
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<p><b>Planning and Organisation</b></p>	<ul style="list-style-type: none"> <li>• Ability to plan, implement and evaluate a whole-school safeguarding and attendance strategy</li> <li>• Strong organisational skills and ability to manage complex safeguarding systems and casework</li> <li>• Ability to prioritise workload across competing safeguarding and leadership demands</li> <li>• Experience contributing to or leading whole-school improvement planning</li> <li>• Ability to ensure statutory compliance and meet deadlines (e.g. safeguarding records, referrals, attendance processes)</li> <li>• Experience of monitoring and evaluating the impact of interventions</li> </ul>	<ul style="list-style-type: none"> <li>• Experience leading whole-school strategic initiatives</li> <li>• Experience designing long-term attendance improvement strategies</li> <li>• Experience leading safeguarding audits or reviews</li> </ul>	<p>A, I, T</p>
<p><b>Management and Teamwork</b></p>	<ul style="list-style-type: none"> <li>• Ability to lead and manage safeguarding, pastoral and attendance teams effectively</li> <li>• Ability to support and challenge colleagues to maintain high safeguarding standards</li> <li>• Experience of line management, appraisal or staff development</li> <li>• Ability to build a collaborative and vigilant safeguarding culture</li> <li>• Experience leading whole-school or cross-school initiatives</li> <li>• Ability to work effectively as part of a senior leadership team</li> </ul>	<ul style="list-style-type: none"> <li>• Experience leading change across whole-school safeguarding or attendance systems</li> <li>• Experience developing staff expertise in safeguarding and attendance</li> </ul>	<p>A, I, R</p>

<p><b>Communication and Influence</b></p>	<ul style="list-style-type: none"> <li>• Clear and effective written and verbal communication skills</li> <li>• Ability to communicate safeguarding priorities and attendance expectations with clarity and authority</li> <li>• Ability to build strong relationships with pupils, families, staff and external agencies</li> <li>• Ability to influence practice and drive improvement in safeguarding and attendance</li> <li>• Experience communicating with parents and external stakeholders, including in sensitive situations</li> <li>• Ability to present information clearly to senior leaders and governors</li> </ul>	<ul style="list-style-type: none"> <li>• Experience representing safeguarding or attendance at governor or external level</li> <li>• Experience working with a wide range of external partners (e.g. social care, police, early help services)</li> </ul>	<p>A, I, R</p>
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## Key

A = Application   I = Interview   P = Presentation  
Q = Qualification certificates   R = Reference   T = Task