

LITTLE HEATH SCHOOL

Reading, Berkshire

PERSON SPECIFICATION



Job Title: STUDENT AND FAMILY SUPPORT OFFICER & Deputy DSL

KEY FEATURE	ESSENTIAL	DESIRABLE
Qualifications and training	<ul style="list-style-type: none"> GCSE English and Maths (Grade 4/C or above) or equivalent Evidence of ongoing professional development in safeguarding, wellbeing, or family support. 	<ul style="list-style-type: none"> Relevant qualifications in education, social care, counselling, or youth work Deputy or Designated Safeguarding Lead training Training in trauma-informed practice, EBSA, or mental health
Experience	<ul style="list-style-type: none"> Experience working directly with children, young people and/or families in a support or safeguarding context Experience of multi-agency working or contributing to Early Help processes Experience of managing sensitive information and record keeping Experience working collaboratively within a team environment, including contributing to planning and decision-making 	<ul style="list-style-type: none"> Experience working in a school or educational setting Experience of leading or contributing to My Family Plans or TAF meetings Experience delivering parent groups or workshops Experience of staff line management or supporting colleagues in their roles
Leadership and management	<ul style="list-style-type: none"> Natural initiative and drive Experience of motivating others and working collaboratively, thus improving the work of colleagues Ability to lead aspects of Student Support strategy and contribute to development planning Willingness to be part of the Student Support Leadership Team and shape provision across the school Ability to line manage staff (e.g. Attendance Officer), supporting their development and ensuring impact 	<ul style="list-style-type: none"> Experience of leading team meetings, contributing to school improvement planning, or delivering training Understanding of how to quality-assure student support interventions or services
Professional standards	<ul style="list-style-type: none"> Commitment to inclusion, safeguarding, and the wellbeing of all students Reflective, open to feedback, and committed to ongoing learning Values consistency, collaboration, and high standards across student support work Willingness to engage in wider school improvement work beyond core responsibilities 	<ul style="list-style-type: none"> Active engagement in cross-school initiatives, networks, or working parties Knowledge and understanding of other national education priorities, policies and programmes
Knowledge and Understanding	<ul style="list-style-type: none"> Sound understanding of safeguarding legislation, thresholds, and the role of a Deputy DSL Understanding of early intervention and the importance of building positive relationships with families Awareness of the impact of trauma, adversity and school avoidance on attendance and engagement 	<ul style="list-style-type: none"> Familiarity with CPOMS or equivalent safeguarding systems Knowledge of local authority pathways and community services Understanding of EBSA and strategies for reintegration and attendance support

Other personal qualities	<ul style="list-style-type: none"> • Excellent interpersonal and communication skills across diverse audiences • Ability to build trust and rapport with students and families • Organised, proactive and resilient in managing competing priorities • Calm, compassionate and non-judgemental approach, especially in challenging situations • High levels of emotional intelligence and ability to maintain professional boundaries 	<ul style="list-style-type: none"> • Sense of humour • Willingness to contribute to the wider life of the school • Experience contributing to strategic or developmental work within a pastoral or student support context • Confidence in using IT to track, analyse or present support and safeguarding work
Safeguarding	<ul style="list-style-type: none"> • In addition to candidate's ability to perform the duties of the post, if called to interview we will also explore issues relating to safeguarding and promoting the welfare of children including: • Motivation to work with children and young people; • Ability to form and maintain appropriate relationships and personal boundaries with children and young people; • Emotional resilience in working with challenging behaviours; and • Attitudes to use of authority and maintaining discipline. • An Enhanced Disclosure and Barring Service Check will be required prior to appointment 	