**Balmerino and Wormit EYO Role Profile Self-Evaluation Tool**

This tool is designed to help you self-assess against your Role Profile. You do not have to use all parts and you do not have to submit the finished version to the headteacher. It is here as a tool to inform your self evaluation ahead of your PRD meeting. It can be used alongside the self evaluation toolkit for wellbeing and teamwork.

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| Aspect of Role Profile | Notes (optional) |
| Experience of working with children 3 to 5 years of age |  |
| Experience of working with children under 3 years |  |
| **Experience of writing reports and children’s records.** Observing and assessing children and recording of their progress. Completing and maintaining Personal Learning Journey for a keyworker group, sharing observations and contributing to discussions about each individual child’s progress. Recording and reporting on concerns regularly, contributing to children’s personal plans (IEPs) or other files, where appropriate. Evaluating progress against identified priorities (including regular planning) and participating in activities which support evaluation of the establishment’s work. |  |
| **Knowledge of Curriculum for Excellence** |  |
| **Knowledge of the Birth to Three curriculum and relevant training** |  |
| **Knowledge of Building/Realising the Ambition** |  |
| **ICT skills** |  |
| **Experience working with a range of support agencies to support children and families.** Experience of working with vulnerable children and families. Promoting equality and awareness of cultural diversity, ensuring that every child experiences a fair and friendly environment. Promoting and valuing each child and supporting their welfare, including their personal, social and emotional wellbeing. |  |
| **Knowledge of Getting it Right for Every Child (GIRFEC)** |  |
| **Knowledge of hygiene procedures.** Carrying out personal care/cleaning tasks approximating to the home care of nursery age children. Looking after the physical needs of children, including escorting duties, where appropriate. |  |
| **Knowledge of How Good is Our Early Learning and Childcare (HGIOELC).** Contributing to team meetings and to the evaluation of the work of the service. Knowledge of improvement methodology |  |
| **Communication and Initiative taking skills:** Establishing positive working relationships with other staff, parents, carers and children, including where appropriate home visiting. Conducting parent/carer interviews in respect of a range of issues, e.g. advice and support, reporting on progress. Liaising with parents on day-to-day matters concerning their children’s welfare and development. Offering appropriate guidance and support, working with groups of parents on various issues e.g. supporting quality parenting. Liaising with and developing positive and productive relationships with professionals from a wide range of agencies, including health and social care. Contributing to joint reports, review meetings or case conferences as appropriate. Liaising with staff working at other stages in Education or in other locations and services, to promote continuity for children at points of transition. Working with staff both within and beyond the establishment and to promote the development of children and their families. |  |
| **Experience of working with parents and supporting or leading information sharing sessions on a range of topics/issues.** Additional training in programmes e.g. PEEP, Incredible Years, Bookbug, Play Away. Promoting parental participation and effective partnerships with parents and the community. Experience of leading workshops particularly for parents and colleagues. |  |
| **Experience of establishing learning areas.**  Experience of identifying appropriate resources to extend learning. Contributing to a wide range of learning activities (e.g. out of establishment visits), and the achievement of appropriate learning outcomes. Supporting the achievement of appropriate learning outcomes for each child including planning and recording activities for individual children to extend their learning experience. Interacting effectively and enthusiastically with children, motivating and engaging them in learning activities appropriate to their needs. Supporting children’s participation in learning experiences appropriate to their needs. Preparing, monitoring and maintaining resources to provide a safe, stimulating learning environment on a day to day basis. Where necessary carrying out daily checks and to request new resources to replace faulty or damaged items. |  |
| **Knowledge of child development birth to 5 years:** Contributing effectively to the delivery of the early year’s curriculum. |  |
| **Knowledge of attachment theory** |  |
| **Listening and de-escalation skills** |  |
| **Experience of providing advice and information concerning access to appropriate support agencies.** Dealing with a wide range of parents/carers and to respond appropriately to challenging situations, or to support families in crisis. |  |
| **Additional knowledge and training** e.g. food hygiene, moving and handling, child first aid. Applying relevant health and safety regulations.eg; food handling, basic first aid. |  |
| **Cash Handling and Numeracy Skills:** Regular cash handling of petty cash/funds and maintain records of expenditure/receipts for the purpose of purchasing snack and small purchases to enhance learning outcomes |  |
| **Contributing to the support and training of students, parent helpers and volunteers and provide basic advice and support to pupil support assistants, as required.** |  |
| **Taking responsibility for promoting and safeguarding the welfare of people you provide support or care for or comes into contact with.** |  |
| **Every council employee is expected to lead the way by making decisions and behaving in ways that uphold our community commitments and values.** |  |