**Balmerino and Wormit PSA2 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) |
| **Team working skills** |  |
| **Experience of supporting young people with additional support needs:** Supporting pupils/children individually or in small groups in school/curricular activities to enhance personal development e.g. in the playground/leisure activities/school outings/practical class activities. |  |
| **Registration with SSSC** as part of the Children and Young People Workforce |  |
| **Benchmark qualification:** SVQ Social Services Children and Young People SCQF level 6 or equivalent |  |
| **Contributing information to the updating, planning, scheduling activities and review process of individual pupils/children.** |  |
| **Basic IT Skills:** Assisting pupils/children in the use of technology to enhance learning e.g. ICT. |  |
| **Knowledge and understanding of the development needs of pupils:** Supervising pupil/child self-administration of medication. Offering a level of care to enable the pupil/child to function to their full potential e.g. toileting, administrating medication in line with agreed training procedures and encouraging self- help and independence. |  |
| **Working knowledge of first aid or First Aid Certificate** |  |
| **Communication skills:**  carrying out support programmes designed by visiting specialists e.g. speech and language programmes, physiotherapy and/or occupational therapy programmes.  Ability to demonstrate tact, sensitivity and patience – Interpersonal skills.  Liaising with parents/carers as appropriate. |  |
| **Ability to maintain confidentiality:** |  |
| **Ability to support pupil/child mobility:**  Supporting pupil/child mobility (as defined by moving and handling training) on an emergency/short-term basis and for low level needs e.g. to support toileting or short term injury such as a broken leg. |  |
| **An appreciation of the range of additional needs that pupils may have e.g. communication, physical, social, emotional, behavioural:**  Creating a level of trust with pupils/children and being aware of changes in the pupil(s)/child(s) condition, taking action as required.  Be familiar with specific technologies for each subject (computers, flashcards, number lines)  Organising and managing the equipment and resources required for a pupil/child around the school and in class e.g. mobility aids, communication devices, IT and being familiar with specific technologies. |  |
| **Report writing skills:**  Contribute to written records of the progress of pupil support programmes. |  |
| **Ability to use own initiative:**  Reinforcing good standards of pupil/child behaviour.  Working independently with pupil(s)/children on work set by class teacher.  Supervising non-teaching areas e.g. corridors and cloakrooms or pupils during non-teaching times e.g. wet playtimes, break times.  Problem solving skills |  |
| **Every council employee is expected to lead the way by making decisions and behaving in ways that uphold our community commitments and values.** |  |
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