**Balmerino and Wormit PSA3 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.

|  |  |
| --- | --- |
| Aspect of Role Profile | Notes (optional) |
| **Knowledge of Child development to deal with pupils’ learning, social, emotional and behavioural needs:** Supporting pupils/children individually or in small groups in planned curricular activities and in the case of teacher absence, continuing to implement the planned learning programme for a short period (up to and including 3 days). |  |
| **Registration with SSSC** as part of the Children and Young People Workforce |  |
| **Benchmark qualification:** SVQ Social Services Children and Young People SCQF level 7 or equivalent |  |
| **Experience working with young people with additional support needs:** Participating in appropriate planning, preparation and target setting for Individualised Educational Programmes (IEPs).  Building and maintaining a rapport with pupils and staff when involved with pupils/children on outreach programmes ensuring the successful delivery of shared support programmes. Contributing to a stimulating learning environment and programme by supporting the work of the teacher and assisting in the timetabling and organisation. Ensuring that pupils/children are supported to participate in their individual planning and positive behaviour programmes. |  |
| **Communication skills:**  Ability to demonstrate tact, sensitivity and patience – Interpersonal skills  Ability to offer support in a sensitive way while maintaining a professional approach.  Problem solving skills |  |
| **Report writing skills:**  Contributing to preparing, planning, target setting, and reporting procedures for individual pupil plan and Child’s Plan as appropriate.  Contribute to written records of the progress of pupil support programmes. |  |
| **Experience of working within a multi-agency ‘team around the child’ context:**  Contribute to written records of the progress of pupil support programmes.  Liaising with parents/carers and partner agencies and contribute to the overall ethos of the school.  **Knowledge and understanding of current pupil support initiatives** |  |
| **Basic IT skills:**  Using specialist equipment to enable pupils with severe physical impairment to access Information Communication Technology (ICT) and being familiar with specific technologies for each subject.  Being familiar with specific technologies for each subject (e.g. computers, flashcards, number lines)  Using specialist skills in a variety of communication methods to facilitate pupils’ access to the lesson/subject and classroom interactions. This may include the use of sign language, Braille, augmentative and alternative communication equipment bilingual input or the interpretation of verbal and written instructions. |  |
| **Contribute towards risk assessments associated with school activities.** |  |
| **Offering a high level of care** to enable the pupil/child to function to their full potential e.g. gastrostomy/peg feeding, administration of medication, toileting, catheterisation etc. Good working knowledge of first aid or First Aid Certificate |  |
| **Ability to use own initiative:**  Organising and participating in lunchtime clubs/learning support clubs as appropriate to school and pupil needs.  Providing reassurance to pupils/children as necessary.  Supporting pupils/children to participate in school activities e.g. in the playground/leisure activities/school outings/residential experiences/practical class activities. |  |
| **Ability to maintain confidentiality** |  |
| **Every council employee is expected to lead the way by making decisions and behaving in ways that uphold our community commitments and values.** |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |