Year 2 Self Evaluation Form

The TEP should provide evidence of the following:

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| A | Theoretical Skills | 1. Has conscious competence in using a wide range of theories and models of psychology 2. Able to use psychological theory with confidence for informing and demonstrating understanding and decision making in a practice setting 3. Able to use a wider range of theories to develop appropriate interventions for YPTCT & OPs\* across range of settings and age ranges 4. Able to apply understanding of the structure of the education system in UK in day to day work 5. Able to apply knowledge and awareness of relevant legislation, government initiatives and guidance relating to children’s services in day to day work 6. Able to apply understanding of functioning of SEN and other additional needs systems in day to day work 7. Able to apply knowledge derived from educational philosophy and theory and research from within education and the education system in day to day work 8. An ability to select and analyze existing knowledge in pursuit of new understandings and responses. |
| P | Interpersonal Skills | 1. Consistently able to use effective listening and communication skills in meetings with clients and other professionals 2. Consistently able to ensure that clients are active participants in assessment process and evaluation of interventions 3. Consistent ability to communicate assessments and intervention plans appropriately with children, young people, their carers and other professionals 4. Consistent ability to manage consultations and problem solving activities in schools and other settings 5. Reliably able to manage conflict and negotiate with others, using supervision to support this process 6. Competent with skills in reporting assessment and intervention outcomes to a wide range of audiences, and in developing and delivering, with others, in-service training materials 7. Able to work independently with support staff 8. Able to work collaboratively and with increasing confidence with other psychologists and other professionals as part of a team/service 9. Competent in developing effective working relationships with clients and other professionals |
| P | Practical Skills | 1. Confident in applying problem solving frameworks 2. Consciously competent in formulating and using hypotheses to clarify thinking and aid investigation and intervention 3. Consciously competent in the interpretation of test information using technical manuals etc. 4. Able to undertake written communication independently 5. Able to contribute, with minimal supervision, to statutory assessment 6. Ability to make sense of how legislation operates across range of contexts to protect/support children and young people 7. Consciously competent when working collaboratively with others to develop their intervention skills for use with children their families and teachers 8. Applies professional codes of conduct and ethics of HPC (and aware of procedures of BPS) to own practice |
| P | Self awareness | 1. Regularly engages in critical self review 2. Competent in engaging with and learning from supervision 3. Consciously competent with issues relating to professionalism and ethical practice 4. Ability to relate effects of difference and diversity on opportunities for children young people and their families and carers; implications for promoting equal opportunities in day to day work 5. Able to work independently whilst maintaining awareness of limits of own skills/competence |
| P | Service Delivery | 1. Able to make some independent contributions to group/team/multidisciplinary activities 2. Able to relate factors that influence service delivery and the process of change to day to day work 3. Able to apply professional skills to support service delivery i.e. time management, personal organisation and operating to service quality standards in day to day work and consulting relevant evidence bases 4. Able to use relevant framework to monitor professional effectiveness |
| P | Technical Skills | 1. Able to select, administer and interpret a wide range of assessment techniques/tests relevant to various kinds of assessment hypotheses. 2. Uses with confidence criterion referenced tests 3. Uses with confidence precision teaching, direct instruction techniques 4. Confident in the selection or design and use of appropriate observation schedules 5. Able to organise independent means of transport |
| R | Research / Evaluation | 1. Consciously competent in developing evaluations, including design and implementation of small scale projects. 2. Consciously competent in using quantitative and qualitative data collection and analysis techniques. 3. Consciously competent in reporting on and disseminating research findings |

\* Young people, their carers, teachers, and other professionals