# A picture containing text, clipart Description automatically generatedYear 1 Line Manager Assessment

Line managers should use this form to assess the development of students’ practice in relation to the focus of the first-year portfolio as outlined in the Year 1 Practice Handbook.

### Does the student work effectively as part of a team?

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | No opportunity to demonstrate | Not (yet) safe to practice | Safe to practise | Competent | Good | Excellent |
| Insert ‘x’ in the appropriate box |  |  |  |  |  |  |

1. Does the student plan sessions which they lead or co-lead in an effective way?

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | No opportunity to demonstrate | Not (yet) safe to practice | | Safe to practise | Competent | Good | Excellent | |
| Insert ‘x’ in the appropriate box |  | |  |  |  |  | |  |

1. Is the student able to build and sustain meaningful relationships with children, young people, families and communities in fostering learning and change?

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | No opportunity to demonstrate | Not (yet) safe to practice | Safe to practise | Competent | Good | Excellent |
| Insert ‘x’ in the appropriate box |  |  |  |  |  |  |

1. Is the student able to respond in appropriately reflexive ways in their interactions with others?

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | No opportunity to demonstrate | Not (yet) safe to practice | Safe to practise | Competent | Good | Excellent |
| Insert ‘x’ in the appropriate box |  |  |  |  |  |  |

1. Does the student work within appropriate health & safety, safeguarding and risk assessment policies and make suggestions for the improvement and development of practice in these regards?

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | No opportunity to demonstrate | Not (yet) safe to practice | Safe to practise | Competent | Good | Excellent |
| Insert ‘x’ in the appropriate box |  |  |  |  |  |  |

1. Does the student work in ways that challenge discrimination and oppression?

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | No opportunity to demonstrate | Not (yet) safe to practice | Safe to practise | Competent | Good | | Excellent |
| Insert ‘x’ in the appropriate box |  |  |  |  | |  |  |

1. Does the student manage and conduct themself successfully, (e.g. in respect of time management and maintaining clear boundaries etc.)?

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | No opportunity to demonstrate | Not (yet) safe to practice | Safe to practise | Competent | Good | Excellent |
| Insert ‘x’ in the appropriate box |  |  |  |  |  |  |

1. Does the student reflect theologically on professional values, principles and practice?

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | No opportunity to demonstrate | Not (yet) safe to practice | Safe to practise | Competent | Good | Excellent |
| Insert ‘x’ in the appropriate box |  |  |  |  |  |  |

|  |
| --- |
| Strengths, Areas for Development & Comments: Please be specific in providing examples of the students’ strengths and develop specific targets for the next stage of their development. E.g rather than writing ‘improve their team leadership’, consider a specific comment like ‘They have grown in team leadership over the year, for example by improving their communication of plans for each session with the team. To improve further, I suggest they meet one to one with each team member to reflect with them about their contribution’. |

Please indicate where, in your opinion, the student is in terms of their overall competence at foundation level.

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | No opportunity to demonstrate | Not (yet) safe to practice | | Safe to practise | Competent | Good | Excellent | |
| Insert ‘x’ in the appropriate box |  | |  |  |  |  | |  |