

## Confidence Rating Scale

Individuals can use the **confidence rating scale** to evaluate themselves against groups of competency statements:

- **5** = I have a **high level** of confidence and competence in this area. I use this in my work and am confident to develop this with other people.
- **4** = I have a **moderately high level** of confidence and competence in this area and can recognise when I use this in my work through the benefits it has on others.
- **3** = I have a **reasonable level** of confidence and competence in this area. I can recognise times when I feel more or less confident and can recognise these competencies in others.
- **2** = I have **some confidence and competence**, and this is an area where I would like to be more confident and seek development support from others.
- **1** = This is an area where I **don't yet feel confident** and would like some development support from others.
- **0** = I'm **unsure of this area** or how to use or connect to it in my current role.

The screenshot shows a web-based interface for the Confidence Rating Scale. At the top, it says 'GREATER MANCHESTER' and 'Laura Knight'. The main heading is 'Speech, Language and Communication'. A progress bar indicates '12 of 12 responses completed'. The interface is divided into two columns. The left column is a table of contents with 11 items, each with a number in a yellow circle. The right column shows the details for '1. Roles and Responsibilities'. It includes a text box with the statement: 'I understand my role and responsibilities in supporting all children's speech, language and communication.' Below this is a 'Your confidence rating' section with a scale from 0 to 5, where '1' is selected. Below that is '2. Understanding Typical SLC' with two text boxes and a rating scale where '3' is selected. At the bottom, '6. Communication Friendly Environments' is shown with three text boxes and a rating scale where '5' is selected. Buttons for 'Cancel' and 'Save and Close' are at the bottom right.

Item	Statement	Rating
1	Roles and Responsibilities	1
2	Understanding Typical SLC	
3	Statutory and GM Requirements	
4	Understanding SLC Terminology	
5	Identifying SLCN	
6	Communication Friendly Environments	
7	Home Learning Environment	
8	Universal Intervention	
9	Targeted and Specialist Intervention	
10	Support for Families	
11	Supporting Multi-Lingual Learners	
	Supporting Families with Children	