**Segment:** Child Protection

**Job Role:** Security Guard : Interviewer to fill in

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| **Interview checklist** | | | | | |
| **Role Description** | Individual that provides personal, equipment, and property security for faculty, staff, students, etc. within an assigned area, performs routine security and safety patrol duties, and first-line response in emergency situations | | | | |
| **Typical roles and responsibilities** | * Patrol assigned area to ensure personal, building, and equipment security * Examine doors, windows, and gates to ensure security; monitor closed buildings for unauthorized persons and/or suspicious activities * Inform and warn violators of rule infractions, such as loitering, smoking, or carrying forbidden articles * Escort visitors, students, staff, and faculty, as necessary * Watch for and report irregularities, such as security breaches, facility and safety hazards, and emergency situations * Contact emergency responders, such as police, fire, and/or ambulance personnel, as required | | | | |
| **Key Competency** | **Science and practice supporting holistic early childhood development** | | | | |
| **Proficiency Descriptor** | * Understand **impact of early years** **and** **importance** of **addressing child’s holistic development** * Apply **evidence-based strategies** for **promoting child and family development** (incl. appropriate use of technology) * Demonstrate understanding of **individual differences and ﬂuctuations in children’s development** **and** **learning** that must be **responded to reﬂectively and appropriately** * Use **appropriate tools and techniques** to **assess child development**; **organizing results** so information can be used for further assessment and planning purposes in **providing timely care and interventions** * Interact with **kindness, warmth, and care**, expressing respect, appreciation and **understanding of individual needs**, creating a **healthy, welcoming, and age-appropriate environments** for them * Understand and demonstrate **respect for processes, protocols, and procedures** for **protecting privacy and confidentiality** of the children, respective families, and colleagues | | | | |
| **Evidence for ability & knowledge** | *Please indicate evidence provided by candidate on proficiency from previous work experience,  education & research…* | | | | |
| **Rating Scale** | 1  Adverse Evidence | 2  No Evidence | 3  Some Evidence | 4  Sufficient Evidence | 5  Strong Evidence |
| **Interviewer's Rating** |  | C  Major gaps which may derail overall performance | B  Minor gaps with potential to  improve | A  Proficient | A+  Strongly  Proficient |
| **Key Competency** | **Child wellness: health, nutrition, and safety** | | | | |
| **Proficiency Descriptor** | * **Familiar with science** regarding healthy early childhood development and **use of strategies** with children and their parents **to support physical growth, emotional well-being, and adequate nutrition** * Understand the **influence of adverse childhood experiences** on life-long health and social consequences * Familiar with **child protection laws, policies and protocols** for reporting child neglect, abuse, exploitation or exposure to violence; **taking adequate actions** when children are under similar kinds of threat * **Aware of safety issues** that affect children and factors and practices that reduce or increase risk to child safety and **able to provide first aid / CPR procedures** * **Promote home and community safety** in partnership with parents across all spaces to prevent unintentional injuries, disease, or death of the child | | | | |
| **Evidence for ability & knowledge** | *Please indicate evidence provided by candidate on proficiency from previous work experience, education & research…* | | | | |
| **Rating Scale** | 1  Adverse Evidence | 2  No Evidence | 3  Some Evidence | 4  Sufficient Evidence | 5  Strong Evidence |
| **Interviewer's Rating** |  | C  Major gaps which may derail overall performance | B  Minor gaps with potential to  improve | A  Proficient | A+  Strongly  proficient |
| **Key Competency** | **Family and community** | | | | |
| **Proficiency Descriptor** | * Understand the **critical importance of the family environment** (physical, social...) for child’s wellbeing overall development, functioning, and learning * Aware of the **importance of high-quality interactions** between parents and the child, and between practitioners and parents; **able to interact with parents** in a timely, transparent, respectful, and accountable manner * **Establish relationships with parents** based on mutual understanding, trust, and cooperation; using **effective strategies to engage** family members with **diverse backgrounds** using a variety of ways to communicate (e-mail, phone...) * **Listen to and involve parents in all decisions** regarding the child’s safety, healthy development, and learning; creates opportunities for parents to strengthen their parental skills * **Aware of community resources to support child and family development** and functioning and accordingly able to partner effectively with key stakeholders | | | | |
| **Evidence for ability & knowledge** | *Please indicate evidence provided by candidate on proficiency from previous work experience, education & research…* | | | | |
| **Rating Scale** | 1  Adverse Evidence | 2  No Evidence | 3  Some Evidence | 4  Sufficient Evidence | 5  Strong Evidence |
| **Interviewer's Rating** |  | C  Major gaps which may derail overall performance | B  Minor gaps with potential to  improve | A  Proficient | A+  Strongly  proficient |
| **Key Competency** | **Diversity and inclusion** | | | | |
| **Proficiency Descriptor** | * **Treat** all **children** andtheir **families** with **fairness, empathy, understanding, dignity, and respect**; **understanding** how **discrimination** based on diversity **can impact lives and prospects of children** * **Adapt practices, communication and services** to reflect each child’s and family’s characteristics, strengths, beliefs and special needs * **Use different strategies** to **make each child and family feel welcomed and respected** regardless of their background, language, socio-economic status, ability or gender * **Address own biases** toward children, families and communities to **avoid stereotypical or judgmental reactions** and to advance child’s development | | | | |
| **Evidence for ability & knowledge** | *Please indicate evidence provided by candidate on proficiency from previous work experience, education & research…* | | | | |
| **Rating Scale** | 1  Adverse Evidence | 2  No Evidence | 3  Some Evidence | 4  Sufficient Evidence | 5  Strong Evidence |
| **Interviewer's Rating** |  | C  Major gaps which may derail overall performance | B  Minor gaps with potential to  improve | A  Proficient | A+  Strongly  proficient |
| **Key Competency** | **Professionalism and professional growth** | | | | |
| **Proficiency Descriptor** | * **Identify proudly as an ECD professional** and **promote professional and personal integrity** in all interactions, while **aware of relevant professional code of conduct** for their profession, if applicable * **Use professional competencies and standards for ECD practitioners** as **guidance for own professional development** and as a continuous learning process * **Familiar with effective and evidence-based strategies and tools** for improving the quality of their practice and **aware of Abu Dhabi’s ECD practitioner competencies and standards** * **Apply information** from professional meetings, seminars, workshops, as well as print and digital resources **to stay abreast of and deepen professional knowledge** | | | | |
| **Evidence for ability & knowledge** | *Please indicate evidence provided by candidate on proficiency from previous work experience, education & research…* | | | | |
| **Rating Scale** | 1  Adverse Evidence | 2  No Evidence | 3  Some Evidence | 4  Sufficient Evidence | 5  Strong Evidence |
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| **Key Competency** | **Coordination across practitioner roles and professional settings** | | | | |
| **Proficiency Descriptor** | * **Cooperate and coordinate with others** to facilitate children’s and families’ access and transition to services **to support overall child and family development** and well-being * **Familiar with variety of practitioner roles across ECD services**; **cooperating and coordinating** **with them** for joint planning, service delivery and evaluation of outcomes to support child and family development and well-being * **Demonstrate collegiality** and is respectful of each other’s functions, responsibilities, strengths, skills, and expertise **when working with other practitioners** | | | | |
| **Evidence for ability & knowledge** | *Please indicate evidence provided by candidate on proficiency from previous work experience, education & research…* | | | | |
| **Rating Scale** | 1  Adverse Evidence | 2  No Evidence | 3  Some Evidence | 4  Sufficient Evidence | 5  Strong Evidence |
| **Interviewer's Rating** |  | C  Major gaps which may derail overall performance | B  Minor gaps with potential to  improve | A  Proficient | A+  Strongly  proficient |
| **Key Competency** | **UAE culture and heritage** | | | | |
| **Proficiency Descriptor** | * **Aware of the UAE’s heritage, culture, and Islamic values**; demonstrating appreciation and respect in interactions * **Aware of the diverse cultures, religions, traditions, ethnicities, and races** that live in the UAE, showing sensitivity while communicating and engaging with the UAE community and promoting core values | | | | |
| **Evidence for ability & knowledge** | *Please indicate evidence provided by candidate on proficiency from previous work experience, education & research…* | | | | |
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