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|  | Evaluative Questions |
| 1. Workforce development and staff wellbeing
 | Are staff suitably qualified and skilled to perform their roles including CPD? |
| I am self-employed I am a qualified youth worker with over thirty years’ experience of working with local authorities and the Voluntary sector,I also have a contract with Bournemouth Christchurch and Poole Council to provide CEDAR Prime service supporting children who have been affected by domestic violence and difficult family circumstances |
| What evidence is there that staff we well supported and cared for? |
| Copy youth and community certificate, Copy of reference from Head of service, Copy of contract |
| 1. Home and family engagement
 | Is there a co-ordinated approach to communication and engagement with parents and carers? |
| Parent and career are informed directly or by email  |
| 1. Partnership working
 | Are strong relationships being built and maintained with local schools to support pupils, enrich the curriculum and/or develop staff? |
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| 1. Research and innovation
 | How is existing research being utilised to improve knowledge and practice? |
| Via Bourne University Courses, Dorset Mental health forum |
| 1. Pupil induction
 | How, when and to who is information about new students shared regarding prior learning, academic needs, and risk factors? |
| Via agreement with student and Family and careers information on the student is shared with other professional |
| 1. Attendance and engagement
 | Specifically, how do/will students be supported with persistent absenteeism? |
| N/A  |
| 1. Supporting pupils’ needs
 | What is the process for assessing and understanding pupils’ needs? |
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| 1. Quality of education
 | How do you tailor the curriculum to support the specific learning needs of individual pupils? |
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| How well prepared are pupils/ students for the next stage of learning, education or training? |
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| 1. Personal development
 | To what extent, do you provide a range of opportunities that are suited to the needs of your pupils? |
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| 1. Qualifications
 | How do the qualifications offered prepare pupils for destinations that are aspirational and of interest? |
| N/A I work as a mentor for the student |
| 1. Appropriate transition
 | How are pupils and their parents/ carers prepared for upcoming transitions and changes to education arrangements? |
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| 1. Post 16 destinations (if applicable)
 | How are you preparing pupils for the next stage of their learning and future careers? |
| N/A |
| 1. Safeguarding
 | Who is the DSL and to what level are they qualified for this role? |
| Peter Webber Safe Guarding Children level 3 |
| 1. Insurance
 | What are the arrangements for public liability insurance and use of motor vehicles? |
| Copies of Insurance’s DBS and Car insurance and  |

Name of provision

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| CEDAR Prime |

Date of completion

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Completed by

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| Peter Webber |

Role within organisation

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Contact details:

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