

Regents Park Community College

Designated Teacher for Looked After and Previously Looked After Children (DT)

Policy updated: March 2024

Policy approved at Governors Meeting: March 2024

Policy signed by: Chair of Governors

Policy to be reviewed: March 2025

Statutory

Designated Teacher for Looked After and Previously Looked After Children (DT)

Job Description

Core purpose of the role

The Designated Teacher for looked after and previously looked after children will take a leadership role in promoting the educational achievement of every looked after and previously looked after child on our school's roll and ensure that their personal, emotional and academic needs are prioritised.

They will also be the central point of initial contact within the school for the external agencies working with these pupils.

At Regents Park Community College, the Designated Teacher role is an additional responsibility for our SENCo, who works closely with the Senior Leadership Team.

The Designated teacher is:

Kay Bundy – SENCo

Responsible to:

The Governing Body / Headteacher

During term time, the Designated Teacher should be available during school hours for advice and support. In their absence the Headteacher, Designated Safeguarding Lead or Assistant SENCo should be consulted as appropriate.

The Designated teacher will also work alongside the delegated teacher to fulfill this role. The Designated teacher will line manage the Delegated teacher in order to ensure the best outcomes for the LAC and PLAC pupils.

Duties and responsibilities

Details of the role of the Designated Teacher are set out in Promoting the Education of Looked After Children (February 2018) and the Role and Responsibilities of the Designated Teacher for looked after children (2018).

Ethos and culture

- Contribute to the development and review of whole-school policies and procedures so that they do not unintentionally put looked after and previously looked after children at a disadvantage (for example, procedures such as induction and transition).
- Promote a culture in which looked after and previously looked after children are:
 - Prioritised for academic support
 - Encouraged to actively participate in school life
 - Supported to succeed and aspire to further and higher education or highly skilled jobs
 - Able to take ownership of their learning and have opportunities to discuss their progress
 - Able to discuss difficult issues (such as SEN, bullying, attendance) in a frank manner

Teaching and learning

- Set high expectations of looked after and previously looked after children's learning and ensure teachers set targets that accelerate progress.

- Advise teachers on differentiated teaching strategies appropriate for looked after or previously looked after children.
- Advise on the use of assessment for learning approaches to improve the progress of these pupils and help them and their teachers understand where they are in their learning and their next steps.

Looked after children with SEND

- Ensure that the SEND code of practice, as it relates to looked after children, is being followed.
- Where any looked after child has an education, health and care (EHC) plan, monitor the pupil's personal education plan (PEP) to ensure it works in harmony with the EHC plan to set out how their needs are being met.

Working with staff

- Ensure that they themselves, and other school staff, have strong awareness, training and skills around the specific needs of looked after and previously looked after children and how to support them.
- Work with the school's designated safeguarding lead to ensure any safeguarding concerns regarding these pupils are quickly and effectively responded to.
- Work with the school's delegated teacher in the fulfillment of this role, its duties and responsibilities.

Working with carers, parents or guardians

- Promote good home-school links.
- Support progress by ensuring effective communication with carers, parents or guardians.
- Ensure carers, parents or guardians understand:
 - The potential value of one-to-one tuition and are equipped to engage with it at home
 - How the school teaches skills such as reading and numeracy
- Encourage high aspirations and working with the child to plan for their future success and fulfillment.

Working with external agencies

- Build and maintain relationships with other professionals, in particular the Southampton City Council Virtual School and the Southampton City Council SEND department, to ensure the school responds effectively to its pupils' needs.
- Work with relevant professionals, including the Virtual School, to ensure that they (the Designated Teacher) and other school staff have the skills to identify signs of potential mental health issues among looked after and previously looked after children, and know how to access further assessment and support where necessary.

Personal Education Plans (PEPs)

All looked after children must have a care plan and the plan must include a PEP. The PEP should be initiated by the Social Worker but developed and reviewed in partnership with relevant professionals.

As part of the role, the Designated Teacher:

- must work with relevant professionals, including social workers and school staff, to develop, monitor and review looked after pupils' personal education plans.

- is responsible for ensuring that the PEPs are completed within statutory timescales (termly) and a copy is returned to the Southampton City Council Virtual School, or other local authority if out of area
- has a key role in making sure the PEP is effective in supporting everyone to help the looked-after pupil to make good educational progress.
- Needs to request an interim PEP where concerns about pupils engagement/attendance/risk of exclusion etc exist.

Transfer of records

When a pupil changes care/school placement a PEP should be convened within 10 days. In order to ensure continuity of provision the Designated Teacher should:

- Ensure that the PEP is forwarded as a matter of urgency, along with other school records, to a new school when it becomes known.
- Use their best endeavours within the first 10 days on roll to ensure all records and the PEP are provided by the previous school when a looked after child joins the school.

Reporting to the Governing Body

Meet with governor responsible for looked after children once a year so that outcomes can be reported to the governing body.

Pupil data

Ensure that looked after children are represented as a separate group in all strategic data produced by the school so that an appropriate focus is maintained:

- Attendance
- SEN
- Pupil premium expenditure
- Progress
- Attainment
- Exclusions
- Safeguarding

Person specification

The member of staff who is appointed as the Designated Teacher: Ms Kay Bundy

- Must be a qualified teacher with leadership experience (this will ensure the appropriate seniority and professional experience to provide leadership, training, information, challenge and advice to others).
- Must have a good knowledge of special educational needs.
- Must engage with any role specific training available to develop and maintain the knowledge and skills required to carry out the role.
- Will have experience of advising teachers on adaptive teaching strategies.
- Will undertake additional safeguarding training beyond that of a teacher (e.g. DSL role training, Level 3 safeguarding training)
- Will have a detailed knowledge of all legislation and guidance relevant to the role.

- Must possess the ability to build effective working relationships with staff and other stakeholders.
- Will always act in the best interests of the child/ren.