Designated Teacher Policy

Designated Teacher	Adam Fletcher
Policy Date	September 2024
Policy review Date	September 2026
Named person	Carmel Fox

INTRODUCTION

The policy is informed by the following Department for Education (DfE) document:
• The Designated Teacher for Looked-After and Children Previously Looked-After.

Statutory guidance on their roles and responsibilities:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/683561/The_designated_teacher_for_looked-after_and_previously_looked-after_children.pdf (DfE February 2018)

The governing body of Falconer School is committed to providing high quality education for all its Learners, based on equality of opportunity, access and outcomes. The governing body recognises the need to champion performance, for children in care (CIC) and previously children in care (PCIC) and is committed to improving outcomes for them.

Further information about this can be found at:
https://www.gov.uk/government/publications/designated-teacher-for-looked-after-children

The governing body is committed to ensuring that CIC and PCIC are supported as fully as possible and will ensure that the following are in place, and are working effectively:

1. A Designated Governor for CIC and PCIC
2. A Designated Teacher for CIC and PCIC
3. Personal Education Plans (PEPs) for all CIC
4. The Designated Teacher, as a minimum, will have two days a year for training opportunities Specific to factors that impact on the attainment of CIC and PCIC
5. The Designated Teacher will have enough time to fulfil the requirements of their role (e.g. Attending PEP and CIC meetings, completing electronic PEPs)
6. All staff in school will have a clear understanding of the issues that affect CIC and PCIC; their learning needs; how to support them in school and issues relating to confidentiality
7. Policies, procedures and strategies to promote the achievement and well-being of this vulnerable group

THE ROLE OF THE DESIGNATED TEACHER FOR LOOKED-AFTER AND PREVIOUSLY LOOKED AFTER CHILDREN

1. The designated teacher is the central point of initial contact within Falconer school. They ensure that the school plays its role to the full in making sure arrangements are joined up and minimise any disruption to a child's learning.

2. The designated teacher has a leadership role in promoting the educational achievement of every CIC and PCIC on the school's roll. This involves, working with the Virtual School (1*) to promote the education of CIC and PCIC and promoting a whole school culture where the personalised learning needs of these children matter and their personal, emotional and academic needs are prioritised.

3. The designated teacher takes lead responsibility for ensuring school staff understand the things which can affect how CIC and PCIC learn and achieve and how the whole school supports the educational achievement of these pupils.

(1* Virtual School is a specialist service that aims to help looked after and adopted children to achieve by supporting their education and through improving provision in the schools our Looked After Children attend.)

4. The designated teacher promotes the educational achievement of CIC and PCIC by contributing to the development and review of whole school policies.

5. The designated teacher promotes a culture in which CIC and PCIC:
• Are able to discuss their progress and be involved in setting their own targets, have their views taken seriously, and are supported to take responsibility for their own learning
• Are prioritised in any selection of pupils who would benefit from one-to-one tuition, and that they have access to academic focused study support
• Are encouraged to participate in school activities and in decision making within the school and the care system
• Believe they can succeed and aspire to further and higher education or highly skilled jobs; and can discuss difficult issues (such as SEN, bullying, attendance) in a frank manner with a sympathetic and empathetic adult

6. The designated teacher is a source of advice for teachers about: differentiated teaching strategies appropriate for individual pupils who are CIC or PCIC; and the use of any Assessment for Learning (AfL) approaches to improve the short and medium term progress of CIC and PCIC, and help them and their teachers understand where they are in their learning (including any knowledge gaps), where they need to go, and how to get there.

7. The designated teacher works directly with CIC and PCIC and their carers, parents or guardians to: promote good home-school links; support progress by paying particular attention to effective communication; ensure they understand the potential value of one-to-one tuition and are equipped to engage with it at home; ensure they are aware of how the school teaches key skills such as reading and numeracy; and encourages high aspirations and working with the child to plan for their future success and fulfilment.

8. The designated teacher has lead responsibility for the development and implementation of PEPs for CIC within school in partnership with others as necessary.

9. The designated teacher is responsible for ensuring that the PEPs are completed within statutory timescales, as outlined in the PEP guidance.

10. The designated teacher works closely with the school's Designated Safeguarding Lead to ensure that any safeguarding concerns regarding CIC and PCIC are quickly and effectively responded to.

11. The designated teacher is aware that the Virtual School provides information and advice to parents and designated teachers on meeting the needs of PCIC. The designated teacher should fully involve parents and guardians in decisions affecting their child's education, including any requests to the Virtual School for advice on meeting their individual needs.

ROLES AND RESPONSIBILITIES OF ALL STAFF

All staff in this school will:

1. Have high expectations of CIC and PCIC's learning and set targets to accelerate educational progress.

2. Be aware of the emotional, psychological and social effects of loss and separation (attachment awareness) from birth families and that some children may find it difficult to build relationships of trust with adults because of their experiences, and how this might affect the child's behaviour.

3. Understand how important it is to see CIC and PCIC as individuals rather than as a homogeneous group, not publicly treat them differently from their peers, and show sensitivity about who else knows about their looked-after or previously looked-after status.

4. Appreciate the central importance of the PEP in helping to create a shared understanding between teachers, carers, social workers and, most importantly, the child's own understanding of how they are being supported.

5. Have the level of understanding they need of the role of social workers, Virtual School Heads and carers, and how the function of the PEP fits into the wider care planning duties of the authority which looks after the child.

6. For PCIC, understand the importance of involving the child's parents or guardians in decisions affecting their child's education, and be a contact for parents or guardians who want advice or have concerns about their child's progress at school.

ROLE AND RESPONSIBILITY OF THE GOVERNING BODY

The governing body of this school will:

1. Ensure all governors are fully aware of the legal requirements and guidance for CIC and PCIC.

2. Ensure that there is a named designated teacher for CIC and PCIC.

3. Through the designated teacher, hold the school to account on how it supports its CIC and PCIC (including how the Pupil Premium Plus is used) and their level of progress.

4. Be aware of whether the school has CIC and PCIC and how many (no names).

5. Liaise with the Head Teacher to ensure that the designated teacher is enabled to carry out her/his responsibilities in relation to CIC and PCIC.

6. Ensure the designated teacher is able to access training needed to fulfil the role of designated teacher. Virtual School Heads agree that, as minimum, designated teachers should have two days a year for training opportunities specific to factors that impact on the attainment of CIC and PCIC.

7. Support the Head Teacher, Designated Teacher and other staff in ensuring the needs of CIC and PCIC are met.

8. Review the effective implementation of this policy, preferably annually and at least every three years.