

ST MARGARET'S CE PRIMARY SCHOOL



**STATEMENT OF INTENT FOR CHILDREN UNDER
THE CARE OF THE LOCAL AUTHORITY**

MARCH 2025

Designated Teacher – Roles and Responsibilities

The Designated Teacher must be a qualified teacher. They should keep the school up to date with any changes to legislation and statutory guidance and its implication in respect of Looked After Children and Previously Looked After Children. At St Margaret's CE Primary School this is Mrs Leila Kemp.

The Designated Teacher has a leadership role in promoting the educational achievement of every child who is currently, or has previously, been in the care of the local authority (CLA/PCLA) and who has a Special Guardianship Order (SGO) on the school's roll. The role should make a positive difference by promoting a whole school culture where the personalised learning needs of every Looked After Child matters and their personal, emotional and academic needs are prioritised. Most importantly, the Designated Teacher is the child's champion in school and the first point of contact for school colleagues, carers and social workers regarding anything to do with the child's education. The governing body must ensure that the Designated Teacher undertakes appropriate training in order to fulfil their role.

The Designated Teacher must ensure the CLA/SGO records in the school are kept up to date.

The Designated Teacher has responsibility for the development and implementation of the child's Personal Education Plan (PEP) within school in partnership with others as necessary, ensuring these meetings are held within the legal time frame. The Designated Teacher leads on how the Personal Education Plan (PEP) is used in school to make sure the child's progress towards education targets is monitored. This is achieved as follows:

The Designated Teacher seeks to understand and identify the child's specific needs, including liaising with appropriate professionals both within school and through external agencies as required and ensuring that appropriate support and interventions are put in place.

The Designated Teacher has the responsibility for helping school staff to understand the things which can affect how CLA/PCLA/SGO children learn and achieve. This work will ensure that everyone involved understands that in order to do this they need to:

- Have high expectations of Looked After Children's involvement in learning and educational progress;
- Be aware of the emotional, psychological and social effects of loss and separation from birth families, the reasons for that separation and that some children may find it difficult to build relationships of trust with adults because of their experiences;
- Understand the reasons which may be behind a Looked After Child's behaviour, and why they may need more support than other children but the teacher should not allow this to be an excuse for lowering expectations of what a child is capable of achieving,
- Understand how important it is to see Looked After Children as individuals rather than as a homogeneous group and to not publicly treat them differently from their peers;
- Appreciate the importance of showing sensitivity about who else knows about a child's Looked After/PLAC/SGO status;
- Appreciate the central importance of the child's PEP in helping to create a shared understanding between teachers, carers, social workers and most importantly, depending on age and

understanding, the child him or herself of what everyone needs to do to help them to achieve their potential;

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

In promoting the educational achievement of Looked After Children the Designated Teacher should:

- Contribute to the development and review of whole school policies to ensure that they do not unintentionally put Looked After Children at a disadvantage;
- Make sure, in partnership with other staff, that effective and well understood school procedures are in place to support learning. Particular account should be taken of the child's needs when joining the school and of the importance of promoting an ethos of high expectations about what he or she can achieve;
- Promote a culture in which Looked After Children believe they can succeed and aspire to further and higher education;
- Promote a culture of strong relationships and ensure the child is carefully matched to a key adult for regular check-in and support;
- Promote a culture in which Looked After Children 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;
- Be a source of advice for teachers at school about differentiated teaching strategies appropriate for individual pupils who are looked after;
- Make sure that Looked After Children benefit from the use of the allotted pupil premium funding
- Promote good home-school links through contact with the child's carer about how they can support his or her progress by paying particular attention to effective communication with carers

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