**Wodensborough Ormiston Academy**

**Job Description**

**Job title**: Designated Teacher for Looked After Children/Young Carers

**TLR**: TLR2

**General Duties**

* Take lead responsibility for LAC/YOUNG CARERS at the school, ensuring that their personal, emotional and academic needs are prioritised by providing strategic leadership across the school.
* Act as the central point of contact for LAC/YOUNG CARERS in the school, ensuring the school has appropriate arrangements in place to support pupils and minimise any disruption to learning.
* Work with virtual school heads (VSHs) to promote the education of LAC/YOUNG CARERS, ensuring a whole-school culture where the personalised learning needs of every looked-after child matters.
* Take lead responsibility for ensuring school staff understand the ways in which LAC/YOUNG CARERS’s learning may be affected and how the school supports the educational achievement of these pupils.
* Ensure arrangements are in place within the school to facilitate effective cooperation with other professionals, including external agencies, regarding the welfare and support for LAC/YOUNG CARERS.
* Take lead responsibility for the development and implementation of LAC/YOUNG CARERS’s personal education plans (PEPs) in partnership with others.
* Work closely with the DSL to ensure that any safeguarding concerns regarding LAC/YOUNG CARERS are quickly and effectively responded to.
* Judge whether the teaching and learning strategies being used are working effectively for LAC/YOUNG CARERS.
* Identify pupils who may be at risk of being LAC/YOUNG CARERS and use the correct protocol to reduce these risks.
* Be aware of, and able to identify, the SEND needs of LAC/YOUNG CARERS, and understand how to access further assessment and support where necessary.
* Respond appropriately to disclosures or concerns relating to the wellbeing of a pupil.
* Keep detailed, accurate and secure written records of arrangements, and any concerns, for LAC/YOUNG CARERS.
* Monitor pupils at risk of harm or those that have been subjected to harm, providing support and ensuring their welfare.
* Ensure staff members act in accordance with the safeguards in place for sharing sensitive information about individual LAC/YOUNG CARERS.
* Play an active role in ensuring the specific needs of LAC/YOUNG CARERS are understood by school staff and reflected in how the school uses the pupil premium plus to support them.
* Play an active role in the decisions made on how the pupil premium plus is used to support LAC/YOUNG CARERS.
* Contribute to the development and review of whole-school policies and procedures.

**Fostering a Culture of Inclusivity**

* Ensure LAC/YOUNG CARERS are involved in decision-making for their targets and progress and supported to take responsibility for their own learning.
* Review and closely monitor any LAC/YOUNG CARERS who raise concerns relating to their welfare.
* Ensure LAC/YOUNG CARERS are prioritised in any selection of pupils who would benefit from one-to-one tuition and that they receive access to this support.
* Promote participation of LAC/YOUNG CARERS in school activities and decision-making within the school and care system with regards to their care.
* Ensure a culture is created where LAC/YOUNG CARERS believe they can succeed and aspire to FE and HE or highly skilled jobs.
* Create a school environment in which LAC/YOUNG CARERS can discuss issues such as bullying, SEND and attendance openly and honestly with an understanding adult.
* Ensure there are effective induction processes in place for LAC/YOUNG CARERS starting school, new to the school and new to care.

**Personal Education Plans**

* Work closely with other teachers to assess pupils’ educational needs and ensure PEPs are created without delay.
* Ensure that PEPs are effective in supporting everyone to help the looked-after child to make good educational progress.
* Discuss with the pupil the best way for them to make progress and involve any relevant teachers in the discussion in order to arrange effective provision across the whole curriculum.
* Work closely with other staff in the school to ensure the pupil’s progress is rigorously monitored and evaluated to determine whether the teaching and learning strategies being used are effective, and whether the pupil is likely to meet their attainment targets.
* Where pupils are not meeting their attainment targets, take lead responsibility for making changes to PEPs to ensure pupils can make progress.
* Take responsibility for reviewing PEPs before the statutory review, ensuring they are up-to-date and contain any new information, including whether agreed provision is being delivered.
* Ensure PEPs are clear about what has or has not been taken forward, noting what resources may be required to further support the pupil and how these resources may be secured.
* Ensure PEPs are communicated to pupils’ social workers and the VSH ahead of the statutory review.
* Communicate PEPs effectively to secure a smooth transition for pupils to their next school or college.
* Ensure that the school makes full use of assessment for learning approaches.
* Promote effective home-school links through contact with the pupil’s parents about how they can support the pupil’s progress.
* In respect of pupils with SEND, ensure that their PEPs work parallel to their education, health and care (EHC) plan.

**Liaison**

* Liaise with the VSH to contribute towards decisions about how the pupil premium plus will support improving pupils’ educational outcomes.
* Contribute towards raising parents’ awareness of the pupil premium plus and other support for LAC/YOUNG CARERS and encourage their involvement in deciding how the funding is used to support their child.
* Work closely with the officer in the school responsible for making links with mental health services to ensure that themselves and other school staff are able to identify signs of potential mental health issues, understand how to access further support and draw on specialist services such as Child and Adolescent Mental Health Services (CAHMS).
* Work with the SLT, officer responsible for links with mental health services and parents to ensure effective mechanisms are put in place for understanding the emotional and behavioural needs of LAC/YOUNG CARERS.
* Work closely with parents of LAC/YOUNG CARERS to ensure:
  + Good home-school links are developed and maintained.
  + Progress is supported by paying attention to effective communication.
  + Parents understand the potential value of one-to-one tuition and are able to implement it at home.
  + Parents are aware of how the school teaches key skills such as reading and numeracy.
  + High aspirations are encouraged and that LAC/YOUNG CARERS are stimulated to plan for their future success and fulfilment.
* Ensure that there is an agreed process in place for how the school works in partnership with other professionals in order to aid the support provided to LAC/YOUNG CARERS.
* Create positive and effective channels of communication and partnership working between the school and relevant partners to help LAC/YOUNG CARERS get the most out of their school experience.
* Consider how the school works with external agencies to maximise the stability of education for LAC/YOUNG CARERS.
* Work alongside the VSH when deciding what support is required for excluded LAC/YOUNG CARERS as well as those at risk of exclusion.
* Support staff members who make referrals to external agencies.
* Work with other institutes to ensure that the pupil’s transition to the next stage in their education is as smooth as possible, confirming that any other appropriate institutes have all the necessary documents.
* Liaise with the police as and when required.
* Continuously liaise with the Looked After Children Education Service (LACES) to seek specialist services and resources to support the school’s LAC/YOUNG CARERS.
* Liaise with the LA and follow up any referrals made, ensuring the school aids the LA’s work where necessary.
* Where necessary, securely transfer pupil’s personal files, as well as those containing child protection issues, to other educational establishments, ensuring that confirmation of receipt is obtained.
* Contribute to inter-agency plans to provide additional support to LAC/YOUNG CARERS.
* Attend and contribute effectively to LAC/YOUNG CARERS and Child In Need meetings/conferences, including those taking place out of normal working hours.
* Ensure that the actions resulting from meetings are carried out in a coordinated way.

**Working With Staff Members**

* Take lead responsibility for ensuring all staff members have strong awareness, training and skills relating to the specific needs of LAC/YOUNG CARERS and how to support them, e.g. with regards to attendance, homework and behaviour.
* Ensure all staff members have high expectations of LAC/YOUNG CARERS’s learning and set targets to promote educational progress.
* Promote attachment and trauma awareness between staff members, ensuring they are aware of the emotional, psychological and social effects of loss and separation from birth families and how this impacts pupils’ behaviour.
* Ensure all staff members understand the importance of viewing LAC/YOUNG CARERS as individual pupils rather than a group of pupils, and that they are treated equally.
* Work with staff members to ensure they understand the importance of pupils’ PEPs in helping to create a shared understanding between teachers, carers, social workers and pupils in terms of how they are being supported.
* Communicate the role of social workers, VSHs and carers to staff members to ensure they have the level of understanding they need.
* Help staff members understand the importance of involving parents in decisions affecting their child’s education, and for being a point of contact for parents who have concerns or require advice.
* Act as a source of advice for teachers about differentiated teaching strategies for LAC/YOUNG CARERS and for the use of assessment for learning approaches to improve progress of LAC/YOUNG CARERS.
* Ensure the SEND Code of Practice is adhered to and staff members understand the how to identify SEND among LAC/YOUNG CARERS.
* Work with the SENCO and LA wherever necessary to support LAC/YOUNG CARERS who have SEND.
* Ensure staff members are aware of the training opportunities that are available to them.
* Keep staff members up-to-date with guidance regarding supporting LAC/YOUNG CARERS.
* Continuously keep the headteacher informed of any specific issues or ongoing enquiries regarding LAC/YOUNG CARERS at the school.
* Ensure the governing body and headteacher are kept up-to-date regarding all issues and investigations and provide written reports in a timely manner.
* Maintain an appropriate level of confidentiality whilst at the same time liaising with relevant professionals.
* Represent the school at meetings of designated leads and circulate the outcomes to staff members.
* Ensure staff members receive frequent updates regarding particularly vulnerable LAC/YOUNG CARERS.