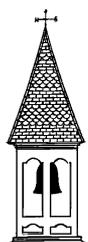


St. Denys Primary School



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Headteacher: Mr Billy Davies
Deputy Head: Mrs Sarah Andrews

Admin. Officers: Mrs Davies Mrs Fricker

Job Description: Designated Teacher for Looked-After and Previously Looked-After Children

Job Title: Designated Teacher (LAC and Post-LAC) – Billy Davies

Responsible to: Governing Body Safeguarding Lead (Inclusion & Safeguarding)

Purpose of the Role

To promote the educational achievement, progress, and wellbeing of all Looked-After and Previously Looked-After Children (LAC and post-LAC), ensuring they have the same opportunities to succeed and thrive as their peers.

The Designated Teacher acts as a key advocate, coordinator, and champion for these pupils within the school, and as the main link between the school, the local authority, carers, parents, and other professionals involved in supporting each child.

1. Leadership and Strategic Role

- Lead the school's approach to raising achievement and improving outcomes for LAC and post-LAC pupils.
- Ensure the needs of LAC/post-LAC pupils are reflected in school development plans, policies, and staff training.
- Work closely with the Headteacher, Designated Safeguarding Lead (DSL), SENCO, and pastoral staff to embed inclusive practice.
- Maintain up-to-date knowledge of relevant legislation and guidance, including: Children Acts 1989 & 2004, DfE 2018 guidance, and Working Together to Safeguard Children 2023.

2. Promoting Educational Achievement

- Ensure each looked-after child has an up-to-date, high-quality Personal Education Plan (PEP).
- Coordinate PEP meetings and contribute to Pupil Premium Plus (PP+) funding plans.



INVESTORS
IN PEOPLE



- Track academic progress, attendance, and engagement for all LAC and post-LAC pupils.
- Challenge low expectations and remove barriers to learning through targeted support.
- Work with staff to ensure differentiation, emotional support, and inclusion are embedded in teaching.
- Support transition of LAC/post-LAC pupils between schools, phases, or placements.

3. Safeguarding, Care, and Welfare

- Be a key member of the safeguarding and pastoral team, contributing to multi-agency work.
- Promote welfare, emotional wellbeing, and belonging within school.
- Work with carers, social workers, and Virtual School Heads to address safeguarding and education concerns.
- Support understanding of attachment, trauma, and loss; promote trauma-informed practice.
- Ensure welfare concerns are promptly reported to the DSL and acted upon.

4. Liaison and Communication

- Act as the main point of contact for social workers, Virtual School staff, carers, and parents of post-LAC pupils.
- Represent the school in PEP, LAC Review, and multi-agency meetings.
- Ensure staff are aware of pupil needs on a need-to-know basis.
- Maintain effective records and confidentiality.
- Provide updates to governors and senior leaders on outcomes for LAC/post-LAC pupils.

5. Training, Support, and Development

- Lead staff training about the needs of looked-after and previously looked-after children.
- Promote staff awareness of adverse childhood experiences (ACEs) and attachment difficulties.
- Support colleagues to develop emotionally literate and inclusive classrooms.
- Keep abreast of new guidance and share best practice with staff.

Person Specification (Summary)

- Qualified Teacher Status (QTS).
- Experience working with vulnerable pupils and families.
- Strong understanding of safeguarding, trauma, and attachment.
- Excellent communication and interpersonal skills.
- Ability to lead, influence, and build multi-agency relationships.
- Desirable: experience in SEN, pastoral or safeguarding leadership; PEP coordination; attachment/trauma training.

Reporting and Accountability

- Reports directly to the Headteacher and Governing Body (usually via the Safeguarding or Pupil Welfare link governor).
- Provides termly updates on progress and outcomes of LAC/post-LAC pupils.

