



Wigston Academies Trust

DESIGNATED TEACHER FOR LOOKED-AFTER AND PREVIOUSLY LOOKED-AFTER CHILDREN POLICY: STATUTORY

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1 INTRODUCTION

Wigston Academies Trust recognises the special circumstances that individual looked after and previously looked after students find themselves in, and the importance of having a designated member of the teaching staff who will lead on promoting the educational achievement of this particular group of students.

2 AIMS

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 student on our schools' rolls, and ensuring 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 students.

They will be chosen based on their expertise in understanding the needs of this group of students and should be someone who can offer some continuity to the role so that the students can progress through the school with their on-going support and knowledge of and insight into their circumstances.

3.1 ROLES AND RESPONSIBILITIES OF THE DESIGNATED TEACHER

The designated teacher will be expected to support looked after and previously looked after children in a number of key areas.

3.2 Ethos and Culture

The designated teacher should 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 students at a disadvantage (for example, procedures such as induction and transition).

They should 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.

3.3 Teaching and Learning

The designated teacher should set high expectations of looked after and previously looked after students' learning, and ensure teachers set targets that accelerate progress.

They should advise teachers on differentiated teaching strategies appropriate for looked after or previously looked after children.

They should also advise on the use of assessment for learning approaches to improve the progress of these students, and help them and their teachers and other key staff understand where they are in their learning and their next steps.

3.4 Looked after children with special educational needs

The designated teacher should meet every half term with the SENDCO to discuss students' progress and ensure that appropriate support and resources are put in place for any looked after students with SEND. They should ensure that the SEND code of practice, as it relates to looked after children, is being followed, and that where any looked after child has an education, health and care (EHC) plan, that they monitor the student's personal education plan (PEP) to ensure it works in harmony with the EHC plan to set out how their needs are being met.

3.5 Working with staff

The designated teacher should 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.

They should work with the school's designated safeguarding lead (if this is not their responsibility already) to ensure any safeguarding concerns regarding these students are responded to quickly and effectively.

3.6 Working with carers, parents or guardians

The designated teacher should aim to promote good home-school links and therefore support student progress by ensuring effective communication with carers, parents or guardians.

They should 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, numeracy and revision skills and techniques.

They should encourage high aspirations and working with the student to plan for their future success and fulfilment.

3.7 Working with external agencies

The designated teacher should aim to build and maintain relationships with other professionals to ensure the Trust responds effectively to its students' needs.

Working with relevant professionals should mean that the designated teacher and other Trust staff have the skills to identify signs of potential mental health issues among looked after and previously looked after students, and know how to access further assessment and support where necessary.

Working with relevant professionals, such as Virtual Schools and social workers should support the development, monitoring and review of looked after students' PEPs