



This presentation is designed for designated teachers to use with school staff as CPD. It could be delivered all in one session or split into several. The notes at the bottom of each slide are for guidance, they are not intended to be a script to read. The presentation should be edited to suit the particular needs of your setting.

Please contact your virtual school advisor if you would like to arrange them to visit your setting and co-present this with you.





The Role of a Designated Teacher for Children in Care

Designated Teacher for ****school name****: ****DT Name****

Aims



Understand the purpose and role of the Virtual School



Understand the role of the Designated Teacher for Children in Care



Develop an awareness of the barriers to learning for children known to social care



Consider the implications for your teaching and support of these children



Be aware of the needs of the children and young people in the wider VS remit



TRACKING



CHILDREN IN CARE

CORPORATE PARENTING

PEPS & PPT

CARE LEAVERS

EMPLOYMENT & TRAINING

EDUCATION

ALL CHILDREN KNOWN TO SOCIAL CARE WILL ACHIEVE ASPIRATIONAL EDUCATIONAL OUTCOMES...



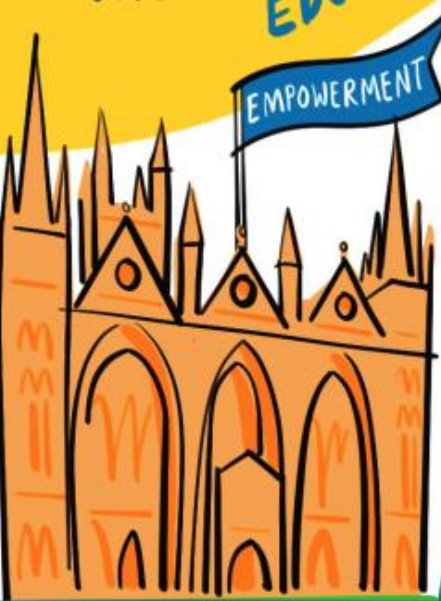
WE WORK WITH
SCHOOLS, SETTINGS, COLLEGES
FOSTER CARERS
SOCIAL WORKERS



SUCCESS

...ENABLING THEM TO LIVE HEALTHY, HAPPY...

AND FULFILLED LIVES



CHILDREN LIVING IN KINSHIP CARE ARRANGEMENTS

ADVICE & INFORMATION

CHILDREN PREVIOUSLY IN CARE

WELL MATCHED EDUCATION

CHILDREN SUBJECT TO A CHILD IN NEED OR CHILD PROTECTION PLAN

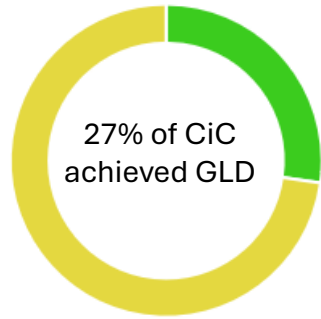
SUPPORT

RELATIONSHIPS ARE THE FOUNDATION OF OUR WORK

OUR TEAM
INNOVATIVE • EFFECTIVE • AMBITIOUS • COMMITTED
INCLUSION & ENGAGEMENT
PARTNERSHIP & OUTCOMES
16-25

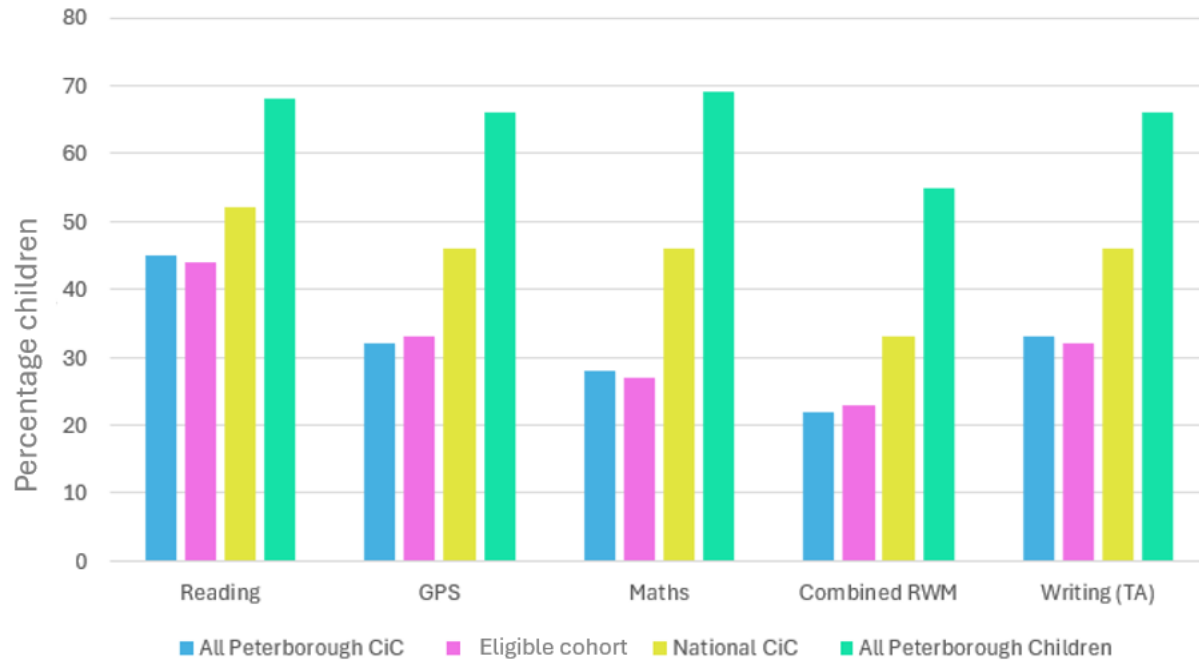
In Peterborough -Summer 2024 data

EYFS



77% of all reception children in Peterborough achieved GLD

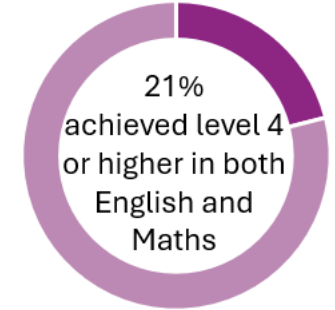
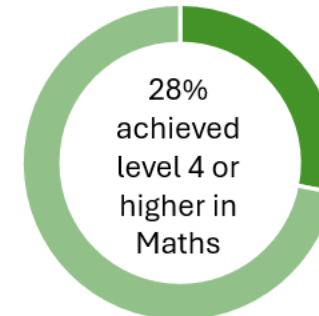
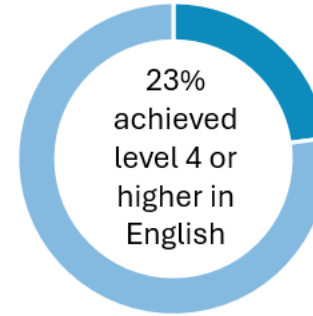
% KS2 Children \geq Expected



End of KS2

NB. Children in the eligible cohort are those who have been in care for more than 1 year.

End of KS4



In Peterborough, about 70% of all young people achieve a grade 4 or higher in English, the figure is roughly the same for maths. Around 60% of young people typically achieve a grade 4 or higher in both subjects.



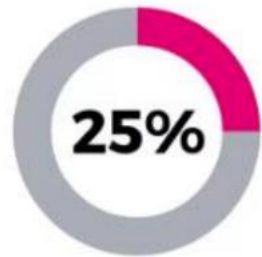
Typically, around 5-6% of care leavers go on to university compared to 38% of their non-care experienced peers.

Nationally

In the UK:



of children and young people are in care, yet



of the prison population have been in care.

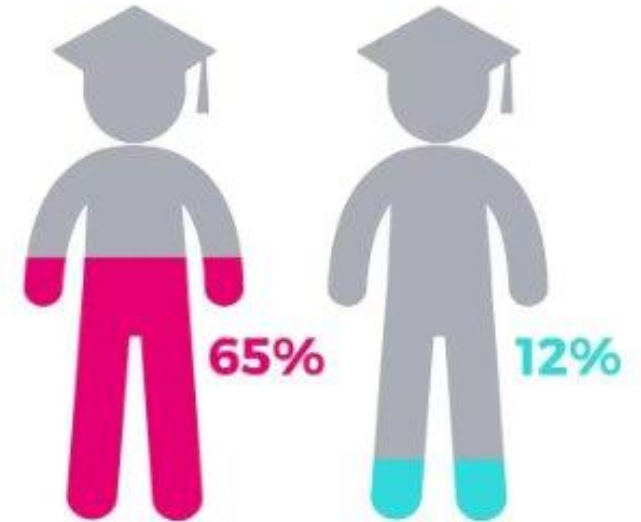


of homeless people have been in care.

Young people are 5 times less likely to achieve 5 good GCSEs if they have been in care.

They are more than twice as likely to not be in education, employment or training at the age of 19.

Achieving 5 good GCSEs (A* to C):



45%

of children in care aged 5-15 suffer from **mental health disorders** compared to 10% of the general population.

- Jamie is an 11-year-old boy who has been in care for seven years. Jamie was taken into care because of neglect. His parents had a history of drug and alcohol misuse and there had been episodes of domestic violence. Jamie did not attend nursery and experienced delayed speech development.
- Jamie was placed into care at a young age and has since lived with four different foster families. His last foster placement broke down as there were worries about the effect that his anger and aggression were having on other children in the home. He now lives in a separate foster placement to his younger siblings.
- Jamie has an EHCP for his social, emotional and mental health needs. He received a two day suspension in year 6 for fighting and has recently had a 2 month gap in school attendance as there were delays in finding a suitable school for him when he moved.



? What barriers to education might Jamie experience in his new school setting?

My role as Designated Teacher



Across School

- Ensure all staff support high academic aspirations
- Support careers aspirations
- Ensure staff understand how a child's lived experience might affect behaviour and learning
- Collaborate with staff to support the child to achieve desirable outcomes set in the PEP
- Support transition



For the child/young person

- Liaise with everyone who supports me to complete my Personal Education Plan
- Ensure effective use of my PP+ grant to close my attainment gaps and support my education
- Ensure that I have high quality careers advice
- Work with me to overcome my barriers to learning
- Make sure that my teachers know how to support me
- Help teachers understand how my lived experience might affect my behaviour and learning



Policies and procedures

- Ensure that children known to social care are represented in school policies.
- Engage with termly advisory meetings with Peterborough Virtual School
- Promote relational practice in school and work to embed it in school culture

How you can support

Build positive relationships

- Consider the lived experience of the child/young person and adopt a relational approach in your interactions with them
- Show that you believe that they can succeed and achieve their ambitions and aspirations

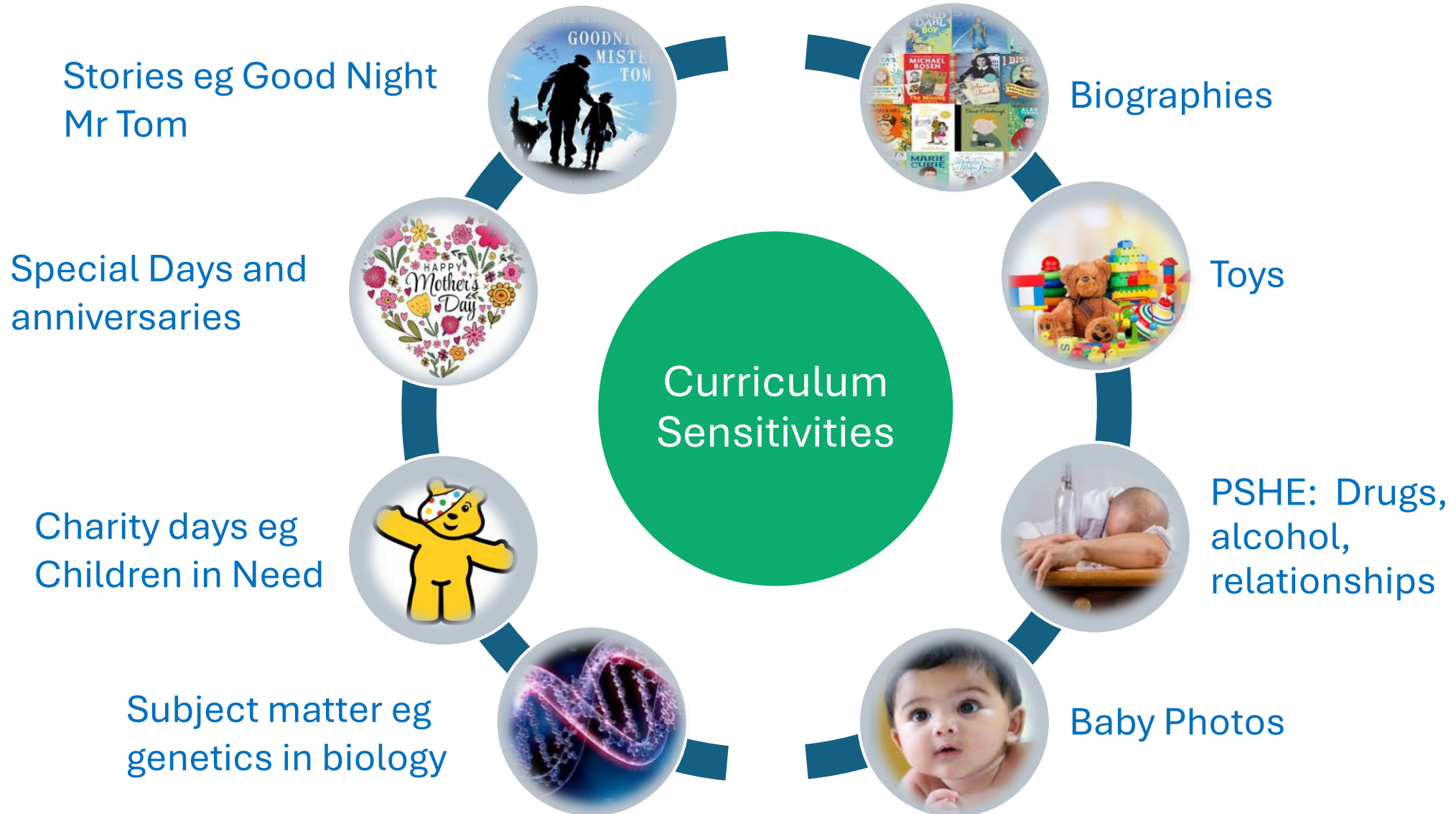
Maintain high academic aspirations

- Support them in overcoming their barriers to learning and closing the attainment gaps
- Provide accurate progress and attainment data and attitude to learning for their PEP
- Be aware of the desirable outcomes in their PEP and support them to achieve them

Promote careers aspirations and ambition

- Know and encourage their aspirations and ambitions – be their champion!
- Promote and discuss careers relevant to their interests with them

Curriculum Sensitivities



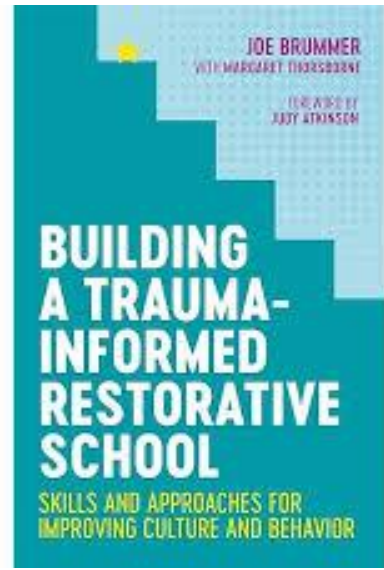
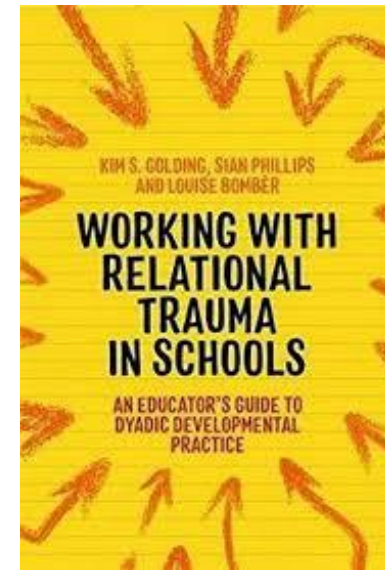
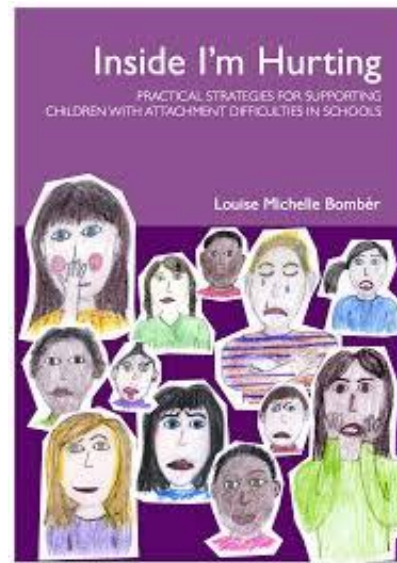
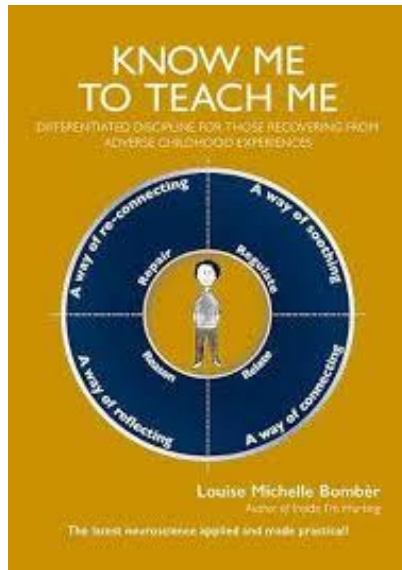
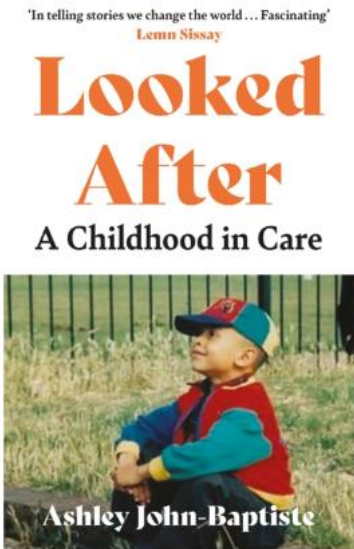
Virtual School Wider Cohort

Approximately 15% of children in Peterborough fall into one of these categories – that's a lot of children!



If we are getting it right for our children in care, we are probably getting it right for these children too.

Further Reading



The virtual school offer free training. [PVS 2024-25 Training Offer \(Education\).pdf](#)