

One Page Summary :

The Designated Teacher for Looked-After and Previously Looked-After Children

Purpose of the Guidance

This statutory guidance outlines the legal duties and expectations for schools in England in relation to looked-after children (LAC) and previously looked-after children (PLAC). Its aim is to improve educational attainment, progress, and wellbeing through strong leadership and effective planning.

Legal Framework

The guidance is issued under the Children and Young Persons Act 2008, Children and Social Work Act 2017, Academies Act 2010, and the Designated Teacher Regulations 2009. Schools and academies must have regard to this guidance.

Who the Guidance Applies To

The guidance applies to governing bodies, academy trusts, headteachers, designated teachers, local authorities, and Virtual School Heads.

Why Additional Support Is Needed

Looked-after and previously looked-after children often experience disrupted education, trauma, and higher levels of SEND and mental health need. These factors contribute to lower average attainment and require targeted support.

Role of the Governing Body

Governing bodies must appoint a designated teacher (or DT), ensure they have appropriate status, training, and time, and monitor the effectiveness of support for LAC and PLAC.

Role of the Designated Teacher

The DT acts as the school's strategic lead, promoting high expectations, tracking progress, advising staff, and ensuring inclusive practice.

Personal Education Plans (PEPs)

For looked-after children, the DT leads and quality-assures PEPs, ensuring they are high quality, reviewed regularly, and shared appropriately at transitions.

Previously Looked-After Children

DTs should provide advice and advocacy for previously looked-after children and their families, and ensure staff understand the long-term impact of early experiences.

Pupil Premium Plus

The DT should support strategic and evidence-informed use of Pupil Premium Plus funding to improve outcomes.

Training and Whole-School Awareness

DTs should access training and raise staff awareness of trauma, attachment, and inclusive practice.

Overall Summary

The guidance establishes the DT as a key leader responsible for championing educational achievement and wellbeing for looked-after and previously looked-after children.