



Reports To: Principal

Job Summary

Working closely colleagues, carers and outside agencies to coordinate a service that improves the progress and outcomes of students who are in Local Authority Care.

Main Responsibilities:

- Reporting to and act on behalf of the Skegness Academy Designated Teacher for Children in Care
- To be the first port of call for LAC young people, carers and external agencies
 - Deliver pastoral support, mentoring, advocacy and challenge to LAC working on both a planned and responsive basis
- To work closely with colleagues and outside agencies to secure positive progression routes for LAC young people with a focus on outcomes.
 - To provide local authorities and Virtual Schools with accurate and timely sector information on recruitment, enrolment, attendance, retention, achievement, progression and destination of students and other academic data as relevant, including unmet needs
- To operate a system of attendance monitoring LAC students, contacting students, parents, carers and Virtual Schools where a learner becomes 'at risk' to develop and agree early interventions.
 - To develop respectful trusting relationships with young people, their carers and support agencies.
- Assist in the induction of LAC applicants, ensuring their integration to their study programme is effectively supported.
- Initiate the review process for young people with electronic Personal Education Plans (ePEPs) ensuring compliance with statutory timelines, linking in with curriculum staff across the College and external agencies as required
- To use pupil premium plus funding to purchase relevant resources to support curriculum learning through discussion with virtual schools and Designated Teacher
 - Engage with young people to secure views about school provision and to ensure the academy offer meets young people's aspirations and expectations.
- Work closely with Skegness Academy Safeguarding Team around all aspects of support for LAC learners, including the development of strategic approach and policy and procedure to support best practice.
- To maintain accurate records, including entries onto ePEP of work carried out with individual students to support their continued engagement with learning.
- Maintain up to date training in Virtual School ePEP systems and awareness of local authority guidelines and guidance for designated teachers.

EBSA

Emotional Based School Avoidance (EBSA) is a term used to describe a child or young person who has severe difficulty in attending school due to emotional factors. This can result in prolonged absences from school.

EBSA can present differently across individuals, but can show as:

- low or intermittent attendance
- high sensitivity or reactivity
- low mood and anxiety (fear of talking to teachers, fears around academic performance)
- social isolation
- signs of emotional distress that affects their ability to function at school, such as difficulties forming relationships with teachers and peers
- developmental differences that fundamentally shape perception and action in ways that cause significant challenges in emotional self-regulation and social functioning (autistic spectrum disorder, ADHD).

If I can be of any further assistance, please do not hesitate to ask.

Whilst every endeavor has been made to outline all the duties and responsibilities of the post, this document does not specify every item in detail. Where broad headings have been used, all associated duties are naturally included in the job description.