**Designated Teacher (DT: Children in Care/Previously in Care)**

**CPD Audit and Curriculum**

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|  | **Scale****1 (no) – 5 (excellent)** | **Evidence and next steps…** | **CPD and Training/resource** |
| **Knowledge of the DT role** | 1 | 2 | 3 | 4 | 5 |  |  |
| I understand my statutory duties as a Designated Teacher |  |  |  |  |  |  | [Nottinghamshire Virtual School](https://www.nottinghamshire.gov.uk/education/virtual-school/nottinghamshire-virtual-school)[VS Training and Networks](http://em-edsupport.org.uk/Services/4972)[DfE Duties of DT](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/683561/The_designated_teacher_for_looked-after_and_previously_looked-after_children.pdf)[Gov statistics](https://www.gov.uk/government/collections/statistics-looked-after-children) |
| I understand the role of the Virtual School and specifically, Nottinghamshire’s Virtual School  |  |  |  |  |  |  |
| I understand the national picture of disadvantage and poorer outcomes that children in care experience |  |  |  |  |  |  |
| I access a minimum of 2 days of CPD a year to support me in this role and I know where I can access this locally |  |  |  |  |  |  |
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| **Knowledge, training and supporting our children** |  |  |  |  |  |  |  |
| I understand that our children’s earlier experiences can impact on them and have been trained in attachment awareness, relational and developmental trauma  |  |  |  |  |  |  | [What is Developmental Trauma? Beacon House](https://beaconhouse.org.uk/resources/) |
| I understand that relational and developmental trauma can impact on a child’s:* **emotional health and mental wellbeing**
* **social relationships**
* **learning, cognitive and executive functioning**
* **speech, language and communication**
* **physical and sensory development**

I know how to support our children in each of these areas. |  |  |  |  |  |  | [VS Training and Networks](http://em-edsupport.org.uk/Services/4972)[Trauma and Trust/Relationships](https://www.istss.org/ISTSS_Main/media/Documents/ISTSS_TraumaAndRelationships_FNL.pdf) [ELSA (Emotional Literacy Support Assistant) training](http://www.em-edsupport.org.uk/Event/71543)[Emotion Coaching](https://www.youtube.com/watch?v=7KJa32r07xk)[Understanding executive functioning](https://www.youtube.com/watch?v=sZmElSGKBG8)[Trauma informed school resources](https://beaconhouse.org.uk/wp-content/uploads/2019/09/Schools-Resources-List-2.pdf)[Resilience: Education settings as a protective factor](https://www.mentallyhealthyschools.org.uk/risks-and-protective-factors/school-based-risk-factors/relationships-and-belonging/)[Sensory processing](https://beaconhouse.org.uk/wp-content/uploads/2019/09/Sensory-processing-coordination-and-attachment-Article-min.pdf) |
| I understand that relational trauma and disrupted attachments can reduce our children’s window of tolerance and I know how to support this |  |  |  |  |  |  | [Window of Tolerance](https://www.youtube.com/watch?v=Wcm-1FBrDvU) |
| I understand that the language we use around our children can have a powerful and potentially negative impact on them |  |  |  |  |  |  | [Power of language from Luke's perspective](https://www.youtube.com/watch?v=RjoXNAGUVmo)[Language that cares](https://www.tactcare.org.uk/content/uploads/2019/03/TACT-Language-that-cares-2019_online.pdf) |
| I understand the importance of children experiencing nurturing, attuned, contained relationships with adults |  |  |  |  |  |  | [Still face experiment](https://www.youtube.com/watch?v=apzXGEbZht0)Relational Schools training: [VS Training and Networks](http://em-edsupport.org.uk/Services/4972) |
| I understand the impact of my own emotional responses when interacting/supporting others  |  |  |  |  |  |  |  |
| I understand human stress responses/dysregulation (anxiety and arousal) and how this can impact on adults and children |  |  |  |  |  |  | [Polyvagal](https://www.youtube.com/watch?v=ec3AUMDjtKQ)Responding in the Moment |
| I understand what secondary and vicarious trauma are how to support myself and others |  |  |  |  |  |  | [Staff wellbeing](https://www.annafreud.org/media/7653/3rdanna-freud-booklet-staff-wellbeing-web-pdf-21-june.pdf)[EPS resources](https://www.em-edsupport.org.uk/Page/7730) |
| I understand the importance of promoting the voice of the child and know effective ways of doing this |  |  |  |  |  |  | [Child's right to be heard](https://www.unicef.org/files/Every_Childs_Right_to_be_Heard.pdf)[Hearing children's voice/perspectives](https://www.mentallyhealthyschools.org.uk/whole-school-approach/childrens-voice/) |
| I understand that behaviour often communicates unmet needs and emotions and understand how to support our children |  |  |  |  |  |  | [Behaviour policy: relational based inclusion](https://www.brighton-hove.gov.uk/sites/brighton-hove.gov.uk/files/Behaviour%20Regulation%20Policy%20Guidance%20-%20Sep%2018_1.pdf)[Restorative practice](https://www.youtube.com/watch?v=gJJxbn1VjYo)[VS Training and Networks](http://em-edsupport.org.uk/Services/4972) |
| I understand the importance of a child experiencing the **repair of relationships** following a rupture |  |  |  |  |  |  | [Emotion Coaching](https://www.youtube.com/watch?v=7KJa32r07xk)[VS Training and Networks](http://em-edsupport.org.uk/Services/4972) |
|  |  |  |  |  |  |  |  |
| **Best practice, support and evidence-based intervention** |  |  |  |  |  |  |  |
| I work closely with the safeguarding lead and the Special Educational Needs Co-ordinator (SENCo) in my education setting to ensure our children’s need are met |  |  |  |  |  |  |  |
| I have received training and lead my school in becoming increasingly Relational based: Attachment Aware and Trauma Informed  |  |  |  |  |  |  | [VS Training and Networks](http://em-edsupport.org.uk/Services/4972) |
| The PEPs our school/setting complete are aspirational, purposeful and of high quality* We ensure the our children’s voice is heard throughout the PEP
* We review our PEPs every term
* We ensure that the right people prioritise and attend our PEP meetings
* Our PEPs set out the strengths of our children
* Our PEPs set SMART targets
 |  |  |  |  |  |  | [Effective PEPs](https://afaeducation.org/free-dt-resources/explore-our-resources/effective-personal-education-plans-peps/)[Nottinghamshire Virtual School](https://www.nottinghamshire.gov.uk/education/virtual-school/nottinghamshire-virtual-school)[VS Training and Networks](http://em-edsupport.org.uk/Services/4972)[Evidence-based intervention](https://educationendowmentfoundation.org.uk/) |
| I ensure that our Pupil premium Plus is spent effectively to support our children with evidence based intervention (EEF) |  |  |  |  |  |  |
| Our school/education setting uses Responding in the Moment. PACE and Emotion Coaching to support our children’s emotional dysregulation |  |  |  |  |  |  | [VS Training and Networks](http://em-edsupport.org.uk/Services/4972)[About PACE](https://ddpnetwork.org/about-ddp/meant-pace/) [Emotion Coaching](https://www.youtube.com/watch?v=7KJa32r07xk)Responding in the Moment |
| I recognise the importance of positive relational intervention to support our children and young people |  |  |  |  |  |  |
| I have the collaborative working skills required for multi-agency working, working with children and families and having difficult conversations |  |  |  |  |  |  |  |
| I ensure that my school/education setting prioritises children’s need to feel safe (physically, relationally and emotionally) in terms of having safe, trusted adults (Key Adults) and spaces (e.g. regulation station) |  |  |  |  |  |  | [Regulation Station](https://0cb242fb-7e24-4208-86de-d7c876a2f1c2.filesusr.com/ugd/994674_ef840e8a09504d37a8004a9e7c0982c3.pdf)[Safe Space](https://www.safespaces.co.uk/safespace-in-schools/)[Behaviour policy: relational based inclusion](https://www.brighton-hove.gov.uk/sites/brighton-hove.gov.uk/files/Behaviour%20Regulation%20Policy%20Guidance%20-%20Sep%2018_1.pdf)Understanding Behaviour Toolkit in [Wellbeing for Education](http://www.em-edsupport.org.uk/w4er)[Inclusive transitions](http://www.em-edsupport.org.uk/Page/10962) |
| I ensure that my school/education setting acknowledges children’s need to feel a sense of belonging |  |  |  |  |  |  |
| I understand the potential difficulties that our children can experience in transitions and recognise the importance of getting transitions right |  |  |  |  |  |  |
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| **A leading role in school/education setting** |  |  |  |  |  |  |  |
| The Governing body and senior leadership team support relational approaches to behavioural challenges and this is applied in practice |  |  |  |  |  |  | [Behaviour policy: relational based inclusion](https://www.brighton-hove.gov.uk/sites/brighton-hove.gov.uk/files/Behaviour%20Regulation%20Policy%20Guidance%20-%20Sep%2018_1.pdf)Understanding Behaviour Toolkit in [Wellbeing for Education](http://www.em-edsupport.org.uk/w4er) |
| My school/education setting have attended the Building Relational Based Schools: Becoming Attachment and Trauma Informed training days and developed ongoing cycles of action research to implement this learning |  |  |  |  |  |  | Relational Based Schools: [VS Training and Networks](http://em-edsupport.org.uk/Services/4972) |
| I play an active role in supporting the staff in my school/education setting to effectively support our children with their learning and emotional wellbeing |  |  |  |  |  |  | [VS Training and Networks](http://em-edsupport.org.uk/Services/4972) |
| I ensure/influence our school policies to support our children in care – behaviour and well being policies |  |  |  |  |  |  | [Behaviour policy: relational based inclusion](https://www.brighton-hove.gov.uk/sites/brighton-hove.gov.uk/files/Behaviour%20Regulation%20Policy%20Guidance%20-%20Sep%2018_1.pdf)Understanding Behaviour Toolkit in [Wellbeing for Education](http://www.em-edsupport.org.uk/w4er) |
|  |  |  |  |  |  |  |  |
| **Local support and collaboration** |  |  |  |  |  |  |  |
| I attend termly DT Network meetings for collective problem solving and find out about up to date policies/practice |  |  |  |  |  |  | [VS Training and Networks](http://em-edsupport.org.uk/Services/4972) |
| I am aware of the Virtual School’s Annual Training offer and prioritise attendance to support me to fulfil my DT role |  |  |  |  |  |  |
| I attend the annual DT conference |  |  |  |  |  |  |
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