

National Modern Languages SCITT

Cause for Concern Policy

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Related documents:	The Absence & Attendance Policy, The Disciplinary Policy, The Appeals Policy and The Complaints Policy, NML SCITT Fitness to Practise Policy, NML SCITT Fitness to Study Policy, NML SCITT Suitability Declaration Policy



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1. Introduction

- 1.1 This policy is to assist the SCITT Director, Course Leader and Strategic Board of The National Modern Languages SCITT (TNMLS) in making fair and reasonable decisions regarding the progress of all trainees. This policy should be read in conjunction with the 'Withdrawals or Termination' Policy, 'The Absence & Attendance Policy', 'The Disciplinary Policy', 'The Appeals Policy' and 'The Complaints Policy'
- 1.2 The over-riding consideration will be the impact of any trainee progress on:
- The learning of the children that are taught by the trainee.
 - Progression of the trainee towards meeting the teachers' standards at the career appropriate level in order to award QTS; ensuring that TNMLS is compliant with the conditions of the document 'Initial teacher training criteria and supporting advice, Information for accredited initial teacher training providers, February 2017'.
 - Considering the professional behaviour of trainees whilst on the course.
- 1.3 However, consideration will also reflect obligations to trainees in terms of legal and contractual requirements and moral obligations.

2. Purpose Scope & Principles

- 2.1 The responsibility for exercising discretion on behalf of the TNMLS Strategic Board is the SCITT Director's in accordance with the scope of TNMLS Strategic Board terms of reference. The SCITT Director may delegate certain discretions to the Course Leader. However, any such discretions will be in accordance with the principles and guidelines within this document and within the overall authority of the SCITT Director.
- 2.2 Any dispute or grievance about the "Cause for Concern" process will be dealt with by the SCITT Director in the first instance but referred to the Curriculum and Trainee Related Matters Committee.
- 2.3 The trainee may appeal any decision via TNMLS Complaints or Appeals Procedure
- 2.4 A principal purpose in setting out this Policy is to ensure that any issues around trainee progress are dealt with fairly and consistently but within a framework of recognising that on certain occasions depending upon the circumstances, discretions will need to be applied by the SCITT Director.

3. Trainee Progress against Teachers' Standards

3.1 Outline of the process

- 3.1.1 Occasionally, a trainee discovers that teaching is not for them. This can be for a number of reasons to do with preference but also to do with suitability for teaching. If a trainee is not fulfilling their potential identified during the selection process, it will be made clear to the trainee initially through their weekly mentor meeting. The mentor will have evidence of this

underachievement in the form of all and any of the following: lesson observation feedback, Pebble Pad data, formative grades, quality assurance feedback and feedback from colleagues. The mentor will have reported their concerns to the Hub Leader and the Course Leader who will report to the SCITT Director. This is the beginning of the 'C4C' process.

- 3.1.2 Where a trainee is not meeting the teachers' standards at the career appropriate level, a 'Formal Progress Review Meeting' will take place at a mutually convenient time and place. Appropriate support will be put in place with focussed and achievable targets to improve. The NMLS will normally increase the amount of support given to the trainee at this time. In most cases, trainees will get back on track and progress indicators will improve. The mentor will report to the Hub Leader and the Course Leader
- 3.1.3 In the unlikely event that a trainee does not achieve all of the Standards in the particular Phase, and the support offered has not helped, then the trainee will be informed formally that they are not making sufficient progress towards achieving the Teachers' Standards and will be advised to withdraw from the course at that point. The Trainee will leave the school at a time negotiated with the Course Leader and the Head Teacher. Careers advice where possible and appropriate will be offered.
- 3.1.4 This support is formalised within the Cause for Concern procedures.

4. Cause for Concern (C4C) procedures

4.1 Stage One: Intervention Plan

- 4.1.1 Where, after a series of supportive lesson observation and feedback sessions, the trainee is judged to be failing to make appropriate progress in any Phase of the training programme, he or she is given early indication by the mentor through informal discussion and notification via the formal lesson observations and Assessment Points of the perceived weakness(es). Pebble Pad is used to draw together information on all trainees' progress and will provide early warning of a possible C4C. The Mentor will involve the ITT coordinator and should inform the Hub Leader of the Hub by email or telephone at the earliest opportunity. The Hub Leader will inform the Course Leader and SCITT Administrator as soon as they are made aware of the situation. The Course Leader will inform the SCITT Director.
- 4.1.2 An 'Intervention Plan' will be set up by the Mentor and ITT coordinator, which will be agreed with the Hub Leader and the trainee. A copy of the Stage One C4C 'Intervention Plan' with specific targets and deadlines including a date for a review of the plan will be supplied to the Course Leader and the SCITT Administrator. This process will take two weeks from start to completion. It normally results in the trainee improving their teaching with immediate effect. However, should the trainee continue to need further support, the mentor (with the knowledge of the ITT Coordinator and Hub Leader) and the Course Leader will trigger Stage Two of the process.

4.2 Stage Two: C4C - Detailed Support Plan

- 4.2.1 Sometimes in Stage One, no improvement is made. If the trainee does not make sufficient progress as a result of the 'Intervention Plan' at Stage One, the trainee is asked to attend a Formal Progress Review Meeting. This takes place in school with the trainee, the mentor and (normally)

the ITT coordinator and the Hub Leader. The Course Leader will either attend the meeting or arrange a telephone conversation with the trainee. At this meeting, all problems will be discussed. The trainee will be either counselled to withdraw from the course, if staff believe that the trainee is unsuited to teaching, or the 'Detailed Support Plan' is agreed and put in place.

4.2.2 The 'Detailed Support Plan' works as follows:

- a) The trainee is given specific time-limited targets and specific advice for improvement by the Mentor and ITTC, which will be outlined in the 'Detailed Support Plan'. A review meeting is agreed and the necessary support is detailed on the plan.
- b) The trainee will receive written confirmation, which outlines the decisions taken at the Formal Progress Review Meeting. The written confirmation formally notifies the trainee that failure to reach targets set by that meeting, within a specified timetable, is likely to lead to a fail recommendation and termination of the placement in the school.

4.3 Stage Two: The 'Post Stage 2 Support Plan'

4.3.1 If the mentor, ITTC, Hub Leader and Course Leader agree that the trainee has made significant progress against the targets set out in the 'Detailed Support Plan' at Stage two, the trainee will be signed off from the C4C Stage 2 process. To continue to support the trainee and ensure that he/she is able to sustain the progress made, a 'Post stage 2 Support Plan' is agreed and put in place.

4.3.2 The 'Post Stage 2 support plan' is agreed between the trainee and the mentor with the support of the Hub Leader. The targets and support are outlined in the support plan and a time frame is agreed. A review meeting is detailed on the plan.

4.3.3 If the mentor and Hub Leader agree at the end of the 'Post Stage 2 Support Plan' that the trainee has shown enough evidence of sustained progress, the trainee will be signed off from the Cause for Concern process. If the trainee has not made enough progress, the Stage 2 Detailed Support Plan will be reinstated and the process resumes (see 4.2).

4.4 Stage Three: Termination of Training Programme or Insufficient Evidence of Competence Against the Teachers' Standards.

4.4.1 If satisfactory progress is not made in accordance with the timetable set out in the Cause for Concern letter, and the trainee is judged to be in danger of not having appropriate and sufficient evidence of competence against the Teachers' Standards, and if the trainee refuses advice to withdraw from the programme and to be on course to fail, either:

- a) the school will follow procedures for Final Assessment and is likely to recommend Fail to the Assessment Board, or
- b) if there is an issue of health and safety or the school has evidence that the pupils' learning is at risk, the training programme will be terminated by the Head Teacher.

- 4.4.2 Fail recommendations are extremely rare due to the thorough monitoring procedures set out above. However, where, in exceptional circumstances, the school and NML SCITT Director recommend a Fail, the Cause for Concern procedures will be followed before a Fail recommendation can be made to the Assessment Board.
- 4.4.3 Please refer to the 'Student Contract' for the full details of the circumstances that could trigger a termination of the training programme.

5. Flow chart of process

