



RIPLEY ITT

## Cause for Concern and At Risk Policy

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## **Roles and Responsibilities**

The Trust has overall responsibility for the effective operation of this policy. The **Executive Steering Group** is responsible for approving this policy and monitoring its effectiveness. The Executive Steering Group is responsible for ensuring that staff are treated fairly and consistently in the application of this policy and procedure. The Executive Steering Group has delegated day-to-day responsibility for operating the policy to the SCITT Director. The SCITT Director has specific responsibility to ensure the fair application of this policy and that procedures are followed

## **Introduction**

Ripley ITT is part of The Bay Learning Trust. This policy forms part of a suite of policies which ensure the effective operation of our ITT programme. Nothing in this policy is intended to form the basis of a contract between the SCITT and Trainee. The SCITT may amend this policy at any time. Trainee is a term used to refer to provider-led trainee or teacher apprentice.

Please note that a teacher apprentice may be subject to procedures relating to their employment rather than Ripley ITT. Ripley ITT will endeavour to work together with an employer to provide suitable support. If a teacher apprentice ceases to be employed then the 'Break in learning and Termination of Training Policy: Teacher Apprentices' is applied.

## **Cause for concern**

Cause for concern is intended to be a developmental and supportive process.

A cause for concern will be raised when:

- a trainee's teaching, for any reason, is not developing as expected; for example, if a trainee 'plateaus' and there is no evidence of further progress or development in the quality of their teaching;
- a trainee struggles professionally or personally to make progress;
- a trainee fails to demonstrate high standards of personal and professional conduct

Specifically, a cause for concern:

- can be raised at any stage of the programme;
- will usually relate to specific aspects of the trainee's teaching and be characterised by a lack of expected progress by the trainee against the ITE curriculum or by a lack of impact on outcomes for pupils.
- may relate to problems with professional relationships and following school policies and expectations

A cause for concern will outline the concern and related targets, identify training and actions and agree review points. It will result in increased agreed school and centre-based support and monitoring.

### **Targets to support a cause for concern procedure**

- Targets for improvement must be explicitly linked to area(s) of concern in the trainee's teaching, mastery of the ITE curriculum, impact on outcomes for pupils or ability to uphold the expectations in Part Two of the Teachers' Standards.
- Targets will require agreed actions for both the trainee and all those working with them in the training programme.

The setting and revision of targets must be based on the review of the full range of evidence; there must be clear correlation between the identified issues and the targets set.

### **At Risk**

If a trainee is judged to be failing to meet the teacher standards towards the end of their training a Support/Remediation Action Plan will be put into place. Clear targets for improvement will be specified and improvement will need to be demonstrated within 3 weeks of the Action Plan. If the Trainee is being taken through a separate process, for example disciplinary or fitness to practice, this policy does not take precedence over those nor does it prevent any outcome or sanction being issued.

### **The Cause for Concern/At Risk procedures**

The following steps should be taken if, for any reason, a Mentor becomes concerned about the performance of a Trainee Teacher:

1. The matter should be raised with the Trainee Teacher as soon as possible. Any areas of concern should be fully discussed and possible reasons for their occurrence explored. The Trainee Teacher may need support in particular areas; s/he will also need clear

targets to achieve, a date by which progress will be reviewed, and success criteria to judge whether sufficient progress has been made. Aim to keep the targets achievable and the time line fairly short so that rapid action can be taken if the situation does not improve.

2. The Professional Mentor/ITT Coordinator should be involved from the start if a Trainee Teacher is causing concern. This may simply involve informing them so that they are aware of the situation. It will involve the Professional Mentor/ITT Coordinator observing the Trainee Teacher and discussing the area(s) of concern with the Trainee Teacher and the Mentor.
3. If the Trainee Teacher does not show evidence of progress, then the Professional Mentor/ITT Coordinator should contact the SCITT Director/Programme Leader to discuss the implementation of the formal Support/Remediation procedure.
5. A Support/Remediation meeting will be held between the SCITT Director/Programme Leader, Professional Mentor/ITT Coordinator and the Trainee Teacher. At this meeting, the causes of concern will be discussed, targets and strategies will be agreed and all parties will complete and sign the **Support/Remediation Action Plan**. A date for review or progress will be agreed at this first meeting (normally two weeks after the first meeting).
6. At the subsequent meeting, the Trainee Teacher's progress will be reviewed. Where the targets have been met and there is satisfaction that the Trainee Teacher is 'back on track,' the Support/Remediation process will be ended.
7. If there has been some progress but not sufficient to meet all of the targets, the period of Support/Remediation may be extended.
8. Where there has been little or no progress and/or the trainee has not engaged with the action plan, the Trainee Teacher's progress then becomes a Programme management issue and will be considered at a Review Meeting between the Trainee Teacher and the SCITT Director.

A recommendation in respect of the Trainee Teacher will be made at the Review Meeting.

Failure to achieve improvements within the specified time following a Cause for Concern/At Risk procedure may lead to:

- Termination of the placement, especially if the trainee fails to engage with the process and/or where problems are linked to professional conduct, failure to follow school and/or SCITT policies, breach of the SCITT Code of Conduct and where trainees have already received a warning following Disciplinary procedures
- Fitness to Practice procedure
- A Fail outcome recorded at the Assessment Board

Failure to meet any of the Teacher Standards, including Part Two, by the end of the programme will result in a trainee not achieving recommendation for QTS.

Trainees who have failed due to mitigating circumstances can request an opportunity to re-sit a failed placement and must do so formally in writing to the SCITT Director providing evidence of the mitigating circumstances. Re-sit placements cannot be guaranteed. The SCITT Director will need to request a re-sit placement from partner schools and make them aware that the trainee has previously failed a placement. The cost of any re-sit placement may need to be met by the trainee (maximum £900).

### **Academic Appeals**

All students have the right to submit an academic appeal against the outcomes of Assessment Boards, Malpractice or Fitness for Practise Panels.

Trainees may only appeal on the grounds of;

- Material computational or administrative error
- Irregularity in conduct of an assessment board in contravention of the relevant regulations or structures
- Exceptional mitigating circumstances, details which were, for good reason, not previously available to the appropriate Assessment Boards.

Disagreement with a decision made by an Assessment Board or Panel shall not, in itself, form grounds for an appeal.

### **Making an application and deadlines:**

Trainees can only appeal following the formal publication of results/receipt of panel decision letter and must appeal by the deadline stated with the results information or decision letter.