

# SCITT

# Cause for concern

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## **Policy**

22-23

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## 1. 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 (Teachers' Standards Part Two: 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.

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.

## 2. 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. An example cause for concern procedure is shown on the next page. The three parts of the cause for concern procedure should include a statement of concern, targets for improvement and related training and actions

### 3. Cause for concern procedure

#### Step 1

- At the earliest opportunity, the mentor discusses the concerns with the trainee. The mentor should ensure that they listen respectfully to the trainee to gain a full understanding of their perceptions.
- Programme leadership informed; this may trigger an additional visit.
- At the weekly progress and review meeting: review and agree targets which are focused explicitly on areas for improvement, agreeing actions and success criteria to be achieved within two-four weeks to the review point.
- There should be a maximum of three targets set across the two-four weeks. The targets should be the focus of the weekly observation if appropriate
- The trainee is informed of the cause for concern and the issues that must be addressed.
- The concerns, targets and actions for the trainee, mentor and partnership tutor are recorded.

#### Step 2

- At the end of the two-four weeks, targets are reviewed using the full range of evidence.
- If sufficient progress has been made by the trainee, normal training routines continue.
- If insufficient progress has been made, proceed to Step 3.

#### Step 3

- Programme Leadership will be involved in a joint observation and review meeting with the mentor and tutor (or *equivalent*).
- Tutor moderates the evidence with the mentor to confirm whether there is a need for an ongoing cause for concern. If so, a formal meeting with the tutor, mentor and trainee takes place to agree the cause for concern and set revised targets.
- A period of two-four weeks is set for the trainee to focus on the cause for concern targets.
- Explicit actions for the trainee, mentor and partnership tutor are agreed as part of the cause for concern action plan.
- All observations and meetings should focus on the cause for concern targets.
- Tutor provides a copy of the targets and related training plan which is centrally logged with the provider.

#### **Step 4**

- At the agreed formative review point, formal review of targets reviewed, using the full range of evidence, by the trainee, mentor and tutor.
- There are three possible outcomes from the formal review:
  - i) if sufficient progress has been made, the cause for concern ends and the normal training routines continue;
  - ii) if limited progress has been made, the partnership tutor, mentor and trainee review the issues, revise the targets and the cause for concern is extended;
  - iii) if none of the targets have been met and progress has not been made, the trainee fails the programme. Proceed to Step 5.

#### **Step 5**

- The programme is terminated immediately subject to partnership protocols for the appropriate training programme.
- The trainee meets with the programme leader(s) and the appropriate record regarding a failed cause for concern is completed.
- The trainee is informed of their right of appeal.
- An exit interview record is completed if the trainee declines the right of appeal.
- A formal letter is sent to the trainee with a copy to the partnership tutor.
- Programme leader(s) meet with the relevant school personnel leading to a report of arising issues and actions.

#### **Step 6**

- The final decision is confirmed by the Strategic Partnership board.

### **4. Programme extension**

There may be circumstances under which a programme may be agreed to be extended into a second year. This may include low or sporadic attendance, resulting in the trainee being unable to gather enough evidence or insufficient time teaching in the classroom to show that they meet the teachers' standards.

In the event of exceptional circumstances relating to a trainee who has been subject to application of the Cause for Concern Procedure, the programme may be extended with the agreement of the SCITT Accounting Officer.