

1. Concern Procedures

Where a trainee fails to make the progress expected towards achieving the Teachers' Standards, Mentors, Partnership Tutors and the Course Leader and/or Programme Manager, will follow the RCTTP Concern Procedures. The procedures are designed to bring the trainee back on track to meeting expectations and include the drawing up of an individual Progress Support Plan designed to assist the trainee in developing their practice. The stages in the Concern Procedures are described below.

1.1 Stage 1: Progress Support Plan

Discussion between the Mentor(s), Partnership Tutor and Course Leader will inform the drawing up of a Progress Support Plan detailing targets against the Teachers' Standards, actions to be taken and by whom, and monitoring to be carried out.

The Progress Support Plan will be discussed with the Trainee and will run for a maximum of 4 weeks. A review date will be agreed as part of the initial discussion with the Trainee. The review will be carried out by the Mentor (s), Partnership Tutor and/or Course Leader.

At review:

- if the targets have been met and the Trainee is back on track and no further support is necessary.
- if the targets have not been met then move to Stage 2

1.2 Stage 2: Cause for Concern

Discussion between the Mentor(s), Partnership Tutor and Course Leader will inform the drawing up of a Cause for Concern Plan detailing targets against the Teachers' Standards, actions to be taken and by whom, and monitoring to be carried out.

The Cause for Concern Plan will be discussed with the Trainee and will run for a maximum of 4 weeks. A review date will be agreed as part of the discussion with the Trainee. The review will be carried out by the Mentor (s), Partnership Tutor and/or Course Leader.

At review:

- if the targets have been met and the Trainee is back on track and no further support is necessary.
- if all the targets have not been met then move to Stage 3

1.3 Stage 3: Executive Group

A report is prepared and presented to the Executive Group. Options available to the Executive Group include:

- Delegating a member of the Partnership to undertake further monitoring.

- Further teaching placement and/or training against a Progress Support Plan
- Extending teaching placement beyond the end of the course (see guidance around deferred final assessment)
- Advising the Trainee to withdraw from the course

2. Exceptional Circumstances

If at any stage of the Concerns Procedures, the Head Teacher/Professional Mentor of the trainee's host school decides that the trainee's performance against Part 1 and/or 2 of the Teachers' Standards is having a detrimental impact on the learning and progress of the pupils in the school then the following actions will be taken:

- Head Teacher/Professional Mentor informs Programme Manager
- Programme Manager will inform the chair of the Executive Group who will convene a panel of up to 5 people (3 must attend for this to be quorate). At the first meeting a Chair of the panel will be agreed
- the panel will review documentary evidence and will hear verbal reports from the school and other partnership staff

On meeting the panel will consider some or all of the following evidence:

- Evidence that appropriate support has been provided e.g. records of mentor meetings, records of Partnership Tutor meetings, lesson observation feedback, verbal reports.
- Evidence of appropriate attendance at central training e.g. attendance registers and absence records
- Data pertaining to the attainment of the trainee.

The Concern Procedures could be initiated a second time in the case of:

- Long term illness supported by a medical certificate
- Bereavement of a close relative
- Serious breakdown of professional relationships

RCTTP is prepared to consider other extenuating circumstances on a case-by-case basis.

3. Deferred Final Assessment

In certain cases, a trainee who is not ready for a final assessment of their teaching for QTS at the end of the programme may be offered a deferred final assessment in the following term, subject to a suitable placement being available.

The Executive Group will do all in its power to offer further support. However, no financial support will be available.

The school that agrees to accept the trainee for the deferred final assessment placement will be fully informed about the issues relating to the trainee's deferment. Documentation relating to this deferment will also be made available to the school.

3.1 The Placement for a Deferred Final Assessment

The placement for a deferred final assessment will last for 8 weeks.

During weeks 1 and 2 the Trainee will be required to visit the school to attend a meeting with the Mentor, the Headteacher/Professional Mentor and a representative of the Partnership to discuss the issues that have previously arisen. The trainee will work alongside the Mentor/class teachers for the first two weeks of the placement in order to get to know the pupils, the school, and the class organisation. Weekly mentor meetings will take place and a visit will be made by a representative of RCTTP

In weeks 3 to 5, the Trainee will teach a 70% timetable with weekly mentor meetings and formal observations. The trainee will be required to maintain full teaching plans and documentation. The trainee's Progress Review must be completed by the end of week 5. A visit will be made by a representative of RCTTP every fortnight

In weeks 7 and 8, the Trainee will be observed teaching by the Partnership Tutor, the RCTTP Course Leader and School Mentor(s) before a judgement can be made as to whether the trainee is ready to be recommended for a moderation visit or whether the trainee has failed to meet the standards.

3.2 Outcome of the Deferred Final Assessment

If the final outcome of the Deferred Final Assessment process is a decision that a trainee should not be recommended for QTS then a meeting will be convened. The meeting will be attended by:

- Trainee
- Headteacher/Professional Mentor
- Partnership Tutor
- Programme Manager
- Chair of the Executive Group
- Partnership Administrator (to minute the meeting).

One of the following decisions will be made as a result of the meeting:

- The decision is confirmed and the trainee is not recommended for QTS
- The decision is overturned (based on further evidence provided) and the trainee is recommended for QTS

4. Recommendation for QTS

Trainees should note that while the Partnership will make every effort to secure their progress and achievement against the Teachers' Standards, it is not in the interests of the teaching profession that unsatisfactory teachers should be given the status of a qualified teacher. RCTTP will only recommend for QTS those trainees who have demonstrated that they have met all the standards.

Any trainee wishing to do so may only make an appeal against the Partnership's decision about the recommendation for the award of QTS on a procedural basis and may not appeal against the outcome.

At any point during the year, where it has not been possible to resolve specific concerns, the Executive Group can be convened to consider evidence and, where appropriate, direct the trainee to leave the programme.

NB: At any stage in the process the trainee can request to bring someone with them to attend the meeting to provide support or advice e.g. relative, friend, colleague or Union Representative.



Progress Support Plan

Trainee	
Phase/Subject	
School	
Class Teacher and Mentor(s)	
Partnership Tutor	

Table 1. Trainee details

Progress Support Plan Targets discussed with (add date)	Class Teacher	Mentor(s)	Partnership Tutor	Trainee

Table 2. Discussion of Progress Support Plan

Date Progress Support Plan started	
Date of Progress Support Plan Review	

Table 3. Key dates

Background

Progress Support Plan Stage 1 / 2

Teachers' Standards	Target	Strategies/Action (Responsibility: T Trainee, S School, RCTTP)	Monitoring	
			Success Criteria	Record of Action Supporting Evidence

Review:

Date of Review:

Signed					
	Class Teacher	Mentor(s)	Partnership Tutor	Trainee	RCTTP