

## Introduction

The Alliance for Learning SCITT aims to give all trainees the full opportunity to complete the course and gain qualified teacher status or early years teacher status. On rare occasions, trainee teachers do not make the necessary progress to meet the Teachers' Standards at the end of the course, and these trainees are deemed at risk of failure.

A professional progress reviews (PPR) should only take place if there is evidence that the trainee is at risk of failure. Early signs of this may be concerns that the trainee is not adequately responding to targets set by a mentor, and that a continuation of this would result in the trainee not meeting the Teachers' or EYTS Standards. In very rare situations, there is evidence that the trainee will not meet part 2 of the standards.

Being at risk of failure does not mean that the trainee will not complete the SCITT course, but it is a process that allows for a formal system of support to be introduced as early as possible. Many trainees will respond to being at risk of failure by ensuring targets are met and that progress is made. Being at risk of failure is a situation that should have been logged and discussed with trainees and should not therefore, come as a surprise.

In order to support this process there are two support plan templates:

- **Informal support plan:** this template should be used if the mentor is confident that that trainee can respond to the required time specific targets.
- **Formal support plan:** this is to be used if the trainee has not responded to the targets set during the weekly review meetings and/or the informal support plan.

Please note, the trainee can be placed on a formal support plan in the first instance if the mentor reflects there is a need and this is supported by the feedback on the weekly review forms.

## Scope

The scope of this policy covers the actions taken by the SCITT and our partner schools to support and monitor the progress of the trainee.

## Professional progress review flowchart

This document sets out the stages to be followed by the SCITT in response to any concerns raised by the school or SCITT staff. This document should be read in conjunction with the SCITT code of conduct which sets out procedures to be followed if a trainee's personal or professional conduct gives cause for concern. This document should be considered as constituting the professional progress review.

There are formal opportunities for mentors to raise concerns with SCITT staff (Collaborative Progress Review meetings- CPR) but mentors are also afforded the opportunity to raise concerns informally at any point during the course

## Concern identified

- Concern identified by school or SCITT staff and reflected on the weekly progress review form
- Mentor/CPR tutor/Phase Lead addresses the concern directly with trainee (please note it can be one or more of the people listed)
- Trainee acts on the advice. No further action is required

## Stage one

- Concern continues (or a further concern is raised)
- Programme Leader/SCITT Director is informed
- An Informal support plan is written in agreement with mentor and trainee outlining SMART targets linked to teachers' standards
- Professional progress review (PPR) sets timeline for trainee to address targets
- Warning letter is issued outlining targets linked to teachers' standards
- Support plan shared with the SCITT, form to be sent to [hlangmead-jones@aggs.bfet.uk](mailto:hlangmead-jones@aggs.bfet.uk)

## Stage two

- Concerns persist (e.g. trainee fails to meet targets from stage one or further concerns are raised)
- Second warning letter is issued and a formal support plan is written in agreement with mentor, trainee, Programme/School Direct Leader outlining SMART targets linked to teachers' standards

## Stage three

- Failure to address targets in the second PPR results in third (and final) warning letter.
- Final warning meeting and PPR convened with the SCITT Director, Programme Lead and trainee to discuss continuation on programme (this could result in stage four being implemented at this time)

## Stage four

- Failure to address targets in third warning letter will result in dismissal from the course via a fourth letter
- Trainees should understand that certain behaviours may result in immediate dismissal from the programme such as:
  - A trainee being asked to terminate school placements from two different schools
  - Serious breaches of the code of conduct
- Appeals to this process should follow the SCITT appeals policy and be considered as starting at part 1 of that policy.

## Exceptional circumstances

In certain circumstances, a trainee may move along the process more rapidly. This is usually the case when a trainee has been in serious breach of the code of conduct or they have become a cause for concern late in the academic year. There are situations where a trainee, who has demonstrated

progress throughout the year, suddenly stops making progress and begins to demonstrate poor performance. In this case there may not be the time for a four stage process and a bespoke approach will be taken and the trainee informed.

## Appeals against assessment decisions

Trainees who are placed on a professional progress review are able to appeal against assessment decision at any point in the PPR, including dismissal from the course. Appeals should follow the process set out in the appeals policy and are to be considered as starting at stage 1 of that process.

In addition, trainees are able to follow the SCITT complaints procedures and policy at any point in the PPR.

## Office of Independent Adjudicators

If an appeal cannot be resolved, the trainee has the right to make a formal complaint to the OIA however, before a student can complain to the OIA, they must normally have first completed their provider's internal complaints or appeals procedures. Once they have done so, the provider should issue a Completion of Procedures Letter. This letter should set out clearly the issues that have been considered, the provider's final decision and the deadline for bringing a complaint to the OIA.

- WEB SITE: <http://www.oiahe.org.uk>
- OIA
- Second Floor, Abbey Gate, 57-75 Kings Road, Reading, RG1 3AB
- Telephone: 0118 959 9813