



# Cause for Concern Policy

Author – Mrs G Theobald

Last review date – October 2019

Next review date – June 2022

Reviewed by – The Laurus Trust

## **Policy for supporting Associate Teachers who have been identified as Cause for Concern**

### **Aims and values**

Altius Teacher Training is committed to ensuring that all Associate Teachers are treated fairly and with consideration. We recognise that we have a responsibility to ensure high and consistent standards in our role as a training provider. Not all Associate Teachers will progress at the same rate and all Associate Teachers have an entitlement to train in a supportive and caring environment. We accept the responsibility for identifying Associate Teachers who are experiencing difficulties that may affect their ability to meet the Teachers' Standards for Qualified Teacher Status. We aim to ensure that, where Associate Teachers are identified as cause for concern, strategies to support their progress are implemented as soon as possible.

### **Leadership and Management**

Altius Teacher Training Strategic Board is responsible for:

- Ensuring that the policy is working in practice
- Monitoring the success of the policy
- Identifying any failures of the policy
- Addressing and resolving any failure of the policy
- Benchmarking qualitative judgements against other providers

The Head of Programme is responsible for:

- Implementing procedures that support Associate Teacher progress
- Ensuring that the Associate Teachers are aware of the procedures to support their progress
- Ensuring that Head of Schools and relevant staff are aware of their responsibilities
- Monitoring evidence from placement schools
- Reporting any failure of policy or procedure to the Strategic Board

### **Procedures**

#### **Cause for concern - on placement**

Associate Teachers have an entitlement to a weekly review meeting with their Subject/Class Mentor. The weekly review meeting is the first level of intervention where, through discussion around subject/curriculum knowledge and lesson observations, progress can be monitored. The Subject/Class Mentor should initiate discussions with the relevant staff and the Altius Head of Programme to decide on a course of action to support the Associate Teacher's progress.

The Action Plan is the second level of intervention. Should a formal Action Plan be deemed necessary, the relevant staff will agree the Action Plan with the Associate Teacher and the Subject/Class Mentor. The areas that the Associate Teacher needs to address, the actions required and how the Associate Teacher will access support will be made explicit on the Action Plan. Appropriate actions will need to be made specific in order to support the Associate Teacher's progress. General comments should be avoided.

The Head of Programme will arrange a meeting with the Associate Teacher to discuss the support that will be offered by Altius Teacher Training.

If sufficient progress has not been made against the identified areas of concern, the Subject/Class Mentors will discuss the subsequent course of action with the SCITT Head of Programme. A Second Action Plan may be agreed with the Associate Teacher.

Should insufficient progress have been made following the Second Action Plan the Associate Teacher will be unable to complete the course. In the event of any dispute between the Head of Programme and the Associate Teacher, the Strategic Board will appoint an Independent Appeals Panel. The panel will review all of the information and advise the Associate Teacher of the outcome in a Completion of Procedures letter. If the Associate Teacher feels that the outcome of the Independent Appeals Panel is not satisfactory then the Associate Teacher has the right to complain to the Office of the Independent Adjudicator. The OIA **must receive** an Associate Teacher's Complaint Form **within twelve months** of the date of the Completion of Procedures Letter.

### **Cause for concern – unrelated to placement**

If an Associate Teacher is identified as being cause for concern unrelated to a school placement, the Head of Programme will initially hold a meeting with the Associate Teacher to discuss the issue. If it is required, the Head of Programme will agree an Action Plan with the Associate Teacher to support progress. The areas to be addressed by the Associate Teacher, the actions required and how support will be accessed will be made explicit on the Action Plan. This Action Plan will be monitored by the Head of Programme. The Associate Teacher will be made aware of the consequences of insufficient progress.

Should insufficient progress be made by the Associate Teacher following this Action Plan, a second Action Plan may be agreed with the Associate Teacher. Again, the consequences of insufficient progress will be made explicit to the Associate Teacher.

Should insufficient progress be made by the Associate Teacher following a second Action Plan, the Associate Teacher may be unable to complete the course.

The Head of Programme will present all evidence to the Assessment Board. Failure to reach one of the Standards for QTS or inability to complete the course will result in the Assessment Board being unable to award QTS.

The Associate Teacher will have the right to appeal the decision. In the event of any dispute between the Head of Programme and the Associate Teacher, the Strategic Board will appoint an Independent Appeals Panel. The panel will review all of the information and advise the Associate Teacher of the outcome in a Completion of Procedures letter. If the Associate Teacher feels that the outcome of the Independent Appeals Panel is not satisfactory then the Associate Teacher has the right to complain to the Office of the Independent Adjudicator. The OIA **must receive** an Associate Teacher's Complaint Form **within twelve months** of the date of the Completion of Procedures Letter.

### **Monitoring**

- The Strategic Board will monitor implementation of the policy through scrutinising the documentation as part of its Quality Assurance procedures.
- Information from Associate Teacher mid-placement and end-of-placement evaluation forms will be used to evaluate the effectiveness of the procedures in supporting Associate Teachers.

- The Programme Leadership Board will survey Associate Teacher perceptions and present findings to the Strategic Board. Minutes of the Programme Leadership Board and Strategic Board will be available.

### **Development and Training**

Relevant staff will all attend training on the procedures for supporting Associate Teacher progress. The Strategic Board will direct the Programme Leadership Board to address any issues arising from failure in policy or procedures and propose solutions.

### **Publishing policy**

This Policy will be available through the Altius Teacher Training website and our documentation. A copy is available from the Altius office.

### **Review date for the policy**

This Policy will be reviewed by the Policy Review Group and presented to the Quality Assurance Board during the 2021-22 meetings cycle.

## Equality Impact Assessments

<p>Names and titles of people involved with this assessment</p> <p>Title of Policy – <b>Cause for Concern SCITT Policy</b></p>	<p><b>Gill Theobold – Head of SCITT</b> <b>Dave Brown - Head of School</b></p>																		
<p>Impact assessment carried out with regard to identified characteristics</p>	<table> <tr> <td>Pregnancy and Maternity</td> <td><input checked="" type="checkbox"/></td> </tr> <tr> <td>Race</td> <td><input checked="" type="checkbox"/></td> </tr> <tr> <td>Disability</td> <td><input checked="" type="checkbox"/></td> </tr> <tr> <td>Sex</td> <td><input checked="" type="checkbox"/></td> </tr> <tr> <td>Gender re-assignment</td> <td><input checked="" type="checkbox"/></td> </tr> <tr> <td>Age</td> <td><input checked="" type="checkbox"/></td> </tr> <tr> <td>Religion &amp; belief</td> <td><input checked="" type="checkbox"/></td> </tr> <tr> <td>Marriage and Civil Partnership</td> <td><input checked="" type="checkbox"/></td> </tr> <tr> <td>Sexual orientation</td> <td><input checked="" type="checkbox"/></td> </tr> </table>	Pregnancy and Maternity	<input checked="" type="checkbox"/>	Race	<input checked="" type="checkbox"/>	Disability	<input checked="" type="checkbox"/>	Sex	<input checked="" type="checkbox"/>	Gender re-assignment	<input checked="" type="checkbox"/>	Age	<input checked="" type="checkbox"/>	Religion & belief	<input checked="" type="checkbox"/>	Marriage and Civil Partnership	<input checked="" type="checkbox"/>	Sexual orientation	<input checked="" type="checkbox"/>
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<p>Summary of any issues/proposed changes</p>	<p><b>It is acknowledged that consideration will be given to the issue of an associate teacher being a cause for concern if there is a demonstrable link to a protected characteristic</b></p>																		
<p>Date</p>	<p><b>September 2019</b></p>																		
<p>Date of next review</p>	<p><b>June 2022</b></p>																		