

**What is a cause for concern?**

- A cause for concern is intended to be a developmental process for the trainee. It is intended to guide and monitor trainees so that they can achieve the standard of performance required to achieve QTS and the PGCE.
- The procedure is also intended to prevent the performance of a trainee having a negative impact on the quality of teaching and learning in their placement school.
- A cause for concern 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.

**Why will a cause for concern be raised?** 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).

**When will a cause for concern be raised?** A cause for concern can be raised at any stage of the programme.

**What are the key steps of the cause for concern procedure?**

1. A statement of the concern(s) outlining the concern.
2. Identification of targets for improvement and related actions that the trainee needs to take.
3. Identification of training requirements of the trainee and any support they require from their school or Mid Essex ITT.
4. Agreement of the review points and how this will be monitored.

**How are targets set for the 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

**What are the stages of the procedure?:**

- The procedure should be followed using the six stages below.
- No further stage should be commenced until all possibilities of progress within the timescale at a given stage have been exhausted.

<p><b>Stage 1:</b> <b>Initial concerns and monitoring</b></p>	<ul style="list-style-type: none"> <li>• Where the usual processes of support and guidance have not resulted in an acceptable level of performance at any stage in the course, MEITT will schedule a meeting between the trainee and Course Tutor or, if the concern is relating to the school placement, also the Professional Mentor and Subject Mentor.</li> <li>• At the meeting the trainee will be informed that there is a cause for concern and the issues that must be addressed.</li> <li>• The Course Tutor or mentor discusses the concerns with the trainee. The Course Tutor/mentor should ensure that they listen respectfully to the trainee to gain a full understanding of their perceptions.</li> <li>• Staff will complete the statement of concern outlining all issues on the first page of the paperwork.</li> <li>• Staff and trainee will agree targets or objectives which are focused explicitly on areas for improvement, agreeing actions and success criteria to be achieved. These are detailed on the paperwork.</li> <li>• There should be a maximum of three targets set across the two weeks. Only one target should be the focus of an observation at any one time.</li> <li>• A review date will be recorded on the paperwork which should be within <b>two weeks</b>.</li> <li>• Other relevant partnership staff should be informed and all correspondence copied to the Director.</li> </ul>
<p><b>Stage 2:</b> <b>Review</b></p>	<ul style="list-style-type: none"> <li>• At the end of the two weeks, targets are reviewed using the full range of evidence.</li> <li>• If sufficient progress has been made by the trainee, normal training routines continue.</li> <li>• If insufficient progress has been made, proceed to Step 3.</li> </ul>
<p><b>Stage 3:</b> <b>Continued monitoring</b></p>	<ul style="list-style-type: none"> <li>• Programme leadership informed and a record of the cause for concern meeting to be sent to the Headteacher or Headteacher's representative.</li> <li>• Joint observation with the mentor and Course Tutor or Lead Subject Mentor. The aim of this is to monitor the progress of the trainee and moderate the judgements made by the school and quality control the support and guidance provided by the school.</li> <li>• Course 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 Course Tutor, mentor and trainee takes place to agree the current cause for concern and set revised targets.</li> <li>• Explicit actions for the trainee, mentor and Course Tutor are agreed as part of the cause for concern action plan.</li> <li>• A period of <b>two to four weeks</b> is set for the trainee to focus on the cause for concern targets.</li> <li>• All observations and meetings should focus on the cause for concern targets.</li> </ul>
<p><b>Stage 4:</b> <b>Review and Possible Outcomes</b></p>	<ul style="list-style-type: none"> <li>• The final review point should take place no later than <b>six working weeks</b> after the first meeting.</li> <li>• At the agreed review point, formal review of targets reviewed, using the full range of evidence, by the trainee, mentor and Course Tutor.</li> <li>• There are three possible outcomes from the formal review:             <ol style="list-style-type: none"> <li>1. if <b>sufficient progress</b> has been made and the trainee has achieved a satisfactory level of performance commensurate with that particular stage of the course, the cause for concern ends and the trainee will continue on the course with the usual processes of support and</li> </ol> </li> </ul>

	<p>guidance.</p> <ol style="list-style-type: none"> <li>2. if <b>limited progress</b> has been made, and it is the view of the school, the Lead Subject Mentor and Course Tutor that it is likely that the trainee will continue to make progress towards QTS, then the trainee will continue on the course. The mentor, Lead Subject Mentor, Course Tutor and trainee review the issues, revise the targets and the cause for concern is extended;</li> <li>3. If <b>no or insufficient progress</b> has been made and it is the view of the school, the Lead Subject Mentor and the Course Tutor that the trainee is unlikely to make progress towards QTS <u>or</u> the presence of the trainee in the school is having a serious negative impact on pupil learning then the trainee fails the programme. Proceed to Step 5.</li> </ol>
<p><b>Stage 5: Outcome and Right to Appeal</b></p>	<ul style="list-style-type: none"> <li>• The programme is terminated immediately subject to partnership protocols for the appropriate training programme.</li> <li>• The trainee meets with the Director and the appropriate record is completed.</li> <li>• The trainee is informed of their right of appeal.</li> <li>• An exit interview record is completed if the trainee declines the right of appeal.</li> <li>• A formal letter is sent to the trainee with a copy to the Course Tutor.</li> <li>• Programme leader(s) meet with the relevant school personnel leading to a report of arising issues and actions.</li> </ul>
<p><b>Stage 6: Decision to DfE</b></p>	<p>The final decision is confirmed by the recommending board.</p>

<b>Stage 1 start date:</b>	
<b>Trainee:</b>	
<b>Subject:</b>	
<b>School:</b>	
<b>Initial statement of concern:</b>	
<b>Staff members:</b>	

Target or Objective	Specific Task(s)	Support required	Time Scale	Success Criteria
<b>Date to be reviewed:</b>	(within 2 weeks)			

Staff (if applicable)	Full Name	Signature (typed if completing by email)	Date
<b>Trainee:</b>			
<b>Course Tutor:</b>			
<b>Director:</b>			
<b>Professional Mentor:</b>			
<b>Mentor:</b>			
<b>Lead Subject Mentor:</b>			

<b>Stage 2 review date:</b>				
<b>Target or Objective</b>	<b>Specific Task(s)</b>	<b>Support required</b>	<b>Time Scale</b>	<b>Success Criteria</b>
<b>Date to be reviewed:</b>	(within 2-4 weeks)			

<b>Stage 3 start date:</b>	
<b>Trainee:</b>	
<b>Subject:</b>	
<b>School:</b>	
<b>Initial statement of concern:</b>	
<b>Staff members:</b>	

Target or Objective	Specific Task(s)	Support required	Time Scale	Success Criteria
<b>Date to be reviewed:</b>				

Staff (if applicable)	Full Name	Signature (typed if completing by email)	Date
<b>Trainee:</b>			
<b>Course Tutor:</b>			
<b>Director:</b>			
<b>Professional Mentor:</b>			
<b>Mentor:</b>			
<b>Lead Subject Mentor:</b>			

<b>Stage 4 review date:</b>				
<b>Target or Objective</b>	<b>Specific Task(s)</b>	<b>Support required</b>	<b>Time Scale</b>	<b>Success Criteria</b>
<b>Date to be reviewed:</b>				