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Introduction
From time to time some trainees will experience difficulties during their training. Whilst most are easily resolved some require more focussed and planned strategic support. This document outlines the varying level of additional support that is available for trainees experiencing difficulties and the joint role of The SCITT and its partner schools in providing that support.

Additional Pastoral Support
When trainees require additional pastoral support either during their placements or due to factors that are external to the course, but are impacting on the trainee’s ability to successfully complete the course, additional support will be made available.

Issues may be identified by the trainee, the schools or a member of the SCITT staff. In the first instance any concerns should be discussed with the trainee’s personal mentor. Where issues involve mentors or are of a more sensitive nature they may be discussed with The Course Director, The Programme Manager or School ITT coordinator. Where necessary actions plans for additional support may be used. When the difficulties experienced by the trainee require more specialist support then the SCITT may offer external counselling services. These are confidential and the SCITT has no communication with the service beyond the initial referral unless there are safeguarding implications for the member schools. The SCITT has also made available group supervision by a specialist counselling service on a monthly basis for those trainees who feel they would find this kind of support useful.

There is guidance available that can be used by students to help put a stop to all forms of bullying and harassment occurring within the context of their studentship, and involving allegations against other trainees or staff. This should be discussed with The Course Director pbowman@shsg.org the first instance.

Additional support for academic work.
In the cases of trainees who require additional support with academic writing this may be available through CCCU tutors. Trainees will either be identified by the SCITT Team, who will offer additional one to one or small group support, or they will request support themselves. In the case of those trainees who self-nominate trainees must inform the programme manager who will then assess the needs of the trainee and may then recommend additional support from the academic team.

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For those trainees with EAL or SEND additional support will be provided through the School ITT Coordinator who will liaise with The Programme Manager to draw up a plan of support. In addition, support is available through CCCU.

**Additional support for voice**

Prior to starting the course all trainees undergo an initial voice assessment (the presentation and lesson delivery) at interview. At this point some trainees will be identified and their places may be offered on the condition that they attend voice training sessions prior to the course starting in September. During the year there are three routes for referral for additional voice teaching: self-referral, referral by ITT coordinator or referral by Subject Mentor. All referrals will be made to The Course Director who will assess the trainee’s level of need and arrange for additional support as necessary.

**Changes to placements**

On rare occasions, it may be necessary to make changes to trainee’s placements. Most commonly, these changes would be made in response to changes in the capacity of the school to support a trainee, changes in trainee circumstances, changes to the training needs of an individual trainee. In the cases of changes instigated by The SCITT, The SCITT will endeavour to notify trainees in as timely manner as possible and trainees will be offered the opportunity to discuss any changes to their placements with The School ITT Coordinator and the Subject Mentor involved. Where a trainee requests a change of placement this must be discussed with The School ITT Coordinator in the first instance. If the coordinator deems a change to be appropriate then this will be referred to the Course Director who will make a decision in discussion with The Programme Manager. In the event of changes to placements it is expected that trainees will be offered the opportunity to visit the new school and will be offered a full induction programme (as in terms 1 and 2).
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Additional support for teaching

When it is felt that a trainee is experiencing difficulties in their classroom practice and requires more structured support the Mentor will, in discussion with the trainee and School ITT Coordinator, produce an action plan based on the proforma in the handbook. Schools who have concerns about trainee progress must follow the procedures outlined in the Trainee Capability section of the handbook. These concerns must be communicated to both The Trainee and the School Coordinator involved as early as possible to enable the SCITT to introduce additional support if required.

Action plans can be initiated at any time following the first half of term and no later than the final three weeks of the trainee’s final teaching practice. Any action plans must be shared with The Programme Manager and The Course Director as early as possible. (See Appendix A).

Absenteeism

The course is a very short one and to reach Qualified Teacher Status and a PGCE in one year is inevitably a demanding task.

Attendance at all elements of the course is, therefore, a compulsory matter and not a voluntary one.

The only automatic reason for an authorised absence is where a trainee is ill. Requests for absences for any other reason must be made to The Course Director. All other absences from training should be reported to the Course Administrator as well as to the Programme Manager and/or Subject Lead. Absence from school must be reported to the Course Administrator as well as to the school.

(Refer to Southend SCITT Absence Policy – updated Sept 2017)

Absence for up to five days is covered by normal self-certification procedures, whereas absences longer than 5 days will require a doctor’s certificate. Self-certification forms are available from the Course Administrator (kedney@shsg.org). All non-sickness absence should be discussed with The Course Director beforehand, to see if it is appropriate.

Total absences

The maximum number of days that may normally be missed during the whole course is 11 - 15 days. Absence in excess of this for medical reasons will normally lead to the SCITT suspending the trainee’s study from that 15 day point. If the trainee is in receipt of Student
Finance England (SFE a Change of Circumstances form (COC) will be submitted to SFE by the provider suspending studies on medical grounds effective from that date.

For all other absences and further information, please refer to the Southend SCITT Absence Policy (updated Sept 2017).

It is usual that where the trainee has missed 15 or more days of the course they will be asked to replace the extra missing days at the end of the course. Absences over 15 days may require additional time into next academic year, **If a trainee’s attendance is such that it is not possible for the school to accurately assess their progress than they will be deemed to have failed the practice and will be offered the opportunity to re-sit the practice in the following term.**

Practice that runs into the following academic year will be charged at a rate of £100 per week to be paid on a weekly basis.

Absences over 30 days will require a retake of the whole year and will be subject to full fees.
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Assessing and Responding to Trainee Capability

This section deals with the assessment and support processes that are involved when a trainee fails to make the expected progress during their training.

Processes for the Assessment of School Practice

There are several assessment points where trainee professional competency is judged. These are as follows:

- **Interim Review** – October Half Term
- **Review 2** – end of Autumn Term (Dec)
- **Review 3** – February Half Term
- **Review 4** – end of Spring Term (Mar)
- **Review 5** – Mid May

These reviews are completed by the Subject mentors and grade trainees against the Teachers’ Standards using a range of evidence, including lesson observations and evidence drops where ‘O’ is ‘outstanding,’ ‘G’ is ‘good,’ ‘RI’ is ‘requires improvement,’ and ‘IN’ is ‘inadequate.’

In addition to these reviews, trainees have four ‘formal lesson observations’ conducted by members of the SCITT assessment team as follows:

- **Nov/Dec** – SCITT assessment team
- **Feb** during B placement – joint by A and B mentors and/or B placement ITT Co-ordinator
- **April / May** – Subject Lead Tutor
- **June** (Final assessment) – SCITT assessment team /and external moderators

A picture of the trainee’s progress against QTS is, therefore, informed by the grades awarded throughout the training year for lesson observations and evidence gathered by the trainee against the standards and graded through the reviews. The final ‘recommendation’ is achieved through using a ‘best fit model’ using the summative and formative assessment gathered throughout the year, a final folder scrutiny in May and assessed visit in June. The final recommendation is then presented to the QTS examination board upon which they consider all the assessment data gathered on the trainee throughout the year and the final recommended grade. Using this information they either ratify the grade, recommend a change to the grade or a deferral or referral.
Trainee progress and assessment data are discussed as a standing item on both the Strategy Group and Steering Group meetings which are held every half term.

Due to the continuous nature of assessment causes for concerns and any difficulties being experienced by the trainee should be picked up quite early and appropriate supportive interventions put in to place.

**Structures for referrals or deferrals**

Deferrals will only be considered in exceptional circumstances and will be at the recommendation of The Course Director and The University.*  
Deferrals will be considered in the following circumstances:

1. Where the trainee has not achieved a minimum of a grade 3 for Professional Competency Grade and it is the opinion of The Recommending Board that additional practice is likely to enable the trainee to achieve the required minimum grade.

2. Where the trainee has failed one of the professional practices and it is the opinion of The Recommending Board that additional practice is likely to enable the trainee to achieve a pass**.

* If, in agreement with The University, a trainee is unable to complete an academic assignment by the end of the course and is granted an extension beyond the end of the academic year, but has successfully completed the professional practices then QTS will be awarded but a deferral will be considered for the award of the PGCE.

** Where this is the recommendation of The Board the circumstances and duration of the practice will be guided by the recommendations of The Course Director. On completion of a successful professional practice the trainee will then be recommended for the appropriate award to The University.

**Assessing Professional Competence**

“Professional competence relates to the holistic approach to professional capacity which cannot be reduced to individual competencies”

*Fish, D*

Professional competency is regarded as being a basic requirement for qualification and is prioritised over the attainment of all the QTS together.
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We assess professional competency in the context of the requirements for QTS, the guidance provided by Ofsted and our collective professional understanding of the required attributes, knowledge and attitudes required that ensure the well-being of children.

We base a large part of our judgements about professional competency on our shared understanding of the repertoire of skills, abilities, capacities, subject knowledge, personal attributes, personality, ability to be reflective and ability to work collaboratively.

Professional competency may be broken down into several strands:

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<tr>
<th>Foci</th>
<th>Areas for consideration</th>
<th>Possible Sources of evidence</th>
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</thead>
<tbody>
<tr>
<td>Personal repertoire</td>
<td>Personal characteristics (empathy, imagination, resilience, impartiality, open-mindedness, humility, ability to take risks and enthusiasm)</td>
<td>Observation of trainees in a range of contexts</td>
</tr>
<tr>
<td></td>
<td>Self-knowledge</td>
<td>Discussion with trainees</td>
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<tr>
<td></td>
<td>Capacity to improve and adapt</td>
<td>Trainee’s writing (tasks, assignments and reflective journals)</td>
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<tr>
<td></td>
<td>Self-awareness</td>
<td>Lesson observations and evaluations</td>
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<td></td>
<td>Breadth and content of the curriculum</td>
<td>Discussion with colleagues</td>
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<tr>
<td>Knowledge base</td>
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<tr>
<td>Educational knowledge</td>
<td>Knowledge of learning and educational contexts</td>
<td>Observation of trainees in a range of contexts</td>
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<td></td>
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<td>Discussion with trainees</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Trainee’s writing (tasks, assignments and reflective journals)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Portfolios of evidence</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Lesson observations and evaluations</td>
</tr>
</tbody>
</table>
### Educational Understanding
- Pedagogical knowledge
- Selection of appropriate teaching methods
- Understanding of research and policy in action
- Discussion with trainees
- Trainee’s writing (tasks, assignments and reflective journals)
- Portfolios of evidence
- Lesson observations and evaluations
- Discussion with colleagues

### Professional Judgement
- Awareness of their working context
- Knowledge of their moral and legal responsibilities
- Knowledge of when to apply different pedagogical approaches
- Observation of trainees in a range of contexts
- Discussion with trainees
- Trainee’s writing (tasks, assignments and reflective journals)
- Portfolios of evidence
- Lesson observations and evaluations
- Discussion with colleagues

### Professional Artistry
- Ability to “read” a situation and respond empathetically and professionally
- Capacity to improvise Ability to appropriately systematically organise ideas and practical activities in response to context.
- Observation of trainees in a range of contexts
- Discussion with trainees
- Portfolios of evidence
- Lesson observations and evaluations

### Capacity for Professional Collegiality
- Ability to work with a range of professionals
- Observation of trainees in a range of contexts
- Discussion with trainees
- Lesson observations and evaluations
- Discussion with colleagues

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Capacity for professional development

- Ability to theorise in practice and recognise theories underpinning their own decisions
- Awareness of theory in action
- Ability to be reflective
- Ability to learn through practice
- Ability to improve and refine practice

Discussion with trainees
- Trainee’s writing (tasks, assignments and reflective journals)
- Portfolios of evidence
- Lesson observations and evaluations
- Discussion with colleagues
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Stages of Intervention for Trainees Experiencing Difficulties

In any term the action planning (cause for concern) process can be activated, either by the school or by the SCITT Team in order to provide additional support (see earlier section). Where there is a concern it should be logged on the ‘Raising a Concern Form’ and sent to the Course Director and HR Administrator (kedney@shsg.org) as soon as possible. (Appendix B)

Roles and Responsibilities

It is the responsibility of the Subject Mentor to oversee any additional support in school. Regular progress reports will be made to The School ITT Coordinator, the SCITT Course Director and Programme Manager.

It is the responsibility of the Management Group to:

- define and communicate procedures and to ensure that they are applied in a consistent manner;
- ensure that systems are in place for the proper induction of trainees, and for day to day management of teaching practices, to ensure that processes are in place throughout the partnership to ensure that minor deficiencies in performance are dealt with effectively without recourse to the formal procedure.

It is the responsibility of the ITT Coordinators to:

- manage trainee performance effectively ensuring that trainees are aware of the standards expected of them;
- ensure that, where necessary, trainee capability procedures are carried out promptly, fairly and equitably.

It is the responsibility of the Partner Schools to:

- be aware of and comply with all general rules and procedures referred to in their partnership agreements;
- comply fully with any agreed procedures and to co-operate with the processes contained therein;
- ensure that trainees and the SCITT are aware of any concerns about trainee performance as early as possible, and no later than three weeks before the conclusion of a practice.
Identified concerns

Where evidence emerges that a trainee’s progress has fallen below the minimum standards expected of them, this will be discussed with the trainee, normally by the subject mentor and ITT Co-ordinator in the first instance. The Subject Mentor, will:
set out the nature and seriousness of the concerns in an action plan;
confirm any discussions/support;
give the trainee the opportunity to comment and discuss concerns.

Monitoring

A monitoring period will usually be set out in the action plan and will normally be in blocks of two weeks to be fully reviewed at the end of each half term.

The Subject Mentor (in discussion with The ITT Coordinator) will:
1. set targets for future progress;
2. agree any further support with the trainee and the school;
3. make it clear how, and by whom, progress will be monitored and when it will be reviewed;
4. explain the consequences and process if no, or insufficient, improvement is made.

The period of monitoring will normally be half a term and in any case shall only be as long as is necessary to allow reasonable time for improvement and this will depend on the seriousness of the issues and individual circumstances.

The Head teacher of the school hosting the practice reserves the right to terminate the practice at any time if he/she has reasonable cause to believe that the trainee is having or is likely to have a negative impact on the wellbeing or academic progress of the pupils in the school.
The Formal Procedure

In the most severe cases, and where there has been insufficient improvement or the trainee is having a negative impact on children’s progress the process may be suspended until either an end date for the training is agreed or an alternative placement can be found. In this instance a formal meeting will be held by The Course Director and will be attended by the Trainee and The Subject Mentor.

Prior to this meeting the trainee will be:

- informed of the nature and details of the concerns;
- informed of his/her right to be accompanied at the meeting by a representative;
- supplied with a copy of the evidence which is to be considered at the meeting;
- given an indication of the possible outcome which could be imposed if the concerns are found to be substantiated, e.g. a formal warning or termination of training;

Not later than two working days before the meeting the trainee:

- must supply the name and status of his/her representative;
- may submit a written statement or other supporting written evidence if s/he wishes, either direct or through his/her representative.

At the meeting the concerns will be explained to the trainee and they will have the opportunity to make representation

Where the concerns are substantiated the following decisions may be made:

I. An alternative placement will be found and new action plan drawn up;

II. Further attempts at failed practices may be agreed with new action plans being drawn up;

III. The trainee may be asked to agree to leave the training programme;

In the cases of i) and ii) the trainee will be informed in writing of;

- the nature and seriousness of the concerns;
- the improvement in performance that is required during the formal assessment period to remove them from the formal process (ie through set targets);
- the support that will be available to help the trainee improve;
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- the end date of the formal assessment period and how progress will be monitored during this period, including any review dates;
- the consequences of failure to improve to the required standard;

In the case of iii) please refer to the ‘Trainee Suitability to Practice Policy and Procedures.’

In the case of serious concerns that relate to safeguarding the trainee will be suspended from the programme while investigations are carried out. Further details of these procedures can be found in the SCITT safeguarding policy.

Appeals

See Complaints and Appeals Procedure Policy

Records

Notes of formal meetings and appeal hearings will be taken and shared with the trainee as soon as possible after the meeting/hearing. The trainee has the right to challenge the accuracy of any minutes and to have these recorded.

No-one may record meetings or hearings, except for the designated Clerk, to assist with producing the minutes, where permission is given by all parties. The recording will be destroyed once minutes are completed.

Details of any formal action, including any warnings will be retained on the trainee’s personal file. Warnings will be disregarded after the training period has ended.

Details of any current capability procedures and/or warnings will be referred to when responding to a trainee reference request.

Timing/Location of Meetings/Hearings

The SCITT will endeavour to deal with progress issues without undue delay. It is expected that trainees and their representatives will assist in this aim.

Where possible, timings of formal meetings and appeal hearings will be agreed with the trainee and his/her representative and will normally take place during the working school day.

Trainees and their representatives should make themselves available to attend meetings within a reasonable period of time. If however, the trainee’s chosen companion is not available, for a
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reason that was not reasonably unforeseeable, at the time proposed for any meeting or hearing, one alternative date will be set, normally no later than five working days from the original date.

Where possible meetings and hearings will be held at a mutually convenient location, which meet any special needs of attendees and which may sometimes be away from the normal place of work where this is considered to be appropriate.

Grievances and Complaints Raised During Capability Procedures
If a trainee raises a grievance during the course of the capability procedure, related to the case, the grievance will normally be dealt with as part of the formal capability meeting/appeal. If appropriate, given the nature of the grievance, the capability process may be temporarily suspended in order to deal with the grievance.

Ill Health during Capability Procedures
While it is recognised that capability procedures can be distressing and may sometimes lead to a trainee feeling unwell, the Steering Group believes that it is in everyone’s best interest to conclude matters as quickly as possible and will work with the trainee to achieve this.
### Appendix A - Sample Action Plan

<table>
<thead>
<tr>
<th>Southend SCITT Action Plan</th>
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<tbody>
<tr>
<td><strong>Trainee:</strong></td>
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<tr>
<td><strong>School:</strong></td>
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</table>

**Key concerns/Areas for development / Teachers’ Standards**
These may relate to trainee progress regarding QTS standards, relationships in school or completion of academic work.

**Targets**
These should be sub-headed as either personal or QTS related. All targets should be SMART targets.

<table>
<thead>
<tr>
<th><strong>Actions</strong></th>
<th><strong>Person/people responsible</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>This is the action taken by any of the parties involved.</td>
<td>Trainee, Mentor, coordinator, manager, director</td>
</tr>
</tbody>
</table>

**Minimum Progression Plan:**
Weekly expectations of teaching load and planned observations

**Review date**
Review dates should be set within two weeks of the production of the action plan.

**Trainee**

**Subject Mentor**

**School Coordinator**

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<table>
<thead>
<tr>
<th>Trainee:</th>
<th>Date:</th>
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<tbody>
<tr>
<td>School:</td>
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</table>

#### Key concerns/Areas for development / Teachers' Standards
- Planning
- Use of positive praise.
- Vocal tone and volume.
- Organisation.
- Trainee coping with teaching load.

#### Targets
- Content of planning needs to have a greater focus on the learning content.
- Use of positive praise needs to be evident is lessons.
- Increase in pace throughout the lesson.
- Vocal tone and volume needs developing to improve the ability to swiftly manage the behaviour and build positive relationships.
- Planning must be submitted to The School Mentor by Thursday evening for Monday.
- Teaching time to be reduced at first and then an appropriate minimum progression plan to be put in place.

#### Actions
- Trainee to plan with Subject Mentor then have each plan monitored to ensure there is an appropriate focus on learning before the lesson is allowed to be delivered.
- Trainee to use more positive praise in lessons.
- Trainee to use appropriate vocal tone and volume to manage the behaviour and build positive relationships.
- Planning must be submitted to The Subject Mentor by Thursday evening for Monday.
- Teaching time to be reduced at first and then an appropriate minimum progression plan to be put in place.

#### Person/people responsible
- TRAINEE/SUBJECT MENTOR, monitored by SCHOOL COORDINATOR.
- TRAINEE monitored by SCHOOL COORDINATOR
- TRAINEE to have 1:1 with voice coach SP, monitored by SCHOOL COORDINATOR
- TRAINEE monitored by SUBJECT MENTOR.
- SUBJECT MENTOR monitored by TRAINEE.

Entire programme of support to be overseen by Personal Tutor on behalf of The Course Director.

#### Review date
- Every 2 weeks throughout TP2
# Appendix B - Raising a Cause for Concern

**Part 1 (to be completed by reporting staff member):**

<table>
<thead>
<tr>
<th>Trainee Name:</th>
<th>DOB:</th>
<th>A Placement School:</th>
<th>Mentor:</th>
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</table>

<table>
<thead>
<tr>
<th>Subject:</th>
<th>A Placement ITT Coordinator</th>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Date</th>
<th>Information/Details of concerns</th>
<th>Reported by (Print Name and Signature)</th>
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**What is the trainee’s account/perspective?**

**Any other relevant information. Previous concerns, personal circumstances, NLP (negotiated learning plan) etc.**

**What needs to happen?**

**Part 2 (to be completed by SCITT Admin)**

<table>
<thead>
<tr>
<th>Advice sought</th>
<th>Action taken</th>
<th>Outcome</th>
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**Should a cause for concern be commenced?**

**Why?**

**Should disciplinary procedures be invoked?**

**Why?**

**Signed**

**Printed Name**