



Alliance for
Learning SCITT

Train Teach Transform

PROFESSIONAL PROGRESS POLICY

2017- 18 Secondary, Primary and Early Years

OBJECTIVES

High quality teacher education and development designed to inspire high levels of personal and professional conduct and to contribute to pupil progress in partner schools

Alliance for Learning SCITT

QTS and EYTS education

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Introduction

It is the aim of the Alliance for Learning SCITT that all trainees are given the full opportunity to complete the course and gained qualified teacher status or early years teacher status.

On rare occasions trainee teachers do not make the progress necessary to be able to meet or exceed the teacher standards at the end of the course. These rare situations result in trainees being 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 concern that trainees are not adequately responding to targets set by a mentor, a continuation of which would result in the trainee not being able to demonstrate 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. It should not come as a surprise to trainees.

Scope

The scope of this policy covers the actions taken by the SCITT to support and monitor pupils

Professional progress review flowchart

This document sets out the stages to be followed by the SCITT in response to any concerns raised by 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 rise for concern. This document should be considered as constituting the professional progress review.

There are formal opportunities of mentors to raise concerns with SCITT staff (*at risk of failure* documentation) 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
- SCITT area lead addresses the concern directly with trainee
- Trainee acts on the advice. No further action is required

Stage one

- Concern continues (or a further concern is raised)
- SCITT director is informed
- Warning letter is issued outlining targets linked to teachers' standards
- Professional progress review (PPR) sets timeline for trainee to address targets

Stage two

- Concerns persist (eg trainee fails to meet targets from stage one or further concerns are raised)
- Second warning letter is issued and meeting arranged with SCITT director
- SCITT area lead, SCITT director and trainee agree on further targets with deadlines
- Second PPR document is issued

Stage three

- Failure to address targets in the second PPR results in third (and final) warning letter.
- Final warning meeting and PPR convened for SCITT director, SCITT area lead and trainee to discuss continuation on programme
- Final PPR document issued with targets and associated deadlines

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 (see below).

Exceptional circumstances

In certain circumstances a trainee may move along the process more rapidly. This is usually in the case of trainees who 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