

## Cause for concern

Procedures in the event of a trainee failing to make progress towards QTS

Training to be a teacher is challenging and trainees can count on much support from staff, particularly during the early stages.

### Causes for concern may be:

- Weak curriculum or subject knowledge
- Poor quality planning
- Poor classroom management and lack of provision to establish a secure and effective learning environment
- Inadequate behaviour management. Lack of high expectations for pupil behaviour and no established, clear framework for class discipline, which anticipates and manages pupil behaviour and promotes self-control and independence
- Lack of effective monitoring, assessment and feedback to support teaching and learning
- Inability to improve teaching by evaluating it and learning from the effective practice of others
- Not responding positively to feedback from colleagues and from other forms of evidence
- Lack of motivation and inability to take increasing responsibility for their own professional development
- Poor quality submissions
- Health and Safety issues
- Not exhibiting satisfactory professional standards
- Equal Opportunity issues

These issues will be identified either from unmet targets set by subject mentors or Professional Development Tutors and Standards evidence. If there are obvious and persistent weaknesses the following procedure will be implemented.

<p>Stage 1 Cause for concern</p>	<ul style="list-style-type: none"> <li>• The Professional Development Tutor and the subject mentor will carry out a joint lesson observation against the standards which are a cause for concern. If the standard is non-teaching related. i.e. Standard 8 or Part 2 then the tutor and mentor will discuss the concerns prior to meeting the trainee</li> <li>• A preliminary meeting will be held between the subject mentor, the Professional Development Tutor and the trainee. Based on written evidence:             <ol style="list-style-type: none"> <li>1. Clear agreed targets will be set</li> <li>2. A programme of support drawn up</li> <li>3. A review date agreed</li> </ol> <p>The outcomes from the above will be put in writing with the standards against which the trainee is failing to make progress, the action plan, the targets and the review date agreed</p> </li> </ul>
<p>Stage 2 Final Review</p>	<ul style="list-style-type: none"> <li>• If at the review meeting there is sufficient evidence to indicate that the trainee will achieve the standards identified at stage 1 then they are deemed to be on track to meet the Teachers' Standards. They</li> </ul>

	<p>are taken off the Cause for Concern procedure and no further action is required.</p> <ul style="list-style-type: none"> <li>• If at the review meeting there is not sufficient evidence to indicate that the trainee will achieve the standards identified at stage 1 then the trainee will be informed that his/her training for QTS will be terminated.</li> <li>• A Professional Development Director or alternative Senior Professional Development tutor should be present at this meeting in order to provide a fresh perspective on the trainee's progress and potential to fail.</li> <li>• The trainee has the right of appeal. This appeal should be addressed to the NELTA Principal in the first instance who will then follow the published Appeals Procedure.</li> <li>• Evidence will be submitted to Appeals Panel who will hear the appeal</li> </ul>
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All meetings in this process must be minuted and all decisions put in writing. Resulting documentation must be signed by all relevant parties.