



Support Plan and Cause for Concern Procedures – Stages 1, 2 and 3

At Newman University, we are very aware of the importance of early intervention should a trainee appear to need additional support in schools. We are also mindful that there may be a myriad of reasons for this which will require differing approaches to intervention. Detailed below you will find guidance for initiating and completing the support plan and cause for concern processes. These procedures are supported by the pro forma document entitled *Primary ITE Student Support Plan* for Stages 1 & 2, and 3.

A support plan will be used where the performance of a trainee requires additional support beyond the normal expectation. The process provides the trainee and mentor (M)/professional mentor (PM) (alongside the placement tutor) with a formal way of addressing the areas for development with a view to providing positive support for the trainee. This process should be actioned as soon as possible in order for the trainee to respond to the concerns and make progress against the Newman University ITE assessment framework as detailed in the Newman Curriculum Continuous Assessment Tool (NCCAT). The linked University placement tutor will also assist in this process.

Identifying a trainee early with areas for development throughout their university or school placements can lead to early intervention and may prevent the issues becoming a cause for concern in their assessed final placement. In Stage 1, 2 and 3 the *Student Support Plan* provides an opportunity to intervene at the earliest signs that a trainee is having difficulties with the professional expectations of the programme. Examples of this include: low attendance in university sessions or on placement, failure to complete set tasks/activities, engage with planning or establish effective working relationships. Not completing targets during the support plan interventions will cause a trainee's practice to become a cause for concern. This does not automatically mean the trainee will fail, but initiating the *Support and Cause for Concern* process indicates clearly and formally to the trainee that they are not making sufficient progress towards meeting the standards for Qualified Teacher Status by the end of their programme. In order to address this, it provides focused intervention and targets for them to address in order to resume the trajectory towards the required standard through appropriate professional development.

Primary ITE Student Support Plan Process

Should a trainee be falling below the expected trajectory of development for their stage of training we would look to introduce a support plan, which is separated into 3 phases of intervention:

- Extra Help 1
- Extra Help 2
- Cause for Concern

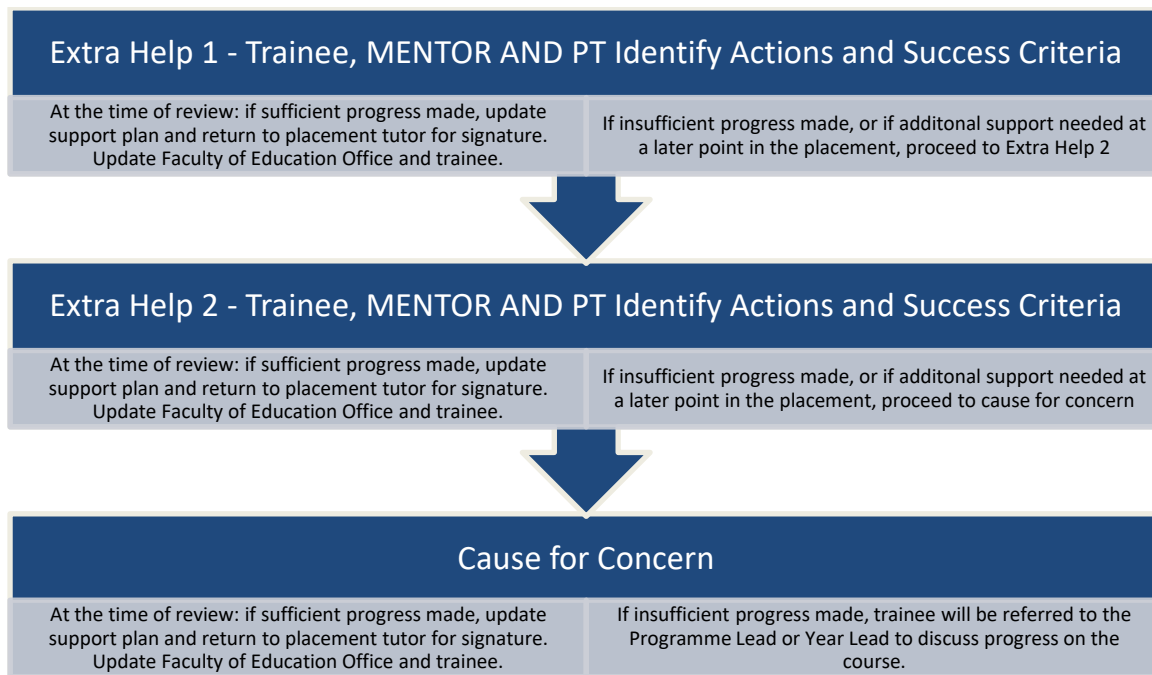
Developmental observation forms and weekly meeting reviews evidence the first indication of an area for development. In some cases, the concern is raised during a scheduled visit by the placement tutor (PT). Where colleagues in school raise the concern between visits, the placement tutor (PT) must be contacted immediately so that they can be kept informed of the area for development. At any point during the course, concerns and planned interventions must be recorded on the *Primary ITE Student Support Plan* **with clear targets linked to the 'Newman Curriculum' themes.**

Extra Help 1 and 2 of the support process is expected to last between 5 and 10 working days (but no longer than 3 weeks), with a clear focus on providing extra help as opposed to being identified at risk of failing. The trainee will be placed at the centre of the process, recognising the importance of them taking responsibility for their development. Cause for concern should be put in place for no longer than 5 working days. For each phase, SMART targets (Specific, Measurable, Achievable, Relevant, Time-Bound) will be generated from the *Newman Curriculum Continuous Assessment Tool (NCCAT)* with actions identified for trainees, mentors (M) and placement tutors (PT).



Should the trainee be involved in a one-time serious incident, such as a significant breach of acceptable behaviour they can move straight to **cause for concern** as a repeat of such behaviour cannot be tolerated and requires addressing immediately. Failure to address the issues raised will result in the trainee being referred to the Programme Lead or Year Lead to discuss their ability to progress on the course.

Should a trainee fall below trajectory due to medical circumstances/physical and mental health we will seek support through university services, where possible, then enact the support plan as required.



A trainee with a cause for concern plan should normally remain teaching, with the timetable being adjusted where necessary so that effective teaching and learning can take place. However, by the end of the SE the trainee should be demonstrating the ability to meet the requirements for the particular placement.

In extreme cases a trainee may be issued with a cause for concern action plan (Part 2) without having first been issued a support plan. This would only be appropriate where the education and welfare of the children is being severely affected, evidenced by written reports and observations. If the concerns are not addressed, the trainee may be asked by the school to leave the placement: this should be carried out in agreement with the mentor (M), placement tutor (PT), Head of Primary ITE alongside the placement review process. In cases of safeguarding concerns, the placement tutor and Faculty of Education Office primaryse@newman.ac.uk must be notified immediately and an appropriate response agreed to ensure the safety of all concerned.

Responsibility for the agreeing the assessment of trainees' progress is shared between the mentor (M) and placement tutor (PT).



Review of Cause for Concern

At the time of review, if progress has been made, the cause for concern is completed and returned to primaryse@newman.ac.uk

In exceptional circumstances when some progress has been made a further cause for concern action plan may be issued.

At the time of review if insufficient progress has been made the placement tutor (PT) and mentor (M) will discuss terminating the placement, with a FAIL grade being recorded against the placement.

On termination of a placement the final section of the cause for concern action plan MUST be completed, stating the reason/s for the decision.



Support Plan and Cause for Concern Procedures: Quick Guide

