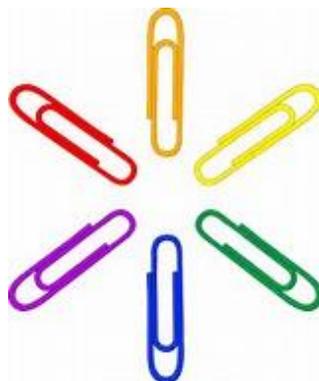




SECONDARY SCHOOL DIRECT 2017/18

**RAISING ISSUES AND
DEALING WITH PROBLEMS:
COMPLAINTS PROCEDURES
FOR TRAINEES**



Raising Issues and Dealing with Problems:

Complaints Procedures for Trainees

We pride ourselves by the very high levels of student satisfaction we achieve. However things can go wrong and it is important that trainees know what procedures are in place if they feel they need to draw attention to a problem, or to officially make a complaint.

Dealing with problems in a timely fashion

We will always listen courteously and attentively to any problems or complaints raised by trainees and, in almost all cases, we can resolve problems if they are brought to our attention in a timely and accurate fashion.

Trainees should never fear to report problems and we expect you to do so as part of a shared professional commitment to quality learning.

First steps: courteously sharing a problem

In the first instance, the problem should be courteously explored with the other person(s) immediately involved. For example:

- If a fellow trainee with whom you share transport is keeping you late in the mornings: politely share your concern and discuss with them how the problem can be avoided.
- If a seminar leader is speaking too softly for you to hear them: politely make them aware of this and ask them to speak more loudly.
- If you are anxious because your mentor has missed a weekly review meeting with you: politely share your concern and discuss with them when the meeting can be rescheduled.

Courteous, proactive and assertive actions such as these will usually lead to difficulties being addressed.

Taking things further

Occasionally further action may be required. In such circumstances there is a hierarchy of individuals available to support you and you should draw the problem to the attention of individuals in the order listed below. In the event that you are dissatisfied with that person's response, or you feel unable to raise your concern with that individual, you should speak to the next person in the hierarchy.

Hierarchy for raising concerns re school-based learning

1. Subject mentor
2. Lead mentor
3. School Direct Coordinator
4. CPTT Director

Hierarchy for raising concerns re conferences and training

1. Session leader
2. School Direct Coordinator

Hierarchy for raising concerns re PGCE modules,

1. PGCE tutor
2. School Direct Coordinator

Hierarchy for raising concerns re centre-based admin and organisational issues

1. CPTT Senior administrator

2. School Direct Coordinator

Other sources of support for you in the event of problems, or complaint

You should remember that as well as the procedures above, there are other sources of support for you in the event of difficulties or complaint.

Informal pastoral advice in CPTT Centre

We are proud of the supportive, individualised learning experience we give you. The School Direct Coordinator, CPTT Director, the Senior Administrator and the Administrator all have pastoral roles: you may informally ask them for advice at any time.

Your peers

Often your peers and other school/department colleagues will be an enormously important source of support and advice to you and we encourage such professional support as essential to learning and succeeding. However, in the case of problems and complaints, do remember there is a code of conduct re discussing schools, staff, colleagues and children.

Formal action plans

Once you have followed the above procedures and a problem or complaint has been formally raised with the School Direct Coordinator or CPTT Director, an action plan will be generated to facilitate and track how your difficulty has been addressed and resolved.

What to do if you have a complaint about the School Direct Coordinator, or you feel the Coordinator has not responded to your complaint adequately

In such a case you should make formal representation to the CPTT Director who will review and continue the action plan and endeavour to ensure your difficulty is addressed.

If difficulties continue:

Should you still be unhappy, the CPTT Chair of Board will arrange for a panel of board members, at least one of who will be from the Quality Assurance Committee to review your case and take control of the action plan.

If difficulties still continue:

As a last resort, should you still feel your complaint has not been addressed, you may appeal to The Office of the Independent Adjudicator, an independent body set up to review student complaints.

Contextual summary

We are proud that our trainees have never had to go beyond raising an issue with the School Direct Coordinator and that even then, the level of formality has been extremely rare. This is in part due to our learner-centred ethos and commitment to continual, evidence-based improvement. However, it is also largely due to trainees providing accurate, timely and professional feedback regarding any difficulties or problems they encounter. We expect all trainees to be committed to such practice and assure them that they may do so without fear of prejudice, or recrimination.