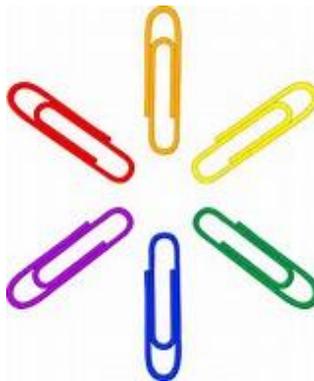




**SECONDARY SCHOOL DIRECT 2017/18**

# **SUPPORT AND CAPABILITY**

# **POLICY & PROCEDURE**



**NAME:**

## Support and Capability: What happens when things don't go as well as expected on placement?

### WL TSA Support and Capability Policy

Our aim is for all of our trainee teachers to be graded as good or outstanding by the end of the course. However, we recognise that for some trainees things don't always go as expected on placement for various reasons, and so to achieve these grades at the end of the training some intervention or additional input may be required.

#### Standard support for trainees

At all times trainees have access to a range of pastoral and professional support. For any issues, professional, pastoral, or health related, trainees are welcome to consult:

1. The School Direct Coordinator
2. Their placement school Lead Mentor
3. Their placement school Subject Mentor
4. Their Subject Coordinator
5. The CPTT Administrators
6. The CPTT Director

For professional matters in school, trainees should first consult:

1. Their Lead Mentor or Subject Mentor

Extra advice and support may be provided by:

2. The School Direct Coordinator.
3. In the case of subject or pedagogical issues, curriculum leaders and specialist staff (e.g. SEND co-ordinator) within the school (before consulting other school staff, a trainee should discuss the matter with their subject or lead mentor).

If there is a problem concerning their subject mentor, trainees should consult the school's lead mentor or the School Direct coordinator.

For matters relating to their PGCE academic work, trainees should first consult:

1. Their SHU mentor

Extra advice and support may be provided by:

2. The support mechanisms outlined in the SHU programme materials (e.g. Students' Union).

#### Additional support for trainees

In addition to the above support, if necessary, the mentors above will guide the trainee to additional specialist support e.g. via our occupational health consultant. If such extra help is required, it is recognised that the circumstances are not routine and a support and/or capability action plan may be drawn up and agreed with the trainee. Some trainees with, for example EAL, or SEND needs may even begin the course with a support plan.

A **support action plan** will usually be put in place if a trainee has a specific need e.g. SpLD or disability and the plan will contain the following key elements:

1. A statement of the trainee's needs and the type of support.
2. What support is in place for the trainee and who is responsible for providing it.
3. Reasonable adjustments in terms of assessments, placements, teaching and learning requirements, access to additional support services or specific health and safety requirements.
4. Targets for the trainee.
5. A timescale for review of the targets and updating the plan.

The above points may be repeated if the plan requires continuation past the first review date.

A **capability action plan** will be put in place if a trainee is not meeting the Teachers' Standards

If, for any reason, a mentor becomes concerned about the performance of a trainee, the matter should be raised with the trainee as soon as possible. Any areas of concern should be fully discussed and possible reasons for their occurrence explored. The School Lead Mentor should be involved from the start if a trainee is causing concern. This may simply involve informing the trainee so that they are aware of the situation and it will probably involve the School Lead observing the trainee and discussing the area(s) of concern with the Trainee and the Subject Mentor. If the trainee does not show evidence of progress, then the School Lead should contact the ITT Coordinator to discuss the implementation of a formal Capability Action Plan.

If lack of progress means that the Standards are clearly not being met or may not be met by the end of the course, this fact needs highlighting so that action can be taken quickly to help the trainee make the required progress (please note that this includes Part 2 of the Standards, regarding professionalism).

This would usually lead to an Action Plan being drawn up so that support can be given and progress closely monitored over a set time period.

The Capability Action Plan should be seen as supportive and can be initiated at any point on the course. It is aimed at improving performance so that a trainee is seen to be meeting the Standards as expected at that point on the course.

#### **Who contributes to a support or capability action plan?**

The School Direct Coordinator will oversee the action plan. All mentors involved with the relevant areas of the trainee's progression will input to the action plan which must then be agreed by the trainee and the other mentors/professionals involved. Where appropriate, input may also be made by other professionals e.g. CPTT's OHU consultant, or the trainee's GP.

At all stages the trainee will be consulted and expected to play a full and active part in drawing up the plan, and trainees will be given a copy of the plan at each stage of its creation and revision.

If a trainee is unhappy with the support or capability action plan, they may appeal to the wider WLTS Board. They should request this through the ITT Coordinator.

If a trainee is still unsatisfied, they can appeal to the CPTT Board or they have access to the appeal procedures provided via government regulations through the appropriate national body.

#### **What triggers a support and capability action plan**

A support or capability action plan may be triggered by:

1. Pre-course assessment e.g. through an OHU report, or a trainee evidencing particular learning needs such as EAL.
2. Evidence that for any reason a trainee is not making expected progress during the course.

The evidence may come from:

1. The trainee requesting support.
2. Assessment of school-based mentors, the School Direct coordinator or the CPTT director.
3. Review of a trainee's assessment and grading tasks (PGCE or QTS.)

Clear targets for improvement will be specified and improvement will need to be demonstrated within the action plan's specified time frame. Failure to achieve these improvements within the specified time may lead to termination of the placement and ultimately failure of the programme.

### **What is the capability action plan procedure?**

- An initial meeting will be held between the ITT Coordinator, the School Lead and/or the Subject Mentor and the Trainee Teacher. At this meeting, the causes of concern will be discussed and targets and strategies will be agreed. A date for review or progress will be agreed at this first meeting (normally two weeks after the first meeting).
- At the subsequent meeting, the Trainee Teacher's progress will be reviewed. Where the targets have been met and there is satisfaction that the Trainee Teacher is 'back on track', the support process will be ended.
- If there has been some progress but not sufficient to meet all of the targets, the targets may be amended to take account of the improvements made, and the action plan reviewed/extended.
- Where there has been very little or no progress, the school placement may be judged as being unsatisfactory (fail) and the attachment may be terminated. The Trainee Teacher's progress then becomes a Programme management issue and will be considered at an Academic and Professional Review Meeting between the Trainee, the ITT Coordinator and SCITT Director. A recommendation in respect of the Trainee Teacher will be made at the Academic and Professional Review Meeting. Trainee Teachers will be informed that failure to meet targets that have been set means that they will not be recommended for the award of Qualified Teacher Status.

### **Moderation of a trainee's expected progression**

It is important that trainees understand that conclusions regarding their progress are never the result of any one individual's judgement.

In the event of a support and capability action plan being triggered due to a trainee not meeting expected progression extra moderation will automatically be put into place.

In the event of issues relating to QTS progression this may involve:

1. Moderation from the school's lead mentor (in addition to the subject mentor.)
2. Moderation by the WLTA School Direct coordinator.
3. Moderation by the CPTT Director.

In the event of issues relating to PGCE progression this will be according to the procedures outlined via the materials introduced to the trainees in their SHU induction.

The evidence of all these moderators will be used to inform the action plan.

### **What happens if targets set by the support and/or capability action plan are not met?**

WLTA is committed to making every reasonable effort to support trainees in meeting their QTS and PGCE related targets.

If the necessary progression re QTS is not made within the timeframe of that year's course, for example due to prolonged illness, at the discretion of CPTT Board, a deferral may be allowed. This will normally result in a trainee having to undertake a further phase of school experience. In such instances the completion will be arranged at a time determined by balancing the trainee's wishes with the operational constraints of WLTA schools.

If the necessary progression re PGCE is not made within the timeframe of that year's course, deferral/ re-sit opportunities will be offered as per SHU regulations.

**Please note** that WLTA takes pride in having a track record of excellent formative assessment so that, in the event of a trainee not meeting expected progress, it is quickly noted, reported and appropriate action taken. It is expected that as soon as the trainee, or any of their mentors have concerns regarding the trainee's progression that they immediately report it to the School Direct Coordinator who will then instigate a support or capability action plan.



WL TSA CAPABILITY ACTION PLAN: HELPING TRAINEES TO MEET THE STANDARDS FOR QTS			
Trainee Name	Subject	School	School Based Subject and Lead Mentors
<b>Context</b> (Please briefly describe the background leading to the initiation of this action planning process)			
GUIDANCE FOR THE USE OF THIS ACTION PLAN DOCUMENT			
<ul style="list-style-type: none"> <li>Consider carefully the NASBTT thumbnail descriptors for each standard which are provided as a guide to help indicate where a trainee's practice is deemed to be '<b>not meeting the standard</b>' at a minimum level.</li> <li>Within the overall standard descriptors tick the column to indicate those individual elements that are of 'key' concern.</li> <li>Consider which of these areas needs to be targeted in order that the trainee makes the most rapid progress.</li> <li>Set appropriate, specific and time constrained targets (along with clear success criteria) that will afford the trainee the best opportunity to make progress and allow the mentor/assessor to be able to measure whether progress has been made.</li> </ul>			
STANDARD 1: <i>Set high expectations which inspire, motivate and challenge pupils</i>			
The trainee...	✓	<b>Targets Set:</b>	<b>Success Criteria &amp; Review Date</b>
Is unable to establish a safe and stimulating environment for pupils			
Is unable to set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions			
Is unable to demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils			
STANDARD 2: <i>Promote good progress and outcomes by pupils</i>			
The trainee...	✓		

Is unable to take accountability for pupils' attainment, progress and outcomes.		<b><u>Targets Set:</u></b>	<b><u>Success Criteria &amp; Review Date</u></b>
Is unable to demonstrate an awareness of pupils' capabilities and their prior knowledge, and is unable to plan teaching to build on these			
Is unable to guide pupils to reflect on the progress they have made and their emerging needs.			
Is unable to demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching			
Is unable to encourage pupils to take a responsible and conscientious attitude to their own work and study.			
<b>STANDARD 3: <i>Demonstrate good subject and curriculum knowledge</i></b>			
<b><i>The trainee...</i></b>	✓	<b><u>Targets Set:</u></b>	<b><u>Success Criteria &amp; Review Date</u></b>
Does not have a secure knowledge of the relevant subject(s) and curriculum areas, does not foster and maintain pupils' interest in the subject, and does not address misunderstandings.			
Is unable to demonstrate a critical understanding of developments in the subject and curriculum areas, and does not promote the value of scholarship.			

Is unable to demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject.			
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**STANDARD 4: Plan and teach well-structured lessons**

<i>The trainee...</i>	✓	<u>Targets Set:</u>	<u>Success Criteria &amp; Review Date</u>
Is unable to impart knowledge and develop understanding through effective use of lesson time.			
Is unable to promote a love of learning and children's intellectual curiosity			
Is unable to set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired.			
Is unable to reflect systematically on the effectiveness of lessons and approaches to teaching.			
Is unable to contribute to the design and provision of an engaging curriculum within the relevant subject area(s)			

**STANDARD 5: Adapt teaching to respond to the strengths and needs of all pupils**

<i>The trainee...</i>	✓	<u>Targets Set:</u>	<u>Success Criteria &amp; Review Date</u>
Does not know when and how to differentiate appropriately			

Does not have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these			
Is unable to demonstrate an awareness of the physical, social and intellectual development of children, and does not know how to adapt teaching to support pupils' education at different stages of development.			
Does not have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and is not able to use and evaluate distinctive teaching approaches to engage and support them.			

<b>STANDARD 6: <i>Make accurate and productive use of assessment</i></b>			
<b><i>The trainee...</i></b>	<b>✓</b>	<b><u>Targets Set:</u></b>	<b><u>Success Criteria &amp; Review Date</u></b>
Does not know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements			
Is unable to make use of formative and summative assessment to secure pupils' progress.			

Is unable to use relevant data to monitor progress, set targets, and plan subsequent lessons			
Is unable to give pupils regular feedback, both orally and through accurate marking, and does not encourage pupils to respond to the feedback			
<b>STANDARD 7: Manage behaviour effectively to ensure a good and safe learning environment</b>			
<b>The trainee...</b>	✓	<b>Targets Set:</b>	<b>Success Criteria &amp; Review Date</b>
Does not have clear rules and routines for behaviour in classrooms, and does not take responsibility for promoting good and courteous behaviour in classrooms and around the school, in accordance with the school's behaviour policy.			
Does not have high expectations of behaviour, and does not establish a framework for discipline with a range of strategies			
Is unable to manage classes effectively.			
Is unable to maintain good relationships with pupils, does not exercise appropriate authority and/or act decisively when necessary			
<b>STANDARD 8: Fulfil wider professional responsibilities</b>			
<b>The trainee...</b>	✓	<b>Targets Set:</b>	<b>Success Criteria &amp; Review Date</b>

Is unable to develop effective professional relationships with colleagues, and does not know how and when to draw on advice and specialist support			
Is unable to deploy support staff			
Is unable to take responsibility for improving teaching through appropriate professional development, and is unable to respond to advice and feedback from colleagues.			
Is unable to communicate effectively with parents with regard to pupils' achievements and well-being.			
Is unable to make a positive contribution to the wider life and ethos of the school			

## Monitoring of Trainees' Attendance and Progress

The following procedures will be followed when a trainees' attendance, behaviour or progress give cause for concern.

If a trainee's attendance, behaviour or progress in school or during training days is giving a cause for concern then the School Direct Coordinator is informed. A meeting is convened by the Coordinator and includes the trainee, the School Direct Coordinator (or his/her representative) and, if a school issue, the School Mentor. A written statement is given to the trainee setting out what is required for the future. The statement must specify:

- The nature of the work to be undertaken
- The date(s) by which the work is to be completed
- The precise attendance requirements to be met
- Who will oversee the process
- Any further consequences that will follow if these conditions are not met.

The trainee must sign this written statement. Where counselling seems appropriate, this advice should be noted.

If a trainee remains a cause for concern in attendance, behaviour or progress, the case is brought to the WLTA Progress Review Board.

**Purpose:** The Progress Review Board has the task of deciding what action to take in the light of a trainee's continued unsatisfactory attendance, behaviour or progress.

**Membership:** The School Direct Coordinator, CPTT Director and another alliance school representative selected at random.

**Records:** Records of the meetings of the Progress Committee are kept by the office staff.

**Powers:** Any decision reached by the Committee will be put into place within the timescale it suggests and may be with immediate effect.  
The trainee will be informed of the outcome within 24 hours and will be expected to conform to the decision made.