




LETTA SCITT

Trainee Support for Impact Policy

Approved & adopted on:	September 2022	To be reviewed:	Autumn 2024
Reviewed by:	Director of School Improvement	Signed:	

Contents

1. Purpose.....	2
2. Policy notice.....	2
3. Introduction.....	2
4. Instigation of procedures.....	3
5. Stages for trainee support for impact	3
5.1 <i>A period of extra support</i>	3
5.2 <i>A period of causing concern</i>	4
5.3 <i>A period of sustained concern</i>	5
6. Termination of studies.....	6
7. Deferral	6
8. Appendix - Support for Impact plan	8

1. Purpose

As a training provider our role is to support trainees in achieving their full potential as teachers and educators. Our intention is that everyone who starts the programme successfully completes it. In order to do this, we need to support trainees' individual needs to meet the relevant Teachers', professional and academic standards.

Trainees may require extra support at different stages of what can be a very challenging year, and there are a wide range of situations that may result in extra help to be successful in progress against the Standards or well-being. Sometimes this is outside of the trainees' control, for example illness (trainee or mentor), bereavement or circumstances impacting the availability or quality of in-setting support.

Support should always be focussed on strategies that have the greatest impact possible. Communication between the supporting parties is key to resolving any issues which may arise. Experience tells us that settings which are fully engaged with the programme, work effectively with tutors, and understand a trainee's specific learning needs, in the vast majority of cases, overcome difficulties effectively.

Working together is crucial to enabling the most effective support to be provided. Early recognition of potential challenges and a pre-emptive response can often avert difficulties and prevent the need to be reactive.

2. Policy notice

This policy applies to all teacher training routes that LETTA offers.

LETTA reserve the right to make reasonable changes to this policy. These changes will normally come into effect at the beginning of an academic year. LETTA also reserve the right to introduce changes during the academic year when LETTA reasonably consider it to be in the interests of learners or required by law, or the requirements of relevant regulatory bodies.

3. Introduction

LETTA operates a three-stage process beginning with early identification of support needs progressing through to formal procedures which may need to be instigated where support is not having the required impact.

Stage 1 – A period of **extra support**

Stage 2 – A period of **causing concern**

Stage 3 – A final period of **sustained concern**

No trainee shall normally be the subject of a later stage without having been through a previous stage in the procedures, except under exceptional circumstances.

This process is subject to being personalised, particularly around timings, based on the initial concerns raised. The intention is that very few trainees will enter a period of sustained concern as we would hope early and clear support will have the desired impact.

4. Instigation of procedures

Trainee support for impact procedures may be instigated by the school or LETTA when one or more of the following circumstances gives cause for concern:

- a) Unsatisfactory engagement, attendance and participation (refer to 'Attendance and Engagement Policy')
- b) Extended period of illness
- c) Inappropriate or unprofessional conduct
- d) For other good and reasonable causes (e.g. insufficient progress)

5. Stages for trainee support for impact

5.1 Stage one – A period of extra support

An initial meeting or conversation between the trainee, mentor and tutor is convened. All involved will have the opportunity to:

- highlight trainee strengths
- formalise concern/s regarding the trainee's well-being or progress.
- explore the training provision that is in place
- complete an initial action plan with specific targets. The action plan will outline the specific, measurable impact expected for the trainee and the specific actions to be taken by the mentor/within the setting to support the trainee
- agree the length of time this phase of **extra support** will last and agree a date for the review meeting

At the **first review point** the trainee's progress will be considered against the targets set by the group from the initial meeting. There will be one of three outcomes:

- a) the extra support has had the required impact - the support framework comes to an end
- b) there are on-going concerns about the trainee's well-being - a referral to the Education Support Partnership is made

- c) there has been insufficient progress against the agreed target/s - a period of **causing concern** is instigated and the process is referred to the Programme Leader.

5.2 Stage two – A period of causing concern

Stage 2 is led by the ITT Programme Leader.

A **first review meeting** will be convened by the Programme Leader, who will:

- Make the request in writing stating time, date, and location for the meeting and include a copy of this policy
- Make clear that the request is for a stage two meeting regarding a cause for concern, and that the trainee may be accompanied by a representative if they wish
- Make clear that failure to attend without good reason will lead immediately to the instigation of stage three
- Share this notice with the trainee's school-based mentor. The notice should also be stored securely in the trainee's file

If a trainee is moving to a period of causing concern, the discussion at the **first review meeting** will:

- highlight developing strengths of the trainee
- ensure that agreed support has been provided
- make the cause for concern clear to the trainee
- ascertain from the trainee any explanation in mitigation
- explore further training provision
- create a second action plan with either the same or revised targets
- agree the length of this phase and agree a date for a second review meeting
- inform the trainee that failure to satisfy the conditions will result in the implementation of stage three procedures

After the first review meeting the Programme Leader will:

- Ensure that copies of the action plan and/or report are provided to the trainee and the mentor
- Ensure all parties acknowledge and sign the report.
- Ensure that the administrative team have securely stored a copy in the trainee's file
- Monitor the trainee's progress

At the **second review meeting** the trainee's progress will again be considered against the targets set. There will be one of two outcomes:

- a) the trainee has made sufficient progress against the targets, in which case the support framework comes to an end
- b) there has been insufficient progress, in which case a period of **sustained concern** is instigated

5.3 Stage three – A period of sustained concern

Stage 3 is led by the Director of School Improvement.

If a trainee is moving to a period of **sustained concern**, the discussion at the **stage three implementation meeting** will:

- highlight any developing strengths the trainee may have
- ensure that agreed support has been provided
- make the cause for concern clear to the trainee
- explore further training provision
- formulate a final action plan with the same or revised targets
- agree the length of time this final phase of **sustained concern** will last and agree a date for a final review meeting

A **stage three implementation meeting** should be attended by the Director of School Improvement, Programme Leader, the school-based mentor (although the school may at this stage choose to send another representative) and the trainee, who may be accompanied by a representative. The Accounting Officer will be notified and reserves the right to attend.

At the **final review meeting** the trainee's progress will be considered against the targets set for the last time. At this final meeting one of two outcomes is likely:

- a) the trainee has made sufficient progress against the targets in which case the support framework comes to an end. The trainee will continue on the programme. LETTA may choose to agree a set of conditions. The trainee will be informed that failure to satisfy the conditions will lead to outcome B
- b) The trainee is requested to withdraw or, should they determine not to, is deregistered from the programme

In the event of deregistration, the Director of School Improvement will notify the trainee formally that their course of training has been terminated. The decision is final. The Director of School Improvement will notify the Accounting Officer, who will inform the LETTA Steering Board of the decision.

6. Termination of studies

In addition to the staged procedures, the Director of School Improvement in liaison with the Accounting Officer and Headteacher of the trainee's school, may terminate, at any time, the studies of a trainee who:

- jeopardises the learning, well-being, safety, or other interests of children in their care
- has omitted material information or provided untrue or incomplete information, in order to gain entry to the programme, or falsifies results, references or reports either prior to the start or during the programme
- demonstrates that they are not benefitting from the programme and making the necessary progress towards meeting the requirements for QTS
- fails to submit a completed DBS form and/or completed health questionnaire by the date required
- as a result of information about behaviour that is not deemed compatible with the teaching profession
- as a result of a DBS Enhanced Disclosure

A termination of studies will be reported to the LETTA Steering Board.

7. Deferral

There will no opportunity to defer unless in the professional judgement of the Programme Leader and/or Director of School Improvement, there is evidence of significant unforeseeable personal difficulties which prevent completion of the programme. Under these circumstances, a trainee may only defer with the agreement of the Accounting Officer.

If the trainee seeking deferral is currently undergoing a stage one support for impact procedure, this procedure will be completed upon the trainee's return to the programme. Trainees on stage two or three of the staged procedures will be unable to defer.

A deferred trainee will not be able to continue studies, or be assessed or re-assessed, on the programme after a period of 3 years has elapsed from the initial point of enrolment. Failure to return within this timeframe will lead to withdrawal from the programme. This will be reported at the Final Assessment Board.

A trainee returning to the programme must fulfil all professional requirements for ITT programmes. The return date will be discussed with the trainee and will depend upon the availability of a suitable placement and the completion of the programme content. Trainees may only re-join the programme subject to there being no significant material changes to the LETTA ITT allocation and entry requirements for ITT.



Trainee Support for Impact Plan

Please complete this form with all parties present

Name of trainee:			
Name of mentor:			
Name of LETTA representative:			
Name of others involved:			
Date:			
Impact plan initiated by:		Role:	
Areas of developing strength			
Nature of the concern - please describe the concern and tick (✓) the relevant area			
<input type="checkbox"/>	Unsatisfactory engagement, attendance and/or participation	<input type="checkbox"/>	Extended period of illness
<input type="checkbox"/>	Inappropriate or unprofessional conduct	<input type="checkbox"/>	For other good and reasonable causes (e.g. insufficient progress)
Evidence of the concern			

Agreed areas of action			
Action to be taken by the trainee	Support needed to achieve these actions	Success criteria	Review date
1.			
2.			
3.			

Declaration

Please print your name, sign and date this form.

I agree and commit to the contents of this plan.

I understand that if these targets are not effectively addressed, the trainee may move to the next stage of Support for Impact.

Trainee:		Date:	
Mentor:		Date:	
LETTA representative:		Date:	

Review of Support for Impact

This form is to be completed upon the agreed review date.

Areas of developing strength

--

Review of progress and agreed action(s)

Has the agreed support been provided?	Yes		No	
---------------------------------------	-----	--	----	--

Comments

Monitoring of progress on agreed action(s) - please evaluate each area of action against the success criteria

Evaluation	Outcome	
1.		Achieved
		Not achieved
2.		Achieved
		Not achieved
3.		Achieved
		Not achieved

Overall outcome and next steps

	All targets met. Support for impact has come to an end.
--	---

	Ongoing support for impact is required.
--	---

--

Declaration

I accept the contents of this review.

Trainee:		Date:	
Mentor:		Date:	
LETTA representative:		Date:	