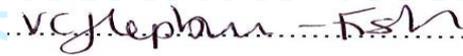




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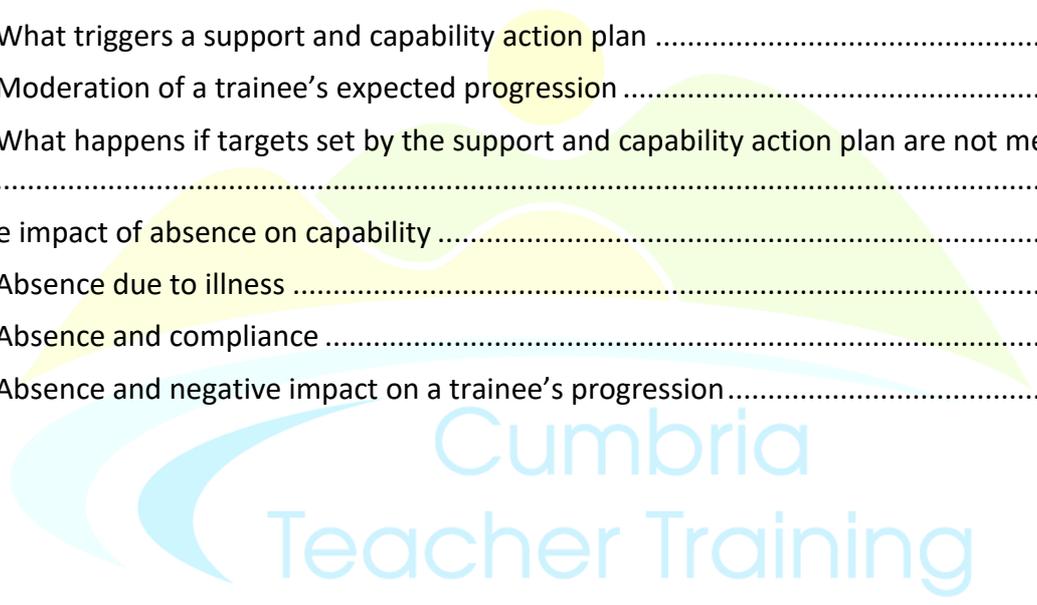
SUPPORT and CAPABILITY POLICY

2021/2022

Approved by ¹	
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Date:	July 2021
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Background

Learning and working within education is challenging, rewarding and fascinating but it can be very stressful. Very few trainees will complete a QTS course without encountering some problems and even periods of self-doubt and lack of confidence. This is normal! In such circumstances it is vital that there are both strong formal and informal support networks for trainees.

CTT ensures that there is a range of well-structured and complimentary support networks for trainees and these are detailed below.

Informal support networks

One of the most important sources of support for any trainee comes via peers and colleagues. Sharing ideas, advice and worries in a positive and professional manner eases workload and stress and can be a major boost. However, trainees must have due regard to the professional expectations placed on QTS trainees, for example regarding confidentiality and not bringing CTT and its component schools into disrepute. The CTT Code of Conduct makes clear what is expected in such respects.

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 SCITT Lead
2. The senior administrator
3. A member of the Leadership and Management Committee

If there is an unresolved problem concerning their external mentor, trainees should consult:

1. The SCITT Lead

If there is an unresolved problem concerning the SCITT Lead, trainees should consult:

1. The Chair of CTT Board.

For professional matters in school,

trainees should first consult:

Their support mentor

Extra advice and support may be provided by:

The school's lead mentor.

In the case of subject or pedagogical issues, curriculum leaders and specialist staff (e.g. SEND co-ordinator) within the school.

N.B. before consulting the above, a trainee should discuss the matter with their support mentor.

However, if there is a problem concerning their support mentor, trainees should consult:

The school's lead mentor.

If the issue remains unresolved, trainees should consult:

The school's head teacher;
and the SCITT Lead

For matters relating to their PGCE work,

trainees should first consult:

Their SHU Mentor

Extra advice and support may be provided by:

The support mechanisms outlined in the SHU programme materials.

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 capability action plan will be drawn up and agreed with the trainee. This is a formal course document, the details of which follow.

Some trainees with, for example EAL, or SEND needs may even begin the course with such a plan.

Support and capability action plans

A support and capability action plan will contain the following key elements:

1. A statement of the trainee's needs and how they have been identified.
2. What support is in place for the trainee and who is responsible for providing it.
3. Targets for the trainee.
4. 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.

The action plan is a formal course document and will act as a record and minutes of all discussions, targets etc.

Who contributes to a support and capability action plan?

The SCITT Lead will oversee the action plan.

In most cases, the SCITT Lead will act as the designated clerk and be the only person allowed to draw up the written content of the plan, which must then be agreed by the trainee and the other mentors/ professionals involved.

If the SCITT Lead's involvement does not permit acting as the designated clerk, the Chair of CTT will devolve the role may be to the Senior Administrator.

All mentors involved with the relevant areas of the trainee's progression will input to the action plan.

Where appropriate, input will also be made by other professionals e.g. CTT'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. The action plan will act as a record and minutes of all discussions and trainees will be given a copy of the plan at each stage of its creation and revision.

A trainee may also request the involvement of a member of the Leadership and Management Committee (if they are not already involved.)

If a trainee is unhappy with the action plan, they may appeal to the wider CTT Board. They should request this through the Chair of CTT Board.

If a trainee is still unsatisfied 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 and 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.

The evidence may come from:

1. The trainee requesting support.
2. Assessment of school-based mentors, external mentor, or the SCITT Lead.
3. Assessment of a trainee's assessment tasks (PGCE, or QTS.)

CTT 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 SCITT Lead who will then instigate a support and capability action plan.

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 will involve:

1. Moderation from the lead mentor (in addition to the support mentor.)
2. Moderation by the SCITT Lead.
3. Moderation by a member of the Leadership and Management Committee.

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 and available on *SHUSpace*. (<https://www.shu.ac.uk/myhallam>)

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

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

CTT Board 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 CTT Board, a deferral may be allowed. This will normally result in a trainee having to undertake a further 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 CTT schools. Full details of these procedures are available in the *CTT Intercalation and Withdrawal Policy*.

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.

The impact of absence on capability

Given the learning demands of the course, absence is a serious matter.

Full details of how absence is handled can be found in *CTT Absence and Attendance Policy*.

Absence due to illness

All absence due to illness must be reported by 08.30hr to:

1. to the Senior Administrator (by 'phone, or e-mail;)
2. and, if in school, to the school office (by 'phone.)

Illness of more than five days' duration must be supported by a doctor's note.

Other absence

Any other absences must be authorised by:

1. the SCITT Lead (using the authorised absence form, which can be downloaded from the website;)

2. and, in addition, if absence from school is involved, by the school head teacher.

Authorisation is at the discretion of the SCITT Lead but will normally only be granted to attend a:

- job interview;
- school visit day prior to applying for a post;
- family wedding;
- family funeral;
- family event where the trainee has a formal role e.g. as a sponsor for a first communion;
- personal graduation ceremony.

CTT Board recognise the importance of school visit days but will not allow them to impact on a trainee's learning. Therefore, normally only relatively local visit days will be accessible to trainees. Authorisation to, for example, leave school slightly early to attend these may be granted but time to travel to distant visit days will not be given if it is judged that this endangers a trainee's progression or compliance. If a trainee is worried about a school perceiving this negatively, the SCITT Lead will provide a supporting statement for them.

Absence and compliance

The senior administrator logs all trainee absences and warns both the trainee and the SCITT Lead if there is a danger of the trainee being non-compliant.

Should a trainee, through absence, fall below whatever the current government compliance regulations are they will, at the discretion of CTT Board, be offered the opportunity to make up the extra time (discretionary under COVID).

If the shortfall is relatively minor, it may be possible to achieve this by extending a school experience.

In the event of more major shortfalls, due, for example to prolonged illness, this will require deferral and the completion of the trainee's course in the next academic year. In such instances the completion will be arranged at a time determined by balancing the trainee's wishes with the operational constraints of CTT schools.

Full details of these procedures are available in the *CTT Intercalation and Withdrawal Policy*.

Absence and negative impact on a trainee's progression

Even where absence does not result in non-compliance, CTT Board reserve the right to insist on a trainee making up lost time if there is evidence that the absence has had a negative impact on the trainee's progression.

Just as above, this may result in an extension of teaching practice.

