

At risk of Failure Policy 2025-26



Date approved	July 2026
Approved by	Trust Board
Date adopted by the Trust	Sep 2026
Review cycle	Annually
Last review date	Sep 2024
Date of next review	Sep 2026
Policy owner	Kingsbridge EIP SCITT
Changes made in last review	This policy has been reviewed with minor changes related to key personnel and new terminology related to the new ITT requirements. An example of the proforma to complete during Cause for Concern procedures and a worked example to support Quality Assurance and consistency across hubs has also been included in Appendix 1.

Introduction

It is the aim of Kingsbridge Teacher Training SCITT to ensure that all trainees are given the full opportunity to complete their Initial Teacher Training programme and gain their Qualified Teacher Status.

The Kingsbridge EIP SCITT curriculum is underpinned by the Initial Teacher Training Early Career Framework which defines in detail the minimum entitlement of all trainee teachers. Drawing on the best available evidence, it sets out the content that ITT providers and their partnerships must draw upon when designing and delivering their ITT programmes.

We are aware that on rare occasions trainee teachers do not make the necessary progress to be able to meet the Teacher Standards by the end of the programme. If this is the case, the trainee becomes a cause for concern potentially then being at risk of failure.

This does not mean that the trainee will not successfully complete the SCITT programme, it is a process that allows the SCITT to put in place a formal system of support as early as possible. This process should not come as a surprise to the trainee. Any trainee who finds themselves at risk will have been in contact with the Lead Mentor and Hub Lead who will explain next steps.

This document sets out stages to be followed by the SCITT in response to any concerns raised by placement schools or SCITT staff in relation to the trainee's progress. This document should be read in conjunction with the SCITT code of conduct which sets out procedures to be followed if a trainee's personal or professional conduct comes into question.

Whilst there are formal opportunities for mentors to raise concerns with SCITT staff regarding a trainee such as the mid and end of placement reviews within each placement, we also ask them to raise concerns with the SCITT informally when necessary at any point during the programme.

Risk of Failure procedures

If a trainee is identified as having difficulty meeting the Teacher Standards during their placement, a cause for concern will be raised to flag any issues regarding the trainee's progress.

Cause for Concern

The SCITT will hold a central record for all cause for concerns raised by either a mentor, Headteacher, facilitator or a member of the SCITT team (including QA leads).

If a concern is raised around a trainee's progress or attainment, the first step would be to inform the Hub Leader of the concerns and for a cause for concern action plan to be put into place.

The action plan is completed with the trainee teacher, course leader and mentor. The purpose of the form is to identify the causes for concern and set clear action points (maximum of 3 per trainee) with strategies in place to support the trainee. The action points will be linked to the Teacher Standards. The actions will then be reviewed by the course leader/mentor/trainee at the agreed review point.

Examples of cause for concerns include

- a trainee's teaching, for any reason, is not developing as expected; for example, if a trainee 'plateaus' and there is no evidence of further progress or development in the quality of their teaching;
- a trainee struggles professionally or personally to make progress;
- a trainee fails to demonstrate high standards of personal and professional conduct (Teachers' Standards Part Two: Personal and professional conduct).

Specifically, a cause for concern:

- can be raised at any stage of the programme;
- will usually relate to specific aspects of the trainee's teaching and be characterised by a lack of expected progress by the trainee against the ITE curriculum or by a lack of impact on outcomes for pupils.
- may relate to problems with professional relationships and following school policies and expectations

A cause for concern will outline the concern and related targets, identify training and actions and agree review points. It will result in increased agreed school and centre-based support and monitoring (See Appendix 1 for the template)

During the review meeting the Hub Leader will assess and gather evidence based on the targets set for the trainee. If all targets have been met then the trainee will be taken off Cause for Concern and be 'Back on Track'. If the trainee has partly met the targets then they will be allowed one extension and a new review date will be set by the Hub Leader. If the trainee has not met the targets, then the Hub Lead will move them onto a risk of failure action plan.

Risk of Failure

The risk of failure action plan will be completed with the trainee teacher, course leader and mentor. The purpose of the form is set the targets against the initial cause for concern and set clear action points (maximum of 3 per trainee) with strategies in place to support the trainee. The action points will be linked to the Teacher Standards. The actions will then be reviewed by the course leader/mentor at the agreed review point.

During the review meeting the Hub Leader will assess and gather evidence based on the targets set for the trainee. If all targets have been met, then the trainee will be taken off the Risk of Failure Action Plan and be 'Back on Track'. If the trainee has not met the targets, then the Hub Leader will pass this onto the Accounting Officer.

They will then review all the evidence, including the cause for concern and risk of failure action plans and review comments. The Hub Leader will then make a decision as to whether the trainee continues on the risk of failure action plan or if they need to be withdrawn from the programme. The Head of Placement School will present all evidence to a member of the Strategic Leadership Board and they will make a decision based on their findings.

If the trainee would like to appeal this decision, then they need to formally write to the Strategic Leadership Board asking them to review the decision of withdrawal by the Accounting Officer.

Further information regarding appeals can be found in the SCITTs appeals policy.

Quality Assurance and Assessment

The Hub Leader will provide regular updates to the Accounting Officer of any trainees that are a cause for concern. Targets and progress made will be shared during Kingsbridge Leadership Team Meetings (on an average of 2 per half term).

Provider Leads will share Cause for Concern procedures and proformas with all Hub Leaders and regularly review support plans to ensure consistency across hubs.

Academic Appeals Overview

All trainee teachers and apprentice learners have the right to submit an academic appeal against the outcomes of Assessment Boards, Malpractice or Fitness for Practise Panels.

Trainees may only appeal on the grounds of;

- Material computational or administrative error
- Irregularity in conduct of an assessment board in contravention of the relevant regulations or structures
- Exceptional mitigating circumstances, details which were, for good reason, not previously available to the appropriate Assessment Boards.

Disagreement with a decision made by an Assessment Board or Panel shall not, in itself, form grounds for an appeal.

Making an Application and Deadlines

Trainees can only appeal following the formal publication of results/receipt of panel decision letter and must appeal by the deadline stated with the results information or decision letter.

Appendix 1

Summary of Support		
Trainee X would benefit from some specific actions in order to start meeting key aspects of the training programme. There is some concern that Trainee X is not yet applying elements of training into practice in the classroom. The following actions have been decided in agreement with Trainee X, mentors and the Hub Lead.		
Review date: ADD DATE		
Focus Area	Actions	Interim Review
Standard 4: Plan and teach well-structured lessons To be consistent and proactive in planning and preparation for lessons to ensure all lessons are planned in advance and available for review to support pupil outcomes.	Preliminary Actions • Profession mentor to provide exemplars of lesson plans from previous KB trainees. • Meet with mentor and agree on a lesson planning format. • Meet with mentor whilst lesson planning is modelled and exemplar created. • Meet with professional mentor and create a 'Planning Timetable' – clearly showing when lesson plans should be submitted for individual lessons. • Meet with mentor (as class teacher) after lesson plan submitted to receive constructive feedback prior to lesson delivery. Actions going forward – For review 19/12/23 • Lesson planning should be completed in PPA / graduate time. Lesson plans should be submitted to class teachers approximately 48 hours in advanced of the lesson so the plan can be reviewed, and feedback / advice can be given. • Be proactive in seeking feedback on lesson plans from class teacher. • Act on feedback provided by class teachers and	Trainee X has met with the mentor and professional mentor to discuss lesson planning formats and establish planning timetable to support organisation and workload. Trainee X has been utilising the timetable and template well. Spoke to Trainee X in the PM slot on 13/12 and he stated he had stuck to the TT and it was going well. Confirmed this with mentor in 15/12. Trainee X has now produced a planning TT for week A. Trainee X submits lesson plans 48 hours in advance for feedback, designing questions to ask his mentor if he is unsure. Trainee X acts on feedback and responds to suggestions from his mentor. Trainee X is recognising the individual needs of the classes and is now planning towards them. Trainee X recognises the value of lesson planning and is benefitting from it within lesson delivery. The mentor has supported Trainee X in designing an

	amend lesson plans accordingly / as agreed. • Reflect on lesson plans post lesson to review WWW and EBI points and use these to inform planning going forward. • Refer to lesson plans when setting up for lessons and ensure that all resources required for the lesson are ready and in place prior to the start of the lesson.	effective lesson plan and considers resources in advance of lessons.
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Next steps:

To continue to use the planning timetable and template to support organisation, workload and pupil outcomes.

Mentor:	Date:
Trainee:	Date:
Hub Lead:	Date: