MID ESSEX ITT
INITIAL TEACHER TRAINING

CONFIDENTIAL: Individual Support Plan and Cause for Concern Procedure & Paperwork 2026-2027

What are Individual Support Plans and Cause for Concern Procedures?

At Mid Essex ITT we are committed to ensuring that all trainee teachers are treated fairly and with consideration. We recognise that we have a responsibility to ensure high and consistent standards in our role as a teacher training provider. Furthermore, we are very aware of the importance of early intervention should a trainee appear to need additional support in schools. Not all trainees progress at the same rate and all trainees have an entitlement to train in a supporting and caring environment. Trainees will come with a wide range of teaching experience and experience of working with young people, so those involved will always use their professional judgment and evidence when making judgements about expected progress.

What triggers an Individual Support Plan?

Lesson observations and mentor meetings evidence the first indication of an area for individual support. In some cases, concerns may be raised during a scheduled visit by the Course Tutor or raised by the Professional Tutor. Where colleagues in school raise the concern between visits, the Course Tutor must be contacted immediately so that they can be kept informed of the areas of intervention required. At any point during the course, concerns and planned interventions must be recorded on the Mid Essex Individual Support Plan paperwork with clear and precise SHARP targets linked to the Mid Essex Assessment Indicators.

What are the stages?

The three phases of support are: Individual Support Plan, Stage 1
Individual Support Plan, Stage 2
Cause for Concern, Stage 3

Individual Support Plan

An Individual support plan will be used where the performance of a trainee requires additional support beyond the normal expectations. This process provides the Trainee, Mentor Professional Tutor and Course Tutor a formal way of addressing the areas for development with a view to providing positive support for the trainee. This process should be actioned as soon as possible for the trainee to respond to the concerns and make suitable progress against the Mid Essex Assessment Indicators. Identifying a trainee early with areas for development throughout their school placements can lead to early intervention and may prevent the issues becoming a cause for concern and failure to pass the course. A personalised Individual Support Plan provides an opportunity to intervene at the earliest signs that a trainee is having difficulties with the professional expectations of the Mid Essex programme.

Examples of this may include but are not limited to:

- failure to complete set tasks/activities within set deadlines or not reaching the expected level
- Lack of engagement with the taught elements of the programme.
- failure to establish effective working or team relationships

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- consistently not acting upon advice and guidance from Mentors, Professional Tutor and/or Course Tutor or wider Mid Essex staff.
- teaching is causing a concern. For example, trainees are not planning adequately or addressing/challenging behaviour issues or marking in line with school policies and procedures
- advice given between lesson observations is repeatedly not acted upon or not perceived as a problem.
- frequent absences or absences leading to negative impact on students
- non-attendance to Core or Subject Expert Training
- wider professional conduct is causing concern. (Part Two of the Standards)

Cause for Concern Procedure

Failure to meet or achieve targets during the two stages (Stage 1 and Stage 2) of the individual support plan interventions will cause a trainee's practice to become a Cause for Concern and enter Stage 3. However, this does not automatically mean the trainee will fail, but initiating the Cause for Concern process indicates clearly and formally to the trainee that they are not making sufficient progress towards meeting the standards for Qualified Teacher Status by the end of their programme. To address this, it provides focused intervention and targets for trainees to address to resume the trajectory towards the required standard through appropriate professional development. Should a trainee be falling below the expected trajectory of development for their current stage of the course we would always look to introduce a support plan, which is separated into 3 phases of intervention. No further stages should be commenced until all the possibilities within the timescale at a given timer have been exhausted.

What are the stages?

Please see the flow chart on the next page, plus the accompanying information on the following pages.

Individual Support Plan - Cause for Concern Procedure 2024-2025

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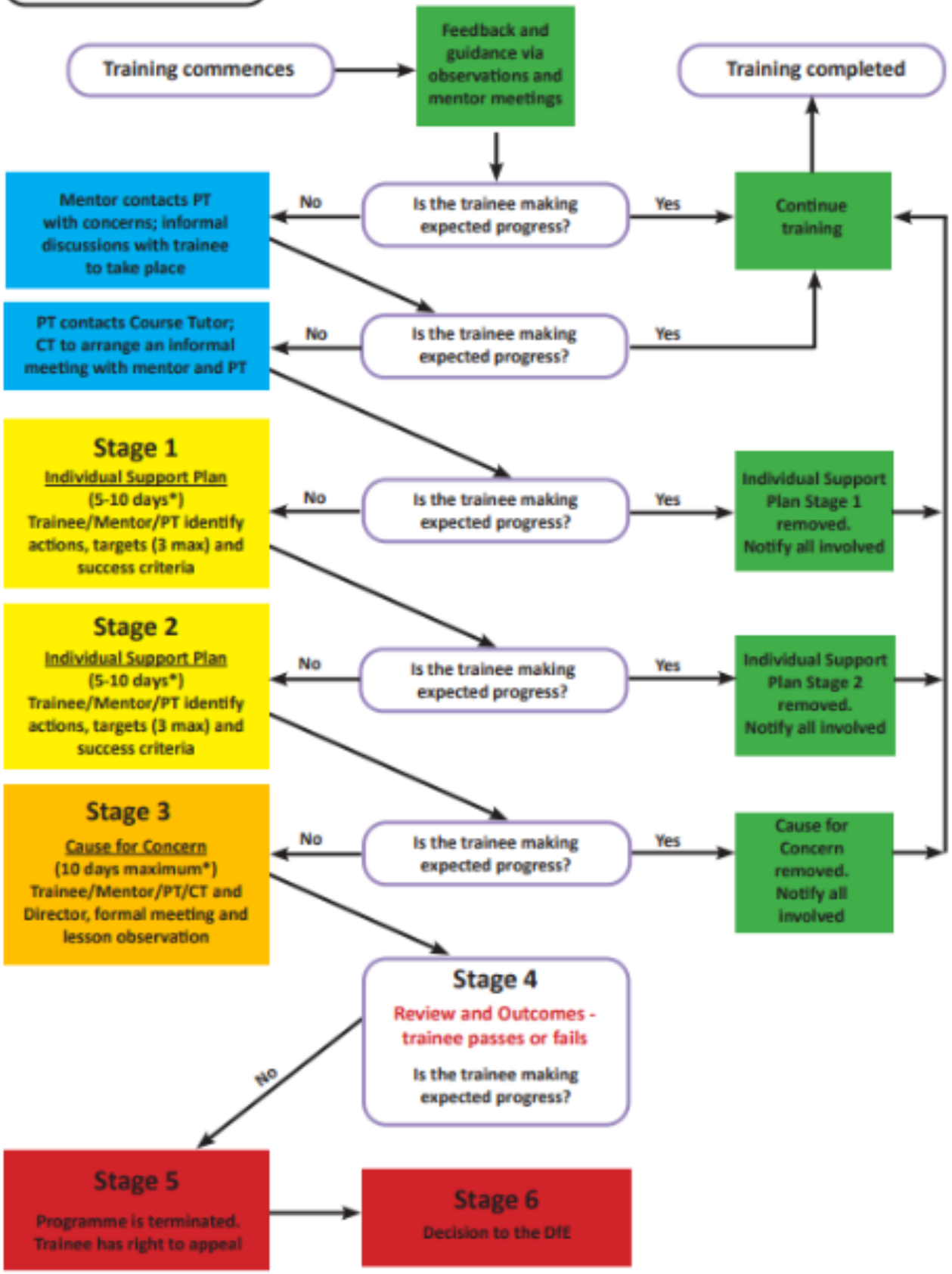

All plans have an indicative two-week time frame for review

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Discussion with School	**Pre-Stage 1**	Professional Tutor contacts Mid Essex ITT with concerns about a trainee. Course Tutor gathers information and evidence from the Professional Tutor and mentor (and Lead Subject Tutor, as required) before meeting with the trainee.
Individual Support Plan	**Stages 1 and Stage 2**	These support processes are expected to last between **5 and 10 working days** with a clear focus on providing extra help/intervention as opposed to being identified as at risk of failing at his point. Trainees will be placed at the centre of the process, recognising the importance of them taking responsibility for their development. There should be a maximum of three targets set. If one or more targets is not met, this is deemed as insufficient progress and Stage 2 is implemented. However, should the trainee be involved in a one-time serious incident, such as a significant breach of acceptable behaviour they can move straight to a Cause for Concern (Stage 3). Failure to address the issues raised will result in the trainee being referred to the Director to discuss their ability to progress on the course. Should a trainee fall below the trajectory due to medical circumstances we will enact the support plan as required. At the end of each curriculum stage, we record trainees progress against the Mid Essex Curriculum and their ability to maintain consistent progress towards meeting teacher standards at the end of the course. A trainee identified as 'Not yet on trajectory' must be initially supported with an Individual Support plan. To maintain on a trajectory status a trainee must show consistent progress to meeting the teacher standards through the Mid Essex Assessment Indicators against the relevant curriculum stage.
Cause for concern procedure	**Stage 3**	A cause for concern is intended to be a developmental and supportive process that will be put into place in agreement between the placement school and Mid Essex Teacher Training. A cause for concern will be issued when a trainee does not make the expected progress at both Intervention Stage 1 and Stage 2 and intended support plans have proven unsuccessful. A cause for concern should be put in place for **no longer than 10 working days**. For each phase, SHARP targets will be generated from the Mid Essex Assessment Indicators with clear and precise actions identified. Responsibility for agreeing the targets are shared between those involved in the process. The setting and revision of targets must be based on the review of the full range of evidence; there must be clear correlation between the identified issues and the targets set. **A cause for concern will**: • Outline the concerns. • Set targets. • Identify training and actions. • Agree review points. It will result in an agreed increase in support and monitoring from within the placement school and Mid Essex ITT. **Cause for Concern Process begins (Stage 3)** • Programme leadership informed and a record of the cause for concern meeting is sent to the Headteacher or Headteacher's representative.

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		• There is an initial joint observation with the mentor and Course Tutor or Lead Subject Tutor if teaching related. The aim of this is to monitor the progress of the trainee and moderate the judgements made by the school and quality control the support and guidance provided to the school. • Course Tutor moderates the evidence with the mentor. • A formal meeting with the Course Tutor, mentor and trainee takes place to agree the SHARP targets. • Explicit actions for the Trainee, Mentor and Course Tutor are agreed as part of the cause for concern process. • A period of ten working days (maximum) is set for the trainee to focus on the cause for concern targets. • All observations and meetings should focus on the cause for concern targets. • A trainee with a cause for concern plan should normally remain teaching, with the timetable being adjusted only where necessary so that effective teaching and learning can take place. • In extreme cases a trainee may be issued with a cause for concern without having first been issued Intervention Stage 1 and Stage 2. This would only be appropriate where the education and welfare of the children is being severely affected, evidenced by written reports and observations. If the concerns are not addressed, the trainee may be asked to leave the placement. • In exceptional circumstances a cause for concern process may be reissued.
Review and Possible Outcomes	**Stage 4**	• The final review point should take place no later than ten working days after the first cause for Concern meeting and observation. • At the agreed review point, targets are reviewed, using the full range of evidence. There are two possible outcomes from the formal review: 1. if sufficient progress has been made and the trainee has achieved a satisfactory level of performance commensurate with that stage of the course, the cause for concern ends and the trainee will continue the course with the usual processes of support and guidance. 2. If no or insufficient progress has been made and it is the view of the school, the Lead Subject Tutor and the Course Tutor/Director agree that the trainee is unlikely to make progress towards QTS or the presence of the trainee in the school is having a serious negative impact on pupil learning then the trainee fails the programme and proceeds to Stage 5.
Programme is terminated and Right to Appeal	**Stage 5**	The programme is terminated immediately subject to partnership protocols for the appropriate training programme. • The trainee meets with the Director and the appropriate record is completed. • The trainee is informed of their right of appeal. • An exit interview record is completed if the trainee declines the right of appeal. • A formal letter is sent to the trainee with a copy to the Course Tutor. • Programme leader(s) meet with the relevant school personnel leading to a report of arising issues and actions

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		The trainee will have the right of appeal against a decision of a Mid Essex ITT Committee. Please refer to the Trainee Appeals Policy for further details.
Decision to the DfE	**Stage 6**	The final decision is confirmed by the recommending board.

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How do the IMP reports relate to the Individual Support Plans and Cause for Concern Procedures?

Please see below for our expectations of trainees at each IMP point and what may trigger an Individual Support Plan or Cause for Concern to be implemented:

IMP 1	IMP 2	IMP 3
At the end of Secure Foundations	**At the end of Revisit and Practice**	**At the end of Looking Ahead and Transition**
Our expectations of trainee progress against the Mid Essex ITT Curriculum Indicators:	**Our expectations of trainee progress against the Mid Essex ITT Curriculum Indicators:**	**Our expectations of trainee progress against the Mid Essex ITT Curriculum Indicators:**
• It is acceptable for trainee progress against the Mid Essex ITT curriculum indicators to be 'emerging' at this stage of the course. • Trainees can be judged as 'developing' at this stage • Trainee should not be judged as 'excelling' at this early stage. • Trainees to be demonstrating some of our **CORE Values**, showing that they are committed, optimistic, research-engaged and effective	• Trainees are expected in the main to be demonstrating 'developing' and 'securing' characteristics at this point • Trainees may be demonstrating that they are 'excelling' in some areas • Trainees to be demonstrating some of our **CORE Values**, showing that they are committed, optimistic, research-engaged and effective	• Trainees are expected to be demonstrating that they are 'securing' or 'excelling' against most, if not all of the Mid Essex ITT curriculum indicators • Trainees may possibly be 'Developing' in a few areas and these will help inform any ECT targets. • Trainees to be demonstrating all four of our **CORE Values**, showing that they are committed, optimistic, research-engaged and effective
What will trigger a trainee starting on an Individual Support/Cause for Concern Plan?	**What will trigger a trainee starting on an Individual Support/Cause for Concern Plan?**	**What will trigger a Cause for Concern in the final stage and/or risk the trainee not being recommended for QTS at the Assessment Board?**
• If trainee progress is judged in the main to be 'insufficient/cause for concern', meaning that their performance is yet to be judged as 'emerging' • Trainees who are not meeting all expectations of Part 2 of the Teachers' Standards	• Significant 'emerging' grades at IMP 2 indicates a risk of failure and intervention will be needed to support your progress and may lead to a Support Plan/Cause for Concern • Trainees who have had 'no opportunity' (at either A or B placement) to demonstrate their progress against one of the indicators. These need to become a high priority.	• Trainees who are still 'emerging' in their progress in any areas against any of the Mid Essex ITT curriculum indicators • Trainees who are judged as 'insufficient/cause for concern' or 'no opportunity' in any of the areas • Trainees who are not meeting all expectations of Part 2 of the Teachers' Standards • Trainees deemed not to be meeting the Teaching Standards by the end of the course in full. This decision will be ratified at the Final Assessment board and will include input from Course Tutors, Professional Tutors, and Mentors.

	• Trainees who are not meeting all expectations of Part 2 of the Teachers' Standards	

CONFIDENTIAL – INDIVIDUAL SUPPORT PLAN AND CAUSE FOR CONCERN PAPERWORK

Pre-Stage 1 discussion	
Pre-Stage 1 meeting	
Trainee:	
Subject:	
School:	
Overview of Support required:	
Progress Reviewers (Mentor and Professional Tutor discuss with Course Tutor).	

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Stage 1 – Individual Support Plan	
Stage 1 start date:	
Trainee:	
Subject:	
School:	
Overview of Support required:	
Progress Reviewers Mentor, Professional Tutor. Trainee present.	

SHARP Target (3 maximum)	**Specific Actions to be taken by the trainee**	**(linked to MEITT Assessment Indicators)**	**Monitoring e.g.** *observations, book reviews*	**Success Criteria** – *As measurable and observable, as possible with the sources of evidence identified*	**Comments on targets set (were they met/not met? Evidence)** **Complete at Stage 1 review**
	•				
	•				
	•				
Date to be reviewed: (5-10 school days)					

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Staff (if applicable)	Full Name	Signature (typed if completing by email)	Date
Trainee:			
Mentor			
Professional Tutor			
Reviewed by Course Tutor			
Lead Subject Tutor			

Stage 1 review date:	
Notes from review meeting and outcome	

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Stage 2 – Individual Support Plan	
Stage 2 start date:	
Trainee:	
Subject:	
School:	
Overview of Support required:	
Staff members: Mentor, Professional Tutor and Course Tutor. Trainee present.	

SHARP Target (3 maximum)	**Specific Actions to be taken by the trainee** (3 maximum)	**(linked to MEITT Assessment Indicators)**	**Monitoring e.g.** *observations, book reviews*	**Success Criteria** – *As measurable and observable, as possible with the sources of evidence identified*	**Comments on targets set (were they met/not met? Evidence)** **Complete at Stage 2 review**
Date to be reviewed: (5-10 school days)					

Staff (if applicable)	**Full Name**	**Signature (typed if completing by email)**	**Date**

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Trainee:			
Mentor			
Professional Tutor			
Course Tutor			
Lead Subject Tutor			

Stage 2 review date:	
Notes from review meeting and outcome from Stage 2	

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Stage 3 – Start of Cause for Concern Process (10 days maximum)	
Stage 3 start date:	
Trainee:	
Subject:	
School:	
Overview of reason for Cause for Concern process:	
Staff members: Course Tutor, Mentor and Professional Tutor, Director /Assistant Director present	
Final Review Date:	

SHARP Target (3 maximum)	**Specific Actions to be taken by the trainee** (3 maximum)	**(linked to MEITT Assessment Indicators)**	**Monitoring e.g.** *observations, book reviews*	**Success Criteria** – *As measurable and observable, as possible with the sources of evidence identified*	**Comments on targets set (were they met/not met? Evidence)** **Complete at Stage 4 Final review**

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Date to be reviewed: (10 school days maximum)		

Staff (if applicable)	Full Name	Signature (typed if completing by email)	Date
Trainee:			
Mentor			
Professional Tutor			
Course Tutor			
Director/Assistant Director			

Stage 4 Final review date: 10 days maximum	
Notes from review meeting:	
Date to be reviewed:	