**Cause for Concern Form**

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| **Trainee:** | | **School:** | | | **BA QTS 1 2 3 PGCE 1 2a 2b** | **Date:** | **CFC No** |
| **Person Completing Form:** | | | **Role:** | | | **Signature** | |
| **University Tutor (UT):** | | | | **Professional development Tutor (PDT):** | | | |
| **Please send a copy of the completed form after the initial Cause for Concern Meeting and after the Review Meeting to** [**education.partnerships@bcu.ac.uk**](file:///\\staff\shares\storage_2gb\ID118110\Dave's%20Documents\DEPUTY\Partnership\SE3%202016_17\Booklets%20and%20guidance\education.partnerships@bcu.ac.uk) | | | | | | | |
| **Please use this section to clearly identify the issue(s) which give cause for concern in relation to the Teachers’ Standards.** | | | | | | | |
| **1 Set high**  **expectations which inspire, motivate and challenge pupils** | The trainee has not demonstrated satisfactory progress in:   * establishing a safe and stimulating environment for pupils; * setting goals that stretch and challenge pupils of all backgrounds, abilities and dispositions; * demonstrating consistently the positive values, attitudes and behaviour which are expected of pupils. | | | | | | |
| **2 Promote good**  **progress and outcomes by pupils** | The trainee has not demonstrated satisfactory progress in:   * taking accountability for pupils’ attainment, progress and outcomes; * demonstrating an awareness of pupils’ capabilities and their prior knowledge and planning teaching to build on these; * guiding pupils to reflect on the progress they have made and their emerging needs; * demonstrating sufficient knowledge and understanding of how children learn and how this impacts on learning. | | | | | | |
| **3 Demonstrate good**  **subject and**  **curriculum knowledge** | *The trainee has not demonstrated satisfactory progress in:*   * demonstrating that they have secure subject knowledge across all subjects and areas taught; * fostering and maintaining pupils’ interest during lessons and learning activities; * addressing pupils’ misunderstandings and misconceptions; * encouraging pupils to take a conscientious attitude towards their own work; * demonstrating an understanding of and taking responsibility for promoting high standards of literacy and the correct use of Standard English; * demonstrating a clear understanding of systematic synthetic phonics if teaching early reading; * demonstrating a clear understanding of appropriate teaching strategies when teaching mathematics. | | | | | | |
| **4 Plan and teach well**  **structured lessons** | The trainee has not demonstrated satisfactory progress in:   * imparting knowledge and developing pupils’ understanding through effective use of lesson time; * promoting a love of learning and intellectual curiosity * setting homework and other planned out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired; * reflecting systematically on the effectiveness of their lessons and approaches to teaching; * contributing to the design and provision of an engaging curriculum. | | | | | | |

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| **5 Adapt teaching to**  **respond to the strengths and needs of all pupils** | The trainee has not demonstrated satisfactory progress in:   * differentiating appropriately in response to pupils’ needs; * demonstrating a clear understanding of the needs of the physical, social and intellectual development of pupils and supporting pupils’ education at different stages of development; * understanding the needs of pupils, including those with special educational needs, those of high ability, those with English as an additional language and those with disabilities * using and evaluating distinctive teaching approaches to engage and support those pupils. |
| **6 Make accurate and**  **productive use of assessment** | The trainee has not demonstrated satisfactory progress in:   * assessing relevant subject areas, including statutory assessment requirements; * using formative and summative assessment to secure pupils’ progress; * using relevant data to monitor progress, set targets, and plan subsequent lessons; * giving regular feedback, both orally and through accurate marking and encouraging pupils to respond to the feedback. |
| **7 Manage behaviour**  **effectively to ensure a good and safe**  **learning environment** | The trainee has not demonstrated satisfactory progress in:   * establishing clear rules and routines for behaviour in classrooms and taking responsibility for promoting good and courteous behavior in classrooms and around the school, in accordance with the school’s behaviour policy; * managing classes effectively using a range of strategies * maintaining good relationships with children and exercising appropriate authority and/or acting decisively when necessary; |
| **8 Fulfil wider**  **professional responsibilities** | The trainee has not demonstrated satisfactory progress in:   * making a positive contribution to the wider life and ethos of the school; * deploying support staff effectively; * taking responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues * developing effective professional relationships with colleagues and knowing when to draw on advice and specialist support; * communicating effectively with parents with regard to pupils’ achievements and well-being. |
| **Part 2** |  |
| **Personal and**  **professional conduct** | During the School based Training to date the trainee has not demonstrated satisfactory progress in:   * upholding the high standards of the teaching profession, within and outside school; * developing appropriate professional relationships with colleagues and pupils; * safeguarding pupils’ well-being, in accordance with statutory provisions; * understanding that schools are required to develop pupils’ wider understanding of social and cultural diversity, tolerance for others and respect for different faiths and beliefs, in line with the maintenance of fundamental British values; * understanding the responsibility teachers hold in relation to the expression of personal beliefs and the impact these could have on pupils and their consequent actions; * displaying high standards of personal and professional behaviour, inside and outside school, including attendance and punctuality; * understanding and applying the range of policies that support school practice and acting on these in their planning, teaching and wider involvement in the life of the school; * taking appropriate responsibility for their own and pupils’ well-being; * consistently presenting themselves through their use of language and their dress in a professional manner in line with school policy; * showing a satisfactory awareness of his/her responsibilities in relation to, for example, equality legislation, duties and safeguarding; * judging when they may need advice and help in matters of Child Protection or confidentiality. |

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| **Teachers’ Standard number and agreed target** | **Strategies identified to support**  **trainee** | **Person/s**  **responsible for support** | **Review of progress summary** | **Satisfactory**  **progress made** | **Further**  **CFC** |
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| Signed: Date:  Trainee  Person completing form:  Role: | | | Signed: Date:  Trainee  Person completing form:  Role: | | |
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