# RAPID IMPROVEMENT TARGETS (RIT) PROCESS 2023 24

## Aims of the Rapid Improvement Targets Process

The **Rapid Improvement Targets Process** is initiated after a discussion between a mentor/tutor and the associate teacher. A RIT will ensure that all associate teachers are supported and offered intervention where necessary to make satisfactory progress on the course.

**Rapid Improvement Targets can be initiated at any stage of the ITE programme and:**

* Can relate to an associate teacher’s engagement with, and attendance, at the taught elements of the programme
* Can be initiated if an associate teacher fails to demonstrate high standards of personal or professional conduct. (See Appendix 1 for examples)
* Can relate to specific aspects of the associate teacher’s teaching and be characterised by a lack of expected progress by the pupils (See Appendix 1 for examples)
* Can identify gaps in performance aligned against the BCU ITE Assessment Tracker and/ or the ITT Core Content Framework (DfE, 2019)
* Can be initiated if associate teacher’s teaching, for any reason, is not developing as expected; for example, if an associate teacher ‘plateaus’ and there is no evidence of further progress or development in the impact of their teaching
* Can be initiated if associate teacher has not received the necessary support from the placement school, at which point the university will intervene and offer additional support
* Can be initiated if an associate teacher needs support with well-being or workload management.

**Rapid Improvement Targets can only be initiated by a BCU tutor.** Subject and Professional Mentors can and should raise concerns aligned to the process with the link tutor and will share specific areas of weakness ahead of any formal meeting.

**Rapid Improvement Targets will:**

* outline the concerns,
* set clearly articulated and precise targets aligned to the BCU ITE Curriculum,
* outline concrete actions for the associate teacher to achieve,
* identify which stakeholder is responsible for monitoring each target,
* identify intervention strategies,
* signpost training needs,
* explain existing support strategies, and
* agree review deadlines.

**In Rapid Improvement Target meetings:**

* the associate teacher must attend
* the SBT subject and/or professional mentor will attend
* targets will be monitored by the BCU tutor responsible for quality assuring the associate teacher’s progress
* be overseen by BCU Senior Tutor on the associate teacher’s course

**The Rapid Improvement Target Process is an intervention strategy and will result in an agreed increase in school and / or university support and monitoring to ensure the associate teacher has an opportunity to address the targets requiring immediate action.**

**If a placement breaks down within a RIT period the lead mentor will be required to complete the RIT review and the Placement Review Process.**

## **Rapid Improvement Target Process**

The Rapid Improvement Target Process (RIT) has been simplified into a flow chart and can be found on the following page:

## 

Issues or areas to be discussed by subject/professional mentor and tutor.

Have these issues or areas been discussed with the associate teacher to correct the identified issue?

Yes

No

Issue of **RIT1:** Associate teacher is placed on a RIT for **up to 10 working days \*** to provide opportunity to demonstrate progress/change in performance. RIT is written and implemented by tutor, with subject/professional mentor supporting the monitoring of progress. RIT should be discussed during weekly review meeting in school.

No

Yes

No

Successful completion of RIT—normal training resumes.

No

Yes

Issue of **RIT2:** Associate teacher is placed on a RIT for **up to 5 working days\*** to provide opportunity to demonstrate progress/change in performance. RIT is written and implemented by tutor, with subject/professional mentor supporting the monitoring of progress.

Yes

Successful completion of RIT—normal training resumes.

No

Contact Course Leadership to refer

associate teacher to the Placement Review Process (PRP)

No

No

Successful completion of RIT—normal training resumes.

Discussion to take place to ensure the associate teacher is aware of the issues or areas for development.

Has the associate teacher been on a RIT for **this issue/area** before?

Has the associate teacher demonstrated satisfactory progress within the timeframe?

Yes

Is the associate teacher at risk of failing the placement or the placement terminated ?

Has the associate teacher demonstrated satisfactory progress within the timeframe?

Is the associate teacher at risk of failing the placement or the placement terminated ?

Contact Course Leadership to refer

associate teacher to the Placement Review Process (PRP)

Issue of **RIT3:** Associate teacher is placed on a RIT for **up to 5 working\*** days to provide opportunity to demonstrate progress/change in performance. RIT targets should be overseen by a senior tutor before RIT is implemented. Associate teacher should be informed of the risk of failed placement.

Yes

Is the associate teacher at risk of failing the placement or the placement terminated?

## 

Contact Course Leadership

to refer associate teacher to the Placement Review Process (PRP)

Yes

## Appendix 1- RIT form

**Examples:**

**Rapid Improvement Targets will be issued when:**

* An associate teacher does not make the expected progress – e.g.:
  + Not establishing purposeful learning relationships with pupils
  + Not using Behaviour for Learning policy appropriately
  + Inadequate subject knowledge
  + Inadequate pedagogical knowledge
  + Inadequate lesson planning practices
  + Inadequate resource creation within teaching contexts
  + Poor pace within a lesson
  + Inadequate assessment practices
  + Failure to use pupil data appropriately to plan lessons
  + Failure to adapt school lesson plans to meet the needs of pupils in their classroom
  + Insufficient knowledge of adaptive teaching strategies
* An associate teacher fails to demonstrate high standards of personal and professional conduct -e.g.:
  + Poor punctuality
  + Poor attendance
  + Inability to use identified absence procedures appropriately
  + Unprofessional dress
  + Failure to engage in set independent learning tasks
  + Plagiarism
  + Inability to meet deadlines aligned to BCU ITE expectations – such as submitting lesson plans 48 working hours ahead of lessons to be observed
  + Failure to complete set tasks within the course – such as Progress Journal completion and meeting assignment deadlines
  + Failure to respond to feedback from expert colleagues
  + Dis-respectful behaviour in any training context
  + Discriminatory comments in any training context
  + Poor email communication etiquette
  + Poor organisation which impacts on personal and pupils’ progress

**\* number of days as specified by professional judgement depending on target area**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Associate teacher:** | **School:** | | | **BA QTS**  **PGCE** | | **Date:** | **RIT No.** |
| **Person Completing Form:** | | **Role:** | | | **Electronic signature:** | | |
| **University Tutor (UT):** | | | **Professional Development Tutor (PDT):** | | | | |
| **Please send a copy of the completed form after the initial Rapid Improvement Target meeting and after the Review Meeting to the designated course team via**   **Course Team or Year Group Team Email Address alongside the Associate Teacher and mentors/UT.** | | | | | | | |
| **Please use this section to highlight which are the most significant BCU ITE Curriculum areas of concern:**   1. Associate teacher uses critical enquiry and research informed practice to develop understanding of effective teaching and learning. 2. Associate teacher’s classroom practice to establishes effective behaviour management using high expectations and awareness of pupil wellbeing. 3. Associate teacher knows more, remembers more, and applies subject knowledge and subject specific pedagogy to impact on pupils’ progress 4. Associate teacher uses knowledge about how pupils learn to plan and assess learning to ensure that all pupils make progress. 5. Associate teacher implements effective adaptive teaching approaches to meet all learners’ needs, including SEND (Special Educational Needs and Disability) and EAL (English as an Additional Language learners). 6. Associate teacher demonstrates professional behaviours and contributes effectively to the wider life of the school. | | | | | | | |

**Rapid Improvement Targets Plan 2023-2024**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Identify clearly focused SMART targets aligned to the BCU ITE Curriculum Themes and Assessment Tracker** | | | | | |
| **BCU ITE Curriculum Key Theme** | **Target:** | **Identified strategies to support the associate teacher** | **Actions to achieve** | **Person responsible to support and monitor to target** | **Progress Review** |
|  |  |  |  |  | Satisfactory Progress  Limited Progress  Unsatisfactory Progress |
|  |  |  |  |  | Satisfactory Progress  Limited Progress  Unsatisfactory Progress |
|  |  |  |  |  | Satisfactory Progress  Limited Progress  Unsatisfactory Progress |
| **Discussion at Review Meeting** | | | | | |

|  |  |  |  |
| --- | --- | --- | --- |
| **Agreed date to start the RIT** | | **Agreed date for RIT review meeting** *(usually 10 working days)* | |
| **Review Meeting outcome** | RIT Process Ends  RIT Process Continues  Termination of Placement – Refer to Placement Review Panel | Summary of identified next steps: | |
| **Outcomes agreed by:** | Associate Teacher’s signature | University Tutor signature | Mentor signature |
| **Shared with stakeholders** | UT / Mentor | Associate Teacher’s PDT | Course Team |