

What is a support plan?

- A support plan is intended to guide and monitor trainees so that they can achieve the standard of performance required to achieve QTS and the PGCE.
- The procedure is also intended to prevent the performance of a trainee having a negative impact on the quality of teaching and learning in their placement school.
- A support plan 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.
- A support plan 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.
- **If insufficient progress is made on the support plan, the trainee will proceed onto a Cause for Concern plan.**

Why will a support plan be started? A support plan will be implemented when:

- 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).

When will a support plan be started? A support plan can be started at any stage of the programme.

What are the key steps of the support plan and procedure?

1. A statement of the concern(s) triggering the support plan.
2. Identification of targets for improvement and related actions that the trainee needs to take.
3. Identification of training requirements of the trainee and any support they require from their school or Mid Essex ITT.
4. Agreement of the review points and how this will be monitored.

How are targets set for the support plan procedure?

- Targets for improvement must be explicitly linked to area(s) of concern in the trainee's teaching, mastery of the ITE curriculum, impact on outcomes for pupils or ability to uphold the expectations in Part Two of the Teachers' Standards.
- Targets will require agreed actions for both the trainee and all those working with them in the training programme.
- 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

What are the stages of the procedure?:

<p>Support Plan: meeting and setting targets</p>	<ul style="list-style-type: none"> • Mid Essex ITT will schedule a meeting between the trainee and Course Tutor or, if the concern is relating to the school placement, also the Professional Tutor and subject mentor. • At the meeting the trainee will be informed that there is a concern and the issues that must be addressed. • The Course Tutor or mentor discusses the concerns with the trainee. The Course Tutor/mentor should ensure that they listen respectfully to the trainee to gain a full understanding of their perceptions. • Staff will complete the statement of concern outlining all issues on the first page of the paperwork. • Staff and trainee will agree targets or objectives which are focused explicitly on areas for improvement, agreeing actions and success criteria to be achieved. These are detailed on the paperwork. • There should be a maximum of three targets set across the two weeks. Only one target should be the focus of an observation at any one time. • A review date will be recorded on the paperwork which should be within two weeks. • Other relevant partnership staff should be informed and all correspondence copied to the Director.
<p>Support Plan: review</p>	<ul style="list-style-type: none"> • At the end of the two weeks, targets are reviewed using the full range of evidence and paperwork completed. • If <u>sufficient progress</u> has been made by the trainee, normal training routines continue. • If <u>insufficient progress</u> has been made, the trainee will proceed onto a Cause for Concern plan – see separate procedure and paperwork.

Support Plan start date:	
Trainee:	
Subject:	
School:	
Initial statement of concern:	
Staff members:	

Target or Objective	Specific Task(s)	Support required	Time Scale	Success Criteria
Date to be reviewed:				

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

Support Plan review date:	
Notes from review meeting	
Target or Objective	Comments on targets from Mentor & PM (were they met/not met? Evidence):
[copy from table from meeting 1]	
Final outcome from Support Plan procedure:	