

Appendix Q: Trainee personal support plan

Primary PGCE: Personal Support Plan	
Trainee	XXX
Tutor	XXX
Start date	XXX
Date of review	XXX
Targets agreed	<ol style="list-style-type: none"> 1. PB - To respond to targets set by your mentor in a positive manner and look to address these quickly through your planning, lessons and being proactive so they are not repeated e.g. handwriting on IWB/in books, planning in praise, planning/preparations is timely and effective, observing others and making notes to support your own focus areas 2. PB - To communicate with staff and children in a professional and positive way at all times, in order to gain the best advice, support and to develop your teaching to the best of your ability e.g. reflect and ask for help for specific elements of difficulty when needed, respond to suggestions, consider how your responses may be perceived 3. PP - To meet the UoM requirements of weekly and daily planning so that you are managing your time more effectively and so your lessons have a better impact upon learners and progress

In order to support you and address your needs, the following actions have been agreed	
You will...	<ul style="list-style-type: none"> • Listen to advice and feedback given by your expert mentor and look at suggestions as 'even better if...' rather than a sign of failure. • Respond to targets set and agreed with your mentor quickly and look to make steps forward as soon as possible after feedback. • Reflect upon your own teaching and be proactive in asking for help with specific elements that you need support with. • Complete the required documents within the Trainee Portfolio so you are aware of your own strengths, areas of development and which strands you are meeting the expectations of – develop a reflective approach. • Complete a weekly plan by the end of a Friday afternoon, so your mentor can check it and offer advice prior to creating individual lesson plans (include L.O/S.C and bullet points of main teaching/ideas) • Create shorter, but more impactful lesson plans by using bullet points that show a systematic development of questions, activities, active learning, models and assessment.

	<ul style="list-style-type: none"> • Prepare flipcharts alongside your lesson plan writing, to support you with clarity, delivery and structure of the lesson presentation. • Ensure that assessments inform annotations and changes to your weekly plan, in order to make the next lessons relevant to the children's needs so lessons impact on progress. • Work on your handwriting both on the board and IWB, so you are modelling expectations and good examples for all pupils to access, as this has been a target several times. • Video the start of at least 2 lessons over the next 2 weeks, looking at how you are perceived by the children and how key learning is shared/received – set yourself 1/2 targets to work on each time.
The university tutor will...	<ul style="list-style-type: none"> • Support you by looking at your workload management and planning structures, to improve your use of time out of the classroom. • Be available to discuss any issues or areas of advice needed during the duration of this support plan.
The mentor will....	<ul style="list-style-type: none"> • Look at your weekly plan on a Friday and give any advice regarding any key issues that may arise based upon the plan • Support you with your areas of concern/worry when asked by you • Provide support and suggestions to improve target areas when asked. • Record progress in target areas on the weekly mentor feedback log. • Provide opportunities to observe other colleagues, where needed, to help address targets.
Evidence of progress will include:	<ul style="list-style-type: none"> • Weekly and lesson plans are presented as required by the UoM and are having a more positive impact upon progress and attainment in lessons. • Your trainee portfolio is up to date and you are clearly aware of your own strengths and development areas. • Your mentor reports that you are responding more positively to feedback and targets and are more positive in approach to the placement expectations and you are meeting these expectations. • Targets are not being repeated, but show evidence of progress and being addressed. • Your handwriting in books and on the IWB has improved and is supporting learning. • Your flipcharts are supporting your lesson plans and are aiding a clear delivery of key learning and teaching for impact on pupils.

This personal support plan has been discussed and agreed with the trainee onXXX.....

INTERIM REVIEW – Date/time (1 week)

REVIEW OF PLAN – Date/Time (2 weeks)

Signed: trainee.....XXX..... tutor/mentorXXX.....

Action Plan Review – (05.12.18)

Signed Date

Copies of this support plan to be sent to the trainee, UT and mentor (and may be sent to PDs if necessary). This form must not be shared with any other third parties without consent.