

Primary PGCE: Personal Support Plan	
Trainee	XXX
Tutor	XXX
Start date	Xxx
Date of review	XXX
Targets agreed	<ol style="list-style-type: none"> <li>1. BM - To develop a mutual respect and rapport with the children in your class to help support your behaviour management in lessons (BM)</li> <li>2. CSK – To ensure your own subject knowledge is sound in your lessons so your teaching is more systematic and impacts upon pupil progress</li> <li>3. PP – To reduce the amount of teacher talk and increase the amount of active pupil participation to improve pupil engagement, progress and behaviour management.</li> </ol>

In order to support you and address your needs, the following actions have been agreed	
You will...	<p>Target 1</p> <ul style="list-style-type: none"> <li>- Look to build and develop a two way positive rapport with the children e.g. learn names, show interest in them, establish clear expectations, talk to them in other lessons not led by you, smile and try to relax more in order to demonstrate a genuine interest</li> <li>- Use a consistent approach to behaviour management eg praise, sunshine/cloud, your own approach, Dojos Use one 'stop' signal and be consistent in your expectations. Develop a simple reward system of your own to support positive relationships and set your clear boundaries.</li> <li>- Go to observe other colleagues to observe ideas to try.</li> <li>- Seek support from the mentor or prof tutor in areas of concern.</li> </ul> <p>Target 2</p> <ul style="list-style-type: none"> <li>- Plan key teaching points so you are clear in your main explanations and models. Plan key teaching points and use the IWB to help support the clarity when you share key vocab/ideas</li> <li>- Ensure that you have researched the area being taught and are clear about how to break down ideas and how children can show you that they have understood what you have shown/demonstrated to them.</li> <li>- Make sure you are clear about the link between every interaction and how it contributes to the L.O</li> <li>- Seek advice if any aspect of subject knowledge is an issue.</li> </ul>

	<ul style="list-style-type: none"> <li>- Follow the advice of the mentor and prof tutor, to support your development of this.</li> </ul> <p>Target 3</p> <ul style="list-style-type: none"> <li>- Plan short and clear teaching input. Be clear about questions, models and purpose of each part.</li> <li>- Plan in regular opportunities for children to be active in learning e.g. whiteboards, paired discussions, group work, post its.</li> <li>- Have the children on the carpet no longer than 15 minutes at a time.</li> <li>- Consider how best to 'evidence' progress – focus on children working harder than you,</li> <li>- Seek advice if you need help with planning</li> <li>- Submit plans to your mentor in good time before the lesson, to allow for support and feedback.</li> </ul>
The university tutor will...	<ul style="list-style-type: none"> <li>- Be available via email or phone to support with any queries, planning or concerns that you feel you would like support with.</li> <li>- Reduce your teaching commitment so you can focus on teaching less lessons, but with increased success and outcomes as well as making more time to get to know the class better.</li> <li>- Visit to discuss progress and support during the time of the support plan. This will be led by you and what you feel would be best to support your development and target areas.</li> <li>- Visit at the end of the support plan to observe a lesson with a focus on the specific areas of concern to give feedback on progress, strengths and areas of continue concern.</li> </ul>
The mentor will....	<ul style="list-style-type: none"> <li>- Adapt and reduce the teaching commitment, so you can focus on the key standards that are causing concern with less pressure to teach more (2 Maths, 2 Eng, plus other FS)</li> <li>- Give you permission to establish your own award system or support you with being consistent with the school/class system.</li> <li>- Support you with planning, giving feedback and suggestions re subject knowledge and active opportunities for children. Planning must be submitted in a timely manner in order for this to occur.</li> <li>- Continue to support you with daily informal feedback and suggestions in relation to the target areas.</li> <li>- Suggest colleagues to go and observe, to help support the specific target areas.</li> </ul>
Evidence of progress will include:	<ul style="list-style-type: none"> <li>- Your lessons are calmer, the classroom feels like a safer learning environment and the children's behaviour is more consistent.</li> <li>- Children make more consistent progress in lessons due to behaviour being less of a concern and teaching becoming the key focus.</li> <li>- Low level disruption is reduced in lessons and children demonstrate more consistency in wanting to work for you and responding to your expectations/boundaries.</li> </ul>

	<ul style="list-style-type: none"> <li>- Your delivery is clearer and key teaching points are translated to children – they can then begin and complete tasks set because they understand what to do and what is expected of them.</li> <li>- Children are more actively involved in the lesson, especially on the carpet, and this allows you to assess how successful your teaching is at different points through their involvement.</li> <li>- The carpet time is reduced to shorter time periods with clearer focus and as a result children remain engaged.</li> </ul>
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This personal support plan has been discussed and agreed with the trainee on .....XXXx.....

- Interim catch up and support (XX and XX) – XXXX, 2.30pm
- Support plan review (XX/XX/XX) – XXXX, 8.30pm

Signed: trainee.....XXX..... tutor/mentor .....XXX.....

<p>Action Plan Review - Evaluation of progress/ future actions</p> <p>Signed ..... Date .....</p> <p><b>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.</b></p>
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