**Trainee personal support plan form**

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| **Trainee** |  |
| **Tutor/mentor** |  |
| **Start date** |  |
| **Date of review** | Guidance (remove before completion)- set realistic timeframe for the trainee to work on the targets set. Arrange to meet the trainee on this date to discuss their progress and review the targets. |
| **Targets agreed and relevant strands** | Guidance (remove before completion)- explain to the trainee that a concern has been raised about their practice/professional behaviours/ progress. Outline the concern so that the trainee is clear what it is and why it is a concern. Explain that you are following the PGCE cause for concern procedures from the main programme handbook. If this is the first support plan, it is linked to the ‘concern raised’ stage. Explain that the purpose of this meeting is to put a support plan in place in order to help the trainee address the concern, improve practice, etc, and move on.  **Targets**  Target 1 is…  Actions needed to achieve the target:  Target 2 is..  Actions needed to achieve the target:  Target 3 is…  Actions needed to achieve the target:  **Strands linked to targets**  **Delete/highlight as appropriate.**  Strand A - Behaviour management  (*high expectations and managing behaviour*) - S1 and S7  Strand B - Pedagogy and Planning (*how pupils learn, classroom practice and adaptive teaching*) - S2, S4, S5  Strand C - Subject and curriculum knowledge  - S3  Strand D - Assessment  - S6  Strand E - Professional behaviours - S8 and Part 2  **Part 2 of the Standards**  A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher’s career.  Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:  treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher’s professional position;  having regard for the need to safeguard pupils’ well-being, in accordance with statutory provisions;  Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach |

In order to support you and address your needs, the following actions have been agreed:

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| **The trainee will…** |  |
| **The mentor will….** | * . |
| **The university tutor will…** |  |
| **Evidence of progress will include:** | Guidance (remove before completing) - in this section write down what you expect to see in terms of improvement at the review meeting. Be clear about the evidence the trainee needs to bring/demonstrate and what you will look for, to show that the trainee has improved practice/professional behaviours in relation to the concern raised.  Please bring the following evidence to the review meeting on xxxxx.   1. Evidence of…. 2. Evidence of…. |

This personal support plan has been discussed and agreed.

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| Signed: | **Trainee:** | **Tutor:**  **Mentor:**  **Head Teacher:** | **Date:** |

Review of trainee personal support plan

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| **Review notes**: | **Review Date:** |
| **Evaluation of progress**:  Review of target 1: met / not met because …  Review of target 2: met / not met because …  Review of target 3: met / not met because …  *If targets are ‘not met’ then these should be transferred to a cause for concern letter by the university tutor or SD lead*. | |
| Further actions: | |

*Copies of this support plan may be shared with the trainee, university tutor, school mentor(s) and programme leaders only. This must not be shared with any other third parties.*