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# **Initial Teacher Education Programmes**

# **Additional Support Procedures**

# **2022-23**

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# Introduction

Additional support procedures may be needed for issues arising from the following:

1. Issues related to the placement/school

2. Student teachers requiring improvement or causing concern

Misunderstanding, communication problems, personality differences and concerns regarding responsibilities and levels of feedback and support can create problems for student teachers and schools during school experience. These problems can cause worry, stress and crises of confidence on both sides if not promptly addressed and it is certainly in the best interests of all concerned if these are addressed as soon as possible with the involvement of University staff.

# Issues related to the school experience placement/school

If problems occur during the school placement, the **Link Tutor** should be contacted at the earliest opportunity. The link tutor should then inform the **SE Director. The SE Director will liaise with the Programme Lead (PL) on all matters related to students causing concern so the PL is fully informed and shares in decision making. The PL may also need to liaise with the Alliance Lead for School Direct students.**

Issues related to a placement/school will normally involve a visit to the school at an early opportunity.

Sometimes a placement may not turn out to be appropriate for the student teacher because it does not meet their needs. Occasionally an issue can arise if the student teacher is not provided with appropriate support and / or guidance.

## Unsatisfactory Mentoring Situations

Where the student teacher feels there is a problem with regards to the mentoring relationship, it is expected that the student teacher will bring it to the attention of the link tutor, who will facilitate a resolution of the problem and the steps outlined in the Diagram A (below).

## Unsatisfactory Placements

Should the school fail to meet their partnership responsibilities to the student during the placement as outlined in the School Partnership Agreement, the link tutor should be contacted. The link tutor should gather as much information as possible pertaining to the issue and then liaise with SE Director or Programme Lead for next steps. For School Direct student teachers, the Programme Lead should inform the Alliance Lead of the issues raised so that these can be investigated and resolved where possible. If there are issues that cannot be resolved, this may result in the student being withdrawn from the placement.

# Student teachers requiring improvement or causing concern

* For minor problems, it may be appropriate for the mentor to identify and record the issues and agree necessary action points and or strategies with the student teacher and teacher where applicable. These should be recorded on the intervention log that can be added to PebblePad (a copy for information is also attached in Appendix 1). Action points should be closely monitored to ensure the issue is quickly resolved and does not escalate (refer to Diagram A). The mentor should ensure the link tutor is informed.
* Where a student teacher requires improvement or is causing concern, the University has established a clear procedure that must be adhered to. This includes providing the student teacher with an action plan to track and support progress. The action plan must be added to PebblePad so that all information is kept in one place and to ensure there is continuity across school experiences. A copy of the action plan is in Appendix 2 (refer to Step 2 in Diagram A).

There are different levels of ‘causing concern’ ranging from low level issues that might be addressed and recorded within a mentor meeting to more serious concerns where a student may require improvement, or towards the end of the programme where they may be at risk of failing to meet the Teachers’ Standards. A Case Consultation meeting in university (or school in the case of School Direct) will be arranged for students who are causing concern. If there is a more serious issue or if (towards the end of the programme) there is a risk of a student failing to meet the Teachers’ Standards, there may be a need for a Standards Review. Both these meetings are led by the university but include key staff involved in working with the student teacher.

It should be noted that student teachers who have been making appropriate progress may, at some point, fall below expectations for any stage of the programme. It is useful for all interventions to be recorded on the log sheet so if an action plan is necessary, there is a complete picture of all the issues to date.

## Diagram A

|  |  |
| --- | --- |
| An issue is identified | * **Step 1:** professional discussion with mentor and/or class teacher. * Agree intervention strategies or additional support as necessary (informal stage). Record on the intervention sheet. |
| Problem unresolved | * **Step 2:** Contact link tutor. Link tutor makes a visit. * Link tutor discusses issues with student teacher, mentor and/or class teacher and implements action plan or support strategies. An action plan is implemented as appropriate (formal stage). * Link tutor informs SE Director/Programme Lead and monitors situation through regular contact with the school. Alliance Lead is informed for School Direct student teachers. |
| Action plan targets not met  Situation escalates | * **Step 3:** SE Director/Programme lead gathers information from link tutor, student, mentor and/or class teacher. * Information presented by SE Director/Programme Lead to university-based colleagues and Alliance Lead, if appropriate, for discussion and next steps. * A Case Consultation may be called. |
| Consultation and monitoring of progress towards action plan targets or support strategies | * Gathering and disseminating information to track progress and inform decision making process. * Direct communication between SE Director/Programme Lead/Alliance Lead and school, including possible visit. * If necessary the student teacher should be allowed respite time to allow for observation, reflections and consultation. |
| If no improvement or situation becomes untenable | * **Step 4:** Decision made regarding next steps by SE Director/PL in consultation with link tutor and university colleagues/school-based colleagues. * Standards Review may be held to consider issues (or ability to meet the Teachers’ Standards if towards end of programme). * Placement may be withdrawn/terminated/deferred or deemed a failed placement. |

# University procedures for deferred and failed school placements

Occasionally it may be necessary for a student to defer their placement or a student may fail to meet the expectations of their placement. There are procedures in place to support this as follows:

**A deferred placement** occurs when there is an unexpected halt to the placement but the student was making the expected progress. This may be because:

* the student has become ill and is unable to meet the demands of the school experience for the rest of the block
* there has been a change in personal circumstances which means the student is unable to focus on the placement at the present time.

Action to be taken following a deferred placement:

1. A **Case Consultation** meeting will be arranged with the student, academic tutor, link tutor, SE Director/Programme Lead and minute-taker. This is to determine the key issues and to discuss the evidence. Evidence will be drawn from the school-based reports, the link tutor report and further relevant information from the academic tutor. It is usual that the outcome of a Case Consultation will result in the student continuing on the programme with identified mitigating circumstances and action points.

2. If a deferral is agreed, the timescale for this will be discussed and when appropriate, the SE Director/Programme Lead will liaise with the Placements Team or Alliance Lead (as appropriate) to decide where the student teacher can be placed.

3. Relevant medical report(s) may need to be provided by the student as required before a new placement can begin.

**Failed placements** could be a result of:

* insufficient evidence of progress
* an inability to reflect upon practice, to listen to and act upon advice provided from experienced professionals
* the student withdrawing from the placement without any consultation with University
* a serious professional issue of misconduct, such as when the health and safety of children has been compromised
* the placement school has withdrawn the placement

Please see below further guidance on the factors that may result in a failed placement.

**Factors that may result in a placement being failed/withdrawn/terminated**

**Related to Teaching and Learning**

* Elements of below expectations in appraisals and/ or observations
* Targets set but not being met by deadlines
* Pupils in the class not making expected / sufficient progress
* Decline in standards of pupil behaviour and / or attitudes to learning
* Class teacher/mentor feels unable to leave the student teacher in charge of the class without support
* Student teacher not teaching to the required %age guidance
* Student teacher’s planning does not support teaching that meets all pupil’s learning needs
* Student teacher needs significant input / support with planning and is unable to plan effectively independently

**Related to Personal and Professional Conduct**

* Student teacher not fulfilling professional responsibilities
* Student teacher failing to respect the roles and ethos of the school
* Student teacher having difficulty in developing and maintaining effective professional relationships
* Student teacher not acting on advice given
* Student teacher’s files / records incomplete or unsatisfactory
* Student teacher has unrealistic expectations of the placement
* Student teacher failing to follow school policies and /or procedures
* Student teacher not meeting targets set within given timescales
* Unsatisfactory timekeeping and / or attendance
* Safeguarding issues
* Pupils’ health and well-being is compromised
* Inappropriate use of social media/breach of acceptable usage policy

Student teachers who **withdraw** from a school experience placement without University approval will fail the placement.

A school experience will be **terminated early** and judged to be a **failed placement** when a student teacher’s performance is judged by the school to be detrimental to the effective running of the school, or the learning, well-being and / or health and safety of pupils. This should be done in consultation with the link tutor / Alliance Lead and School Experience Director/Programme Lead.

**What happens after a placement has been failed/terminated/withdrawn**

Student teachers who fail a school experience placement will only be given an opportunity to re-sit the placement if agreed by a **Standards Review** panel (to be convened in University). The panel will only allow a re-sit for school experience placements where it judges there is a likelihood that the student teacher will succeed and that a suitable placement can be secured. Students will not have more than one re-sit opportunity for a school experience placement.

In the event of a professional misconduct issue, a school terminating the placement or a failed placement, a Standards Review meeting will be held. Attendance will include the key people involved in the student’s training and also a member of staff from Registry. Registry ensures that all policies and procedures are adhered to regarding the progression of the programme.

There are **two outcomes of a Standards Review meeting**:

1. There may be an opportunity to continue on the programme providing certain conditions are met.

2. The programme will be terminated.

If a programme is terminated, the student will have the right of appeal.

* Where a deferred or re-sit placement is agreed, actions will be set to provide the student with strategies to be successful.
* Evidence relating to any actions set at Standards Review or Case Consultation will be kept electronically with the minutes of the meeting. Future placements will only be secured when all actions have been successfully completed.
* Minutes of a Case Consultation or Standards Review will be made available to the future mentor and link tutor to ensure the appropriate level of support is provided.

Students should not, under any circumstances, approach the Placements Team with requests for deferred or re-sit placements. SE Directors / Programme Lead / Associate Head of School (Education) should confirm deferrals and re-sits and ensure that all evidence relating to the Standards Review is available.

**Appeals**

Any action by the University or school which may lead to the termination of the programme or the involuntary extension of the programme in excess of its normal length will be subject to the University Appeals Procedures. Details of Appeals Procedures are available from University Registry.

# Requiring improvement action plan: key procedures for school experiences

If a student teacher requires improvement to meet expectations, or causes concern whilst on school experience,the procedures outlined below should be followed. Please also refer to the flow chart below.

There are two key pro forma that support the development of those students not making expected progress on school experience, or those at risk of failing the school experience – these should both be completed as advised and uploaded on PebblePad. Copies are shown in the appendices for information:

1. **Intervention Log (Appendix 1)**

This is an on-going record of all actions / interventions throughout the student teacher’s school experiences. The **mentor** will complete the **‘Intervention Log’ during the school experience** in liaison with the **link tutor**.

1. **Requiring Improvement: Action Plan (Appendix 2, 3 and 4)**

If a student teacher is not making the required progress and / or has not made sufficient progress towards meeting targets set from the previous SE by the end of week two of the placement, the **mentor** and **link tutor** will put a **‘Requiring Improvement: Action Plan’** into place. This is done in discussion / liaison with the student teacher and is intended to support them in making sufficient progress. This should be completed and uploaded to PebblePad so all key staff and the student have access to this.

Student teachers who are still deemed to be causing concern or have not fully met the agreed targets by the end of their school experience placement will be required to liaise with their **Academic Tutor** for follow-up support and to identify additional opportunities and developmental experiences as appropriate to support the student teacher on their subsequent school experience.

Student teachers deemed to be causing concern and who have not fully met the agreed targets by the end of their **final** school experience will need to reflect this in their targets on their personal Early Career Teacher (ECT) action plan to ensure that wherever possible, additional support can be offered into their ECT year. Outcomes will be reflected in their University reference.

A copy of the **Intervention Log** and the student teacher’s **action plan** will be available via PebblePad to mentors and link tutors for the next school experience as appropriate. The mentor and link tutor in the next school experience should liaise with the student teacher regarding their action plan to ensure that appropriate support is put in place for the student teacher to enable them to make expected progress.

* If the student teacher **has** met the targets set from their previous school experience by the end of week 2 in the placement, these can be ‘signed off’. They will continue to be monitored via the usual tracking procedures (i.e. lesson appraisals, weekly progression meetings etc.) to ensure continued progress is made.
* It should be reinforced that student teachers who have been making appropriate progress may at some point fall below expectations. All interventions should be recorded on the **Intervention Log** and an appropriate action plan put into place as necessary, whatever the stage of the programme. This is to ensure that all student teachers are appropriately supported.

**N.B.** Whilst the intervention log is used mainly for SEs it can be adapted to record any issues relating to other aspects of a student’s programme. If a student teacher is causing concern whilst in **University** (for example issues related to attendance, punctuality or professional dialogue) this will be discussed with the Programme Lead / Associate Head of School (Education) and all actions / interventions recorded on the **Intervention Log** on PebblePad. Where it says date/SE in the first column simply put the date/University – to indicate an issue that is university-based. The **Academic Tutor** will be responsible for completing this through discussion with the student teacher.

# Appendix 1

**INTERVENTION LOG (template for information only – to be completed and added to PebblePad)**

***THIS IS A RECORD OF INTERVENTIONS THROUGHOUT ALL SEs AND IS INTENDED FOR USE BY MENTORS AND STUDENT TEACHERS DURING SCHOOL PLACEMENT***

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Student Teacher:** | | | | |
| **SE1:** |  | **SE2:** |  | **SE3:** |
| **Mentor:** |  | **Mentor:** |  | **Mentor:** |
| **Link tutor/ Alliance lead:** |  | **Link tutor/ Alliance lead:** |  | **Link tutor/ Alliance lead:** |

| **Date/**  **SE** | **Staff member/s** | **Issue and brief details** | **Type of Intervention** | **Response and agreed action** |
| --- | --- | --- | --- | --- |
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***Please ensure that all issues are briefly recorded here to support movement to a Requires Improvement Action Plan if necessary.***

# Appendix 2

## Requiring Improvement Action Plan Guidance

**PROCEDURES FOR DEALING WITH STUDENT TEACHERS WHO REQUIRE INTERVENTION STRATEGIES AND ADDITIONAL TARGETS OR FOR WHOM THERE IS A CAUSE FOR CONCERN**

**To be used if the student teacher is:**

* **Level 1:** Requiring improvement to make expected progress/cause for concern.
* **Level 2:** Requiring improvement in order to successfully complete the placement i.e. currently achieving below expectation and /or causing concern OR if towards the end of the programme there is a risk they may not meet the Teachers’ Standards.

Mentors who, ***at any point in the placement*,** have concerns that a student teacher is not responding sufficiently to on-going professional dialogue and not progressing appropriately towards achieving or exceeding their expected outcomes are requested to follow the procedure outlined below.

Identify specific targets (see Requiring Improvement: Action Plan pro forma below) with an agreed date when they need to be met. Articulate success strategies and note the date on which link tutor has been notified.

*Please monitor and ensure maintenance of progress on targets already met.*

|  |  |  |
| --- | --- | --- |
| **Issue/ concern** | **Action/ timescale** | **Who is involved?** |
| Concern regarding a professional issue or insufficient progress is being made | **At any point**   * Discuss concern with student teacher. * Set and agree specific, measurable, achievable, relevant and time-related (SMART) targets. * Inform the link tutor / Alliance Lead and SE Director. * Record interventions on log sheet on PebblePad. * Monitor progress, set further targets as necessary. | Mentor/ external mentor  Link tutor / Alliance Lead / School Experience Director |
| Placement not effectively supporting student progress towards achieving or exceeding their expected potential outcomes | * Discuss concern with student teacher. * Set and agree specific, measurable, achievable, relevant and time-related (SMART) targets. * Inform the link tutor / Alliance Lead / Programme Lead. * Record interventions on log sheet on PebblePad. * Monitor progress, set further targets as necessary. | Mentor / external mentor  Link tutor / Alliance Lead / Programme Lead |
| Likelihood that the placement will not be successful.  Evidence of little or no progress towards meeting targets set at an earlier stage. | **At any point**   * Provide additional support and intervention. * Contact the link tutor / Alliance Lead for support / arrange shared appraisal and / or Case Consultation. * Set and agree SMART targets. * Record interventions on log sheet on PebblePad. * Arrange review meeting with student teacher and class teacher to monitor and record progress. * Discuss judgements.   **Significant problem**   * SE Director convenes meeting with student teacher (most likely termination of placement). | Mentor / external mentor  Link tutor / Alliance Lead / SE Director  Academic Tutor informed |
| As above and Programme Lead |
| **Serious problem or professional misconduct:**  Situation is such that student teacher cannot continue. | **This may occur at any stage**   * SE Director informed, reviews issue with Headteacher, class teacher, mentor, link tutor and student teacher. * SE Director terminates placement and informs academic tutor, link tutor, PL and Associate Head. | SE Director /Programme Lead  Head teacher /Class teacher  Mentor  Associate Head (Education)  Link tutor / Alliance Lead  Academic tutor |

# Appendix 3

## Requiring Improvement Action Plan

(Template for information only: to be completed on PebblePad)

**To be used if the student teacher is**:

* **Level 1**: Requiring improvement in order to meet expectations/causing concern
* **Level 2**: Requiring improvement in order to successfully complete the placement i.e. currently achieving below expectations and /or causing concern OR towards the end of the programme there is a risk they may not meet the standards.

*N.B. Please monitor and ensure maintenance of continued progress on targets already met.*

|  |  |  |  |
| --- | --- | --- | --- |
| **Student teacher:** | **School Experience:** please circle  **SE1 / SE2 / SE3** | | |
| **Mentor:** | **School:** | | |
| **Link tutor/ Alliance Lead:** | **Date notified:** | | |
| Please circle below: | | | |
| **Level 1**  **Requiring improvement to meet expectations/causing concern**  *(To be implemented in those cases where student teachers are not making sufficient or expected progress)* | | | **Level 2**  **Requiring improvement – causing concern OR there is a risk of not meeting the standards at the end of the programme**  *(To be implemented in those cases where student teachers are achieving below expectations and/or the placement is at risk of failure OR risk of not meeting standards towards end of programme)* |
| **Areas for development:** | | | |
| **The following targets/action points** must be addressed by the student teacher to show evidence of their improvement and, if towards the end of the programme, capability of meeting the Teachers’ Standards.  Targets set should be SMART (i.e*. specific, measurable, achievable, relevant, time related)* and standards related and strategies should be outlined to address the above. | | | |
| **Target** | | **Specific actions / strategies** | |
|  | |  | |
|  | |  | |
|  | |  | |
| Date targets set: | | | |
| **Signed:** **Mentor:**  **Student teacher:**  **Link tutor/ Alliance Lead:**  *(signed where possible)*  **Copies to: student teacher, mentor, link tutor, Alliance Lead, academic tutor, SE Director and Programme Lead** | | | |
| **Date to be achieved:**  **Review date:**  Comments following review: | | | |
| If all targets have been achieved, indicate date achieved and monitoring process:  **Signed: Mentor:**  **Student teacher: Date:**  **Link tutor/ Alliance Lead:**  *(where possible)* | | | |
| If all targets have not been achieved indicated further action needed and monitoring process:  **Signed: Mentor:**  **Student teacher:**  **Link tutor/ Alliance Lead: Date:**  **Copies to: student teacher, mentor, link tutor, Alliance Lead, academic tutor, SE Director and Programme Lead** | | | |

# Appendix 4

## Example of a Requiring Improvement Action Plan

**To be used if the student teacher is:**

* **Level 1:** Requiring improvement in order to meet expectations/causing concern
* **Level 2:** Requiring improvement in order to successfully complete the placement i.e. currently achieving below expectations and /or causing concern OR towards the end of the programme there is a risk they may not meet the Teachers’ Standards.

*N.B. Please monitor and ensure maintenance of continued progress on targets already met.*

|  |  |
| --- | --- |
| **Student teacher:** | **School Experience:** please circle  **SE1 / SE2 / SE3** |
| **Mentor:** | **School:** |
| **Link tutor/ Alliance Lead:** | **Date notified:** |
| Please circle below: | |
| **Level 1**  **Requiring improvement to meet expectations/causing concern**  *(To be implemented in those cases where student teachers are not making sufficient or expected progress)* | **Level 2**  **Requiring improvement – causing concern OR there is a risk of not meeting standards at end of programme**  *(To be implemented in those cases where student teachers are achieving below expectations and/or the placement is at risk of failure OR risk of not meeting standards towards end of programme)* |
| **Areas for development:**  Discussion on the key concerns about student teachers progress.  The key concerns might be focused around the following areas. These are only ***examples*** and should be deleted/added to as appropriate with comments below related to each appropriate area.   * Demonstrating high expectations * Communication * Building on prior knowledge to maximise pupil progress * Develop knowledge of the curriculum * Planning and preparation * Practical arrangements for lessons * Ability to plan adaptations for all pupils * Assessment and pupil progress * Relationships with pupils * Behaviour management strategies * Relationship with mentors and willingness to act on advice * Other professional/personal issues   (Please specify) | |
| **The following targets/action points** must be addressed by the student teacher to show evidence of their improvement (or if towards the end of the programme their capability to meet the Teachers’ Standards).  Targets set should be SMART (i.e*. specific, measurable, achievable, relevant, time related)* and standards related and strategies should be outlined to address the above. | |
| **Target** | **Examples of specific actions / strategies** |
| Demonstrate high expectations of all pupils in the classroom | * Use positive language at all times * Think about more ideas of how to motivate and enthuse pupils and incorporate these into next week’s lesson plans |
| Communicate more clearly with pupils | * Ensure you use appropriate language in all lessons * Make sure you include simple definitions of key vocabulary for less able pupils * Reinforce learning objectives and instructions by preparing these in advance on flip charts. These can be put on the walls for pupils to refer to. |
| Building on prior knowledge to maximise pupil progress | * Refer back to prior knowledge in your lessons and demonstrate how you are building on this to extend learning opportunities |
| Develop your knowledge of the curriculum | * Come to the next mentor meeting with a summary of your research into *[curriculum area]* and ideas of how you might develop appropriate learning activities to support pupil progress |
| Plan and prepare appropriately for each lesson you teach | * Each lesson plan should be given to your mentor a week in advance of the lesson, to allow time for them to support you with suggestions for improvement * For each lesson plan you need to address the following KEY questions:  1. What do I want pupils to achieve in this lesson? (learning objectives/intentions) 2. What activities will the pupils do in this lesson? 3. Will there be different activities for some pupils? What will these be? 4. What instructions will I need to give all pupils to ensure they know what to do? 5. Do I need to give some pupils extra guidance on what they need to do? 6. What will the learning outcomes/success criteria be? What will the work look like? (what will be in their books etc.) 7. How will I know if pupils have met the learning objectives/intentions? 8. How will I know how much progress each pupil has made?  * For each lesson you also need to ensure that the resources you intend to use are fully prepared with adaptations made where necessary and ready for use. |
| Use appropriate resources to aid planning | * Borrow key texts/resources from the school/your mentor, where possible, to support the planning of your lessons. |
| Ensure all practical arrangements are in place for each lesson | * Check, in advance, that you have all the resources and equipment you need for each lesson. For example, ensure that all the photocopying you need is done. This should be done at least one day before the lesson is to be taken. * Ensure that all your resources and equipment are ready before the lesson begins   Ensure you have a backup plan for each lesson in case an activity doesn’t go according to your plan |
| Make adaptations in lesson plans | * Have you made sure that you have adapted the lesson plan to meet the specific needs of the different groups? This might mean changing or adapting activities and resources. |
| Assessment and pupil progress | * Introduce more AfL strategies into each of your lessons * Consider how you are using data to inform assessment? * Ensure you assess the extent of pupil learning via plenaries |
| Improve use of behaviour management strategies | Make sure you take into account:   1. A range of low-level intervention strategies 2. Strategies used at placement school. 3. Positive strategies to motivate and encourage pupils, for example, use of praise 4. Discuss your behaviour management strategies with your mentor. |
| Work at improving your relationships with pupils | This can be supported by:   1. Providing good learning experiences for pupils 2. Being fair and consistent in use of behaviour management strategies 3. Motivating and encouraging pupils with use of praise etc. |
| Acting on mentor feedback | At each weekly mentor meeting discuss how you are going to act on mentor feedback/advice and bring evidence of this to the meeting for review. |
| Observing other teachers | * Continue to observe other lessons. In your mentor meetings discuss what you seen and how this might help you progress |
| **Date targets set:** | |
| **Signed: Mentor:**  **Student teacher:**  **Link tutor/ Alliance Lead:**  *(signed where possible)*  **Copies to: student teacher, mentor, link tutor, Alliance Lead, academic tutor, SE Director and Programme Lead** | |
| **Date to be achieved:**  **Review date**:  Comments following review: | |
| If all targets have been achieved indicate date achieved and monitoring process:    **Signed: Mentor:**  **Student teacher: Date:**  **Link tutor/ Alliance Lead:**  *(where possible)* | |
| If all targets have not been achieved indicated further action needed and monitoring process:  **Signed: Mentor:**  **Student teacher:**  **Link tutor/ Alliance Lead: Date:**  **Copies to: student teacher, mentor, link tutor, Alliance Lead, academic tutor, SE Director and Programme Lead** | |

**Examples of generic interventions/strategies that could be used to support student teachers who are causing concern:**

* Observation of a range of other staff to exemplify good and outstanding practice
* Meetings with SENCO or SEN staff for support with making effective adaptations within planning and delivery
* Team teaching with mentors/other staff to model effective practice
* Collaborative planning opportunities with mentors/other staff to support developing effective practice
* Peer observation
* Use of pupil voice – student teachers to get feedback/evaluation on lessons/activities from pupils
* Buddying with ECT or recently qualified teacher
* Use of ICT to self-evaluate
* Recording of lessons - joint critique with mentors
* CPD staff opportunities
* Additional support meetings

**Notes:**