

APPENDIX A – TRAINEE SUPPORT PLAN

A support plan will be used where the performance of a trainee requires additional support beyond the normal expectation. The process provides the trainee and NELTA with a formal way of addressing the areas for development with a view to providing positive support for the trainee.

This process should be actioned as soon as possible in order for the trainee to respond to the concerns and make progress against the NELTA curriculum in order to meet the required Standards for Qualified Teacher Status at the end of the training year. Identifying a trainee early with areas for development can lead to early intervention to support and may prevent the issues becoming a cause for concern. For example, failure to establish an appropriate evidence base, engage with planning or establish effective working relationships might be early indicators of areas to address.

This does not automatically mean the trainee will fail, but initiating the support plan process indicates clearly and formally to the trainee that they are not making sufficient progress against the Standards for Qualified Teacher Status appropriate to the NELTA Curriculum and provides targets for them to address in order to resume the trajectory towards the required standard.

The lesson observation portfolio on Steplab and the weekly meeting should evidence the first indication of an area for development. In some cases, the concern may be raised during a scheduled visit by the Lead Mentor. Where colleagues in school raise the concern between visits, NELTA must be contacted immediately so that they can be kept informed of trainee progress against their targets.

At this point, the following Support and Cause for Concern Action Plan must be completed with clear targets linked to the Teachers' Standards.

Key guidance for completing the Support Plan proforma:

- Aims should be identified with the trainee at the start of this support plan which offer the greatest leverage in terms of improvement against the identified areas of the curriculum.
- No more than three targets should be identified to support the trainee to make reasonable progress towards the identified areas on this plan.
- Observations of the trainee should be recorded and referred to during the review meeting. Trainees should expect observations to increase during the period of the support plan to ensure that they have maximum opportunity to demonstrate progress against targets set.
- Lead Mentors must be consulted before a Support Plan is launched and where possible should attend meetings to do so, either in person or virtually

APPENDIX A – TRAINEE SUPPORT PLAN Continued

Name:		Date:	
Mentor:		Lead Mentor:	

Development area	Outline the areas of the curriculum we will be working on as part of this support plan	Which PLECOs does this support plan refer to specifically?
		Purpose and Progress <input type="checkbox"/> Pupils and Learning <input type="checkbox"/> Positive Expectation and attitudes <input type="checkbox"/> Pedagogy and Curriculum <input type="checkbox"/> Ongoing Professional Development <input type="checkbox"/> The NELTA Code of Conduct <input type="checkbox"/>

Support Plan					
Target	PLECO reference	Trainee actions	Success Criteria	Support in place	Review date and outcome

Trainee Signature:		Date:	
Mentor Signature		Date:	
Lead Mentor Signature		Date:	