You have been identified as a trainee who is not making progress through your ITE curriculum despite additional support being in place. This document outlines the additional support you will receive, the specific actions you need to take, and the potential outcomes. It also includes information about the Progress Support Plan approach. Your progress against the areas of concern will be reviewed following an agreed period.

Failure to make progress via this Progress Support Plan may result in any future placement being delayed, your current placement being concluded early, or in some instances, a removal from the QTS/QTLS route.

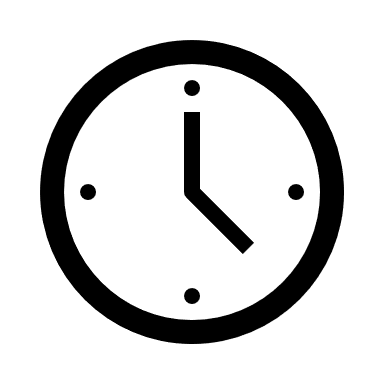
| **Trainee Information** | | | |
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| **Name of trainee** |  | **Trainee ID No.** |  |
| **Name of EHU staff instigating the PSP and role** |  | **Professional Practice (if applicable)** | Select Phase |
| **Name of mentor (if applicable)** |  | **School/Setting name (if applicable)** |  |
| **Course** |  | **Week number** |  |

| **Date of PSP Meeting** | 04/11/2024 |
| --- | --- |

| **Area(s) identified for support** | **Please list in order of priority the concerns raised (with the most pressing concern listed first)** | **For each concern, what support has already been put in place?** |
| --- | --- | --- |
| High expectations and managing behaviour.  How pupils learn, classroom practice & adaptive teaching.  Subject knowledge and curriculum.  Assessment.  Professional behaviours. | 1. Has not acted on the feedback to address gaps in subject knowledge. This is impacting on planning and the pupils and raises concerns about addressing areas of development. | 1. Additional mentor meetings this week and last 2. Directed to specific department resources to assist with KS4. |

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| **What action(s) does the trainee need to take to address the concerns listed above?** | **Deadline for action(s) by trainee** | **Any actions needed from PAT/LT/mentor to support** |
| 1. Review the upcoming lessons on the Resurrection and make a list of the areas/words/ideas which you are unfamiliar with. | End of this week | Mentor to redirect trainee to SOW |
| 1. Use this ‘self-audit’ and the resource XXX has provided to address the gaps in your knowledge. | Within 7 days | Mentor to re-send link to department resources |
| 1. Share your planning with XXX at least 48 hours in advance of your lessons so they can support/provide feedback before you teach. | All lessons taught within the next 7 days should have a 48 hour turnaround for planning | No. |
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**Agreed date of 7 day review: 11/11/24**



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| **7-day review**  **Date: 12/09/24** | | |
| What actions did the trainee need to take to address the concerns listed above? | Update | |
| Review the upcoming lessons on the Resurrection and make a list of the areas/words/ideas which you are unfamiliar with. | Completed and showed to mentor | |
| Use this ‘self-audit’ and the resource XXX has provided to address the gaps in your knowledge. | Completed and created their own resource | |
| Share your planning with XXX at least 48 hours in advance of your lessons so they can support/provide feedback before you teach. | This was done for all bar 1 lesson however mentor had no concerns in this instance | |
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| **Outcome** | | |
| Have the progress concerns been addressed?  **Yes, the trainee has addressed the concerns raised and will continue to be monitored via the WDS.**  **Partially. The trainee has been given additional time to address the concerns raised in full (agree a review date which should fall within the next 10 days and then please complete the section below).**  **No, despite additional support and the PSP, the progress concerns have not been addressed and the trainee should be referred to a L3 Department Progress Meeting with the Associate Head of Department for consideration of next steps.** | | |
| **Extended review (maximum of 10 days from the 7-day review)**  **Date: XXX** | | |
| What further actions did the trainee need to take to address the concerns raised? | | Update |
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| **Outcome (following extended review)** | | |
| Have the progress concerns been addressed in full?  **Yes, the trainee has addressed the concerns raised and will continue to be monitored via the WDS.**  **No, despite additional support and the extended PSP, the progress concerns have not been addressed and the trainee should be referred to a L3 Department Progress Meeting with the Associate Head of Department for consideration of next steps.** | | |

## Guidance for trainees and setting-based mentors on Progress Support Plans

Progress Support Plans (PSPs) are utilised on all Secondary and Further Education ITE programmes as part of the weekly formative assessment process. **They are utilised in instances where the WDS process has indicated that a trainee is not making sufficient progress through the weekly ITE curriculum (on that course) despite additional support being provided.** Such support may include (but is not limited to):

* Support with time and/or workload management
* Signposting to additional material or specific content addressed in taught sessions.
* Additional mentor meetings/tutorials and/or sessions with a relevant colleague.
* Opportunities provided such as observation of colleagues, team-teaching, structured support sessions, or additional mentoring (if concern relates to progression through the curriculum whist on Professional Practice).
* A reduction in teaching load and/or an increase in team-teaching or additional support for teaching (if the trainee is on their professional practice)
* Referral to the Student Support Team and the requirement that the trainee engage with their support.
* Department Progress Meetings (DPM)

Any tutor or mentor can instigate a trainee on a Progress Support Plan where concerns have been raised via the Weekly Development Summary (WDS). **A PSP cannot be started unless concerns have been already identified on the Weekly Development Summary and support put in place.**

**The PSP process enables the department to formally raise concerns with the trainee about their progression through their ITE curriculum, it puts in place SMART targets which the trainee needs to act on to ensure progress and provides an opportunity for progression towards these targets to be reviewed after an agreed time period (an initial 7 days and then a maximum of 10 further days)**. A PSP can lead to one of three outcomes for the trainee;

1. **Sufficient progress has been made and the trainee returns to being monitored via the WDS** as per the usual processes for formative assessment.
2. **Partial progress has been made but the trainee requires additional time to make sufficient progress** (this is a maximum of 10 days after which the trainee must have either made sufficient progress or be referred to the Associate Head of Department).
3. **The trainee has not made sufficient progress and is referred to the Associate Head of Department (ITE) for consideration of next steps**. These next steps can include;

* A delay to the trainee undertaking their placement until such a time as progress has been made (if the PSP has been instigated prior to professional practice).
* The early conclusion of the placement.
* A request that the trainee undertakes their professional practice at a second attempt (if the PSP relates to progression through the curriculum whist on professional practice).
* The trainee is transferred to an alternative program which does not enable them to be recommended for QTS (Secondary) or which does not enable them to progress to QTLS (Further Education).

Further information relating to the PSP process during a period of Professional Practice can be found in the ITE curriculum handbook for each course, the Secondary or Further Education Professional Practice handbook(s), and the mentor training.

Trainees may also wish to familiarise themselves with the [Faculty of Education Academic Engagement Policy.](https://www.edgehill.ac.uk/document/academic-programme-engagement-policy-faculty-of-education/)