

## Additional Support Framework: Student Teacher Structured Support and Intervention Programme

The following procedure applies to ALL LJMU ITE Programmes

Student Teacher's progress is regularly monitored against the Professional Code of Conduct and the ITE Curriculum in the weekly meeting/review and target setting meetings.

A student teacher, who is not making expected progress for the phase of training, should be given structured support and intervention via the '**Additional Support Framework**' at any point/phase in their training. There are three stages to the '**Additional Support Framework**' **each lasting usually no longer than 2 weeks**. A student teacher may be written an action plan for '**Additional Support**', '**Cause for Concern**' or '**At Risk**'. Discussions between the ITT Mentor/Professional Mentor and the Liaison Tutor will determine which entry level of the '**Additional Support Framework**' is the most suitable for the student teacher. Student Teachers are not normally placed immediately '**At Risk**', although rarely, this may happen.

### Identification of a Student Teacher in need of '**Additional Support**'.

- The Liaison Tutor should be notified immediately if a student teacher is identified as needing '**Additional Support**' because they are not making expected progress.
- The Liaison Tutor contacts the ITT Mentor to discuss the nature of the support needed and arranges an additional meeting with the school.
- An **Action Plan** should be written in conjunction with the ITT Mentor, the Liaison Tutor and the student teacher and **reviewed at the end of the 2 weeks** in a meeting with the student teacher, ITT Mentor, and the Liaison Tutor (where necessary the LT may not be present but must be kept informed).

If the student teacher makes good progress the action plan may be completed at this point or the action plan may be extended at the '**Additional Support**' level, or the student teacher may be identified as '**Cause for Concern**'. 

### Identification of a student teacher who is '**Cause for Concern**'.

- The Liaison Tutor should be notified immediately if a student teacher is identified as a '**Cause for Concern**'.
- The Liaison Tutor contacts the ITT Mentor to discuss the nature of the support needed and arranges an additional meeting with the school.
- An **Action Plan** should be written in conjunction with the ITT Mentor, the Liaison Tutor and the student teacher and **reviewed at the end of the 2 weeks** in a meeting with the student teacher, ITT Mentor, and the Liaison Tutor (where necessary the LT may not be present but must be kept informed).

If the student teacher makes good progress the action plan may be completed at this point or the action plan may be extended at the '**Cause for Concern**' level, or the action plan may be updated at the '**Additional Support**' level, or the student teacher may be identified as '**At Risk**' of failing their school placement. 

### Identification of a student teacher who is '**At Risk**' of failing their school placement.

- The Liaison Tutor should be notified immediately if a student teacher is identified as '**At Risk**' of failing their school placement.
- The Liaison Tutor contacts the ITT Mentor to discuss the nature of the support needed and arranges an additional meeting with the school.

- An **Action Plan** should be written in conjunction with the ITT Mentor, the Liaison Tutor and the student teacher and **reviewed at the end of the 2 weeks** in a meeting with the student teacher, ITT Mentor and the Liaison Tutor (where necessary the LT may not be present but must be kept informed).

If the student teacher makes good progress the action plan may be completed at this point or the action plan may be extended at the '**At Risk**' level, or the action plan may be updated at the '**Cause for Concern**' level. If a student teacher **fails**, their '**At Risk**' action plan this results in their placement being terminated as they have **failed** their placement at this point. They would need to return to university to discuss this with the ITT Partnership Lead, School Direct Lead (if appropriate) and the Partnership Manager.



### Processing the **Additional Support Framework Action Plans**:

#### Formal notification of the **Additional Support Framework and Action Plans**

- The **Action Plan** should be forwarded from the Liaison Tutor directly to [edn-wbl@ljamu.ac.uk](mailto:edn-wbl@ljamu.ac.uk), who will consult the ITT Partnership Lead.
- The agreed Action Plan for either '**Additional Support**', '**Cause for Concern**' or '**At Risk**' (of failing the placement) will be **sent to the student teacher** via the **Work-related Learning Unit**.
- Copies of the Action Plan will be sent to the Professional Mentor, ITT Mentor, School Direct Lead (if appropriate) and Liaison Tutor.
- The **Action Plan** should be **reviewed each week** by the ITT Mentor and the Liaison Tutor should be kept informed.
- An **Action Plan** should usually last **no longer than 2 weeks** before it is formally reviewed in a meeting with the student teacher, ITT Mentor and the Liaison Tutor (where necessary the LT may not be present but must be kept informed).

### Reviewing the **Additional Support Framework Action Plans**:

#### Formal Review of the **Additional Support Framework Action Plans**

- At the formal review meeting, the recommendation can be made to either successfully **pass** the action plan; to **amend** the action plan targets and **extend** the action plan; or to **escalate** the action plan to the **next level** of **structured intervention and support**.
- If a student teacher **fails** their '**At Risk**' action plan then their school placement is terminated at this point and they return to university for a meeting with the ITT Partnership Lead, School Direct Lead (if appropriate) and the Partnership Manager.