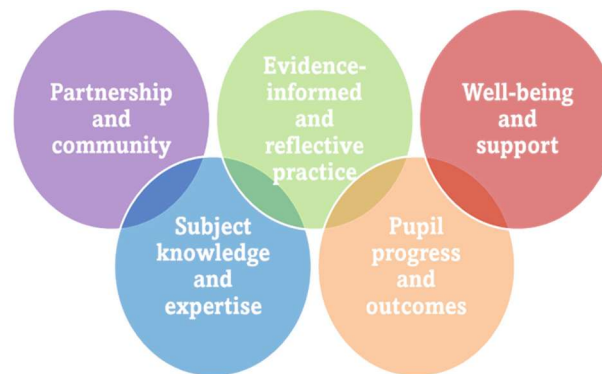


GLOUCESTERSHIRE INITIAL TEACHER EDUCATION PARTNERSHIP



TRAINEE SUPPORT HANDBOOK

2025-26



Wellbeing and support are important aspects of the GITEP SCITT programme. Our intention is that GITEP trainees, and all colleagues who work with them, feel fully supported. We hope that trainees are supported to enjoy their training, make progress, and build a fulfilling and sustainable career.

The purpose of this handbook is to:

- provide information, advice and guidance for Subject Mentors, Professional leads, and Subject leads
- provide clarity on roles and responsibilities for supporting trainees
- provide clarity on the steps to be followed if a trainee is not making expected professional progress
- provide examples of questions to ask, targets to set, and resources to use when supporting trainees
- provide guidance on the support that can be given if a trainee has a health or personal issue that may affect their experiences and progress on the course
- provide guidance on the support that can be given to trainees with SEND or particular protected characteristics, to enable them to experience equity and fulfil their potential

Key Contacts

GITEP Secondary Programme Lead: Nat Roberts nroberts@gitep.org.uk

GITEP Primary Programme Lead: Cariad Comfort cc@odysseytsh.org

GITEP SCITT Director: Becky Rose rrose@gitep.org.uk

Professional Support and Concerns about Progress

All trainees progress at different rates, but if you feel that your trainee is not making the progress you would expect, or if you have any worries about their practice or professionalism, it is vital that you share your concerns straight away.

Step 1 – An area of practice or professionalism is not meeting expectations

The **Subject Mentor** discusses their concern with the **Trainee** and agrees short-term targets to improve the situation. These targets are recorded in the logbook as usual. **Consider:** Could this be a personal, rather than professional, challenge?



Step 2 – Targets to improve are not being met

The **Subject Mentor**, after speaking to the **Trainee**, raises their concern with the **Professional Lead**. The **Professional Lead** meets with the **Trainee** and the **Subject Lead** to plan strategy to help them meet the required targets.



Step 3 – Targets to improve are still not met and additional support is needed

The **Professional Lead**, after liaising with the **Subject Lead** and **Subject Mentor**, meets with the **Trainee** to agree a **Support Plan**. The **Support Plan** document outlines the required improvement, the barriers for the **Trainee** and the support that will be put in place. The document should be shared with all professionals involved in supporting the **Trainee**, including the **GITEP Programme Lead**. The **Professional Lead** should meet with the **Trainee** after **two weeks** to review the plan. This period can be extended where appropriate.



Step 4 - Support Plan did not bring about required improvement

The **Professional Lead**, after speaking to the **Trainee**, raises their concern with the **GITEP Programme Lead**. One of the **GITEP Lead Mentors** meets with the **Trainee** to agree an **Action Plan**. This document outlines a clear and staged plan of action to resolve the concerns. The document should be shared with all professionals involved in supporting the **Trainee**. Progress is monitored by the **GITEP Lead Mentor** for two weeks.



Step 5 – Action Plan did not bring about required improvement

The concern is passed to the **GITEP SCITT Director** who decides the outcome following a discussion with the **Trainee**.

Key Principles

- **Transparency and information sharing** is important throughout this process - there should be no surprises for anyone. It is helpful to keep a written record of concerns and interventions.
- Targets, the reasons for targets and the steps to achieve them should be **clearly understood** by all involved. All targets should be SMART.
- Trainees are all different and should be offered **flexible** and **personalised support** to meet their targets. They should be given **reasonable time** to do this.
- ! **Trainees cannot be failed or withdrawn from a placement unless they have been given the opportunity to work through the steps below. This may result in a placement being extended to allow time for all steps to be followed.**

Pedagogy: Planning Lessons: *Strand 1*

For example:

Not planning well-structured lessons, not considering prior learning, not linked to curriculum

Thinking about where the trainee is expected to be with reference to the Assessment Framework

	What questions might be asked?	What actions might be taken?	What resources might be accessed?	What SMART targets might be set?	What is the threshold for moving up to the next stage?
Step 1: <i>Subject mentor</i>	Where have you seen a well-structured lesson? Why did it work? Is there a reason why we are not receiving lesson plans on time? Why might your delivery not match your lesson plan?	Review of the schemes of learning with the trainee. Narrated/co-planning. Revisit the ITTECF 'Learn how to' statements around planning – make these targets. Discuss specific targets with class teachers.	WalkThrus. Department resources. Nat. curriculum/exam specs. Sample lesson plans. Subject specific bodies resources. PS and subject pathway materials.	Refer to the ITTECF 'Learn How To' statements. Refer to the GITEP assessment framework for each stage. Set a clear timeframe for lesson plan submission.	If targets aren't met/continued concern after 2 weeks. If all options or support have been exhausted. If PP2, possibly sooner. <i>If related to well-being, possibly escalate/advise sooner.</i>
Step 2: <i>PL & SL</i>	What has happened so far – targets and support – trainee and SM perspectives. Is this related to a specific group/topic/specialism? Are there deeper issues behind it?	Communication to PL and SL. Temporary reduction in timetable. Team teaching/co-planning. Observation by PL or SL. Communicate targets to teachers working with trainee.	WalkThrus. Refer to evidence-based practice, eg Rosenshine. Department resources. Sample lesson plans.	Isolate a specific class or area of the curriculum to focus on for improvement. Identify an aspect of planning to improve, eg explanations, activities, timing.	If not meeting targets in two weeks move to step 3. Does trainee need more clarification or support? If other underlying concerns, may want to alert GITEP Lead Mentor. <i>If PP2, possibly escalate sooner.</i>
Step 3: <i>Support plan led by PL</i>	Does the trainee understand what is required and why the Support Plan is needed? What further support is needed? Does the trainee know what success looks like?	Meeting led by PL, supported by SL, with SM and trainee to set out Support Plan. Support plan communicated to GITEP Lead Mentor. Lesson observations and feedback by PL or SL. Targeted mentor meetings.	WalkThrus. Department resources. Nat. curriculum/exam specs. Subject specific bodies resources. PS and subject pathway materials. Reading from the evidence.	Support Plan targets with reference to 'ITTECF 'learn how to' statements and assessment framework at the Explore, Embed and Enhance stages.	Trainee hasn't met the targets set out in the Support Plan. Timeframe of 2 weeks. <i>Could extend if appropriate progress is made.</i>
Step 4: <i>Action plan led by GITEP LM</i>	Does the trainee understand what is required and why the Action Plan is needed? What has the trainee done to try to meet the targets? What other issues exist? What other support is needed?	Communication of Action Plan to PL, SL, SM and trainee. Timeframe for review and meeting with trainee set out. SL observation. Review by GITEP LM after a week.	WalkThrus. Department resources. Nat. curriculum/exam specs. PS and subject pathway materials. Reading from the evidence.	Action Plan targets with reference to 'ITTECF 'learn how to' statements and the assessment framework at the Explore, Embed and Enhance stages.	Trainee hasn't met the targets set out in the Action Plan. Timeframe of 2 weeks. Move to step 5.

Pedagogy: Classroom Practice: *Strand 1*

For example:

Not using a range of strategies, poor quality explanations, not adapting teaching to meet student needs

Thinking about where the trainee is expected to be with reference to the Assessment Framework

	What questions might be asked?	What actions might be taken?	What resources might be accessed?	What SMART targets might be set?	What is the threshold for moving up to the next stage?
Step 1: <i>Subject mentor</i>	What did you want your class to learn? How did you teach it? What did you do/what could/should you have done? What evidence do you have that pupils made progress?	Team teaching. Rehearse and role-play or observe expert in the department or elsewhere then deconstruct thinking with mentor. Narrated/co-planning.	WalkThrus. Materials from Professional Studies and Subject Pathway sessions. Watch other teachers model good practice.	Refer to the 'ITTECF 'learn how to' statements'. Refer to the assessment framework or ITTECF. Identify a technique to work on. Eg: - Modelling - Scaffolding - Explanations	If targets aren't met/continued concern after 2 weeks. If all options or support have been exhausted. If PP2, possibly sooner. <i>If related to well-being, possibly escalate/advise sooner.</i>
Step 2: <i>PL & SL</i>	Are there outside factors affecting trainee performance? Is trainee struggling with time management/balancing outside commitments? Does the trainee understand what they need to do to make progress?	Communication to PL and SL. Temporary reduction in timetable. Team teaching/co-planning. Observation by PL or SL. Communicate targets to teachers working with trainee.	WalkThrus. Materials from Professional Studies and Subject Pathway sessions. Refer to reading and evidence to unpack theory – eg Tom Sherrington's application of Rosenshine.	Refer to the 'ITTECF 'learn how to' statements'. Refer to the assessment framework or ITTECF. Isolate one technique to work on in detail at a time. Consider applying the target in one class at a time.	If not meeting targets in two weeks move to step 3. Does trainee need more clarification or support? If other underlying concerns, may want to alert GITEP Lead Mentor. If PP2, possibly sooner.
Step 3: <i>Support plan led by PL</i>	Does the trainee understand what is required and why the Support Plan is needed? What further support is needed? Does the trainee know what success looks like?	Meeting led by PL, supported by SL, with SM and trainee to set out Support Plan. Support plan communicated to GITEP Lead Mentor. Lesson observations and feedback by PL or SL. Targeted mentor meetings.	WalkThrus. Materials from Professional Studies and Subject Pathway sessions. Refer to reading and evidence.	Support Plan targets with reference to 'ITTECF 'learn how to' statements and assessment framework at the Explore, Embed and Enhance stages.	Trainee hasn't met the targets set out in the Support Plan. Timeframe of 2 weeks. <i>Could extend if appropriate progress is made.</i>
Step 4: <i>Action plan led by GITEP LM</i>	Does the trainee understand what is required and why the Action Plan is needed? What has the trainee done to try to meet the targets? What other issues exist? What other support is needed?	Communication of Action Plan to PL, SL, SM and trainee. Timeframe for review and meeting with trainee set out. SL observation. Review by GITEP LM after a week.	WalkThrus. Materials from Professional Studies and Subject Pathway sessions. Refer to reading and evidence.	Action Plan targets with reference to 'ITTECF 'learn how to' statements and the assessment framework at the Explore, Embed and Enhance stages.	Trainee hasn't met the targets set out in the Action Plan. Timeframe of 2 weeks. Move to step 5.

Pedagogy: Assessment and Student Outcomes: *Strand 2*

For example:

Is not able to assess pupil progress during a lesson, is not deploying a range of formative assessment strategies

Thinking about where the trainee is expected to be with reference to the Assessment Framework

	What questions might be asked?	What actions might be taken?	What resources might be accessed?	What SMART targets might be set?	What is the threshold for moving up to the next stage?
Step 1: <i>Subject mentor</i>	What learning was intended? How do you know it was achieved? What is your understanding of formative assessment? Do you know the school/ department policies for assessment?	Revisit the weekly SMART targets. Direct trainee to watch teachers model assessment strategies or use of data, then deconstruct thinking with mentor.	WalkThrus. Materials from Professional Studies and Subject Pathway sessions. Schemes of learning. School or department assessment policies.	Refer to the 'ITTECF 'learn how to' statements'. Refer to the assessment framework or ITTECF. Focus on one or two techniques. Eg: - Use of mini whiteboards - Use of hinge questions - Practice marking exam qs	If targets aren't met/continued concern after 2 weeks. If all options or support have been exhausted. If PP2, possibly sooner. <i>If related to well-being, possibly escalate/advise sooner.</i>
Step 2: <i>PL & SL</i>	Do you understand how to implement the school policies? Do you know what you need to do to make progress? Is there anything making it difficult for you to do this?	Communicate with SL and PL. Observe trainee with PL. Trainee to observe other teachers alongside SM, PL or SL and deconstruct methods.	WalkThrus. Materials from Professional Studies and Subject Pathway sessions. Schemes of learning. School or department assessment policies.	Refer to the 'ITTECF 'learn how to' statements'. Refer to the assessment framework or ITTECF. Focus on one technique at a time, possibly with one class at a time.	If not meeting targets in two weeks move to step 3. Does trainee need more clarification or support? If other underlying concerns, may want to alert GITEP Lead Mentor. If PP2, possibly sooner.
Step 3: <i>Support plan led by PL</i>	Does the trainee understand what is required and why the Support Plan is needed? What further support is needed? Does the trainee know what success looks like?	Meeting led by PL, supported by SL, with SM and trainee to set out Support Plan. Support plan communicated to GITEP Lead Mentor. Lesson observations and feedback by PL or SL. Targeted mentor meetings.	WalkThrus. Materials from Professional Studies and Subject Pathway sessions. Schemes of learning. School or department assessment policies.	Support Plan targets with reference to 'ITTECF 'learn how to' statements and assessment framework at the Explore, Embed and Enhance stages.	Trainee hasn't met the targets set out in the Support Plan. Timeframe of 2 weeks. <i>Could extend if appropriate progress is made.</i>
Step 4: <i>Action plan led by GITEP LM</i>	Does the trainee understand what is required and why the Action Plan is needed? What has the trainee done to try to meet the targets? What other issues exist? What other support is needed?	Communication of Action Plan to PL, SL, SM and trainee. Timeframe for review and meeting with trainee set out. SL observation. Review by GITEP LM after a week.	WalkThrus. Materials from Professional Studies and Subject Pathway sessions. Schemes of learning. School or department assessment policies.	Action Plan targets with reference to 'ITTECF 'learn how to' statements and the assessment framework at the Explore, Embed and Enhance stages.	Trainee hasn't met the targets set out in the Action Plan. Timeframe of 2 weeks. Move to step 5.

Pedagogy: Curriculum and Subject Knowledge: *Strand 3*

For example:

Subject knowledge is not secure enough to deliver effective lessons, does not address misconceptions adequately, is unable to support literacy in lessons

Thinking about where the trainee is expected to be with reference to the Assessment Framework

	What questions might be asked?	What actions might be taken?	What resources might be accessed?	What SMART targets might be set?	What is the threshold for moving up to the next stage?
Step 1: <i>Subject mentor</i>	How secure is trainee subject knowledge – with reference to subject knowledge audit. Does trainee understand the common misconceptions that arise in their subject area? Is the trainee accessing info about misconceptions?	Identify the specific areas of subject knowledge that are weak. Co-planning of lessons with SM Direct to subject specific resources including teaching staff. Contact SL.	Subject knowledge audit. Subject reading/subject association materials. Subject pathway resources. SOLs, exam specs, curriculum Online resources – exam boards, revision sites. SL, SM and other specialists.	To engage with resources and show evidence of this – e.g. a skills notebook. Identification of common misconceptions. To plan an effective explanation or model which is then observed.	Is a lack of knowledge affecting pupil progress? If so, move up step 2 after 2 weeks. If not, this could become a longer-term target. <i>If related to well-being, possibly escalate/advise sooner.</i>
Step 2: <i>PL & SL</i>	Led by SL: What gaps in knowledge remain? What are you doing to plug the gaps? What further resources do you need to do this?	Joint meeting with SM, SL and trainee. Inform the PL. Joint observation – SL and SM. <i>Note – trainees are unlikely to improve subject knowledge by observing lessons unless how to relate knowledge.</i>	Subject knowledge audit. Subject reading/subject association materials. Subject pathway resources. SOLs, exam specs, curriculum Online resources – exam boards, revision sites. SL, SM and other specialists.	Specific areas of subject knowledge to be addressed and communicated to SL and SM – related to current topics taught.	If not meeting targets in two weeks move to step 3. Does trainee need more clarification or support? If other underlying concerns, may want to alert GITEP Lead Mentor. If PP2, possibly sooner.
Step 3: <i>Support plan led by PL</i>	Does the trainee understand what is required and why the Support Plan is needed? Does the trainee understand the materials they are asked to access? What further support is needed?	Meeting led by PL, supported by SL, with SM and trainee to set out Support Plan. Support plan communicated to GITEP Lead Mentor. Lesson observations and feedback by PL or SL. Targeted mentor meetings.	Further targeted and directed by SL, PL Subject reading. SOLs, exam specs, curriculum Online resources – exam boards, revision sites. SL, SM and other subject specialists.	Support Plan targets refer to specific areas of subject knowledge to be addressed. Clear link made with pupil progress. Refer to assessment framework and ITTECF.	Trainee hasn't met the targets set out in the Support Plan. Timeframe of 2 weeks. <i>Could extend if appropriate progress is made.</i>
Step 4: <i>Action plan led by GITEP LM</i>	Does the trainee understand what is required and why the Action Plan is needed? What has the trainee done to try to meet the targets? What other issues exist? What other support is needed?	Communication of Action Plan to PL, SL, SM and trainee. Timeframe for review and meeting with trainee set out. SL observation. Review by GITEP LM after a week.	Subject reading. SOLs, exam specs, curriculum Online resources – exam boards, revision sites. SL, SM and other subject specialists.	Action Plan targets with reference to subject knowledge gaps and the assessment framework at the Explore, Embed and Enhance stages.	Trainee hasn't met the targets set out in the Action Plan. Timeframe of 2 weeks. Move to step 5.

Behaviour Management: *Strand 4*

For example:

Is not supporting school routines, has poor relationships with students, doesn't have high expectations, safeguarding concerns

Thinking about where the trainee is expected to be with reference to the Assessment Framework

	What questions might be asked?	What actions might be taken?	What resources might be accessed?	What SMART targets might be set?	What is the threshold for moving up to the next stage?
Step 1: <i>Subject mentor</i>	What are you finding challenging about managing the classroom? What have you observed elsewhere? What steps do you think you could take?	Trainee observes experts – in own or other subjects and deconstruct techniques with mentor. Model and rehearse techniques with trainee. Narrow down the focus for each lesson observation.	WalkThrus. School policies. Expert teachers in school. Materials from Professional Studies/Subject Pathway sessions. Research or reading, eg Bill Rogers.	Based on need: Pick a WalkThru strategy Follow the school behaviour policy – could focus on one aspect at a time. Refer to the assessment framework or ITTECF.	If targets aren't met/continued concern after 2 weeks. If all options or support have been exhausted. If PP2, possibly sooner. <i>If related to well-being, possibly escalate/advise sooner.</i>
Step 2: <i>PL & SL</i>	What is stopping you from making progress? What do you find difficult? Do you understand the school routines, policies and procedures for behaviour management?	Complete a paired learning walk/observation with SM to deconstruct good practice. PL observes trainee lesson. Possible reduction in timetable.	Very directed – choose one strategy from WalkThrus or one resource to work from. School policies. Expert teachers in school. Materials from Professional Studies/Subject Pathway sessions.	To put one strategy in place and evaluate the outcomes. Keep time frames short. Possibly set the target for one class at a time.	If not meeting targets in two weeks move to step 3. Does trainee need more clarification or support? If other underlying concerns, may want to alert GITEP Lead Mentor. If PP2, possibly sooner.
Step 3: <i>Support plan led by PL</i>	Does the trainee understand what is required and why the Support Plan is needed? Does the trainee understand the materials they are asked to access? What further support is needed?	Meeting led by PL, supported by SL, with SM and trainee to set out Support Plan. Support plan communicated to GITEP Lead Mentor. Lesson observations and feedback by PL or SL. Targeted mentor meetings.	Possibly more use of department resources so more time spent planning behaviour techniques. PL to observe and support. Refer to school policies.	Support Plan targets with reference to 'ITTECF 'learn how to' statements and assessment framework at the Explore, Embed and Enhance stages.	Trainee hasn't met the targets set out in the Support Plan. Timeframe of 2 weeks. <i>Could extend if appropriate progress is made.</i>
Step 4: <i>Action plan led by GITEP LM</i>	Does the trainee understand what is required and why the Action Plan is needed? What has the trainee done to try to meet the targets? What other issues exist? What other support is needed?	Communication of Action Plan to PL, SL, SM and trainee. Timeframe for review and meeting with trainee set out. SL observation. Review by GITEP LM after a week.	Possibly more use of department resources so more time spent planning behaviour techniques. PL to observe and support. Refer to school policies.	Action Plan targets with reference to 'ITTECF 'learn how to' statements and the assessment framework at the Explore, Embed and Enhance stages.	Trainee hasn't met the targets set out in the Action Plan. Timeframe of 2 weeks. Move to step 5.

Professional behaviours: *Strand 5 & Teachers' Standards Part 2*

For example:

Not meeting deadlines, lack of punctuality, responding to feedback, relationships with colleagues

Thinking about where the trainee is expected to be with reference to the Assessment Framework

	What questions might be asked?	What actions might be taken?	What resources might be accessed?	What SMART targets might be set?	What is the threshold for moving up to the next stage?
Step 1: <i>Subject mentor</i>	Are you aware of not meeting strand 5 requirements? Are you aware of the impact this has on student progress? Are there any factors we need to know about preventing you from meeting these requirements?	Clear expectations set out – refer to strand 5 and/or school policies. Meet with other teachers in department to agree how feedback is delivered – set format across the department.	School policies. Strand 5 of the curriculum. Resources from professional studies and subject pathway sessions.	Time keeping. Completing logbook or keeping teaching file up to date. How to engage with targets. To take on feedback positively. Setting boundaries for professional relationships.	If targets aren't met/continued concern after 2 weeks. If all options or support have been exhausted. If PP2, possibly sooner. If related to well-being move to a personal support plan. If safeguarding concern alert GITEP and school DSL immediately.
Step 2: <i>PL & SL</i>	What is stopping you from making progress? Do you understand the targets set? Are there any difficulties with your relationship with staff in your school?	PL copied in when plans sent to mentor 48 hours before lesson. PL meets with trainee to reiterate and explain targets. Inform SL. Explain the consequences of not meeting Strand 5 of the curriculum.	School policies. Strand 5 of the curriculum. Resources from professional studies and subject pathway sessions. Provide daily checklist for trainee to work through to support organisation.	Time keeping. Completing logbook or keeping teaching file up to date. How to engage with targets. To take on feedback positively. Setting boundaries for professional relationships.	If not meeting targets in two weeks move to step 3. Does trainee need more clarification or support? If related to well-being move to a personal support plan. If PP2, possibly sooner.
Step 3: <i>Support plan led by PL</i>	Does the trainee understand what is required and why the Support Plan is needed? Does the trainee understand the subject materials? What further support is needed?	Meeting led by PL, supported by SL, with SM and trainee to set out Support Plan. Support plan communicated to GITEP Lead Mentor. Targeted mentor meetings.	Access to training – working with others/time management, etc. Resources from professional studies and subject pathway sessions.	Support Plan targets with reference to assessment framework at the Explore, Embed and Enhance stages or section 2 of the Teacher Standards.	Review after one week. Monitor for a second week. Move to step 4 if targets not met.
Step 4: <i>Action plan led by GITEP LM</i>	Does the trainee understand what is required and why the Action Plan is needed? What has the trainee done to try to meet the targets? What other issues exist? What other support is needed?	Communication of Action Plan to PL, SL, SM and trainee. Timeframe for review and meeting with trainee set out. Review by GITEP LM after a week.	Access to training – working with others/time management, etc. Resources from professional studies and subject pathway sessions.	Action Plan targets with reference to the assessment framework at the Explore, Embed and Enhance stages or section 2 of the Teacher Standards.	Trainee hasn't met the targets set out in the Action Plan. Timeframe of 2 weeks. Move to step 5.

Personal Support

There may be times, including from the very start of the course, when trainees need extra support which is not because of concerns regarding their practice or professionalism, but resulting from personal circumstances which may affect their ability to make expected progress. These circumstances could include special educational needs; health issues; issues relating to protected characteristics; personal issues around finance, caring responsibilities and so on. The time scales in the sections above may not be appropriate here as support may need to go in very quickly, so there are fewer steps involved.

Early offers of support

The **Programme Lead** will advise schools on any issues raised by the trainee at the start of the course. During the course, issues are more likely to be raised by the **Trainee**, but the **Subject Mentor**, **Professional Lead** and **Subject Lead** should be alert to wellbeing issues if concerns have been raised with relation to professional progress in the section above. Reassurance that personal wellbeing matters to us, and that discussions about this are welcome, can help trainees to feel comfortable seeking support in a timely manner whenever personal challenges arise.

Step 1 – Trainee is experiencing personal challenges

The **Subject Mentor** meets with the trainee to identify challenges and puts support in place to address or improve the situation.



Step 2 – Support is not having enough impact

The **Subject Mentor** refers the concern to the **Professional Lead** and/or **Subject Lead**. The **Professional Lead** or **Subject Lead** should meet with the **Trainee** to identify what changes or additional support can be put in place. The **Professional Lead** or **Subject Lead** might choose to agree a **Personal Support Plan** with the **Trainee**. The document should be shared on Mosaic with all professionals involved in supporting the Trainee.



Step 3 – Further support is needed to resolve the issue

The **Professional Lead** should refer the concern to The GITEP programme Lead, so that further support can be offered. The **GITEP SCITT Director** may also need to be involved at this point.

Key Principles

- **Transparency and information sharing** is important throughout this process - we best support our trainees in a climate of trust. It is helpful to keep a written record of concerns and interventions.
- **Personal support plans** may be put in place **much earlier** in the support process, including at the start of the course if appropriate to your trainee.
- Trainees should be reassured that **wherever possible we seek to support them** to complete the course successfully. We recognise that **effective teachers seek out support** when needed.

Personal:

- Related to health or SEND – *mental or physical, diagnosed or undiagnosed conditions*
- These may be disclosed by the trainee at interview or start of course and communicated to placement schools or may arise or be disclosed later
- **It may be appropriate to move straight to Step 2 – Personal Support Plan**

	What questions might be asked?	What actions might be taken?	What resources might be accessed?	What SMART targets might be set?	What is the threshold for moving up to the next stage?
Step 1: <i>Subject Mentor</i>	Can you explain your health condition or SEND and what support you might need? Are you accessing or do you need to access medical/professional support?	Ensure all appropriate colleagues working with the trainee are aware. Is a risk assessment needed? Are there access issues to consider? Are reasonable adjustments needed? Workload may need to be managed/supported/reduced. Reassure trainee we can look at support to continue course.	Look at GITEP guidance documents on supporting trainees with SEND. Placement school policies for diversity, equity and inclusion. Support available through UoB student services or disability services, or placement school services.	<i>Targets could be for school/GITEP as well as trainee.</i> Ensure risk assessment or accessibility report complete. Check in to see that external support is in place. Set personal targets if this supports trainee with managing condition.	SM doesn't feel they are able to support trainee on their own. External support not available (soon enough) or not working. Don't wait for 2 weeks if more support needed.
Step 2: <i>PL & SL Personal Support Plan</i>	What support has already been put in place by SM/school? What impact has that had? What further support is needed? Have you had information/medical certificate from external professionals?	GITEP Personal Support Plan required. GITEP Lead Mentors and course leaders informed. Ensure trainee can give full information needed to provide support. Ensure any support or reasonable adjustments advised by the support plan are in place. Reduce workload if needed.	School HR may need to support with accessibility or risk assessment. UoB support services. Mental health and wellbeing support services in school or external, eg: Mind, Education Support, Belonging Effect Toolkits	Review professional targets in view of personal circumstances. Important that trainee can still see progress where possible.	Allow 2 weeks to see if support is successful. Depending on health situation, refer to next level if no improvement in trainee condition or if further support needed.
Step 3: <i>Support plan review led by GITEP LM</i>	What aspects of the training or curriculum is the trainee able to access? To what extent? Ask trainee, SM, PL, SL. What aspects of support provided have or have not worked? What other support would help?	Consider course extension if appropriate. Ensure transparency and trust to gather information so steps to move forward can be agreed.	UoB support services. External medical/professional support probably required.	Targets may now involve revised programme of study to allow more time to complete aspects of the course.	Allow 2 weeks to see if support is working, but review immediately if there are further concerns – on the part of the trainee or SM, PL, SL.

Personal:

- Related to protected characteristics, eg: age, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation. (See above for disability)
- These may be visible or disclosed, or invisible/not disclosed

	What questions might be asked?	What actions might be taken?	What resources might be accessed?	What SMART targets might be set?	What is the threshold for moving up to the next stage?
Step 1: <i>Subject mentor</i>	SM aware of potential barriers or issues a trainee may face – no need to ask about this – just facilitate an open, trusting relationship. If an incident affecting the trainee is reported, listen and then ask for details. If a trainee has concerns, listen and ensure you are clear you understand their concerns.	Ensure trainees are aware of school policies and support available around inclusion. Take time to understand any barriers facing trainees. You may need to report an incident to your inclusion leader at school.	GITEP specific guidance documents on supporting trainees with different protected characteristics/personal circumstances. School diversity, equity and inclusion policies and procedures. Support available via UoB student services. HR support within school. Practical resources such as prayer space.	<i>Targets could be for school/GITEP as well as trainee.</i> School may need to ensure they implement their diversity, equity and inclusion policies.	If support not successful or situation has become more difficult. If SM is not confident to support trainee adequately. If well-being of trainee is at risk, refer up immediately.
Step 2: <i>PL & SL</i>	What further incidents have occurred? Has the support offered so far been effective? Is there any support the trainee wants to request?	Inform GITEP course leaders. Offer a safe space to discuss issues. Be aware of unconscious bias/microaggressions that can help you understand the trainee's point of view. Refer to school inclusion leader GITEP Personal Support Plan may be required. GITEP course leaders informed.	Support available via UoB. Belonging Effect Toolkits to support deeper understanding by school and SCITT staff. HR support within school.	Review professional targets in view of personal circumstances. Important that trainee can still see progress where possible.	If support not successful or situation has become more difficult. If well-being of trainee is at risk, refer up immediately.
Step 3: GITEP LM & Programme Lead	Does the trainee feel safe and supported in their setting? What actions have been taken by the placement school?	If trainee feels unsafe or if issues have not been resolved by the placement school, the placement will be withdrawn and a new placement will be found.			

Personal:

- Related to personal circumstances, eg: caring responsibilities, financial difficulties, personal life
- These may be disclosed by the trainee at interview or start of course and communicated to placement schools or may arise or be disclosed later
- **It may be appropriate to move straight to Step 2 – Personal Support Plan**

	What questions might be asked?	What actions might be taken?	What resources might be accessed?	What SMART targets might be set?	What is the threshold for moving up to the next stage?
Step 1: <i>Subject mentor</i>	Open and trusting relationship established by the SM from the start. Listen and ensure you are clear you understand the trainee's concerns.	Adjustments to timetable/school day to support. Discussion around bundle and assignment deadlines. Is support with transport or other practicalities available?	GITEP specific guidance documents on supporting trainees with different protected characteristics/personal circumstances. GITEP specific guidance documents on supporting trainees with different protected characteristics/personal circumstances. Finance support through GITEP Access Fund. HR support at school. UoB student services support.	<i>Targets could be for school/GITEP as well as trainee.</i> Individual to each situation.	If support not successful or situation has become more difficult. If SM is not confident to support trainee adequately. If well-being of trainee is at risk, refer up immediately.
Step 2: <i>PL & SL Personal Support Plan</i>	What are the issues causing concerns/barriers. Has the support offered so far been effective? Is there any support the trainee wants to request?	GITEP Personal Support Plan Explore extension of placements or deadlines where appropriate. Is support with transport or other practicalities available?	Finance support through GITEP Access Fund. HR support at school. UoB support – GITEP Programme Directors and/or student services.	Review professional targets in view of personal circumstances. Important that trainee can still see progress where possible.	If support not successful or situation has become more difficult. If well-being of trainee is at risk, refer up immediately.
Step 3: <i>GITEP LM & Programme Lead</i>	What are the issues causing concerns/barriers. Why has the support offered so far not been effective?	Discussion with trainee regarding change of award (to QTS only), change to flexible routes, or withdrawal from the course.			