Guidance for SWIFT Trainees who are cause for concern at SWIFT Check-in Week 10

Cause for Concern Procedure:.....3

Targets to support a cause for concern procedure.....3

Procedure for Mentors with SWIFT Trainee at risk of not achieving QTS.....4

Personal Support Plan (ITT) | PSP (ITT) 5

A non-exhaustive list of possible SWIFT trainee support actions.....7

Suggestions for PSP (ITT) Targets SWIFT Check-in Week 10.....8

Cause for Concern Procedure:

Cause for concern is intended to be a developmental and supportive process.

A cause for concern will be raised when:

- a SWIFT trainee's teaching, for any reason, is not developing as expected; for example, if a trainee 'plateaus' and there is no evidence of further progress or development in the quality of their teaching;
- a trainee struggles professionally or personally to make progress;
- a trainee fails to demonstrate high standards of personal and professional conduct (Teachers' Standards Part Two: Personal and professional conduct).

Specifically, a cause for concern:

- can be raised at any stage of the programme;
- will usually relate to specific aspects of the trainee's teaching and be characterised by a lack of expected progress by the trainee against the ITE curriculum or by a lack of impact on outcomes for pupils.

A cause for concern will outline the concern and related targets, identify training and actions and agree review points. It will result in increased agreed school and/or centre-based support and monitoring.

Targets to support a cause for concern procedure

- Targets for improvement must be explicitly linked to area(s) of concern in the trainee's teaching, mastery of the ITE curriculum, impact on outcomes for pupils or ability to uphold the expectations in Part Two of the Teachers' Standards.
- Targets will require agreed actions for both the trainee and all those working with them in the training programme.
- The setting and revision of targets must be based on the review of the full range of evidence; there must be clear correlation between the identified issues and the targets set.
- A Personal Support Plan (ITT) needs to be completed.

The template for the PSP (ITT) is shown on page 5 and 6 and includes a statement of concern, targets for improvement and related training and actions.

Procedure for Mentors with SWIFT Trainee at risk of not achieving QTS

SWIFT Teacher Training Personal Support Plans | PSP (ITT)	
PSP Blank form Assessment Policies Guidance SWIFT Check-In Week 10	See Mentor Webpage Mentors - SWIFT Teacher Training
Senior Lead Mentor: John STANIER | John.Stanier@sw-ift.org.uk Mentor Lead Administrator: Nicky Sheppard | nicky.sheppard@sw-ift.org.uk	

Trainee requires personal support plan PSP (ITT)

Mentor informs Senior Lead Mentor (SLM)

SLM decides on which Lead Mentor (LM) will support mentor in school if applicable

	Mentor completes PSP	Mentor completes PSP with support from LM	
	Mentor sends PSP and updates to SLM	Mentor sends PSP and updates to SLM copying in LM	
	SLM saves PSP	SLM saves PSP	
	SLM updates campus lead and deputy director for phase	LM updates campus lead and deputy director for phase	
	SLM Monitors	LM Monitors	
Trainee completes PSP successfully	Trainee does not complete PSP successfully	Trainee does not complete PSP successfully	Trainee completes PSP successfully
	Escalated to Deputy Director	Escalated to SLM	

Name of SWIFT Trainee:	Name of Mentor:	Name of School:
		Placement: Short / Long
Date plan agreed:		Name of Headteacher:
Length of plan:		PSP ITT Review Date:

This form is to be completed by the Mentor in consultation with the SWIFT trainee within 5 working days of the SWIFT trainee being identified as being at risk of not achieving QTS. The SWIFT Senior Lead Mentor (John STANIER | John.Stanier@sw-ift.org.uk) must be informed that the SWIFT trainee is at risk of failing.

Please complete the form below for the SWIFT Strands where there are concerns. If there are no concerns for a particular Strand please tick the box on the right-hand side.

The SWIFT trainee and Senior Lead Mentor must be provided with a copy of this form.

SWIFT Teacher Training Strands	Concerns:
Strand 1: Managing Behaviour and High Expectations	Yes / No
Strand 2a: How Pupils Learn	Yes / No
Strand 2b: Classroom Practices	Yes / No
Strand 2c: Adapt teaching	Yes / No
Strand 3: Curriculum	Yes / No
Strand 4: Assessment	Yes / No
Strand 5: Professional Behaviours	Yes / No

Specific concerns with Strands identified above:
Targets:

Actions to support SWIFT Trainee to meet Strand(s):		
What?	Who?	When?

Review of progress:	
SWIFT Trainee Signed:	Date:
Mentor Signed:	Date:

A non-exhaustive list of possible SWIFT trainee support actions

Suggestions of support actions that may be included in the personal support plan:

Increase the frequency of mentor meetings

- Lesson observations of SWIFT trainee with verbal and written feedback
- SWIFT trainee to observe other teachers' lessons with a particular focus
- SWIFT trainee to observe another teacher teaching the SWIFT trainee's class
- Arrange for the SWIFT trainee to team teach with an experienced colleague
- Arrange for the SWIFT trainee to shadow an experienced colleague for the day
- SWIFT trainee to keep a self-reflective journal
- Monitor SWIFT trainee 's progress through examining lesson plans and students' work
- Compare the outcomes of a piece of work completed by a parallel class
- Joint lesson planning with an experienced colleague
- Offer support such as counselling / referral to Occupational Health
- Attend relevant in-house training sessions
- Attend relevant external training
- Arrange a meeting with relevant key staff e.g. SENCO
- SWIFT trainee makes a video recording of lesson for self-review*
- SWIFT trainee makes a video recording for review with observer/mentor*
- Recommended reading from staff development library
- Moving teaching rooms, temporarily or long term
- Moving students into other teachers' lessons temporarily
- Adding lessons to duty hotspot list (senior staff visit particular lessons)
- Encourage SWIFT trainee to become involved with extra-curricular activities / school social events

* SWIFT trainee to seek guidance from ITEC / mentor regarding school policies and protocols for use of video recording in lessons.

Suggestions for PSP (ITT) Targets SWIFT Check-in Week 10 (not exhaustive)

Target: To improve attendance and time keeping *Has the trainee teacher been present and punctual to school, all lessons and any other duties?* **Objective: To demonstrate professionalism by consistently arriving on time and attending all scheduled school days, meetings, and training sessions.**			
Success Criteria:	**Measurement:**	**Support Provided:**	**PSP in place for:**
Punctuality: Arrive at school and all scheduled commitments (meetings, lessons, training sessions) at least 10 minutes before the start time for the next 2 weeks. 30 minutes before the start of the school day.	No late arrivals in the 2-week period.	• Weekly check-ins with mentor to review progress and offer guidance. • Access to time management resources (e.g., apps, planners) if needed.	2 weeks
Attendance: Maintain 100% attendance over the next 2 weeks unless a valid reason (e.g., illness, emergency) is communicated in advance with appropriate documentation.	Zero unapproved absences during the 2-week period.	• Weekly check-ins with mentor to review progress and offer guidance. • Access to time management resources (e.g., apps, planners) if needed.	2 weeks
Time Management Practices: Implement strategies for improved time management, such as setting daily alarms, organising materials the night before, and reviewing the weekly schedule regularly.	Share a reflection after 2 weeks, outlining the strategies used and their effectiveness.	• Weekly check-ins with mentor to review progress and offer guidance. • Access to time management resources (e.g., apps, planners) if needed.	2 weeks

Target: Improve Professional Communication

Has the trainee teacher begun to develop effective relationships with colleagues?

Objective: To develop clear, respectful, and effective communication with colleagues, demonstrating professionalism in all interactions.

Success Criteria:	**Measurement:**	**Support Provided:**	**PSP in place for:**
Clarity and Tone: Ensure all verbal and written communication is clear, concise, and uses an appropriate professional tone.	Receive feedback from your mentor on the tone and clarity of your emails and verbal communication after two formal observations or meetings.	• Regular feedback from your mentor on written and verbal communications. • Guidance on drafting professional emails and structuring discussions. • Opportunities for practice or observation of strong communicators within the school.	2 weeks
Engagement with Colleagues: Actively engage in professional discussions, demonstrating respect and attentiveness during staff meetings, briefings, and collaborative planning sessions.	Evidence of active participation and collaboration in staff or team meetings over the next 3 weeks.	• Regular feedback from your mentor on written and verbal communications. • Guidance on drafting professional emails and structuring discussions. • Opportunities for role-play or observation of strong communicators within the school.	3 weeks
Active Listening: Show evidence of active listening in conversations with colleagues by summarising key points and asking clarifying questions when needed.	Evidence of active listening and collaboration in staff or team meetings over the next 3 weeks.	• Regular feedback from your mentor on written and verbal communications. • Guidance on drafting professional emails and structuring discussions. • Opportunities for role-play or observation of strong communicators within the school.	3 weeks

Target: Improve Professional Dress

Has the trainee teacher been wearing professional dress in accordance with the academy's policy?

Objective: To consistently present yourself in a manner that reflects the professionalism expected of a teacher, adhering to the school's dress code and setting a positive example for pupils.

Success Criteria:	Measurement:	Support Provided:	PSP in place for:
Adherence to Dress Code: Ensure that your clothing meets the school's dress code policy, avoiding casual or inappropriate attire. Clothing should be neat, clean, and suitable for the school environment.	No concerns or feedback related to inappropriate dress over the next 2 weeks from staff or mentors.	• Clear guidance on the school's dress code policy and expectations from your mentor. • Feedback after observations to ensure you are meeting the required standards. • Access to advice or examples of professional dress if required.	2 weeks
Appropriate for Role: Dress in a way that reflects the expectations of your role as a teacher, ensuring your appearance is professional at all times (e.g., avoiding casual footwear, or graphic prints).	Receive feedback from your mentor after 2 weeks to confirm improvements in professional appearance.	• Clear guidance on the school's dress code policy and expectations from your mentor. • Feedback after observations to ensure you are meeting the required standards. • Access to advice or examples of professional dress if required.	2 weeks
Practicality and Comfort: Ensure that your professional dress is practical and appropriate for teaching, including appropriate footwear and attire for physical activities (e.g., PE or playground duties) while maintaining a professional standard.	Successfully manage dress for all activities without needing reminders or adjustments during the 2-week period.	• Clear guidance on the school's dress code policy and expectations from your mentor. • Feedback after observations to ensure you are meeting the required standards. • Access to advice or examples of professional dress if required.	2 weeks

Target: Improve Organisation and Initiative

Has the trainee teacher found out all necessary information? Have they been arranging observations?

Objective: To develop effective organisational skills and take greater initiative in lesson planning, classroom management, and professional duties, demonstrating proactive and independent work habits.

Success Criteria:	Measurement:	Support Provided:	PSP in place for:
Lesson Planning: Ensure all lesson plans and resources are prepared and submitted at least 48 hours in advance of each lesson, allowing time for feedback and adjustments.	Meet the 48-hour deadline for at least 90% of lessons over the next 2 weeks, with feedback from your mentor confirming timely submission.	• Regular feedback from your mentor on lesson planning and organisation. • Access to resources or advice on organisational tools (e.g., planners, apps). • Weekly check-ins with your mentor to discuss progress and areas for further initiative.	2 weeks
Classroom Organisation: Keep teaching materials, pupil work, and classroom resources organised and accessible, ensuring the classroom is ready before lessons begin.	Receive positive feedback from your mentor after two observations regarding classroom readiness and resource organisation.	• Regular feedback from your mentor on lesson planning and organisation. • Access to resources or advice on organisational tools (e.g., planners, apps). • Weekly check-ins with your mentor to discuss progress and areas for further initiative.	2 weeks
Initiative in Professional Development: Take initiative by independently identifying areas for improvement and seeking out support or resources (e.g., asking for feedback, researching strategies) to improve teaching practice.	Demonstrate initiative by attending or requesting at least one additional professional development session, or by seeking feedback from colleagues on two occasions within the next 2 weeks.	• Regular feedback from your mentor on lesson planning and organisation. • Access to resources or advice on organisational tools (e.g., planners, apps). • Weekly check-ins with your mentor to discuss progress and areas for further initiative.	2 weeks
Proactive Problem Solving: Show initiative by identifying potential challenges (e.g., pupil behaviour or lesson pacing) and proposing solutions to your mentor or colleagues in advance.	Successfully propose solutions or independently resolve minor issues on at least two occasions during the 2-week period.	• Regular feedback from your mentor on lesson planning and organisation. • Access to resources or advice on organisational tools (e.g., planners, apps). • Weekly check-ins with your mentor to discuss progress and areas for further initiative.	2 weeks

Target: Improve Professional Behaviour and Relationships

Has the trainee teacher begun to build relationships rooted in mutual respect with students?

Objective: To demonstrate appropriate professional behaviour in all interactions with colleagues, pupils, and parents, and to foster positive, respectful relationships within the school community.

Success Criteria:	Measurement:	Support Provided:	PSP in place for:
Pupil Relationships: Interact with pupils in a manner that is respectful, fair, and consistent, setting clear boundaries while showing understanding and patience.	Receive feedback from your mentor after two lesson observations, highlighting positive pupil interactions and improved classroom relationships.	• Regular feedback from your mentor on interactions with colleagues and pupils. • Guidance on appropriate professional behaviour in different contexts within the school. • Access to coaching or professional development on building positive working relationships.	2 weeks
Conflict Resolution: Address any conflicts or misunderstandings professionally and calmly, seeking advice from mentors or colleagues when needed to resolve issues.	Successfully manage any conflicts with pupils, demonstrating the use of appropriate conflict resolution strategies.	• Regular feedback from your mentor on interactions with colleagues and pupils. • Guidance on appropriate professional behaviour in different contexts within the school. • Access to coaching or professional development on building positive working relationships.	2 weeks