

Intervention Support Plan (ISP)

Initial Teacher Education, Faculty of Education

Student Name: XXXXXXXXXXXX	School: XXXXXXXXXXXX Academy	Copies to be sent to: Student, University Visiting Tutor, Personal Tutor, Class/Subject Mentor, Professional Mentor and Placements Team secondary.placements@mmu.ac.uk or School Direct; schooldirect@mmu.ac.uk
Date of ISP meeting:	Class/Subject Mentor Name: D Devine Student Teacher: Professional Mentor: University Visiting Tutor/Personal tutor:	Signed: Signed: Signed: Signed:
Targets Targets should be specific, measurable, achievable, relevant, and time-related (SMART). These are to be reviewed after a two-week period. Maximum three targets.		
Specific areas of the MMU curriculum that are a cause for concern	SMART targets	What specific actions will be taken to address these concerns?
High expectations and behaviour management	<ul style="list-style-type: none"> To establish clear rules and routines for behaviour in all classes To hold high expectations of behaviour for every class 	<ul style="list-style-type: none"> To be given a maximum of 2 or 3 lessons per week to build her confidence (focus mainly on Yr7 and Yr9). To learn pupil names and greet pupils at the door at the start of all lessons. To include a starter activity to ensure a prompt start to all lessons. To create a seating plan as discussed with her SM.
Subject and pedagogical knowledge	<ul style="list-style-type: none"> X must ensure that the subject content required for each lesson is fully prepared, pronunciation and grammar has been checked and she is confident that she will deliver the lesson effectively. 	<ul style="list-style-type: none"> All lesson plans must be with D. Devine 48 hours prior to lesson. To ensure attendance to all university subject sessions

	<ul style="list-style-type: none"> To observe 'expert' colleague of topics she is less familiar with and discuss impacts with D. Devine each week. 	
Building effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support.	<ul style="list-style-type: none"> Weekly mentor meetings will show evidence of discussions about individual pupils (anonymised) or teaching strategies that will be helpful for her understanding. XXX's lesson planning will show evidence of how she has acted on targets from her weekly mentor meetings. 	<ul style="list-style-type: none"> Take on board advice from the SM and PM when given verbally or in writing. Speak to the SM or PM about any reflections you have noted about pupils, classes or other staff. Ensure comments made about other staff or pupils are useful, necessary or directly related to your own teaching practice.
Outcomes		Recommendations
Target 1:		
Target 2:		
Target 3:		

Has the student met the targets on their ISP?

YES/NO

If YES, no further action needs taking.

If NO, the ISP is extended for another two weeks and changes to Cause for Concern (CfC) – please complete the table on the next page.

Cause for Concern (CfC)

Initial Teacher Education, Faculty of Education

Date of CfC review meeting:	Class /Subject Mentor Name:	Signed:
	Student Teacher:	Signed:
	Professional Mentor:	Signed:
	University Visiting Tutor/ Personal tutor:	Signed:

New/Amended Targets (as necessary)

Targets should be specific, measurable, achievable, relevant, and time-related (SMART). These are to be reviewed after a two-week period.

Specific areas of the MMU curriculum that are a cause for concern	SMART Targets	What specific actions will be taken to address these concerns?
		1.
		2.
		3.

Outcomes	Recommendations
Target 1:	
Target 2:	
Target 3:	

Has the student met the CfC targets? YES/NO

Recommendation for the assessment board? PASS/FAIL