

PLEASE NOTE THAT THIS IS AN EXAMPLE OF A PERSONAL ACTION PLAN. WHILE IT CAN BE USED AS A TEMPLATE, IT IS IMPORTANT THAT INDIVIDUAL VERSIONS ARE PERSONALISED TO THE SPECIFIC REQUIREMENTS OF EACH SITUATION

DEVELOPING PERFORMANCE SUPPORT PLAN

NAME: **JOB TITLE:** TEACHER **DATE:**.....

This plan is part of the Developing Performance Procedure. It is intended to support rapid improvements in performance. The plan outlines the key issues that need to be addressed, the actions that need to be taken to address the issues and the support mechanisms. The success criteria will be used to measure the progress made. It is expected that significant progress will be evident by the review date.

Start Date:

Review Date:

Key Issue –	Behaviours Demonstrated	Actions to be Taken	Additional Support/ Resources Required	Monitoring/ Assessment Arrangements & timescale for achievement or review	Success Criteria
<p>1. Lesson Planning</p> <p>Teachers’ Standards 2012 – Heading 4</p>	<p>Produce plans for each lesson that set out the learning outcomes against the school’s scheme of work to take the learning of the pupils forward.</p>	<ul style="list-style-type: none"> • Use the school’s established lesson planning proforma for each lesson. • Identify the learning outcomes for each lesson. • Maintain a record of written evidence (in agreed format) of the outcomes of lessons to inform assessment for learning. • Demonstrate in planning how appropriate challenge is being provided for higher attaining pupils. • Identify tasks and groups for the Teaching Assistant which meet the learning needs of the pupils in the class • Ensure the TA completes a log of the work from the lesson and the progress of the pupils she has been working with to inform future lesson planning. 	<p>Advice on planning and giving feedback</p> <p>Provision of an in-school mentor</p> <p>Additional support from EDA or AST if required</p>	<p>Headteacher weekly scrutiny and feedback</p>	<p>All lessons are planned which set out appropriate learning activities to further identified learning outcomes.</p> <p>The activities engage the pupils as evidenced through their completion of tasks.</p> <p>The teaching assistant is deployed appropriately so she can contribute to the learning of the pupils.</p>

<p>2. Behaviour management</p> <p>Teachers' Standards 2012 – Heading 7</p>	<p>Develop and maintain effective strategies for dealing with pupils who present challenging behaviour through consistent use of the school's behaviour management policy.</p>	<ul style="list-style-type: none"> • Ensure that the school's behaviour management policy is displayed prominently in the classroom and reference it to pupils regularly. <p><u>NOTE: The following examples are assumed to be in line with the school's behaviour policy</u></p> <ul style="list-style-type: none"> • Write on the whiteboard the names of the pupils who are given a second warning. • For pupils on a third warning ensure you speak individually to them and emphasis the consequences of their continued misbehaviour. • Apply the sanctions consistently and ensure the pupils understand the consequences. • If pupils are given a detention, ensure the Headteacher is informed and the letter to parents is sent. • Seek to make positive comments to pupils on good behaviour and good learning behaviour at least 8 times each lesson. 	<p>Advice on behaviour management.</p> <p>Provision of an in-school mentor</p> <p>Additional support from EDA or AST if required</p>	<p>Focused lesson observations (on 3 weekly cycle) by Headteacher</p>	<p>The school's behaviour management policy is consistently applied.</p> <p>Low level disruption is reduced; challenging pupils are managed in a way that means all pupils can focus on learning in a safe environment</p>
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<p>3. Assessing pupil progress</p> <p>Teachers' Standards 2012 – Heading 6</p>	<p>Assess the progress of the pupils regularly to determine their future learning needs and inform lesson planning. Secure pupil progress.</p>	<ul style="list-style-type: none"> • Mark the pupils' books at least once a week. • Conduct weekly spelling tests. • Ask pupils to self assess (red, amber, green) against the learning in the lessons. Seek to revisit learning where necessary. • Complete half termly assessments and share the outcomes with the Headteacher. • Keep the pinks and greys up to date and understand the expectations for each pupil. Reflect this in the planning for the learning for each pupil. 	<p>Advice on assessment.</p> <p>Provision of an in-school mentor</p> <p>Additional support from EDA or AST if required</p>	<p>HT weekly scrutiny and feedback including the link between assessment and planning</p>	<p>The pupils make appropriate progress as evidenced through the work in their books and half termly assessments (pinks and greys).</p> <p>Lessons are judged at least satisfactory against Ofsted criteria.</p>
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Support Plan Agreed By:

Member of Staff:.....(Signature).....(Date)

Line Manager..... (Signature).....(Date)