ECT INDUCTION
Support Plan
Example 1

ECT Support Plan

Name of School	
Name of ECT	
Name of Induction Tutor	
Date of Support Plan Meeting	
Those In Attendance at Meeting	

Teacher Standard					
Specific Areas of the Teachers' Standards Causing Concern	**Agreed Actions/Targets To Be Taken By The ECT**	**How and Who These Actions/Targets Will Be Supported By**	**Timeline for Actions/Targets to Be Achieved**	**Review Date**	**Outcomes (Following Review Date)**
demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching	Improve clarity of delivery. Modelling matches closely to the skill development required. Improve pace of delivery. Use practical	Do not deviate from the objectives being taught. (Name). Modelling needs to be concise and clear to reduce confusion for children. (Name). Succinct delivery so that children can	Spring 1	13.03.24	

	equipment to enhance learning	become independent and allow you to have more time to be responsive. (Name). Identify correct resources that link to the learning objectives. (Name)			
be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these	Learning is sequential. Reduce teacher talk time and increase pupil engagement. Use effective AfL strategies – following clear delivery.	Planning journey is clear within a lesson and across a unit. (Name) Plan teacher modelling/explanation in more depth. (Name) Step back 'zoom out' so that you can assess where the children and where to intervene. (name) Allow children to start at different points, that are appropriate for their level of understanding. (Name)	Spring 1		
impart knowledge and develop understanding	Streamline teaching time to reduce child confusion.	Use timings on planning to help structure the amount	Spring 1		

Collaboration   Integrity   Innovation   Impact

through effective use of lesson time	Select more appropriate activities / tasks that link to the outcomes of the lesson.	spent on modelling. (Name) Model effectively by live modelling the steps to success, whilst narrating the thought process and reasons. (Name) Identify 'WHY' when selecting tasks and teaching? How does this help the children? How does it prepare them for the next step in learning? Is the activity chosen the best choice to help the children understand the concept? (Name) Make the resources match the lesson not the lesson match to the resources. (Name)			

Teacher Standard

Specific Areas of the Teachers' Standards Causing Concern	Agreed Actions/Targets To Be Taken By The ECT	How and Who These Actions/Targets Will Be Supported By	Timeline for Actions/Targets to Be Achieved	Review Date	Outcomes (Following Review Date)

Signed by ECT:

Signed by Induction Tutor:

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