POLICY

TITLE: PROGRESS SUPPORT

POLICY HOLDER: Director of NTTC

APPROVAL BOARD: NTTC Board

VERSION NO: V1.4

LAST REVIEWED: August 2026

REVIEW PERIOD*: 1 year

* The review period refers to our internal policy review process. The published policy is current and is the most recent approved version.

Summary:

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Further information: If you have any queries about this policy or procedure, please contact the named policy holder.

Amendments Log

DATE	VERSION NO.	REASON FOR CHANGE	AUTHOR
31.8.24	1.2	Annual update	L Goram
23.7.25	1.3	Annual update	L Goram
21.7.26	1.4	Annual update	L Goram

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1. Rationale

NTTC and school partners aim to support all trainees to QTS success. Regular monitoring of trainee development through teaching and assessment of portfolio evidence is part of this process.

Where challenges to trainee progress is identified, we provide consistent and high-quality support with reasonable and open expectations along a manageable timeline. This is with the intention of ensuring trainees have every opportunity to demonstrate that they can meet QTS requirement.

2. Identification

Challenges to trainee progress may be identified in a range of way, including but not limited to:

- Mentor observation, meetings.
- Tutor observation, discussion with mentor/link teacher.
- School notification more widely; likely to be if something happens outside of the classroom.
- Portfolio; targets are consistently not met in observations and little progress is observed across a series of observations.

NTTC expects that all paperwork pertaining to trainee work, including mentor meeting notes, lesson plans and reflections, observation notes and feedback, evidence portfolio, will be kept up to date and reflect a trainee's progress at any point in time in their training year.

3. Support process

A trainee identified as needing support to stay on track for QTS should expect the following support, with the involvement of their curriculum leader, their mentor and the Director.

First step **Individual Support Plan (ISP)**	**If ISP not met** **Record of Concern (ROC)**
A meeting to set clear, precise, time-specific targets linked to the NTTC curriculum.	A meeting to set clear, precise, time-specific targets linked to the NTTC curriculum.
Focused support away from the classroom to work towards achieving these targets.	Focused support away from the classroom to work towards achieving these targets.
Regular observations from mentor and NTTC curriculum leader or Director and time together to discuss lesson and work towards achieving targets set.	Regular observations from mentor and NTTC curriculum leader or Director and time together to discuss lesson and work towards achieving targets set.
Conversations to review ISP progress.	Conversations to review ROC progress.
If targets not achieved to NTTC's satisfaction, move to Record of Concern.	If targets not achieved to NTTC's satisfaction, move to discuss trainee's options.

4. Possible outcomes

Depending on a trainee's specific circumstances and progress, the following outcomes of a ROC are possible:

- Meet targets as agreed and pass QTS in the expected timeline.
- Fail to achieve QTS.
- QTS extension (if ROC identified at a point in the training year where support would extend beyond the usual QTS window).
- Withdrawal from the programme.

The trainee's curriculum leader and Director will discuss and decide next steps with the trainee if ROC targets are not met.

The process is intended to be clear and transparent through setting of clear targets, agreeing and regularly reviewing support, agreeing and regularly reviewing timelines, monitoring trainee progress and recording and sharing all related documents.

Should a trainee wish to challenge the identification or outcome of any support process, they should consult NTTC's **Appeals Policy**.

If a trainee meets the targets of an ISP or ROC on the timeline and with the support agreed and it is decided they no longer need to have official support, they will return to normal programme support. However, if it is subsequently identified that trainee needs support in

the same area, NTTC may revisit the ISP or ROC and pick up the same support with a new timeline. This could happen, for example:

- When a trainee moves to a new placement.
- If a trainee's circumstances change, meaning they need renewed support.
- If a trainee begins to show the same behaviour which led to the first formal ISP.
- If a trainee was signed off from a ROC but is now showing the same behaviour which led to the ROC.

Individual Support Plan

The aim of this plan is to provide tailored and timely support to a trainee and does not replace a Record of Concern nor should it be used for any punitive purpose whatsoever. The plan is **CONFIDENTIAL** and will only be shared between the trainee, mentor, link teacher and the Director of NTTC. The maximum duration of this plan is one half term, although other plans may sit pari-passu with the agreement of all parties. There is no minimum duration.

- **Trainee:**
- **School:**
- **Subject:**
- **Mentor/Link Teacher:**
- **Number of days in school so far:**
- **Start date:**
- **Duration:**
- **Review point:**
- **End date:**

Intended outcome and link to NTTC Curriculum (based on the ITTECF) and Teachers' Standards:

Support	Provided by/format	Trainee action	Progress measure
Date: **Present:** **Review comments:**			

Record of Concern

Any serious concern that either party has regarding the trainee's progress towards the award of QTS against the NTTC Curriculum and the Teachers' Standards must be recorded on this form. The director must be forwarded this form immediately upon completion.

This record in itself will NOT necessarily jeopardise the trainee's recommendation for QTS but should prescribe a specific and tangible course of action designed to re-establish required progress.

Trainee.....Academy/school.....

School-based mentor.....Subject.....

What is the nature of the concern and relevant section of NTTC's curriculum and the Teachers' Standards?
What must the trainee do the resolve the concern?
What support is in place to help the trainee meet their targets?

Trainee's signature:	Date:
Mentor's signature:	Date:
Principal's signature:	Date:
Director's signature:	Date:

To be completed by the Course Director:

The concern is now resolved and the trainee making good progress towards QTS against the NTTC Curriculum and Teachers' Standards.	
The concern is NOT resolved.	