

Early Intervention Support

Information gathering

When a concern is raised we all know that the most important first step is to gather information that may help resolve the issues and understand the context.

It may be worth considering:

- What do you know about the ECT's ITT training experience?
- If they are a ECT who has previous terms completed in a different school, have you read their previous reports?
- Ensure reasonable adjustments are in place at the start of induction for any ECTs with health, mental health issues or neuro diversities.

Concerns

When you look at the list of concerns raised:

- Can you objectively identify a **main area** of concern to focus on?
- With the information you have, does the concern appear to be valid? How can you avoid any assumptions?
- If so, is this a consistent issue or one which is a one off?
- What is the context of the concern? Challenges in class? Level of support from mentor?

Current situation

When you gather current information, consider:

- Have informal hints and tips been ignored, does the ECT perceive themselves differently from others?
- Are the ECT and mentor both receiving their full entitlement as outlined for induction? How do you know?
- Is the ECT receiving the right support from the most appropriate member of staff? How do you know? How is the relationship between ECT and Mentor

Discussions

Speak to the ECT/mentor in the order you consider most appropriate for the situation. This first conversation is key- How this conversation is approached is really influential on the effectiveness of the ECT's progress.

- Sometimes it is worth asking them to do a 'brain dump' of all the things that are on their mind beforehand and then using
- time in the first meeting to discuss and prioritise these together.
- Often it is your role here to bring clarity, if they could have help in only **one** area what would it be any why?
- What can they **change**, what can they **influence** and what do they need to **accept**?
- Which areas is it acceptable to just be 'good enough' in and which need more time and attention?
- Are you the right person to support the situation or do you need any outside support or advice?

Support

- Ensure ECTs are not overwhelmed by the support and actually understand what is expected of them.
- What would make them feel supported and give them the confidence to move forward?
- Is there anyone in the wider school community who has the expertise and different perspective to help?
- How is the ECT helping themselves?
- How will you agree and **informally** note down the support discussed?

Follow up

- When is it appropriate to follow up? Little and often? Leave for longer to allow the support to be embedded?
- What information will you need to acquire in preparation for this follow up meeting? Facts/opinions?
- Who will be there and why?
- Facilitate an open discussion which encourages reflection and accountability on all parts
- Celebrate the progress made and thank everyone involved for their time commitment to this support.
- Outline any next steps if required.

Next steps

- Is further support or monitoring required? If so, will this be informal or does it need formalising?
- Who will be involved? Who has had the most impact so far? Does the current support need reviewing?
- Is a support plan required? If so please contact s.hunter@xaviercet.org.uk to inform us and we will provide support through the next steps.
- Induction tutor to log onto the secure member area of the website and download the self-reflection document for the ECT to complete with their mentor. Induction tutor to look at the flow diagram and support plan details to support them with the next steps.