



## New-Teacher Development Plan<sub>v4</sub>

### A. Please read all the following notes carefully before using this Plan

- (i) This plan should be read in conjunction with the new teacher's **Reference, Career Entry Passport (CEP) and Record of Professional Development (RPD or eRPD)** especially in regard to strengths, aspirations and areas for development.
- (ii) Schools have new teacher development programmes, so this plan focuses on additional support offered by BGU to help the new teacher flourish and secure substantial pupil progress over time. Please also see Section D below.
- (iii) The **DfE Statutory Guidance on Induction of Newly Qualified Teachers (2014)** states that *'the induction process and the assessments generated should ... not be shared directly with anyone not directly involved in the induction process'* (p22). Those directly involved are normally the **NQT, their Employer, Induction Mentor, and the Appropriate Body**.
- (iv) As an **Approved Provider of Initial Teacher Education (ITE)** BGU are not, therefore, normally directly involved in the induction process, and cannot give specific advice (this would require access to information BGU is not normally party to).
- (v) However, **all former BGU trainees and their employers have continued access to a wide range of support** (including confidential 1:1 options) available via our website at [www.bishopg.ac.uk/beyondite](http://www.bishopg.ac.uk/beyondite)
- (vi) If it is determined by the Employer or the Appropriate Body that **additional, targeted support from BGU** could benefit the NQT, they should email [beyondite@bishopg.ac.uk](mailto:beyondite@bishopg.ac.uk) without delay so that appropriate, timely provision can be established.
- (vii) If an NQT feels they would benefit from additional, targeted support from BGU, they must discuss this with their employer first, who may approach BGU as in (vi). In some cases the NQT may wish to seek advice from their Union.

### B. This plan has been Co-authored and/or Approved as follows (#1-3 required at all times; #4-7 during Induction):

| # | Role              | Name | Co-author? | Approved? | Copy to? | Signed | Date |
|---|-------------------|------|------------|-----------|----------|--------|------|
| 1 | New Teacher       |      |            |           |          |        |      |
| 2 | BG Tutor / UBM    |      |            |           |          |        |      |
| 3 | Beyond ITE Lead   |      |            |           |          |        |      |
| 4 | Induction Mentor  |      |            |           |          |        |      |
| 5 | NQT / EYTS Co-ord |      |            |           |          |        |      |
| 6 | Head Teacher      |      |            |           |          |        |      |
| 7 | Appropriate Body  |      |            |           |          |        |      |

### C. Standards needing additional support for development are as follows (please be brief and specific):

| Standard | Grade in ITE |      | Need / Target<br>(Include phase, subject, professional, etc. as appropriate) | Proposed support actions<br>(Focus on additional, targeted support, but include reference to universal, if helpful) | Review Date |
|----------|--------------|------|--|---|-------------|
|          | Final        | Best |  |   |             |
|          |              |      |  |   |             |
|          |              |      |  |   |             |
|          |              |      |  |   |             |
|          |              |      |  |   |             |

### D. Note to Employers

- \* Employers of BGU former trainees whose final grade during ITE is 3 (with elements of 2) are entitled to a FREE half day of support for the teacher, to be taken at any time during the new teacher's induction year. See website for details.