**Induction Checklist for School Direct Trainees (Week 1)**

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| **Policies**  *These are usually available on the school’s website and it is important to familiarise yourself with the information they contain. In particular, you should…* | |
| …read and annotate the Safeguarding/Child Protection Policy and be clear on what you must do in the event of any child protection issues coming to your attention. |  |
| …identify the school’s Child Protection Officer and where to find them in the event of a safeguarding issue arising |  |
| …read and annotate any policy documents that relate to staff conduct including the staff Code of Conduct, acceptable use of email/ICT, health and safety . |  |
| …read and annotate the Pupil Premium policy (see task 2 below). |  |
| …read and annotate the school’s Anti-Bullying Policy. |  |
| …read and understand the school’s Behaviour Policy and familiarise yourself with the rules, sanctions and rewards system. |  |
| …familiarise yourself with any routines e.g. are pupils required to stand behind chairs at start of lesson, boy/girl seating, entry to classroom etc. |  |
| …familiarise yourself with evacuation routes and where pupils and staff should line up in the event of a fire or a drill. |  |
| **General and Logistics**  Check | |
| Obtain a copy of the school’s handbook and welcome pack and read it. |  |
| Obtain a login for the school’s IT systems. |  |
| Obtain a staff email address and **inform Angela Davies of this** as all SCITT correspondence will eventually need to come through this. |  |
| Obtain login/access to photocopiers |  |
| Obtain a copy of the school’s Improvement Plan when this becomes available. This will highlight the school’s priorities for 2019-20 |  |
| Locate the offices of key members of staff such as deputies, SENCO, heads of year |  |
| Identify who the school’s designated Child Protection Officer is and where the can be found |  |
| Identify who the school’s First Aiders are |  |
| Arrange with your mentors when your weekly SM meeting and fortnightly PM meeting will take place. |  |
| Familiarise yourself with the procedures in the event of absence e.g. in the event of sickness |  |
| Find a base to work when not teaching e.g. is there a staff work room? |  |
| Ensure that the school has your contact information and that you share with them any special requirements you may have e.g. medical issues. |  |
| Familiarise yourself with parking arrangements |  |
| Meal Payments – many schools are now cashless. |  |
| Will you be provided with a laptop? |  |
| Obtain access to relevant schemes of work and student texts |  |
| Make arrangements for tea/coffee/refreshments (Do you need your own mug? Do you have to pay? *etc* |  |
| What are the expectations regarding when staff should be on site and when they can leave? |  |
| Find out if you are expected to have a duty or shadow a duty and when and where this is |  |
| Produce a seating plan for your form group (it will help you learn their names. You should eventually do this for all groups. |  |
| Familiarise yourself with the basics of any classroom based IT e.g. electronic registers, interactive white boards, audio visual equipment. |  |
| Will you be able to have a classroom key? |  |
| *Some specifics for practical subjects* | |
| Introduce yourself to the technicians |  |
| Locate risk assessments |  |
| Find out how and when to order practical equipment |  |
| Familiarise yourself with the locations and use of safety equipment within the lab or workshop |  |
| Find out how to report damaged equipment, accidents within the practical classroom. |  |

**Task S5, S8**

The first days of a new academic year is a very busy time, with schools getting ready to welcome their new intakes and welcome back their established students. It is important for you to try to get involved in as much of this as possible. In addition there will be a lot of discussion around examination results and improvement priorities for the coming academic year. As a SCITT trainee you will be expected to support the school in regards to its Improvement Plan for next year.

To help you understand the context of the school that you are in we ask you to produce contextual notes on your lead school which will need to go into your School Experience Folder. These notes should include the following:

* Number on role
* Areas for Development from the last OFSTED inspection (reports available on line).
* Proportions of students who have English as an Additional Language (EAL), proportion of students who are classed as having Special Educational Needs or Disabilities, proportion of students who qualify for Pupil Premium Funding. Find out if the numbers in these groups are above, below or in line with the National Average
* Details of the community that your school serves
* When results analyses become available later in the term you should also add information about how these groups perform in relation to the national averages
* Headline figures from this year’s examination results and how these compare to previous years.
* Summary and analysis of the examination results from your own department.
* Whole School Priorities for Improvement
* Departmental priorities for Improvement
* Pupil Premium
  + Read the school’s Pupil Premium Policy – What are the main ways that Pupil Premium allowances are used to support these pupils
  + How well do these pupils perform in relation to non-pupil premium students within the school and compared to National figures

**NOTE:** Not all of this information may be available on day 1 but you can add to your contextual notes as the information comes through

**Task 2**

Establishing High Expectations (S1)

Hopefully this week you will observe teachers who are meeting their form groups and teaching groups for the first time. This is an excellent opportunity to observe and reflect on how experienced teachers establish their expectations around behaviour in general and around behaviour for learning in their classrooms.

Routines

Communication of expectations

Implementation of the school behaviour policy

Expectations on presentation of work

Use of voice

Use of body language and non-verbal communication

**Task 3**

Useful training opportunities for trainees in the initial stages of the programme

* Focussed pupil trails - SEND, behaviour, challenge
* Mentor models the planning process, delivery and evaluation of lessons
* Focussed learning walks e.g. questioning, how do we know learning is taking place
* Joint observation of another teacher with mentor – How do we know learning is taking place?
* Joint planning of lesson with mentor and joint delivery of lesson
* Shadowing of key staff e.g. head of year, teaching assistant