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**INDUCTION – MAIN PLACEMENT**

A completed copy of this document should be handed into SCITT by **Friday 24th September 2021**

Trainees should also keep a copy along with other relevant documents in the PDP/Trainee Evidence File.

**DO NOT photocopy lengthy policies from the school**.

The main purpose of your Induction at the main placement school is for you to gather information about the school, the children you will be teaching and the staff you will be working with. You will also learn about the ethos, policies and practices of your school and complete all safeguarding training. Your induction period will help to develop your understanding of good teaching and learning and how to use the skills of observation, reflection and target setting to improve your practice.

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| Confirmation of completion | Name | Signature | Date |
| Trainee |  |  |  |
| Class Teacher Mentor |  |  |  |
| Professional Mentor |  |  |  |
| Headteacher |  |  |  |

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| Induction requirements | Date completed |
| Targets are set with the class teacher mentor on Thursday 2nd September to support the trainees start to their school practice and the programme. These will include a development area carried forward from the interview process. These targets will be reviewed on Friday 17th September in the second target setting mentor meeting of the year. |  |
| First formal lesson observation week beginning 13th September |  |
| Second target setting mentor meeting will take place on Friday 17th September. Targets set on 2nd September will be reviewed and new targets set in line with SCITT expectations. |  |
| Formal induction to the school led by a Senior Leader |  |
| PREVENT Training completed.  <https://www.elearning.prevent.homeoffice.gov.uk/channel_awareness/01-welcome.html>  Date: |  |
| Read the Child Protection and safeguarding Policy and the Keeping Children Safe in Education document.  Summarise the key points. Note any links to these when observing other teachers in your induction period.  Attach your notes to this document. |  |
| Meet the Designated Safeguard Lead and note who this is and where you can find them.  DSL name: Location: |  |
| Familiarise yourself with emergency procedures.  Attach your notes to this document. |  |
| Find out and describe the ethos of your school. Note any links to these when observing other teachers in your induction period.  Attach your notes to this document. |  |
| Access and familiarise yourself with key school policies. It is important that you adhere to these policies. For example:   * Behaviour * Professional code of conduct * Teaching and Learning * Assessment * GDPR and data protection * School trips and risk assessment * Curriculum * Health and Safety * Summarise the key points. Note any links to these when observing other teachers in your induction period. * Attach your notes to this document |  |
| Read the school Ofsted report and school improvement plan.  Summarise the key points.  Attach your notes to this document |  |
| Community  Find out about the school’s catchment profile, the social character of the area, local amenities for supporting children’s learning, the environment in which the children live, play and learn  Attach your notes to this document |  |
| Have a school email address in place. This must be used for the full year.  School email address: |  |
| Meet and note the contact details for:   * The Headteacher * Name: Contact details: * The Professional Mentor * Name: Contact details: * The Class Teacher Mentor * Name: Contact details: |  |
| School colleagues  Find out who the key adults you will be working with are. Introduce yourself to these staff members and make a list and brief notes about who they are and their roles. It will be useful to find out when they work and when they are available as you may need to draw upon their expertise while on your school placement. E.g. SENCO, Year Leader, Maths Lead  Attach your notes to this document |  |
| Pupils  Find out about the pupils you will be teaching, names and relevant information such as current level of attainment, any special educational needs, English as an Additional Language, strengths, learning needs and interests. Note any groupings and familiarise yourself with any progress data. In line with GDPR and data protection you may need to anonymise this information. Please ask your Headteacher.  Attach your notes to this document |  |
| Organisation   * Familiarise yourself with the times of the day e.g. start of the day, playtime, assemblies, lunchtime * Find out when staff meetings and INSET days are * Observe and note routines of the school day * Draw a map of your classroom showing all relevant features such as the location of resources and fire exits * Find out what resources are available to you and where they are located * Find out how to log onto the school computer system and gain access to the resources and planning for your year group   Attach your notes to this document |  |
| Observing others  You will observe others throughout the programme with lots of observation taking place during your first half term. The majority of this will be observing your class and your class teacher mentor but you may observe other professionals and classes too.  Use the Trainee observation document to help with this and observe at least once per day in the first two weeks. Share your observation findings with your class teacher mentor. |  |

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| Subject Knowledge Confidence Levels (please can trainees and CTM’s discuss) | | | |
|  | **Very Confident** | **Confident** | **Lacking Confidence** |
| English |  |  |  |
| Maths |  |  |  |
| Synthetic Systematic Phonics |  |  |  |
| Science |  |  |  |
| Geography |  |  |  |
| History |  |  |  |
| RE |  |  |  |
| Art |  |  |  |
| Music |  |  |  |
| Design & Technology |  |  |  |
| Computing |  |  |  |
| PE |  |  |  |
| Languages |  |  |  |
| SMSC |  |  |  |
| PSHE |  |  |  |
| P4C |  |  |  |