**Induction Checklist**

*Placement 2 – Block 2*

Use this checklist to secure your knowledge and understanding of your placement school.

If you are unsure of anything, ask your Subject or Professional Mentor!

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| **Information** | **Date** *(or completion date)* | **Notes:** *use this section to evidence your understanding e.g., what are the timings of the school day? Who is the DSL? (Designated Safeguarding Lead) etc.* |
| Know what time you are expected to attend your placement and where to go. Including how to register your attendance, should you sign in and out? |  |  |
| Know what the school’s staff dress-code, including piercings, tattoos, footwear, etc.  |  |  |
| What are the timings of the school day? |  |  |
| Meet the Headteacher |  |  |
| Meet your Subject Mentor |  |  |
| Meet your Professional Mentor |  |  |
| Meet your subject department and workspace. |  |  |
| Meet your Head of Department (if it is someone other than your Subject Mentor) |  |  |
| Understand what pupils do if they are late to school, need to leave early or have an appointment?  |  |  |
| Know where the staff room is and how the school’s canteen system works – is it cashless, do you need to register to use it? |  |  |
| Understanding of the school’s Safeguarding policy and how to report a Safeguarding concern (including Prevent).  |  |  |
| Understanding of the school’s fire/evacuation/lockdown policy |  |  |
| Understanding of who First Aiders are and the Health/Safety policy. |  |  |
| Understanding of the school’s behavioural policy |  |  |
| Understanding of the staff absence procedure, what do you need to do?  |  | *Remember, you will also need to notify your PAT and* *SEPDAttendance@hud.ac.uk**Your absence log should be uploaded to PebblePad weekly.* |
| Understanding the school’s mobile phone/IT policy |  |  |
| Have a computer log-in and email. |  |  |
| Access to relevant resources, photocopying etc.  |  |  |
| ID card and lanyard (not a visitor lanyard). |  |  |
| Access to relevant classrooms – keys. |  |  |
| Introduction to the school’s curriculum and subject curriculum including schemes of work. |  |  |
| Knowledge of key staff e.g., SLT, SENCO, Year Managers etc. |  |  |
| 2-day Primary Placement to be arranged with your Subject Mentor.  |  | *Complete Primary Placement Report (see Placement Documents in Brightspace) and upload in PebblePad under ‘Alternative Provision’.*  |
| Discussion of your teaching timetable, using University Timetable Template. |  | *(See Placement Documents in Brightspace). Upload Timetable in PebblePad under ‘Block 1’, ‘Info, Targets and Review 1’.* |
| An awareness of the groups/pupils you will be teaching. |  |  |
| Understanding of where to find SEND/EAL information. |  |  |
| To be assigned to a form group |  |  |
| To be assigned to a break duty buddy, at least once per week.  |  |  |

**Interview with SENCO**

Arrange a meeting with your schools SENCO.

The purpose of the meeting is for you to gain an understand about their role and how they have an impact on your practice.

Name of SENCO:

Date of Meeting:

**Write the key findings from your meeting below:**

|  |  |
| --- | --- |
| Questions to consider | Findings from the meeting |
| Role of SENCO: |  |
| How does the school make reasonable adjustments for pupils with SEND? |  |
| Is there a designated area/sensory room in the school? |  |
| How does the school manage one-to-one support for pupils with SEND? |  |
| What is an ECHP and how and why would a teacher use this? |  |
| List any suggested strategies for adaptive and inclusive teaching which inform your future planning.  |  |
| Reflect on the findings of the meeting and identify any links to university-based learning/theory. |  |
| Additional notes |  |