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| Grad2Teach – NCFE Level 4 Award in Teaching FundamentalsWeek 1–4 Settling In Research & Induction Checklist |

**About This Document**
This *Settling In Research & Induction Checklist* is designed to guide you through your first four weeks in school as part of the **Level 4 Certificate in Teaching Fundamentals**. It ensures you gather key information, build essential relationships, and complete the necessary induction activities to support your success on the programme.

**When to complete it:**

* Sections 1–5: Begin during Week 1 and update regularly as you progress.
* Week 4 Self-Assessment: Complete by the end of your fourth week in school.

**How to complete it:**

* Work through each prompt in discussion with your mentor and other colleagues.
* Record your notes in the space provided.
* Tick the checkboxes when an item is complete.
* If something is not yet complete, note any follow-up actions needed.

**What happens next:**
Your completed checklist will be reviewed during your mentor meeting in Week 4 and may be used as part of your NCFE evidence portfolio. Keep a copy for your own records. You will be prompted to upload this evidence to the **Trainee Hub**.

# 🏫 School Ethos and Structure

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| Key Question | Guidance / Examples | Trainee Notes (type here) | Evidence |
| What is the school's vision and ethos? | Review mission statement & core values (reception displays, website, staff handbook). Observe how these are applied. |  | [ ]   |
| How are these values integrated into daily practices? | Look at assemblies, classroom interactions, and events for values in action. |  | [ ]   |
| What is the school's organisational structure? | Identify SLT, middle leaders, and support staff roles. Request an org chart if available. |  | [ ]  |
| Who are the key contacts for various concerns? | Know who to approach for curriculum, welfare, SEND, and admin queries. |  | [ ]   |
| How is student attendance recorded and monitored? | Understand tracking and reporting procedures as well as interventions and other relevant thresholds for attendance.  |  |  |

# 🧑‍🏫 Teaching and Learning

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| Key Question | Guidance / Examples | Trainee Notes (type here) | Evidence |
| How is student progress assessed and recorded? | Find assessment schedules, reporting processes, and data systems used. |  | [ ]   |
| What SEND support is available? | Identify differentiation strategies, plans, and key staff (e.g., SENCO). |  | [ ]   |
| What technology/platforms are used? | Familiarise yourself with LMS/VLE, shared drives, and classroom tech. |  | [ ]   |

# 👧 Student Behaviour and Wellbeing

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| Key Question | Guidance / Examples | Trainee Notes (type here) | Evidence |
| What is the behaviour management policy? | Review behaviour policy on website or staff handbook. |  | [ ]   |
| How are rewards and sanctions implemented? | Check systems for recognising positive behaviour and addressing issues. |  | [ ]   |
| What wellbeing/mental health support is available? | Identify pastoral leads, safeguarding team, counsellors, and support services. |  | [ ]   |
| What are safeguarding reporting procedures? | Know the DSL and how to report concerns promptly and correctly. |  | [ ]   |

# 🤝 Relationships and Support

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| Key Question | Guidance / Examples | Trainee Notes (type here) | Evidence |
| Who can I approach for mentoring/support? | Identify mentors, line managers, and supportive colleagues. |  | [ ]  |
| What are expectations around collaboration? | Understand planning meetings, briefings, and professional dialogue. |  | [ ]   |
| How are relationships with parents/carers managed? | Know communication channels and parent engagement expectations. |  | [ ]   |
| How are teaching assistants/support staff utilised? | Clarify TA roles and how best to collaborate. |  | [ ]   |

# 🗓 Daily Routines and Logistics

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| Key Question | Guidance / Examples | Trainee Notes (type here) | Evidence |
| What is my daily timetable? | Lesson times, breaks, duties; know when and where. |  | [ ]   |
| Where are teaching resources kept? | Resource rooms, library, shared drives, reprographics. |  | [ ]  |
| What are break/lunch/duty procedures? | Supervision responsibilities and staffroom protocols. |  | [ ]  |
| What are emergency/fire drill procedures? | Evacuation routes, assembly points, lockdown procedures. |  | [ ]   |
| What are cover/supply procedures? | Reporting absences, requesting cover, setting work. |  | [ ]   |

# 🧾 Professional Development and Expectations

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| Key Question | Guidance / Examples | Trainee Notes (type here) | Evidence |
| What CPD opportunities exist? | INSET, workshops, twilight sessions, external courses. |  | [ ]  |
| How will my performance be reviewed? | Appraisal process, observations, feedback cycles. |  | [ ]   |
| What are staff conduct/dress expectations? | Review staff handbook and code of conduct. |  | [ ]   |
| Are there extracurricular opportunities? | Clubs, trips, duties, committees. |  | [ ]   |

# Trainee Self-Assessment – Week 4 Settling In Checklist

*Complete by the end of Week 4.*
Use this checklist to confirm you have the access, knowledge, and introductions needed to carry out your role safely and effectively. Tick each box when complete or understood. Discuss any [ ]  gaps with your mentor and capture follow-up actions in your ILJ.

**School based training**

[ ] Subject knowledge development needs discussed

[ ] Individual targets discussed

[ ] INSET / Professional Studies programme available in school

[ ] Opportunities for whole school involvement (clubs, assemblies, sports, events, extra-curricular)

[ ] Safeguarding CPD

[ ] Prevent CPD

[ ] School policies: behaviour; safeguarding training; staff conduct and expectations, COVID-19

**General induction/settling in support**

[ ] Meetings/duties/after-school activities they are expected to take part in

[ ] Tour of the school

[ ] Key staff member introductions made or arranged (e.g. Senior Mentor, SLT members, support staff, SENCO, Librarian, Site manager, IT technician, TAs.

[ ] ID card

[ ] Keys/door pass

[ ] Space to work

[ ] Access to IT and library/LRC resources

[ ] Access to photocopying – where the printers are, codes

[ ] Log-ins for relevant school systems – Bromcom, CPOMs, Sharepoint, Moodle, etc

[ ] School calendar

[ ] Timetable

[ ] PPA/any non-contact time (must be timetabled) and expectations. *You may only be allocated PPA time if you’re planning and marking lessons.*

[ ] Schemes of work/curriculum documents/exam board websites if relevant

[ ] Understanding of systems and routines within the school day – lunch times, break times, how to report an absence, how cover works, expectations around TA support, marking, assessing, parents’ evenings and so on

[ ] SEN support – what there is (people/software – where to locate it, how to use it), who the SENCO is, data relevant to pupils they are likely to teach or work with pastorally

[ ] Any PPE or other equipment needed

[ ] School trips/off-site activities eg. sports day