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| Grad2Teach – NCFE Level 4 Award in Teaching Fundamentals Week 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