# C:\Users\jb591\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\6393DC9D.tmpPhase 2 Preliminary Days – 13th and 14th of January

**Induction**

All trainees require an induction to the school to ensure that they know the school’s procedures and policies. This is particularly important for safeguarding, health and safety, behaviour management and critical incidents (e.g. fire).

Please can the member of staff who conducts the induction complete the following short online survey:

<https://app.onlinesurveys.jisc.ac.uk/s/leicester/phase-2-student-induction-survey-2024-25>

**Preliminary Days**

The following guidance is to ensure that trainees and Teacher Mentors make a smooth transition into the placement and ensure that trainees know and understand the school policies and procedures whilst also building positive and professional relationship ps with the school staff and children.

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| --- | --- |
| **Trainee** | **Teacher Mentor** |
| **Provide your teacher mentor with:**   * a copy of your P1 CARD including your responses to areas for development   **Read key polices and documents:**  Safeguarding, Health and Safety and Critical Incidents Arrangements (e.g. fire procedures)  School policies:   * Behaviour Management * E-safety * Teaching and Learning * Inclusion (racial equality, diversity) * Any other polices you are provided with   **Familiarise yourself with the school:**   * Learn to navigate your way around the school * Find out where shared resources are stored and the procedure to use these * Begin to learn the names and responsibilities of staff in the school * Find out how to use the photocopier and computers.   **Familiarise yourself with your placement classroom:**   * Draw a plan which notes seating arrangements for lessons (this may differ according to the subject) * Find out where the classroom resources to support teaching in different subjects are stored. * Find out how children access and use classroom resources   **Gather information on:**   * School’s context and curriculum – how are subjects organised and taught, and what will you be teaching? * School and class timetables * Dates for any outings or visits that will happen during the placement * Procedures for receiving children in the morning and releasing at the end of the day * Procedures for registration, playtimes, lunchtime and snacks * Class information (including needs of individual children and groupings) * Class routines and behaviour management strategies   **Become familiar with the children in the class:**   * Learn the children’s names * Support children with their learning as directed by your Teacher Mentor * Take time to talk and listen to the children – playtimes and lunchtimes are great opportunities   **Conduct Observations:**   * Class routines * Behaviour Management * Role of other adults   You need at least **two** observations of your teacher mentor during the preliminary days  **Identify your focus children:**  With your mentor, identify **six** children who represent the range of attainment in the class (e.g. working towards, at age-related expectations and working at greater depth) and **one** child with a SEND (or if no children with SEND in your class a child, who is below expectations who receives additional support). You must record on the SEND Focus Child Record the needs of your focus child.  **Ensure Key Policies and Procedures survey is completed** | **Provide the trainee with:**   * school and class timetables * dates for any outings or visits that will happen during the placement * medium term plans * procedures for receiving children in the morning and releasing at the end of the day * procedures for registration, playtimes, lunchtime and snacks * class information (including needs of individual children and groupings) * information about class routines and behaviour management strategies * staff list with responsibilities   Support the trainee with:   * finding their way around the school * location of key areas e.g. staffroom, toilets * how to use the photocopier and computers * where resources are stored in the school and classroom * introduction to staff including Head Teacher(s)   **Model:**  • behaviour management strategies   * teaching and learning strategies   **Provide opportunities:**   * to discuss trainee’s observations of teaching * to discuss the rationale for the curriculum in the school * for the trainee to support small groups of children with direction   Identify focus children with the trainee:   * Identify **six** children who represent the range of attainment in the class (e.g. working towards, at age-related expectations and working at greater depth) and **one** child with a SEND (or if no children with SEND in your class a child, who is below expectations who receives additional support).   The needs of the focus child with a SEND must be recorded on the SEND Focus Child Record.  **Ensure Key Policies and Procedures survey is completed** |

## **Induction**

## **All trainees require an induction to the school to ensure that they know their school’s procedures and policies. This is particularly important for safeguarding, health and safety, behaviour management and critical incidents (e.g. fire).**

## **Please can the member of staff who conducts the induction complete the following short online survey:**

## **https://leicester.onlinesurveys.ac.uk/phase-2-2023-trainee-induction-survey**

## **Preliminary Days**

## **The following guidance is to ensure that trainees and mentors make a smooth transition into the placement and ensure that trainees know and understand the school policies and procedures whilst also building positive and professional relationships with the school staff and children.**

## **Trainee**

## **Provide your teacher mentor with:**

## **– a copy of your P1 CARD including your responses to areas for development**

## **Read key polices and documents:**

## **Safeguarding, Health and Safety and Critical Incidents Arrangements (e.g. fire procedures)**

## **School policies:**

## **– Behaviour Management**

## **– E-safety**

## **– Teaching and Learning**

## **– Inclusion (racial equality, diversity)**

## **– Any other polices you are provided with**

## **Familiarise yourself with the school:**

## **Learn to navigate your way around the school**

## **– Find out where shared resources are stored and the procedure to use these**

## **– Begin to learn the names and responsibilities of staff in the school**

## **– Find out how to use the photocopier and computers.**

## **Familiarise yourself with your placement classroom:**

## **Draw a plan which notes seating arrangements for lessons (this may differ according to the subject)**

## **Find out where the classroom resources to support teaching in different subjects are stored.**

## **Find out how children access and use classroom resources**

## **Gather information on:**

## **Schools context and curriculum – how are subjects organised and taught, and what will you be teaching?**

## **School and class timetables**

## **Dates for any outings or visits that will happen during the placement**

## **Procedures for receiving children in the morning and releasing at the end of the day**

## **Procedures for registration, playtimes, lunchtime and snacks**

## **Class information (including needs of individual children and groupings)**

## **Class routines and behaviour management strategies**

## **Become familiar with the children in the class:**

## **Learn the children’s names**

## **Support children with their learning as directed by your Teacher Mentor**

## **Take time to talk and listen to the children – playtimes and lunchtimes are great opportunities**

## **Conduct Observations:**

## **Class routines**

## **Behaviour Management**

## **Role of other adults**

## **You need at least two observations of your teacher mentor during the preliminary days**

## **Identify your focus children:**

## **With your mentor, identify seven children who represent the range of attainment in the class (e.g. working towards, at age-related expectations and working at greater depth) and one child with a SEND (or if no children with SEND in your class a child, who is below expectations who receives additional support). You must record on the SEND Focus Child Record the needs of your focus child.**

## **Ensure Key Policies and Procedures survey is completed**

## **Teaching Mentor**

## **Provide the trainee with:**

## **school and class timetables**

## **dates for any outings or visits that will happen during the placement**

## **medium term plans**

## **procedures for receiving children in the morning and releasing at the end of the day**

## **procedures for registration, playtimes, lunchtime and snacks**

## **class information (including needs of individual children and groupings)**

## **information about class routines and behaviour management strategies**

## **staff list with responsibilities**

## **Support the trainee with:**

## **finding their way around the school**

## **location of key areas e.g. staffroom, toilets**

## **how to use the photocopier and computers**

## **where resources are stored in the school and classroom**

## **introduction to staff including Head Teacher(s)**

## **Model:**

## **• behaviour management strategies**

## **• teaching and learning strategies**

## **Provide opportunities;**

## **• to discuss trainee’s observations of teaching**

## **• to discuss the rationale for the curriculum in the school**

## **• for the trainee to support small groups of children with direction**

## **Identify focus children with the trainee:**

## **Identify six children who represent the range of attainment in the class (e.g. working towards, at age-related expectations and working at greater depth) and ONE child with a SEND (or if no children with SEND in your class a child, who is below expectations who receives additional support).**

## **The needs of the focus child with a SEND must be recorded on the SEND Focus Child Record.**

Ensure Key Policies and Procedures survey is completed