



Transform Trust Staff Induction Policy

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1. Policy Summary

- 1.1 The aim of induction is to help the new employee to adjust as quickly as possible to the new working environment, in order to achieve maximum working efficiency in the shortest possible time. Induction is likely to be a process that takes place over a number of weeks and not just on the first day of employment. A probation period is the formal period of time in which an employee, with the support of school management, is able to objectively consider whether the role they have undertaken is a suitable match with their skills and abilities. There is a separate Probationary Policy, which covers expectations of all staff.
- 1.2 An induction is the initiation provided by the school to a new employee, governor or volunteer to ensure they have all the information they require to carry out their role effectively. This guidance is to support schools to have a clear process for taking staff, governors and volunteers through their induction and to advise those with responsibility for carrying out the induction process, what information they should be including.
- 1.3 An appropriate member of staff should be appointed well before the starting date to plan the induction programme and supervise the new employee or support a new governor or volunteer. Staff should be taken through a formal probation period. Teachers would ordinarily have undertaken a formal induction process as part of their NQT year.
- 1.4 Volunteers and governors will also require an effective induction. Like all staff, they need to be given an appropriate induction so they know what to do in an emergency or if there is a safeguarding issue. They will also require like all staff clear guidance on what steps to take to avoid putting themselves in situation when malicious allegations could be made against them.
- 1.5 Trade Unions work closely with most employers and the exchange of information between both parties usually means an open dialogue, which is of benefit to staff. Trade unions may be a useful source of advice and support for staff on Terms and Conditions, Learning and Health & Safety and in relation to employee relations matters such as investigations, complaints or suspensions. Representatives of the recognised trade unions may be in attendance at induction events or provide information to employees on the support they can offer potential union members.

2. Introduction

- 2.1 This guidance applies to all employees and also, as appropriate, to volunteers agency staff and governors who will all receive a tailored induction programme which will include appropriate information, training, observation, and mentoring. Safeguarding Children and Child Protection will feature prominently in every induction programme.
- 2.2 The first weeks and months are vital to the success of any appointment. The arrangements made for introducing a new employee, volunteer or governor to the duties of the post, and to the school as a whole, provide the foundation for a successful and safe contribution to the school. The Induction Programme is designed to help new employees, volunteers and governors become familiar with the requirements of their position and learn about the school culture, ethos and working practices effectively and efficiently so that they become knowledgeable and confident as quickly as possible. The Induction Programme should be cross-referenced to the NQT Induction requirements and probationary periods for staff, as appropriate.

The induction process will:

- Provide information and training on the school's policies and procedures
- Provide Child Protection training and assess its effectiveness
- Enable the new employee, governor to contribute to improving and developing the overall effectiveness of the school, raising pupil achievement, and meeting the needs of pupils, parents and the wider community
- Contribute to the new employee's sense of job satisfaction and personal achievement
- Explain the school's Code of Conduct to ensure that all staff, volunteers and governors new to the school understand what is expected of them at the school and gain support to achieve those expectations.
- Identify and address any specific training needs
- Consider undertaking any risk assessments required for new employees when necessary or make considerations of any reasonable adjustments that need to be implemented.
- The induction programme will include:
 - An induction checklist of the policies, procedures and training to be covered
 - An induction timetable
 - Details of help and support available
 - Details of work shadowing, if appropriate
 - A diary of induction/probation meetings
 - Details of other relevant individuals with responsibility for induction e.g. the designated mentor or supervisor

Appendix 1: Management and Organisation of Induction

1.1 Responsibility for Induction

Teresa Shelton-Bourke and Andrew Forshaw are responsible for the overall management and organisation of induction of new employee's, supply teachers, and agency staff.

Teresa Shelton-Bourke is responsible for the overall management and organisation of induction of volunteers

Lee Noble is responsible for the overall management and organisation of induction of Governors

1.2 The person responsible for induction should

- Make arrangements to ensure that a new member of staff, volunteer or governor is welcomed.
- Ensure that immediate needs are identified before taking up the position where possible.
- Provide, if appropriate, a tour of the school and information about facilities, answering questions and giving practical advice. If available, a map of larger schools can be helpful.
- Introduce key personnel.
- Ensure that an Induction Programme is provided, delivered and evaluated.

Appendix 2: The Induction Programme

The person responsible for induction should ensure that an Induction Programme is provided personally or another person with delegated responsibility, which will include:

- A statement of training needs, in particular Child Protection and Health and Safety
- A training timetable
- Fire and Emergency Procedures
- Accident and Violence at Work reporting processes
- A checklist of the policies and procedures to be understood
- Details of help and support available
- A diary of meetings
- Details of other relevant individuals with responsibility for induction e.g. the designated mentor or supervisor
- Term dates and CPD calendar
- Induction programmes should be tailored to specific individuals. Areas that should be considered for each category of staff are set out below. These are not intended to be exhaustive and careful consideration should be given in relation to each post and the experience of the post holder.

2.1 Supply Teachers and Agency Staff

All new supply teachers and agency staff should be given appropriate induction advice, training and resources by Teresa Shelton-Bourke. This should include:

- Safeguarding children and children protection
- Health and safety
- Accident and Violence at work reporting procedures including how and to whom
- Fire and emergency procedures
- First aid
- Code of Conduct
- Behaviour management policy
- Relevant information from Staff Handbook (where there is one) or HR Policies. Information as to where these can be accessed will be made available
- Relevant information on curriculum, schedules and timetables

2.3 Teaching Staff including Teaching assistants

All new staff should be given appropriate induction advice, training and resources by Andrew Forshaw. This should include:

- Safeguarding children and children protection
- Copy of Job Description
- Health and safety
- Fire and emergency procedures
- Accident and Violence at work reporting procedures including how and to whom
- First aid
- Code of Conduct
- National Curriculum documents
- Staff Handbook (where there is one) or HR Policies. Information as to where these can be accessed will be made available.
- School Brochure
- Policy documents, including School Improvement/Development plan
- Year group schemes of work,
- Assessment advice, recording, reporting, resources and procedures
- Information on whole school and year group resources, including ICT
- Timetables,
- SEN information
- EAL information
- Curriculum Map
- Details of Pupils especially any specific care needs
- Pupil's IEPs/GEPs and how to access relevant confidential information on Statemented pupils
- Teachers names and corresponding class lists

2.4 Administrative Staff

All new staff should be given appropriate induction advice, training and resources by Teresa Shelton-Bourke. This should include

- Safeguarding children and children protection
- Copy of job description
- Accident and Violence at work reporting procedures including how and to whom
- Health and safety
- Fire and emergency procedures
- First aid
- Code of Conduct
- Staff Handbook (where there is one) or HR Policies. Information as to where these can be accessed will be made available.
- School administrative systems and procedures
- Specific job related training such as finance, for recruitment selection administration etc.
- Teachers' names and corresponding class lists

2.5 Cleaning/Caretaking/Kitchen Staff (where employed directly by school. When service is bought in some parts of the list below are not applicable)

All new staff should be given appropriate induction advice, training and resources by John Taylor. This should include:

- Safeguarding children and children protection
- Copy of Job Description
- Accident and Violence at work reporting procedures including how and to whom
- Health and safety
- Fire and emergency procedures
- First aid
- Code of Conduct
- Staff Handbook (where there is one) or HR Policies. Information as to where these can be accessed will be made available.
- Specific job related training such as manual handling, use of ladders, kitchen safety etc

- Teachers' names and corresponding class list

2.6 Midday and Cover supervisors

All new staff should be given appropriate induction advice, training and resources by Teresa Shelton-Bourke. This should include

- Safeguarding children and children protection
- Copy of job description
- Accident and Violence at work reporting procedures including how and to whom
- Health and safety
- Fire and emergency procedures
- First aid
- Code of Conduct
- Staff Handbook (where there is one) or HR Policies. Information as to where these can be accessed will be made available.
- Specific job related training such as Behaviour Management
- Teachers' names and corresponding class lists

2.7 Governors

All new Governors should be given appropriate induction advice, training and resources by Lee Noble. This may include:

- Safeguarding children and children protection
- Health and safety
- Fire and emergency procedures
- Teachers' names and corresponding class lists
- First aid
- Code of Conduct
- Current relevant school information, policy documents and School Improvement Plan data.
- School brochure including staffing, Ofsted and school performance data
- DfES information on the role of governor
- Governing Body Policy documents.



- Dates and times of whole governing body and sub-committee meetings
- Access and information of previous governing body minutes,
- Latest governing body report to parent and school newsletters.
- Information and access to governor training courses.

2.8 Volunteers

All new volunteers should be given appropriate induction advice, training and resources by Teresa Shelton-Bourke. This should include:

- Safeguarding children and children protection
- Accident and Violence at work reporting procedures including how and to whom
- Health and safety
- Fire and emergency procedures
- First aid
- Code of Conduct

Appendix 3

General Induction Checklist

(This should be adapted to the requirements of the specific post and postholder)

Name _____ Start Date _____

Name of Senior Colleague/Mentor _____

Induction Element	Tick on completion	Notes
Day One		
Meet Induction Co-ordinator		
Introduction to Senior Colleague/Mentor		
Tour work area & introduction to work colleagues and work area		
Location of facilities – toilets etc.		
Health and Safety responsibilities		
Hours of work		
Arrangements for breaks and lunch		
Telephone System & arrangements for personal calls		
ICT and Resources familiarisation		
Health and Safety aspects relating to individual's work environment		
Codes, passwords for doors and computers.		

<p>During First Week</p> <ul style="list-style-type: none"> Planned meetings with key staff Personal programme and planned introduction to duties of post - agreed with the Induction Co-ordinator Meet with Induction Co-ordinator at the end of the first week, review progress and agree training and development needs Identify development needs and agree means of meeting Arrange for ID cards to be collected. Work place parking options IT phone systems and procedures office etiquette Works perks and other benefits of the Trust and TUs 		
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<ul style="list-style-type: none"> • Security of personal items • Reiteration of Health and Safety responsibilities 		
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<p>End of First Month</p> <p>Meet with Induction Co-ordinator and review progress. Agree action plan to deal with outstanding items</p> <p>End of Three Months</p> <p>Meet with Induction Co-ordinator to determine whether Induction Programme complete or if there are still outstanding items Agree an action plan to deal with any outstanding items</p> <p>If Induction Programme is complete, discuss possible courses of action in relation to future development of the job role.</p>		
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Policies and Procedures	Tick on Completion	Notes
<p>Health and Safety. This will include: Provision of or reference to the location of the school policy Information and training in relation to the employee's Responsibilities. Ensure these responsibilities are reiterated throughout first months of employment.</p>		
<p>Fire and emergency procedures: This will include:</p> <ul style="list-style-type: none"> • Location of school/building Fire Safety Manual • Fire Action and other fire notices, • Location of firefighting equipment. • Means of raising the alarm including the position of fire alarm points (i.e. break glass units) • Fire evacuation procedure and means of escape • Fire assembly points • Times of fire alarm sounder tests, and any other relevant information • Further training may be necessary depending upon the responsibilities of the post holder 		

<p>First Aid - This will include:</p> <ul style="list-style-type: none"> • Location of first aid provisions • Names of First-Aiders • Location of notices bearing details of qualified First Aiders • Means of obtaining first aid assistance • Any other relevant information. • Policy on providing first aid for pupils • Further training may be necessary depending upon • the responsibilities of the post holder 		
<p>Policy and procedures relating to Safeguarding Children and Child Protection</p>		
<p>Policy and procedures relating to Behaviour Management</p>		
<p>Policy and procedures relating to Sickness absence</p>		
<p>Policy and procedures relating to Special Leave of absence</p>		
<p>Policy and procedures relating to Appraisal/Performance Management including dates on appraisals and continuing professional development meetings</p>		

Appendix 4 - Induction Feedback Form

We would appreciate it you would spend a few minutes giving us some feedback relating to the induction programme the school has undertaken with you since you began your employment. Please return within 3 working days to School Business Manager.

Employee Name: _____ Start date: _____

Position: _____

How would you rate the induction process overall?

Excellent Good Fair Poor

Questions	Comments	
1. Were you personally introduced to your new colleagues, managers and relevant people during your induction?	<input type="checkbox"/> Yes	
	<input type="checkbox"/> No	
2. Has the induction process helped you understand your job, responsibilities, work standards?	<input type="checkbox"/> Yes	
	<input type="checkbox"/> No	
3. Did you find the checklist useful? Please provide any suggested amendments.	<input type="checkbox"/> Yes	
	<input type="checkbox"/> No	
4. Which parts of the induction process were most useful?		
5. Which parts of the induction process did you find least useful?		
6. Comment on any part of the process that provided you with too much or too little information.		
7. How could the induction process be improved?		

Signature: _____ Date: _____