

# Induction Policy

Model Policy for Schools

May 2022

**EVERY  
CHANCE  
for EVERY  
CHILD**

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## 1. POLICY STATEMENT

It is important that *all* staff are inducted into the whole school team and that induction should begin as soon as practicable after the appointment.

The School encourages the philosophy of a 'whole school approach' to the life and work of the school. All members of the school community are valued and respected as individuals and as members of the whole school team. It is important that new staff are welcomed into the whole school team and helped to establish their role and position within it. New staff should be given every assistance in settling into school quickly and happily and helped to gain a knowledge and understanding of the philosophy and ethos of the school, the routines and practices that take place and the way in which the school operates. This includes the Safeguarding of children and themselves and ensuring they are fully briefed in Health and Safety regulations.

In establishing their expectations of a new employee, consideration must be given to their contractual entitlements including work/life balance issues. Whilst this is a statutory element of teachers' pay and conditions the same principles should be applied to all school staff. It should also be noted that, for Headteachers, the governing body has a specific duty of care in this respect. A failure by management to recognise areas where the new employee is having difficulty or is underperforming and to provide appropriate support, can lead to serious problems at a later stage. Where performance procedures are being considered, it will be necessary to demonstrate that appropriate induction and performance management procedures have been implemented.

This policy outlines the programme that is used at school to induct any newly appointed staff. It gives a framework within which all staff can work together to ensure a smooth induction for new staff. Permanent appointment of support staff may be subject to a probationary period of 6 months which can be extended in certain circumstances, and managers of new staff should ensure they are fully aware of the probation process as part of their induction.

This policy has been consulted on and agreed with the relevant trade unions.

## 2. SCOPE

This procedure applies to all employees and also, as appropriate, to agency staff, volunteers and governors. All will receive a tailored induction programme which takes account of their previous experience and the requirements of their new role. The

programme will include appropriate information, training, observation, mentoring, safeguarding and child protection. Early Career teachers will also undertake an induction programme which is set out in DfE guidelines which can be accessed here <https://www.gov.uk/government/publications/induction-for-early-career-teachers-england>

### 3. EQUALITIES

3.1 The Induction programme should address issues of diversity and equality, and staff responsible for induction should ensure new staff are made fully aware of the requirements of the Equality Act 2010 and the school equality and diversity policies and practices. Where reasonable adjustments are applied these should be assessed and reviewed during the induction period to ensure they are meeting the requirements of the new employee and the school. Where relevant, any risk assessments will be written and agreed between the line manager and the new employee, ensuring that the specific needs of any new members of staff with medical needs or disabilities are addressed to minimise any risk, this should include any issues around fire evacuation.

3.2 All new staff should, be made aware of and have access to the school's policies and procedures regarding grievance, discipline, harassment etc. As would be the case for any member of staff, line managers should be vigilant for any behaviour by colleagues which could be perceived as harassment. A new employee may not feel sufficiently confident to report any such problems at this time, although they may feel more able to respond when they are settled in their new situation. It is important to discuss with any new employee the most appropriate management response to any discriminatory or unhelpful behaviour they experience from staff, pupils and other members of the school community.

### 4. AIMS AND OBJECTIVES

4.1 Staff who have had a planned introduction to their new organisation, new colleagues and roles and responsibilities, became effective more quickly. An effective induction process also supports the retention of staff. Poor induction procedures can sometimes result in performance issues.

4.2 The first weeks and months are vital to the success of any appointment. The arrangements made for introducing new employees, agency workers, volunteers or

governors to the duties of the post, and to the school as a whole, provide the foundation for successful and safe contribution to the school.

**4.3** An Induction Programme is designed to help new employees, agency workers, 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.

**4.4** The implementation of good induction practice is the responsibility of everyone but will be led by the Headteacher, SLT, Line Managers and induction leads, as assigned by the headteacher. The induction programme should;

- make all staff feel welcome and at ease in their new environment.
- enable new staff to settle happily into school so that the quality of learning experienced by the children can be maintained and improved.
- ensure new staff retain motivation, perform to a high standard and help raise performance;
- enable new staff to understand the philosophy and ethos of the school and to observe good practice so that it can be reflected in their own work
- enable new staff to settle into work quickly and become productive and efficient within a short period of time;
- enable new staff to make a full contribution, taking on all their responsibilities as soon as possible.
- foster positive relationships between existing and newly appointed staff and to ensure there is a system of support in place.

**4.5** It is important to recognise that employees will have different requirements depending on the nature of their role, level of experience, knowledge, personal circumstances, etc. The type of induction that might be appropriate for a school leaver will be different from the induction that would be best for someone returning to work after a long career break. This would itself be different from the induction for a person being promoted into a senior role for the first time or for an experienced Headteacher. The different elements of induction will also vary in their relative importance depending on the situation. The new employee should be invited to suggest some activities which might be helpful to them, and their way of learning, for example, by shadowing someone else doing a similar job.

## 5 FINANCING THE INDUCTION PROGRAMME

5.1 The Headteacher and Governors recognise the necessity for allocation of funds from the school budget in order to finance the Induction Programme. The school might need to budget for supply cover so that the Headteacher/induction lead/mentor can spend time with new staff in the classroom and/or in discussion sessions. The Headteacher will also need to budget for newly appointed staff to attend relevant courses.

## 6 ROLES AND RESPONSIBILITIES

### 6.1 Chair of Governors

The induction of a new Headteacher is the responsibility of the Chair of Governors, the Deputy Headteacher and the Leadership Team. The Chair is also responsible for the overall management and organisation of the induction for Governors. The Chair may be supported in this by the Local authority or other provider of support services. There will be an element of school based induction for new governors which will involve a school based induction lead.

### 6.2 Headteacher

The Headteacher is responsible for the overall management and organisation of induction of new employees, agency workers and volunteers. The Headteacher will take the lead on induction of new members of SLT, this will include where staff have been promoted internally. The Induction Programme for newly appointed staff operates under the direction of the Headteacher, however the Headteacher will determine who will lead the day-to-day management of the induction programme for all new staff including agency workers and volunteers. This 'induction lead' will usually be the line manager as they have the best overall view of the role the individual will undertake.

### 6.3 The 'induction lead'

The induction lead should;

- Make arrangements to ensure that a new member of staff, agency worker, volunteer or governor is welcomed
- Ensure that any immediate needs are identified before the new member of staff, agency worker or volunteer or governor takes up the position, where possible

- Ensure that the new employee can access IT and is issued with a security pass
- Provide, if appropriate, a tour of the school and information about facilities; answering questions and giving practical advice
- Introduce key personnel
- Ensure that an Induction Programme is provided, delivered and evaluated

The induction of all new staff, including support staff, is an important aspect of school life and is essential in maintaining and developing the school ethos. The class teacher of a newly appointed teaching assistant will also play a role in their Induction Programme, they will be responsible for familiarising them with routines and procedures.

The induction lead is there to help, reassure, guide, counsel, inform and listen, and is responsible for monitoring the progress and professional development of the newly appointed staff to whom they are assigned. They will guide new staff through school documentation and organise appropriate support meetings. All new staff must know who is responsible for giving them support.

#### **6.4 Mentors**

The mentor of a newly appointed teacher such as an ECT, has an important role in the induction programme. This colleague will act as a 'friend', guide, supporter and adviser on a day-to-day basis, as well as sharing planning files and other relevant documentation. A teacher who is appointed to take on a teaching role other than that of a class teacher, for example a Booster Class, would have one particular teacher colleague to act as their supporter. In this instance, the person would take on a similar role to that of a mentor as outlined above.

Mentors who are to work with a newly appointed teacher, will be expected to discuss their role in the Induction Programme with the Headteacher before the new staff member starts work at the school.

Mentors may help new staff with;

- Day to day organisation
- Class and school routines
- Classroom timetables
- Discipline procedures, including rewards and sanctions
- Short term plans
- Initial and long term plans
- Use of exercise books
- Marking, feedback and presentation

- Record keeping – teacher assessment, class lists, reading records and other records
- Home reading books
- Handwriting style
- Homework provision
- Use of the photocopier

### **6.5 Peer Support**

It may also be appropriate to identify a suitable key colleague to offer peer support to new starters. This is a more informal role to help the individual to settle in socially and familiarise themselves with the school and its organisation. This might be particularly important for individuals who are coming into employment of this nature for the first time, or after a long break.

### **6.6 All other staff**

All other staff in school are involved in the induction of any newly appointed staff. All staff assist in integrating a new colleague into the Whole School Team. They share experiences and ideas, help in practical ways and offer support. Newly appointed staff are encouraged to approach any member of staff with any queries they might have. The Headteacher will ensure newly appointed staff are included in the INSET plans for the year and that new staff are consulted about their INSET needs.

## **7 AGENCY WORKERS**

**7.1** The school should ensure that agency workers meet the pre employment requirements of the role they are to undertake. The supplying agency is responsible for undertaking the checks and providing the school with assurance these have been done. The agency worker should bring ID to the school when they commence their role.

**7.2** Agency workers covering roles on a longer term should be given the same induction as new employees, obviously they will not be subject to probation.

**7.3** Short term or supply workers need to be given sufficient induction that they understand the responsibilities of the role they are undertaking and they understand and are fully compliant with school policies and procedures that affect their role. Agency workers also need to be shown the facilities at the school that they will need to access, including, toilets, kitchen, staff room etc.

## 8 VOLUNTEERS

8.1 Where volunteers come in to school, the school should ensure they carry out appropriate checks, including, if necessary, DBS, before they start. The induction requirements for volunteers will depend on what activities they are carrying out but should include safeguarding and health and safety. The volunteer should be under the direction of an identified member of staff, this person will usually be their induction lead.

8.2 Some schools will take students and former pupils on work placements, again, where appropriate, DBS checks should have been undertaken. Schools need agree what activities the students will be carrying out and ensure there is clarity around boundaries.

## 9 PRE-COMMENCEMENT VISITS

9.1 Ideally, a new colleague should visit the school several times before starting. This could be in term time or during a holiday. Members of staff should meet the team that they will be working with if they have not already done so. Where a new member of staff is appointed at the start of a new school year, it might be possible to use part of an INSET day as part of the induction programme. At this visit, new staff can be given an induction pack which should include;

- Staff handbook
- School prospectus
- Access to relevant school policies
- Current school development plan
- National Curriculum Document
- Child Protection Policy and Safeguarding Procedures:
- School record keeping systems
- Timetables and rotas
- Term Planner (this includes the dates of all major events in the school year)
- Class lists and class records
- Dates for the diary
- Dress code and whether any work clothes are provided
- Assessment cycle

- Annual calendar for school improvement
- Whistle Blowing Policy
- Confidentiality

9.2 Where staff come into school before they start employment and they are not being paid for their time, the school should clarify whether or not they will be paid for this. Usually if someone is already working at a school, their school will take a flexible approach to releasing staff for induction purposes.

## 10 THE INDUCTION PROGRAMME

### 10.1 First Day

10.1.1 Every effort should be made for the new member of staff to be greeted by the Headteacher on their first day, who should then introduce them to their Line Manager and other relevant staff, as soon as possible. It will sometimes be appropriate to arrange for a later start time than normal, so that sufficient time can be devoted to welcoming the new member of staff.

10.1.2 Once initial introductions have been made the induction lead should;

- a) Give the new member of staff an Induction pack and arrange to go through this with them.
- b) Ensure the new member of staff feels welcome and at ease.
- c) Organise a tour of the building pointing out toilets, emergency exits, places to eat and rest, and where possible arrange for someone to accompany the newcomer to lunch.
- d) Provide basic employment information including probationary requirements (see the Probationary Policy).
- e) Present an overview of the school and its ethos.
- f) Point out Health & Safety Procedures, fire exits, and drills.
- g) Complete the school's induction checklist with them

10.1.3 At the end of the first day review the checklist with the new member of staff, answer any questions and explore any concerns that they may have.

## 10.2 First Week

10.2.1 During week one the induction lead should ensure that the new member of staff has all the relevant information and support they need to undertake their new role and that they are beginning to settle in to the life of the school.

10.2.1 Teaching Assistants (TA's) will receive guidance from the Class Teachers with whom they will work and additionally from the SENCO in the case of support for pupils with specific educational needs. Any relevant aspects of their job description will be discussed with them.

## 10.3 First Month

10.3.1 By the end of the first month it is essential that the new member of staff has had an opportunity to fully understand the requirements of the role, and all the areas detailed in the induction checklists have been completed and understanding checked with the induction lead.

10.3.2 As part of the 1<sup>st</sup> month review the induction lead or line manager (if the induction lead is not the line manager), should:

- Set and agree expectations regarding standards of work and performance
- Outline any responsibilities they may have in the School's Development Plan and how the role of the individual fits with "Keeping Children Safe".
- Ensure that the staff member is competent in meeting the expectations of the role.
- Familiarise the member of staff with the specific aims, practices, and policies and procedures within the school.
- Arrange a mentor for the new member of staff if appropriate.

10.3.3 It is also essential that objectives and expectations are agreed and set for the performance year in order that the new member of staff has sufficient opportunity to discuss training and development needs and set and follow an effective plan of work (objectives and expectations should be set taking into account the relative position on the performance management calendar).

#### 10.4 8 week review

In line with the Probation Policy for support staff, the line manager will hold an **8 week** review to formally discuss the new employee's performance with them. The outcome of this review will be recorded on the probation assessment form. Note; apart from ECT's, in most schools teachers are not subject to probation.

#### 10.5 18 week review

In line with the Probation Policy for support staff, the induction lead or line manager (if the induction lead is not the line manager) will hold an **18 week** review to formally discuss the new employee's performance with them. The outcome of this review will be recorded on the probation assessment form.

#### 10.6 Sixth month

10.6.1 In line with the Probation Policy for support staff, the induction lead or line manager if the induction lead is not the line manager will hold a **24 week** review to formally discuss the new employee's performance with them. The outcome of this review will be recorded on the probation assessment form.

10.6.2 By the end of six months the induction lead or line manager (if the induction lead is not the line manager) and the new member of staff should be confident that all areas of the induction have been covered and the Induction Checklist has been completed and placed on the member of staff's file.

### 11 ADDITIONAL INFORMATION

11.1 For any further information on this policy please contact your HR provider.

## Appendix 1 Induction Resources for New Staff

- Safeguarding Policy and Procedures including linked documentation e.g. KCSIE.
- School Development Plan
- Behaviour Policy
- Blank timetable sheet
- Class list
- Email address and log on for laptop etc.
- Newly assigned laptop
- Code of Practice for Special Needs
- Planning Formats
- Curriculum Guidance for the Foundation Stage (Early Years Teachers only)
- Health and Safety Policy
- INSET notes (where applicable)
- National curriculum document
- Curriculum framework List of all policies
- Pupil records
- School prospectus
- Code of Conduct
- Dress code
- SEN register
- Staff structure/list
- Staff meeting dates
- Supporting pupils with medical needs
- Timetables
- Educational Visits Policy
- Trade union contact details

## Appendix 2 Policies and Documentation Checklist

All new staff should be provided with a copy of key school documentation which can be listed in the document below, and staff should be asked to sign and date this to confirm they have received and read them.

<b>Document/Policy</b>	<b>Received Date and initials</b>	<b>Read Date and initials</b>
Safeguarding Policy & KCSIE		
Health and Safety Policy		
School Prospectus		
Assessment Policy		
SEND Policy and School Offer		
Educational Visits Policy		
Behaviour Policy		
Homework Policy		
Teaching and Learning Policy		
Online Safety and Acceptable Use Policy		
Staff Code of Conduct		
Dress code		
<b>Other Policies</b>		

## Appendix 3 Induction checklist for new staff

### First Day

Information provided	Received/completed	Comments
Introduction to Line Manager (LM)/Induction lead.		
Introduction to specific department and work colleagues.		
Layout of working area and tour of school and facilities:  Cloakroom and toilet facilities (inc. lockers if applicable).  Staff room.  Break/lunch times.  Hazardous areas (e.g. chemical stores).		
Issue of door security codes or keys.		
Health and Safety procedures explained (cover, evacuation, security first aid and accident reporting)		
Induction Plan and probation procedures explained.		
Organisation Charts: Team and Unit.		

Use of equipment / supplies (e.g. stationery).		
Catering facilities (canteen, tea/coffee making facilities).		
Notice boards / newsletters (including Health and Safety notice board).		
Car and bicycle parking (designated areas / parking permit).		
Making and receiving personal telephone calls.		
Designated smoking areas.		
Telephone system / telephone salutation.		
Fire and bomb procedures (fire drill and fire alarm).		
Fire extinguishers (location of firefighting equipment / use of extinguishers).		
Completion of PEEP if required.		
Location of Fire exits and assembly points.		
Fire Evacuation Co-ordinator (who).		
Introduction to Fire Marshall (where necessary).		
Introduce to First Aider(s)/appointed person (who and where based).		
Location of First Aid box/room.		

Local procedures where health care plan required.		
<p>Accident / incident reporting procedures (must be shown relevant forms and go through each following procedure):</p> <p>Accident reporting procedure for staff.</p> <p>Accident reporting procedure for children.</p> <p>Violent incident reporting procedure.</p>		
Risk assessments.		

<b>Forms for Completion / Conditions of Employment Explained</b>	<b>Who is Responsible</b>	<b>Received/completed</b>
Conditions of Service.	HR	
P45 (handed in) or P46 (request for payroll).	Employee & HR	
Hours of work.	LM in liaison with HR	
Absence Notification (reporting arrangements/ self-certifications/ sick pay).	LM in liaison with HR	
Annual leave (entitlement) / Leave card.	HR	

**Within the First Week**

Information provided	Received/Completed	✓	Comments
Child Protection Procedure.			
Name of and how to contact the Designated Safeguarding Lead (DSL).			
<i>Keeping Children Safe in Education</i> : Information for all school staff.			
Expectations of school/protocol.			
School's Code of Conduct read and signed			
HR policies and procedures explained to employee (explain to the new employee that they must read, understand and adhere to school policies).			
Set up mandatory training (e.g. Safeguarding, Child protection etc.)			
Online Safety and Acceptable Use Policy			
Health & Safety responsibilities (employee).			
Risk Assessment (explain safety hazards – general/particular).			
Safe lifting and handling techniques (book training if required).			

Safe use of equipment.			
Security (premises): Visitors procedures. Key holders list. Locking and opening procedures. Access identification/codes.			
Health & Safety Procedure /Health & Safety Representatives.			
Show all other appropriate policies and procedures.			
Safety Rules (no smoking / behaviour / protective clothing – where applicable).			
Lone Working – safety procedures (where applicable).			
All staff must complete Fire safety Induction and Moving and Handling e-learning.			
Fire safety e-learning for responsible managers (as required).			
Code of Conduct / Disciplinary rules			
Communication (records / team meetings / e-mails/ etc.)			

Confidentiality / Data Protection (including access to files).			
Reporting and recording information.			
Computer system / Code of Practice/ main applications (inc. SAP and intranet).			
Mobile phones procedure / billing for personal calls (if applicable).			
Basic skills training (e.g. lifting and handling, ECDL).			
Training facilities (including Procedure and day release assistance with course fees and books).			

Forms for completion/ Conditions of Employment explained	Who is Responsible	✓	Received/completed
Contract of Employment (hours/breaks/notice/written statement).	HR		
Pension Guide / Scheme / other benefits.	HR		
Pay and pay slips (method/frequency/date/point of contact).	HR		
Issue of identification card.	HR		

Childcare Disqualification Declaration for staff in Early/Later Years settings – requirement to let HT know if their situation changes whilst working at the school.	HR		
Future dates to be diarised for action (e.g. IPP/performance management meeting).	LM		

### Within the First Month

Information provided	Received/Completed	✓	Comments
DSE users to complete the DSE e-learning.			
DSE users to undertake workstation assessment			
training needs to be identified			
Consider the role and tasks of new staff member and adjust risk assessments as required.			
Objectives set and work performance standards set.			
Regular 1-2-1's set up and diarised			

**8 weeks**

Information provided	completed	✓	Comments
8 week probation meeting held			

**18 weeks**

Information provided	completed	✓	Comments
18 week probation meeting held			

**Within the First Six Months**

Information provided	Received/completed	✓	Comments
Performance Management Process.			
Disciplinary Procedure and Procedure.			
Grievance Procedure and Procedure.			
Absence Management Procedure and Procedure.			
Whistleblowing (Protected Disclosures Procedure).			

School's Recruitment Procedure.			
First Aid Procedure.			
Equality Procedure Statements.			
Health, Safety & Welfare (role / representatives).			
Occupational Health Service & Employee Support Line.			
Trade Union Membership / Recognition.			
Local policies and procedures.			
Where appropriate 24 weeks probation meeting completed			
Induction list completed			

Comments by Employee

Comments by Line Manager

Signed \_\_\_\_\_

employee

Date \_\_\_\_\_

Signed \_\_\_\_\_

Line manager

Date \_\_\_\_\_

The employee and the line manager will both keep a copy of the signed checklist (electronic or paper) and the original will be forwarded to be kept on the employee's personal file.