

A Policy for Staff Induction



Agree Date	Review Date	Person Responsible
May 2024	May 2026	Mr Smith

Introduction

1.1 This policy applies to all employees and also, as appropriate, to volunteers 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.

1.2 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 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 GTCNI Induction requirements and probationary periods for support staff, as appropriate.

1.3 The induction process will

- Provide information and training on the school's policies and procedures
- Provide Child Protection training
- Enable the colleague 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 colleague'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

1.4 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
- details of other relevant individuals with responsibility for induction e.g. the designated mentor or supervisor

1.5 Appendices

Appendix 1 Induction Checklist

Appendix 2 Essential Policy list

Appendix 3 Temporary Staff Information

Appendix 4 Role and Responsibilities of a Co-Ordinator

Appendix 5 Evaluation and Feedback

2 Management and Organisation of Induction

1. Responsibility for Induction

- The Principal is responsible for the overall management and organisation of induction of new employees, substitute teachers, and agency staff. However, will delegate this to other suitable staff members.
- Teaching staff are responsible for the overall management and organisation of induction of volunteers
- The Principal is responsible for the overall management and organisation of induction of Governors

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
- Introduce key personnel
- Ensure that an Induction Programme is provided, delivered and evaluated.

3 The Induction Programme

Induction Programme

The person responsible for induction should ensure that an Induction Programme is provided personally, or by the line manager or mentor, 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
- 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 line manager

Induction programmes should be tailored to specific individuals. Areas which 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.

Substitute Teachers

All new substitute teachers and agency staff should be given appropriate induction advice, training and resources on arrival. This should include:

- Safeguarding children and child protection policy
- Health and safety
- Fire and emergency procedures
- Behaviour management policy
- Relevant information on curriculum, schedules and timetables
 - Marking Policy
 - Medical Conditions

Teaching Staff including Teaching assistants

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

- Safeguarding children and child protection
- Health and safety
- Fire and emergency procedures
- Policy documents, including School Development Plan
- Year group schemes of work
- Assessment advice, recording, reporting, resources and procedures
- Class lists
- Information on whole school and year group resources, including ICT
- Timetables

Administrative Staff

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

- Safeguarding children and child protection
- Health and safety
- Fire and emergency procedures
- School administrative systems and procedures
- Specific job related training such as finance, for recruitment selection administration etc.

Building Supervisor All new staff should be given appropriate induction advice, training and resources by the Principal. This should include:

- Safeguarding children and child protection
- Health and safety
- Fire and emergency procedures
- Specific job related training such as manual handling, use of ladders, etc.

Lunchtime supervisors

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

- Safeguarding children and child protection
- Health and safety
- Fire and emergency procedures
- Specific job related training such as behaviour management

Governors

All new Governors should be given appropriate induction advice, training and resources by the Secretary to Governors (Principal). This may include:

- Information and access to the EA Governor training schedule
- Safeguarding children and child protection
- Health and safety
- Fire and emergency procedures
- Current relevant school information, policy documents and School Development Plan data.

- School brochure including staffing, Education and Training Inspectorate (ETI) and school performance data
- EA information on the role of governor
- Dates and times of whole governing body and subcommittee meetings
- Access and information of previous governing body minutes

Volunteers

All new volunteers should be given appropriate induction advice, training and resources by a Teaching Assistant. This should include:

- Safeguarding children and child protection
- Health and safety
- Fire and emergency procedures

Appendix 1

Name:		Date started:
Job Title:	Direct Supervisor:	Date of completion of Induction:

Induction Element	Tick on Completion
Day One	
Meet Induction Coordinator	
Introduction to Direct Supervisor	
Tour work area - introduction to work colleagues and work area	
Location of facilities – toilets etc.	
Hours of work	
Arrangements for breaks and lunch	
Telephone system and arrangements for personal calls	
Use of personal mobiles / Where to store personal belongings	
ICT and Resources familiarisation	
Health and Safety aspects relating to individual's work environment	
Signing in and signing out procedure/security codes	
Confidentiality	
Allocation of a settling in mentor	
Job description – terms & conditions of role/ Line Manager	
Introduction to colleagues	
Notes:	

Induction Element	Tick on Completion
During First Week <ul style="list-style-type: none"> • Planned meetings with key people • Personal programme and planned introduction to duties of post - agreed with the Induction Coordinator • Meet with Induction Co-coordinator at the end of the first week, review progress and agree training and development needs, identify development needs and agree means of meeting <ul style="list-style-type: none"> • Unions • ICT/photocopier/cameras • Accident forms 	

<ul style="list-style-type: none"> • Behaviour Incident forms • Ordering of lunch (chargeable) / Tea Fund 	
<p>End of First Month</p> <ul style="list-style-type: none"> • Meet with Induction Coordinator and review progress • Agree action plan to deal with outstanding items for example: <ul style="list-style-type: none"> • Process for support, CPD and Performance Management • School Development Plan • Refund of purchase procedure • Ordering stock • E-Bulletin 	
<p>End of Three Months</p> <ul style="list-style-type: none"> • Meet with Induction Coordinator to determine whether Induction Programme is complete or if there are still outstanding items. • Agree an action plan to deal with any outstanding items 	
<p>Notes:</p>	

Appendix 2 Essential Policy list

Policies and Procedures	Tick on Completion
<p>Health and Safety This will include:</p> <ul style="list-style-type: none"> • Provision of or reference to the location of the school policy. • Information and training in relation to the employee’s responsibilities <p>Further training may be necessary depending upon the responsibilities of the post holder</p>	
<p>Fire and Emergency Procedures This will include:</p> <ul style="list-style-type: none"> • fire action and other fire notices, • location of firefighting equipment, • means of raising the alarm including the position of fire alarm point • fire evacuation procedure and means of escape, • fire assembly points <p>Further training may be necessary depending upon the responsibilities of the post holder</p>	
<p>First Aid This will include:</p> <ul style="list-style-type: none"> • location of first aid provisions, • location of notices bearing details of qualified First Aiders, • means of obtaining first aid assistance • policy on providing first aid for pupils <p>Further training may be necessary depending upon the responsibilities of the post holder</p>	
<p>Policy and procedures relating to:</p> <ul style="list-style-type: none"> • Safeguarding Children and Child Protection including • Positive Behaviour Policy • Sickness Absence • Special Leave of Absence • Performance Development • School Code of Conduct • Access to all school policies from the school office 	

Appendix 3 Staff Information

What to do if.....

I'm unwell	<ul style="list-style-type: none"> • Please ring the school as soon after 0745 as you can and tell us the nature of your illness/absence and how long you intend to be off work. Please request to speak with Mr. Smith. Messages via other staff members are not to be relied on as a sole communication method. • Unless you have given a definite length of absence, e.g. out for 2 days, you must phone the school before 1400 each afternoon so that we can plan and cover effectively. • See the administrative staff regarding self-certification and doctor's certificates. <p>If you're off work for more than four weeks you must give two weeks' notice of returning to work.</p>
I need leave of absence	<p>Complete the Staff Leave During Term Time Application Form as soon as possible. Please use the wording from the EANI list of acceptable leave reasons.</p> <p>The Principal will then inform you of the decision. Most decisions required approval from the Board of Governors. Therefore, you will need to apply before the appropriate Governor meeting.</p>
I have an appointment.	<p>Inform the Principal then inform your classroom teacher. Please provide a copy of your appointment card to the Principal.</p> <p>Where possible, appointments should be made for before or after work. The Staff Leave During Term Time Application Form will also need completing.</p>
I want to go on a course	Discuss with Principal
A pupil/ adult has an accident	<p>Contact a first aider if necessary.</p> <p>Complete an accident form</p>
I have concerns about a pupil's behaviour	Speak to the child's teacher.
I suspect a pupil in my class is being abused	Speak to the Designated teacher for Child Protection if they are not in school then speak with the Deputy Designated teacher or a member of the safeguarding team.
A pupil is unwell	Consult school first aider and if necessary inform Mr Smith.
I want to organise a visit	Follow Educational Visits Policy – Please be aware permission is required from the Board of Governors so adequate notice is required.
I wish to order resources	<p>Make sure you have enough funds in your budget.</p> <p>Speak with Mr Smith then place the order with the clerical staff.</p>
ICT equipment does not work	Speak with another member of staff if they're unable to assist you contact C2K on 0800931541.
I need cleaning supplies	Discuss the issue with Mr Craig.

Appendix 4

Role and Responsibilities of a Co-Ordinator

JOB SPECIFICATION:

To lead the development of their subject area throughout the school, in conjunction with the Principal and Senior Management Team, reporting to the Principal and/or Board of Governors.

RESPONSIBILITIES:

The Co-Ordinator will:

- demonstrate expertise, enthusiasm and vision
- promote self-evaluation in order to enhance the monitoring, evaluation and review processes
- monitor, evaluate and record progress on the action plan for their subject area
- ensure a regular review and update of the policy with all staff
- encourage staff to use a range of learning and teaching strategies to best meet the needs of pupils
- assist teachers avail of appropriate courses to enhance their understanding and teaching skills
- To organise school-based INSET as required
- provide guidance in the effective use of comparative performance data, including benchmarking
- encourage management to offer support for identification, dissemination and implementation of good practice in the learning and teaching
- undertake on-going monitoring and evaluation at individual, class and whole school level
- report to Principal and Governors about their subject area's development

Appendix 5

Evaluation and Feedback

This information has been written to help new members of staff settle into school as quickly and comfortably as possible. We hope you have found it useful, accessible and informative. We believe it contains the majority of basic day to day information you will need whilst giving an overview of procedures and routines to be followed in the school. There may be some things that we have missed out.

It would be useful to have your input and response to this information. Therefore, as you use it, please note below any comments or omissions which would enable us to improve the quality of this important information.

What seems to be working well?

What could be improved?

Do you have any specific recommendations for improvement?