

The Whitby Secondary Partnership Federation

Induction Policy & Procedure

Caedmon College Whitby and Eskdale School

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1 **Introduction**

- 1.1 This policy is intended to be used in conjunction with the Induction Checklist (enclosed as Appendix 1) and, where applicable, [Probationary Policy and Procedure](#). The Governing Body have adopted this policy as the statement of their commitment, and their processes, regarding induction. The induction procedure does not replace, but should supplement, any other induction schemes in place, for instance statutory schemes such as the Early Career Teacher induction process.
- 1.2 Induction is a structured and systematic process for integrating a new employee into their role, helping them to familiarise themselves with:
- their responsibilities and duties
 - terms and conditions
 - working environment
 - the ethos of the school
 - standards of conduct
 - school policies.
- 1.3 Induction is at the heart of performance management, supporting the school to fulfil its duty of care towards employees. When managed effectively, it can have a direct effect on the long-term success of the appointment.

2 **Scope**

- 2.1 Induction will be provided for all new employees and, in some cases, for those who have moved jobs within the school.

- 2.2 Employees returning from an extended period of leave may also benefit from an induction refresher.
- 2.3 The Induction Checklist provides the recommended baseline standard. Whilst it is important to ensure that all essential information is shared to ensure consistency and understanding of employment terms; schools may tailor this to meet their needs.
- 2.4 Copies of documents and records relating to induction will be held confidentially on the employees personnel file in line with GDPR.
- 2.5 School leaders are responsible for planning and delivering induction. Employees are responsible for actively participating in the induction process, and for bringing any issues to the attention of their line manager.

3 Induction Procedure

- 3.1 Induction may take place over many months. It begins before the employee's first day with introductory information and further contact, where appropriate. If the new employee has to work a long notice period prior to joining the school, once the offer of employment is unconditional, it may be appropriate to mutually arrange for them to begin certain aspects of induction prior to commencing with the school, for example reading or potentially meeting colleagues/setting up the school for a new term/academic year.
- 3.2 Managers should plan each induction taking into account the specific needs, experience, and skills of the individual new starter. For example, consideration must be given to any specific cultural or religious needs eg, dress, space and time for prayer, or dietary habits (such as fasting at certain times of the year). Managers must also consider any reasonable adjustments for disabled employees which will allow them to work without barriers that may exist because of their disability.
- 3.3 It is important that administrative details such as contact details, computer access, access to school systems are set up in advance and that there is someone available to greet the new employee when they arrive.
- 3.4 The template Induction Checklist details a range of information that should be discussed and shared with new employees, in addition to signposting to information the employee should access as part of their induction. Information specific to the school should be added as appropriate. It is recommended that the manager will put together a pack of induction information including job-specific material and school information in advance of the employee commencing employment.
- 3.5 In addition to the topics outlined on the induction checklist, managers may wish to consider the following example induction steps as good practice:
 - regular meetings with the new employee
 - providing appropriate reading material at the right time
 - allocating project work, for example that involve finding out more about the school or education sector
 - job-shadowing
 - training course(s) or CPD
 - introductions to key contacts and members of the wider school community
 - mentoring
 - visits to schools
 - allocating a 'buddy' to be the new employees first point of contact during their induction period.

Induction Checklist – Addendum to Induction Policy

This induction checklist provides the baseline standard of induction to the employment of the school and should be utilised in conjunction with the School Induction Policy. Line managers should tailor this to meet their needs though they will ensure that all essential information included in the checklist is covered where this is applicable to the individual, to ensure that the induction is comprehensive, the school has met its obligations, and to ensure consistency.

Line managers are responsible for planning and delivering appropriate induction, including ensuring that sufficient time is allocated, provided, and dedicated to induction activity. Managers should plan each induction taking into account the specific needs, experience, and skills of the individual new starter. For example, consideration must be given to any specific cultural or religious needs e.g., dress, space and time for prayer, or dietary habits (such as fasting at certain times of the year). Managers must also consider any reasonable adjustments for disabled employees which will allow them to work without barriers that may exist because of their disability.

This checklist should be completed by the manager in conjunction with the new inductee;

- Please discuss each area/topic with your new starter, sharing any relevant supporting documentation or information. These should be discussed in an open manner, allowing the inductee the opportunity to ask any questions.
- Group induction may be appropriate in some cases, or for some discrete areas of induction.
- Ensure that consideration is given to the time allocated to complete each area of induction, specific time scales should be specified on the form where possible. Managers should consider carefully how to plan an effective induction process to ensure that information is shared at the appropriate time but is not too overwhelming to inductees.
- There may be items listed on the checklist, which are not applicable to the role – if this is the case, please initial “N/A” for “not applicable”.
- Once a topic/area has been completed for induction purposes, please ensure both the inductor and inductee initial in the relevant box as completed and add the date.
- Please ensure that probationary meetings are scheduled and undertaken in line with the school Probation policy (where applicable).
- Please give a copy of the completed checklist (as well as any subsequently updated copies), to the inductee for their records and retain a copy in the personnel file.

Employee name	
Job title	
Start date	
Induction period (estimate if unknown)	
Inducting manager’s name	

The school			
Topic / Action:	Actions taken / notes (where applicable):	Date completed:	Initials:
Vision and ethos			

The role of the Governing Body and its constitution			
Trade Unions			
School communications			
School/class structure			
Curriculum			
SENDCo			
Welcome pack/the school day			
Assemblies/collective worship			
Links with the Church/Diocese and their role within school (<i>where applicable</i>)			
Class registration procedures			
School Medical Conditions policy			
Behaviour Policy			
Intimate Care Policy			
Exclusion Policy			
Anti-bullying policy			
Trips/clubs – including relevant policies (such as Education Visits Policy [list more as needed])			
Wraparound care			
Teacher consultation evenings (parents' evenings)			
Disadvantaged pupils (PP)			
Teaching and learning Principles			
Performance management			
Marking and feedback policy			
Subject leadership			
Deployment of TA's			
Parental complaints			

Workplace and Job Familiarisation			
Topic / Action:	Actions taken / notes (where applicable):	Date completed:	Initials:
Introduction to work colleagues			
Mentoring/buddy arrangements			
Job role/duties discussed (job description and person specification)			
Hours of work, to include: <ul style="list-style-type: none"> ● school timetable ● academic year calendar ● directed time ● arrangements for training days ● bank holidays 			
Standards of Conduct expected (Code of Conduct/professional standards as applicable). <u>Please declare any personal relationships with pupils and/or families</u>			
Site Tour/Tour of workspace including: <ul style="list-style-type: none"> ● toilet facilities ● catering arrangements 			

<ul style="list-style-type: none"> • parking • staff room facilities • breastfeeding • quiet space • worship facilities 			
Security codes/access arrangements			
Use of equipment and stationery			
Use of mobile phones/arrangements for personal phone calls			

Employment Forms and Conditions of Service			
Topic / Action:	Actions taken / notes (where applicable):	Date completed :	Initials:
Statement of particulars			
Adding individual to the SCR			
P45 or P60 document for payroll			
Absence: <ul style="list-style-type: none"> • Reporting arrangements • Self-certification • Triggers • Occupational health • Sick Pay 			
Other leave entitlement and arrangements for requesting leave			
Employee Assistance Programme arrangements			
Pension scheme			
Pay arrangements and MyView			
Submitting claims (overtime, mileage etc)			
Issue of identification card			

Health & Safety Practices			
Topic / Action:	Actions taken / notes (where applicable):	Date completed:	Initials:
Employee's health and Safety responsibilities			
Risk Assessments; <ul style="list-style-type: none"> • details of any assessments in place for specific pupils • any risk assessments needed to ensure health and safety of inductee (dependent on role) • DSE assessment 			
First Aid arrangements including: <ul style="list-style-type: none"> • location of first aid equipment • who are the trained first aiders 			
Accident reporting			
Hazard reporting			
Fire procedure			
Health and Safety Training (Level required will depend on role):			

<ul style="list-style-type: none"> • Manual handling • Food Hygiene • Fire Safety • Working at height 			
Security Procedures: <ul style="list-style-type: none"> • Visitor procedure • Locking and opening procedures • Lock in/out procedures in an emergency 			
Evacuation procedure			
Invacuation procedure			
Violence procedure			
Lone working			
PPE and when it should be used			
Infection control			
Infection control			
Medication administration			
Hazardous substances			
Contractors on site			
Display screen equipment			
Food hygiene			

School HR Policies and Information			
Topic / Action:	Actions taken / notes (where applicable):	Date completed:	Initials:
Advise where copies of <u>all</u> policies can be accessed by staff – and ask staff to read the following policies and confirm they have done so and understand the content.			
Appraisal Policy			
Attendance Management Policy			
Code of Conduct			
Developing Performance and Capability Policy and Procedure			
Disciplinary Policy			
Flexible Working Policy			
Induction Policy			
Probation policy			
Leave policy			
Resolving Issues at Work Policy			
Smoke Free Policy			
Whistleblowing Policy			
Staff Privacy Notice			
GDPR Data Protection Policy			
Complaints policy			

ICT			
Topic / Action:	Actions taken / notes (where applicable):	Date completed:	Initials:

Contact IT provider 15 days before start date to request user accounts setup.			
ICT policy and arrangements			
School network – username and password			
School MIS System – username and password			
School email and Microsoft Teams account (where applicable) – username and password			
Class Charts/CPOMS (or equivalent for logging behaviour and safeguarding concerns) – username and password			
Other ICT system (detail) – username and password			
Online Safety policy			
Acceptable use agreement – must be signed and returned to school office			
GDPR data protection training			
Cyber security training			

Safeguarding and Child Protection			
Topic / Action:	Actions taken / notes (where applicable):	Date completed:	Initials:
Key Safeguarding information; <ul style="list-style-type: none"> • Keeping Children Safe in Education (gov.uk) – all staff who work directly with children should read at least part one of the guidance. Staff who do not work directly with children should read part one or annex A. • What to do if you are worried a child is being abused (gov.uk) 			
Systems to support safeguarding, including the school child protection policy, behaviour policy, staff behaviour policy / code of conduct, safeguarding response to children who are absent from education and the identity and role of the DSL (KCSiE 2023 para 13).			
Safeguarding and child protection training, including online safety and filtering and monitoring (KCSiE 2023 para 14)			
Awareness of Early Help process, process for making referrals, and			

what to do if a child discloses to them (KCSiE 2023 para 15 – 19)			
Guidance on safer working practice			
Designated Safeguarding Lead and Deputy Designated Safeguarding Lead			
Local Authority Designated Officer (LADO) – include procedure for making referrals			
Positive Handling training (<i>where applicable</i>)			
Prevent duty training (Gov.uk June 2015), note date completed. Read school's Prevent strategy statement			
Staff disqualification declaration form – (childcare disqualification regulations 2018) (<i>where applicable</i>)			
Safeguarding training; specify the arrangements, date, and when it is reviewed/updated			
Safeguarding declaration			

Training required for the role			
Topic / Action:	Actions taken / notes (where applicable):	Date completed:	Initials:
<i>List as many as applicable: For example:</i> <ul style="list-style-type: none"> - DSL Induction training - SENDCo - Specialist medical training - COSHH training 			

Actions and timescales for completion;
Comments by Employee

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Signed by employee		Date	
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Comments by Inducting Manager

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Signed by manager		Date	
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Induction completed date	
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