Staff Induction Policy

Our Ambition: To be the highest performing MAT in the country

Our Mission: To improve the communities we serve for the better

Written by	The Principals' Review Committee
Date for Review	March 2023
Approving Body	Strategic Development Committee
Signed Chair of Trustees	

Vision:
Challenging educational orthodoxies so that every child makes good progress in core subjects;
all teachers are committed to personal improvement and fulfil their responsibilities;
all children receive a broad and balanced curriculum;
all academies strive to be outstanding.

The FORGE Trust Staff Induction

Aims

Across the FORGE trust, we aim to maintain a caring, supportive and disciplined learning environment where children benefit from the best possible education. All staff are committed to this aim. We would like to know if you think we are not meeting your expectations, so that we have an opportunity to respond. We would also like to know your opinion on the things we do well.

Equality & Equal Opportunities

All children have equal access and inclusive rights to the curriculum regardless of their age, gender, race, religion, belief or ability. The FORGE Trust is committed to creating a positive climate that will enable everyone to work free from intimidation and harassment in respect of any of the protected characteristics. Indeed it is an expectation that all people (children and adults) are treated with kindness and respect in an environment that enables them to succeed.

The FORGE Trust is committed to creating a positive climate that will enable everyone to work free from racial intimidation and harassment and to achieve their full potential.

1.) INTRODUCTION

This policy applies to all employees within The Forge Trust and also, as appropriate, to volunteers, students, contractors, supply teachers and trustees who will all receive a tailored induction programme which will include appropriate information, training, observation, and mentoring as appropriate.
Safeguarding Children and Child Protection will feature prominently in every induction programme.

2.) THE VALUE OF INDUCTION

Having spent considerable time and money in finding the right person to fill a vacancy, it is important that academies also invest time in planning how to successfully integrate the employee into their new job. Research has shown that staff who have had a planned introduction to their new organisation, new colleagues, roles and responsibilities became effective more quickly and an effective induction process also supports the retention of staff.

It is also important to recognise that many performance difficulties can be linked to poor induction procedures. 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 Principals within the FORGE Trust, the Trustee 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, therefore, it will be necessary to demonstrate that appropriate induction and appraisal procedures have been implemented. Induction is relevant to anyone starting a new job or commencing work in a new environment. This means that staff who have been internally promoted or taken a sideways move will benefit from a planned induction period as well as those who are totally new to an academy. All staff appointed or returning to work are entitled, therefore, to be given an induction programme appropriate to their role and situation.

The Induction Programme should be cross- referenced to the NQT Induction requirements and probationary periods for support staff, as appropriate.

Induction is an organic on-going and evolving process that realistically takes weeks and months. The ethos of the trust is that learning is a shared responsibility and there is an expectation that new members joining the TEAM will be proactive in asking for information and help – however big or small.

3.) PRINCIPLES OF GOOD INDUCTION

Induction has one clear aim: to enable an individual undertaking a new job or responsibilities to become fully effective in their new role as soon as possible.

There are three key elements to this process:

- Settling in socially and emotionally
- Understanding a new culture/ethos
- Understanding the requirements of the new role

The process of helping the individual understand the requirements of their new role should have begun as part of the recruitment and selection process. The candidates may have been told about the academy and its ethos, although they probably will not have picked up the nuances of the culture - the "unwritten rules". It is usually the social and emotional aspects of induction that are the most difficult to address, but it will probably be their greatest concern before they actually start their new job.

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 an academy 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 Head Teacher.

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. However, there are obviously some areas of induction that must be undertaken regardless of individual preferences, e.g. health and safety briefings, introduction to workplace policies and procedures, etc.

Academies are encouraged to regularly monitor their recruitment and induction arrangements in order to ensure best practice and address any recruitment and retention issues.

The induction process should:

• Provide information and training on the trusts / academy policies and procedures
• Provide Child Protection information – including outlining responsibilities
• 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 Staff Code of Conduct to ensure that all staff, volunteers and trustees new to academies within The FORGE Trust understand what is expected of them at the academy and gain support to achieve those expectations
• Identify and address any specific training needs

The induction programme may include:

• A meeting with the Principal or a member of the Senior Leadership Team
• Signposting to the list of essential policies on the website – signing that these have been read
• Receiving copies of essential documents relating to role and expectation of help and support available
• Details of work shadowing if appropriate
• Details of other relevant individuals with responsibility for induction e.g. the IT technician to offer log-ins etc, the designated mentor or supervisor

4.) SOCIAL INDUCTION

This element of induction is about helping a person to feel valued and become part of the team, as well as helping them adjust to their new work environment.

To support an individual in this area, it may be useful to consider and where necessary act upon the following:

About the job:

• Who will be their line manager, and how will they interact?

• Who will they be working with on a peer level?

• Who will they be working with on a day-to-day level?

- Will they be working on their own for most of the time or will they be working with others?

- Consider the mix of people that they will be working with e.g. age, gender balance, experience etc.

About the new employee:
- Have they worked before? How long ago? Are they returning after a gap?
- Are they used to working in a school/academy or education context?
- Have they moved home for the job or are they commuting a long distance, or do they know the area well?
- Do they have a disability that requires adjustments to be made? [Disability Discrimination Act http://www.hmso.gov.uk/acts.htm] Are they likely to feel any particular pressure, for example, as the only male/female or due to their ethnic background, or as the youngest or the oldest in the team, or in relation to a disability, or their sexual orientation?

It may also be helpful to consider the **social network** that will be available to the new employee and try to identify those people with whom they will find it necessary and most easy to form good working relationships. Arrangements can then be made for the individual to spend some time with them. Ideally this should happen before they formally start work, and certainly within the first few weeks. If the job requires them to work on their own for long periods, the new employee also needs to know how to access informal support on a day-to-day basis. For example, staff room facilities, arrangements for lunch and break-times and informal meetings during the academy day.

If the employee has been used to being part of a large team, they may find it hard to adjust to working as part of a small, close knit team, and vice versa. The opportunity to spend some time with the team before formally starting the new job is often helpful. If they have moved home in order to take up the post, they may welcome an opportunity to meet some existing employees outside work, as an introduction to the area. New staff with children may also appreciate information about schools/academies or childcare and those new to the area may welcome recommendations about places to go shopping, eat out, sports clubs, etc.

However, managers need to be sensitive to individual preferences about the way new employees would like to meet their new colleagues. In considering informal meetings off academy premises, care should also be taken to reflect personal preferences and culturally acceptable venues.

5.) ADDRESSING SPECIFIC ISSUES/REQUIREMENTS

If an individual has a disability it is important to make sure that this has been discussed with them in advance and that any necessary support has been identified and prepared for them before they start work. Support from Disability Employment Advisers, based with the Employment Service, may be able to suggest adjustments or equipment that could be helpful if necessary, and can help with the cost of equipment in some cases.

In addition to considering the everyday aspects of the person's working life, such as workstation or classroom. There is also a need to check that contingency plans such as fire evacuation are appropriate. (See Disability Discrimination Act http://www.hmso.gov.uk/acts.htm) Academies are advised to seek advice from the CYPS – HR team as soon as the appointment has been confirmed if the new employee has disclosed a disability and may need support or adjustments to be made.

An employee who may be perceived as "being different" from the rest of the team is likely to be very aware of their difference while they are settling into their new job. This could include, for example, being the only employee who is male or of different ethnic origin to the majority of staff. They may or may not want to discuss their feelings, but they do need to know where they can go for support. All new staff should, therefore, be made aware of and have access to the trust / academy 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. (For further information, refer to **School Grievance Procedure**) 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 academy community.

This element of induction is about helping the person to quickly understand the culture and ethos of their new environment. It is not always easy to define organisational culture as it is more about the way things are done, said, and presented than what actually happens on a day-to-day basis.

The new employee should be provided with a copy of the academy handbook before they start work along with copies of key policy documents or summaries as appropriate to their role. This should include policies which relate to pupils and visitors such as safeguarding children, security arrangements, and protocols for contacting parents, as well as policies directly relating to staff and contact details for the Recognised Trade Unions. It should be recognised that, even if the employee has previously worked in a school / academy, there will be differences in the way each academy operates. Misunderstandings can easily arise if assumptions are made about the new employee's understanding of those matters which may not be defined in any handbooks or policy documents. It will be important, therefore, to arrange for a colleague to identify and explain these more informal customs and practices as soon as possible.

Probationary Periods

All new employees to the FORGE TRUST will be subject to a one term probationary period. The probationary period is a 'trial period', to enable the assessment of an employee's suitability for the job for which they have been employed and the extent to which they demonstrate the values and expectations of the Trust. During the probationary period two review meetings will be held with the relevant line manager, usually at the end of the first month and then again towards the end of the first

term - where the indications are that the employees is on track to successfully meet expectations. In the event of concerns being raised an additional meeting would be scheduled for the end of the second month to enable further review and to consider any additional training needs in supporting the employee towards successful completion of the probationary period.

Probationary periods for a new employee are a two-way process and the degree to which a new entrant develops into a fully effective member of the Academy will depend on a combination of the skills and attributes they demonstrate and the clarity of expectations and support they receive.

6.)   APPENDICES

Appendix 1 - Management and Organisation of Induction
Appendix 2 - The Induction Programme
Appendix 3 - Induction Checklist
Appendix 4 - Induction safeguarding checklist
Appendix 5 - Safeguarding training log for volunteers, students and contractors

Appendix 1 - Management and Organisation of Induction

Responsibility for Induction

The Principal is responsible for the overall management and organisation of induction of new teacher employees

The School Business Manager is responsible for the overall management and induction of supply teachers, and agency staff as well as of organisation of induction of volunteers

The Site Manager is responsible for the induction and organisation of workers to site

The SENCO is responsible for the overall management and organisation of induction of new teaching assistants

The Chair of Trustees is responsible for the overall management and organisation of induction of Trustees

The Academy Cook is responsible for the overall management and organisation of induction of new catering assistants

The Senior MDS is responsible for the overall management and organisation of induction of new Midday Supervisors

The person responsible for induction should

• Make arrangements to ensure that a new member of staff, volunteer or Trustee 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 and assigning a Buddy
• 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 is provided personally, or by the line manager or mentor, or another person with delegated responsibility, which will include:

• Child Protection information (To be completed by Safeguarding Lead)
• Health and Safety procedures
• 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

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.

- Safeguarding induction and checklist (Appendix 4/Appendix 5) to be completed by the academy Safeguarding Lead.
- The general induction checklist (appendix 3) to be be completed by the appropriate person detailed below.

Teaching Staff including Teaching assistants and supply teachers

All new staff will be given appropriate induction advice, training and resources by their line manager and others e.g. the office manager and senior leaders. This is likely to be over time and as necessary.

This should include;
• Safeguarding children and children protection policy (To be completed by Safeguarding Lead)
• Health and safety
• Fire and emergency procedures
• First aid
• Safer Code of Conduct
• Curriculum documents
• Staff Handbook,
• Academy Website
• Policy documents,
• Assessment advice, recording, reporting, resources and procedures,
• Class and set lists,
• Information on whole school and year group data, including SEN and 'vulnerable children'
• Timetables
(Appendix 3 and 4 should be completed and placed in the individuals main file)

Administrative Staff

All new staff should be given appropriate induction advice, training and resources by their line manager and others e.g. The Academy Office Manager. This should include; others e.g. The Academy Business Manager.

This should include;
• Safeguarding children and children protection (To be completed by Safeguarding Lead)
• Health and safety
• Fire and emergency procedures
• First aid
• Code of Conduct
• Staff Handbook
• Academy administrative systems and procedures
• Specific job related training such as finance, for recruitment selection administration etc.
(Appendix 3 and 4 should be completed and placed in the individuals main file)

Cleaning/Caretaking/Kitchen Staff
All new staff should be given appropriate induction advice, training and resources by their line manager and e.g. the Academy Cook and Lunchtime Managers.

This should include;

• Safeguarding children and children protection (To be completed by Safeguarding Lead)
• Health and safety
• Fire and emergency procedures
• First aid
• Code of Conduct and staff handbook
• Specific job related training such as manual handling, use of ladders, kitchen safety etc.
(Appendix 3 and 4 should be completed and placed in the individuals main file)

Midday and Cover supervisors

All new staff should be given appropriate induction advice, training and resources by their line manager and e.g. The Cook and Lunchtime Managers.

This should include;
• Safeguarding children and children protection (To be completed by Safeguarding Lead)
• Health and safety
• Fire and emergency procedures
• First aid
• Code of Conduct Staff Handbook
• Specific job related training such as manual handling, use of ladders, kitchen safety
(Appendix 3 and 4 should be completed and placed in the individuals main file)

Trustees

All new Governors should be given appropriate induction advice, training and resources by either The School Business Manager or an appropriate member of SLT. This may include;
• Safeguarding children and children protection (To be completed by Safeguarding Lead)
• Health and safety
• Fire and emergency procedures
• First aid
• Code of Conduct
• Current relevant school information, policy documents and Raising Attainment Plan
• 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 Trustee and sub-committee meetings
• Access and information of previous governing body minutes,
• Latest Trustee report to parent and school newsletters.
• Information and access to governor training courses.
(Appendix 3 and 4 should be completed and placed in the individuals main file)

Volunteers

All new volunteers should be given appropriate induction advice, training and resources by either The School Business Manager or an appropriate member of SLT. This should include;
• Safeguarding children and children protection (To be completed by Safeguarding Lead)
• Health and safety
• Fire and emergency procedures
• First aid
• Code of Conduct
(Appendix 3 should be completed and place in the HR records and Appendix 5, located in the Safeguarding Lead office 5 should be signed)

Students
All new students should be given appropriate induction advice, training and resources by either The School Business Manager or the member of SLT responsible for students. This should include;
• Safeguarding children and children protection (To be completed by Safeguarding Lead)
• Health and safety
• Fire and emergency procedures
• First aid
• Code of Conduct
(Appendix 3 should be completed and place in the HR records and Appendix 5, located in the Safeguarding Lead office 5 should be signed)

Contractors
All new contactors should be given appropriate induction advice, training and resources by either The School Business Manager or the member of SLT responsible for students. This should include;
• Safeguarding children and children protection (To be completed by Safeguarding Lead)
• Health and safety
• Fire and emergency procedures
• First aid
• Code of Conduct
(Appendix 3 should be completed and place in the HR records and Appendix 5, located in the Safeguarding Lead office 5 should be signed)

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Induction Form

Name...

Department..**.**

Start date..

	Induction criteria	Signed by personnel	Signed by employee	date
1	**Welcome to the academy**			

	Outline of the academy, size, history, etc				
	Trust / Academy aims and objectives				
	Staff handbook				
2	**Documentation**				
	Collection of employees documents from previous employer				
	Complete paperwork to start new employment. Explain 6 month probationary period				
	Confirmation of employee's full name, address, telephone number, date of birth, next of kin.				
3	**Salary**				
	Explanation for method and frequency of payment				
	Confirm employee's bank account details				
	Explanation of salary reviews, overtime, etc				
	Explanation of salary slips				
	Explanation of expenses (if any)				
4	**Pension Scheme**				
	Contributions and benefits				
	AVCs				
	Insurance				
5	**Sickness**				
	Procedures to be adopted if absence through sickness or accident				

	Medical certificates, system of payment whilst absent.			
6	**Hours of work**			
	Academy terms and academy day			
	Absenteeism and punctuality			
	Good timekeeping			
	Catering arrangements			
7	**Tour of Premises**			
	Description of all departments and functions			
	Parking facilities			
	Eating Facilities			
	Notice boards			
	Introduction to any Trustees in the academy or arrange for a Trustee to visit and welcome			
8	**Fire Precautions**			
	Explain procedures in the event of an alarm			
	Show assembly points			
9	**Safety**			
	Identify any specific hazards in the department the employee is to work			
	Issue of personal protective equipment (PPE) if required			

	Explain procedures in the event of an accident			
	Isolation/immobilisation procedure for machinery and equipment			
	Location of first aid boxes and first aiders			
	Health and safety policy			
	Smoking policy			
	Security			
10	**Tour of Department**			
	Introduction to immediate supervisor			
	Introduction to immediate colleagues			
	Location of toilets, stores, normal and emergency exits			
	Outline management structure of the academy			
	Education and training facilities			
11	**The Job and it's responsibilities**			
	Job and responsibilities			
	Relevant procedures/work instructions			
	Job description			
	Staff development and its objectives			
	Staff development, appraisal and career opportunities			
	Registration system			
12	**Inspection procedures**			

	The need for checking the quality of ones work			
	Procedures for marking children's work and target setting			
13	**Consultation arrangements**			
	Grievance and disciplinary arrangements			
	Explanation of holiday system			
	Union and consultation arrangements			
14	**Items Issued**			
	Keys (if applicable)			
	Laptop (including network login and password if applicable)			
	Other items (specify)			
	All the above points have been explained /discussed to my satisfaction			
	Signed (employee):			
	Signed (Senior Leader):			

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Appendix 4 – Safeguarding checklist
Induction of Staff - Checklist for Safeguarding

Name of Employee: ……………………………………………………..

Name of School: ………………………………… **Post:** …………………………………..

Start Date of Employment: …../…../20….

Name of line manager responsible for induction: ………………………………….

Name of Principal / Head of Academy: …………………………………….

This safeguarding checklist should be used to supplement the general arrangements schools have in place for the induction of all school employees, volunteers and all governors.

Induction of Staff – Checklist for Safeguarding	Date	Check
1. Employee informed that the senior designated safeguarding lead in academy is……………………………………………………		☐
2. Inform staff of the procedure in school for reporting safeguarding concerns, including the procedure if the head teacher and designated safeguarding lead are absent. Staff member to be given a copy of the academy safeguarding handbook.		☐
3. Advised of and discuss the following **academy** policies, covering the agreed procedures and expectations of staff under each one: - Employee Code of Conduct (including the mandatory duty for reporting Female Genital Mutilation (FGM) and the Prevent Duty - Whistleblowing and Confidential Reporting Policy - Anti-bullying - Anti-racism - Homophobic and Transphobic - Physical intervention - Academy IT Policy, Internet safety (including Academy Media and Internet Usage Policy) - Child protection policy including appendix templates - Allegations of abuse made against teachers and other staff – academy/LA policies Included in the Academy Disciplinary Procedure) - Guidance on Visitors, to academies - Any other relevant policy as determined by the Trustees Principal, governing body or DfE:		☐
4. Advised of and discuss all **statutory** guidance for academies and the responsibility of staff within them. - "Keeping Children Safe in Education" (latest edition) (Senior designated lead officer will ensure all **staff read and are provided with a copy of at least part one** of latest edition "Keeping Children Safe in Education) - Working Together to Safeguard Children (latest edition) - Dealing with Allegations of Abuse made against Teachers and other Staff. (Part 4 of the latest edition of KCSiE) - DBS process - Disqualification under the Childcare Act 2009 – explanation of ongoing responsibility to self-report to principal where circumstances change, including "by association".		☐
5. Advised and discussed the Nottinghamshire and Nottingham City Safeguarding Children Boards' Safeguarding Children's Procedures and how they can be accessed at www.nottinghamshire.gov.uk/nscb		☐

6. Advised of and discuss the relevant paragraphs regarding safeguarding under the teacher standards (if appropriate). (See part 2 of the standards, 3ʳᵈ bullet point)		☐

7. Arranged safeguarding training as detailed in Keeping Children Safe in Education (KCSIE) and the latest NSCB Training programme found at www.nottinghamshire.gov.uk/nscb
   a) To Include Whole Academy Safeguarding training for all academy staff and for any governor responsible for leading on safeguarding
   b) Prevent Duty training for all academy staff (on-line 20 minutes Channel training)
   c) Specific training for Designated Person for Safeguarding
   d) Recruitment and Selection training for staff, as required.
     (At least one member of any interview panel should have received appropriate training on safer recruitment).
		☐

8. a) For Teachers – Explanation of the statutory induction and appraisal process/ link with pay b) For Support Staff – Explanation of the probation arrangements for new employees and the support and supervision / appraisal arrangements.		☐
Date Checklist fully completed Principal / line manager's signature: …………………..……… Date: ……………………. Employee's signature: …………… Date: …………………….		

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Appendix 5

Safeguarding training log for new starters

(Students, volunteers, contractors and visitors)

Name	Role	Date	Signed trainee	Signed Trainer