



Staff, Governor, Student & Volunteer Induction Policy

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Date of next review:	2021	Written by:	Rebecca Garratt
Type of policy:	Non-statutory	Committee:	Staffing & Resources
Signature:			

1 Introduction

1.1 This policy 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.** All employees, volunteers, agency staff and Governors will have been 'appointed' to the school following safer recruitment procedures, including the taking of two references.

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 NQT 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 and safeguarding training and assess its effectiveness.
- Meet key staff.
- 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 – including mandatory training (through Virtual College).
- Details of work shadowing, if appropriate.
- A diary of induction meetings.
- Details of other relevant individuals with responsibility for induction, e.g. the designated mentor or supervisor.

1.5 Appendices:

- Appendix 1 – General Induction Checklist
- Appendix 2 – Evaluation and Feedback

2 Management and Organisation of Induction

2.1 Responsibility for induction:

- The Deputy Headteacher is responsible for the overall management and organisation of induction of new employees, supply teachers and agency staff.
- The Resource Manager is responsible for the overall management and organisation of induction of volunteers and/or students.
- The Headteacher is responsible for the overall management and organisation of induction of governors.

2.2 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

3.1 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, Safeguarding 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.**

3.2 Supply Teachers and Agency Staff

All new supply teachers and agency staff should be given appropriate induction advice, training and resources by the Deputy Headteacher. This should include:

- Code of Conduct & Staff Handbook.
- Safeguarding Children and Child Protection Policy and Part 1 of Keeping Children Safe in Education.
- Risk Assessments and Educational Visits.
- Health and safety.
- Fire and emergency procedures.
- Behaviour Management Policy.
- Relevant information on curriculum, schedules and timetables.
- Speech and Language expectations as a communication specialist school.

3.3 Teaching Staff including Teaching Assistants

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

- Code of Conduct & Staff Handbook.
- Safeguarding Children and Child Protection Policy and Part 1 of Keeping Children Safe in Education.
- Risk Assessments and Off-Site Visits.
- Health and safety.
- Fire and emergency procedures.
- Policy documents, including School Development Plan.
- Phase curriculum plans.
- Assessment advice, recording, reporting, resources and procedures.
- Class lists.
- Information on whole school and year group resources, including ICT.
- Timetables.
- Virtual College mandatory training.
- Speech and Language expectations as a communication specialist school.

3.4 Administrative Staff

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

- Code of Conduct & Staff Handbook.
- Safeguarding Children and Child Protection Policy and Part 1 of Keeping Children Safe in Education.
- Health and safety.
- Fire and emergency procedures.
- School administrative systems and procedures.
- Specific job related training such as finance, for recruitment selection, administration, etc. Virtual College mandatory training.
- Virtual College mandatory training.
- Speech and Language expectations as a communication specialist school.

3.5 Site Staff

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

- Code of Conduct & Staff Handbook.
- Safeguarding Children and Child Protection Policy and Part 1 of Keeping Children Safe in Education.
- Health and safety.

- Fire and emergency procedures.
- Specific job related training such as manual handling, use of ladders, kitchen safety, etc.
- Virtual College mandatory training.
- Speech and Language expectations as a communication specialist school.

3.6 Midday and Cover Supervisors

All new staff should be given appropriate induction advice, training and resources by a Senior Lunchtime Supervisor. This should include:

- Code of Conduct & Staff Handbook.
- Safeguarding Children and Child Protection Policy and Part 1 of Keeping Children Safe in Education.
- Health and safety.
- Fire and emergency procedures.
- Specific job related training such as behaviour management.
- Virtual College mandatory training.
- Speech and Language expectations as a communication specialist school.

3.7 Governors

All new staff should be given appropriate induction advice, training and resources by the Clerk to the Governors'/Headteacher. This should include:

- Code of Conduct & Staff Handbook.
- Safeguarding Children and Child Protection Policy and Part 1 of Keeping Children Safe in Education.
- Health and safety.
- Fire and emergency procedures.
- Current relevant school information, policy documents and School Improvement Plan data.
- School brochure including staffing, Ofsted and school performance data.
- DfE information on the role of governor.
- Dates and times of whole governing body and subcommittee meetings.
- Access and information of previous governing body minutes.
- Information and access to governor training courses including Virtual College mandatory training.
- Speech and Language expectations as a communication specialist school.

3.8 Volunteers and Students

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

- Code of Conduct & Staff Handbook
- Student & Volunteer Policy.
- Safeguarding Children and Child Protection Policy and Part 1 of Keeping Children Safe in Education.
- Health and safety.
- Fire and emergency procedures.
- Speech and Language expectations as a communication specialist school.

Appendix 1

Name:	
Job Title:	
Line Manager:	
Date induction started:	Date induction completed:

Pre-start Date	Tick on completion
Tour of school	
Code of Conduct and Staff Handbook	
Policies and Procedures relating to:	
<p>Safeguarding Children and Child Protection including Part 1 of Keeping Children Safe in Education</p> <p>Virtual School – Safeguarding training, PREVENT, Child Sexual Exploitation</p> <p>School policies – Staff code of conduct, Induction policy, Working in Worcestershire Schools, Staff absence policy</p>	
<p>Health and Safety. This will include:</p> <ul style="list-style-type: none"> ▪ provision of or reference to the location of the school Health & Safety policy; ▪ and information and training in relation to the employee’s responsibilities in relation to Health & Safety. ▪ Risk Assessment Policy including off-site visits. ▪ Manual Handling <p>Further training may be necessary depending upon the responsibilities of the post holder via Virtual School and also dependent on the class that a member of staff is working in, for example, Multi Sensory room training, minibus driver training</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 points; ▪ fire evacuation procedure and means of escape; ▪ and fire assembly points. 	

<p>Further training may be necessary depending upon the responsibilities of the post holder via Virtual School.</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; ▪ <p>Further training may be necessary depending upon the responsibilities of the post holder.</p>	
<p>Staff Behaviour Management including:</p> <ul style="list-style-type: none"> ▪ Staff Handbook and Code of Conduct (including Safer Working Practice for Staff in Educational Settings) ▪ Whistleblowing Policy ▪ Acceptable User Policy ▪ Online Safety Policy ▪ Allegations Against Staff Policy <p>Sickness Absence</p> <p>Special Leave of Absence</p> <p>Performance Development</p>	
<p>Key Teaching & Learning/Pastoral elements including:</p> <ul style="list-style-type: none"> ▪ Pupil folders ▪ Mondrians ▪ Communication standards and passports ▪ Individual Behaviour Plans ▪ Risk reduction plans incorporating positive handling 	
<p>Location of policies</p> <p>Most policies can be found on the website and those that are not on the website you can request via your class teacher / line manager.</p>	

Induction Element	Tick on completion
Day One	
Meet Induction Coordinator	
Introduction to Line Manager	
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	
ICT and resources familiarisation	
Health and safety aspects relating to individual's work environment	
Child Protection and Safeguarding Training	
Notes:	
Induction Element	Tick on completion
During First Week	
Planned meetings with key people	
Personal programme and planned introduction to duties of post – agreed with the Induction Coordinator	
Meet with Induction Coordinator at the end of the first week, review progress and agree training and development needs, identify development needs and agree means of meeting	
End of First Month	
Meet with Induction Coordinator and review progress	
Agree action plan to deal with outstanding items	
End of Three Months	
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	

Notes:

Appendix 2

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?

