

THE SHROPSHIRE GATEWAY EDUCATIONAL TRUST INDUCTION POLICY

Lead	Katie Jones
Review Cycle	Every Three Years
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Approved By	SGET Board
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1. Introduction

This Policy applies to all employees and, as appropriate, to volunteers, agency staff and governors who will receive a tailored induction programme. Safeguarding Children and Child Protection will feature prominently in every induction programme.

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 Trust/School as a whole, provide the foundation for successful and safe contribution to the Trust/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 Trust's/School's 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 ECT induction requirements and probationary periods for support staff, as appropriate.

The induction process will:

- Provide information and training on the Trust's/School's policies and procedures.
- Provide Child Protection training and safeguarding children training (including checking understanding).
- 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 Trust's Code of Conduct to ensure that all employees, volunteers and governors new to the School understand what is expected of them at the Trust/School and gain support to achieve those expectations.
- Identify and address any specific training needs.

The induction programme will include:

- An induction checklist of the policies, procedures and training to be covered.
- An induction timetable / diary of activities.
- 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.

Each School/Central Team Leaders will decide who is best placed to be responsible for the induction (different leads may be responsible for different sections but it is important someone has a view of the whole process).

2. Checklist

Below is a suggested checklist that schools can adapt to their own context and circumstances.

When?	Task	Completed?
Before the employee's first day	Send out letter of confirmation of appointment (copy in Trust HR and upload to Access) and outline Induction process and some key information. This should include links/ key documentation that the employee can read before arrival e.g. Safeguarding Policy; Part 1 of KCSIE; Behaviour Policy; Whistleblowing Policy; Staff Code of Conduct: Staff, Governor and Volunteer AUP. Key practical information such as timetables, staff meetings, curriculum intent and implementation documents etc would also be helpful.	<input type="checkbox"/>
	Identify who will be responsible for induction, including assigning 'buddies' and/or mentors	<input type="checkbox"/>
	Set up employee's: <ul style="list-style-type: none"> • ICT account, • phone (if appropriate) • laptop (if appropriate) • Account for Access • Account for My Concern (if appropriate) • Account for SIMS (if appropriate) • Lanyard and fob security (if appropriate) • E-Visits (if appropriate) • Purple Mash and other key platforms (if appropriate) • Parentmail (if appropriate) • Catering logins and biometrics (if appropriate) • Photocopying pin codes (if appropriate) • Photographs for lanyards/platforms 	<input type="checkbox"/>
	Make sure first week of induction is scheduled and planned, and relevant members of staff are notified, e.g. notify your designated safeguarding lead (DSL) about carrying out safeguarding training	<input type="checkbox"/>
	HR to set up employer on Access, process and send contract	<input type="checkbox"/>
	School to ensure SCR checks have all been completed or a risk assessment is in place	<input type="checkbox"/>
	Consider whether to arrange paid induction days before the contract begins where the new employee has some of the activities below programmed in and they shadow someone else in the role they will be doing.	<input type="checkbox"/>
First day	Introduce colleagues (morning briefing?), pupils, 'buddy' and/or mentor	<input type="checkbox"/>
	Take employee on a tour of the school	<input type="checkbox"/>

	<p>Outline health and safety procedures:</p> <ul style="list-style-type: none"> • fire drill procedures and meeting points, • the process for signing in and out of school and the appropriate lanyards, • reporting and recording of incidents/accidents, • First Aiders, • Pupil medication arrangements; Intimate care policy (where appropriate) • Pupil allergies; • Pupil photograph permissions; • Staff medication • Manual handling and working at height • Arrangements for Display Screen Equipment RA if working for more than an hour without a break • Lone Working arrangements (if applicable) • Reporting of faults or concerns (environment or equipment) • Nuts and Bots Powerpoint from Trust Estates Leader • Key risk assessments that apply to their role e.g. site safety 	<input type="checkbox"/>
	<p>Make sure employee meets DSL and has safeguarding training (consider Shropshire EY and Schools Raising Awareness in Safeguarding and Protecting Children – 2 hour online event with UCS Shrewsbury). New employee signs Forms to confirm this:</p> <ul style="list-style-type: none"> • an 'it could happen here' approach to safeguarding • read part 1 of Keeping Children Safe 2022 and Part 5: Child-on-child sexual violence and sexual harassment. (if you are a DSL/Senior staffs/Governors are required to read in full) • read The Professional Code of Conduct for Staff Working In Schools and the E-Safety Policies • have read the Child Protection Policy and Behaviour Policy • a knowledge of the school's designated leads • have had Prevent training <p>(https://www.elearning.prevent.homeoffice.gov.uk/screen2 (45 mins max) Appendix D of policy) and understand the mandatory reporting of FGM</p>	<input type="checkbox"/>
	<p>Help employee to become familiarised with ICT accounts/systems (incl sharepoint), phone system and reprographics, e.g. photocopier, walkie talkie allocations/protocols, signing for equipment</p>	<input type="checkbox"/>
	<p>Explain the school's behaviour and rewards system</p>	<input type="checkbox"/>
	<p>Remind employee of key aspects of the induction pack:</p> <ul style="list-style-type: none"> • The school timetable, including timings of staff meetings, assemblies and registration • Expectations around staff conduct, e.g. use of mobiles, no smoking/vaping, social media and dress code • Conditions of employment, and absence and disciplinary procedures • DSL • Confidentiality: All information learned in respect of children attending the setting is to be treated as confidential information and must not be discussed outside the school during or after employment. If in doubt about whether information must be treated as confidential, please ask. • Procedure for absence (sickness and special leave) 	<input type="checkbox"/>

	<ul style="list-style-type: none"> • Key communication tools across the school e.g. school news, squid, parentmail etc. 	
	<p>If the new employee is a teacher give them time to understand key aspects of curriculum intent and implementation:</p> <ul style="list-style-type: none"> • Curriculum mapping and progression • Schemes of Work • Teaching and Learning Policy • Marking and Feedback Policy • SEND arrangements • Disadvantage pupils 	<input type="checkbox"/>
First week	Make sure employee attends induction training sessions with relevant members of staff, e.g. the SENCO, department lead, school business manager	<input type="checkbox"/>
	Make sure employee meets with line manager at the end of the first week to: <ul style="list-style-type: none"> • Review progress • Identify training and development needs 	<input type="checkbox"/>
	Make sure employee's line manager outlines the school's performance management system and begins to determine objectives	<input type="checkbox"/>
	School ethos, vision and development priorities;	<input type="checkbox"/>
First month to 6 months	Arrange additional training for the employee based on the review of the first week e.g. My Concern; Little Wandle; SIMS; Access	<input type="checkbox"/>
	Arrange follow-up session between employee and DSL	<input type="checkbox"/>
	Ensure regular 1-to-1 meetings are held between employee and: <ul style="list-style-type: none"> • Buddy and/or mentor • Line manager 	<input type="checkbox"/>
	Evaluate the success of the employee's induction programme, and use findings to inform future practice	<input type="checkbox"/>

Appendix A: Sample letter of appointment and induction programme

Dear *****,

Congratulations on your appointment to the following post:

Title
Permanent/Temporary/Fixed Term
Hours (incl timings where appropriate)
Working weeks per year
Pay Range and Starting Scale

The position will officially start on ***** and your official contract will follow from the SGET central team.

As discussed, we would like to arrange 2 days/1 day/1/2 day induction (paid as overtime at the rate above) in order to support you in starting at our school. Below is a timetable for this time which will aim to cover as many aspects of Induction as possible (for further information please see our Induction policy [here](#))

Date

8.15am: *Tour of the school with key H&S information*
 9.30am: *Overview of our induction information including Safeguarding, key policies, IT accounts, platforms and passwords*
 11am: *Key pupil information, curriculum intent and implementation information, timetables and templates*
 1 – 3pm: *Time in class to familiarise yourself with children, staff working in the class and our routines.*
 3pm: *Time with the Head teacher: school ethos, vision and development priorities.*

Date

9 – 12am: *Time in class to familiarise yourself with children, staff working in the class and our routines. You may also wish to visit our other classes to gain further insight into the teaching and learning ethos in our school e.g. phonics delivery*
 1 – 3.15pm *Time with our senior teacher to consider planning and provision*

TA's timetable may include meeting specific children; observing key interventions; shadowing someone doing the role already; meeting with SENCo etc.

In advance of your first day/Induction could you please familiarise yourself with the following:

On our Trust website policies page:	On our local policies page (INSERT LINK):	On the Internet
<ul style="list-style-type: none"> • Whistleblowing Policy; • Staff Code of Conduct; • Online Safety Policy – you will be expected to sign the Staff, Governor and Volunteer AUP 	<ul style="list-style-type: none"> • Safeguarding Policy; • Behaviour Policy; 	<p>Part 1 of KCSIE (or the full document if you are a DSL, Senior staff or Governor)</p>

Our office administrator, ***** , will be liaising with you over your DBS and information for our HR system.

Once again, congratulations on your appointment and we look forward to welcoming you to our school team.

If you have any queries, please don't hesitate to ask.

Yours sincerely,