

SHANKLEA PRIMARY SCHOOL

Induction Policy

Policy Control Details			
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Approved for issue by:	Gareth Pearson	Signature	Date
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Shanklea Primary School: Induction Policy

Introduction

Induction is the process of helping a new employee to settle down into a new job as soon as possible by becoming familiar with the people, the surroundings, the job and its targets and priorities, the school and the community.

Starting a new job is an anxious time for anyone. No matter how eagerly a recruit looks forward to a new job, there is bound to be concern about some aspects of it. Helping a new employee to settle down quickly is not just a question of kindness; it also makes good organizational sense and benefits the school as a whole. Whatever the type of job, induction will be beneficial to the individual and the school. It is likely to need to vary according to the level of the post, the nature of the duties and the familiarity of the individual with the work. But there are certain essential principles to observe:

- it will need to be spread over several days or weeks
- it should take account, wherever possible, of the individual's own wishes and aspirations
- people can take in only a limited amount of information at a time
- safety must have high priority. If there are special safety regulations, protective clothing, particular dangers from the process or environment, these must be made clear on the first day of employment
- the layout of the school and the introduction to work colleagues should be covered early in the process
- induction should follow a systematic plan
- written information (e.g. in a school handbook) can be useful especially if it includes a copy of the induction programme
- the immediate supervisor has the main responsibility and the greatest interest in seeing that a new member of the team is settled in and established as an effective employee as soon as possible
- a specially nominated colleague (or "sponsor" or "mentor") can make a valuable contribution in easing the employee into the new responsibilities
- professional association and trade union representatives can be given an opportunity to explain procedures and organization within the school.

This policy is adapted from Northumberland Interim Induction Scheme (adapted for schools)

Scope

The Northumberland County Council Interim Induction applies to all staff.

Objectives

The objectives of staff induction are to:

- integrate staff into the organization
- provide staff with access to the resources they require to perform their job efficiently and effectively within a short timeframe
- provide support to enable staff to:
 - understand their role within the organization

- contribute effectively to the success of the organization
- understand processes and procedures, structures and standards
- develop a positive attitude to their work and the organization
- be aware of their legal responsibilities including those relating to fellow staff and to health and safety
- enhance staff retention within the organization.

Employees are owed a duty to ensure that they receive appropriate training, support and review. Similarly, employees owe a duty to prove themselves in their job. It is therefore the responsibility of managers to instil positive attitudes to attendance, performance and safety at work, and to enable employees to settle quickly into the job by:

- Introducing them to their colleagues, their working environment, and the culture and values of the organisation.
- Planning clear communication and initial training that identifies standards, targets and priorities.
- Monitoring the ability of the employees to achieve these requirements.
- Making them aware of their responsibilities under health and safety and equalities legislation.
- Providing the necessary support and guidance throughout this period to enable them to reach the required standard and become effective and motivated members of their teams.

The induction process

The first few months will be the most crucial time for staff. This is when attitudes and opinions are formed about the organisation and, if managers do not handle this process well, the result will usually be demotivation, negative attitudes and poor performance.

A good induction programme is one which excludes repetition of things already correctly learnt and things which are irrelevant to the job but which misses out nothing that needs to be taught. For this reason, the detailed guidelines which appear later in this document should be used as models and thought-starters and need not be slavishly followed.

The induction programme should introduce the employee in a relevant way to their immediate working environment and their job including colleagues, expectations of conduct and performance. The aim of the induction is to make the employee feel an integral part of the department and the council and to enable them to settle into their job so that they can become productive and effective in the shortest possible time. If the programme is not relevant and presented appropriately to the employee, resources will be wasted and vital training will be missed.

Levels of induction

Staff will need different levels of induction:

a) *Organisation/School Level Induction*

Many staff prefer induction delivered face to face. The preferred option is that key school leaders hold informal briefing sessions where staff can ask questions.

Checklist A suggests items to be included. The proposed content is:

1. Key messages
2. Priorities and objectives
3. Structure, roles and responsibilities
4. Key contacts including partners and stakeholders and locations

b) Team Level Induction

This induction will focus on the domestics of the work area and more detail about roles and responsibilities. The induction may involve briefings from the team manager or colleagues.

Checklist B suggests items to be included. The proposed content is:

1. Workplace familiarisation
2. Workplace procedures
3. Fire procedures
4. First aid and other health and safety information
5. Ways of working within the team

Preparing the induction plan

The manager should use the induction plan sheets to help identify items which will be of importance to staff but is not intended that all staff should work slavishly through each item. Headings have been given as thought-starters and space has been left for managers to add other items which are relevant to their work and situation. Both the manager and the staff should have a copy of the induction plan.

The column headings can be used as follows:

Inductor's notes	should be used as a preparation aid by the relevant manager and reminder of things to say and particular points to highlight at any stage of the process.
Responsibility	to be used to identify who is responsible for covering parts of the induction. This could be the manager, a work colleague or, where self-study is required, the staff member.
Signature / Date Team Manager and Employee	To record that the individual has been through that particular section of induction.

During the manager's preparation period, the following questions will need to be considered to ensure that the induction to be given is relevant to the needs of the employee:

- What previous experience does the person have?
- Where has the person worked prior to working in the council?
- How has the job been done before?

It is important to focus at an early stage on the health and safety aspects of the job. Where potentially hazardous tasks are to be undertaken, a practical assessment of the employee's

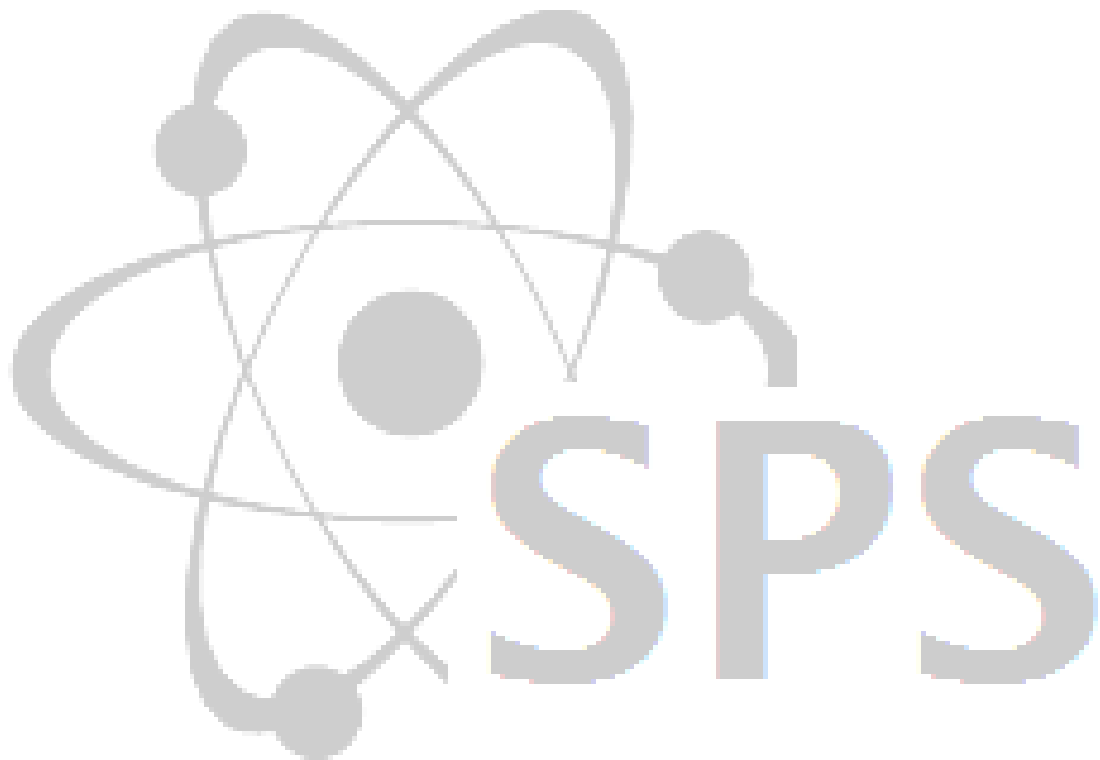
competence should be undertaken before (s)he actually carries out such a task. Please refer to separate guidance from Health and Safety. Where alternatives are not provided by the school, arrangements should be made for attendance on an appropriate course.

Training needs analysis

The induction process should also identify any training needs that the individual has in order to perform their job to the desired standard.

Keeping records

A note should be kept of the induction plan and progress with completing it.



Checklist B – Organisation/School Level Induction *(To be completed by the Head Teacher, Deputy Head Teacher or School Business Manager)*

Item	Inductor's notes	Responsibility
<ol style="list-style-type: none"> 1. Key messages 2. Priorities and objectives 3. Structure, roles and responsibilities 4. Key contacts including partners and stakeholders and locations 5. Budgets/financial arrangements 6. Development opportunities 7. Provided with a copy of the staff handbook 8. Other items - please specify 		

Checklist A – Team Level Induction *(relevant areas to be completed by the Head Teacher, School Business Manager or Phase Leader)*

	Item	Inductor's notes	Responsibility
	<p>Before starting</p> <p>Prepare induction plan for team / staff</p> <p>Brief other managers and colleagues</p> <p>Organise work area</p> <p>Prepare working equipment including access to systems</p> <p>Notify other staff</p> <ul style="list-style-type: none"> - within department - outside department - outside school as necessary <p>Amend telephone directories</p> <p>If a DSE user, make arrangements for Eye Screening.</p> <p>Arrange for Personal Protective Equipment if required.</p> <p>Other items - please specify</p>		

Employee Name:

Department:

	Item	Inductor's notes	Responsibility	Signature / date Team manager	Signature / date Employee
A	Arrival, welcome and scene-setting				
A1	Personal introductions to colleagues and immediate work team				
A2	Explain the purpose of induction				
B	Workstation and building				
B1	Fire and evacuation drills, fire exits, normal exits and entrances (Provide a layout plan of the building if possible)				
B2	Work space and equipment				
B3	Toilets, rest-room and kitchen facilities				
B4	Location of meal facilities				
B5	Location of photocopier and copyright issues				
B6	Public telephones and use of mobile phones at work				
B7	Smoking Policy				
B8	Personal postage arrangements and stamp purchases				
B9	Other items - please specify				

	Item	Inductor's notes	Responsibility	Signature / date Team manager	Signature / date Employee
C	Job related aspects				
C1	Discuss duties and job description and team roles				
C2	Job objectives and expectations of performance				
C3	Training Needs Analysis				
C4	Performance management/Appraisal system				
C5	Any imminent meetings and functions				
D	Conditions of service				
D1	Attendance times, flexi time and time recording system (if applicable)				
D2	Pay arrangements explained				
D3	Expenses procedure				
D4	Term dates/training days				
D5	Sickness absence procedure				
D6	Trade union membership				
D7	Procedure for obtaining security pass				

	Item	Inductor's notes	Responsibility	Signature / date Team Manager	Signature / date Employee
E	Health and safety				
E1	First aid arrangements				
E2	Accident reporting procedures				
E3	Violence procedure				
E4	Internal security				
E5	Introduction to Health & Safety Policy				
E6	Manual Handling procedures				
E7	DSE user awareness (if appropriate)				
E8	DSE eye screening (if appropriate)				
E9	Personal Protective equipment (if appropriate)				
E10	Job-specific health and safety information and risk assessments				
E11	Discussion of further Health and Safety training and specific courses				
E12	Health and safety guidelines				
E13	Health promotion initiatives				

	Item	Inductor's notes	Responsibility	Signature / date Team Manager	Signature / date Employee
F	Workplace standards				
F1	Code of Conduct				
F2	Equality in Employment and Harassment Policies				
F3	Child protection/safeguarding				
F4	Whistle Blowing				
F5	Telephone system and standards				
F6	Office or workplace cover rules				
F7	Mail and post procedures				
F8	Administration arrangements				
F9	Location of supplies e.g. stationery				
F10	Standards for record-keeping, security and communications				
F11	Computer security and virus checks				
F12	Access to all employment policies				
F13	Other items - please specify				

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