

Middleton School Induction Policy





Middleton school

INDUCTION POLICY AND CHECKLIST

POLICY STATEMENT

GENERAL

Middleton school believes that all new employees MUST be given timely induction training. This training is regarded as a vital part of staff recruitment and integration into the working environment. This policy, associated procedures and guidelines define the school's commitment to ensure that all staff are supported during the period of induction, to the benefit of the employee and school alike.

AIM

- It is the aim of Middleton school to ensure that staff induction is dealt with in an organised and consistent manner, to enable staff to be introduced into a new post and working environment quickly, so that they can contribute effectively as soon as possible. This induction policy, associated procedures and guidelines aim to set out general steps for managers and staff to follow during the induction process. It is expected that all managers and staff will adhere to this policy
- The School expects that the implementation of good induction practice by managers/mentors will:
 - Enable new employees to:
 - settle into the school quickly, feeling welcome, and become productive and efficient members of staff within a short period of time
 - 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
 - understand and adhere to the School's code of Conduct and what is expected of them
 - understand responsibilities regarding Child Protection
 - achieve a sense of job satisfaction and personal achievement
 - Provide information and training on the school's policies and procedures
 - Assist in reducing staff turnover, lateness, absenteeism and poor performance generally.
 - Ensure that employees operate in a safe working environment.
 - Reduce costs associated with repeated recruitment, training and lost production.

THE SCHOOL'S COMMITMENT

- Middleton school will:
 - Maintain and update the Induction Policy.
 - Provide a checklist for managers and staff to follow during the induction period.
 - Ensure there is effective monitoring of the induction process particularly in the first three months.
 - Deal with any problems promptly.
 - Review all policy, procedure and guideline documents on a regular basis.
 - Provide relevant training where necessary to assist the induction.
 - Provide essential and useful documentation and guidance relating to the specific role

GUIDELINES FOR MANAGERS/MENTORS

GENERAL

Starting a new job is a demanding and often stressful experience. Quite apart from the obvious challenge of tackling new tasks, there is also the need to become accustomed to a new organisation, a new environment and new colleagues. The purpose of induction is to support new employees during this difficult period and to help them become fully integrated into the school as quickly and as easily as possible. All new employees will be allocated a formal mentor to support them in their induction.

Induction has benefits for all involved in the process. Employees who settle quickly into the school will become productive and efficient at an early stage and in turn will experience feelings of worth and satisfaction.

It is generally recognised that new employees are highly motivated and an effective induction process will ensure that this motivation is reinforced.

BENEFITS OF INDUCTION

The advantages of an effective and systematic induction process are as follows:

- To enable new employees to settle into the school quickly and become productive and efficient members of staff within a short period of time.
- To ensure that new entrants are highly motivated and that this motivation is reinforced.
- To assist in reducing staff turnover, lateness, absenteeism and poor performance generally.
- To assist in developing a management style where the emphasis is on leadership.
- To ensure that new employees operate in a safe working environment.
- To ensure that Safeguarding and Child Protection is at the forefront of working practice
- To reduce costs associated with repeated recruitment, training and lost production.

INDUCTION CHECKLIST

The Induction checklist is a very useful way of ensuring that information is imparted to new employees when they are likely to be most receptive. It avoids overloading employees with information during the first weeks whilst ensuring that all areas are covered. Managers/mentors should ensure that these matters have been properly understood whilst the checklist is being completed, perhaps in the form of a weekly chat with the new entrant. Arrangements should also be made for the employee to visit any relevant departments with which they have regular contact in the course of their duties. At the end of the process the induction checklist should be signed by the relevant parties and placed in the member of staff's personnel file.

FIRST DAY OF EMPLOYMENT

Preparations should be made for the arrival of the new entrant well in advance, for example, arrangements should be made to provide desk, equipment, passwords, keys, lockers etc.

Most new employees tend to be concerned primarily with two matters:

- a) whether they can do the job and
- b) how they will get on with their new colleagues.

It is therefore important to introduce them to their new workplace and colleagues at the earliest opportunity. An introductory talk will be appropriate at this time and can be combined with the provision of general information and exchanging any necessary documentation. This talk should be as brief as possible, because the employee is unlikely to be receptive to detailed information at this stage, and should be conducted by someone who is well prepared and has sufficient time available.

Managers/mentors should refer to the Induction Checklist and use it as a basis for discussion thus ensuring all documentation is complete.

A tour of the workplace should be arranged for the new entrant allowing the School/department to be viewed as a whole and the employee to see where he/she fits into the organisation.

The new entrant will want to get to know his/her colleagues and quickly become part of the team and time should be made for this process. Colleagues should be briefed on the new entrant's arrival. If possible one of the new entrant's colleagues should be nominated to ensure that he/she has every assistance in settling in quickly.

INDUCTION PROGRAMMES

Induction programmes must be geared to the individual's needs. Some of the more obvious new members of staff requiring special attention are as follows:

School Leavers

For most new employees, induction is concerned with getting accustomed to a new job. For school leavers, however, it is about adjusting to a whole new way of life - the world of work. Consequently, school leavers are likely to need more support than other groups. Wherever possible, induction and subsequent training should relate to knowledge and skills which go beyond the employee's own particular job. Discuss the following:

- Their specific role within the department.
- Reporting responsibilities and the importance of good timekeeping.
- Allocation and prioritisation of work.
- Where to go if they need advice or help. It would be helpful for school leavers to be introduced to an approachable person to whom they could take any queries they might have

School leavers may need guidance on wider issues, such as career planning, acquiring qualifications, coping with the routine and discipline of work and managing money.

Ethnic Minorities

In some cases, it may be necessary to design induction programmes with the special needs of ethnic minorities in mind. Language barriers and attitudes amongst existing staff may be areas requiring particular attention. This is preparation that should be completed before any member of staff joins the Company. Middleton school will not tolerate racist or prejudiced behaviour in any form.

Long-term Unemployed

Previously long-term unemployed people who have been recruited may have been absent from the working environment for some time so it will be helpful to recap on some of the issues relating to school leavers. These should, of course, be adapted to suit older workers, who may need to build up confidence and the induction process can be used to update knowledge of technology which may be new to them such as photocopiers, smart phone systems, tablets as well as the Company email and social media systems and intranet if appropriate. Discussion should include for example:

- The difference between the employee's previous working environment and this new one.
- Changes in skills required for this area of work.
- Requirement for training to update skills.
- Concerns they might have about returning to work

Staff who describe themselves as having a disability

Disabilities include for example physical challenge, learning disability, deafness, blindness, mental illness. Consider the following for discussion:

- Confirm the nature of the disability.
- Clarify if the employee has any special needs relating to disability.
- Explore with them any reasonable adjustments that could be made for them.
- Check whether employee has any particular concerns regarding the workplace.

Part of the induction process for disabled employees will involve checking such things as wheelchair access to parts of the workplace, toilets and lifts etc. The necessary reasonable adjustments to the workplace required to accommodate the disabled individual should be completed prior to them commencing, and carried out in discussion with the individual or their adviser.

Returning to work after having raised a family

This group will also require the induction procedure as staff returning to work may, like the long-term unemployed, be out of touch and lacking in confidence.

Managers, Teaching and Professional Staff

These staff need a broader induction to put their post in context.

1. Structure and culture of department and School
2. Role in relation to Department / School as appropriate.
3. Training course in supervisory and management skills, if required.

COMPLETING THE INDUCTION PROCESS

Induction can be said to end when the individual becomes fully integrated into the organisation. Of course, there is no set timescale within which this will happen and follow up is essential. Giving new employees the opportunity to ask questions several weeks into employment can be useful, and the induction checklist will provide this opportunity. In some areas, such as understanding wider aspects of the organisation, follow up after a number of months may be appropriate.



INDUCTION CHECKLIST FOR NEW STAFF



Dear New Staff Member,

Welcome to the team! You are about to engage on an exciting journey with all members of our community here at Middleton! We consider that we are not simply a special school, but also a very 'special' school. We are a friendly and welcoming crew, who are passionate about the ethos of the school and who strive to achieve best possible outcomes for all pupils at all times. We have a lot of fun, smile broadly and rely upon our sense of humour at regular points throughout the day! Please do seek support from your colleagues and remember that 'no question is too silly'. We have all been 'new' in the role at some point and even those of us who have been here for a while are still learning new things all of the time! So; fasten your seatbelt, enjoy the ride and welcome!

Debbie Hartley (Head teacher)



Welcome on behalf of our very friendly staff team at Middleton School, we are very happy that you are to be part of our amazing school.

"Be part of something Outstanding"

You will already know something about us as a school having been through the recruitment process but as a quick reminder of some key points:

- Middleton is a primary school for children with a variety of learning difficulties and complex needs
- funded for 90 pupils but in reality are usually over number by 5 or 6
- The school is divided into 3 departments Upper, Middle and Lower school, 3 classes in each
- All pupils have an Educational Health and Care Plan (EHCP) which is subject to annual review
- We broadly follow the National Curriculum offering differentiated teaching
- We have devised our own assessment scale – the 'M' scales
- We have a large staff base of around 75

We do understand that starting a new job is quite daunting so please be assured we will do all we can to ensure the induction process helps you to settle into your new role as easily and painlessly possible. We know you will have lots of questions and we encourage you to ask them. You will be assigned a mentor to help you to settle in and to work through the following checklist over the next few months so that you can gain the confidence and knowledge that you need to feel fully integrated into your team, and confident and effective in your new role.

The following is a checklist of information for Induction which managers / mentors will use as part of your induction programme within the first few days, and weeks of your employment. Health and Safety items should be identified immediately. You are asked to tick each subject

as you have been informed about it, and sign the end of the form. The manager / mentor will then include the form in your personnel file.

The information listed on the checklist will be covered in a variety of ways:

- Contract of employment and job description details your specific terms of employment
- The School Prospectus, which you will have received alongside this Induction Handbook, contains information about the school structure, uniform etc.. that you will find useful, as well as a list of staff and their roles
- Policies which are listed for you to read contain essential information that you are required to understand and uphold regarding child protection, safeguarding, code of conduct, absence, complaints procedure and whistleblowing
- Departmental sharing of information specific to your requirements, such as timetables if classroom based or admin systems if office based
- Named individuals in relation to specific training or information
- Key Information is expanded on within the list as a brief summary and more in depth information will be found in policies and information sharing, as well as other indicated sources of information
- Mentor or line manager will meet with you and will inform you of any other information not yet covered
- New employees will be given time in their first week, within their working hours, to read any policies or key information that is required

New Employee Name

Employment Start Date

Job Role

Hours per Week Total To be worked as indicated below:

Monday Tuesday Wednesday Thursday Friday

Please indicate which of the following yearly terms apply:

- Full Time (52 Weeks per Year)
- Term Time Only (TTO) (38 weeks per year)
- TTO Plus 1 Week Inset days (39 weeks per year)
- Other (please specify below)

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Not all the following is applicable to all new employees. If this is the case with you, please record N/A.

CHECKLIST

When	Task	Who/How	Date Completed	Employee Signature
Prior to First Day Your Mentor will ensure that these tasks have been put in place, in readiness for your first day	Responsibility for Induction			
	Assign Mentor(s)			
	Email Account Set Up	IT Technician		
	Computer Access Set Up	IT Technician		
	Software Access Passwords Set Up	Line Manager		
	Plan and Schedule the First Week	Mentor		
	Arrange Safeguarding Training	DSP		
	Send out: <ul style="list-style-type: none"> • Induction pack • Job description inc working hours • School Prospectus 	Recruitment Admin		
Inform all staff of new employee and role	Line Manager			
First Day	Welcome and Introduce colleagues/Pupils/Mentor			
	Tour of the School	Mentor		
	Outline Health & Safety Procedures: <ul style="list-style-type: none"> • Fire instruction & procedures: leave the building on hearing the alarm and gather at meeting point outside – currently the astro turf • Signing in & out: signing in/out sheets in front reception and for fire regulations staff must use them • Incident reporting: Tell your line manager or DSP – even if seems trivial. Write in the safeguarding diary if a safeguarding or child protection issue • Accident reporting: Report to Line Manager then accident report form to be completed and passed to Headteacher to input on the system • First aid facilities: There are first aid boxes in each department and the main office and you will be shown where they are. There are also trained first aiders indicated around the school • Security of building: <ul style="list-style-type: none"> ○ The main entrance door has a keypad and you will be given the code to use. There are padlocks on gates around the 	<ul style="list-style-type: none"> • Mentor • Site Manager • Emergency Evacuation procedures 		

	<p>site and you will be told the combinations as you need them. Do not share any key codes or padlock codes with anyone outside of school staff, and be mindful of pupils picking up on the codes as you use them</p> <ul style="list-style-type: none"> ○ Do not leave doors or windows open if you leave the room. All classrooms and the staffroom have outside doors and it is essential, during the school day as well as at the end of the day, that they are not left open ● Security of personal effects: there are lockers available for your personal effects so they can be locked away during the school day – please see the office staff if you need one. <i>The school cannot be responsible for your personal belongings and it is very important to protect you and others that you keep your belongings secure</i> 			
	<p>Outline conditions of employment:</p> <ul style="list-style-type: none"> ● Working hours: if you are unsure about start times etc then talk to your line manager. Please note that you are entitled to a half hour lunch time break which is unpaid ● Salary information: please check with the School Business Manager if you need clarification regarding your salary ● Sickness absence: you must report any sickness absence to the Deputy Headteacher as soon as you know you will not be in. This will give the school the best opportunity to find cover for you. Please keep the school informed as to how you are feeling and do not come back to school before you are fit to do so. You can self certificate for 5 working days and then will need a GP certificate ● Stepping Up: from time to time teaching assistants may have the opportunity to take the lead in a class for a planned session, for which you will be able to claim additional time ● Medical Appointments: it is expected that you will try to make medical/dental appointments outside 	<ul style="list-style-type: none"> ● Contract of employment ● Absence policy ● Mentor 		

	<p>of your working hours, however, if this is not possible you will be entitled to the time off which may be paid or unpaid, but please give the school as much notice as possible</p> <ul style="list-style-type: none"> • Leave of absence: You are contracted to take your holidays out of school term time. If you need to ask for special leave during term time you must put in a formal request to the Headteacher or Deputy Headteacher to request the time and agreement to the leave will be discretionary, and unpaid, unless there are extenuating circumstances 			
	<p>Code of Conduct expectations:</p> <ul style="list-style-type: none"> • Child protection procedures: please familiarise yourself with the procedures as laid out in the policy • Dress code: No blue jeans allowed, sensible clothing and shoes allowing for your daily task. Professional wear if you are not classroom based • Use of: <ul style="list-style-type: none"> ○ mobile phones to be kept out of the classrooms and only used during your break times, other than in an emergency. You must not use your mobile phone to take photographs of the children other than in extenuating circumstances and with the express permission of the Headteacher ○ social media: please do not post anything, or contribute to anything on social media which may show the school or, you (as the school's representative) in a negative light which may bring the school into disrepute. Please remember that our parents, and even the pupils themselves, may be able to access your posts. ○ GDPR is about keeping all information confidential and ensuring that we only retain what is necessary for the running of the school, and protect all information from being shared unnecessarily or 	<ul style="list-style-type: none"> • Child Protection Policy • Code of Conduct Policy • Social Media Policy • Whistleblowing Policy • Complaints Policy • Mentor 		

	<p>in error.</p> <ul style="list-style-type: none"> ○ Confidentiality is paramount, You must not share pupil, school or staff information beyond the school environment ● Acceptance of gifts is allowed such as a box of chocolates at Christmas, as long as they do not have monetary value. A gift voucher for example is not acceptable as it could be construed as a bribe 			
	<p>Inform employee of school timetable including:</p> <ul style="list-style-type: none"> ● Assemblies are held weekly ● Registration ● Meetings (staff & departmental) are held weekly and ad hoc. Support staff can claim overtime for meetings attended outside of their normal working hours ● school calendar 	<ul style="list-style-type: none"> ● Line Manager ● School Prospectus ● Mentor 		
	<p>Facilities information:</p> <ul style="list-style-type: none"> ● Access to school and security codes ● Notice boards for information are in front reception, the staffroom and departments – please look at these every day as they are updated on a regular basis ● Car parking is tight but if you do find you need to block somebody in please inform the office staff so that they know who to ask if the car needs to be moved ● Building layout including a map ● Staffroom is open to all ● Tea/Coffee is available in the staffroom and the school charges an annual fee of £20 for full time staff, pro-rata for part time staff ● Toilets ● School lunches: teaching staff are entitled to free duty meals, other staff are entitled to a free meal on Fridays or can be purchased on other days ● Smoking is forbidden on HCC property – this includes all outside areas. If you need to have a smoke during your break you must sign out and use the wooded area outside of the school gates, signing in again on your return 	<ul style="list-style-type: none"> ● Site Manager ● Mentor 		

	Overview of STEPS behaviour management ethos: this is the therapeutic approach adopted by Middleton School and there will be ongoing training on a regular basis	<ul style="list-style-type: none"> • Mentor • Behaviour Policy 		
First Week	Safeguarding training will be carried out by the DSP and then ongoing on a regular basis	DSP		
	Become familiar with: <ul style="list-style-type: none"> • IT • telephone system • reprographics • Email system • School Website • www.middleton@herts.sch.uk • School Prospectus. This contains useful information including: <ul style="list-style-type: none"> ○ the structure of the school day ○ curriculum information ○ classroom information ○ school uniform ○ staff list 	<ul style="list-style-type: none"> • Line Manager • IT Technician • Mentor 		
	Attend induction training sessions with relevant members of staff	Mentor		
	Visitors procedures will include parents and other professionals. <ul style="list-style-type: none"> • All visitors must sign in and be issued with a badge from reception, including parents if they are to be in the school during the school day for any length of time • Professional visitors such as staff from other schools, coaches or therapists should be on a pre-arranged basis so that proper safeguarding measures are in place and staff available to accompany them • All staff have an official name badge which should be worn during the school day <p>As a consequence of the above rules, all staff are expected to challenge an unknown person in the school without a badge</p>	<ul style="list-style-type: none"> • Mentor • Line Manager 		
	Protocols and communication with parents, other helpers and governors: <ul style="list-style-type: none"> • be mindful of information around the school regarding other pupils or staff, including in conversation. • As a general rule class teachers, the office or senior leaders would be the contact for parents, helpers, governors and professionals unless otherwise authorised 	Mentor		
	Class/Department Rules will be discussed			

<p>with the line manager to include the following:</p> <ul style="list-style-type: none"> • Specific break times • Leaving the classroom • Behaviour management • Mobile phones • Use of resources • Home school contact • Duties • Timetables • Intimate care • Confidentiality • Bullying and harassment policy • Any other relevant information • Physical contact with pupils • Allegations made towards pupils or staff • Offsite visits 			
<p>School closure procedures eg., weather: it is really important that your contact details are kept up to date on the school systems, particularly telephone and email and next of kin. This is the way the school would contact you for example it were to close because of bad weather and also for any other information sharing and correspondence</p>	Mentor		
<p>Key policies and Procedures to read:</p>			
<ul style="list-style-type: none"> • Safeguarding 	Employee Signed		
<ul style="list-style-type: none"> • Code of conduct 	Employee Signed		
<ul style="list-style-type: none"> • Social media 	Employee Signed		
<ul style="list-style-type: none"> • Absence 	Employee Signed		
<ul style="list-style-type: none"> • Whistleblowing 	Employee Signed		
<ul style="list-style-type: none"> • Complaints 	Employee Signed		
<ul style="list-style-type: none"> • Teaching & Learning 	Employee Signed		
<ul style="list-style-type: none"> • Behaviour 	Employee Signed		
<ul style="list-style-type: none"> • Use of Physical Restraint 	Employee Signed		
<ul style="list-style-type: none"> • Emergency Evacuation Procedures 	Employee Signed		
<p>Meet with Headteacher to share School vision and Ethos</p>	Headteacher		
<p>Meet with mentor at the end of the first week to:</p> <ul style="list-style-type: none"> • review progress • Identify training and development 	Mentor		

	needs			
	Line Manager to outline the school performance management system and begin to determine objectives	Line Manager		
First Month to 6 Months	Outline training protocols and arrange additional training for the employee based on the review of the first week. Middleton School believes in life-long learning and will identify specific training based on employee need but also considers it to be the responsibility of the individual member of staff to seek out and request other training that they feel would be beneficial to their role	<ul style="list-style-type: none"> • Line Manager • Mentor 		
	Regular 1-2-1 meetings should be held with your mentor and Line Manager	<ul style="list-style-type: none"> • Line Manager • Mentor 		
	The success of your induction programme will be evaluated and findings used to inform future practice	<ul style="list-style-type: none"> • Mentor • Line Manager • Headteacher 		

I have been informed about and understand the above items.
 I also confirm I have read and understood the following key policies:

- Safeguarding
- Code of Conduct
- Child Protection
- Complaints
- Whistleblowing
- Teaching and Learning
- Behaviour
- Use of Physical Restraint

Signature: Date:

I confirm that the Induction Programme has been completed for the above member of staff.

Signature of Supervisor / Manager: Date:

New Employee confirm he/she has completed the Induction programme

Signature of New Employee Date

