

BDMAT

Induction Policy

Issued: March 2022
Date of review: spring term 2025

1.0 Introduction

- 1.1. This policy applies to all employees and, as appropriate, to volunteers, agency staff and governors who will 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. The Policy also meets the expectations of the Probation Policy and should be referred to throughout.
- 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 BDMAT provide the foundation for successful and safe contribution to the School/Central Office. The Induction Programme is designed to help new employees, volunteers and governors become familiar with the requirements of their position and learn about BDMAT 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 BDMAT's policies and procedures.
 - Provide Safeguarding and Child Protection training and assess its effectiveness.
 - Provide data protection training.
 - 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 BDMAT Code of Conduct to ensure that all staff, volunteers, and governors new to the MAT understand what is expected of them and gain support to achieve those expectations; and
 - 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.
 - Details of work shadowing, if appropriate.
 - A diary of induction meetings; and

- Details of other relevant individuals with responsibility for induction e.g., the designated mentor or supervisor.

2. Management and Organisation of Induction

2.1 Overall Responsibility for Induction

The **CEO** is responsible for the overall management and organisation of induction of new employees to the central team and Headteachers.

The **headteacher** is responsible for the overall management and organisation of induction of new employees, supply teachers, and agency staff in school.

The **headteacher** is responsible for the overall management and organisation of induction of volunteers in schools.

The **Chair of Governors/Trust Board** is responsible for the overall management and organisation of induction of Governors.

2.2 Delegation of induction process

Due to the role of the Chair, CEO and Headteacher, they may choose to delegate the management of the induction process to another governor, Head of department or Senior Leader. This will be done by completing the form at **appendix 4** and the sharing of this policy and appendices with the nominated person.

2.3 The person responsible for induction (Induction Coordinator) 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/ workplace and information about facilities, answer questions and give practical advice.
- Introduce key personnel.
- Ensure that an Induction Schedule is provided, delivered, and evaluated. **See appendix 2**
- Ensure an induction file is set up to store all documents related to the induction—**see appendices 1 and 3**
- Ensure completed induction file is added to staff personnel file at the end of the induction process.

3 The Induction Programme

The person responsible for induction (Induction Coordinator) should ensure that an Induction Programme is provided which will include:

- A statement of training needs, in particular Safeguarding, Child Protection, Health and Safety and GDPR.
- A training timetable.
- A checklist of the policies and procedures to be understood. (Appendix 3)
- 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, DSL, SENDCo, GDPR Lead, BSS.

4 Responsibilities

The DSL should meet each new employee at least twice within the induction process to ensure that full understanding of relevant processes and procedures for safeguarding and child protection for the role is in place or additional training has been initiated to support if not.

The GDPR Lead should meet each new employee at least twice within the induction process to ensure that full understanding of processes and procedures for data protection is in place or additional training has been initiated to support if not.

The SENDCO should meet new employees working directly with pupils at least twice within the induction process to ensure that full understanding of relevant processes and procedures for SEN for the role is in place or additional training has been initiated to support if not.

The BSS should meet each new employee at least twice within the induction process to ensure that full understanding of processes and procedures for health and safety are in place or additional training has been initiated to support if not.

The DSL, SENDCo, GDPR Lead, and BSS are responsible for ensuring they provide signed paperwork from their meetings (see appendix 5) to the Induction Coordinator to include in the induction file and to inform the person responsible for induction of any potential issues that need to be addressed.

The Induction Coordinator must keep the CEO/Headteacher updated on the induction process and alert them to any potential issues immediately and how they plan to address them with the new employee.

5 Individual Induction Programmes

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.

5.1 Supply Teachers and Agency Staff

All new supply teachers and agency staff should be given appropriate induction advice, training, and resources, dependent upon length of contract. This should include:

- Relevant information from the Staff Handbook. (see appendix 6)
- Relevant information on curriculum, schedules, and timetables.

5.2 Teaching Staff including Teaching Assistants

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

- The job description for the post, with line management information
- Staff Handbook (see appendix 6)
- School Improvement/Development plan, self-evaluation form and any relevant subject/departmental action plans.
- Latest Ofsted report
- Any relevant policies not included in the staff handbook (see appendix 3)
- Year group schemes of work.
- National Curriculum documents.
- Assessment advice, recording, reporting, resources, and procedures.
- Class and set lists.
- Information on whole school and year group resources, including ICT.

5.3 Administrative and Operational Staff

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

- The job description for the post, with line management information
- Staff Handbook (see appendix 6).
- Any relevant policies not included in the staff handbook (see appendix 3)
- School administrative systems and procedures.
- Specific job-related training such as finance, for recruitment selection administration, etc.

5.4 Cleaning/Caretaking/Kitchen Staff

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

- The job description for the post, with line management information
- Staff Handbook (see appendix 6)
- Any relevant policies not included in the staff handbook (see appendix 3)
- Specific job-related training such as manual handling, use of ladders, kitchen safety, etc.

5.5 Midday and Cover Supervisors

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

- The job description for the post, with line management information
- Staff Handbook (see appendix 6)
- Any relevant policies not included in the staff handbook (see appendix 3)
- Specific job-related training such as behaviour management.

5.6 Governors

All new staff should be given appropriate induction advice, training, and resources. This may include:

- Staff Handbook (see appendix 6)
- Access to Governor Hub for sight of current relevant school information, policy documents and School Improvement Plan data.
- Tour of school website including staffing, communication with parents, Ofsted, and school performance data, BDMAT and school policies.
- BDMAT LAB handbook and appendices via Governor Hub
- Dates and times of whole governing body and subcommittee meetings.
- Access and information of previous governing body minutes via Governor Hub.

5.7 Volunteers

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

- Relevant information from the Staff Handbook. (see appendix 6)
- Any relevant policies not included in the staff handbook (see appendix 3)
- BDMAT policy for volunteers

6 Appendices

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Appendix 1

Delegation of induction programme for:

Name of new employee: _____

Start Date of employment: _____

Name of person delegated to conduct induction programme: _____

Role: _____

Agreed by:

_____ Chair/CEO/Headteacher (delete as appropriate)

_____ Named person

_____ Date

Appendix 2

INDUCTION SCHEDULE

FOR ALL NEW EMPLOYEES

Name:	
Role:	
Start date:	
Induction Co-ordinators Name:	
School:	

	Date	Employee signature	Line Manager signature	On track Y/N
Expected probation sign off date				
Initial induction meeting				
4 week review				
Final probation review meeting				
Extension Y/N				

Initial Induction Checklist	Page 2
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Policies sign off checklist	Pages 8-9
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Initial Induction Checklist

	Points to be discussed / clarified during this induction meeting	Please tick once understood
ALL	Contract of employment - hours / weeks to work	
ALL	Roles and responsibilities	
ALL	Payroll – New starter form, pay dates, additional hours	
ALL	Term dates – copy received	
ALL	Signing in and out procedure / mobile phone use	
ALL	How to report absence	
ALL	Fire Procedures – from department you work in	
ALL	First Aid / Reporting of an accident	
ALL	Correct use of ICT	
ALL	Finance information – mileage, expenses	
ALL	Location of BDMAT and academy policies and procedures – Insight/staff folder	

ALL	Where to view Academy Staff Handbook – Insight/staff folder	
ALL	Keeping Children Safe in Education – see Designated Safeguard Lead	
ALL	Safeguarding Policy – Insight/staff folder	
ALL	Email Address	
ALL	Logon for Arbour/Every HR	
ALL	Logon for photocopier	
ALL	ID Pass	
ALL	Laptop (if required)	
ALL	Employee Assistance Programme contact details for Health Assured	
ALL	Dress Code Policy	
ALL	Sickness Absence Policy	
SCH	Timetable received	
SCH	Introduction to Arbour	
All	Introduction to Every HR	
SCH	Explain use of behaviour/reward/markings/absence and cover policies	
SCH	Explain use of planners	
SCH	Explain homework timetable	
SCH	Give advice on contacting parents/carers	
SCH	Read and keep a copy of Teaching Standards	

Key Contacts

Name	Role	Tel	Email

Week One Meetings Plan

Name	Role	Date of meeting	Actions
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	Induction Co-ordinator		
	DSL		
	Site Lead		
	Admin Lead		

By the end of first week you should	Tick as discussed and agreed	comments
Watched the induction presentation and know the BDMAT Values.		
Have met your Induction Co-ordinator and know how to contact them and understand your responsibilities		
Have a copy of the organisation structure for all departments		
Had a tour of the site		

Have your working patterns		
Know when meetings take place, what they cover and your contribution		
Know how to access ICT & resources		
Know the safeguarding policy for the school and your responsibilities. Confirm you are aware of the reporting procedures and who the Designated Safeguarding Lead, where they are located and what to do if a safeguarding issue occurs.		
Health and Safety aspects relating to individual's work environment, including emergency procedures for fire or lockdown and First aid and management of medicines, signing in and out procedures – see policies and procedures section on page 13 for checklist.		
Ensure employee's line manager outlines the performance management system and begins to determine objectives		
<p>Know how to access all policies and have been read and understood including</p> <ul style="list-style-type: none"> • Keeping Children Safe in Education • Guidance for Safer Working Practice for the Protection of Children and Staff in Education Settings • Safeguarding Policy • Social Media & Social Networking Policy 		

<ul style="list-style-type: none"> • Staff Absence/Sickness Notification Procedure • Cover Policy • Sickness Management Policy • Health & Safety Policy & Procedures, including Fire Drill procedure • Code of Conduct • Finance Handbook • ICT Acceptable use Policy including Internet and Computer Use Protocol/Email protocol • Dress Code 		
<p>Any concerns raised or areas of support identified by Induction Co-ordinator?</p>		
<p>Any Concerns raised or areas of support identified by employee?</p>		
<p>Any actions agreed before next meeting:</p>		



Both Parties to sign and date on page one following completion of this section

Week 4 Review

By the end of first month you should	Tick as discussed and agreed	comments
Have met your team colleagues and know their responsibilities		
Understand how the operational teams support the school		





Know how BDMAT supports your professional development and career planning and how to access training and additional support		
Read the induction pack and raised any questions		



<p>Know how the school works with its local Governing Body</p> <p>And the Chair</p>		
<p>Know the school is part of BDMAT</p>		
<p>Know BDMAT and school values</p>		
<p>Know how the school publicises activities to parents and the wider community and how you can contribute</p>		

Summary of the progress made identifying any additional support required.

Progress expected before next review. Set out any issues that need to be addressed in relation to performance, attendance/time keeping or conduct.

Specific concerns raised if any, by either party;



[Empty rectangular box for notes or comments]

Support/training agreed;

[Empty rectangular box for notes or comments]

Employee's comments

[Empty rectangular box for notes or comments]

Both Parties to sign and date on page one following completion of this section

[Dark blue rectangular box for signature and date]



Policies and Procedures Sign off	Sign on Completion (both parties)	Date
Health and Safety This will include:		
Provision of or reference to the location of the health and safety policy.		
Information and training in relation to the employee's responsibilities.		
Fire and emergency procedures This will include:		
Location of school/building fire safety manual, fire action and other fire notices.		
Location of firefighting equipment.		
Means of raising the alarm including the position of fire alarm points (i.e. break glass units).		
Fire evacuation procedure and means of escape.		
Fire assembly points.		
Times of fire alarm sounder tests.		
Any other relevant information.		
Further training may be necessary depending upon the responsibilities of the post holder.		
Lockdown procedures		
First Aid This will include:		
Location of first aid provisions.		
Location of notices bearing details of qualified First Aiders.		
Means of obtaining first aid assistance.		
Policy on providing medicine and first aid for pupils.		
Any other relevant information.		

Further training may be necessary depending upon the responsibilities of the post holder.		
Policy and procedures relating to Safeguarding Children and Child Protection This will include:		
Safeguarding and Child Protection Policy		
Part 1 of Keeping Children Safe in Education		
Whistleblowing.		
Preventing Radicalisation		
Staff Code of Conduct		
Acceptable Use Policy/Agreement for IT and social media		
Intimate Care Policy (If appropriate to job role)		
Managing Allegations Against Staff Policy		
Policy and procedures relating to Behaviour Management		
Policy for SEND		
HR policies This will include:		
Policy and procedures relating to Sickness Absence		
Policy and procedures relating to Discretionary Leave of Absence		
Policy and procedures relating to Appraisal/Performance Management		
Staff Discipline policy		
Staff Grievance policy		
Policy on Violence and Aggression to staff		
Probationary policy		
Staff Drug and Alcohol Policy		
Professional Development Policy		
Finance policies including:		

Pensions (LGPS) Discretionary Policy		
Staff expenses policy		
Complaints Policy		
GDPR Policy and procedures		
Privacy Notice for Workforce		



	<u>Exceeds</u> <u>Expectations</u>	<u>As Expected</u>	<u>Below</u> <u>Expectation</u>
Quality & Accuracy of work			
Efficiency/work rate			
Attendance			
Timekeeping			
Work relationships & communications			
Competency in the job			
Understanding the job			

MANAGERS COMMENTS:

(Points you may wish to include: Work and performance / Time keeping / Attendance / Ability to do the job)

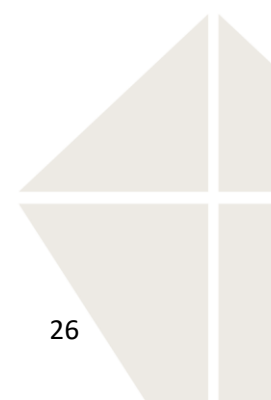


EMPLOYEE'S COMMENTS:





DECISION TAKEN TO CONFIRM THIS EMPLOYEE IN POST AFTER SUCCESSFULLY COMPLETING HIS/HER PROBATIONARY PERIOD OF EMPLOYMENT	YES	NO
Both Parties to sign and date on page one following completion of this section		



Your development is important to us, we want everyone to enjoy success and feel confident and competent.

Professional Development in BDMAT is not just about the skills to do your current role. We want to invest in your career ambitions and enable you to enjoy the rewards of making a difference to the lives of our students, whether you are a teacher or a member of the Support Services Team you are part of the BDMAT family.

BDMAT is developing a new toolkit to support your development. This will include Performance Management, Career Planning and opportunity to access training and research and development grants.

Probation Extension (only to be completed if required)

<u>PLEASE DISCUSS WITH HUMAN RESOURCES IF</u>		
<u>THE FOLLOWING OPTION/S ARE BEING CONSIDERED;</u>		
DECISION TAKEN TO EXTEND PROBATIONARY PERIOD FOR FURTHER MONITORING BY <u>AN ADDITIONAL 13 WEEKS</u> (MAXIMUM) BECAUSE OF ON-GOING CONCERNS.	YES	NO
DECISION TAKEN TO TERMINATE CONTRACT DUE TO UNSUCCESSFULLY COMPLETING HIS/HER PERIOD OF INDUCTION / PROBATIONARY PERIOD OF EMPLOYMENT.	YES	NO
PROGRESS REQUIRED BEFORE NEXT REVIEW IF EXTENDED PROBATIONARY PERIOD AGREED		
SUPPORT AGREED		

Appendix 3

Staff Handbooks– suggestions

Please note:

Handbooks are best as an electronic resource with links to where policies and procedures are stored on BDMAT and/or school websites or in school system.

This way if something is updated the handbook is also automatically updated for staff

What to include

Handbooks should bring together any of the employment information that employees need to know which doesn't change too often.

You should include:

- **School values:**
 - Vision, aims and mission statement
 - School expectations and behaviour code (pupils and staff).
 - Dress code (pupils and staff)
 - Anti-bullying and harassment policy
 - How the school welcomes and supports new staff
 - How the school supports pupils' spiritual, moral, social and cultural (SMSC) development
- **School organisation:**
 - Timetables, including school hours, assemblies, after-school activities, playground roster
 - Staff list: subject co-ordinators, teaching and learning responsibilities, leadership roles
 - List of governors
 - Registration arrangements for pupils
 - Induction arrangements
- **Site safety and administration:**
 - First aid, administration of medicines, fire safety and critical incident instructions
 - Disability and access for staff and pupils
 - Administrative arrangements: school office, keys, reprographics service
- **Safe conduct:**
 - Confidentiality
 - Physical contact and personal privacy
 - One-to-one situations and meetings with pupils
 - Social contact and social networking
 - Acceptable Use Policy/Agreement for IT and social media
 - Staff code of conduct
 - Use of personal mobile phones in school
 - Managing allegations against staff
 - Whistle-blowing policy

- **Safeguarding:**
 - Child protection
 - Online safety, including use of phones and internet
 - Children missing from education
 - The role and identity of the designated safeguarding lead (DSL) and any deputies
 - A copy of part 1 of Keeping Children Safe in Education
- **Policies and procedures:**
 - Absence and lesson cover procedures
 - Capability, disciplinary and grievance procedures
 - Continuing professional development (CPD) and performance management information
 - Cross-curricular policies (including literacy and numeracy)
 - Curriculum subject policies, schemes of work and notes
 - Educational visits and visitors
 - Equal opportunities policy for staff and pupils
 - Gifted and talented policy
 - GDPR policy
 - Health and safety rules and policy
 - Homework policy
 - Marking policy
 - Reporting to parents and carers: written reports and consultation events
 - SEN and inclusion
 - Teaching and learning policy

Appendix 4

Evaluation template

Name of new employee:

Dates of induction period: From _____ to _____

Induction delivered by:

PLEASE READ EACH OF THE STATEMENTS BELOW, AND RATE THE EXTENT TO WHICH YOU AGREE.

1 = DISAGREE 2 = PARTIALLY AGREE 3 = AGREE 4 = STRONGLY AGREE 5 = NA

The documents provided were clear and relevant	1	2	3	4
The purpose of the induction was clearly explained in the first meeting	1	2	3	4
The induction was relevant to my individual role	1	2	3	4
The meetings were well structured and appropriately paced	1	2	3	4
The content was delivered in a clear, easy-to-understand manner	1	2	3	4
Any supplementary resources provided were clear and relevant	1 5	2	3	4
There was sufficient opportunity to ask questions during the meetings	1	2	3	4
Actions points agreed were appropriate and acted upon.	1	2	3	4
The training needs identified were actioned effectively.	1 5	2	3	4
The training provided will have a positive impact on my practice	1 5	2	3	4
The training will have a positive impact upon pupils' learning	1 5	2	3	4

PLEASE PROVIDE YOUR COMMENTS AND FEEDBACK IN RELATION TO EACH OF THE QUESTIONS SET OUT BELOW

1. Which aspects of the induction programme were most useful?

2. Which aspects of the induction programme could have been improved?

3. What was the most important learning you took away from the induction programme

4. How will what you have learned impact on your practice?

5. What support do you need in order apply these learnings?

6. Do you require any additional training on any of the topics covered during the induction programme?



PLEASE USE THIS SPACE TO PROVIDE ANY ADDITIONAL COMMENTS OR FEEDBACK ABOUT THE INDUCTION PROGRAMME

Empty space for providing additional comments or feedback about the induction programme.

