



# **Staff Induction Policy**

***Version 1:0***

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**Approved by:**

**Date:**

## Introduction

The Sallygate School, which forms part of Channels and Choices, recognizes that its staff are fundamental to the community and the overall organisations success.

To enable all staff to become effective and efficient in their role as quickly as possible, it is essential that all staff new to Channels and Choices, or new to the specific role in which they will be working in, receive a timely and appropriate induction.

Channels and Choices, including The Sallygate School, places great importance on thorough induction procedures which serve to make new staff feel welcome, valued, and supported in their new role. This will enable staff within the school to get quickly get up to speed, perform their duties effectively and begin to make a contribution to the school.

## Scope

This policy relates to newly appointed staff and to existing staff members who have taken on a new role within the school.

Staff are expected to be proactive in their own induction, and ensure that they receive relevant information from an appropriate source which enables them to apply themselves to their job and fully contribute to the success of the school.

## Aims

The policy aims to set out The Sallygate School's approach to induction and to indicate how appropriate inductions can be provided. The policy will be accompanied by guidance on procedures and further supportive information contained within the Channels and Choices Employee Handbook.

The policy encompasses several strands of induction:

- Pre-arrival
- Organisation induction
- School induction
- Job induction

## Objectives of Induction

## **Pre-arrival**

Some induction information can be provided in advance of the start date once a candidate has accepted an offer of appointment. This will enable new employees to begin familiarisation with Channels and Choices as an organisation and their specific job role. The pre-arrival induction information is in addition to any information provided in the recruitment process.

## **Organisational level**

Channels and Choices initial induction session for new starters is usually offered and undertaken before a new starter starts their role within the school. This half-day session outlines safeguarding arrangements and involves making new staff familiar with how the organisation operates, the various arms within the company e. g. fostering, residential, school and how they can operate effectively within it.

The HR team also offers an induction review usually within two months of any new person starting within the company.

## **School level**

New staff are asked to attend a settling-in meeting with a senior member of school staff within their first week. This meeting allows for open discussion on how the new starter is feeling about the school and their role. The aim of this meeting is to enable new staff to understand the mechanics and culture of the school environment so that they can work comfortably and effectively within it.

There will be a further follow-up meeting held within the following three weeks, again to allow time for informal discussion on how the individual is feeling in their role and whether any additional support is required to ensure they can function effectively and feel confident.

New starters will also be met with at regular intervals as part of their 6 month probationary review process. New starters are also welcome to speak to any senior member of staff, or their colleagues, as and when required, as we maintain an open door policy.

## **Job Induction**

Induction into the job for which an individual has been employed is a crucial part of the induction process and complements the probation process. Activities carried out during job induction may be used by managers to document an individual's performance during the probationary period.

Job induction enables the individual to:

- strengthen their understanding of the duties and responsibilities of the role

- understand the expectations of them in the form of standards, objectives (school and personal) and / or a personal development plan, set with their line manager
- understand how their work performance will be monitored (including probation and performance review processes)
- discover the information and support that is available to them, including mentoring and key contacts
- highlight areas where training and development would be appropriate
- apply their skills and knowledge to performing the job and demonstrate that they successfully meet probation requirements

The specific activities within job induction will be dependent on the demands of the role within the school (e.g. teacher, learning mentor, volunteer) and the skills and understanding that the individuals bring with them, and will be at the discretion of their line manager.

Job induction activities will usually take place within the school but some may be provided by colleagues across the organisation such as Human Resources and Training, Fostering, and Residential. An initial assessment of any training and development needs and how they might be addressed should be discussed and agreed at this point in the induction process.

During the job induction staff must be made aware of the probationary procedure and that records of induction activities may be used to support the probationary process.

Responsibility for induction at the school falls with the line manager, though specific activities may be delegated at the line manager's discretion. The Channels and Choices HR and Training team offer a pre-arrival induction for new starters. It is good practice for individual employees and line managers to retain records of completed induction activities, and where appropriate for these to be shared with the central HR team.

### **Responsibilities**

There is a shared responsibility between individuals, line managers and the HR/training team for the development of staff at The Sallygate School (and staff across the organisation) and staff receiving an appropriate induction forms part of this responsibility.

**All new staff will be expected to be proactive and take responsibility for their own induction which will form the initial stage of their personal and professional development.** Individuals will be enabled and supported in doing this throughout the duration of the induction period, beginning at the pre-arrival stage. Staff can expect on-going support from their line manager and other key colleagues

within the organisation , who will both signpost and deliver a range of induction activities e.g. safeguarding and e-safety , attachment theory, Team Teach.

### **HR and Training team:**

- Company induction, including design and delivery of the programme and evaluation of its impact and effectiveness.
- Centrally-delivered specialist induction events for a number of specific roles
- Information and guidance on planning and carrying out an effective job induction
- Web-based and on-line materials which supplement the induction programme
- Ensuring equal opportunities in access to induction events in accordance with Channel and Choices Equal Opportunities Policy.

### **Line managers:**

- Ensuring that staff receive the appropriate induction at job and organisational level
- Induction into school practices and culture and the local work environment - this may be delegated to another member of staff or 'buddy'
- Conducting/ directing induction into the job (some elements may be delegated) in accordance with the probationary procedure.
- Allocating time for induction activities
- Enabling new staff to be proactive in conducting their own induction
- Maintaining induction records which support the probation procedure.

### **New staff**

- Identifying and undertaking, in a timely fashion, all the induction activities which are indicated to them by their line-manager and the HR/Training team
- Applying knowledge and skills gained through induction to performing their job .
- Maintaining induction records as part of their personal and professional development.
- Taking responsibility for their own learning and seeking relevant sources of information as and when required.
- Fully participating in activities, meetings and training which has been identified to support them in their role.

### **School Senior Leadership Team**

- Giving full support to adopting best practice Induction processes.
- Maintaining a strategic overview of employment and review processes
- Shared overall responsibility to ensure relevant processes are embedded within team.

### **Quality assurance**

This will be addressed by:

- Gathering evaluation and feedback data
- Sallygate School working together with the HR and Training team
- Alignment to the probation process and performance management framework
- Provision of guidance and support which represents "good practice".
- Maintaining accurate records relating to the induction process

### **Related documents and activities**

- Documentation relating to ongoing professional development e.g. personal development plan, training programme
- Channels and Choices Employee Handbook
- Probation guidance