



**ORCHARD**  
—Community Trust—

# Induction Scheme Guidance

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## Statement

This guidance should be read in conjunction with the following documents: -

Probationary Period Guidance

## Introduction

At Orchard Community Trust (OCT) and for each of our schools within our Trust, we recognise that staff are our most valuable resource in providing the very best outcomes for all pupils. Achievement of our vision depends on recruiting and developing high quality staff. Integral to this objective is the need to provide a framework for the effective induction of newly appointed staff and those who are promoted, transferred or have been off work for a long period e.g. on career breaks. This scheme outlines the broad principles that will govern our approach to the induction of staff and supports our continuous professional development commitment for all staff. It also provides guidance for Headteachers (or the nominated management representative) to ensure that new staff members are provided with effective support so that they can fully meet the requirements of their job. The Headteacher may wish to delegate line management responsibilities to their nominated management representative and, in such cases, any reference to Headteacher in this scheme should be taken as being the nominated management representative.

This scheme should be read in conjunction with OCT's Probationary Scheme Guidance for staff.

## Aims of the Scheme

At Orchard Community Trust we believe that effective induction is one of the best ways to welcome and integrate new staff into the organisation, thereby ensuring that they settle in and are able to work effectively and efficiently as quickly as possible. Induction to Orchard Community Trust takes place at a number of levels and involves contributions from a range of people.

The induction process should be a thorough, robust process. However, leaders must avoid overloading new members of staff with too much information at once. Therefore, the induction process is broken down into five phases:

1. Prior to a new employee's first day
2. The first day
3. End of the first week
4. At the end of the first month
5. A final induction meeting after six weeks.

Each phase will be structured around four main aspects, each with its own intended outcome(s). The table below sets out the name and outcome(s) of each aspect:

Aspect	Outcome
Welcome and orientation	<ul style="list-style-type: none"><li>➤ New staff are made to feel welcome.</li><li>➤ New staff settle quickly and become familiar with the school environment</li></ul>
Familiarisation of key polices	<ul style="list-style-type: none"><li>➤ New staff read, understand and implement critical policies and procedures.</li><li>➤ New staff are signposted to other policies which will support them as a valued employee and help them be successful in their new role.</li></ul>

Training and support	<ul style="list-style-type: none"> <li>➤ New staff develop the levels of knowledge and standards of professional competence necessary to maintain and improve standards in schools.</li> <li>➤ New staff engage positively in the professional development process and have the opportunity to ask questions.</li> <li>➤ New staff complete core training, in accordance with agreed timescales.</li> <li>➤ New staff are informed and feel confident enough to seek further support, advice and clarity.</li> </ul>
Employment matters	<ul style="list-style-type: none"> <li>➤ New staff understand their contractual obligations and job description.</li> <li>➤ The induction period dovetails to the probationary period.</li> </ul>

### Orchard Community Trust Vision/Ethos

Orchard Community Trust holds in high regard the requirements of ‘Keeping Children Safe in Education’ and expects all staff and volunteers to be committed to this. This document will be discussed with new staff on their first day of employment. Induction is used in OCT to set clear expectations and boundaries of the role the new staff is appointed to and ensure that the individual is clear on what is acceptable and unacceptable behaviour.

### Orchard Community Trust’s Commitment to Induction

OCT is committed to providing an effective induction for all staff. The induction starts prior to a member of staff’s first day in the role. Although the final induction meeting takes place after 6 weeks, the process continues throughout both the probationary period and the first year. OCT sees induction as the beginning of a continuous learning cycle and encourages professional development of staff at all levels in the academy to support pupil outcomes.

Although it is appreciated that supply staff could only be in school for a matter of days or less, OCT is committed to give supply staff some basic level of induction as they have 1:1 contact with our children and are therefore part of our team.

### Inductor & Buddy System

All new staff will be allocated a mentor – described in this document as the **inductor**. It may be appropriate to allocate an additional mentor for specific purposes (e.g. for Early Career Teachers).

New staff will also be offered a 'buddy' within their school. This colleague will provide informal support to ensure that the new member of staff quickly feels comfortable in the new environment and has someone they can speak to about any aspect of school life. There is no expectation that this should be a formal arrangement and the buddy will work quietly alongside the new member of staff to provide moral support, encouragement and enable the communication of informal rules, customs and practices in Orchard Community Trust to be shared.

It is important that the buddy is agreeable to this role as it is crucial that the system works in relation to integration into Orchard Community Trust. This role can be developmental for the buddy even though they would have no additional pay for this responsibility.

## **At the End of the Induction Period**

At the end of the induction period the new member of staff will be confident with the culture, policies and organisation of Orchard Community Trust. They will have the basic knowledge required to do the job and be competent to work unsupervised

A new member of staff may be subject to a probationary period. OCT will ensure that the probationary period will be conducted as a separate process alongside the induction timeline with the support of Human Resources.

## **Evaluation**

OCT is committed to learning from feedback given and altering the induction process accordingly. It is expected that the member of staff will continually evaluate the process and provide feedback on its effectiveness to the Headteacher at the end of the process.

## **Induction for Trust Central Team members**

New Central Team members will be welcomed to the school by the SEL& CFO and will be shown around the school that the Trust Office is situated within, and will be introduced to members of staff and the pupils when possible.

New Central team members will be supported by their colleagues and a go to person will be agreed, who can be an immediate point of reference/support and mentor.

Induction activities will be agreed which take account of the person's previous knowledge and experience and their roles and responsibilities within other Multi Academy Trust support settings. New central team staff will access staff as applicable to their role.

## **Induction for Governors**

New Governors will be welcomed to the school by the Chair of the Local Governing Board and the Head Teacher and will be shown around the school and introduced to members of staff and the pupils when possible.

New Governors will be linked to a more experienced member of the Local Governing Board who can be an immediate point of reference/support and mentor.

Activities will be negotiated to take account of the new Governor's previous knowledge and experience and their roles and responsibilities within the Local Governing Board. Governors will be able to access training via the Teaching Schools, Local Authority and via the training offered by the Governance Professional (Clerk) to the Governing Board.

**Trustees will also be offered a similar induction as governors on the Local Governing Board as part of being on the OCT Trust Board.**

## **Induction for Supply Teachers and Volunteers**

### **Supply Teachers**

**On their first visit to the school: -**

1. Are welcomed by a relevant member of the team and given a contact in school for support.
2. Are shown around appropriate areas of the school by an experienced member of staff.
3. Ensure key policies have been read and understood e.g. Safeguarding Policy etc.

**On subsequent visits to the school:**

1. Are welcomed by the appropriate member of the team and given a timetable and details of work set or activities planned for the day.
2. Are given relevant, up to date information regarding pupils and/or groups they will be working with.

**Volunteers, Student Placements & Parent Helpers**

**On their initial 'pre-start' to the school, volunteer helpers will:**

1. Complete an application form so that references can be taken up and verified.
2. Provide the School Business Manager with ID Documents in order that an Enhanced DBS and Barring List Check can be processed.
  - Note - the DBS clearance form must be signed by the Headteacher or OCT Super user (please refer to Recruitment and Selection Policy).
3. Be welcomed by the appropriate member of the team.
4. Spend time with the relevant member of the team (or designated member of staff) who will explain the work of the school and the "expectations" of adults, other than staff, working in the school.
5. Confirm "expectations" in relation to their own requirements (e.g. outcome of placement, reference, experiences sought, course requirements).
6. Receive information in relation to the school's expectations of them (e.g. Code of Conduct, GDPR, professionalism, contact details).
7. Receive relevant information about key policies and procedures, particularly in relation to safeguarding.
8. Be shown around the school by an experienced member of staff.
9. Meet the teacher(s) and/or staff they will be working with.

Following satisfactory completion of vetting checks, on subsequent visits to the school the volunteer helper will be welcomed by the relevant member of the team and given details of the day's/session's deployment, (for staff not attached to a regular group).

## Appendix A – Prior to new employee's first day

### Staff Induction

Name:

Start Date:

Job Title:

Department:

Line manager:

Named inductor:

Welcome and Orientation		
Checklist	Date	Who?
Work space allocated and organised, where appropriate		
Security/ID badge arranged		
Phone and IT access arranged and set up, where appropriate		
First day induction meeting(s) scheduled		
Buddy/mentor agreed and arranged for the induction period		
Welcome letter sent		
Ascertain if the member of staff has any needs resulting from a disability		
<b>Additional comments</b>		

Familiarisation with key policies		
Checklist	Date	Who?
Distribute the following policies via email (to be read before Day 1): <ul style="list-style-type: none"> <li>• Safeguarding &amp; KCSiE (Part 1)</li> <li>• Whistleblowing</li> <li>• Staff Code of Conduct</li> <li>• Health &amp; Safety</li> <li>• Induction</li> <li>• Behaviour</li> <li>• Internet and Email Acceptable Use</li> </ul>		

Training and support		
Checklist	Date	Who?
Handover period arranged (if necessary)		

Employment matters		
Checklist	Date	Who?
Employment checklist completed and signed off by Line Manager		
Contract sent to employee		

## Appendix B – First day in school

Welcome and orientation		
Checklist	Completed	Comments
Employee greeted and introduced to the team		
Inductor introduced		
Explanation of the Induction Programme by the Inductor		
Tour of the school/, inc location of workspace, staffroom, toilets, fire exits, First Aid etc		
Security arrangements - Issue ID badge, keys & security codes		
Brief overview of school (inc staffing structure and ethos).		
Brief outline of key school improvement priorities, where appropriate		
Brief outline of latest Ofsted inspection summary and outcome		
Tea/Coffee arrangements		
School routines: including photocopying, storage of personal possessions, playground duties, access to the building, location of resources, fax and telephone		
Weekly timetables		
Calendar of school events including social events		
Internal communication arrangements		
Team meetings and briefings		
Procedures for reporting sickness and other absences		
Cover arrangements/school diary		

<b>Training and support</b>		
<b>Checklist</b>	<b>Completed</b>	<b>Comments</b>
Meet DSL for Safeguarding, E-Safety and behaviour induction – review policies and procedures		
Review Fire Procedures		
Review Accident procedures – children and adults		
Arrange CPOMS training – to take place this week (Appendix C)		
Notify employee of requirement to complete basic Safeguarding Training (IHASCO) this week		

<b>Employment matters</b>		
<b>Checklist</b>	<b>Completed</b>	<b>Comments</b>
Review <ul style="list-style-type: none"> <li>➤ Contract of employment, including salary, start, finish and lunch times</li> <li>➤ holidays and pay arrangements</li> </ul>		
Review and sign Job Description		

<b>Confirmation that the requirements listed in Appendix B have been successfully completed.</b>		
<b>Checklist</b>	<b>Signature</b>	<b>Date</b>
Inductor signature		
Inductee signature		
<b>Agreed date/time for 'end of first week meeting' (Appendix C)</b>		

## Appendix C – End of first week

Welcome and orientation	
Checklist	Completed?
Review first week in school/Office	
Check whether the employee has any requirements which they feel would help them during the initial induction period?	
Offer of informal employee/mentor keeping in touch meeting(s) made (to take place between weeks 2-6)	
<b>This box should be used to record further information about any of the above, inc agreed actions and dates</b>	

Familiarisation with key policies		
I confirm that I have read and understood the following polices	Employee signature	Date
Safeguarding & KCSiE (Part 1)		
Whistleblowing		
Staff Code of Conduct		
Health & Safety		
Induction		
Behaviour		
Internet and Email Acceptable Use		

<b>Familiarisation with key policies</b>	
<b>Signpost the employee to the following policies (where appropriate to role)</b>	<b>Completed</b>
Teacher's Appraisal and Capability Policy or Support Staff Performance Management, where appropriate	
Charging and Remissions Policy	
Sickness Absence	
My View	
Model Pay Policy – Teachers' Pay	
Assessment and Marking Requirements/Policy	
Disciplinary Procedure, conduct and grievance	
Data Protection Policy	
Lone Working Policy	
Probationary Scheme – review process explained	
Other (please amend)	
<b>Considering the policies listed above, please list the policies which the employ must read by the end of the initial induction period (first 6 weeks).</b>	

<b>Training and support</b>	
<b>Checklist</b>	<b>Completed</b>
Confirmation of completion - Basic Safeguarding Training has been completed	
Confirmation that CPOMS training has been completed (checked by mentor)	
Discussion about the employee's training and development needs. This should include identifying particular talents and interests the individual has that could contribute to the school which have not been identified during the recruitment process	
Outline IHASCO training requirements to be completed by the 'end of first month' meeting	

– Health & Safety, Fire Awareness and GDPR	
<p><b>This box should be used to record further information about any of the above, inc agreed actions and dates</b></p>	

Confirmation that the requirements listed in Appendix C have been successfully completed.		
Checklist	Signature	Date
Inductor signature		
Inductee signature		
Agreed date/time for 'end of first month meeting' (Appendix D)		

## Appendix D – End of first month

Welcome and orientation	
Checklist	Completed?
Review first month in school/Office	
Check whether the employee has any requirements which they feel would help them during the remainder of the induction period?	
<b>This box should be used to record further information about any of the above, inc agreed actions and dates</b>	

Training and support		
Checklist	Date	Inductor
Confirmation of completion - 'Fire Awareness' Training		
Complete 'GDPR' training		
Display Screen Equipment		
PREVENT		
Safeguarding Level 1		
Lone Working		
Office Safety		
Safer Recruitment		
<b>Highlight any training needs that may be required</b>		

<b>Employment matters, inc probationary period</b>		
<b>Checklist</b>	<b>Date</b>	<b>Inductor</b>
Schedule dates/times for following probationary meetings: ➤ First (7-9 weeks) ➤ Second (13-15 weeks) ➤ Third and final (20-24 weeks)		

<b>Confirmation that the requirements listed in Appendix D have been successfully completed.</b>		
<b>Checklist</b>	<b>Signature</b>	<b>Date</b>
Inductor signature		
Inductee signature		
<b>Agreed date/time for final induction meeting (Appendix E)</b>		

### Appendix E – Final induction meeting (6 weeks)

Familiarisation with key policies		
I confirm that I have read and understood the following policies detailed in Appendix C	Employee signature	Date

Training and support		
Checklist	Date	Inductor
Confirmation of completion - 'Display Screen Equipment' Training		
Confirmation of completion - 'Prevent Duty' training		
Highlight any training needs that may be required to successfully complete induction period		

Employment matters, inc probationary period		
Checklist	Date	Inductor
Schedule dates/times for following probationary meetings: ➤ First (7-9 weeks) ➤ Second (13-15 weeks) ➤ Third and final (20-24 weeks)		

Confirmation that the initial induction has been successfully completed.		
Checklist	Signature	Date
Inductor signature		
Inductee signature		
Please refer to the Probationary Scheme for next steps.		