



Truro and Penwith
Academy Trust

Induction Policy

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Truro and Penwith Academy Trust

Induction Policy

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Induction Policy

Related documents available on TPAT's Intranet Site

Attendance Policy	All staff to be aware of sickness reporting and sick pay
Behaviour Policy	For all staff who work with children / young people
Capability Policy	All staff
Code of Conduct	dress code, employee behaviour, low level concerns etc.
Contract Templates for Teachers and Support Staff	provide terms and conditions of employment such as hours of work, annual leave, pay etc.
Data Protection Policy	All staff
Disciplinary Policy	All staff
Equality Policy	All staff
E-Safety Policy	All staff
Grievance Policy	All staff
Health & Safety Policy	All staff
ICT Acceptable Use Policy	All staff
Induction for Early Career Teachers Guidance	early career teachers to be made aware of the criteria used for monitoring progress, in line with the induction standards
Keeping Children Safe in Education	all staff must read Part 1 and Annex A
Leave of Absence Policy	All staff to be aware of arrangements for hospital, doctor, dental appointments etc.
Parent & Visitor Code of Conduct	All staff
Performance Management/Professional Growth Policy	All staff
Safeguarding / Safer Recruitment Policies	All staff
Whistleblowing Policy	All staff



Induction Policy

1 Purpose

- 1.1 Truro & Penwith Academy Trust (TPAT) recognises that staff are its most valuable resource and is committed to ensuring that all staff receive an appropriate induction and welcome.
- 1.2. The purpose of this document is to ensure that all appointing Headteachers / Heads of School / Line Managers understand the procedure and their responsibilities in ensuring that all new employees receive a timely and appropriate induction. The document will also ensure that all employed staff understand their responsibility in completing their local induction and understand their own responsibilities towards the safeguarding of children.
- 1.3 Induction has benefits, for both employees and employers that may only become evident if it is neglected. Employees who settle quickly will become productive and efficient from early on and in turn will experience feelings of worth and satisfaction. It is generally recognised that new employees are highly motivated and an effective induction procedure will ensure that this motivation is reinforced and put to good use.
- 1.4 Safeguarding Children and Child Protection will feature prominently in every induction programme. The Safeguarding and Child Protection induction process aims to:
 - ensure all members of new staff receive the appropriate information, training and have a clear understanding of what is required of them from a statutory and School / Trust perspective;
 - understand the importance of safeguarding and child protection within all TPAT schools and our unwavering commitment to ensure it is 'everybody's business';
 - understand the requirement to comply and adhere to all safer-recruitment checks and fulfil all training requirements, otherwise new employees will not be able to commence their role;
 - know what to do if they are concerned about a child or a young adult and how to report concerns and understand this is a legal requirement;
 - know who to see if they have any questions in relation to child protection and safeguarding including whistleblowing and making referrals.

2 Introduction

- 2.1 This procedure applies to all new employees of TPAT as well as workers, parent helpers, volunteers, governors & trustees. All employees are included, whether permanent, on a temporary / fixed term contract or casual. It does not apply to agency workers or contractors.
- 2.2 The first weeks and months are vital to the success of any appointment. The arrangements made for introducing a new person to the duties of the post, and to the School / Trust as a whole, provide the foundation for successful and safe contribution to the School / Trust. The induction programme is designed to help new people become familiar with the requirements of their position and learn about the School / Trust 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 ECT induction, apprenticeship programmes and probationary periods as and where appropriate.
- 2.3 The induction process will:
- provide information and training on the School / Trust's policies and procedures;
 - provide child protection training and assess its effectiveness;
 - enable the staff to contribute to improving and developing the overall effectiveness of the School / Trust, raising pupil achievement, and meeting the needs of pupils, parents and the wider community;
 - contribute to staff sense of job satisfaction and personal achievement;
 - explain the School / Trust's code of conduct to ensure that all employees understand what is expected of them and gain support to achieve those expectations;
 - identify and address any specific training needs.
- 2.4 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;
 - details of other relevant individuals with responsibility for induction eg the designated mentor or supervisor.

3 Roles and Responsibilities

- 3.1 Headteachers / Heads of School / Line Managers (or the delegated appropriate person) are responsible for ensuring that the induction processes are completed in school and they will monitor to ensure its continued effectiveness. The CEO will ensure that all central team staff receive a proper induction. All new staff will be expected to sign to say that they understand all the information provided to them on their induction. This can be done by way of a checklist (example available on the Trust intranet), and this signed checklist should be stored on the employee's personal file.
- 3.2 All staff, regardless of pay, role or status, permanent, temporary, fixed term, casual, full or part-time must take part in completing their induction.

4 Induction Processes

- 4.1 HR Induction Process:

- introduction to line manager and team;
- tour of the School / Trust building;
- arrange photo pass to access the School / Trust;
- location of facilities (washrooms etc.);
- provide details of working hours and working weeks (contract information);
- a briefing on School and Trust procedures in relation to Covid-19, including social distancing, isolation, health and safety in school, PPE and procedures when a member of staff or child develop symptoms, in line with government advice;
- outline role responsibilities and provide job description;
- arrangements for breaks and lunch (if applicable);
- use of personal mobiles and social media;
- ICT familiarisation;
- code of conduct;
- fire and emergency procedure;
- details of lock down procedure;
- identify key staff in the school as well as Trust core team members;
- first aid contacts;
- outline sickness absence procedure;
- policy documents, including school development plan;
- school / trust brochure;
- confidentiality & data protection;
- details of employee benefits;
- safeguarding and child protection;
- safeguarding training arrangements – including induction, online safeguarding; prevent and FGM training;
- ensure any reasonable adjustments that were highlighted during recruitment are discussed and adaptations reviewed and made where possible;
- where relevant, risk assessments will be written and agreed between the line manager and new employee, ensuring that the specific needs of any new members of staff with medical needs or disabilities will be addressed to minimise any risk.

5 Teaching Staff

- 5.1 A Teacher '**New Starter Pack**' should be provided before the commencement of employment. Specific safeguarding training must be undertaken and the employee must be provided with and read the school safeguarding policy.
- 5.2 In addition to completing the induction process, Headteachers / Heads of School may find it beneficial to provide teaching staff with additional information relating to the whole school and curriculum departmental policies, resources and procedures, for example:
- curriculum policy;
 - induction on key policies;
 - health & safety;
 - attendance / absence information;
 - SEND;
 - professional status;
 - roles & responsibilities;
 - staff code of conduct;

- school structure and line management procedures;
- pastoral matters;
- pupil premium information;
- assessment advice, recording, reporting, resources & procedures;
- class & set lists, information on whole school & year group resources including ICT;
- timetables.

5.3 During the course of the initial six months an induction programme should be organised that includes:

- performance management;
- reports and report writing;
- educational visits;
- the role of Governors;
- professional development programme;
- target setting, assessment, monitoring & evaluation.

5.4 A qualified teacher cannot be employed as a teacher in a relevant school in England unless they have satisfactorily completed a statutory induction period in accordance with the regulations and guidance.

6 Early Career Teachers (ECTs)

6.1 A Teacher '**New Starter Pack**' should be provided before the commencement of employment. Specific safeguarding training must be undertaken and the employee must be provided with and read the school safeguarding policy.

6.2 Statutory induction is the bridge between initial teacher training and a career in teaching. It combines a structured programme of development, support and professional dialogue, underpinned by the **Early Career Framework**, with monitoring and an assessment of performance against the **Teachers' Standards**. The programme should support the ECT and provide them with the necessary training to ensure that they can demonstrate that their performance against the **Teachers' Standards** is satisfactory by the end of the period. Induction should provide a foundation for ECTs and equip them with the tools to be an effective and successful teacher.

6.3 An ECT cannot undertake statutory induction (or a period of employment counting towards induction) unless they have been awarded QTS. Headteachers / Heads of School must check with the Teaching Regulation Agency that the individual holds QTS.

6.4 Schools are expected to deliver an induction period that is underpinned by the **Early Career Framework** (ECF).

6.5 The standard length of induction is two school years. ECTs serving induction on a part-time basis at any point will need to serve the full-time equivalent (FTE) of two full school years (based on a school year of three terms). Therefore, an ECT working part-time as a 0.5 FTE will need to serve induction for four school years.

6.6 The Headteacher / Head of School is expected to ensure that ECTs receive a programme of training that enables the ECT to understand and apply the knowledge and skills set out in each of the ECF evidence ("learn that") statements and practice ("learn how to") statements. ECF based training is expected to be embedded as a central aspect of induction; it is not an additional training programme.

- 6.7 ECTs receive a 10% timetable reduction in their first year of induction and a 5% timetable reduction in the second year of induction.
- 6.8 The Headteacher / Head of School should identify a person to act as the ECTs Induction Tutor, to provide regular monitoring and support, and coordination of assessment. The Induction Tutor is expected to hold QTS and have the necessary skills and knowledge to work successfully in this role and be able to assess the ECTs progress against the **Teachers' Standards**. They will need to be able to recognise when early action is needed in the case of an ECT who is experiencing difficulties. It may, in some circumstances, be appropriate for the Headteacher to be the Induction Tutor. The Induction Tutor is a separate role to that of Mentor.
- 6.9 The Headteacher / Head of School should identify a person to act as the ECTs Mentor, to provide regular mentoring. The Mentor is expected to hold QTS and have the necessary skills and knowledge to work successfully in this role. Mentoring is a very important element of the induction process and the Mentor is expected to be given adequate time to carry out the role effectively and to meet the needs of the ECT. This includes attending regular mentoring sessions and mentor training where appropriate.

7 Support Staff

- 7.1 A Support Staff '**New Starter Pack**' should be provided before the commencement of employment. Specific safeguarding training must be undertaken and the employee must be provided with and read the school safeguarding policy.
- 7.2 In addition to completing the induction process, all new staff should be given appropriate induction advice, training and resources that will include:
- briefing by their line manager;
 - information relating to School / Trust / relevant department;
 - induction on relevant policies;
 - health & safety;
 - attendance / absence information;
 - roles and responsibilities;
 - staff code of conduct;
 - line management procedures;
 - professional development opportunities / performance management process.

8 Apprentices

- 8.1 A Support Staff '**New Starter Pack**' should be provided before the commencement of employment. Specific safeguarding training must be undertaken and the apprentice must be provided with and read the school safeguarding policy.
- 8.2 An apprenticeship induction is much more than a conventional induction into a new role. For many apprentices, it is the start of their career, and it can be very daunting.
- 8.3 The training provider will provide a commitment statement which should include:
- the occupation in which the apprentice is being trained;
 - the name of the apprenticeship;
 - the start and planned end date for the apprenticeship;
 - the planned contact and schedule for training;
 - what is expected and offered by the employer, training provider and apprentice;

- how to resolve queries or complaints.
- 8.4 Everyone involved must sign the commitment statement. This statement ensures the apprentice receives appropriate support and quality training.
- 8.5 After the induction, it is important to revisit the commitment statement and continually review the training plan to check whether the commitments are being met and to track the apprentice's progress.
- 8.6 The Headteacher / Head of School / Line Manager should identify a person to act as the Apprentice's Mentor. The role of a Mentor is essential and a positive in many Apprentice's experience. The Mentor does not have to be the Apprentice's Line Manager. It is important that trust is established early to encourage the Apprentice to ask for help when they need it. Also, the Mentor needs to recognise the Apprentice's achievements and ensure they have someone encouraging them to succeed.

Mentors should be communicating with the apprentice's training provider and can help the Apprentice with any preparation that they need to do for their exams, coursework, and end-point assessments. Participating in any review meetings is also important in understanding the apprentice's progress.

9 Workers, Parent Helpers & Volunteers

- 9.1 All new workers, parent helpers and volunteers should be given induction advice, training and resources which will include:
- safeguarding policy & Part 1 of keeping children safe in education;
 - health & safety;
 - fire & emergency procedures;
 - first aid;
 - code of conduct;
 - trust & school procedures in relation to Covid-19: health & safety, social distancing and PPE;
 - staff lists including senior leadership team and wellbeing lead.
- 9.2 Colleagues should be provided with the '[Parent & Visitor Code of Conduct](#)' policy as part of their induction.

10 Governors & Trustees

- 10.1 All Governors and Trustees should be given induction advice, training and resources which will include:
- safeguarding policy & Part 1 of Keeping Children Safe in Education;
 - health & safety;
 - fire & emergency procedures;
 - first aid;
 - code of conduct;
 - trust & school procedures in relation to Covid-19: health & safety, social distancing and PPE;
 - staff lists including senior leadership team and wellbeing lead;
 - current relevant School / Trust information, policy documents and school improvement plan or annual report data;
 - school / trust brochure including staffing, Ofsted and school performance;

- department for information literature on the role of Governors / Trustees;
 - governing body / board of trustees policy documents;
 - dates & times of whole governing body or board of trustees meetings including sub-committee meetings;
 - access & information of previous minutes of meetings;
 - latest governing body / board of trustees reports to parents / schools and School / Trust bulletins and newsletters;
 - information and access to governor / trustee training courses.
- 10.2 Colleagues should be provided with the '[Parent & Visitor Code of Conduct](#)' policy as part of their induction.
- 10.3 In addition to completing the induction, Headteachers / Heads of School / Line Managers may find it beneficial to provide Governors and Trustees with additional information relating to school / trust governance, for example:
- visit to the school / trust to include tour and visit staff;
 - meeting with chair of governors, chair of board of trustees to explain committee structure, terms of reference, training etc.;
 - skills assessment;
 - assessment of future development needs.

11 Principles

- 11.1 An induction provides an important opportunity for new employees to familiarise themselves with their new working environment and obtain essential information relevant to their new role.
- 11.2 A staff induction will aim to ensure staff feel welcome, secure and confident in their new situation and equipped to carry out their duties successfully.
- 11.3 The objective of the staff induction is to ensure that on completion:
- new staff feel valued and part of the team;
 - existing staff are confident that new members of staff are able to carry out their duties competently;
 - the new member of staff is fully aware and committed to the safety of children and staff;
 - the staff member is equipped to perform their job;
 - all new staff understand safeguarding procedures;
 - new staff are aware of all emergency procedures on commencing work.

12 Induction Procedure and Guidelines

- 12.1 Induction is an organic on-going and evolving process that realistically takes weeks and months. The ethos of the School / Trust is that learning is a shared responsibility and there is an expectation that new members joining the School / Trust will be proactive in asking for information and help – however big or small.
- 12.2 Headteachers / Heads of School / Line Managers will ensure that they work with new staff to complete their induction and store any completed checklists on the employee's personal file.

- 12.3 The checklists are not exhaustive in content and staff should be made aware of all relevant policies and local procedures.

13 Compliance

- 13.1 Headteachers / Heads of School / Line Managers will have ultimate responsibility for ensuring compliance with this policy.

- 13.2 **Safeguarding** – this should include:

TPAT is committed to safeguarding and promoting the welfare of children and young people and expects all staff, workers, volunteers, governors and trustees to share this commitment.

All people within TPAT have a duty to safeguard pupils/students from harm, and to report any concerns they have about children and young people in line with our [Safeguarding Policy](#) and procedures. This includes physical, emotional and sexual abuse, and neglect. All staff must be familiar with the Trust [Safeguarding Policy](#), [Keeping Children Safe in Education](#), [Prevent](#) and [Code of Conduct](#).

We must all:

- report any concerns to the Designated Safeguarding or Deputy Safeguarding Lead, sending a follow up email with the facts of the disclosure;
- maintain confidentiality by ensuring that ONLY appropriate safeguarding members of staff are given information;
- report any concerns through the appropriate channels;
- never discuss children or young people; this includes out of the school /trust building, with other staff, where children or members of the public are present, in the school office or any other place that is not private;
- all concerns will be noted on the safeguarding system.

Safeguarding should be observed at all times.

- 13.3 **Health and Safety** – this should include:

- provision of or reference to the location of the School / Trust policy;
- information and training in relation to the employee's responsibilities;
- procedures related to Covid-19.

- 13.4 **Fire and Emergency Procedures** – this should 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 point;
- times of fire alarm sounder tests;
- any other relevant information;
- further training may be necessary depending upon the responsibilities of the postholder.

- 13.5 **First Aid** – this should 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 postholder.

13.6 **Confidentiality** – this should include:

All written and oral information and materials relating to children, young people and staff constitute confidential information.

Confidential information, in the legal sense, is any information material produced by or for the School or the Trust which cannot be learned outside of the School or the Trust.

Confidential information exists in all forms; written, spoken, observed, electronic, or otherwise.

13.7 **Data Protection** – this should include:

The Data Protection Act was developed to control how personal information is used by organisations. It protects people and lays down rules about how data about people can be used.

The Data Protection Act covers the processing of all ‘personal data’. This is data which constitutes information relating to a living individual (a data subject) and from which (either on its own or together with other information held) the individual is identifiable.

No data should be shared regarding any person without their consent, unless permitted on a lawful basis. Care needs to be taken to ensure that personal data is only ever obtained from a person who is legally authorised to provide it for a lawful reason.

13.8 **Training**

Staff will be required to undertake any relevant or appropriate training courses within the first six months of their employment as deemed appropriate by the Headteacher, Head of School or Line manager. All staff will receive safeguarding training as part of their induction. Other examples include:

- annual safeguarding course either online or face to face to level 2;
- identified safeguarding courses which may include courses connected to CSE, FGM, Anti-bullying etc;
- Safesmart online health and safety training;
- manual handling, use of ladders, kitchen safety etc;
- GDPR compliancy;
- safe use of social media;
- keeping children safe online;
- TPAT safer recruitment training;
- behaviour management;
- governor / trustee courses.

13.9 Further administrative guidance, example checklists and useful documentation can be found on TPAT’s Intranet site under HR & Payroll **‘Induction & Training’**.