

# Tauheedul Education Trust

This policy is in line with the Mission Statement of the Trust

*To create outstanding organisations that promote educational excellence,  
character development and service to communities.*

## INDUCTION POLICY



Tauheedul  
Education Trust

## Document control

This policy has been approved for operation within all Tauheedul Education Trust Establishments.

<b>Date of last review</b>	February 2016
<b>Date of next review</b>	February 2018
<b>Review period</b>	2 Years
<b>Policy status</b>	Trust Requirement
<b>Owner</b>	Tauheedul Education Trust

## Contents

1	Introduction .....	1
2	Aims .....	1
3	Who is Responsible for the Policy? .....	1
4	Who is Covered by this Policy? .....	1
5	Objectives of Induction.....	2
6	Responsibilities .....	4
7	Quality Assurance.....	5
8	Monitoring, Evaluation and Review .....	6
	Appendix 1: Induction Checklist.....	7
	Appendix 2: Guidance Items for Inclusion in Specialist Induction Programmes .....	13

## **1 Introduction**

- 1.1 Tauheedul Education Trust understands that its staff are fundamental to its success and recognises the importance of having a clear written Induction Policy for staff employed at its Establishments to ensure that staff are fully supported during the commencement of their employment.
- 1.2 This policy relates to all newly appointed staff and to existing staff member who have taken on a new role within the Trust.
- 1.3 This policy does not form part of any employee's contract of employment and it may be amended at any time.

## **2 Aims**

- 2.1 To introduce new employees to:
  - 2.1.1 the Trust and Establishment vision, core aims and priorities;
  - 2.1.2 their immediate working environment;
  - 2.1.3 their job;
  - 2.1.4 their work team.
- 2.2 To ensure that new employees settle into their job roles as quickly as possible.
- 2.3 To make new employees feel an integral part of the Establishment and Trust, in order that they can contribute to the organisation's aims and objectives.
- 2.4 To promote a professional, caring and safe environment to enable new employees to develop to their full potential.

## **3 Who is Responsible for the Policy?**

- 3.1 The Trust has overall responsibility for the effective operation of this policy. The Trust has delegated day-to-day responsibility for operating the policy to the Trust Central Team and Head at each Trust establishment.
- 3.2 The Senior Leadership Team at each Trust establishment has a specific responsibility to ensure the fair application of this policy and all employees are responsible for supporting colleagues and ensuring its success.
- 3.3 The Senior Leader responsible for CPD will take day to day responsibility for the strategic overview and implementation of the policy.

## **4 Who is Covered by this Policy?**

- 4.1 This policy covers all employees at all levels and grades, including senior managers, officers, employees, trainees, part-time and fixed-term employees (collectively referred to as employees in this policy). It does not apply to agency staff and self-employed contractors.

## **5 Objectives of Induction**

- 5.1 Employees will be provided with a planned Induction Programme covering information on the Trust, the Establishment, their Department/Faculty and their role. For those new to the Trust, it will run concurrently with the probation process.
- 5.2 Planning for the Induction Programme will begin once the candidate has accepted the offer of employment.
- 5.3 Induction may take up to six months to fully conclude and should be viewed as a development continuum which feeds into the probationary process, on-going discussions throughout the year and the annual Appraisal process.
- 5.4 The Induction Programme will be planned making use of the Induction Checklist (see Appendix 1). The Induction Checklist provides Line Managers with a list of the baseline information that should be given to employees who come to work at the Establishment. The Checklist provides a generic framework; not all elements will apply to all new employees, particularly new starters transferring from within the Trust. In addition to this Checklist, Line Managers should spend some time in preparing relevant, specific information that will be required to help the new employee to settle into their job efficiently and effectively.
- 5.5 **Pre-arrival induction**
  - 5.5.1 Once employment has been confirmed, the Line Manager will make contact with the new employee to discuss the arrangements for the first day.
  - 5.5.2 Some induction information may 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 the Trust, the individual establishment, the job and in some cases the local area. Where appropriate, the new employee may also be invited to key meetings.
  - 5.5.3 A "buddy" (other than the employee's line manager) may be assigned to the individual to act as a "mentor" within the organisation and to assist the individual to become "oriented" within his/her place of work. In such cases, roles and responsibilities in the induction process will be clarified between the "buddy" and Line Manager.
  - 5.5.4 Arrangements will be made to ensure the workplace is ready for the employee's first day (e.g. furniture, phone and IT equipment) and that any access rights etc have been set up.
  - 5.5.5 All pre-employment checks will be completed prior to arrival.
- 5.6 **Trust Level Induction**
  - 5.6.1 A web-based Trust Level Induction will be available to all new starters to ensure employees fully understand the Trust's mission, priorities and their role in contributing to the success of the Trust.
  - 5.6.2 The induction will include the vision, mission and priorities of the Trust, an overview of the work of the Trust and its schools and the role of the Trust Central Team.
  - 5.6.3 The Trust level induction will be coordinated by the Trust Central Team.

## **5.7 Establishment Level Induction**

- 5.7.1 Establishment Level Induction allows employees to orientate and understand the Establishment's ethos and culture so that they can work comfortably and effectively within it.
- 5.7.2 The Establishment Induction will compliment the Departmental/Faculty Induction and will include sessions which introduce employees to the Establishment in the broader context, its key priorities, Establishment policies, key sections of the Staff Handbook and members of the Senior Leadership Team.
- 5.7.3 Additional sessions will cover Values and Ethos, Health and Safety and Safeguarding (including PREVENT training) policies and procedures.
- 5.7.4 As part of the Induction Programme, all employees will read and sign to adhere to the Values and Ethos Policy, Safeguarding (Child Protection) Policy and Electronic Communications and Information Policy. Employees may be required to sign additional policies introduced during their employment.
- 5.7.5 The Establishment level induction will be coordinated by the Senior Leader responsible for CPD/Induction.

## **5.8 Department/Faculty Level Induction**

- 5.8.1 Departmental/Faculty Level Induction involves making new employees familiar with how the Department/Faculty operates (including quality assurance processes, plans, handbook and Self Evaluation Form), the staff within the Department/Faculty and how the new employee can operate effectively within it.
- 5.8.2 The Departmental/Faculty Level Induction will be delivered by the Head of Department/Faculty though specific activities may be delegated at the Head of Department/Faculty's discretion or within Departmental/Faculty guidelines and practices.

## **5.9 Job/Role Specific Induction**

- 5.9.1 Induction into the job for which the individual has been employed is an essential 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.
- 5.9.2 Job induction enables the individual to:
  - 5.9.2.1 consolidate their understanding of the duties and responsibilities of the role;
  - 5.9.2.2 understand the expectations of them in the form of standards, objectives or a work portfolio, set with their Line Manager;
  - 5.9.2.3 understand the day to day operational implementation of policies within the role;
  - 5.9.2.4 understand how their work performance will be monitored (including probation and Appraisal processes);
  - 5.9.2.5 discover the information and support that is available to them, including mentoring and key contacts;
  - 5.9.2.6 highlight areas where training and development would be appropriate;

- 5.9.2.7 apply their skills and knowledge to performing the job and demonstrate that they successfully meet probation requirements.
- 5.9.3 Work based objectives, development needs and where available a personal development plan will be identified in discussion(s) between the individual and his/her manager and will be reviewed by the manager on an ongoing basis as part of the Appraisal process.
- 5.9.4 The specific activities within job induction will be dependent on the demands of the role and the skills and knowledge that the individual brings with them, and will be at the discretion of the Line Manager.
- 5.9.5 During the Job/Role Specific Induction staff must be made aware of the probationary procedure and that records of induction activities may be used to support the probationary process.
- 5.9.6 Responsibility for induction at the local level falls with the Line Manager. It is good practice for individuals and Line Managers to retain records of completed induction activities.
- 5.10 **Web-based and online materials**
  - 5.10.1 The Induction process will be supported by access to online documentation (e.g. policies, proformas, checklists) and interactive modules via the Trust and Establishment Managed Learning Environment.
- 5.11 **Specialist induction programmes**
  - 5.11.1 Additional and separate induction programmes are provided for:
    - 5.11.1.1 new Heads of Establishment;
    - 5.11.1.2 new members of the Senior Leadership Team;
    - 5.11.1.3 new Heads of Faculty/Department;
    - 5.11.1.4 Newly Qualified Teachers (NTQs)
    - 5.11.1.5 new Governor appointments;
    - 5.11.1.6 specialist roles requiring externally provided training such as the Designated Safeguarding Lead.

## 6 Responsibilities

- 6.1 There is a shared responsibility between individuals, Line Managers, Senior Leaders and the Trust for the development of employees and this begins by ensuring all receive an appropriate induction.
- 6.2 The **Trust Central Team** is expected to:
  - 6.2.1 work with Establishments to develop the Induction Policy;
  - 6.2.2 work with Establishments to undertake regular reviews of the effectiveness/ implementation of the Induction Policy;
  - 6.2.3 secure contributions from Tauheedul College for Teaching and Leadership in the development of the Induction Programme;
  - 6.2.4 develop and deliver the Trust Level Induction Programme;
  - 6.2.5 develop and deliver a specialist Induction Programme for the Head of Establishment

- 6.2.6 work with establishments to develop and deliver specialist induction programmes for Senior Leaders, Newly Qualified Teachers etc.
- 6.3 The **Head of Establishment** is expected to:
  - 6.3.1 ensure the effective delivery of the Induction Policy and Induction Programme;
  - 6.3.2 contribute to the delivery of the Establishment Level Induction Programme.
- 6.4 The **Senior Leader responsible for CPD/Induction** is expected to:
  - 6.4.1 work with Trust and the Tauheedul College for Teaching and Leadership to support the continual development/delivery of the Induction Programme and Policy;
  - 6.4.2 ensure that each employee completes an Induction Programme;
  - 6.4.3 design and deliver the Establishment Level Induction Programme;
  - 6.4.4 support Heads of Department/Faculty and Line Managers in the delivery of the Department/Faculty and Job/Role Specific Induction Programme.
- 6.5 **Heads of Department/faculty** are expected to:
  - 6.5.1 develop and deliver Department/Faculty Level Induction Programmes to the cover the Department/Faculty plans, Handbook and Self-Evaluation Form.
- 6.6 **Line Managers** are expected to:
  - 6.6.1 ensure that employees receive the appropriate induction at Job/Role Specific, Department/Faculty, Establishment and Trust levels, including:
    - 6.6.1.1 induction into the Department/Faculty practices and culture and the local work environment – this may be delegated to an induction “buddy” or another member of staff;
    - 6.6.1.2 conducting/directing induction into the job (some elements may be delegated) in accordance with the probationary procedure.
  - 6.6.2 allocate time for induction activities;
  - 6.6.3 enable new staff to be proactive in conducting their own induction;
  - 6.6.4 maintain induction records which support the probation procedure.
- 6.7 **New staff** are expected to:
  - 6.7.1 identify and undertake, in a timely fashion, all the induction activities which are indicated to them by their Line Manager.
  - 6.7.2 apply knowledge and skills gained through induction to performing their job;
  - 6.7.3 maintain induction records as part of their personal and professional development.

## **7 Quality Assurance**

- 7.1 The Senior Leader responsible for CPD/Induction will be responsible for the quality assurance of the induction process.
- 7.2 The quality of the induction process will be monitored through:
  - 7.2.1 gathering evaluation and feedback data;
  - 7.2.2 alignment to the probation process;



- 7.3 At end of the Induction Programme, the Head of Establishment will meet with the new employee to secure feedback on the process.

## **8 Monitoring, Evaluation and Review**

- 8.1 The policy will be promoted and implemented throughout all Trust establishments.
- 8.2 The Trust will monitor the operation and effectiveness of arrangements referred to in this policy at each Trust establishment.
- 8.3 The Trust will review this policy every two years in consultation with each Trust establishment.

## Appendix 1: Induction Checklist

### Induction Checklist



Tauheedul  
Education Trust

Name		Start date	
Job title			
Establishment/School		Department	
Line Manager		'Buddy'	
<p><b>How to use this checklist:</b> The new employee's (or new starter to role) Line Manager is the person responsible for ensuring all aspects of the Induction process are covered. The Checklist is intended to help with the tracking process and to ensure all new employees are given the same information.</p> <p>The employee should date items on the checklist as they are covered. At the conclusion of the induction process the new employee and Line Manager should both sign the checklist to confirm completion. The Checklist should stay with the individual and a copy should be sent to the Administration Office as appropriate, for monitoring processes.</p>			

#### PREPARING FOR A NEW EMPLOYEE

To be completed/identified by Establishment/School prior to new employee's arrival

Activity	Date completed / checked
Identify 'Buddy'	
Devise induction programme and agree with key personnel	
Swipe ID card/fob and lanyard	
Car park pass (if applicable)	
Computer station (and mobile device if applicable)	
Desk and chair	
Uniform/PPE including specialist facilities/equipment (if necessary)	
Telephone and entry in directory	
E-mail and computer username	
Access to systems/applications (SIMS, PS Financials etc.)	
Stationery pack	
Pre-employment checks completed	
Payroll set up	
Signed contract filed	
Assign responsibilities (and classes in case of school)	

## INDUCTION PROGRAMME

Activity	Lead	Planned date	Completed on
<b>Introductions</b>			
Introduction to Line Manager			
Introduction to induction buddy (if assigned)			
Introduction to Head of Faculty/Department (if not Line Manager)			
Introduction to Faculty/Department Team			
Introduction to Administration/Support Staff Team			
<b>Orientation</b>			
General tour of building and site			
Toilets			
Kitchen/vending machine/catering arrangements			
Car/bicycle parking arrangements			
Swipe ID card/fob and lanyard collected and functioning			
Signing in/out procedure			
Car parking area and pass (if applicable)			
Desk / Computer station			
Work area(s) and equipment (e.g. photocopier, stationery, keys if applicable)			
Work areas security arrangements (inc. out of hours access)			
How to computer/rules of use (e.g. login username and password)			
Email access and usage			
Access to systems/applications (SIMS, PS Financials etc.)			
Internal mail facilities, pigeon hole			
Noticeboards			
Map of site (if available)			
Additional information for staff relocating to the area			
Information related to employee benefit schemes, pensions etc			
Issue Staff Handbook			

<b>Activity</b>	<b>Lead</b>	<b>Planned date</b>	<b>Completed on</b>
Staff encouraged to join Trade Union			
<b>Trust Induction</b>			
Online Trust Level Induction			
<b>Establishment Induction</b>			
Mission and values of the Establishment/School			
Establishment/School development plans and self-evaluation			
Establishment/School staffing structure			
Establishment/School meetings structure			
Establishment/School communications <ul style="list-style-type: none"> <li>– Briefing notes</li> <li>– Website and Twitter</li> <li>– Magazines and newsletters</li> <li>– Promotional literature (e.g. prospectus)</li> <li>– Calendars</li> <li>– Branding guidelines</li> </ul>			
Structure of the Establishment/School day			
Values and Ethos Policy and Lead			
Expectations: <ul style="list-style-type: none"> <li>– Staff Code of Conduct</li> <li>– Social Media Policy</li> <li>– Student Code of Conduct (schools only)</li> <li>– Home-school agreement (schools only)</li> </ul>			
Safeguarding training			
PREVENT training			
Appraisal Policy and procedures			
CPD Policy and arrangements			
First aid room/boxes and first aid personnel			
Fire evacuation plan, fire exits/fire extinguishers and fire assembly point			
Accident/incident reporting procedure			
Working out of hours procedures and alarms (if applicable)			
No Smoking Policy			
DSE assessment for DSE users			

<b>Activity</b>	<b>Lead</b>	<b>Planned date</b>	<b>Completed on</b>
Sickness Absence Policy			
Electronic Information and Communications Policy			
<b>Departmental/Faculty Induction</b>			
Departmental/faculty objectives function and development plans and self-evaluation			
Departmental/faculty organisation chart / staff lists			
Departmental/faculty calendar of events			
Departmental/faculty and Team meeting structure			
Departmental/faculty communications			
Academic QAP systems and processes (schools only)			
Pastoral systems and processes (schools only)			
MLE access and guidance (including policy database, Department/Faculty area)			
<b>Job/Role Specific Induction</b>			
Discussion of role/responsibilities (key duties, outputs, contacts, standards of work)			
Identification of any key objectives and how these fit into Department/Faculty, Establishment/School and Trust objectives			
Appraisal Policy and procedures			
Finance procedures and regulations			
Administrative systems (e.g. room booking)			
Time recording information/annual leave/absence management – Annual Leave card (if applicable) – Time recording card (if applicable) – Requesting cover (if applicable)			
Shared drives and directory structures			
Approved software / hardware			
Use of calendar			
Working remotely/access from outside the Establishment/School (if applicable)			
Telephone/mobile phone usage and standards (e.g. directory, voicemail)			
Print management			
Educational Visits Policy and introduction to Educational			





## **Appendix 2: Guidance Items for Inclusion in Specialist Induction Programmes**

### **TRUSTEES/GOVERNORS**

- Governance Handbook and Accountability Framework
- Values and ethos
- Safeguarding
- Safer recruitment
- Tauheedul Quality Standards
- School improvement offer
- Financial management

### **PRINCIPAL/SENIOR LEADERSHIP TEAM**

#### **Governance**

- Governance and Accountability Framework
- Governing Body overview

#### **Strategic planning and evaluation**

- Strategic Development Plan
- Annual Operating Statement
- Self-Evaluation Form
- SLT Planning Calendar
- Faculty/department strategic planning and self-evaluation
- Education Brief/Plan

#### **Leadership and management**

- Line management meetings (structure, recording etc)
- Governing body meeting and structure (inc CEO/Principal's Report, Committee Reports)
- Appraisal (policy, forms, practice, impact on pay progression)
- SLT roles and responsibilities
- Role of middle leaders
- Administration structures
- Tauheedul Quality Standards

#### **Strategic communications**

- Weekly briefing notes
- Website
- Staff Handbooks
- Magazines and newsletters (Establishment and Trust level)
- Promotional literature (e.g. prospectus)

#### **School Calendar**

- Structure of the day
- Term dates (and approach)
- Morning and afternoon registration
- Friday meeting structure



**Internal and external audits**

- Trust level audits
- Financial and HR audits
- Regulatory inspections (e.g. Ofsted)

**Recruitment and HR**

- Terms and conditions
- Recruitment processes (inc advert, JD/PS, shortlisting, interview notes)
- Single Central Record
- Contracts

**Finance**

- Financial planning and management
- Financial recording and reporting
- PS Financials

**Estates and catering management**

- Risk assessments
- Statutory testing
- Cleaning schedules
- Estates logs
- Catering

**Professional development**

- CPD Policy and regular CPD programmes
- Booking and evaluating courses
- Coaching
- Tauheedul College for Teaching and Leadership and key leadership development courses

**ICT**

- Strategic and operational management
- Use of Management Information Systems (e.g. SIMS)

**Curriculum strategy and outline**

- Importance of the EBacc
- Timetabling and setting
- Schemes of work, curriculum resources
- Role of the specialism

**Academic achievement and forecasting**

- Performance tables
- Strategies to secure 'outstanding'
- Academic Risk Register
- Performance Review Meetings
- Role of intervention
- Use of data

### **Assessment, recording and reporting**

- Half-termly assessments
- Subject tracking
- School tracking
- Report cards

### **Teaching and Learning**

- QA processes
- TET teaching strategy
- Teaching profile

### **Admissions, appeals and induction**

- Admissions policy
- School appeals
- Student induction
- Parent induction

### **Ofsted**

- Ofsted toolkit
- Managing an Ofsted inspection
- Pupil premium

### **Leading safeguarding**

- Safer recruitment
- Safeguarding policy and practice
- Prevent
- Training

### **Pastoral**

- Pastoral structures and roles
- Rewards and sanctions
- Risk Registers (including ECM)
- Pastoral Review Meetings

### **SEN policy and practice**

- SEN Handbook and policies
- Recruiting support assistants
- Recording and reporting progress by students with SEN
- QAP of support assistants
- Education Health Care Plans
- Pupil Support Plans
- Accessibility and equality objectives

### **Culture and practice**

- Role of senior leaders
- Staff welfare and managing morale
- Student voice
- Parent voice

### **Community and enrichment**

- Enrichment
- Education trips
- Community service
- Tauheedul BaccaLaureate
- School access to the community

### **School Improvement Support**

- Trust school improvement offer
- Professional Learning Communities
- Quality assurance visits

### **MIDDLE LEADERS**

- Faculty SEF
- Faculty strategic plan
- Subject tracking
- Schemes of work
- Leadership group meetings
- Appraisal
- Assessment, recording and reporting (assessment and forecasting)
- Data inputs
- QAP programme
- Intervention planning
- Financial management and budgeting

### **NEWLY QUALIFIED TEACHERS**

- Welcome, Introduction to NQT standards, subject knowledge audit, assessment, classroom basics & teaching resources library, work life balance
- Planning an effective lesson
- Classroom/behaviour management and voice training
- Coaching-what is involved?
- Life as an NQT
- Target Setting
- The role of the Pastoral Team
- Students with SEN and delivering lessons with support staff
- Stress management
- Developing an effective NQT portfolio and NQT assessments
- Parents' Evening
- Behaviour management focus
- Pace and challenge
- Developing good relationships and emotional intelligence
- Learning with values and ethos
- Technology and hands on learning

- Assessment and learning
- Preparing students for exams
- Planning and marking focus
- Modelling
- Questioning technique
- Student voice and collaborative planning
- Planning a trip
- Drop-in clinics
- Individual progress review meetings
- Formal assessment meetings
- QAP (Lesson observations, lesson plans, resources, student work, marking)
- Life after NQT and celebrations