



## Staff Induction Programme



### **The Value of Induction**

Having spent considerable time and money in finding the right person to fill a vacancy, it is important that schools also invest time in planning how to successfully integrate the employee into their new job. Research has shown that staff who have had a planned introduction to their new organisation, new colleagues, roles and responsibilities became effective more quickly, and an effective induction process supports the retention of staff. It is also important to recognise that many performance difficulties can be linked to poor induction procedures. In establishing their expectations of a new employee, consideration must be given to their contractual entitlements including work/life balance issues.

Induction is relevant to anyone starting a new job or commencing work in a new environment. This means that staff who have been internally promoted or taken a sideways move will benefit from a planned induction period as well as those who are totally new to a school. ***All staff appointed or returning to work - i.e. those returning from maternity / paternity leave - are entitled to an induction programme appropriate to their role and situation.***

### **The Principles of Good Induction**

Induction has one clear aim: to enable an individual undertaking a new job or responsibilities to become fully effective in their new role as soon as possible. There are three key elements to this process:

- Settling in socially and emotionally
- Understanding a new culture/ethos
- Understanding the requirements of the new role.

The process of helping the individual understand the requirements of their new role should have begun as part of the recruitment and selection process. The candidates may have been told about the school and its ethos, although they probably will not have picked up the nuances of the culture - the “unwritten rules”. It is usually the social and emotional aspects of induction that are the most difficult to address, but it will probably be their greatest concern before they actually start their new job. It is important to recognise that employees will have different requirements

depending on the nature of their role, level of experience, knowledge, personal circumstances, etc. The different elements of induction will also vary in their relative importance depending on the situation. The new employee should be invited to suggest some activities which might be helpful to them, and their way of learning, for example, by shadowing someone else doing a similar job. However, there are obviously some areas of induction that must be undertaken regardless of individual preferences, e.g. health and safety briefings, introduction to workplace policies and procedures, etc.

It may also be helpful to consider the social network that will be available to the new employee and try to identify those people with whom they will find it necessary and most easy to form good working relationships. Arrangements can then be made for the individual to spend some time with them. Ideally this should happen before they formally start work, and certainly within the first few weeks. If the job requires them to work on their own for long periods, the new employee also needs to know how to access informal support on a day-to-day basis. For example, staff room facilities, arrangements for lunch and break-times and informal meetings during the school day. ***Every new member of staff will have a 'mentor' (in the form of their line-manager) and a 'buddy' (a more informal relationship with a person at a similar point in their career).***

To ensure that the individual has all the information they need and has completed all the relevant paperwork arrangements should be made for them to meet their line manager prior to them starting or on their first day. For someone totally new to the school, even the most basic details can be tiring. It should be recognised that new starters often find it difficult to absorb all the information at one session. It is often helpful, therefore, to prioritise this carefully and plan a series of short sessions over the first week or two. ***To aid their transition it is the expectation that all staff will be provided with a set of keys / fob, laptop and ID badge on the day that they start. They will also be set up on the GoogleDrive, SIMs, CPOMS and Bluesky before this first day so that they can access the necessary information systems from Day One.***

It is often useful to identify elements of induction that an individual can do on their own before they arrive on their first day, such as reading written policy documents or familiarising themselves with key documents, procedures, relevant policies and documentation.

Please start this induction process by reading the **Staff Handbook** and the **Curriculum Handbook**, using the links below. I would suggest that you annotate your own copy of each document, highlighting key information and noting down any questions that might arise after reading the information.

<https://drive.google.com/drive/search?q=staff%20handbook>

[https://docs.google.com/document/d/1193q4yQ3NWXG-Zlx4k19RJPXJnnBZXG3lmjTWsxU8\\_xw/edit](https://docs.google.com/document/d/1193q4yQ3NWXG-Zlx4k19RJPXJnnBZXG3lmjTWsxU8_xw/edit)

\* The SDP and SEF will be shared with the member of staff, and a bespoke induction programme created (see separate documents).