



Extend Learning
Academies Network

ELAN Induction Policy

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1. Introduction

- 1.1 ELAN 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 schools 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 members 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.
- 1.4 Induction covers employees at all levels, grades, part time and fixed term, including senior managers and trainees (collectively referred to as employees in this policy). There will be some aspects of induction that apply to volunteers and governors. It does not apply to agency staff or self-employed contractors.

2. Aim

- 2.1 To introduce new employees to:
 - the trust vision, core aims and priorities
 - their immediate working environment
 - their job
 - their work teams
- 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 school 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. Responsibilities

- 3.1 ELAN has overall responsibility for the effective operation of this policy. Day-to-day responsibility for operating the policy has been delegated to the trust central team and headteacher at each ELAN school.
- 3.2 The **ELAN Central Team** is expected to:
 - 3.2.1 Work with schools to develop the Induction Policy.
 - 3.2.2 Work with schools to undertake regular reviews of the effectiveness/implementation of the Induction Policy.
 - 3.2.3 Develop and deliver the new starter induction to the central team presentation three times a year.
 - 3.2.4 Develop and deliver a specialist induction programme for headteachers.
 - 3.2.5 Work with schools to develop and deliver specialist induction programmes for senior leaders, Early Career Teachers etc.
- 3.3 The **headteacher or line manager** is expected to:
 - 3.3.1 Ensure the effective delivery of the induction policy and induction programme.

- 3.3.2 Contribute to the delivery of the site level induction programme.
 - 3.3.3 Work with trust colleagues to support the continual development/delivery of the induction programme and policy.
 - 3.3.4 Ensure that each employee completes an induction programme.
 - 3.3.5 Design and deliver the site level induction programme.
 - 3.3.6 Support other senior staff and line managers within their organisation to ensure that employees receive the appropriate induction at job/role specific, school and trust level, including:
 - induction into the school/central team practices and culture and the local work environment – this may be delegated to an induction “buddy” or another member of staff;
 - ensuring each new staff member is assigned an induction ‘buddy’ to be their informal coach/support person;
 - conducting/directing induction into the job (some elements may be delegated) in accordance with the probationary procedure;
 - allocate time for induction activities;
 - enable new staff to be proactive in conducting their own induction;
 - maintain induction records which support the probation procedure.
- 3.4 **New employees** are expected to:
- 3.4.1 Identify and undertake, in a timely fashion, all the induction activities which are indicated to them by their headteacher or line manager.
 - 3.4.2 Apply knowledge and skills gained through induction to performing their job.
 - 3.4.3 Maintain induction records as part of their personal and professional development.
4. **Quality Assurance**
- 4.1 The headteacher or senior leader responsible for CPD/induction will be responsible for the quality assurance of the induction process.
 - 4.2 The quality of the induction process will be monitored through:
 - gathering evaluation and feedback data
 - alignment to the probation process
 - 4.3 At end of the induction programme, the headteacher will meet with the new employee to secure feedback on the process.
5. **Objectives of Induction**
- 5.1 Employees will be provided with a planned induction programme covering information on the trust, the school, 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 pack (found on the staff portal). This provides the line managers with a list of the baseline information that should be given to employees who come to work at the school. In addition to this, 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 school, and 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) should be assigned to assist the individual to become "oriented" within their 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 A "mentor" will be assigned to all new headteachers act as a critical friend and provide peer support in their new role.
- 5.5.5 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.
- 5.5.6 All pre-employment checks will be completed prior to arrival.
- 5.6 **Trust Induction**
- 5.6.1 A central team 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. These are planned three times a year typically in September, February and May.
- 5.6.2 This 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 induction will be coordinated by the trust central team.
- 5.7 **School/workplace Induction**
- 5.7.1 School/workplace induction allows employees to orientate and understand the school's ethos and culture so that they can work comfortably and effectively within it.

5.7.2 Additional information and training will cover values and ethos, health and safety and safeguarding (including PREVENT training) policies and procedures, GDPR and cyber security.

5.7.4 As part of the induction programme, all employees will read and sign to confirm that they will adhere to policies, procedures and undertaken the required training.

5.7.5 The school level induction will be coordinated by the senior leader responsible for CPD/induction.

5.8 **Job/Role Specific Induction**

5.8.1 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.

5.8.2 Job induction enables the individual to:

- consolidate their understanding of the duties and responsibilities of the role
- understand the expectations of them in the form of standards, objectives or a work portfolio, set with their line manager
- understand the day-to-day operational implementation of policies within the role
- understand how their work performance will be monitored (including probation and appraisal 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

5.9 **Web-based and online materials**

5.9.1 The induction process will be supported by access to online documentation (e.g. policies, proformas, and checklists) and interactive modules via the trust and school.

5.10 **Specialist induction programmes**

5.10.1 Additional and separate induction programmes are provided for:

- new headteachers of schools
- new members of the Senior Leadership Team
- Early Career Teachers (ECTs)
- new trustee/governor appointments
- specialist roles requiring externally provided training such as the Designated Safeguarding Lead

Signpost	Document Title	Document Responsibility
Policy	ELAN Health & Safety Statement and Policy	Estates Manager https://extendlearning.sharepoint.com/sites/ELANIntranet/SitePages/Policies.aspx
Policy	ELAN Health & Safety Competency and Training Policy	Estates Manager https://extendlearning.sharepoint.com/sites/ELANIntranet/SitePages/Policies.aspx
Supporting documents / procedures	Induction pack for new starters	ELAN HR (Staff Portal)

6. Monitoring, Evaluation and Review

This policy will be promoted and implemented throughout all ELAN schools and central team.

The trust will monitor the operation and effectiveness of arrangements referred to in this policy at each ELAN school and central team.

This policy will be reviewed every two years in consultation with each ELAN school and central team.