

**Granby Primary School**  
**Induction and exit Policy**

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## **Aims**

At Granby Primary School the aim of our induction programme is to ensure staff can produce a high standard of performance in a short period of time, thus enabling employees to understand the vision, aims, objectives and practices of the school and feel fully involved.

Effective induction is key to building a culture of continuous improvement. All newly appointed staff will receive a programme of structured support and guidance appropriate to their role, ensuring all individuals;

- Feel welcome and comfortable in their new working environment and integrate successfully into the school
- Understand what is expected of them and are provided with support in meeting those expectations
- Are able to gain experience and develop their professional expertise within the context of the school development plan and their own professional needs
- Feel job satisfaction, personal achievement and are able to contribute to improving and developing the overall effectiveness of our school
- Feel able to contribute to the raising of standards and effectiveness of the school
- Are able to meet the needs of the whole school community

## **Responsibilities**

Overall induction is the responsibility of the Senior Leadership team. Each new member of staff will be appointed a mentor and line manager to oversee the induction process. These assigned members of staff will have the knowledge, understanding and skills to lead the induction required.

## **Procedures**

This policy will apply to all new staff but it is acknowledged that different roles may require a different and more specific induction programme. This policy is therefore split into a number of sections;

Overall induction

Induction for teachers

Induction for NQT's

Induction for teaching assistants/NNEB

Induction for Office staff

Induction for Lunchtime Support Staff

Induction for Site manager & cleaners

Induction for volunteers and those on work experience

Clear records will be kept by the mentor and new member of staff outlining exactly how and when induction has taken place. Records will also be kept of an evaluation of the induction procedures on pro forma provided.

Regular evaluation of the process is built into the programme and will inform the mentor of the need for further support and of any changes required to the policy.

### Generic Induction

The following table sets out the programme of induction for all new staff

<b>PRE START</b>		
	<b>Actioned By</b>	<b>Completion Date</b>
<b>Welcome Pack</b> Welcome Pack sent out including: <ul style="list-style-type: none"> <li>• Welcome letter from the head teacher</li> <li>• School prospectus</li> <li>• Website information</li> <li>• Travel information and map</li> <li>• Term dates</li> <li>• Job description</li> <li>• Confirmation that contract will be sent directly</li> </ul>	Office	

<b>FIRST DAY</b>		
	<b>Actioned By</b>	<b>Completion Date</b>
<b>Introductions</b> <ul style="list-style-type: none"> <li>• Completion of SCR</li> <li>• Tour of school, including toilets, staffroom, parking, tea/coffee facilities, lockers, photocopier, key codes, entry fob, InVentry, catering</li> <li>• Identity badge</li> <li>• Introduction to colleagues</li> <li>• Introduction to pupils (where appropriate)</li> <li>• Introduction to induction programme and mentor</li> <li>• Email, network, website</li> </ul>	Office Manager	
<b>Terms and Conditions (where not detailed in staff handbook or welcome letter)</b> <ul style="list-style-type: none"> <li>• School's HR</li> <li>• Payroll dates and deadlines</li> <li>• Banking arrangements</li> <li>• Emergency contacts</li> <li>• Holiday, dependency leave, absence procedure</li> <li>• Confidentiality</li> <li>• Punctuality and time keeping</li> </ul>	Office Manager	
<b>Routines</b> <ul style="list-style-type: none"> <li>• Timing of day including assemblies and registration</li> <li>• Staff meetings/INSET</li> </ul>	Line Manager	

<ul style="list-style-type: none"> <li>• Hours of work/timetable if appropriate</li> <li>• End of day routines for class/clubs</li> </ul>		
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<b>FIRST WEEK</b>		
	<b>Actioned By</b>	<b>Completion Date</b>
<b>School Structure and Culture</b> <ul style="list-style-type: none"> <li>• Staffing structure overview including role of governing body</li> <li>• School culture and values</li> </ul>	Office Manager	
<b>ICT and Technology</b> <ul style="list-style-type: none"> <li>• Computers, admin and curriculum network, printers</li> <li>• Passwords</li> <li>• Intranet</li> <li>• Web access and email</li> <li>• Cameras</li> <li>• Hall projector/controls, TV, sound system</li> </ul>	Line Manager	
<b>Communications</b> <ul style="list-style-type: none"> <li>• Email</li> <li>• Message board</li> <li>• Forthcoming Week and School Diary</li> <li>• Internal/external post</li> <li>• Internal/external telephones</li> <li>• Room bookings</li> <li>• Timetables</li> <li>• Use of mobiles</li> <li>• Newsletter</li> <li>• ParentMail</li> </ul>	Office Manager	
<b>Resources</b> <ul style="list-style-type: none"> <li>• Stationery - where to find resources and how to order</li> </ul>	Office Manager	
<b>Health and Safety</b> To include: Health and Safety is everybody's business. <ul style="list-style-type: none"> <li>• Emergency Exits</li> <li>• Emergency procedure</li> <li>• Fire Procedure</li> <li>• First Aid</li> <li>• Accident Reporting</li> <li>• Risk Assessment</li> </ul>	Office Manager	
<b>Review</b> <ul style="list-style-type: none"> <li>• First week review</li> </ul>	Office Manager	
<b>Evaluation</b> <ul style="list-style-type: none"> <li>• Meeting to complete evaluation pro forma</li> </ul>	Office manager	

<b>BY FIRST HALF OF TERM</b>		
	<b>Actioned By</b>	<b>Completion Date</b>
<b>School Policies</b> Reference to: <ul style="list-style-type: none"> <li>• Annual policy agreement with staff</li> <li>• Care and management of children</li> <li>• Child protection</li> <li>• Communications</li> <li>• Equalities</li> <li>• Health and safety</li> <li>• Whistleblowing</li> </ul>	Office Manager	
<b>SEND</b> <ul style="list-style-type: none"> <li>• Refer to Inclusion checklist</li> </ul>	SENCo	
<b>Child Protection</b> <ul style="list-style-type: none"> <li>• Safeguarding</li> <li>• Child Protection Procedures and training</li> </ul>	SENCo	
<b>School Development Plan</b> <ul style="list-style-type: none"> <li>• Overview</li> </ul>	Line Manager	
<b>Settling In Meeting</b> <ul style="list-style-type: none"> <li>• Informal meeting to chat about how inductee is settling in, any concerns, problems and guidance on next steps of programme.</li> </ul>	Office Manager	
<b>CPD/Training and Development</b> <ul style="list-style-type: none"> <li>• Overview of performance management and staff development process</li> <li>• Identification of initial training needs</li> <li>• Discussion of expectations through completion of role specific induction checklist</li> </ul>	Line Manager	
<b>Review</b> <ul style="list-style-type: none"> <li>• Meeting to discuss settling in, any problems and update of where inductee is in programme.</li> <li>• Complete evaluation proforma</li> </ul>	Office & Line Manager	

<b>BY END OF FIRST TERM</b>		
<b>Settling In Meeting</b> <ul style="list-style-type: none"> <li>• Informal meeting to chat about how inductee is settling in, any concerns, problems and possible training opportunities.</li> </ul>	Office Manager	
<b>CPD and Performance Management</b> <ul style="list-style-type: none"> <li>•</li> <li>• Setting of Targets and an explanation of the School's appraisal process</li> <li>• Identify further training opportunities</li> <li>• Discussion on performance management cycle, slotting into cycle for current year with target setting where appropriate</li> </ul>	Line Manager	
<b>Review and Evaluation</b> <ul style="list-style-type: none"> <li>• Induction debrief</li> <li>• Meet to complete evaluation pro forma</li> </ul>	Office & Line Manager	

## Induction for Teaching Staff

In addition to generic induction the following programme is designed specifically for newly appointed teaching staff. This includes full time teachers, part time teachers and teachers with no direct class responsibility ie PPA cover

<b>FIRST DAY</b>		
	<b>Actioned By</b>	<b>Completion Date</b>
<ul style="list-style-type: none"> <li>• Registers</li> <li>• Classroom organisation</li> <li>• Pro formas for planning</li> <li>• Uniform</li> <li>• Routine of day</li> <li>• Laptops or tablets</li> </ul>		

<b>WEEKS ONE AND TWO</b>		
	<b>Actioned By</b>	<b>Completion Date</b>
<ul style="list-style-type: none"> <li>• First aid</li> <li>• Assessment procedures</li> <li>• Punctuality and attendance procedures</li> <li>• Parents/communication</li> <li>• Routines for swimming</li> </ul>		

<b>BY END OF FIRST TERM</b>		
	<b>Actioned By</b>	<b>Completion Date</b>
<ul style="list-style-type: none"> <li>• CPD procedures</li> <li>• Observations</li> </ul>		

<b>BY END OF SECOND TERM</b>		
	<b>Actioned By</b>	<b>Completion Date</b>
<ul style="list-style-type: none"> <li>• Performance management systems (interim and end of year)</li> </ul>		

## Induction for NQT's

In addition to generic induction the following programme is designed specifically for newly qualified teachers

<b>BY END OF FIRST WEEK</b>		
	<b>Actioned By</b>	<b>Completion Date</b>
<ul style="list-style-type: none"><li>• Meet with NQT mentor to discuss career entry profile and areas for development</li></ul>		

<b>BY END OF FIRST THREE WEEKS</b>		
	<b>Actioned By</b>	<b>Completion Date</b>
<ul style="list-style-type: none"><li>• Timetable of support agreed</li><li>• Courses discussed and booked</li></ul>		

## Induction for Teaching Assistants

In addition to generic induction the following programme is designed specifically for teaching assistants

<b>BY END OF FIRST WEEK</b>		
	<b>Actioned By</b>	<b>Completion Date</b>
<ul style="list-style-type: none"><li>• Discussion with SENCo/line manager with regards timetable</li><li>• Met with class teachers to discuss children, planning and record keeping</li><li>• Specific resources (location)</li></ul>	SENCo	

<b>BY END OF FIRST TERM</b>		
	<b>Actioned By</b>	<b>Completion Date</b>
<ul style="list-style-type: none"><li>• Support with school jargon</li></ul>	Line Manager	

## Induction for office staff

In addition to generic induction the following programme is designed specifically for office staff

At the outset of this induction programme a relevant timeline will be decided between the inductee and their line manager and will depend upon time available for handover and experience of the individual.

<b>TASK</b>	<b>Actioned By</b>	<b>Completed (✓)</b>
<b>General</b>		
Using the telephone		
Using the door entry systems		
Signing in and out procedures – pupils, visitors, staff		
Visitor procedures – regular, scheduled and ad hoc		
Sending and receiving email		
Dealing with incoming and outgoing post		
Dealing with deliveries		
Managing the school diary		
Creating, distributing and filing standard letters and forms		
Photocopying, laminating and binding		
Using Parents2Teachers		
Procedure for school dinner money		
Fire drill/emergency procedures and responsibilities		
First aid procedures and arrangements for sick children		
Milk and fruit deliveries		
Pupil records – organisation and type		
Messages during school day – for teachers and pupils		
Logistics of school office		

<b>Attendance</b>		
Class teachers and registration procedures		
Management of registers		
Pupil absence management - chasing unreported absence, holiday forms, attendance reporting, appointments during school day		

<b>SIMS.net/Target Tracker</b>		
SIMS.net pupil records – reviewing and updating		
Pupil Data sheets		
SIMS.net staff records – reviewing and updating		
Reporting – running, creating, exporting reports for mail merge and data analysis, address labels		
Updating pupil attendance		

TASK	Actioned By	Completed (✓)
<b>Events, meetings and routines</b>		
Parent/teacher meetings administration		
School activities – letters, setup, programmes, tickets		
School Trips – administration process		
School Trips - insurance		
Vacancies – administration process		
Timetables		
Calendar – reviewing and booking meetings		
Room bookings		

<b>Website</b>		
Updating scrolling message		
Updating calendar		
Adding new letters/forms		

<b>Extended Learning Opportunities</b>		
Administration process		

<b>Terminology</b>		
Explanation of regularly used terminology		
Explanation of regular visitors to school		

The tasks below are not carried out by all members of office staff.

	Relevant to role?	Completed (✓)
Staff Absence recording and reporting procedure		
Banking		
DBS Administration for staff, club providers, visitors, volunteers		
School Fund administration		
Voluntary Fund administration		

## Induction for Lunchtime Support Staff

In addition to generic induction the following programme is designed specifically for lunchtime support staff

<b>BY END OF FIRST WEEK</b>		
	<b>Actioned By</b>	<b>Completion Date</b>
<ul style="list-style-type: none"><li>• Routines and procedures</li><li>• Website &amp; email</li><li>• Times of duty</li><li>• Working with children</li><li>• Reporting incidents</li><li>• Communicating with staff</li></ul>	Line manager	

<b>BY END OF FIRST HALF TERM</b>		
	<b>Actioned By</b>	<b>Completion Date</b>
<ul style="list-style-type: none"><li>• Procedures when unable to work</li><li>• Health and Safety during Lunchtime</li><li>• Structured play/rotas</li></ul>	Line manager	

## Induction for site manager & cleaners

In addition to generic induction the following programme is designed specifically for the site manager and cleaning staff as appropriate

<b>BY END OF FIRST WEEK</b>		
	<b>Actioned By</b>	<b>Completion Date</b>
<ul style="list-style-type: none"> <li>• Opening and locking procedures</li> <li>• Risk assessment of site and building</li> <li>• Cleaning procedures</li> <li>• Fire drill</li> </ul>	Line manager	

<b>BY END OF FIRST HALF TERM</b>		
	<b>Actioned By</b>	<b>Completion Date</b>
<ul style="list-style-type: none"> <li>• Communication with staff</li> <li>• Health and Safety procedures</li> <li>• Fire safety responsibilities</li> <li>• Outside agencies and contracts</li> <li>• COSHH</li> <li>• Health and safety meetings</li> </ul>	Line manager	

<b>BY END OF FIRST TERM</b>		
	<b>Actioned By</b>	<b>Completion Date</b>
<ul style="list-style-type: none"> <li>• Duties during school holidays</li> <li>• Overtime</li> <li>• Site management including grounds maintenance and litter</li> </ul>	Line manager	

## Induction for volunteers and those on work experience

In addition to generic induction the following programme is designed specifically for volunteers and those gaining work experience

<b>BY END OF FIRST WEEK</b>		
	<b>Actioned By</b>	<b>Completion Date</b>
<ul style="list-style-type: none"><li>• Work practices</li><li>• Supervision and reporting</li></ul>	Line manager	

On completion of the relevant induction programme, please sign and date below and return to the school office. This checklist will be filed as evidence that a new staff member has successfully completed the school's induction programme.

**Inductee**

I can confirm that I have completed the induction programme as detailed above and have received all relevant information.

Signature:	
Date:	

**Office Manager**

I can confirm that the induction programme has been completed satisfactorily and that the relevant evaluation forms have been completed.

Signature:	
Date:	

**Line Manager**

I can confirm that the induction programme has been completed satisfactorily and that the relevant evaluation forms have been completed.

Signature:	
Date:	

## EVALUATION FORM

To be discussed and complete with Office and line manager as set out in induction programme

Please indicate at which point during induction programme form is being completed

End of first week    end of first half term    end of term

Statement	Review notes
I am happy with the support I have received regarding induction	
I know who to approach if I am unsure about procedures and routines	
I am able to fulfil my role effectively	
I need to know more about...	

Date \_\_\_\_\_

Signed by inductee \_\_\_\_\_

Signed by Office manager \_\_\_\_\_

Signed by Line manager \_\_\_\_\_

## EXIT INTERVIEW POLICY

As part of our commitment to valuing and developing our employees, we monitor staff turnover and build a picture of emerging trends, paying particular attention to:

- development opportunities
- management style, and
- working conditions

In doing this, we offer all staff an exit interview with their choice of Senior Management Team (SMT) member. Whilst some feedback may be general or superficial, we hope to highlight our strengths and weaknesses through consistent analysis of emerging issues. We hope that exit interviews will enable us to:

- determine the specific reason employees have for leaving
- review employment practices
- strengthen and maintain good workplace relationships
- thank employees for their service

The process is as follows:

1. On receipt of a letter of resignation, an acknowledgement is sent advising the leaver that they will be invited to an exit interview during the last week of their employment.
2. A copy of the exit interview form is included with an explanation that the meeting is on a one-to-one basis with a member of the SMT. The leaver is asked to indicate which member of SMT they would like to meet with. The leaver is also advised to think about the questions and informed that notes are taken to help identify issues to improve the management of the school.
3. If a member of staff expresses concern about going on record then some or all of the comments may be made anonymously. However, the practical benefit to the school is from having an agreed record of issues raised which can then be addressed.
4. The interviewer's role is to collect information to help improve the management of the school, not to pass judgement.
5. The interview should take place at an agreed time and place where the employee will feel completely comfortable.

The questions on the interview form are used as the basis for discussion. Any action points which arise are noted on the form.

### **The responsibilities of the interviewer are to:**

- safeguard confidentiality where agreed and appropriate
- make clear and accurate notes
- report comments in the third person
- ensure that the exit interview notes are kept only for the purposes for which they were obtained
- respond appropriately on behalf of the organisation

### **The responsibilities of the interviewee are to:**

- provide information on their experience at Granby to help the school develop
- have good grounds for any comments made or conclusions drawn

### EXIT INTERVIEW FORM

Employee's name			
Job title			
Start date		Finish date	
Interviewer's name			
1. Why did you decide to leave Granby?			
2. What did you like about your job and why?			
3. What did you not like about your job and why?			
4. Do you have any comments about your work load?			
5. Were you clear about what was expected of you in your role at Granby?			
6. Were you satisfied with communication in the school? How could it be improved?			
7. Would you like to comment on career or curriculum development you had at Granby, including CPD?			
8. If you could choose one thing to be done differently at Granby, what would it be?			
9. Do you have any other comments?			
10. What will you be doing next?			
11. What will you remember most about Granby?			
Action points:			

Agreed as a fair record of the exit interview:	
Signed: (Employee)	
Signed: (Interviewer)	
Date:	

**Organisational Response:**

## Dyslexia friendly

Granby are currently working towards becoming a Dyslexia Friendly School; this allows us to not only meet the needs of children with dyslexia but other pupils within the school ; evidence suggests that more children benefit when dyslexia friendly approaches are used throughout the school. All teaching and support staff have received in-school training on dyslexia. We aim to ensure that our school is 'dyslexia-friendly' by using a variety of teaching styles and resources. Further information on this can be found in our 'Dyslexia Friendly Policy'.