|  |  |
| --- | --- |
| **Activity** | **Answer for each new member of staff** |
|  |  |  |  |  |  |  |
| **General information provided** |  |  |  |  |  |  |  |
| Tour of school |  |  |  |  |  |  |  |
| Provided with a route map of school |  |  |  |  |  |  |  |
| Overview of school – culture, ethos, any relevant background history, etc  |  |  |  |  |  |  |  |
| Fire evacuation procedures |  |  |  |  |  |  |  |
| Health & safety procedures, including location of relevant forms, such as accident forms, etc |  |  |  |  |  |  |  |
| First aid |  |  |  |  |  |  |  |
| Staff conduct policy, including dress code, no-smoking policy, etc |  |  |  |  |  |  |  |
| Risk assessment procedures |  |  |  |  |  |  |  |
| Personnel procedures, including contractual issues, access to personal files, etc |  |  |  |  |  |  |  |
| An up-to-date staff handbook |  |  |  |  |  |  |  |
| Timetable for induction |  |  |  |  |  |  |  |
| Job description and expectations |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
| **Practicalities:** |  |  |  |  |  |  |  |
| Desk and chair arranged |  |  |  |  |  |  |  |
| Safe storage space provided, e.g., locker |  |  |  |  |  |  |  |
| Details of catering facilities |  |  |  |  |  |  |  |
| Car parking |  |  |  |  |  |  |  |
| Security code details as required |  |  |  |  |  |  |  |
| Staff security pass card, if required |  |  |  |  |  |  |  |
| Location of toilets (staff and pupils) |  |  |  |  |  |  |  |
| Details of staffroom facilities, tea fund, etc |  |  |  |  |  |  |  |
| Emergency contact details collected |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
| **Operational issues:** |  |  |  |  |  |  |  |
| Allocation of appropriate mentor |  |  |  |  |  |  |  |
| Details of timetable, cover rota procedure, with correct amount of PPA included |  |  |  |  |  |  |  |
| Details of whole-school meetings |  |  |  |  |  |  |  |
| Introduction to staff |  |  |  |  |  |  |  |
| Introduction to pupils |  |  |  |  |  |  |  |
| Details of governing body |  |  |  |  |  |  |  |
| Key contacts |  |  |  |  |  |  |  |
| Human resources contact |  |  |  |  |  |  |  |
| Staff list |  |  |  |  |  |  |  |
| Details of line-management structure in the school |  |  |  |  |  |  |  |
| Details of support-team structure |  |  |  |  |  |  |  |
| Details for the Designated Safeguarding Lead and deputy (for times when the lead is away) |  |  |  |  |  |  |  |
| Termly planner |  |  |  |  |  |  |  |
| School holidays |  |  |  |  |  |  |  |
| Site and catering staffing structure |  |  |  |  |  |  |  |
| Copy of relevant aspects of the school improvement plan |  |  |  |  |  |  |  |
| Assessment of training needs |  |  |  |  |  |  |  |
| Plan for CPD |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
| **Support-staff team services:** |  |  |  |  |  |  |  |
| Details of front office services and procedures |  |  |  |  |  |  |  |
| Use of phones |  |  |  |  |  |  |  |
| Policy for private use of phones, computers |  |  |  |  |  |  |  |
| Process for message taking and giving |  |  |  |  |  |  |  |
| Details of communication system, e.g., allocation of a pigeonhole |  |  |  |  |  |  |  |
| Use of photocopier |  |  |  |  |  |  |  |
| How to access stationery and general teaching resources |  |  |  |  |  |  |  |
| Use of school mobile phones |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
| **IT matters:** |  |  |  |  |  |  |  |
| Use of virtual learning environment (VLE)  |  |  |  |  |  |  |  |
| Set up own password and sign-on facility |  |  |  |  |  |  |  |
| Own email address |  |  |  |  |  |  |  |
| List of key email addresses |  |  |  |  |  |  |  |
| Details of storing documents on school intranet |  |  |  |  |  |  |  |
| Details of school templates available e.g. for lesson-planning, trips, general letters to parents etc |  |  |  |  |  |  |  |
| Supplied and signed for IT safe-use policy |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
| **Documentation required:** |  |  |  |  |  |  |  |
| Received from new employee their bank/building society details for processing of pay |  |  |  |  |  |  |  |
| Received from new employee their pension details |  |  |  |  |  |  |  |
| Received copies of any relevant documents such as birth certificate, DBS check, qualifications etc |  |  |  |  |  |  |  |
| References applied for and received |  |  |  |  |  |  |  |
| Received verification of staff identity and right to work |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
| **General finance and admin:** |  |  |  |  |  |  |  |
| Explain petty cash system |  |  |  |  |  |  |  |
| Know how to lodge a budget request |  |  |  |  |  |  |  |
| Making overtime claims |  |  |  |  |  |  |  |
| Flexi-time procedures if applicable |  |  |  |  |  |  |  |
| Ordering stock |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
| **Other policies:** |  |  |  |  |  |  |  |
| Absence and sickness policy |  |  |  |  |  |  |  |
| Discipline and grievance policy |  |  |  |  |  |  |  |
| Visitors to school |  |  |  |  |  |  |  |
| Managing medication |  |  |  |  |  |  |  |
| Whistleblowing policy |  |  |  |  |  |  |  |
| Lost property |  |  |  |  |  |  |  |
| Equal opportunities |  |  |  |  |  |  |  |
| E-safety |  |  |  |  |  |  |  |
| Child protection and safeguarding |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
| **NQT documentation:** |  |  |  |  |  |  |  |
| Information to provide and collect from line managers, NQT mentors: |  |  |  |  |  |  |  |
| * progress review meeting form
 |  |  |  |  |  |  |  |
| * formal assessment meeting form
 |  |  |  |  |  |  |  |
| Are dates set for first and second reviews? |  |  |  |  |  |  |  |
| Are plans in place to then complete the assessment within 10 working days of these reviews? |  |  |  |  |  |  |  |
| Is there a policy in place for completing and sending off the ‘Induct 1’ form? |  |  |  |  |  |  |  |
| Is there a policy in place for whom should contact the school improvement advisor should the NQT's assessment outcome be ‘unsatisfactory’ so that they can verify the judgement and from there provide additional support as required? |  |  |  |  |  |  |  |
| Is the date set and paperwork ready for the third review? |  |  |  |  |  |  |  |
| Is there a policy in place for completing and sending off the ‘Induct 2’ form within 10 working days of completion of the induction period? |  |  |  |  |  |  |  |
| If the NQT has been judged satisfactory and has then passed their induction, is the paperwork in place for confirming this in writing?  |  |  |  |  |  |  |  |
| If the NQT has failed to meet the necessary standards are procedures in place for then completing form ‘Induct 3’, which must be completed within 10 working days of the completion of the specified induction period? |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
| **Being prepared:** |  |  |  |  |  |  |  |
| *Questions for line managers and for the SBM when you have new member of staff joining your support team:* |  |  |  |  |  |  |  |
| Has the new member of staff been formally registered by the local authority (if required)?  |  |  |  |  |  |  |  |
| Is the new member of staff clear about who their line manager is? |  |  |  |  |  |  |  |
| Do they know what the plans are for interaction with their line manager? |  |  |  |  |  |  |  |
| Do they know when and how often progress meetings will take place, and what format these will take? |  |  |  |  |  |  |  |
| Do they know which colleagues they will be working with on a day-to-day level? |  |  |  |  |  |  |  |
| Are they clear about their job responsibilities and core roles? |  |  |  |  |  |  |  |
| Have they received, signed and returned the school copy of their contract of employment? |  |  |  |  |  |  |  |
| Has the new employee worked before? In a school? |  |  |  |  |  |  |  |
| Are they returning after a gap? |  |  |  |  |  |  |  |
| Have they relocated to the area for the job, or do they know the area well? |  |  |  |  |  |  |  |
| Do they have specific transport needs/issues? |  |  |  |  |  |  |  |
| Do they have any disability needs that must be provided for? |  |  |  |  |  |  |  |
| If so, has a needs assessment been completed and facilities been put in place as required? |  |  |  |  |  |  |  |
| Have you carried out any relevant risk assessments, and made any necessary workplace adaptations? |  |  |  |  |  |  |  |
| Do they have specific concerns about joining the school? |  |  |  |  |  |  |  |
| Have they been given time to discuss these concerns before arriving on the first day? |  |  |  |  |  |  |  |
| Has action been taken to mitigate these concerns? |  |  |  |  |  |  |  |
| Have any social events been arranged to give them opportunity to meet with other staff before the start of term? |  |  |  |  |  |  |  |
| Is there a probationary period for this member of staff (not just for NQTs but also for support staff)? |  |  |  |  |  |  |  |
| For new support-team staff who have not worked in a school before, have you ensured the induction process will give them a general overview of how schools operate, and allowed time for them to ask specific questions about areas of school life they are unclear about? |  |  |  |  |  |  |  |
| If so are forms in place for the probation meetings to be held after one, three and six months? Are you using a rolling form for this so notes from the previous meeting are all in one place? |  |  |  |  |  |  |  |
| Are meetings also in place with mentors, etc for ensuring progress of all new staff is being monitored so any problems can be identified and dealt with as early as possible? |  |  |  |  |  |  |  |
| Are there clear arrangements in place for monitoring the performance of staff and helping them to progress to the required level? |  |  |  |  |  |  |  |
| Have you provided each new employee with a checklist of the key policies that they should read, and asked them to tick off and sign when they've read all of these? |  |  |  |  |  |  |  |

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