

Induction Policy & Procedure

(To be used in conjunction with the YOYO induction checklist and the Probation Policy & Procedure)

This policy was adopted from NYES HR template dated:	Dec 2023 – no change to NYC
This policy was adopted by the school on:	March 2025
Next review due by:	March 2026

1 Introduction

- 1.1 This policy is intended to be used in conjunction with the [Induction Checklist](#) and where applicable, [Probationary Policy and Procedure](#). The Governing Body have adopted this policy as the statement of their commitment, and their processes, regarding induction. The induction procedure does not replace, but should supplement, any other induction schemes in place, for instance statutory schemes such as the Early Career Teacher induction process.
- 1.2 Induction is a structured and systematic process for integrating a new employee into their role, helping them to familiarise themselves with;
- their responsibilities and duties
 - terms and conditions
 - working environment
 - the ethos of the school
 - standards of conduct
 - school policies
- 1.3 Induction is at the heart of performance management, supporting the school to fulfil its duty of care towards employees. When managed effectively, it can have a direct effect on the long-term success of the appointment.

2 Scope

- 2.1 Induction will be provided for all new employees and, in some cases, for those who have moved jobs within the school.
- 2.2 Employees returning from an extended period of leave may also benefit from an induction refresher.
- 2.3 The YOYO Induction Checklist provides the recommended baseline standard. Whilst it is important to ensure that all essential information is shared to ensure consistency and understanding of employment terms; schools should tailor this to meet their needs.
- 2.4 Copies of documents and records relating to induction will be held confidentially on the employees personal file in line with GDPR.

2.4 School leaders are responsible for planning and delivering induction. Employees are responsible for actively participating in the induction process, and for bringing any issues to the attention of their line manager.

3 Induction Procedure

- 3.1 Induction may take place over many months. It begins before the employee's first day with introductory information and further contact where appropriate. If the new employee has to work a long notice period prior to joining the school, once the offer of employment is unconditional, it may be appropriate to mutually arrange for them to begin certain aspects of induction prior to commencing with the school, for example reading or potentially meeting colleagues / setting up the school for a new term/academic year.
- 3.2 Managers should plan each induction taking into account the specific needs, experience, and skills of the individual new starter. For example, consideration must be given to any specific cultural or religious needs e.g., dress, space and time for prayer, or dietary habits (such as fasting at certain times of the year). Managers must also consider any reasonable adjustments for disabled employees which will allow them to work without barriers that may exist because of their disability.
- 3.3 It's important that administrative details such as contact details, computer access, access to school systems are set up in advance and that there is someone available to greet the new employee when they arrive.
- 3.4 The YOYO Induction Checklist details a range of information that should be discussed and shared with new employees, in addition to signposting to information the employee should access as part of their induction. Information specific to the school should be added as appropriate. It is recommended that the manager will put together a pack of induction information including job-specific material and school information in advance of the employee commencing employment.
- 3.5 In addition to the topics outlined on the induction checklist, managers may wish to consider the following example induction steps as good practice:
- regular meetings with the new employee
 - providing appropriate reading material at the right time
 - allocating project work, for example that involve finding out more about the school or education sector
 - job-shadowing
 - training course(s) or CPD
 - introductions to key contacts and members of the wider school community
 - Mentoring
 - visits to schools
 - allocating a 'buddy' to be the new employees first point of contact during their induction period