

# THE PARKLAND FEDERATION

Role	
Name	
Start Date	
Mentor	
Line Manager	

## Induction Pack





# The Parkland Federation

## Induction Protocol

# Aim High, Work Hard, Dream BIG!

## A very BIG welcome to our wonderful schools...

At Parkland, we believe in providing a rich and diverse experience for all pupils, no matter what their starting point. Our school motto, 'Aim high, work hard, dream BIG!' reflects our ambitions perfectly.

We also believe that as adults we never stop learning and our induction process is the beginning of this. Induction will begin just before you join us and lasts throughout your first year. It will continue during your time at Parkland as investing in our staff team is key to ensuring our vision is achieved.

The induction process will

- Contribute to job satisfaction, personal achievement, individual and team effort, thus providing for effective work at the school
- Contribute to improving and developing the schools so that they are always able to raise pupil achievement, meet the needs of all pupils and ensure all members of the community meet their full potential.
- Ensure teachers new to the profession have the best start in their careers and are supported in effective practice.
- Outline key expectations and build upon our existing team further

We aim to ensure that through a clear induction, any questions or worries a new staff member may have will be answered as soon as possible. The Senior Leadership Team (SLT) is responsible for the overall management and organisation of Induction, including Newly Qualified Teacher Induction across the whole school.

### Induction for Support Staff New to the Role

All new support staff will have a line manager. An induction programme will be designed for each new member of support staff. All appropriate training will be provided so that protocols and policies are shared. Performance management will be part of the induction process.



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## Induction Protocol

### Induction Document

## Getting started at Parkland!

In order to help you get settled at Parkland as quickly as possible, please see the overview below:

- The main car park is for staff only. You will need a fob to access this. The initial car park is for visitors only.
- All staff must wear their photo ID badge with QR code at all times.
- The front door code will be shared with you. You will also receive a key fob which will allow you to gain access through the gates.
- Normal school hours with the children are 8:45 am until 3:15pm for KS2, 3.05 for KS1 and 3pm for EYFS.
- There is always a member of Senior Leadership Team on duty in the playground from 8.35am to 8:55am
- The school gates open at 08:30am and the children remain on the playground, supervised by their parents, until 8:45am. A whistle goes at 8.45am to signal lining up. Teachers should be available on the playground from 8.40am and lead their line in ready for early morning work activities. Pupils will need to enter the school through the main office after this time.
- Pupil attendance registers are taken in class, using Bromcom
- Pupil attendance registers close at 9:30am. If a child is late, this will be recorded electronically by the school office. Dinner registers are generated from parentpay and are not taken manually.
- Assembly times are detailed in the staff handbook. Please ask for a copy if you do not already have one.
- Morning break and lunch times are detailed in the staff handbook.
- Just prior to the whistle being blown at the end of lunch, 1pm at the infant school and 1.15pm at the junior school, teachers should be on the playground to ensure their class lines up swiftly and without issue. Electronic registers should be taken and sent to the main school office immediately that afternoon sessions commence.
- There are multiple after school clubs on offer. Teachers will have a list of which clubs children from their class will be attending and are responsible for taking them to the hall to ensure attendance and safety. Teachers must first take the rest of the class to the playground / classroom exit to be released to a parent/carer.
- It is the teachers' responsibility to ensure the children can see the parent/carer who is collecting them. Teachers must know who is expected to collect each child and the 'password' if it is someone different.
- Changes to the daily routine and important school messages are found on the electronic interactive whiteboard which is displayed in the staffroom. This should be checked by all staff first thing in the morning.
- Google calendar is available to all staff and teachers have a log in to record any dates they may need to. The office will also add any dates as necessary.
- All classes are split across the three areas/buildings: EYFS corridor, KS1 corridor and the Junior School.
- [Dawn Berhane](#) is the Office Manager and works alongside [Sophie McCaffery](#), [Lorna Wilcox](#) and [Annette Simes](#) (admin assistants) in the office.
- [Gary Anderson](#) is the Site Manager - any damage or things that required fixing should be reported to him via email. .



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- The staff toilets are located across from the staffrooms. There are two staff rooms; one in each main building.
- You may report any accidents, near misses or acts of aggression / violence using the forms found on the google drive. Please share these with the Head of School for recording.
- Child Protection Incident / Welfare Recording Forms may be found in the same drive but should be recorded on CPOMS in the first instance.
- You will be issued with a school email address which should only be used for work purposes.
- Tea and coffee is always available in the staff room. Please keep the staff room tidy and put any dirty items in the dishwasher.
- There is a fridge in the staff room to store food. Please keep this clean and remove any perishable food you have stored if it is passed its BBE. Lunch can be purchased through the school kitchen but must be ordered in the morning along with the pupils' meals. Please ask the office or kitchen for the current cost of a school dinner which is payable via parentpay only. No cash can be taken for this. Jill is the school cook.
- Please plan appointments in holiday time as much as possible.
- All classroom resources should be ordered in good time. available and each subject leader is able to order what is needed for their subject through the curriculum budget. Subject resources are linked to the School Development Plan.
- Each class has a SmartBoard run from a class desktop computer. ICT technicians are available through TEA. We have a school website: [theparklandfederation.org](http://theparklandfederation.org) which should have the most up to date information for school.
- The school also uses google drive where teachers can save planning and other resources, this can be accessed from home. Planning should be saved in the designated planning drive as it will be monitored.
- All approved school policies may also be found on the Google Drive in the Policies Folder. Alternatively the school website has all up-to-date policies.
- Everyone will cover playground duties on a rota system. Decisions about using the grass will be made by the teacher on duty. Likewise wet play will be decided by staff on duty. If it is wet play there are games in classrooms and staff (teacher / TA) must relieve each other for a break.
- The School Behaviour Policy is available on google drive in the School Policies file or on the school website. Please ensure you read this policy and adhere to it at all times.
- All SEND information is kept on a separate google drive called the 'Parkland Inclusion Drive'. This is where you will find all the information pertaining to the SEN children in your classroom along with tips. The school SEN Team consists of a SENCo and a Deputy SENCO.
- All classes have a TA. Planning must be shared with TAs at a mutually agreed time. TAs should be utilised to make the maximum impact on the children's learning. Some TAs have a more flexible role and will be delivering intervention programmes across the school.
- Effective feedback is the most effective strategy to improve learning. Please facilitate this in every lesson. Please see the Feedback and Marking Policy. Your Phase Achievement Leader will be able to support you if you have any questions.
- Assessment for Learning underpins all classroom practice. Tracking the progress of the children will be a regular part of the things we do. The system we use is online and called OTrack. Please ensure your Phase Achievement Leader explains it all to you.
- Parents' Evenings will take place twice a year. Structured Conversations for SEND pupils will take place during the school day three times per year.
- At the beginning of each term a curriculum newsletter should be sent to parents and uploaded onto the website.



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- Displays should be presented well and represent and support children's learning. Please ensure you read and adhere to the school's Display Policy.
- Homework will be set regularly and based on the current learning (please see the Homework Policy).

### Health & Safety

- **Fire Procedure** - If you hear the fire alarm take the children in an orderly fashion out of the allocated fire exit. The teacher should be leading the line and the TA at the back. The TA should close any windows and close the door behind them if it is safe to do so.
- The children line up in the back playground at the Juniors or the field at the infants. EYFS will need to remember to take the key for the gate.
- Registers will be taken out to the playground by the office staff. Teachers should do a headcount straight away and then use the register to call out names. If all pupils are present and accounted for, the teacher should stand at the front of the line (by the field edge) and put their green card up in the air. Any missing persons must be highlighted to the Head of School immediately by holding up the red card. **On no account should anyone return to the building until told to do so.**
- If you are not in your classroom, please ensure you follow the evacuation procedures poster which can be found in every area within the school.
- **Lockdown Procedure** - If a lockdown is triggered via your class radio, please close and lock all doors and shut the windows. Blinds should be pulled down and children asked to silently get under the tables. You should await confirmation that lockdown is over before moving. Further information can be found in the Lockdown Protocol.
- Any other issues around health and safety should be raised within your Phase Team Meeting / Support Staff Meetings. Health and Safety is a standing agenda item for all meetings.
- Child Protection Welfare Concerns should be recorded using CPOMS. Record only facts and ensure the form is signed and dated. All concerns should be given to the Designated Teacher for Child Protection – at Parkland this is [Sally Simpson](#) and in her absence [Alison Das](#) or [Chloe Male](#). All staff **must** meet the statutory requirements and have child protection training which is renewed every 3 years.
- Any medical issues should be dealt with by TAs who are all first aid trained. These should be recorded on Medical Tracker once the incident has been dealt with. Any head bumps or grazes must be shared with the class teacher and office staff who will make sure they receive a head bump letter and contact parents. **Any other injury, no matter how minor, should be shared with the parent at the time of collection.**

## A quick checklist to help new staff members

When a new member of staff joins the school the following procedures are followed to induct and support the staff member into their new role:

### Teaching & Individual Needs Assistants (TA/INA)

Will be given:

- This induction pack
- A Teaching Assistant contact to ask for advice



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## Induction Protocol

- An opportunity to “job shadow” for an initial fixed period if the TA has never worked in a school before
- Detail of the appraisal process
- Line management contact
- Access to all school policies, procedures, documentation and reference books
- Liaison time with their class teacher and/or SENCO if an INA
- Copies of Individual Provision Maps and record sheets where relevant
- Ongoing training opportunities as and when appropriate to their stage of development
- Supported induction for the first year
- Location of Child Protection concern recording sheets and name of Designated Child Protection Teacher.

### **Mid-Day Supervisory Assistants (MDSA)**

Will be given:

- This induction pack
- Playleader induction pack
- A Playleader contact to ask advice
- An opportunity to “job shadow” for an initial fixed period if the Play Leader has never worked in a school before
- Line Management contact – Mrs Modestou
- Access to all school policies, procedures and documentation
- Location of Child Protection concerns recording sheets and name of Designated Child Protection Teacher.

### **The Admin Team:**

Will be given:

- This induction pack
- An Admin contact to ask for advice
- An opportunity to “job shadow” for an initial fixed period if needed
- Bromcom Training
- Detail of the appraisal process
- Line management contact
- Access to all school policies, procedures, documentation and reference books
- Liaison time with the Office Manager
- Ongoing training opportunities as and when appropriate to their stage of development
- Supported induction for the first year
- Location of Child Protection concern recording sheets and name of Designated Child Protection Teacher.

### **The Site Team:**

Will be given:

- This induction pack
- A contact to ask for advice
- An opportunity to “job shadow” for an initial fixed period if needed
- Finance App training if needed



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## Induction Protocol

- Detail of the appraisal process
- Line management contact
- Access to all school policies, procedures, documentation and reference books
- Liaison time with the Office Manager/Head of School/Head of Estates
- Ongoing training opportunities as and when appropriate to their stage of development
- Supported induction for the first year
- Location of Child Protection concern recording sheets and name of Designated Child Protection Teacher.

### WRITTEN CHECKLIST

A written checklist of the items that need to be covered in the Induction Process is on the following pages. This gives a structure to the induction and allows the new employee and manager to know what has or has not been covered at any given time. The checklist is used for all new employees and will be reviewed regularly to ensure it is kept current and up to date. The checklist is also adapted and tailored for each new employee according to their identified needs. The Induction Process spreads over several months and is designed to ensure that anyone working within The Parkland Federation is supported as effectively as possible. .



# The Parkland Federation

## Induction Protocol

# Induction Checklist

## Staff/Student

<b>Name</b>	
<b>Start Date</b>	
<b>Mentor</b>	
<b>Line Manager</b>	

### SECTION 1: PRIOR APPOINTMENT PREPARATION

To be considered by line manager before the new employee commences duty.

ACTIVITY	COMMENTS / INITIALS	DATE COMPLETED
<b>Liase with Office Manager I</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Confirm start date, ensure paperwork completed for employment including bank details.</li> <li><input type="checkbox"/> Ensure appropriate pre-employment checks are satisfactory i.e. health clearance, police check, work permit, driving licence, qualifications, membership of professional body, references etc.</li> <li><input type="checkbox"/> Salary payment arrangements, bank details, P45, national insurance number</li> </ul>		
<b>Induction Planning</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Phase / Line Manager to plan induction programme relevant to the post, including dates</li> <li><input type="checkbox"/> Prepare Induction Pack containing useful information for the post e.g. Staff Handbook, Behaviour Policy, other relevant policies</li> <li><input type="checkbox"/> Ensure a colleague is available and properly briefed to welcome new employee</li> <li><input type="checkbox"/> Time put in diaries for review meetings</li> </ul>		
<b>Provision of work centre/station</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Check that necessary furniture and equipment is available i.e. computer, stationery, telephone, diary etc</li> </ul>		



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<ul style="list-style-type: none"> <li><input type="checkbox"/> Computer access requirements are in place with all relevant passwords</li> <li><input type="checkbox"/> Email is set up and an ID badge produced</li> <li><input type="checkbox"/> Arrange for a DSE risk assessment to take place when new employee has commenced work</li> </ul>		
<p><b>Write letter to employee to include the following:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Contract to sign</li> <li><input type="checkbox"/> Expected time of arrival on first day and where to go</li> <li><input type="checkbox"/> Name of member of staff to report to on arrival</li> <li><input type="checkbox"/> Parking arrangements</li> <li><input type="checkbox"/> Preparatory reading e.g. information about the school</li> <li><input type="checkbox"/> Brief details of planned programme to provide a structure for the induction period and more specifically for the first four weeks of employment</li> </ul>		
<p><b>Preparatory Work Arrangements:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Allocate a mentor to the new employee whose role it will be to look after and be a point of reference for them</li> <li><input type="checkbox"/> Inform colleagues when the new employee will join, giving an outline of their responsibilities</li> <li><input type="checkbox"/> Plan suitable tasks for first day</li> <li><input type="checkbox"/> Compile a list of relevant meetings/diary dates for the new employee and assemble relevant documents</li> </ul>		

**SECTION 2: TO BE COMPLETED DURING WEEK ONE**  
**WITH PHASE LEADER (for new teachers) / SENCo (for new support staff) Office Manager**  
**(for Site Team and Admin Team)**

### Your job and finding your way around

ACTIVITY	COMMENTS / INITIALS	DATE COMPLETED
<p><b>Welcome and introduction to immediate colleagues and other colleagues as appropriate.</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Handover of prepared documentation</li> <li><input type="checkbox"/> Line manager confirmation</li> </ul>		
<p><b>Domestic Arrangements</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Refreshments (tea/coffee making facilities, arrangements for lunch)</li> <li><input type="checkbox"/> Location of toilets</li> <li><input type="checkbox"/> Tour of school</li> <li><input type="checkbox"/> Location of teacher resources around the school</li> </ul>		



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<p><b>Preliminary Health &amp; Safety issues</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Fire procedures, including visit to assembly points</li> <li><input type="checkbox"/> Lockdown Procedures</li> <li><input type="checkbox"/> Accident and Incident reporting (Accident / Act of Violence or Aggression / Near Miss)</li> <li><input type="checkbox"/> Location of Safeguarding information (in staffroom), child protection procedure prompts and named LADO. Include signing in to CPOMS</li> <li><input type="checkbox"/> List of named first aiders.</li> <li><input type="checkbox"/> Location of class radio</li> </ul>		
<p><b>Security</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> ID badge with QR code</li> <li><input type="checkbox"/> Key fob</li> <li><input type="checkbox"/> Relevant codes for doors and gates</li> <li><input type="checkbox"/> Security of school site</li> <li><input type="checkbox"/> SIMS log in</li> <li><input type="checkbox"/> CPOMS log in</li> </ul>		
<p><b>IT Set Up</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Desktop Computer is working (classrooms only)</li> <li><input type="checkbox"/> Photocopying Fob is given</li> <li><input type="checkbox"/> School server access provision is set up</li> <li><input type="checkbox"/> Google Mail set up</li> <li><input type="checkbox"/> Google Drive set up</li> <li><input type="checkbox"/> Use of Internet / mobile phones is explained</li> <li><input type="checkbox"/> Awareness of E-Safety and E-Safety Policy is distributed and explained</li> <li><input type="checkbox"/> Staff Acceptable Use Policy is distributed and explained</li> <li><input type="checkbox"/> OTrack log in</li> </ul>		
<p><b>Explanation of relevant codes of conduct</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> No-smoking Policy</li> <li><input type="checkbox"/> Security of personal belongings</li> <li><input type="checkbox"/> Confidentiality</li> <li><input type="checkbox"/> Dress code</li> <li><input type="checkbox"/> Acceptable Use and E-Safety Policy</li> </ul>		
<p><b>Liaison</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Staff meetings, team meetings, PPA Cover</li> <li><input type="checkbox"/> Governing Body</li> <li><input type="checkbox"/> Friends of Parkland (FOPS)</li> </ul>		
<p><b>Systems for Communicating with Parents</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Text messaging parents via Parentmail</li> <li><input type="checkbox"/> Sending emails to parents via Parentmail</li> <li><input type="checkbox"/> Sending photocopied letters home to parents</li> <li><input type="checkbox"/> Parentpay account</li> </ul>		
<p><b>Introductory interview with Phase Leader/Line Manager</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Aims and objectives of team</li> <li><input type="checkbox"/> Explanation of roles and relationships within the team/school</li> <li><input type="checkbox"/> Discussion of new employee's role and responsibilities as per the job description</li> </ul>		



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<ul style="list-style-type: none"> <li><input type="checkbox"/> Induction programme to be discussed and dates set to meet with the line manager (e.g. to review non-negotiables for Teaching and Learning).</li> <li><input type="checkbox"/> Set date for first Performance Management meeting</li> </ul>		
<p><b>Safeguarding</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Child Protection / Safeguarding Policy is distributed and explained.</li> <li><input type="checkbox"/> New employee is introduced to Safeguarding Lead and Deputy Safeguarding Leads.</li> <li><input type="checkbox"/> New employee is given training for CPOMS</li> <li><input type="checkbox"/> Code of Conduct Policy is distributed, explained and signed.</li> <li><input type="checkbox"/> The need to maintain privacy and confidentiality (including any confidentiality policies) is explained.</li> <li><input type="checkbox"/> Intimate Care Policy is distributed and explained.</li> <li><input type="checkbox"/> Pupil Collection Policy is distributed and explained.</li> <li><input type="checkbox"/> Arrange safeguarding training through <a href="#">educare</a>.</li> <li><input type="checkbox"/> Arrange e-safety training using educare website.</li> <li><input type="checkbox"/> CPOMS demonstration</li> </ul>		
<p><b>Positive Behaviour and Discipline</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> School Behaviour Policy is distributed and explained.</li> <li><input type="checkbox"/> Resources for implementation of policy are provided (e.g. Yellow Slips, Rainbow Stickers).</li> </ul>		

### SECTION 3: TO BE COMPLETED WITHIN FIRST FOUR WEEKS WITH PHASE ACHIEVEMENT LEADER / LINE-MANAGER (not NQT)

#### Employee Development

ACTIVITY	COMMENTS / INITIALS	DATE COMPLETED
<p><b>Explanation of school staff Performance Management Review Process</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Appraisal and Capability Policy is distributed and explained.</li> </ul>		
<p><b>Discussion to identify immediate training and development needs</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Self-assessment against Teachers' Standards (if required) and immediate training / development needs prioritised.</li> </ul>		



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## Induction Protocol

<input type="checkbox"/> Self-assessment against Teaching and Learning Non-Negotiables (if required) and immediate training / development needs prioritised.		
<b>Introduction to the school</b> <input type="checkbox"/> Handbook <input type="checkbox"/> Prospectus <input type="checkbox"/> School Improvement Plan <input type="checkbox"/> Ofsted Inspection Reports		

### SECTION 4: TO BE COMPLETED WITHIN FIRST FOUR WEEKS WITH OFFICE MANAGER

#### Office and Systems Awareness

ACTIVITY	COMMENTS / INITIALS	DATE COMPLETED
<b>Communications Systems</b> <input type="checkbox"/> Email accounts confirmed <input type="checkbox"/> Courier service <input type="checkbox"/> Use of telephone system and extension numbers <input type="checkbox"/> Text messaging parents via Parentmail <input type="checkbox"/> Sending emails to parents via Parentmail <input type="checkbox"/> Sending photocopied letters home to parents		
<b>Instruction in Office Organisation</b> <input type="checkbox"/> Reporting sickness and time off for medical appointments <input type="checkbox"/> Cascade System for emergency closures		
<b>Instruction in Office Organisation</b> <input type="checkbox"/> Stationery and office supplies <input type="checkbox"/> Placing order requests via the app and once they arrive		
<b>Transport</b> <input type="checkbox"/> Mini-bus booking <input type="checkbox"/> Aware of Guidance on Safe Use of Vehicles and Minibus Guidelines (if applicable) <input type="checkbox"/> Minibus driver training required (if applicable) <input type="checkbox"/> Parking on site		

### SECTION 5: TO BE COMPLETED WITHIN FIRST FOUR WEEKS WITH HEAD OF SCHOOL

ACTIVITY	COMMENTS / INITIALS	DATE COMPLETED
<b>Introduction to Key Contacts</b> <input type="checkbox"/> In the school		



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<input type="checkbox"/> Partner schools <input type="checkbox"/> Primary Improvement Team <input type="checkbox"/> Outside Agencies		
<b>Absence Management Policy</b> <input type="checkbox"/> Copy of Absence Management Policy given and discussed <input type="checkbox"/> Return to work interviews and sickness “triggers” <input type="checkbox"/> Annual and other leave arrangements (depending upon terms and conditions and employment)		
<b>Employee Relations</b> <input type="checkbox"/> Trade Union membership <input type="checkbox"/> Local Union representative		
<b>Parent Complaints Policy</b> <input type="checkbox"/> Complaints Policy is distributed and explained		

### SECTION 6: TO BE COMPLETED WITHIN FIRST FOUR WEEKS WITH HEALTH AND SAFETY COORDINATOR

#### Health, Safety and Welfare

ACTIVITY	COMMENTS / INITIALS	DATE COMPLETED
<b>Explanation of your responsibility for Health &amp; Safety</b> <input type="checkbox"/> Distribution and discussion about school’s Health and Safety Policy		
<b>Other relevant Health, Safety and Welfare policies specific to the role</b> <input type="checkbox"/> Asbestos In The Workplace <input type="checkbox"/> Crisis Management Plan <input type="checkbox"/> Drugs and Alcohol in the Workplace <input type="checkbox"/> Electricity At Work <input type="checkbox"/> Manual Handling <input type="checkbox"/> Stress Management <input type="checkbox"/> Violence At Work <input type="checkbox"/> Incident Reporting and HSE Reporting <input type="checkbox"/> New and Expectant Mothers At Work <input type="checkbox"/> Contractors		
<b>First Aid Arrangements</b> <input type="checkbox"/> Distribution and discussion about school’s First Aid Policy <input type="checkbox"/> Location of nearest First Aid Box <input type="checkbox"/> Defibrillator locations <input type="checkbox"/> Names, location and extension numbers of qualified First Aiders/Appointed Persons		
<b>Fire Precautions</b> <input type="checkbox"/> Emergency evacuation procedures <input type="checkbox"/> Name of local workplace fire officer / warden		



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<ul style="list-style-type: none"><li><input type="checkbox"/> Location of fire extinguishers / fire blankets etc</li><li><input type="checkbox"/> Location of fire alarm call points</li><li><input type="checkbox"/> Location of fire assembly points</li></ul>		
<b>Display Screen Equipment (DSE)</b> <ul style="list-style-type: none"><li><input type="checkbox"/> DSE Policy and Guidance explained</li><li><input type="checkbox"/> Training completed and reviewed</li><li><input type="checkbox"/> Workstation Assessment checklist (e.g. correct positioning, chair adjustment, screen controls etc.) completed and workstations brought into line with the minimum requirements</li><li><input type="checkbox"/> Procedures for eye tests explained</li></ul>		
<b>Personal Safety at Work / Lone Working</b> <ul style="list-style-type: none"><li><input type="checkbox"/> Distribution and discussion of Personal Safety / Lone Working Policy.</li><li><input type="checkbox"/> Local arrangements re: violence at work issues including lone working</li><li><input type="checkbox"/> Any necessary training booked.</li></ul>		
<b>Positive Handling and Physical Intervention</b> <ul style="list-style-type: none"><li><input type="checkbox"/> Positive Handling / Physical Intervention Policy and Guidelines on Czone</li><li><input type="checkbox"/> Any necessary training booked.</li></ul>		
<b>Moving and Handling (a) Object / Loads and (b) People</b> General information relating to service and employee duties <ul style="list-style-type: none"><li><input type="checkbox"/> Moving and handling risk assessments</li><li><input type="checkbox"/> Any necessary training booked</li><li><input type="checkbox"/> Specific training / induction e.g. hoists and other equipment</li></ul>		
<b>Administration of Medicines</b> <ul style="list-style-type: none"><li><input type="checkbox"/> Medication policy / procedures</li><li><input type="checkbox"/> Any necessary training booked.</li></ul>		
<b>Communicable Disease / Hygiene</b> <ul style="list-style-type: none"><li><input type="checkbox"/> Policy / Guidance on Communicable Disease</li><li><input type="checkbox"/> Any necessary training booked.</li></ul>		
<b>Food Hygiene</b> <ul style="list-style-type: none"><li><input type="checkbox"/> Induction in local procedures</li><li><input type="checkbox"/> Specific to actual role where qualification is required</li><li><input type="checkbox"/> Any necessary training booked</li></ul>		
<b>Control of Substances Hazardous to Health (COSHH)</b> <ul style="list-style-type: none"><li><input type="checkbox"/> Location, use and storage of any substances used</li><li><input type="checkbox"/> COSHH risk assessments – location and contents of and updated</li></ul>		
<b>Occupational Health and Safety</b> <ul style="list-style-type: none"><li><input type="checkbox"/> Role of the Occupational Health Team and support available</li><li><input type="checkbox"/> External Counselling Service</li><li><input type="checkbox"/> Role of Health and Safety Team</li></ul>		



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## Induction Protocol

### SECTION 7: TO BE COMPLETED WITHIN FIRST FOUR WEEKS WITH EDUCATIONAL VISITS COORDINATOR

#### Health, Safety and Welfare

ACTIVITY	COMMENTS/INITIALS	DATE COMPLETED
<b>Off-Site Educational Visits</b> <input type="checkbox"/> Distribution and discussion about school's Educational Visits Policy <input type="checkbox"/> Training undertaken in the use of Exeant <input type="checkbox"/> Training undertaken in the writing a risk assessment for an off-site educational visit.		

### SECTION 8: TO BE SHARED DURING INDUCTION

Name:

#### Policies to be Read and Understood

ACTIVITY	Employee Signature	DATE COMPLETED
Code of Conduct		
Child Protection and Safeguarding		
Keeping Children Safe in Education Part 1		
Prevent Risk Assessment		
Children Missing In Education		
WhistleBlowing		
SEND		
Capability of Staff		
Relationships & Sex Education		
Teacher Appraisal		
Behaviour		
Anti Bullying		
Data Protection Policy		



# The Parkland Federation

## Induction Protocol

Equality Statement		
Home School Agreement		
EYFS Policy		
Attendance Management		
Feedback and Marking		
Online Safety		
British Values and SMSC		
Complaints Policy		
Anti Fraud and Corruption Policy		

### Curriculum Intents to be Read and Understood

ACTIVITY	Employee Signature	DATE COMPLETED
Reading		
Writing		
Science		
Mathematics		
Computing		
Physical Education		
Music		
History		
Geography		
MFL		
Design Technology		
PSHE		
Art		



# The Parkland Federation

## Induction Protocol

### Health and Safety Policies to be Read and Understood

ACTIVITY	Employee Signature	DATE COMPLETED
Health and Safety Policy		
Supporting Pupils with Medical Conditions and Administration of Medicine		
Crisis Management Plan		
Lockdown Policy		
Fire Induction Information		
Display Screen Equipment		
First Aid		
Stress Management		
Intimate Care		

### Other Policies to be Read and Understood

ACTIVITY	Employee Signature	DATE COMPLETED
Pupil Acceptable Use Policy		
Staff Acceptable Use Policy		
Positive Handling		



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## Induction Protocol

### INDUCTION COMPLETION AND EVALUATION

(To be completed jointly by the employee and Line Manager/Professional Learning Manager at the end of 3 months service)

#### EMPLOYEE DETAILS:

Name:

School:

Job Title:

Date of appointment:

#### LINE MANAGER/PHASE ACHIEVEMENT LEADER

Name:

Job Title:

1. Have all the points on the Induction checklist been adequately covered: YES/NO

If no, what areas are outstanding?

2. What action is planned to deal with any outstanding areas?

3. Is there anything else that you would like to see become part of the induction period?

If yes, please specify

4. Any other comments:

Signed \_\_\_\_\_

Date \_\_\_\_\_