| **Topic** | **Notes** | **Tick** | **Manager’s Signature** | **Employee’s Signature** |
| --- | --- | --- | --- | --- |
| **Pre-employment induction** | **Possible topics** |  |  |  |
| Prepare the new employee for their first day at work and keep in contact while waiting for pre-employment checks to be completed.  Employment contract to be given/sent to employee. Statutory legal requirement for all employees to have a written statement within their second month of employment.  For more information and guidance about written statements of employment visit [https://www.gov.uk](https://www.gov.uk/employment-contracts-and-conditions/written-statement-of-employment-particulars) | Written conditional offer of employment sent to new employee |  |  |  |
| Enhanced DBS check completed for new employee |  |  |  |
| Terms & conditions sent to new employee |  |  |  |
| Job description and specification sent to new employee |  |  |  |
| Setting literature, e.g. latest newsletter |  |  |  |
| Recommended reading, e.g. revised EYFS framework/safeguarding policies |  |  |  |
| Instructions for reporting to work sent to new employee |  |  |  |
| Any initial questions answered. |  |  |  |
| New employee has received employment contract |  |  |  |
| **First day induction** | **Paperwork checked and signed and setting vision explained** |  |  |  |
| Line manager of new employee to meet and welcome new employee. | Contract of employment signed by employee and received by manager. Check that the employee understands the contract and has signed it and returned it to employer/manager. |  |  |  |
| Manager to receive and check relevant paperwork, e.g. P45, work permit, birth certificate & passport, DBS certificate, contact details |  |  |  |
| **First day induction - employee is shown around the building and the fire procedure explained** | **Help employee to get to know the setting** |  |  |  |
|  | Where the toilets are situated |  |  |  |
| Where the staff room is (if applicable) |  |  |  |
| Fire evacuation assembly point (include fire procedure in staff handbook) |  |  |  |
| Other important rooms/areas |  |  |  |
| Meet and greet colleagues and management |  |  |  |
| Introduced to buddy or mentor (if applicable) |  |  |  |
| Staff shown day-to-day setting routine – including lunch breaks/other breaks |  |  |  |
| **First Day Induction - staff requirements** | **Topics to cover (where applicable)** |  |  |  |
| Ensure all relevant information is included in the staff handbook.  Once the first day induction has been completed ensure that the new employee starts working on some basic tasks | Staff uniform (dress code) |  |  |  |
| Wearing of name badges |  |  |  |
| Signing in/out of workplace |  |  |  |
| Procedures for accepting visitors/collecting children |  |  |  |
| Important policies and procedures explained(especially safeguarding) |  |  |  |
| Sickness policy explained |  |  |  |
| Catering & refreshment facilities |  |  |  |
| Parking facilities |  |  |  |
| Union membership and recognition explained |  |  |  |
| Pension scheme |  |  |  |
| Mobile phone policy |  |  |  |
| Annual leave entitlement |  |  |  |
| Other employee benefits |  |  |  |
| Any bonus or reward schemes |  |  |  |
| Give employee current staff handbook |  |  |  |
| **Main induction/probationary period** | **Topics for discussion with employee** |  |  |  |
| This is a good time for employer and employee to get to know each other. It is a two-way process.  Any written notes taken during review/probation meetings should be kept secure and confidential in accordance with the Data Protection Act 1998. | Business vision, aims and objectives |  |  |  |
| Setting aims and objectives |  |  |  |
| Induction/probation and what it entails, including the length of time (weeks/ months) it will take. |  |  |  |
| Schedule of regular supervision |  |  |  |
| How employee finds his/her workload |  |  |  |
| Agree objectives/goals with the employee |  |  |  |
| Relevant policies and procedures |  |  |  |
| Employee’s training needs and check that employee has booked to attend or has attended the training |  |  |  |
| Work shadowing explained (if in place) and introduce employee to people/ person they will be shadowing |  |  |  |
| Employee’s performance so far |  |  |  |
| Any problems or queries that the employee has. |  |  |  |
| Ensure new employee is helped to socially integrate with colleagues. |  |  |  |
| Ensure that employee understands the principles of the Early Years Foundation Stage (EYFS) |  |  |  |
| **Performance appraisals/supervision after induction/probationary period** | **Suggested frequency of supervision and topics** |  |  |  |
| Employers should continue to hold regular review meetings with employees even after the Induction/probationary period has ended. This will help to maintain positive relationships and to ensure employees are motivated and that their aims and objectives are aligned to the aims and objectives of the business.  It is considered best practice to keep written notes of supervision and performance appraisal meetings.  Notes should be confidential and kept securely and in accordance with the Data Protection Act 1998 and be accessible to the employee when requested. | Book regular formal performance appraisal/supervision meetings with all employees. These should take place regularly – ideally, every four to six weeks.  A planning meeting should be held after induction is completed to set objectives and agree training and development needs. Regular supervision meetings can cover any relevant subject although would mainly focus on progress towards achieving objectives and development. |  |  |  |
| **Useful induction materials/advice that the whole children and young people’s workforce should know about** |  |  |  |  |
| Early Years Foundation Stage (EYFS)  <https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2> | The Early Years Foundation Stage (EYFS) **2017** is a comprehensive statutory framework that sets the standards for the learning, development and care of children from birth to five.  All providers are required to use the EYFS **2017** to ensure that whatever setting parents choose, they can be confident their child will receive a quality experience that supports their care, learning and development.  The EYFS framework can be downloaded from the Department for Education Website at <https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2> |  |  |  |
| Partnership working in Oxfordshire  Essential safeguarding training includes:  Generalist Safeguarding Training  Designated Lead Training  PREVENT training | Everyone supporting children and families should work together effectively to provide early help and targeted and specialist support.  Oxfordshire County Council has training available through [Step into training](https://www.oxfordshire.gov.uk/cms/public-site/step-training)  SEND support can be found at <https://www.oxfordshire.gov.uk/cms/public-site/early-years-sen-toolkit>  The **local offer** for SEN and Disability (SEND) brings together information about education, health and care services for children and young people from 0 to 25 with SEND.   The link is [www.oxfordshire.gov.uk/localoffer](http://www.oxfordshire.gov.uk/localoffer).  Safeguarding courses can be found through the [OSCB training portal](http://www.oscb.org.uk/booking-training/) |  |  |  |
| **Policies and procedures** |  |  |  |  |
| Safeguarding (child protection) described and policy made available to read and digest by staff member. | Manager must highlight how staff member should report safeguarding/child protection concerns |  |  |  |
| Staff member must read and understand policy |  |  |  |
| Place copy of policy in staff handbook |  |  |  |
| **Other essential policies and procedures:**  Discuss with employee but copies should be made available to employee to read and digest. The adjacent list contains just a few policies and procedures. There may be others; **it is the setting’s responsibility to remain up to date.** | Staff policy (Code of Conduct) |  |  |  |
| Dealing with allergies and administering medication |  |  |  |
| Equality and Diversity |  |  |  |
| Fire Safety |  |  |  |
| Food Hygiene |  |  |  |
| Health and Safety |  |  |  |
| Paediatric First Aid |  |  |  |
| Safeguarding |  |  |  |
| Safer Recruitment |  |  |  |
| Other workplace policies and procedures |  |  |  |
| **Training** |  |  |  |  |
| Internal training (provided by employer) identified by manager and arranged for staff member to attend. | Check that the employee has booked and attended training |  |  |  |
| Computer software training (if applicable) |  |  |  |
| Continuous Professional Development (CPD).  The manager should help and guide the employee to identify any additional training needs they might have and ensure the employee books appropriate training. | Examples of CPD include:   * Assessment in the EYFS * Food Hygiene * Health and safety * Inclusion * Paediatric First Aid * Recruitment Best Practice * Safeguarding |  |  |  |
| Qualification Training.  The GOV.UK qualifications tool gives a list of all relevant accredited qualifications.  <https://www.gov.uk/early-years-qualifications-finder>  If you need further advice about qualifications visit <https://oxfordshirecpdonline.com/cpd/default.asp> | There are lots of training courses available to anyone that wants to work with children, young people and their families.  When deciding on any training for staff the following should be considered:   * If the employee needs further training * The type and content of the course * The most appropriate style of study * Which training provider to choose * Affordability – including course costs, costs to the learner, staff cover, travel costs etc. |  |  |  |