

Three Counties Academy Trust



Induction of New Staff and Staff Exit Policy

#HR48

Last amended 28th April 2026 (v1.0)

Policy lifespan: 3 years. Subject to annual compliance check. Next full review 27th April 2029.

Version history

| Date | Version | Details | Actioned by | PDF to Websites | Word to Governor Hub |
|----------|---------|--------------------------------------------------------------------------------------|-------------|-----------------|----------------------|
| 28.04.26 | 1.0 | Creation of document. Formatted to house style and checked against model for updates | MF | ✓ | ✓ |

Contents:

Version history

Policy abbreviations and acronyms

Statement of intent

1. Legal framework
2. Roles and responsibilities
3. Welcoming new staff
4. Teaching staff
5. ECTs
6. Support staff
7. Safeguarding
8. Key considerations for all staff
9. ICT
10. Induction of new Members, Trustees and Local Governors
11. Leaving procedures

Monitoring and review

Appendices

- A. Employee Induction Checklist
- B. Employee Exit Questionnaire and Checklist

Trust Glossary

Policy Abbreviations and Acronyms

| | |
|--------------|--------------------------------------------|
| CPD | Continuing Professional Development |
| DSL | Designated Safeguarding Lead |
| ECF | Early Career Framework |
| ECT | Early Career Teacher |
| HR | Human Resources |
| ICT | Information Communication Technology |
| INSET | In Service Training |
| QTS | Qualified Teacher Status |
| SEND | Special Educational Needs and Disabilities |
| SLT | Senior Leadership Team |
| TCAT | Three Counties Academy Trust |

NB. Where the term “parent” or “parents” is used this includes those who act as carers or have parental responsibility.

Statement of intent

Once a new employee has been appointed by Three Counties Academy Trust in either the Central Team or a TCAT school, TCAT will ensure that they are provided with an effective induction procedure. All Members, Trustees, Local Governors, teaching, support and temporary staff will receive an induction training programme appropriate to the post being filled.

Through this policy, we aim to ensure that every new member of the TCAT team:

- Is welcomed by the Trust Board Local Governing Bodies, Executive Leadership and schools
- Is provided with the necessary tools and information to begin their role as early as possible
- Is provided with all necessary contextual information about TCAT and school and their role within it
- Meets the Executive Team, Headteacher/Head of School, Trustees, Local Governors, staff and pupils relevant to their role
- Understands the role of the Trust Board and Local Governing Bodies and any committees
- Understands their role and responsibilities, and their accountabilities
- Understands their training needs and requirements
- Is provided with a comprehensive induction pack appropriate to their role by their line manager
- Is presented with the opportunity to ask questions
- Receives a comprehensive, reflective and supportive exit process when leaving TCAT

1. Legal framework

This policy has due regard to all relevant legislation and statutory guidance and good practice including, but not limited to, the following:

- [DfE 'Keeping children safe in education'](#)
- [DfE 'Induction for early career teachers \(England\)'](#)
- [The UK GDPR](#)
- [The Data Protection Act 2018](#)

Where legislation has been passed or updated during the shelf life of this policy, we will always apply the latest version available.

This policy operates in conjunction with the following policies and documents:

- Behaviour Policy
- Employee Exit Questionnaire and Checklist
- Employee Induction Checklist
- Remote Learning Policy
- Staff Handbook
- Pupil Equality, Equity, Diversity and Inclusion Policy (GN19)
- Staff Equality, Equity, Diversity and Inclusion Policy (GN20)
- Member, Trustee and Local Governor Code of Conduct (GV2)
- Member, trustee and Local Governor Induction Policy (GV3)
- Managing Attendance Policy and Procedures (HR6)
- Flexible Working Policy (HR14)
- Staff Bullying and Harassment Policy (HR18)
- Staff Code of Conduct (HR26)
- Family Leave Policy (HR36)
- Early Career Teacher (ECT) Induction Policy (HR37)
- Health and Safety Policy (HS1)

- Child Protection and Safeguarding Policy and Procedures (SG1)
- Child-on-Child Abuse Policy (SG10)
- Social Media Policy (SG24)
- Invacuation, Lockdown and Evacuation Policy (SG33)

Central TCAT policies have the policy number identified, e.g. "SG1". Where no policy number is identified this indicates the policy is a school specific policy available from an individual TCAT school's website.

2. Roles and responsibilities

The Trust Board and where delegated, Local Governing Bodies are responsible for:

- Ensuring that policies and procedures are in place to facilitate the effective induction of new staff members, Members, Trustees and Local Governors
- Ensuring that all staff, Members, Trustees and Local Governors undergo relevant training, particularly safeguarding and child protection training
- Overseeing and coordinating the induction for a new Executive Leader, Headteacher or Head of School

Executive Leaders are responsible for:

- Overseeing Central Team staff inductions
- Ensuring that induction programmes for Central Team staff, run for the first two terms of a new employee's appointment
- Ensuring that all inductions include the receipt of a copy of part one of 'Keeping children safe in education', or Annex A where the staff member receiving induction will not work directly with children
- Upon completion of the induction period for new members of the Central Team or Headteachers/Heads of School, ensuring that an Employee Induction Checklist is signed and dated by the relevant line manager and the new employee
- Overseeing Central Team employee exit interviews and procedures

Headteachers/Heads of School are responsible for:

- Overseeing staff inductions for their school
- The coordination in their school of the induction programme for all categories of staff, including ECTs
- Ensuring that an induction mentor and induction tutor are identified for each ECT within their school
- Ensuring that induction programmes for their staff, other than ECTs who have a two-year statutory induction period, run for the first two terms of a new employee's appointment
- Ensuring that all inductions include the receipt of a copy of part one of 'Keeping children safe in education', or Annex A where the staff member receiving induction will not work directly with children
- Upon completion of the induction period for staff employed within their school, ensuring that an Employee Induction Checklist is signed and dated by the relevant line manager and their new employee
- Overseeing employee exit interviews and procedures for their school and sending completed paperwork to the Central Team

ECT Induction Tutors are responsible for:

- Overseeing the induction process for Early Career Teachers (ECTs) within their school and ensuring that statutory induction arrangements are implemented in accordance with the Department for Education's Induction for Early Career Teachers guidance
- Ensure that the ECT receives the appropriate programme of support and training aligned with the Early Career Framework (ECF) over the two-year induction period
- Coordinate the monitoring and assessment of the ECT's progress against the Teachers' Standards, including the completion of formal assessment reports at the required intervals
- Meet regularly with the ECT to review progress, provide guidance and ensure that appropriate support is in place where needed
- Work closely with the ECT's Induction Mentor to ensure that mentoring support is effective and aligned with the ECF programme
- Liaise with the appropriate body and ensure that required documentation and assessment reports are submitted in accordance with statutory timelines
- Identify and address any concerns regarding the ECT's progress, ensuring that additional support plans are implemented where necessary
- Ensure that the ECT receives their statutory entitlements, including reduced timetable and access to professional development opportunities throughout the induction period

ECT Induction Mentors are responsible for:

- Provide regular mentoring support to the Early Career Teacher (ECT) throughout the two-year induction period, offering professional guidance, encouragement and constructive challenge
- Hold scheduled mentoring meetings with the ECT to review progress against the Teachers' Standards and the Early Career Framework (ECF), supporting reflection on practice and professional development
- Support the ECT in engaging with the appropriate ECF training programme, helping them to link the training to their classroom practice
- Observe the ECT's teaching periodically and provide timely, developmental feedback to support improvement and professional growth
- Assist the ECT in setting clear targets and identifying strategies to support their ongoing development throughout the induction period
- Work collaboratively with the Induction Tutor and school leadership to monitor the ECT's progress and ensure that appropriate support is in place
- Identify any concerns regarding the ECT's progress at an early stage and support the implementation of additional support or intervention where required
- Maintain appropriate records of mentoring meetings, support provided and progress made during the induction period

The ICT Technician is responsible for:

- Ensuring the staff member is issued with hardware and software relevant to their role
- Ensuring the staff member is onboarded onto school and TCAT systems and is supplied with an email address as required

The staff member's line manager is responsible for:

- Helping the staff member to settle into their new role and school
- Briefing the staff member on their role during induction
- Ensuring the staff member is supported throughout their induction, and being a point of contact for any queries or problems they may have
- Ensuring the staff member is aware of relevant protocols and procedures, e.g. surrounding absence, leave and appraisal
- Facilitating employee exit interviews and procedures

3. Welcoming new staff

Following receipt of the “New Starter” paperwork and relevant document checks from a successful candidate, the TCAT Central Team will send the incoming staff member a “Welcome Email” containing useful information and a checklist relevant to their job role, including:

- Information on the background of TCAT and our schools and links to the TCAT website
- The details of their job role, line manager and DSL
- Information about their start date, including arrival times and where and to whom to report upon arrival
- Information about their induction, including how it is structured and by whom it will be overseen and a copy of the Employee Induction Checklist
- Details on where to obtain the relevant Staff Handbook
- Links to any policies or procedures required to be read before their first day, known as Priority 1 Policies and those classed as Priority 2 Policies to be read during the induction period

Where a new staff member will require mentoring in their role, mentors will be assigned prior to the staff member’s arrival and new staff members will be informed of the identity of their mentor in advance.

The first day

New staff members will always receive a tour of the school, complete with introductions to relevant staff, e.g. their line manager, upon their arrival.

Staff members will be informed of important health and safety measures throughout the school site, including where to find toilets, breaktime facilities and fire exits, and any precautions the staff member must take to protect themselves from harm.

New staff members will be made aware of the structure of their daily routine, e.g. where they should report to in the mornings and how they can ‘clock on and off’. The staff member will reaffirm they have read the Priority 1 Policies as indicated in the Welcome Email.

4. Teaching staff

All teachers will be offered a one-day induction visit to their school before taking up the appointment.

As soon as possible after their appointment, all teachers will be briefed by their line manager on issues relating to their appointment. This briefing will include detailed information relating to curriculum departmental policies, resources and procedures that relate to their team.

During a teacher's first 2 terms at the school, the following will be covered:

- Appraisal
- Reports, report writing and parents' evenings
- Organising educational visits
- The role of Trustees and Local Governors
- CPD
- Target setting, monitoring and evaluation
- Key Priority 2 Policies

As part of their induction, all teachers will have meetings with relevant senior staff covering areas including the following:

- A briefing by the Headteacher/Head of School
- An introduction to TCAT's Executive Leadership and Central Team
- An induction on key curriculum policies e.g. behaviour, teaching and learning, homework, assessments as per the School Policies and Documents tab of the school website
- An induction on key HR and health and safety policies
- The safeguarding response to children who go missing from education
- The identity and role of the DSL and any deputies
- Relevant information pertaining to SEND provision
- Roles and responsibilities
- The Staff Handbook
- SEND and Inclusion
- Line management procedures
- Communication sources e.g. email, meetings, the shared server, notice boards, the school calendar
- The pastoral system

5. ECTs

ECTs will be required to serve a statutory induction period of two years, or six terms. ECT inductions will be delivered in line with TCAT's Early Career Teacher (ECT) Induction Policy.

Entitlement

Before an ECT takes up an appointment, the following will be made available:

- The opportunity to visit the school to meet their Headteacher/Head of School and other colleagues
- The school's prospectus and all policies and procedures
- The teaching timetable
- Curricular documentation and textbooks relating to teaching subjects
- Information about any school equipment and resources available
- An explanation of the school's priorities as set out in the School Development Plan

Every ECT will be allocated an Induction Mentor, who is responsible for supporting and mentoring the ECT, and an Induction Tutor, who is responsible for giving guidance and conducting formal assessment.

During the first year, the ECTs school will provide:

- A formalised classroom observation schedule conducted by experienced colleagues
- Observation of agreed lessons by a member of the SLT
- Effective written and informal feedback following the observation
- Visits to other schools
- Opportunities to meet and have discussions with other ECTs and recently qualified colleagues
- Opportunities for discussion
- A reduced commitment to provide cover for absent colleagues
- The opportunity to attend INSET days provided for ECTs

Reports on progress

ECTs will be made aware of the criteria used for monitoring progress, in line with the induction standards defined by the DfE. TCAT schools give ECTs regular and detailed progress updates, and ECTs will always be informed prior to any formal review where there are any concerns about their performance in enough time for them to act on this before the review.

When scheduling progress reviews, the following DfE expectations will be considered:

- When in the term the ECT started their induction – an ECT who starts halfway through term one is expected to have a progress review by halfway through term two
- Whether, due to part-time working patterns, a progress review and formal assessment fall within a period of less than one term – in these cases, the ECT will only be required to do one formal assessment
- Whether an ECT is absent at the point a progress review is scheduled – in these cases, the review will be rescheduled

ECTs serving induction on a part-time basis are expected to have a progress review each term, regardless of their working pattern.

The role of the Induction Mentor and Induction Tutor for ECTs

All ECTs will have a designated Induction Mentor, and a designated Induction Tutor. Wherever possible, these will remain two distinct roles, occupied by two different individuals. Mentors and Tutors will have QTS, and appropriate time and abilities to sufficiently support ECTs.

Induction Mentors will:

- Meet regularly with the ECT for structured, one-to-one mentoring sessions, including effective and detailed feedback. Mentors will timetable these sessions during teaching hours – mentoring that takes place outside of teaching hours will only be permitted under exceptional circumstances
- Work collaboratively with the ECT and their colleagues to help ensure the ECT receives a high-quality induction programme
- Provide effective support, including phase or subject specific mentoring
- Take action where the ECT is having difficulties for the period of statutory induction

Induction tutors will:

- Provide guidance for the ECT's professional development
- Carry out regular progress reviews
- Undertake formal assessment meetings
- Be open and transparent with the ECT regarding their performance, including giving detailed feedback in progress reviews and formal assessments
- Ensure all monitoring and record keeping is done in a streamlined manner

6. Support staff

Support staff will be offered an induction programme applicable to their specific role.

As soon as possible after their appointment, all staff will be briefed by their line manager on issues relating to their appointment. The briefing will include detailed information relating to departmental policies, resources and procedures that relate to the specific role.

The induction programme covers areas including:

- A briefing by the line manager
- An introduction to relevant senior staff
- Information relating to the relevant school department
- An induction on key HR and health and safety policies (e.g. health and safety, fire safety, staff leave of absence, equal opportunities and dignity at work, ICT acceptable use, social media, staff code of conduct, behaviour)
- Child protection and safeguarding (including online safety)
- The safeguarding response to children who go missing from education
- The identity and role of the DSL and any deputies
- Roles and responsibilities
- A guide through the applicable staff handbook
- Line management procedures
- Communication sources (e.g. email, meetings, the shared server, notice boards, the school calendar)

- CPD opportunities
- The appraisal process

7. Safeguarding

TCAT and our schools will ensure that all staff members receive child protection and safeguarding training as part of their induction. As part of this training, staff members will be provided with:

- The location of the relevant policies
- A copy of part one of 'Keeping children safe in education'
- The contact details of the DSL and any deputies
- Information on:
 - The systems that support safeguarding across TCAT and in the school, including, but not limited to the reporting of low-level concerns, safeguarding referrals to the DSL and the whistleblowing procedure
 - The types of abuse, exploitation and neglect that can occur and how to spot indicators that a child is experiencing these
 - The local early help process and the role of staff in it
 - The process for handling safeguarding concerns
 - What to do if a pupil tells them that they, or another child, is being abused, exploited or neglected
 - Their confidentiality obligations

Beyond induction training, staff members will receive any updates related to safeguarding through an email bulletin and staff meetings.

8. Key considerations for all staff

Hours of work

Hours of work will be specified in job descriptions and contracts of employment. Breaks, e.g. a morning break and lunch break, will be confirmed with the staff member's line manager.

Staff Code of Conduct

Staff will be advised of and directed to a comprehensive Staff Code of Conduct on appointment

Sickness reporting

New staff members will receive information as part of their induction about how, when, and to whom to report sickness absence, as well as an outline of their entitlement.

Staff will be expected to read and be aware of TCAT's Managing Attendance Policy and Procedures.

Medical appointments

Staff members will be informed during induction of TCAT's policy regarding taking time off school for medical appointments or screening, including any restrictions on times of the day at which taking time off for appointments is appropriate, notice requirements, and whether any medical evidence, e.g. a doctor's note, is required.

Annual leave and leave for personal reasons

For each new member of staff, details of annual leave entitlement, including whether leave is permitted during term time, will be specified in contracts of employment. Information about leave of absence for personal reasons will also be provided to new staff members by their line manager.

Staff members will be expected to read and understand the Family Leave Policy and will be directed to this policy during induction.

Emergency procedures

The emergency invacuation and evacuation procedures will be fully explained by line managers during induction.

9. ICT

If an employee's duties involve using a computer, the ICT Technician will set up their workstation and allocate them a username and password prior to induction. All staff are required to ensure that they comply with the UK GDPR and the Data Protection Act 2018.

Where staff members are using a TCAT-owned device, the ICT Technician will ensure that the device has sufficient storage and has malware protection and appropriate firewalls installed prior to the staff member picking up the device.

Where remote work will be involved in the staff member's role, they will receive an induction on remote working as part of their wider induction process and will be provided with a copy of the Flexible Working Policy, and Remote Learning Policy where the new employee is a member of teaching staff.

10. Induction of new Members, Trustees and Local Governors

An induction programme for new Members, Trustees and Local Governors is in place.

The induction process may include:

- A visit to the Central Team Offices and school including a guided tour and visiting the staffroom
- A meeting with the Link Trustee or Local Governor regarding training needs
- A meeting with the Chair of the Trust Board for Members and Trustees, and the Chair of the relevant Local Governing Body for Local Governors to discuss committee structure, terms of reference, etc
- The organisation of their first meeting
- A skills assessment
- An assessment of future development needs
- Receiving a copy of part one of 'Keeping children safe in education'
- Appropriate safeguarding and child protection training to enable strategic challenge to provide assurance the safeguarding policies and procedures in place at the Trust or school are effective

Further details of governor inductions can be found in the Member, Trustee and Local Governor Induction Policy.

11. Leaving procedures

Where a member of TCAT staff is planning to leave their employment with TCAT, the member of staff will be issued with the Employee Exit Questionnaire and Checklist no later than 2 weeks prior to their departure.

The staff member will be invited to complete Part 1 and Part 2 of the document and return it to their Headteacher/Head of School, or in the case of the TCAT Central Team, an Executive Leader, before an invitation to attend an Exit Interview where Part 3 will be completed on their last day of TCAT employment. Where an employee declines the offer of an Exit Interview, Part 3 of the Employee Exit Questionnaire and Checklist, the process of recovering TCAT credentials, keys and property must still be complied with.

Monitoring and review

Lifespan of Policy: 3 Years

At any point this policy is updated or fully reviewed, it will be updated on the main TCAT website and will automatically update on all TCAT school websites simultaneously.

Where an annual check or other check results in minor changes, the Version History will be reviewed and updated with a change in the number following the decimal point, for example, v1.1 ⇒ v1.2. Where the policy is reviewed in full, then the number before the decimal point will change and reset, for example v1.4 ⇒ v2.0.

Any changes made by the Executive Headteacher/CEO in collaboration with the Board Appointed Trustee will be passed to the Trust Board for ratification and subsequently be notified to Clerks to Local Governing Bodies and Headteachers/Heads of School.

The next scheduled full review date for this policy is 27th April 2029.

Date approved by the Board Appointed Trustee: 28th April 2026.

To be ratified and recorded in the minutes at the first Trust Board Meeting after 28th April 2026.

Three Counties Academy Trust



Appendix A: Employee Induction Checklist

School name:

Employee Name:

Start Date:

Line Manager:

| GENERAL INTRODUCTION TO THE POST | | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------|--|----------------------------------------------------------------------------------------------------------------|--|
| Line Manager/Supervisor | | Introduction to Staff (Buddy) | |
| Employee was introduced to their Supervisor | | Employee was introduced to the workforce and key staff | |
| Hours of School Day | | Confidentiality | |
| Employee was briefed about the start and finish times for each day and arrangements and responsibilities for breaks during the day including those for lunch | | Employee was informed of Trust policy regarding confidentiality, disclosure of information and data protection | |

| | | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| Personal Safety | | Trust Security / Department Procedures | |
| Employee was informed about what they should do in the event they feel threatened, bullied or harassed by situations or employees | | Employee was informed about access to the site. Employee was directed to Trust website where Trust policies and procedures are located. Guidance given regarding: Dress Code, Use of mobile phones & social media, Car Parking access | |
| Absence Reporting | | Administrative Systems | |
| Employee was given explanation of the procedure to be followed should they be ill or unable to attend, and the name and contact number of who should be contacted and when | | Employee was shown how to use IT equipment, Telephone, photocopier and procedure for ordering required resources | |
| PREMISES, HEALTH, SAFETY & WELFARE ISSUES | | | |
| Guided Tour of Workplace | | Health & Safety Policy | |
| Employee was given a tour of the workplace. Workplace facilities and prohibited areas were covered. | | Employee was made aware of Health & Safety Policy and Procedures. Employee was asked if they understand the importance of H&S rules and possible consequences. | |
| Fire Alarm /Procedure | | Accident Procedures | |
| An explanation was given on what they should do if they discover a fire, fire drill procedure and what the alarm will sound like | | It was explained that all accidents and incidents, no matter how small, should be reported and entered into an accident book | |
| Emergency Evacuation. Lockdown and Invacuation | | First Aid | |
| An explanation of the procedures for emergency evacuation, lockdown or invacuation, including the route to be taken, the use of emergency exits, assembly points and reporting procedures was given | | Employee was introduced to the arrangements for first aid, including the location of first aid facilities, first aid boxes and who and where to find a first aider | |

| | | | |
|----------------------------------------------------------------|--|----------------------------------------------------------|--|
| Hygiene | | No Smoking Policy | |
| Employee was shown where the toilets & washing facilities are. | | Employee was made aware of the Trust's No Smoking Policy | |

WEEK 1

| SAFEGUARDING | | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--------------------------------------------------------------------------------------------------------------------------|---------------------------------|
| <p>WELCOME EMAIL TO INCLUDE POLICIES:-</p> <ul style="list-style-type: none"> • Child Protection and Safeguarding Policy and Procedures (SG1) • Child-on-Child Abuse Policy (SG10) • Reporting Low-Level Safeguarding Concerns Policy (SG11) • Children Missing from Education Policy (SG15) • Behaviour Policy • Staff Code of Conduct (HR26) • Early Career Teacher (ECT) Induction Policy (HR37) • Special Educational Needs and Disabilities (SEND) Policy (SD3) • Equality Information and Objectives Policy (GN7) • Allegations of Abuse Against Staff Policy (SG5) • Whistleblowing Policy (HR25) | | | <p>DSL and DDSL ROLE</p> |
| <p>Employee has received the WELCOME email with policies listed above and directed to website.</p> | | <p>Employee has been provided with the name of the Person responsible for Safeguarding: Designated Safeguarding Lead</p> | |
| <p>Keeping Children Safe in Education: Part One</p> | | | |
| <p>Employee has been provided with a copy of KCSiE Part One</p> | | | |

WEEK 2

| FURTHER INDUCTION GUIDANCE AND ACTIVITIES SPECIFIC TO ROLE | | | |
|------------------------------------------------------------|--|--|-----------------------|
| Classroom Systems | | | Teaching and Learning |
| Observations/Shadowing | | | Behaviour Strategies |
| Site Maintenance and Cleaners | | | Other Guidance |

| | | |
|----------------------------------------------------------|-------|--|
| INITIAL INDUCTION COMPLETED (WITHIN 2 WEEKS OF START) | BY: | |
| | DATE: | |

POST INITIAL INDUCTION MONITORING

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|---------------------------------------------------------------------|-------|--|
| HALF-TERM REVIEW MEETING (BY END OF FIRST FULL HALF-TERM) | BY: | |
| | DATE: | |

| | | |
|-----------------------------------------------------------------|-------|--|
| FIRST-TERM REVIEW MEETING (BY END OF FIRST FULL TERM) | BY: | |
| | DATE: | |

| | | |
|--------------------------------------------------------------------------------|-------|--|
| FINAL REVIEW MEETING (NO LATER THAN 2 FULL TERMS FROM START DATE) | BY: | |
| | DATE: | |

INDUCTION COMPLETED (All Staff)

YES / NO

Line Manager Signature:

PROBATION COMPLETED (Support Staff)

YES / NO

Line Manager Signature:

Employee Declaration: I confirm that my departmental induction has been completed and that the above procedures and information have been fully explained.

EMPLOYEE SIGNATURE:

DATE:

Appendix B: Employee Exit Questionnaire and Checklist

This questionnaire is designed to gauge the satisfaction of individuals leaving the TCAT Central Team or a TCAT school on a number of school-related issues before their exit.

Using this document can benefit TCAT by giving us insight into why people leave. Furthermore, our schools may use the comments from completed questionnaires to improve retention rates and identify other areas for improvement.

The questionnaire is split into three parts; the first part features open questions pertaining to why the individual is leaving, what they will be doing after leaving, and what the individual thinks of TCAT and their school's vision and CPD strategy.

Secondly, there are a number of statement-based questions – these questions focus on the individuals' day-to-day experiences at their school or within the Central Office. The questions are answered by ticking the box most pertinent to how much the individual agrees with a statement – strongly agree, agree, neither agree nor disagree, disagree, and strongly disagree.

Finally, there is a checklist of exit procedures required to be completed before the individual leaves TCAT employment.

Three Counties Academy Trust



Thank you for working with us. We would greatly appreciate your honest feedback, to help us ensure TCAT and the school continues to grow and adapt to be the best workplace possible for our staff. You are invited to answer the following questions in Part 1 and 2 and return the questionnaire to your Headteacher/Head of School or Central Team Line Manager by **date**. You are invited to complete Part 3 immediately prior to your employment with TCAT ceasing. We wish you the best of luck going forward and again thank you for your hard work and commitment.

UK GDPR and Data Protection Act 2018

The information provided by you on this form as an applicant will be stored securely either on paper or electronically in accordance with our obligations under the UK GDPR and Data Protection Act 2018. The information provided will be processed solely for the purpose of recruitment and any other activity relating to this recruitment. For more information in relation to how we process your personal data, please see our privacy policy or contact us for more information on [telephone number](#).

I hereby give my consent for the information provided on this form to be held on computer or other relevant filing system and to be shared with other third-party processors for the purpose of this recruitment in accordance with Data Protection 2018 and UK GDPR.

| | |
|---------------------------|--|
| Name | |
| Job title | |
| School or Location | |
| Length of service | |
| Date | |

Part 1

| Statement | Strongly agree | Agree | Neither agree nor disagree | Disagree | Strongly disagree | Not applicable |
|-------------------------------------------------------------------|-----------------------|--------------|-----------------------------------|-----------------|--------------------------|-----------------------|
| I enjoyed my time working for TCAT | | | | | | |
| My work was valued and appreciated | | | | | | |
| There were good opportunities for professional advancement | | | | | | |
| I was paid fairly for my work | | | | | | |
| My working conditions were good | | | | | | |
| My working environment was nice and well-maintained | | | | | | |
| Health and safety issues were properly addressed | | | | | | |

| | | | | | | |
|--------------------------------------------------------------------------------------------------|--|--|--|--|--|--|
| Changes within TCAT and the school were well-managed | | | | | | |
| I was given the necessary training to carry out my duties effectively | | | | | | |
| I received the support I needed to carry out my role effectively | | | | | | |
| My ideas and comments were listened to | | | | | | |
| The job made use of the full range of my abilities | | | | | | |
| I generally felt I was in control of my job | | | | | | |
| Workload and work/life balance issues were well-managed | | | | | | |
| Whilst working for TCAT, I have been able to maintain a good quality of life outside work | | | | | | |
| Workplace bullying and harassment issues were not tolerated by management | | | | | | |
| Any incidents of workplace bullying were rare and dealt with quickly | | | | | | |
| I got on well with my colleagues | | | | | | |
| I got on well with the pupils at the school | | | | | | |
| I got on well with the senior leadership team, including the Headteacher/Head of School | | | | | | |

I would recommend TCAT and/or the school as a good place to work

| | | | | | | |
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Part 2

Why did you initially apply for this role?

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What are your reasons for leaving your current position?

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What will you be doing after you have left your post?

What are your thoughts on the CPD opportunities you have been offered by TCAT?

What are your thoughts on TCAT's and/or the school's vision and how we are achieving this?

Do you have any suggestions of ways we could improve the management of TCAT and/or the school?

What were the positives of working at the TCAT Central Office or school?

What were the negatives of working at the TCAT Central Office or school?

What were the positives of your role at TCAT?

What were the negatives of your role at TCAT?

Can you suggest any ways the role you are leaving could be improved for future employees?

How sufficient was the support you received in your role?

How good was the communication between the Executive Leadership or senior leadership team (SLT)?

[To be completed by leadership and management roles only.]

How well does the Executive Leadership or SLT understand the needs of the Central Team or the school and its pupils?

[To be completed by leadership and management roles only.]

How effectively did the Central Team or SLT work together to achieve their goals?

[To be completed by leadership and management roles only.]

How well did the Executive Leadership or SLT work with the Trust Board or Local Governing Body respectively?

[To be completed by leadership and management roles only.]

Does the Central Team or SLT effectively implement and promote the use of TCAT and school policies and procedures as appropriate?

[To be completed by leadership and management roles only.]

Please add any additional comments here

Thank you for completing the questionnaire – your feedback will be taken into consideration. Please return it to your Headteacher/Head of School for school staff or the Executive Leadership for TCAT Central Team.

Part 3

| Document/Item | In possession Y/N | Date returned/handed in | Notes |
|----------------------------------|-------------------|-------------------------|-------|
| Laptop | | | |
| iPad | | | |
| Mobile Phone | | | |
| Keys | | | |
| ID Badge and Paxton(s) handed in | | | |

Signature of Leaver: _____ Date: _____

Items received by: _____ Signature: _____ Date: _____

(Internal Use Only)

| Document/Item | In possession Y/N | Date actioned | Notes |
|------------------------------------------------------------------------------|------------------------------|----------------------|--------------|
| Data Dongle cleared | | | |
| Disable users AD account | | | |
| Check box "Hide from address list" in exchange account | | | |
| Disable BROMCOM account | | | |
| Disable any comms account | | | |
| Disable DE sign in | | | |
| Suspend bank access | | | |
| Email exams officer to remove user from school account with exam provider(s) | | | |
| Remove name from school website and Staff Lists | | | |
| Exchange: remove distribution groups | | | |
| Exchange: delete or set send receive size to 0kb | | | |
| Remove from Class Charts | | | |
| Remove from Educake | | | |

| | | | |
|----------------------|--|--|--|
| Remove from Papercut | | | |
|----------------------|--|--|--|

Exit process completed as follows:

For school staff, signature of Headteacher/Head of School: _____ Date: _____

For Central Team staff, signature of CEO/CFO: _____ Date: _____

Copy sent to Central Team finance@tcat.school

Trust Glossary

| | | | |
|-------------|----------------------------------------------|------------------|--------------------------------------------|
| AA | Admissions Authority | H&S | Health and Safety |
| AAI | Adrenaline Auto-Injector (Epi Pen) | HoS | Head of School |
| ACM | Asbestos Containing Materials | HSE | Health and Safety Executive |
| AHT | Assistant Headteacher | ICO | Information Commissioners Office |
| AIR | Attendance Intervention Reviews | IDSR | Inspection Data Summary Report |
| APDR | Assess Plan Do Review Cycle | IHP | Individual Healthcare Plan |
| APIs | Application Programming Interfaces | IRMS | Information and Records Management Society |
| ASC | Autistic Spectrum Condition | IWF | Internet Watch Foundation |
| ASP | Analyse School Performance | KCSIE | Keeping Children Safe in Education |
| ATH | Academy Trust Handbook | KS1/2/3/4 | Key Stage 1/2/3/4 |
| BAME | Black, Asian and Minority Ethnic Backgrounds | LAC | Looked After Child |
| BAT | Board Appointed Trustee | LADO | Local Authority Designated Officer |
| BCP | Business Continuity Plan | LGB | Local Governing Body |
| BFR | Budget Forecast Return | LLC | Low-Level Concerns |
| CEO | Chief Executive Officer | LSA | Learning Support Assistants |
| CFO | Chief Financial Officer | MASH | Multi-Agency Safeguarding Hub |
| CIF | Condition Improvement Fund | MAT | Multi-Academy Trust |

| | | | |
|---------------|----------------------------------------------------|-------------|---------------------------------------------------|
| CIN | Child in Need | MFA | Multi-Factor Authentication |
| CLA | Children Looked After | MFL | Modern Foreign Language |
| CMIE | Child Missing in Education | NCSC | National Cyber Security Centre |
| COO | Chief Operating Officer | NoV | Note of Visit |
| COSHH | Control of Substances Hazardous to Health | NPQ | National Professional Qualifications |
| CP | Child Protection | PA | Persistent Absence |
| CPD | Continuing Professional Development | PAN | Published Admission Number |
| CPOMS | Child Protection Online Management System | PECR | Privacy and Electronic Communications Regulations |
| CSCS | Children's Social Care Services | PEP | Personal Education Plan |
| CSE | Child Sexual Exploitation | PEEP | Personal Emergency Evacuation Plan |
| CTIRU | Counter-Terrorism Internet Referral Unit | PEx | Permanent Exclusion |
| CWD | Children with Disabilities | PP | Pupil Premium |
| CYPMHS | Children and Young People's Mental Health Services | PPG | Pupil Premium Grant |
| DBS | Disclosure and Barring Service | PSHE | Personal, Social and Health Education |
| DDSL | Deputy Designated Safeguarding Lead | PSED | Public Sector Equality Duty |
| DfE | Department for Education | PTFA | Parent, Teacher and Friends Association |
| DHT | Deputy Headteacher | QA | Quality Assurance |

| | | | |
|---------------|----------------------------------------------------|---------------|-----------------------------------------------------------------------|
| DSE | Display Screen Equipment | RIDDOR | Reporting of Injuries, Diseases and Dangerous Occurrences Regulations |
| DSL | Designated Safeguarding Lead | RHE | Relationships and Health Education |
| DPO | Data Protection Officer | RPA | Risk Protection Arrangement |
| EAL | English as an Additional Language | RSHE | Relationships, Sex and Health Education |
| ECT | Early Career Teacher | SA | Severely Absent |
| EDIB | Equality, Diversity, Inclusion and Belonging | SALT | Speech and Language Therapist |
| EHA | Early Help Assessment | SARC | Sexual Assault Referral Centre |
| EHCNA | Education, Health and Care Needs Assessment | SBM | School Business Manager |
| EHCP | Education, Health and Care Plan | SCC | Standard Contractual Clause |
| EHE | Elective Home Education | SCITT | School-Centred Initial Teacher Training |
| ELSA | Emotional Literacy Support Assistant | SCR | Single Central Record |
| ESFA | Education and Skills Funding Agency | SDP | School Development Plan |
| EVC | Educational Visit Coordinator | SDQ | Strengths and Difficulties Questionnaire |
| EWOSSO | Education Welfare and Safeguarding Support Officer | SEF | Self-Evaluation Form |
| EYFS | Early Years Foundation Stage | SEMH | Social, Emotional, and Mental Health |
| FBV | Fundamental British Values | SENCO | Special Educational Needs Coordinator |
| FFT | Fischer Family Trust | SEND | Special Educational Needs and Disabilities |

| | | | |
|--------------|----------------------------------------------|-------------|-----------------------------------------------------|
| FGM | Female Genital Mutilation | SIP | School Improvement Partner |
| FGMPO | FGM Protection Order | SLA | Service Level Agreement |
| FOI | Freedom of Information | SLCN | Speech, Language and Communication Needs |
| FSM | Free School Meals | SLT | Senior Leadership Team |
| FTS | Find a Tender Service | SPOC | Single Point of Contact |
| GAG | General Annual Grant | STEM | Science, Technology, Engineering and Maths |
| GDPR | General Data Protection Regulation | TA | Teaching Assistant |
| GIAS | Get Information about Schools | TAC | Team Around the Child |
| HASH | Herefordshire Association of Secondary Heads | TCAT | Three Counties Academy Trust |
| HBA | Honour Based Abuse | TUPE | Transfer of Undertakings (Protection of Employment) |
| HR | Human Resources | VSH | Virtual School Headteacher |