

Adult Training Network



Staff Induction Handbook Oct 2019

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Staff Induction Handbook

This handbook is intended as a guide to all staff working for the Adult Training Network. All procedures and information given is correct at time of printing. Any changes in procedure, errors, omissions or amendments should be reported to the Director in order that this handbook is kept up to date.

The handbook is divided into four main sections: About the Adult Training Network, Provision, Administration and Appendices. 'About the Adult Training Network' refers to general information relating to the organisation including a brief history and details about the centres. 'Provision' refers to the delivery of the curriculum and all frameworks and procedures that relate to the learners and the tutors. 'Administration' refers to procedures, policies and practices relating to the administration needed to uphold the organisation from a management and networking perspective. 'Appendices' is a comprehensive collection of the documents used by the staff at the centre. As all procedures and protocols are in a constant state of flux, please refer to the 'Forms for Tutors' folder to obtain up-to-date copies to be used in the centres.

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Section 1

‘About the Adult Training Network’

Mission Statement

The Adult Training Network (ATN) strives to provide the best quality education and training to socially excluded members of the community who have little or no access to mainstream education.

One of its main objectives is to build the skills and confidence of traditionally disadvantaged members of the community, including refugees and members of ethnic minority communities to support their entry into meaningful employment.

In addition, the Adult Training Network strives to integrate learners into the social and cultural fabric of society at large.

Aims and Objectives

The organisation was set up in July 1999 to address the educational disadvantage suffered by certain marginalised sections of the community.

The main objectives of the educational programmes are to:

- (i) Develop learners’ reading, writing, speaking & listening skills in English.
- (ii) Provide learners with basic survival English for everyday life in UK.
- (iii) Provide learners with Basic English for access to other college courses.
- (iii) Equip learners to progress to the next level of ESOL provision.
- (iv) Support learners in their chosen progression path.
- (v) Build the self-confidence of learners.
- (vi) Develop the ICT skills of people in the local community who have little or no access to mainstream education provision and ICT resources.
- (vii) Support learners to acquire job search techniques including interview skills and CV writing to enable them to successfully compete for and acquire sustainable jobs.

Organisation Overview

There are currently thirty two members of staff who are responsible for the substantive work of the organisation – Director, Regional Manager, Strategic Adviser, Network Engineer/Data Analyst, Human Resource Officer, Lead IQA Officer, Outreach Officer, Finance Officer, 2 Community Engagement Officers, 5 Administrators, 2 Cleaners, 2 ALS, thirteen tutors teaching a range of subjects including ESOL, ICT, English, Maths and a variety of vocational subjects. The staff team is accountable on a day to day basis to the Managing Director who in turn is accountable to the Board of Directors.

Smoking, Alcohol and Drugs

There is a no smoking policy throughout the entire building. That also means that smoking is not permitted in the toilets or in the porch ways. Smoking is permitted outside the building only. Please address this issue with any person in breach of this policy or report to the Centre Manager/Administrator.

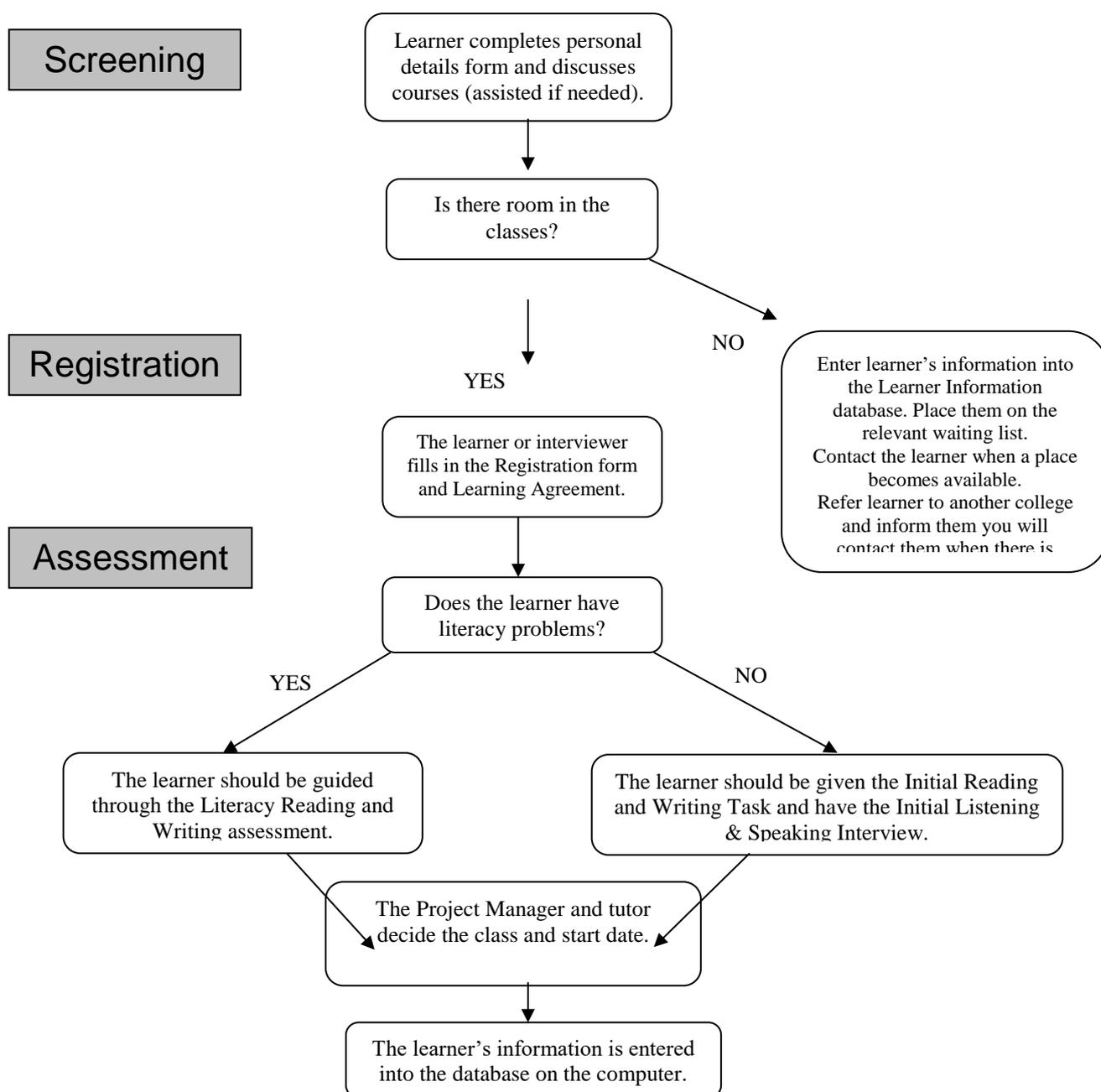
It is also not permitted to bring alcohol to the Centre. The use of drugs or narcotics of any description is strictly forbidden on the premises. Please see the Centre Co-ordinator if you suspect cause for concern in this matter.

Section 2 Provision

Screening and Registration

Screening/Registration/Enrolment and Initial Assessment

The procedure for the registration and enrolment is as follows:



Information, Advice and Guidance

All learners will have an initial assessment that includes, English, Maths and ICT. Following this, every learner will have a one-to-one Matrix accredited IAG discussion and a comprehensive Individual Learning Plan will be agreed. This will include the identification and agreement for any additional support that may be needed and how/when that will be accessed. The ILP will be reviewed weekly or on some courses at least fortnightly and if any learner is not performing as expected additional discussions will try to identify if any needs are not being met, or have not been declared/identified in the initial discussions as some learners are reluctant to fully disclose any needs at the initial interview. ATN employs Learning Support Assistants and utilises volunteer help to give direct support to individual learners within each class. If the learner's needs require more specialised help ATN will broker that support for the learner outside the lessons. This may include specialist support for those with addiction, homelessness, mental health for example. ATN will support the learner by arranging appointments and helping to monitor and coordinate the external interventions. All tutors are aware that they can request additional support for any learner, from their centre manager and together with the learner, the appropriate level of support can be arranged. The Curriculum Quality Manager will ensure all appropriate Awarding Body access regulations are applied to support the learner with any qualification courses. All ATN's centres are DDA compliant and ATN will provide any support needed for learners with disabilities, including large, high resolution screen, ergonomic mice, high visibility keyboards and so forth. ATN has staff with specific expertise in supporting learners with dyslexia, dyspraxia and dyscalculia. ATN monitors all referrals to starts and identifies any reasons for non-starts, to try to establish trends and identify any failures in the referral to start processes.

The following members of staff are responsible for IAG at ATN Southall

Gaurav Sharma (L3 Award in IAG)

Sangeeta Khutan (L4 Cert in Information Advice and Guidance (CIAG)

Shifalli (L4 CIAG, L4 IAG)

The following member of staff are responsible for IAG at ATN Hayes –Rashpal Kher (Cert in Information Advice and Guidance - CIAG

Enrolment and Initial Assessment

There is an informal screening interview to determine the learner's abilities in all aspects of learning and communication. The Centre Manager then checks to see if there are available places to allow the learner to start studying immediately. If there is no availability, the learner should be informed of the next available start date. The learner is also informed that they will be contacted should a place become free or just before the beginning of the next course. If there is a place for the learner then the appropriate Enrolment Form and Learning Agreement must be completed. The details of the learner are then entered into the Learner Information database. All the learner's information should be added to the Learner Information database.

The learner is then given the Initial Diagnostic Assessment Task. This is to be completed over a period of approximately one hour. The results are then recorded and will inform the Learners ILP.

The Centre Manager will then decide an appropriate start date for the learner.

Induction

The induction period is divided into two parts: The Tutors' induction and the Learners' induction. The tutors' induction is held one week prior to the course start date. The learners' induction is delivered in the first week of term.

Tutors' Induction

The main purpose of the induction week is to plan out the schemes of work including assimilated activities and sharing tried and tested methods for each of the courses. There is a training day presented by the Centre Manager. Any changes in procedures relating to learners or tutors is outlined in this period.

Any new tutors are introduced to all procedures and guided through by the Centre Manager. Discussions of any changes to curriculum or any differences in accreditation are presented and discussed.

Learners' Induction

The purpose of the learners' induction is to introduce them to their tutor(s), inform them of all relevant procedures that they need to be aware of, explain everything they need to know about the centre. Below is a list of procedures that need to be covered in the learners' induction:

- Induction Information sheet
- Fire Procedure
- Maps and plans of the Centre
- Complaints Procedure
- Timetable and classroom location
- Individual tutor's welcome
- Learner Commitment
- Attendance and Absence Policy and procedure
- Health and Safety induction and tour of the building

Security Awareness Training

A security awareness induction is given when a new user joins the organisation. Training is undertaken by the network engineer Sharan Srikaneshan . New customers/members of staff are informed that when leaving their computers even for a short period of time they must be locked down by holding down the windows key and pressing L. A default policy is also set so that a computer will auto lock after 10 minutes of inactivity. If the user is away from his/her computer for an extended period of time or if they leave the building they should log out so others users can login. Users are also made aware of the ATN clear desk policy and all USB memory sticks should be totally encrypted and the password must adhere to the terms stated in the user management policy.

Retraining is also undertaken periodically after a six /twelve monthly period.

Attendance Register

Attendance Registers are kept in the Centre Office. The Attendance Register must be completed at the **beginning** of each session. The register is marked in accordance with the procedures outlined in the Centre Handbook. The tutor must add up the total Guided Learning Hours and fill in the relevant box at the bottom of each session. The tutor is then to initial at the end of each day in addition to signing and dating at the end of each week. The tutor has the option of writing notes relating to each learner on the register. This may relate to appointments, lateness, updating of records, absence etc.

Lesson Plans

The tutor should have completed all lesson plans for the current week relating to the scheme of work. Any changes in delivery should be marked on the lesson plan and scheme of work.

Scheme of Work

The Scheme of Work will be available from the Centre Manager. It is important that the scheme of work is carefully followed and used to produce detailed lesson plans. Progress through the Scheme of Work must be carefully recorded.

Class List/Learner Profile with Learner contact information

This consists of First Name, Second Name, Address, Gender, Nationality, Date of Birth and a Contact Telephone number in case of emergency.

Assessment Criteria

This is for the tutor's reference and should be used to ensure Learners are properly prepared for any assessment they take.

Assessment Record Folder/Class Tracking Sheets

As each assessment criteria is delivered, the tutor should tick the relevant box in each learner's column. The Tick Sheets are a record of exactly what material the learner has studied and/or is able to do and is referred to when 'mopping up' and assuring a full quality delivery to all learners in the class.

The tutor must also collect evidence of Learners' work and store it carefully.

Individual Learning Plans (ILP)

All learners are required to have a negotiated ILP that is agreed during an initial interview at the start of a course. A review of the targets agreed should take place regularly throughout the course.

The purpose of the ILP is to focus on the needs of the individual and to set goals relevant to the strengths and weaknesses of the learner.

The ILP should be completed at the first meeting. The ILP progress/review section is undertaken at regular intervals at tutorials and updated regularly. An 'End of Course Review' is also undertaken as part of the final review/evaluation.

The goals set for the learners as a whole should be channelled back into the lesson plans and then be delivered in the lessons.

Tutor's Checklist of Learner Records

This is a list to aid the tutor in monitoring the learner records they have completed and have yet to do. It consists of the following:

- Enrolment Form and Learning Agreement
- Initial Assessment
- Diagnostic Assessment
- Induction Pack
- Initial Recording/Profile
- ILP and Reviews
- Course evaluation and review
- End of course questionnaire – completed by learner

Learner Portfolios

Throughout the course tutors collect evidence from the learners in reference to their ILP objectives and keep them in the learner portfolios. Each learner has his/her own portfolio with all their own work in. Learners are entitled to view any information about themselves or any work they have done at any time. Also included in the Learner Portfolios are the Initial Assessment and the Diagnostic Assessment.

Learning Resources

There are a number of learning and teaching resources available to the tutors. These include: books, cassettes, videos, activity sheets and cassette recorders. The resources are constantly being updated and tutors are encouraged to suggest further resource material.

Teaching Resources

Teaching resources can be found in the Main Office and also in the respective classes. These include projectors, laptops, cassettes, computers, printers, teaching handbooks, teaching resource packs etc.

Withdrawals

Learners are automatically withdrawn from the course and the college after 3/4 consecutive weeks of absence without contact. The date of withdrawal is then the last date of attendance. All withdrawals should be notified to the Administrator and should be accompanied with a 'Reason for Withdrawal'.

Follow Up Letters

Any learner not attending for 2 consecutive sessions and who has failed to inform their tutor will be sent a Follow Up letter asking them to contact the Centre of the reason for absence.

Evaluation and Feedback

The main opportunities, during the course, where learners have a chance to feedback their thoughts and feelings towards the course, the centre and the staff are:

- The ILP Tutorials which are a one-to-one time with the tutor. These are held regularly throughout the course. All the information is fed back and any action necessary should be taken.
- End of course questionnaire/ satisfaction survey given during the last two weeks of the course. All the questions are aimed at giving the learners maximum scope for expression and there is plenty of opportunity for free comments in the 'further comments' sections. The information is collected and considered and if necessary changes are made or an action plan drawn up.

Day Trips and Visits for ESOL Learners

During each course there are a number of opportunities for day trips and visits that enable learners to use their English in a real environment and to give the opportunity to have different experiences in and around London that they may not have had the chance to do on their own. All costs are set to a minimum. In many cases the learners' immediate families are invited on these trips and the are often extended to involve all learners studying in a centre.

Management and Administration'

Staff Development

There are a number of staff development programmes offered by ATN which are available to tutors throughout the year.

In the main, the development days offered focus on topics such as: curriculum; differentiation; mapping courses to the various curricula and qualification syllabuses. Other staff development courses involve: First Aid; IT courses; Health and Safety and so on.

Prior to each academic year there are induction days when we deliver in-house staff development programme. During the induction days there are opportunities for the staff to develop their Schemes of Work in-line with the National Curriculum and qualification requirements together and share ideas related to materials and approaches to delivery. These are extremely important and offer valuable group-focus on the actual delivery of the project.

Centre Staff Meetings

Centre Staff meetings are held regularly throughout the academic year. Issues that need addressing are outlined by the Centre Administrator. Any person present at the meeting may raise any point that needs addressing. The meetings are chaired by the Centre Administrator.

Learner Information Database

On registration to the Centre each learner completes an enrolment form. The information on this form inputted immediately into the learner database. The database is then used to update documents such as registers and attendance sheets.

Recruitment of Learners

Word of mouth proves to be a very successful recruiting tool. Towards the end of the course, friends, family and contacts of existing learners are invited to register on the next course. There are posters available to advertise the course in local places such as community centres and the Job Centre. There are also distribution drops of multilingual leaflets, in many community languages, in the local area.

Recruitment of Tutors

When there is the need to recruit tutors, advertisements are placed in local and national newspaper, and at the job centre. Care is taken to ensure all recruitment is fair and follows ATN's Equal Opportunities Policy.

Appraisals

All Staff are entitled to an appraisal each year. The Centre Administrator gives the appraisal to each staff member. There are two documents in the appraisal process:

The Appraiser Document

The appraiser completes this document in line with their feelings and opinions related to the appraisee

The Appraisee Document

The appraisee completes this document and has an opportunity to convey anything they consider relevant to their position and performance in the centre.

The appraiser and the appraisee then arrange a meeting to discuss similarities and differences between the two completed forms. The appraiser records points that are raised and then prepares the final appraisal document that is to be agreed and signed by both the appraiser and the appraisee. Performance targets are agreed and set for the coming year.

Contracts

Currently all contracts are termly and are relate to delivery of particular aspects of ATN's delivery. Terms and conditions are laid out clearly in the contract and there is a job description for the particular post. Contracts must be signed by both the employee and the Centre Manager/Director as soon as possible after employment starts.

Self Assessment Reports (SAR)

SARs are a requirement of all the franchising colleges and must be completed by the Director at the end of the academic year when requested by the colleges. The SARs are summarised in the Annual Report prepared by the Director.

Travel expenses

Travel expenses may be available subject to an initial assessment of need and level of hardship for the days learners attend. If travel expenses are payable, learners are required to provide the relevant bus passes/ travel evidence prior to reimbursement. Travel expenses will be paid on a Friday (or last available day of the week).

Budget

All courses and centres must operate within a set budget. The Centre Administrator is responsible for managing the budget and for recording the actual expenditure alongside the budgeted expenditure in order to monitor safe spending.

Petty Cash

The Centre Administrator/Manager is responsible for the Centre's Petty Cash. The learners travel expenses are paid through petty cash. Other expenditures that should go through petty cash are: general office equipment, tapes, pens, provisions, etc. The Centre Administrator/Manager is responsible for deciding what goes through petty cash. A Petty Cash Statement must be prepared every month. All receipts and travel expenses documents must be attached and the forms all signed and dated. Any money coming into the petty cash box should be marked clearly and dates recorded.

Invoices

The Centre Administrator/Manager/Director is responsible for invoicing the colleges in order to be paid on time. Regular invoices should be sent and total amounts should be monitored on the statement which is generated by the colleges.

Awarding Bodies

ATN has approval to offer qualifications from a number of awarding bodies. Each has its own processes and procedures. Tutors must ensure they are familiar with the specific requirements of the courses they deliver. Internal Verification, where needed is carried out by ATN's qualified Internal Verifiers.

Qualifications and Certification

Certificates follow the accreditation/verification process and generally take about a month for receipt from submission. The certificates are then sent to the centre and distributed to the learners or sent to their address.

Health and Safety

Health & Safety is the responsibility of all employers and centre users. The Health and Safety Policy can be seen in the Appendices.

The Kitchen Regulations are also in the Appendices.

Equal Opportunities

The Equal Opportunities Policy can be seen in the Appendices section.

Confidentiality

All staff must agree to and sign the confidentiality policy which is incorporated in the contract of employment.

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