



MIDDLESEX
LEARNING
PARTNERSHIP

STAFF EXIT PROCEDURE

APPROVED BY:	HR & OD Committee
DATE:	June 2026
NEXT REVIEW DUE BY:	June 2029

Contents

1. Scope
2. Purpose
3. Procedure
4. Monitoring

This model policy will be subject to ongoing review and may be amended prior to the scheduled date of the next review in order to reflect changes in legislation, statutory guidance, or best practice (where appropriate).

1. Scope

This Procedure applies to all employees of Middlesex Learning Partnership (Academy Trust) leaving employment through voluntary resignation. The Trust may be referred to as Academy Trust or School throughout this policy.

It does not apply to employees whose exit from the school is through their contract of employment being terminated by reason of dismissal for misconduct/gross misconduct, ill health, capability, redundancy or where the employee is retiring.

The recognised trade unions have been consulted.

2. Purpose

The purpose of this policy is to provide a clear process for managing employees leaving the school.

An Exit Interview is a key aspect of the recruitment cycle, as it enables the school to elicit information to feed into the recruitment and selection process as well as consideration of retention issues.

The administration of the leaver process must be given priority in order to avoid salary overpayments.

3. Procedure

The procedure involves the employee completing an exit survey with an option of further discussing their answers with SLT or HR. All responses to exit surveys will be treated confidentially. Individual comments will not be attributed to any employee in any reports or presentations. The information collected will be used solely to identify themes, trends, and areas for improvement, and will be reported only in summary and anonymised form to the Governing Board/Board of Directors. Access to survey responses will be restricted to authorised personnel involved in the analysis and reporting process.

3.1 The Exit Survey

The key aims of an Exit Survey are:

- To elicit honest feedback about the employee's perceptions of management systems and behaviours
- To assess the effectiveness of team working amongst the employee's work group
- To assess the general state of morale in the employee's work group
- To assess whether lack of training and career opportunities or other factors are resulting in loss of good employees
- To determine whether the employee is leaving with positive feelings about the school or with unresolved concerns.

Whether the feedback gained from the Exit Survey is positive or negative, a good organisation will use the information as an investment into the process of continuous improvement.

All staff should be offered the opportunity to discuss their reasons for leaving through an Exit Survey and optional follow up meeting but have the right to decline the offer.

HR will monitor exit survey responses and produce summary reports. Any concerning answers will be followed up on. The Exit Interview Form and the online survey results with the employee's responses should be kept in a confidential central file for monitoring purposes.

The feedback obtained during Exit Interviews is one of the most important sources of information available for the continuous improvement of performance and morale within an organisation. Positive feedback from an Exit Interview can reinforce confidence in management styles and effectiveness of the service. Conversely, honest feedback can be helpful to the service or individual managers to reflect on whether the management style is too constraining, unsupportive, or otherwise failing to achieve optimum commitment and performance. If any suggestions are made that could improve the service, these should be raised at, if appropriate, Academy Trust level.

If an Exit survey demonstrates that an employee has a negative perception of the school's policies or practices it is possible that other employees may share that perception. Armed with such knowledge the school can create better awareness and promote positive thinking.

An Exit survey is not simply an end in itself. It is a re-enforcer of good practice and a means of achieving improvement in managerial competence and organisational effectiveness.

4. Monitoring

It is important that the school puts in place measures to monitor the responses and identify any trends which affect the school's recruitment and retention strategies.

