



Saint Joseph's
CATHOLIC SCHOOL

Early Career Teachers & New Staff Induction Policy

Version 1.3 – September 2025

ST JOSEPH'S CATHOLIC SCHOOL
CHURCH ROAD
LAVERSTOCK
SALISBURY
SP1 1QY



Success Criteria:

Context/Aim:

The Early Career Teachers (ECT) induction process at St Joseph's Catholic School ensures that the appropriate guidance, support and training includes the development of skills, knowledge, expectations, lesson observations and learning environment walks are provided through a structured, but flexible personalised programme with the individual teacher. Alongside this, there is additional guidance, support and training provided through the Early Career Teacher (ECT) framework and our in-house Beacon Teachers and WalkThrus Resources

These programmes will enable an ECT to form a secure foundation upon which a successful teaching career, fulfilling their professional and statutory duties, can be built.

Our induction process has been designed to make a significant contribution to both the professional and personal development of ECTs. The purposes of induction include:

- to provide programmes appropriate to the individual needs of the ECTs;
- to provide appropriate coaching and support through the role of an ECF Mentor;
- to provide ECTs with varied examples of good practice;
- to help ECTs form good relationships with all members of the school;
- to encourage reflection on their own and observed practice;
- to provide opportunities to recognise and celebrate good practice;
- to provide opportunities to identify areas for development;
- to help ECTs to develop an overview of a teacher's roles and responsibilities;
- to provide a foundation for longer-term professional development;
- to help ECTs perform satisfactorily against the current Teachers' Standards.

This policy reflects a structured whole school approach to ECT teacher induction and recognises that the quality and commitment of the people who supervise the induction is a crucial factor in its continued success.

Monitoring Procedures:

By Whom: Academic Governors Staffing Committee	When: Biennially	How: Reports to the Academic Governors Staffing Committee termly
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Evaluation:

By Whom: Headmaster, Deputy Headteacher and the Academic Governors Staffing Committee	When: Annually	How: SLT and the Academic Governors' Staffing Committee to review Policy
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Revision History:			
Version	Approved and Ratified	Review Date	Additional Notes
V1.3	September 2025	July 2027	Change of Assistant Headteacher to Deputy Headteacher as member of staff with responsibility for the areas. Reference to Step Lab and roles and responsibilities of all involved in ECT induction in regards to Step Lab. For Induction of New Staff – Lesson observations changed to Learning Walks. Reference to Buddy System for new staff.
V 1.2	September 2023	July 2025	Reflecting change in Appropriate Body & Governing Body
V 1.0	July 2021	July 2023	New policy in response to statutory ECF guidance

Key Personnel:
<p>The Appropriate Body: The appropriate body has the main quality assurance role within the induction process. We currently use United Learning Appropriate Body (Swindon & Wiltshire Teaching School Hub)</p> <p>The Governing Body: The Governing Body The governing body will be fully aware of the contents of the DfE Statutory Guidance on Induction for ECTs (England) which sets out the school's responsibility to provide the necessary monitoring, support and assessments for ECTs.</p> <p>Head teacher: The headteacher/principal is, along with the appropriate body, jointly responsible for the monitoring, support and assessment of the ECT during induction</p> <p>Induction Co-ordinator: The Deputy Headteacher has responsibility for ensuring a suitable induction and/or mentoring programme is in place for all new teaching staff.</p> <p>Induction Mentors: A specific and suitably experienced mentor will be chosen to coach and mentor each ECT.</p>



Vision Statement:

Vision

St. Joseph's aspires to be an exceptional, inclusive Catholic school where every individual feels a **profound sense of belonging and recognises their spiritual gifts**. In a safe, trusting, and respectful environment, everyone can thrive.

The St Joseph's family is dedicated to providing and receiving **outstanding educational opportunities, enabling each member to achieve excellent progress and outcomes** in every aspect of school life to ensure the highest level of academic results. We are committed to nurturing God-given talents and encouraging everyone to reach their full potential, fostering spiritual and moral character development.

The process the school will follow has three stages so ensure the vision is fulfilled.

- a. Raising Standards
- b. Embedding strategies and honing consistency
- c. Building and sustaining excellence

Mission Statement

The school has recently reviewed and launched its new mission statement that supports the School Vision. This mission statement focuses minds and permeates throughout every action of every member of the school family. It is the bond, the 'St Joseph's Why', it is the lens that everyone sees through and the quietly beating heart of the school. 'With God's love and inspiration, we aspire to achieve excellence.'

National Policies and guidance/courses referred to and incorporated into SJCS Policy:

Document/Course Title:	Document/Course Date:
https://www.gov.uk/government/publications/early-career-framework https://www.gov.uk/government/publications/teacher-recruitment-and-retention-strategy https://www.gov.uk/government/publications/teachers-standards	
DFE Webinar ECTs	June 2021
Swindon & Wiltshire Teaching School Hub Meetings	July 2025

Other SJCS Policies that relate to this Policy:

Staff Development Policy
Safeguarding Policy
Child Protection Policy
Support staff probationary procedure



ECT & New Staff Induction Policy

The School will implement this policy by carrying out the following programmes:

a. The induction of Early Careers Teachers (ECTs).

In accordance with statutory guidelines, all staff, are to be provided with induction training that includes: the School's Child Protection and Safeguarding Policy, the staff Code of Conduct, the identity of the Designated Safeguarding Lead.

The induction programme will be underpinned by the ECF, enabling ECTs to understand and apply the knowledge and skills set out in the ECF.

Prior to the ECT serving their induction, the headteacher and appropriate body must agree that the post is suitable.

For a full-time ECT, the induction period will typically last for 2 academic years. Part-time ECTs will serve a full-time equivalent. Up to one term of continuous employment may count towards completion of the induction period.

At St Joseph's we are using the fully funded programme provided by Ambition Institute and led by Swindon & Wiltshire Teaching School Hub. The programme is quality assured by Swindon & Wiltshire Teaching School Hub and Wiltshire LA (our 'appropriate body')

Posts for induction

Each ECT will:

- Be provided with the necessary employment tasks, experience and support to enable them to demonstrate satisfactory performance against the relevant standards throughout, and by the end of, the induction period
- Have an appointed induction tutor, who will have qualified teacher status (QTS)
- Have an appointed induction mentor, who will have QTS
- Have a reduced timetable to allow them to undertake activities in their induction programme; in their first year, this will be no more than 90% of the timetable of our existing teachers on the main pay range, and in their second year, this will be no more than 95% of the timetable of our existing teachers on the main pay range
- Regularly teach the same class or classes



- Take part in similar planning, teaching and assessment processes to other teachers working in similar posts
- Not be given additional non-teaching responsibilities without appropriate preparation and support
- Not have unreasonable demands made upon them
- Not normally teach outside the age range and/or subjects they have been employed to teach
- Not be presented with unreasonably demanding pupil discipline problems on a day-to-day basis

Support for ECTs

We support ECTs with:

- Their designated induction tutor, who will provide day-to-day monitoring and support, and co-ordinate their assessments
- Their designated induction mentor, who will provide regular structured mentoring sessions and targeted feedback
- Observations of their teaching at regular intervals, and follow-up discussions with prompt and constructive feedback
- Regular professional reviews of their progress, to take place termly (except in terms where formal assessment is held), at which their induction tutor will review objectives and revise them in relation to the relevant standards and their current needs and strengths
- Chances to observe experienced teachers, either within the school or at another school with effective practice

Assessments of ECT performance

Formal assessment meetings will take place in the final term of the ECT's first year (term 3) and the final term of their second year (term 6), and will be carried out by the ECT's Induction Tutor.

These meetings will be informed by clear and transparent evidence gathered from progress reviews during the preceding assessment period, and drawn from the ECT's work as a teacher and from their induction programme. Copies of the evidence relied on will be provided to the ECT and the appropriate body.

After each formal assessment meeting, a formal assessment report will be completed that clearly shows how the ECT is performing against the relevant standards. The headteacher will also recommend to the appropriate body in the final assessment report at the end of the programme as to whether the ECT's performance is satisfactory against the relevant standards.



The ECT will add their own comments, and the formal assessment report will be signed by the headteacher, induction tutor and the ECT.

A copy of the formal assessment report will then be sent to the appropriate body. The final assessment report will be sent within 10 working days of the meeting, for the appropriate body to make the final decision on whether the ECT has passed their induction period.

In the event that the ECT leaves this post after completing one term or more but before the next formal assessment would take place, the induction tutor or headteacher should complete an interim assessment to ensure that the ECT's progress and performance since the last assessment is captured.

At-risk procedures

If it becomes clear during a termly progress review or at the first formal assessment point that the ECT is not making sufficient progress, additional monitoring and support measures will be put in place immediately, meaning:

- Areas in which improvement is needed are identified
- Appropriate objectives are set to guide the ECT towards satisfactory performance against the relevant standards
- An effective support programme is put in place to help the ECT improve their performance

The progress review record or formal assessment report will be shared with the appropriate body, alongside the support plan, for it to review.

If there are concerns about the ECT's progress during their subsequent progress reviews or formal assessment, as long as it is not the final formal assessment, the induction tutor or headteacher will discuss this with the ECT, updating objectives as necessary and revising the support plan for the next assessment period.

Roles and responsibilities

Role of the ECT

The ECT will:

- Provide evidence that they have QTS and are eligible to start induction



- Meet with their induction tutor at the start of the programme to discuss and agree priorities, and keep these under review
- Agree with their induction tutor how best to use their reduced timetable allowance and guarantee engagement with their ECF-based induction
- Provide evidence of their progress against the relevant standards
- Participate fully in the monitoring and development programme
- Engage with fully and keep up to date with the requirements of their training on Step Lab
- Participate in scheduled classroom observations, progress reviews and formal assessment meetings
- Agree with their induction tutor the start and end dates of the induction period, and the dates of any absences from work during the period
- Keep copies of all assessment reports

When the ECT has any concerns, they will:

- Raise these with their induction tutor as soon as they can
- Consult with their contact at the appropriate body at an early stage if there are difficulties in resolving issues with their induction tutor or within the school

Role of the Headteacher

The headteacher will:

- Check that the ECT has been awarded QTS and whether they need to serve an induction period
- Agree, in advance of the ECT starting, who will act as the appropriate body
- Notify the appropriate body when an ECT is taking up a post and undertaking induction
- Make sure the ECT's post is suitable according to statutory guidance (see section 4.1 above)
- Make sure the induction tutor is appropriately trained and has sufficient time to carry out their role effectively
- Make sure the induction mentor is appropriately trained and has sufficient time to carry out their role effectively
- Make sure an appropriate ECF-based induction programme is in place



- Make sure the ECT's progress is reviewed regularly, including through observations and feedback of their teaching
- Make sure that formal assessments are carried out and reports completed and sent to the appropriate body
- Maintain and keep accurate records of employment that will count towards the induction period
- Make sure that all monitoring and record keeping is done in the least burdensome and most streamlined way
- Make the governing board aware of the support arrangements in place for the ECT
- Make a recommendation to the appropriate body on whether the ECT's performance against the relevant standards is satisfactory
- Participate in the appropriate body's quality assurance procedures of the induction programmes
- Keep all relevant documentation, evidence and forms on file for 6 years

Role of the induction tutor

The induction tutor will:

- Provide guidance and effective support to the ECT (with the appropriate body where necessary)
- Carry out regular progress reviews throughout the induction period
- Undertake two formal assessment meetings during the induction period, coordinating input from other colleagues as appropriate
- Carry out progress reviews in terms where a formal assessment doesn't occur
- Inform the ECT following progress reviews of their progress against the relevant standards, and share records with the ECT, headteacher and relevant body
- Inform the ECT during the formal assessment meeting of the judgements to be recorded on their formal assessment record and invite the ECT to add their own comments
- Make sure that the ECT's teaching is observed and feedback is provided
- Make sure the ECT is aware of how they can raise concerns about their induction programme or their personal progress, both within and outside of the school
- Take prompt, appropriate action if the ECT appears to be having difficulties
- Make sure that all monitoring and record keeping is done in the least burdensome way, and that ECTs are not asked for any evidence that requires the creation of new work





- Regularly review Step Lab to ensure mentors and ECTs are engaging fully in the programme
- Liaise with the Appropriate Body as necessary (eg. for quality assurance purposes or if seeking guidance on how to best support ECTs if they are not meeting the expected standards).
- Share information from the Appropriate Body with mentors and ECTs as appropriate

Role of the induction mentor

The induction mentor will:

- Regularly meet with the ECT for structured mentor sessions to provide targeted feedback
- Work with the ECT, and colleagues within the school who are involved in the ECT's induction, to help make sure the ECT receives a high-quality ECF-based programme
- Provide, or arrange, effective support – including subject-specific, phase-specific, coaching and/or mentoring
- Act promptly and appropriately if the ECT appears to be having difficulties
- Engage fully with the ECT Programme on Step Lab

Role of the governing board

The governing board will:

- Make sure the school complies with statutory guidance on ECT induction
- Be satisfied that the school has the capacity to support the ECT
- Make sure the headteacher is fulfilling their responsibility to meet the requirements of a suitable induction post
- Investigate concerns raised by the ECT as part of the school's grievance procedures
- If it has any concerns or questions, seek guidance from the appropriate body on the quality of the induction arrangements and the roles and responsibilities of staff involved in the process
- If it wishes, request general reports on the progress of the ECT on a termly basis



Monitoring arrangements

This policy will be reviewed **annually** by the Deputy Headteacher with responsibility for the ECT programme in school. At every review, it will be approved by the full governing board.

The induction of new members of Teaching Staff

General

The induction period should provide a level of professional support which will introduce the newly appointed member of staff to the practices and procedures of the department and the School. Learning Walks and regular meetings with the Head of Department provide evidence to be used in the appraisal process.

The induction of temporary and short-term staff employed to work in a classroom environment at St Joseph's (e.g. Cover Supervisors and Supply Teachers) will be based on the principles outlined in this section, but at an appropriate level that is needs driven (according to the length of time that they will be working at St Joseph's).

The Induction Programme

In terms of support during the induction period, the programme will address issues in the following areas:

- Getting to know the Department – schemes of work, methods of assessment, resources etc.
- Teaching skills – planning, classroom management, recording and reporting etc
- Pastoral issues – the role of the tutor and heads of school, PSPs, child protection etc
- Professional issues – career development (including access to our WalkThru resources), training, health and safety etc

Some of the above issues are also dealt with in the Staff Handbook, which the newly appointed teacher will be given access to.

The Initial Visit

An initial visit will be arranged prior to the member of staff starting. For new starters in September this will be held during term 6 and will take the form of an Induction Day

The aims of the visit are to:



- meet the departmental staff and explore T&L resources
- meet other staff in the School and develop an understanding of their roles.
- become familiar with the geography of the School.
- meet with the Induction Mentor to discuss the induction programme and assessment procedure.
- receive the Staff Handbook.

Support During the Induction Programme

Professional support will come from the Induction Mentor and the relevant Head of Department, both of whom will meet with the newly appointed teacher on a regular basis. In liaison with Heads of Department, the Induction Mentor will be responsible for the induction of new staff in both a formal and informal manner, including:

- organising the initial visit.
- liaising with the HoD in departmental induction.
- providing opportunities for external INSET.
- providing informal help and advice.
- implementing the weekly formal induction programme.

The Head of Department will be responsible for the induction of new staff into the relevant department and, in liaison with the Induction Mentor, will undertake the following:

- introduction of departmental schemes of work and procedures.
- school and departmental disciplinary arrangements.
- resources available.
- timetable.
- lesson observations, copies of which should be made available to the Induction Mentor.
- school and departmental assessment arrangements.
- appraisal procedures

It is also hoped that other departmental members will act as informal mentors (buddies) and that all staff will be as welcoming as possible. There is also a buddy system in place where new starters are buddied up with an existing member of staff who has a similar role and experience – this is an informal role and its purpose is to provide access to other members of staff outside of their department and to help the member of staff settle into school life.



The induction of new members of Support Staff

All support staff are employed subject to a probationary period of 26 weeks. Please see separate policy for further details of this process. The school bursar has responsibility for organising support staff induction and adherence to the probationary procedure.

The Induction Programme

In terms of support during the induction period, the programme will address issues in the following areas:

- getting to know their Line Manager and other colleagues
- working conditions, contractual responsibilities, and health and safety matters
- professional development procedures, including application for courses
- pastoral matters, including the welfare of pupils and Child Protection criteria
- understanding the School's Catholic ethos
- Understanding of the probationary procedure

The Initial Visit

The aims of the visit are to:

- meet the Line Manager less formally than during the interview.
- meet other members of staff and develop an understanding of their roles.
- become familiar with the geography of the School.
- receive the Staff Handbook.

Support During the Induction Programme

Professional Support will come from the Line Manager meeting the newly appointed member of the support staff on a regular basis in accordance with the probationary procedure. The Line Manager will be responsible for the induction of a new member of the support staff in both a formal and an informal manner including:

- introduction to working procedures, schedules of work and lines of communication.
- use, availability and security of resources.
- disciplinary arrangements for pupils.

The school bursar will be responsible for:



- providing information and opportunities for Inset during the School's Staff Development Programme and at other times and places.
- providing other information and advice.

It is also expected that other members of staff will act as informal mentors (buddies) and be as welcoming as possible.

Consultation and Review

The policy will be reviewed every two years. In school, staff will be engaged in discussion about the policy and its values. The views of parents, staff and governors regarding the content or operation of this policy should be submitted to the Head teacher.