

# **Amotherby CP School**

## **ECT Policy**



**September 2025**

## **1. Introduction**

At Amotherby Primary School, we recognise the critical role Early Career Teachers (ECTs) play in the future success of our school and in the wider teaching profession. We are committed to supporting ECTs through a structured induction process that aligns with the North Yorkshire Local Authority (LA) Guidance, ensuring that every ECT receives the necessary support, development, and assessment during their induction period.

This policy outlines the school's approach to the induction of ECTs, ensuring statutory requirements are met while fostering an environment where new teachers can thrive.

## **2. Purpose**

The purpose of this policy is to:

- Ensure ECTs feel supported, valued, and equipped to meet the Teachers' Standards.
- Provide a clear structure for the induction process in line with North Yorkshire LA guidance and statutory regulations.
- Outline the roles and responsibilities of all involved in the ECT's induction process.
- Ensure ECTs receive high-quality professional development to help them become confident and effective teachers.

## **3. Aims of the ECT Induction Programme**

The induction programme at Amotherby Primary School aims to:

- Enable ECTs to develop teaching skills, knowledge, and confidence in a supportive environment.
- Ensure the ECT consistently meets the Teachers' Standards by the end of the induction period.
- Offer tailored mentoring and professional development opportunities.
- Provide constructive feedback and support through regular observation and assessment.

## **4. Statutory Framework**

The ECT induction programme at Amotherby Primary School follows the statutory guidance set out in the Department for Education (DfE) documents:

- *The Early Career Framework (ECF)*.
- *Statutory Guidance on Induction for Early Career Teachers in England (2021)*.

The school, with support from the North Yorkshire LA, ensures the induction process complies with the legal framework, including ensuring that the induction period is two academic years (or part-time equivalent) and includes a reduced timetable of 10% during Year 1 and 5% during Year 2 for the ECT to focus on development.

## **5. Roles and Responsibilities**

### **a) The ECT**

The ECT has a responsibility to:

- Engage actively with the induction programme and professional development opportunities.
- Meet the Teachers' Standards by the end of the induction period.
- Reflect on their practice, seeking support and guidance when needed.
- Maintain a professional portfolio to document progress and evidence against the Teachers' Standards.
- Take responsibility for their own professional development.

### **b) The Headteacher**

The Headteacher has overall responsibility for:

- Ensuring the ECT is provided with an appropriate and structured induction programme.
- Assigning a suitable Induction Tutor and Mentor to support the ECT.
- Ensuring the ECT's reduced timetable is adhered to, allowing sufficient time for professional development.
- Making sure the ECT's progress is monitored through regular observations and assessment.
- Liaising with the North Yorkshire Appropriate Body to register the ECT and ensure all documentation is completed.
- Deciding, with input from the Induction Tutor, whether the ECT has met the Teachers' Standards at the end of the induction period.

### **c) The Induction Tutor**

The Induction Tutor, who is an experienced teacher, is responsible for:

- Coordinating the ECT's induction programme and overseeing their progress.
- Providing guidance on meeting the Teachers' Standards and offering ongoing professional and emotional support.
- Organising and conducting formal progress reviews and assessments (two reviews in Year 1, one in Year 2, and two formal assessments).
- Liaising with the Mentor and Headteacher to ensure consistent support.
- Submitting required reports and documentation to the North Yorkshire LA in line with statutory timelines.

### **d) The Mentor**

The Mentor, a separate individual from the Induction Tutor, is responsible for:

- Offering day-to-day mentoring support to the ECT.

- Facilitating meetings at least once a week to discuss the ECT's progress, areas of focus, and challenges.
- Helping the ECT with planning, assessment, and classroom management strategies.
- Providing feedback and coaching to encourage professional growth.

**e) The North Yorkshire Local Authority (Appropriate Body)**

The North Yorkshire LA, as the Appropriate Body, is responsible for:

- Overseeing the quality of induction provision and ensuring statutory responsibilities are met.
- Supporting the school and ECT through advice and quality assurance visits if necessary.
- Monitoring the school's assessment of the ECT and ensuring it is fair and accurate.
- Making the final decision on whether the ECT has successfully completed the induction period.

## **6. Induction Programme Structure**

Amotherby Primary School, in line with the ECF, provides a structured and supportive induction programme, including:

**a) Professional Development**

- A clear schedule of professional development activities focusing on pedagogy, subject knowledge, and the Teachers' Standards.
- Access to appropriate external training sessions provided by the North Yorkshire LA or other accredited providers.
- Regular mentoring sessions focused on classroom practice, planning, and professional reflection.

**b) Observations and Feedback**

- ECTs will be observed at least once every half-term by either the Induction Tutor or other senior leaders.
- Each observation will be followed by detailed feedback and discussion on strengths and areas for development.

**c) Progress Reviews and Formal Assessments**

- Three formal progress reviews will take place over the two-year induction period: two in the first year and one in the second year.
- Two formal assessments will be carried out: one at the end of each academic year. These will be submitted to the North Yorkshire LA.
- Regular progress meetings between the ECT, Induction Tutor, and Mentor to discuss targets and next steps.

#### **d) Support for ECTs Experiencing Difficulties**

If an ECT is identified as not making sufficient progress towards meeting the Teachers' Standards, the following steps will be taken:

- An action plan will be drawn up outlining specific support and interventions.
- Additional observations and feedback sessions will be arranged to monitor progress closely.
- The school will work closely with the North Yorkshire LA to ensure the ECT receives appropriate support to address any areas of concern.

#### **7. Assessment of Progress**

At the end of the induction period, the Headteacher will decide whether the ECT has met the Teachers' Standards, based on evidence gathered throughout the two years. This decision will be informed by:

- Observations.
- Feedback from the Induction Tutor and Mentor.
- Formal assessments.
- The ECT's own professional portfolio.

If the ECT is judged to have met the Teachers' Standards, they will have successfully completed their induction period. If they have not met the standards, the North Yorkshire LA and school will work together to determine appropriate next steps, which may include an extension of the induction period.

#### **8. Monitoring and Review**

This policy will be reviewed annually by the Senior Leadership Team, ensuring it continues to reflect any updates in statutory guidance or changes in local authority procedures. Input from ECTs, Mentors, and Induction Tutors will also inform the review process to ensure the programme remains effective.

Approved by Governors	November 2025
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