



THE SALTERNS ACADEMY TRUST: ADMIRAL LORD NELSON SCHOOL

PROFESSIONAL LEARNING (incorporating NQT Induction and Initial Teacher Education) POLICY



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Article 29 (goals of education): Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

'Every teacher needs to improve, not because they are not good enough, but because they can be even better' Dylan Wiliam.

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Governing Body Statement:

The Governing Body will ensure that:

Professional Learning is available and accessible to all staff and Governors. It should be responsive to the needs of the school and the individual and should be rigorous and challenging and produce outcomes that enhance and enrich the learning experience for all our students and staff.

Admiral Lord Nelson School (ALNS) is committed to developing a learning community for students, staff and Governors. Professional learning should be responsive to the needs of the school and the individual and should be rigorous and challenging, producing outcomes that enhance and enrich the learning experience for all our students and staff. Professional learning is central to our growth as a school and we believe that in building the capacity of all our staff and Governors we can 'Dare to Dream, Aim to Achieve'. Our vision for professional learning is based on the principle that in order for us to provide an enriched personalised learning environment for our students we must engage all staff and Governors in the same culture of enriched learning which supports focused professional development and underpins all appraisal.

1. Key principles:

- 1.1 At ALNS we know that effective leadership at all levels makes a difference to school improvement and student outcomes and as members of a learning community, we are all responsible, with support and guidance, for directing our own professional learning in order to develop our skills as leaders in learning.
- 1.2 Through ongoing coaching and mentoring, we identify strengths and professional development needs, seeking and taking opportunities to develop our practice. As a senior leadership team, we identify and grow leaders at all levels and use a variety of opportunities and individualised pathways to support leaders with their leadership progression and at points of transition.
- 1.3 We develop and utilise programmes for teachers, leaders, Governors and support staff focused on learning-centred leadership that promotes the professional growth and development of each team, incorporating succession planning for the future.
- 1.4 We ensure our personal, professional learning supports team and whole school goals, whilst reflecting an understanding of the wider educational context.
- 1.5 We are committed to contributing to our colleagues' learning, sharing our expertise and collaboratively developing good practice. We encourage and provide opportunities for a collaborative approach to planning and pedagogical practice. We look beyond ALNS and encourage teaching staff and governors to engage with research and use this to grow and strengthen their own practice. We welcome robust expert external challenge in order to evaluate and develop current practice. In developing an outward facing, collaborative ethos we strive to raise standards.
- 1.6 An expectation of all staff and Governors is to approach professional learning with a positive mindset: open, curious, reflective and committed to investing in our own professional learning and the learning of our colleagues.
- 1.7 We are fully committed to supporting and enriching the professional development of staff at different stages in their careers including ITE and NQT induction.

We design our professional learning programmes to reflect our principles. Professional learning falls under 8 key headings: Inset; Professional Learning Sessions (PLS); Professional Learning Wednesday (New Staff, NQT, ITE); Teaching and Learning Research Hubs; department/team development; individual development; leadership development. In addition we have a training and professional learning programme in place for Governors that is part of the annual meeting cycle.

2. Inset:

- 2.1 Inset is made up of a combination of full days and twilights, thereby allowing time for immersed professional learning alongside regular opportunities to engage with professional learning, put into practice and revisit and evaluate.
- 2.2 How Inset is organised reflects the needs of the school at different points in the school year. Colleagues work collaboratively within departments and teams; across teaching staff and support staff; and across curriculum areas.
- 2.3 Inset is led by a range of colleagues to reflect the skills and expertise across teaching and support staff, whilst giving individuals opportunities to develop their leadership skills. It is seen as an opportunity for good practice to be shared and all voices to be heard. Professional Learning Sessions (PLS)
- 2.4 Reflecting the Teachers' Standards, external factors/themes and school needs, Professional Learning Sessions are led by colleagues for colleagues, allowing discussion and collaborative learning.

3. Professional Learning Wednesdays

- 3.1 Weekly Professional Learning Sessions for New Staff, NQTs and ITE trainees are led by a range of staff with colleagues directed to appropriate sessions. Joint sessions with Trafalgar School allow colleagues to build connections and network opportunities.

4. Teaching and Learning Research Hubs:

- 4.1 To strengthen our collective learning community and encourage collaborative work, all teaching staff are part of a Teaching and Learning Research Hub. Led by SLT Exec, Curriculum Directors and Lead Practitioners, each Hub has a range of experience/expertise from a range of curriculum areas. Within each hub, we work collectively to explore research, looking externally at best practice to improve our practice in the classroom across the school. Action research is central to how the hubs work and we plan in opportunities for findings to be shared in order to support our collective responsibility and investment in each other's development.
- 4.2 The purpose of the Hubs is to engage with pedagogical concepts and ideas, and develop strategies across the school to enrich learning for all of our students. Our curriculum intent (developed collaboratively by SLT Exec and Curriculum Directors – June 2018) is central to the work of all Hubs.
- 4.3 Within each Hub we consider the following:
 - How does our hub link to the Curriculum Intent and how are we going to implement the intent and measure impact?
 - How are we, as a hub, going to drive forward improvements in our area of the SIP?

5. Department/Team development:

- 5.1 Curriculum Directors and Support Staff Leaders are expected to identify the needs of their team and plan for specific professional learning in order to develop skills, subject knowledge and pedagogy.

6. Individual development:

- 6.1 Requests for additional professional learning on top of the published programme should be discussed through line management and then raised with the Lead Practitioner: Professional Learning. Decisions on proposals are made depending upon both the professional need of the individual, the team and the school.
- 6.2 Coaching forms part of individual development. Lead Practitioners work in conjunction with Curriculum Directors to help strengthen practice. Through coaching, support can be identified and provided which may include: further professional learning/training; observation of peers; signposting to research; and collaboration with other schools.

7. Leadership development:

- 7.1 As a learning community we are all leaders of learning where opportunities and pathways are sought to help colleagues develop their leadership skills and impact upon one another's practice.

8. Governors Training and Professional Learning:

- 8.1 A Training Link Governor is appointed on the Local Governing Body and a training/professional learning programme is part of the annual meeting cycle and responds to School Improvement priorities and learning needs of individual Governors and the Local Governing Body as a whole. All Governors have induction training and professional learning is available for all Governors to enhance their knowledge in all areas of Governance.

9. Related documents:

- Appraisal Policy

10. Appendix:

- NQT Induction
- Initial Teacher Education
- Leadership Pathways
- New Staff Induction
- Professional Learning Sessions (PLS)

NQTs

At ALNS we are committed to providing a supportive and well-structured NQT programme of support and development to ensure a positive and successful NQT Induction Year.

The first year of teaching is not only very demanding but also of critical significance in the professional development of new teachers. It is vital they get a good start to their teaching career through appropriate transitional support. Our school's induction programme is aimed at ensuring a smooth transition from training into the teaching profession through appropriate monitoring, guidance, support and challenge. Our NQT Induction programme will enable our NQTs to establish a secure foundation upon which a successful teaching career can be built.

Our school's NQT induction programme has been designed to meet statutory requirements and make a significant contribution to both the professional and personal development of NQTs, providing support which should enable them to develop competence in the Teachers' Standards and make a valuable contribution to our school. Specifically, we aim to:

- provide support to meet the generic needs of all NQTs and the specific needs of individual NQTs
- provide individualised support through high quality mentoring
- provide NQTs with examples of good classroom practice
- help NQTs form productive relationships with all members of the school community and stakeholders
- encourage reflection on their own and observed practice
- provide opportunities to recognise and celebrate success
- act quickly to help NQTs address any areas of concern
- provide a foundation for longer-term professional development
- ensure a smooth transition from teacher training, to help NQTs meet all the Teachers' Standards during NQT Induction

The whole staff will be kept informed of the school's NQT Induction Policy and encouraged to participate, wherever possible, in its implementation and development. This policy reflects a structured whole school approach to teacher induction and recognises that the high quality and commitment of the people who supervise NQT Induction are crucial factors in its continued success.

The Governing Body

The Governing Body will be fully aware of the law which sets out the school's responsibility to provide the necessary monitoring, support and assessment for NQTs. Careful consideration is given, prior to any decision to appoint a NQT, as to whether the school currently has the capacity to fulfil all of its obligations. The Governing Body will be kept aware and up to date about induction arrangements and the progress of NQTs through the Head Teacher's report and/or direct contact with the NQT induction Tutor in school.

Senior Leadership

The Assistant Head: Teaching and Learning plays a significant role overseeing the process of inducting new colleagues to the profession.

Induction Tutor

The responsibility for the implementation of the Induction Programme is led by the Induction Tutor (Lead Practitioner: Professional Learning) who observes each NQT at least once each term. Statutory responsibilities led by the Induction Tutor are:

- ensuring an appropriate induction programme and support are in place
- recommending to the Appropriate Body; the Portsmouth Teaching School Alliance (PTSA) whether an NQT has met the requirements for satisfactory completion of the induction period

In addition to the statutory requirements, in conjunction with the Assistant Head: Teaching and Learning the Induction Tutor will:

- observe and give written warnings to any NQT at risk of failing to meet the Standards following consultation with the Appropriate Body for NQT Induction
- keep the Governing Body aware and up to date about induction arrangements and the progress of NQTs

The principal requirement for the NQT Induction Tutor is to be responsible for the overall management of initiating NQTs into the teaching profession and into our school's systems and structures. It entails not only a coordination role but also keeping records of activities and monitoring the quality of provision. It embraces various tasks, such as organising a central induction programme, providing support and guidance and the transparently rigorous, fair and consistent assessment of NQT performance. The Induction Tutor will meet with the NQT regularly to oversee progress and arrange any CPD activities to support QTS Standards in observations, visits, shadowing etc.

Mentors

In addition to the Induction Tutor, who has the responsibility for the formal assessment of NQTs, a subject Mentor is appointed to provide support on an informal daily basis and through a formal weekly scheduled slot. This may be the Curriculum/Subject Leader or another experienced subject colleague. The Mentor will contribute to the judgements about the NQT's progress against the Teachers' Standards

The Mentor will provide weekly meetings with the NQT to discuss progress and plan targets focussed on the QTS Standards to be achieved in the NQT year. Records of these meetings are to be kept by the Mentor and NQT.

Entitlement

Our induction programme ensures that new teachers are provided with the support, guidance and monitoring to help them fulfil their professional duties and meet the requirements for satisfactory completion of Induction. It builds on their knowledge, skills and achievements in relation to the Teachers' Standards from their training (ITT).

The key aspects of the Induction programme are as follows:

- Access to an Induction programme that will commence upon appointment and be reviewed after one year in post.
- Structured visits to the school prior to the NQT taking up the appointment, with time to discuss developments needed and how they will be assisted in making these.
- Help and guidance from an Induction tutor who holds qualified teacher status, is adequately prepared for the role and will coordinate the induction programme.
- Regular meetings with a mentor and, as needed, meetings with subject coordinators, SENDCo etc.
- A programme of observations of the teaching of experienced colleagues.
- A reduction of 10% of the average teacher's workload (in addition to PPA time). This time is used for participating in the school's Induction programme, other professional development activities and meetings with the mentor.
- Regular observation of NQT's teaching by experienced colleagues (at least once every half term).
- Prompt written as well as oral feedback on teaching observed, with targets and feedback/advice provided.
- The confronting of any areas of practice or behaviour, that may prevent the NQT meeting the Teachers' Standards in a timely, honest and professional manner
- Opportunities for further professional development based on agreed targets and identified needs.
- Detailed success criteria/Action Plans for any areas identified which otherwise render a NQT at risk of not meeting the Teachers' Standards.
- Regular contact with the PTSA NQT Induction Co-Ordinator as necessary

Buddies: All NQTs are assigned a buddy to support them to integrate into the school.

NQT Induction Programme: NQTs are expected to attend all new staff induction sessions held after school (as in the school diary). Led by the Lead Practitioner: Professional Learning alongside colleagues with particular expertise, a series of scheduled professional learning sessions support and develop classroom practice and the meeting of teacher standards.

Assessment & Quality Assurance

The assessment of NQTs will be rigorous and objective.

- The criteria used for formal assessments will be shared and agreed in advance.
- Both formative assessments (e.g. lesson observations, target setting, Review Meetings) and summative assessments (termly Induction reports) will be used.
- Assessment will draw on views from all teachers who have a part in the NQT's development in order to gain a reliable overall picture.
- Assessment will draw on evidence from planning, work produced by pupils, progress data and relationships with staff/students/parents, as well as formal observations of teaching.
- The Tutor will ensure that assessment procedures are consistently applied across all NQTs.
- Copies of any records will be passed to the NQT concerned.
- Termly reports will give details of:
 - areas of strength
 - areas requiring development
 - evidence used to inform judgement
 - targets for the coming term
 - support to be provided by the school

Reporting on Progress: Each of the three phases of NQT Induction are reported to the TDA. Before each assessment phase NQTs will discuss and reflect on their practise and agree targets with their mentor for the upcoming term. NQTs will then have a 1:1 meeting with the Induction Tutor where progress is discussed and the decision to pass the phase is made. These meetings are held towards the end of each term.

All documentation and guidance can be found on the Department for Education website.

At risk procedures

If any NQT encounters difficulties with meeting the Teachers' Standards, the following procedures will be put into place:

- An expectation is established that the support provided will enable any weaknesses to be addressed.
- Recorded diagnosis of the exact nature of the problem and advice given on how to redress the problem.
- Agreed, attainable targets for action set for a minimum of 4 weeks, with specific and practical steps outlined for securing an improvement in practice.
- Experienced colleagues will model aspects of good practice so that the NQT can focus attention on particular areas of teaching through observation.
- The school's concerns will be communicated to the Appropriate Body for NQT Induction (PTSA) without delay.
- Early warning of the risk of failure will be given to the NQT in consultation with the Appropriate Body as appropriate.

Where an NQT has continuing difficulties further support, advice and direction will be given. Areas of concern will be re-defined and clarified and the necessary improvements required clearly set out. The PTSA NQT Induction Co-Ordinator will be informed as soon as it becomes clear an NQT is at risk of not meeting one or more of the Teachers' Standards so that a joint remedial action can be taken.

Addressing NQT Concerns

If an NQT has any concerns about the induction, mentoring and support programme, these should be raised within ALNS (Mentor, Induction Tutor, Head Teacher) in the first instance. Where issues are not resolved the NQT should raise concerns with the Local Authority NQT Contact

Local Authority NQT Contact: June Hutchinson, NQT Induction Co-Ordinator for the Portsmouth Teaching School Alliance. She can be contacted if any problems arise that cannot be dealt with in school.

Initial Teacher Education

The school works in partnership with the Universities of Portsmouth and Chichester and at times other Universities and ITE providers. ITE includes different routes: PGCE; Schools Direct; Diploma/QTLS.

We accept ITE trainees in departments where there is a trained mentor and enough experienced teachers to offer the required teaching and mentoring load. Other teachers can be involved with student teachers as tutor mentors.

A Professional Studies programme is provided to support ITE students learning (Professional Learning Wednesdays) and is led by the Lead Practitioner: Professional Learning.

Sessions include:

- Expectations/introduction to the school
- Restorative Practice
- Planning (big picture; assessment to inform planning)
- Cultural Capital
- Literacy and Numeracy approaches

Many prospective teachers also visit us for observations. Any potential visits need to be coordinated by Senior Leader: Curriculum Planning, to ensure all Safeguarding and Health and Safety checks/ guidance are completed.

The ITE Student Handbook can be found under Appendix 7 on page 202 of the School Handbook.

Leadership Pathways

Leading beyond the classroom: 2-4 years

In addition to the Teaching and Learning Research Hubs and PLS Programme, colleagues beyond their NQT year will have access to the following opportunities when relevant and appropriate:

ITE/NQT Mentoring: where appropriate, colleagues will be trained as ITE and/or NQT mentors. ITE Mentors will be trained by the link University. The NQT Professional Mentor will attend training, led by Portsmouth Teaching School Alliance. Within school, the Professional Mentor will support Subject Mentors.

Curriculum Leader mentoring and coaching: using feedback from observations and discussions as part of the Appraisal cycle, Curriculum Leaders will mentor/coach individuals.

Professional Learning Conversations: colleagues will be given the opportunity to discuss their professional learning, centred around the following questions:

What has been your biggest achievement/success this year?

What has been your most successful piece of learning this year? What made this learning successful? What has been the impact?

What is your greatest asset/strength?

In an ideal world, what role would you like? Why?

What small thing can you do on a regular basis which would make a tremendous difference?

PD Day lead: when possible, colleagues will be given the opportunity to co-construct and facilitate these days.

Trip leadership: opportunities will be sought for colleagues to shadow experienced trip leaders and then lead trips themselves, when appropriate.

Leading across the school: Middle Leaders

In addition to the Teaching and Learning Research Hubs and PLS Programme, Middle Leaders will have access to the following opportunities when relevant and appropriate:

NPQML course are available when appropriate to the individual's development and the needs of the school.

Professional Learning Conversations: colleagues will be given the opportunity to discuss their professional learning, centred around the following questions:

What has been your biggest achievement/success this year?

What has been your most successful piece of learning this year? What made this learning successful? What has been the impact?

What is your greatest asset/strength?

In an ideal world, what role would you like? Why?

What small thing can you do on a regular basis which would make a tremendous difference?

Trip leadership: opportunities will be sought for Middle Leaders to shadow experienced trip leaders and then lead trips themselves.

Associate SLT Projects: Middle Leaders, as part of their career development, can apply to become associate members of SLT when appropriate, leading on a project for one year. They will be assigned a member of SLT Exec as a mentor/coach.

SLT Curriculum/Wider/Achievement meetings: Middle Leaders will attend these meetings as appropriate to their role, giving them experience of wider issues/logistical daily planning/strategic thinking.

Conferences (PiXL, ASCL): when appropriate, Middle Leaders will attend PiXL Conferences.

SLE: when eligible for an SLE position, Middle Leaders can apply to Portsmouth Teaching School Alliance. Courses will be available when appropriate to the individual's development and the needs of the school.

Leading within and across the system: Senior Leadership

NPQSL and NPQH courses are available when appropriate to the individual's development and the needs of the school.

Professional Learning Conversations: colleagues will be given the opportunity to discuss their professional learning, centred around the following questions:

What has been your biggest achievement/success this year?

What has been your most successful piece of learning this year? What made this learning successful? What has been the impact?

What is your greatest asset/strength?

In an ideal world, what role would you like? Why?

What small thing can you do on a regular basis which would make a tremendous difference?

Appraisal: to support and develop the appraisal process, an external coach attends review meetings, asking challenging questions and raising accountability.

PiXL Conferences: SLT Exec attend the main conferences.

Future Change Makers: to complement the drive to develop leadership capacity within the school, SLT Exec will complete the Future Change Makers on a rolling programme.

Joint Leadership work takes place with Trafalgar SLT.

New Staff Induction

Newly appointed staff to ALNS attend a series of Induction Meetings in the Autumn Term. The sessions are designed to support new staff integration into ALNS and to provide an understanding of key school procedures, processes and policies in order for colleagues to settle happily and effectively into new roles at ALNS.

In addition to the Professional Learning Wednesdays, in July all new staff and governors are invited to attend the New Staff Induction Day. This day provides new staff with information about the school such as the vision and ethos, and gives new staff the opportunity to meet Senior Staff and Curriculum Directors, or Support Staff Leaders. Topics covered on this day include: Vision and Values; Inclusivity and Safeguarding; Curriculum Design and Assessment; Teaching and Learning; Professional Learning and Development; Vertical Tutoring and the House System; Personal Development Curriculum; Restorative Approaches; and Health and Safety.

Staff who did not have the opportunity to attend this day have the opportunity to go through the topics such as curriculum and personal development and will be shown the computer systems by their Curriculum Directors on the first day. Safeguarding and Health and Safety will be introduced by senior staff on the initial Inset Day.

New Staff Induction for new Support Staff is overseen by the Support Staff Leader linked to their area. New Support Staff will be provided time by their Support Staff Leader to complete their Health and Safety, Safeguarding and GDPR training. New Staff induction packs can be found in Reception and can be viewed under Appendix 4 of the School Handbook.

All new staff are provided with a 'buddy' who is a member of staff not in their department. The role of the buddy is to provide additional support for the new member of staff's start at ALNS.

If starting mid-year:

Health and Safety/Safeguarding briefing, led by Support Staff Leader using PowerPoint for Support Staff and by Senior Leader: Curriculum Planning for teaching staff. New staff will be issued with: Health and Safety booklet, Safeguarding booklet and Code of Conduct. Ongoing training for new staff is led by Curriculum Directors/Support Staff Leaders and discussed with the Assistant Headteacher: Teaching and Learning.

Induction/Progress of New Staff – Support Staff Only

All new Support Staff employees are required to serve a probationary period of 6 months whether or not they have previously been in local government service.

The probationary period should be closely linked to the formal induction and initial training process as in the School Handbook, whether staff are temporary or permanent. Casual employees must also receive adequate induction. Although the formal probation procedure only applies to staff who are new, it is a clear expectation that the process of monthly meetings or progress reviews take place between all employees that are new in post and their line manager. Discussion of performance standards and expectations should occur as a matter of good practice. Issues of performance should be addressed at the earliest opportunity and if appropriate disciplinary/capability procedures should be used.

During the first 6 months the manager must hold monthly assessments and monitor the employee's progress. The outcomes must be recorded in writing (see Appendix 5 on page 197) and share with the employee. Issues of concern must be highlighted and the employee given support to rectify any problems.

At the end of the probationary period there must be a formal appraisal at least 2 weeks prior and the outcomes recorded in writing and shared with the employee. All information should be given to the Director of HR who will discuss at the following Personnel Meeting.

Concerns regarding the probationary period and progress should be discussed with The Trust HR Manager in good time so a resolution can be sought at the following Personnel Meeting.

Professional Learning Sessions (PLS)

To support colleagues in developing their practice further, Professional Learning Sessions (PLS) are available half-termly. Colleagues respond to feedback from observations, monitoring and through discussions with their line-manager, identifying the appropriate PLS to attend. All teaching staff are expected to lead and/or attend 4 sessions per year¹. Sessions are planned and delivered by a range of staff, focusing on aspects of the Teachers Standards and reflecting good practice within the school and beyond. All staff are welcome to request or offer specific sessions, allowing them to lead professional learning for colleagues. Any request or offers should be raised through line management and then with the Assistant Headteacher: Teaching and Learning. The PLS Programme is published in response to observations, Hub Reviews and whole school needs.

A PLS is defined as a colleague using extra time out of their daily expectation; a course that is completed out of timetabled time but within the directed time allowance but must not replace another meeting in that week. This means that a day's course, paid for by the school, during school time which required cover cannot be counted. External courses may count as long as evidence can be provided of its relevance and impact within the Teaching and Learning of ALNS students.

Any other training that could be counted must be agreed by the Assistant Headteacher: Teaching and Learning, as to whether it can count towards the required 4 for the Appraisal.

Teaching Staff need to complete the PLS Log as part of their Appraisal. The PLS log can be viewed under Appendix 3 of the School Handbook.