



THE SALTERNS ACADEMY TRUST: ADMIRAL LORD NELSON SCHOOL

Professional Learning (incorporating ECT Induction and Initial Teacher Education)



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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 William.

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:

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.

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.

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.

We ensure our personal, professional learning supports team and whole school goals, whilst reflecting an understanding of the wider educational context.

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. This has been further strengthened by the use of collaborative coaching model in staff development.

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.

We are fully committed to supporting and enriching the professional development of staff at different stages in their careers including ITE and ECT induction.

We design our professional learning programmes to reflect our principles. Professional learning falls under 9 key headings: Inset; Collaborative Learning; Professional Learning Sessions (PLS); New Staff; ECT; ITE; 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.

Our principles take account of the 'Standards for Teachers' Professional Development (July 2016). As with all of our professional learning, the principles taken from the Standards apply to all staff, not just teachers.

2. Inset:

Inset is made up of a combination of full days and collaborative learning, thereby allowing time for immersed professional learning alongside regular opportunities to engage with professional learning, put into practice, revisit and evaluate.

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.

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.

3. Professional Learning Sessions (PLS)

Reflecting the Teachers' Standards, external factors/themes and school needs, Professional Learning Sessions are led by colleagues for colleagues, allowing discussion and collaborative learning. These are bespoke for colleagues depending on needs such as ECTs, further strengthening their understanding and development against the Early Careers Framework.

4. Collaborative Learning

Reflecting the Teachers' Standards, external factors/themes and school needs, Collaborative Learning Sessions are led by skilled practitioners and allow for colleagues to be informed by research, allow them to apply this to our context and discuss how this could be applied through discussion and collaborative learning. A series of Collaborative Learning sessions are scheduled across the year, with some for all staff and some purely for teaching staff. The current model of collaborative coaching means there is greater accountability amongst staff and this work is being led by the teaching and learning team.

5. Initial Teacher Education

The school currently works in partnership with the Universities of Portsmouth and Chichester, GLF, Hampshire SCITT and Wildern and at times other Universities and ITE providers. ITE includes different routes: PGCE; Schools Direct; Apprenticeship.

All ITE trainees receive a full induction on their first day as well as receiving the ITT handbook.

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. All mentors receive the ALNS mentor handbook as well the up-to-date training from the provider each year. The Lead Practitioner: Professional Learning conducts joint observations each half term of the trainees for quality assurance of the feedback and support given by mentors.

A Professional Studies programme is provided to support ITE students' learning and is led by the Lead Practitioner: Professional Learning with the support of other members of staff to share their expertise. Trainee teachers cover a variety of topics in their placement with us. They are designed to meet the needs of the students relevant for the stage of their training and to tie in with the main core strands of the ITT core content framework- Pedagogy, assessment, behaviour management, professional behaviours, curriculum.

Trainees are given a professional studies folder to store their session logs, which are all linked to the ITT core content and standards. These logs are designed to be discussed with mentors in mentor meetings and allow for trainees to be reflective on how they have used these strategies in practice.

Examples of sessions:

- How to observe a lesson
- E-Safety

- Life as a trainee
- Role of the tutor
- Online PCC training
- Climate for learning
- Voice and presence in the classroom
- Provision map
- Behaviour management – policies and strategies
- Strategies to engage and enthuse
- Building confidence and recognising barriers to enable students to access learning and build success
- SEND
- Modelling and scaffolding
- Challenging High ability
- Marking and assessment
- Questioning
- Mental health and wellbeing- staff and student focus

At the end of the trainee teacher's placement with us they complete a Microsoft form evaluation. We use this feedback to ensure we are offering the best support possible and adapt accordingly.

Many prospective teachers also visit us for observations. Any potential visits need to be coordinated by the Lead Practitioner: Professional Learning, to ensure all Safeguarding and Health and Safety checks/ guidance are completed.

6. New Staff

All new staff follow an extensive new staff induction programme, with a personalised Microsoft one drive set up by our HR Manager. The programme includes whole school documents, policies and videos to ensure central messages and information are shared. The Trust 'New to the UK' programme further supports induction for individuals.

Where possible all new staff joining us in September are invited to join us for an Induction Day, enabling them to meet their Curriculum Directors, Support Staff Leaders and buddies.

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.

A series of Induction Meetings in the Autumn Term, in conjunction with the Microsoft one drive shared with new staff, 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.

If joining mid-year, all new staff in person induction is led by their Curriculum Director or Support Staff Leader.

New support staff will be allocated time by their Support Staff Leader to complete their induction.

All ITE colleagues follow an induction programme, with a personalised Microsoft one drive set up by our HR Manager. The programme includes whole school documents, policies and videos to ensure central messages and information are shared.

All employed new staff are set up with online statutory training on Health and Safety, Safeguarding, Fire training and GDPR.

7. Early Career Teachers (ECTs)

We are committed to providing a supportive and well-structured ECT programme of support and development to ensure a positive and successful two-year ECT Induction Year.

The early years of teaching are 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 ECT Induction programme will enable our ECTs to establish a secure foundation upon which a successful teaching career can be built.

Our school's ECT induction programme has been designed to meet statutory requirements and make a significant contribution to both the professional and personal development of ECTs. As a school we follow the HISP ECT

Induction Policy to ensure all ECTs are given access to and support with their statutory induction.

We provide 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 ECTs and the specific needs of individual ECTs
- provide individualised support through high quality mentoring
- provide ECTs with examples of good classroom practice
- help ECTs 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 ECTs address any areas of concern
- provide a foundation for longer-term professional development
- ensure a smooth transition from teacher training, to help ECTs meet all the Teachers' Standards during ECT Induction

Our SLT will be kept informed of the HISP ECT Induction Policy. Colleagues from across the Trust lead facilitation of the Early Career Framework, hosting both local and regional training sessions as well as visiting local schools to support the quality assurance of ECT induction.

8. Department/Team development:

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.

9. Individual development:

Requests for additional professional learning on top of the published programme should be discussed through line management and then raised with the Senior Leader: Professional Learning or Lead Practitioner: Professional Learning. Decisions on proposals are made depending upon both the professional need of the individual, the team and the school.

Coaching forms part of individual development. Steplab is a platform used with Lead Practitioners utilising this to give timely feedback and coaching with specific steps shared. 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.

We are committed to the 'golden thread' and working in partnership with HISP Teaching Hub, we are committed to delivering professional learning to colleagues both from within the city and beyond. Facilitation of National Professional Qualifications, such as NPQLB&C, NPQSL, NPQH and NPQSenco, take place across the Trust, support and strengthen practice at all levels of leadership.

10. Leadership development:

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. The Salterns Trust Middle Leader Programme supports middle leadership and colleagues are invited to participate in the range of National Professional Qualifications (NPQs) available under the umbrella of HISP and through the two organisations: Education Development Trust (EDT) and Best Practice. This is further supported by collaboration across the Trust when quality assuring curriculum areas with leaders assisting to maximise the strengths of our Trust. The Trust 'Aspiring Senior Leader Programme' is a further opportunity to support individual leaders.

11. Governors Training and Professional Learning:

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.

12. Related documents:

- Appraisal Policy

- HISP ECT Induction Policy

APPENDIX 1 - Leadership Pathways

Leading beyond the classroom: 2-4 years

Colleagues beyond their ECT year will have access to the following opportunities when relevant and appropriate:

ITE/ECT Mentoring: where appropriate, colleagues will be trained as ITE and/or ECT mentors. ITE Mentors will be trained by the link University. The ECT 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 within the Appraisal process focusing on improving rather than proving practice. The following questions could support professional learning conversations:

- 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

Middle Leaders will have access to the following opportunities when relevant and appropriate:

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

Salterns Middle Leader Programme: face to face sessions, 360° evaluation and follow up coaching.

Professional Learning Conversations: colleagues will be given the opportunity to discuss their professional learning within the Appraisal process focusing on improving rather than proving practice. The following questions could support professional learning conversations:

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

Conferences: when appropriate, Middle Leaders will attend Conferences.

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, within the Appraisal process focusing on improving rather than proving practice. The following questions could support professional learning conversations:

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?

Joint Leadership work takes place with Trafalgar and Mayfield SLT.

APPENDIX 2 - 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 line management meetings and monitor the employee's progress. The outcomes must be recorded in writing and shared 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 HR Manager 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.