



BURY GRAMMAR SCHOOL

STAFF DEVELOPMENT AND TRAINING

2019-2020





Dear Colleague,

We are very pleased to launch the new staff development brochure for 2019/20.

At BGS, we value our staff highly and recognise that all of our staff are our most important asset. Our aim, therefore, is to ensure that all staff at BGS receive high quality provision for their developmental needs so that the education we provide our pupils is of the highest standard.

The School also seeks to enable those who wish to progress their careers into middle and senior leadership to be enabled to do so whether such opportunities arise at BGS or elsewhere.

In addition, we want colleagues to feel empowered to take the initiative, to run with their own ideas and to consider that they are always learning. By having such a mindset, we are role models for the behaviour we want our pupils to adopt.

Devin Cassidy
Headmaster & Vice Principal

Helen Campion
Director of Staff Development

1. INDUCTION OF NEW STAFF



All new staff at Bury Grammar School take part in a full induction programme.

This begins with an introduction day before employment commences and is followed up with a full induction programme which is designed to ensure new colleagues settle into BGS quickly, are aware of what is expected from them and are aware of the support available.



2. NEW TEACHERS PROGRAMME

Newly Qualified Teachers

Each NQT has an experienced mentor, dedicated mentoring time, regular observations of teaching and feedback, and 10% release time in order to complete training activities.

There is a full programme of in-school training for NQTs as well as external training events. The NQT year is overseen by the Independent Schools Teacher Induction Panel (ISTip) and termly assessments are submitted regarding the progress of the NQT. At the end of the induction period the Principal is responsible for recommending to ISTip whether a teacher has passed or failed the induction period. This body will announce its decision and inform the school and the teacher.



Induction is an opportunity given during the first year of teaching to build on the knowledge and skills already acquired during training. It helps to develop new teachers into reflective practitioners who go on to become effective and successful teachers. It helps to embed an ethos of continued professional development (CPD) and career development, which in turn helps new teachers give of their best to the pupils. It therefore makes a real and sustained contribution to school improvement and to raising classroom standards.

Recently Qualified Teachers

Our Recently Qualified Teacher Programme has been designed for teachers in their second and third year of teaching and aims to support them with the further development of their teaching practice. Over the course of the programme, individuals will regularly assess and reflect on the impact they are having in the classroom. The sessions focus on themes such as: assessment in the classroom, questioning in the classroom, challenge, engagement and coaching.

Each NQT / RQT has an additional SLT mentor assigned to them who meets with them each term to ensure they are receiving the support they need to thrive at BGS and direct them towards internal or external training opportunities. In addition, seminars take place each half term where good practice is shared.



In 2019/20 we are also going to launch a new initiative where we teach NQTs / RQTs how to observe lessons. This will involve getting them to observe an experienced teacher alongside their SLT mentor. They can then discuss what they have observed and the mentor can guide them quite effectively in this. It is hoped that this will be complete by October half term each year.

3. LEADERSHIP ACADEMY



The BGS Leadership Academy opens in September 2019.

We are seeking to promote excellence in educational leadership so that in turn we promote the highest standards for the pupils entrusted to our care at BGS. The course is designed to last for one academic year and is split into two pathways.

The intermediate pathway is for aspiring and recently promoted middle leaders whilst the advanced pathway is for aspiring or current senior leaders. Whatever pathway a delegate follows the aim is clear, to support the development of leaders in becoming outstanding.

The course is intended to be delivered through a series of modules which are led by a tutor and will comprise presentations, self-reflection, practical tasks, keeping a portfolio of evidence and coaching. It is through this multifaceted approach that delegates will have the opportunity to put into practice the skills that are being developed and reflect upon the challenges which they often encounter along the way.



4. STAFF TRAINING



A series of training sessions takes place throughout the year to keep staff training up to date and colleagues are welcome to opt in and out of such training. Such training covers areas such as:

- a. Digital training
- b. Teaching & Learning
- c. Pastoral care, pupil welfare and safeguarding
- d. Compliance areas such as First Aid and Fire Marshall training

5. INSET DAYS

Inset days are used throughout the year to focus the school on the strategic objectives and to provide additional training and awareness raising to ensure successful achievement of the objectives.

We also use the opportunity to do something a little differently and to enable staff from across the school to work with those they may not normally work with so as to support cohesion in our BGS community.



6. RESEARCH & DEVELOPMENT

This is an exciting new initiative in which small groups of colleagues collaborate and are supported to undertake specific research relevant to education within the BGS setting. The aim is to promote evidence-based teaching practice which is most likely to have positive outcomes for our pupils.



The aims of research & development:

- Facilitating learning conversations between colleagues;
- Encouraging evidence-informed teaching practice throughout the school;
- Supporting teachers in improving their practice, whatever their level or experience;
- Providing a forum for evaluating the impact of changes in teaching practice;
- Raising awareness of current research in T&L;
- Raising awareness of approaches to T&L with parents and pupils.

7. CAREER DEVELOPMENT & FURTHER DEVELOPMENT OPPORTUNITIES



Colleagues are urged to develop their careers in whatever way their interests take them and these are ideal topics for discussion during coaching sessions.

Below are examples of how one may seek to progress their career:

- ✓ External course attendance
- ✓ MA, Med or MBA study
- ✓ Exam marking
- ✓ Visiting other schools
- ✓ Membership of professional organisations
- ✓ Formal and informal lesson observations
- ✓ Partnership work with other schools
- ✓ Delivery of CPD at conferences
- ✓ Mentoring of new staff/trainee teachers

8. APPRAISAL, COACHING & MENTORING

From September 2019, all staff in a leadership role (middle and senior) undergo appraisal.

This involves self-assessment, 360 review and objective setting linked to the school strategic objectives. Staff are expected to fully engage in appraisal which is intended to support them and enable them to reach their potential and develop their leadership.

From September 2019, all teachers who are not in a leadership role will undergo a 'Teacher Review' which will encourage them to reflect on their current teaching practice and set development objectives.

A programme of coaching supports the achievement of the objectives and it is hoped that this will enable all staff to feel supported in their roles.

Mentoring is provided for all employees who are new to the school or are in a new role and is provided for as long as it is needed.



9. EXTERNAL PROVISION AND PARTNERSHIP WORKING

The School has many very well qualified and talented staff who we believe can be of benefit, not only within Bury Grammar School, but also by contributing to the communities of Bury and North Manchester.

Therefore, a number of initiatives are in place such as:

- Hosting academic and sporting events for local schools
- Sharing our school facilities
- Providing qualified teachers in specialist subjects to state schools by arrangement
- Offering holiday child care clubs for local children
- Sharing expertise in key subjects and new technologies
- Hosting courses and conferences



10. STAFF WELLBEING



Staff are expected to role model good wellbeing for pupils and so it is natural that the school supports the wellbeing of staff.

Indeed, the wellbeing of our staff is extremely important to the School and we recognise that when staff are happy, fulfilled and secure in their roles they are most likely to engage and perform at the highest level. A senior leader is named as being responsible for all matters concerning staff wellbeing and for overseeing the strategy to promote the wellbeing of staff.

The School encourages a healthy work life balance and staff are encouraged to raise issues sooner rather than later to enable a solution to be put in place at the earliest opportunity. The School has a free 24hour counselling help line and is currently participating in the Carnegie award for Mental Health.