



Dear Colleague,

Bury Grammar School is a forward thinking and exciting environment to work within and at the heart of all we do lie our core values of tradition, quality and innovation.

We recognise that key to achieving our strategic objectives and the success of the school are our staff who are our most important asset. We aim, therefore, to ensure that all staff at BGS receive high quality support for their developmental needs so that the education we provide our pupils is progressive, up to date and of the highest standard.

Our aim is for colleagues to feel empowered to take the initiative and to run with their own ideas and to regard themselves as always learning. By having such a mindset we role model the behaviour we inculcate in our pupils and truly become a learning community.

But we also seek 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. We actively seek to identify and develop talent irrespective of time served. Ambitious staff who are prepared to work hard, take responsibility and act as professional role models can expect their careers to flourish.

Devin Cassidy
Headmaster & Vice Principal

1. Bury Grammar School is an HMC school

Both Heads are members of the Headmasters' and Headmistresses' Conference (HMC), a professional Association of Heads of the world's leading independent schools. This means the school has access to HMC's Professional Development service which provides unparalleled quality of training and professional development for teachers, support staff and leaders in HMC schools. Training and professional development are highly contextualised, catering specifically for the needs of leaders and staff in independent schools, and HMC schools in particular.

2. 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.



Recent Staff Joiners

BGS recognises that the induction of new colleagues has been disrupted by the global pandemic. Therefore to ensure all new colleagues receive the very best induction possible we are launching a recent staff joiner programme from September 2021.

This twilight programme will ensure that all new colleagues are fully supported in their roles and develop a greater understanding of the core values that underpin teaching in a successful and fast paced independent school.

3. New teachers programme

Early Career Teachers (ECT)

From September 2021 Newly Qualified Teachers (NQTs) will become known as Early Career Teachers (ECT) and will receive a comprehensive 2 year induction period within school, 3 years of support including the initial teacher training (ITT) period.



Each ECT has an experienced Induction Tutor and a Mentor, dedicated mentoring time, regular observations of teaching and feedback, and 10% release time (5% in Year 2) in order to complete training activities. There is a full programme of in-school training for ECTs as well as external training events. The ECT framework is overseen by the Independent Schools Teacher Induction Panel (IStip) and regular assessments are submitted regarding the progress of the ECT. At the end of the induction period (24 months) 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 24 months 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 who have recently successfully completed their induction period 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.

4. Leadership Academy

The BGS Leadership Academy began in September 2019.

The purpose of the BGS Leadership Academy is to promote excellence in educational leadership and is for aspiring and current school leaders and focusses on academic, pastoral and senior leadership.

The academy is composed of 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. It is increasingly an expectation that staff seeking internal promotion will have attended leadership academy sessions relevant to them throughout the year.

From September 2021 the Leadership Academy will run in partnership with Priestnall School in Stockport with the aim of achieving a rich cross pollination of ideas on leadership between the independent and state sector.

5. 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



6. 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.

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
- Undergraduate and postgraduate study*
- Exam marking
- Visiting other schools
- Membership of professional organisations
- Formal and informal lesson observations
- Partnership work with other schools
- Deliver of CPD at conferences
- Mentoring of new staff/trainee teachers



*The school is willing to make a contribution to external accredited academic qualifications and those interested should speak to Devin Cassidy to determine the extent of such a contribution.

8. Staff Professional Review

All staff should expect to undergo Professional Review. This is the opportunity for colleagues to spend time discussing with their line manager their professional achievements, contribution and aspirations, maybe setting objectives for the future and determining what CPD may be necessary to support them.

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. Examples of current initiatives are listed below but more ideas are always welcome:

- School governorship in local schools
- Trusteeship in local charities
- Observation placement arrangement with local schools
- Hosting academic and sporting events for local schools
- Sharing our school facilities with our community
- 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.



The school holds the Bronze Award for Mental Health and Wellbeing through the Carnegie scheme and the Deputy Heads (Pastoral) are 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.

11. Requesting CPD

All requests should be agreed with line managers and then submitted online through the CPD application form located in ***sharepoint>>staff forms>>application for external CPD***

