

# Professional Development at Halliford School



Halliford  
School  
SHEPPERTON

**'Excellent in all areas'**

- ISI December 2022



THE  
GOOD  
SCHOOLS  
GUIDE

# Foreword

by **Director of Teaching and Learning**

A culture of life-long learning and iterative improvement cannot exist in the student body unless it first exists in the staff. At Halliford, we place the utmost importance on ensuring all staff, from the Headmaster to trainee teachers, are continuing to improve their practice. We understand that roles within teaching are very diverse, each with a myriad of career pathways and opportunities to develop.

We want to support you in your current role and help you develop to reach your next role. We understand that many teachers love the classroom and want to be an outstanding classroom practitioner. We wholeheartedly support this and have recently rewritten our pay policy to encourage excellence within the classroom. Should you desire to extend your influence and lead colleagues to establish your vision across your department or pastoral group, this is also supported through a hybrid of internal and external CPD.

We strongly encourage staff to share their own expertise and to extend their influence across the school by leading our diverse and multifaceted internal CPD programme. We support our internal provision with enrolment in a range of external courses that deepen our staff's expertise in the area most of interest to them. Our whole CPD provision is bespoke and is driven by the direction that each individual wants their professional development to go.



**Guy Boyes**

**Director of Teaching and Learning**

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*Come as you are. Go as all you can be.*

# HMC

## The Heads' Conference



HMC is a thriving, proactive association of some of the world's leading independent schools. Halliford is proud to be part of HMC, and as a result, we are able to access some of the [development programmes](#) on offer. Some of the programmes available act as the keystones to academic and pastoral leadership within the UK Independent Education Sector.

### Independent Schools Qualification in Academic Management (ISQAM)

Should you be interested in middle leadership of an academic department, we regularly enrol Halliford Staff in the Independent Schools Qualification in Academic Management (ISQAM) At Tier One, this course neatly prepares staff for leadership of a small department, covering topics such as difficult conversations and the nuances of lesson observation.

The Tier Two qualification is more rigorous and looks at presenting a business case for change and examining whether schemes of work are in keeping with the established school aims and vision for the department.

Each delegate is assigned a senior member of staff as a mentor to work on the in-school assignments as well as getting the opportunity to meet colleagues in similar settings as face-to-face days delivered by HMC experts.

At Halliford, we are proud of the way in which training is valued. Therefore, it was very rewarding to have the work by one of our teachers singled out for praise by an assessor of the ISQAM:

***“Congratulations on an outstanding portfolio submission. It was truly outstanding and one of only a few that were flagged in this way.” - HMC***



*“The ISQAM was great to do as it prepared me for becoming a Head of Department. Although I knew what Heads of Department did, it helped me better understand the management and leadership behind the ‘day-to day’.*

**– Miss Foster, Head of Chemistry**



*“I am extremely grateful to Halliford for the training I received. It made me better in my role at school and played a large part in me securing a senior leadership position.”*

**– Mr Greggor, Director of Sport**

# Pastoral Leaders Qualification

UCL Centre for  
Educational  
Leadership

Should you desire to lead in a pastoral sphere, perhaps leading a team of tutors, either as a Head of House or as a Head of Year, then Halliford, in conjunction with HMC, provide a framework of leadership training for you. HMC's Pastoral Leadership Qualification (PLQ) provides you with an introduction to leadership contextualised within a pastoral setting working with University College London (UCL) and the Institute of Education (IOE).

Staff at Halliford have completed Level 1 and Level 2 of the PLQ in order to ensure quality pastoral leadership and oversight of staff leading to the nurturing environment in which we work and the high level of care which pervade our corridors. Particular highlights from the programme include: managing pastoral teams, having difficult conversations, raising standards in pastoral care, wellbeing and mental health provision, using technology to support pastoral care and the technicalities and legalities around more complicated safeguarding and pastoral incidents.



*"Completing both levels of the PLQ allowed me to gain insight into the, sometimes difficult, areas of pastoral leadership and played a large part in me becoming Director of Student Welfare at Halliford School."*

**– Mr Shales, Senior Leader**

# Middle Leadership Development Outstanding Leadership in Education



Every member of staff at Halliford is a leader. Form tutors lead their tutees, and classroom teachers lead their students. Heads of Department and those with oversight of other members of staff lead their teams with empathy and ambition. The development of middle leadership at Halliford takes many forms. One of these is the 'Outstanding Leadership in Education' programme designed and facilitated by [OLEVI](#) and specifically trained facilitators.

Each half term, leaders get together to complete a 2-hour session and carry out post-session challenges, encouraging them to reflect on their practice. The programme consists of six sessions:

1. Outstanding Leadership
2. Vision and Culture
3. Challenge, Support and Impact
4. Communication, Relationships and Change
5. Credibility
6. Performance and Change



*"Completing the OLEVI middle leader training has profoundly impacted my approach to leadership. It has deepened my understanding of leadership principles and equipped me with the skills to lead my department successfully. The training has enhanced my ability to be more reflective, plan strategically, and evaluate my success, ensuring continuous growth and improvement in my leadership journey."*

**– Mr Harden-Chaters, Head of Physics**

# Internal CPD at Halliford School

## 1. Pedagogy in Practice

Throughout each academic year, many people observe many lessons in many formats. There is a real open-door culture that exists to help our whole school community share ideas, strategies and experiences. We also discuss lessons with students as part of our student voice process. These practices often provide several priorities for the year in which training can be delivered. At the start of the year, the priorities are identified, and staff commit to the strand they feel is most relevant to them. Leaders from within the staff then provide three training sessions across the year where the theory behind each priority is discussed, ideas are exchanged, and resources are created. In between each session, participants pair up and observe each other, attempting to address the priority they identified. Findings are reviewed collegiately, and we move forward collectively as a staff group to help our students.

## 2. Professional Studies

Every school has a unique context. The qualities or standards of a teacher are, however, universal across schools, age groups and abilities. For all Early Careers Teachers and New Staff, we run a weekly session for 14 weeks looking at what excellence is in each of [The Teachers' Standards](#). This way, staff members will feel they have gained an understanding of the philosophy, with reference to teaching theory from the ECF (Early Career Framework), and

the practicality of each standard at Halliford School.

*"Halliford's personalised ECF based induction programme has been carefully thought through and is well-structured, clearly documented, logical in its progression and is underpinned by the ECF."*

– The Independent Schools Teacher Induction Programme



## 3. New and Aspiring Middle Leaders

Teachers are experts in leading children. Taking the next step to leading their colleagues can be daunting. Annually, we run a weekly programme from January to the summer that covers the basics of leadership and management, helping participants discover and develop their leadership style, discovering when to lead, when to manage, how and when to delegate and when to do it yourself. The second half of the course is based around the activities that leaders at Halliford do, covering best practice with learning walks, observations, work scrutinies, performance management discussions and the other day-to-day actuality of middle leadership. All these activities are framed with the leadership attributes studied in the first part of the course. Many of those staff who opted to attend are now middle leaders at Halliford.



*"The New and Aspiring Middle Leader Programme offered by Halliford School has been instrumental in my professional development. The course focuses on both the qualitative and quantitative skills needed in the role, such as data analysis and relationship management, through a blend of seminars and practical application work. I feel that I have honed my day-to-day management skills and become more able to implement longer-term, transformational plans. This course goes beyond the basics of management into genuine leadership development."*

– Miss Ferreira, Head of Religious Studies

# The Society of Heads



The Society of Heads is a group of independent schools who are of similar size and context to Halliford. The Society run many opportunities to train in role and subject specific programme and courses. Staff at Halliford are encouraged to attend the courses and feedback to their teams. Perhaps the most useful element of Continuing professional development here is just a safe environment with professional colleagues in the same setting to discuss the issues being faced, what the challenges are and what sensible solutions may exist. It is a wonderful, practical support network to help staff at Halliford School.



*“The ability to discuss the big ideas in the sector that are currently affecting my role was so valuable. Discussing the next steps for our students with like-minded professionals who are experiencing the same sorts of things has really helped me make better informed decisions.”*

**– Mr Norman, Deputy Head Pastoral**

## National Professional Qualification in Leading Teaching (NPQLT)

[The National Professional Qualification in Teaching and Learning](#) is an outstanding opportunity for those classroom teachers who are looking to hone their classroom skills and scale up their impact beyond the classroom.

The qualification involves reading and reflecting on the key areas of implementing change, adaptive teaching, and assessment. Throughout the course, case studies are discussed with my school-based mentor and the insights from these discussions are applied to a candidate’s own practice. The programme culminates in presenting a project to colleagues from other schools and an online assessment. As well as improving a candidate’s practice, the programme provides a framework for designing and leading the delivery of a school wide teaching and learning strategy. Below is a testimonial from a colleague who recently completed the NPQLT:



*“As well as learning the latest information in pedagogy, such as metacognition and using an adaptive model for differentiation, I gained a lot of confidence in planning and implementing whole school projects such as the successful Accelerated Reader reading programme. At the conclusion of the project, our students in Years 7-9 had made eight months of reading progress in four months. It also made me a much more confident and effective mentor to an ECT in our English Department. The workload was much more manageable than other extended CPD courses I have taken, but it had the clout and transferability of a nationally recognised qualification. Any ambitious classroom teachers who want a springboard to middle leadership or to become more effective practitioners in their settings should give the NPQLT a go.”*

**– Mr McElroy, Teacher of English and PHA Co-ordinator**



*“Completing the training in A Level mark scheme guidance and application has enabled me, and thereby my students, to gain a deeper understanding of how the mark schemes are applied in the examiner space. It has been excellent CPD.”*

– Miss Mobbs, Head of Psychology

## Examination Board Specific Training

At Halliford, all our GCSE and A Level qualifications are examined by either AQA, Edexcel Pearson or OCR. Consequently, we believe that attending webinars and training days is a valuable opportunity for our staff to gain a deeper understanding of developments in specification, assessment methods and to access examiners feedback sessions on public examination papers.

Contrary to many schools, we also endorse teaching staff becoming examiners for qualifications and actively encourage this. Such expertise can only benefit our students.



## Digital CPD

Halliford School is determined to ensure that our students and alumni are successful digital citizens. To this end we have invested heavily in our digital infrastructure. Staff each have a Microsoft Surface Pro, their own Microsoft 365 account and many other bespoke packages. We are a Microsoft School, with students participating in a 1:1 device programme with a Microsoft Surface Go in the lower school and a Microsoft Surface Pro in the upper school. Microsoft Teams is our main vehicle of sharing resources and homework assignments plus there is an increased use of OneNote throughout the school. To this end, we are supporting the [Microsoft Educator Programme](#) and would love teachers to participate in this with a view to leading others and helping more staff become digital and pedagogical champions.



# How to find us



**Halliford School**  
SHEPPERTON

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