

Train to Teach at Halliford School



Halliford
School
SHEPPERTON

'Excellent in all areas'

- ISI December 2022



THE
GOOD
SCHOOLS
GUIDE

Foreword

by Deputy Head Academic

Halliford School represents a unique opportunity for you to start your career in teaching. We have 460 students on roll who are academically driven to achieve in their studies. Our boys join us for their seven-year journey from 11 to 18 and we warmly welcome girls to join our co-educational Sixth Form, which provides our senior students with the opportunities to excel in a more independent environment. Our pursuit of excellence is characterised by academic ambition, balanced with academic sensitivity. We inspire Hallifordians within a community founded on exceptional teaching and learning, outstanding facilities and first-class sporting, cultural and co-curricular opportunities.

We offer all of this in the context of a small independent school known for its pastoral care, familial atmosphere and community spirit. Indeed, the school was judged by ISI (Independent Schools Inspectorate) to be 'Excellent in all areas.' We would very much welcome you into our academically ambitious and caring community, where you can train to teach the subject you love in a well-resourced, supportive environment. Whether you are joining us as a trainee teacher or an Early Careers Teacher, Halliford School will support you and challenge you to become the best teacher you can be. [For more information visit our website.](#)



"ECTs are enormously grateful to the induction lead for the high quality of pedagogical exchange that takes place that the ECTs find stimulating and thought provoking."

– ISTIP

Richard Fulford

Deputy Head Academic

ITT Professional Mentor and ECT Induction Lead

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IS TIP

Independent Schools
Teacher Induction Panel

"Lesson observations are regular, meticulous, supportive of progress, related to the Teacher Standards and offer clear guidance for further action"

"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."

"Professional progress has been enhanced by access to frequent and appropriate CPD."

"Excellent and enthusiastic support is clearly available from trained subject mentors."

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

Initial Teacher Training

We work with various partners to ensure we can host the journey into teaching you want, whether this is working with state or independent schools and local or national training providers. We can provide an excellent first step into a rewarding career.

We want you, as we want our students, to ‘Come as you are. Go as all you can be.’ We have a trusted team of specialist qualified mentors and tutors within a training environment that has produced and continues to produce excellent and passionate teachers.

Whilst we work with teachers who have completed Post Graduate Certificates in Education (PGCE), we value the breadth of learning that is afforded by a hands-on experience where staff can train on the job and fully immerse themselves in the school and their learning. For that reason, we run three School Centred Initial Teacher Training (SCITT) Programmes, completion of which grants you Qualified Teacher Status (QTS), where you will spend roughly four days a week in school with one training day each week and a second placement at a contrasting school. We are certain that the pathways detailed here will be excellent first steps to a truly rewarding career.



“Halliford School has been part of my life since I joined in 2009 as a Year 7 student. The atmosphere around the school and the sense of community created by students and staff alike make it feel like a home away from home. Halliford is a school built on a collective effort to provide the best possible learning environment, and I could not recommend it highly enough to those starting their teaching career.”

– Mr Churchill, Teacher of Maths & PE

i2i

Halliford School works with a number of partners to offer bespoke routes into teaching. [The i2i Partnership](#) is an outstanding and well-established training provider that works across all subjects. The Partnership is based at the Weydon School but has a local training hub based at Thamesmead School (a short walk from Halliford). This enables you to experience a mixture of educational settings during your training year, experiencing both state and independent school contexts.



Teaching Partnership

Teacher Training



“What I love about teaching at Halliford is the community feel and the fact that everywhere you go around school you are greeted by smiles and short conversations about sport from the weekend, how the performance went the night before or simply what is nice for lunch that day. Everyone is free to be themselves, which leads to a warm-hearted, respectful environment. I would thoroughly recommend Halliford as a great place to either start or continue your teaching journey.”

– Mr Boyes, Director of Teaching and Learning & Teacher of Geography

National Physics and Mathematics SCITT



Physics:

In recent times, Physics is the most represented subject with Oxbridge success. Our students excel in this particular discipline thanks to the stretch and challenge provided by the Physics and Science Departments. Again, whilst academic excellence is catered for, we also offer a Combined Science course at GCSE for students whose A Level aspirations sit elsewhere.

The Department benefits from specialist teaching and full-time technicians who support the plethora of practical work completed by our students to bring physics to life. Students study general science in Year 7 and then specialise in the three separate disciplines in Year 8 before starting their GCSE journey in Year 9.

Amidst a national shortage of teachers in Mathematics and Physics, we offer a route into teaching these fantastic problem-solving subjects, which provides you with first-hand experience of Mathematics and Science lessons from day one. We pride ourselves at Halliford on being both academically ambitious and academically sensitive for our students. As such we teach a broad range of courses to support our academically selective cohorts.

We are proud to be part of this National Specialist Programme. By selecting this route into teaching, you get the benefits of a subject specialist approach to teacher training provided locally with Lady Eleanor Holles School in Hampton as your training hub whilst working at Halliford engaging with motivated students in a contrasting setting. We feel this arrangement provides you with an excellent range of experiences to allow you to train to a very high standard and enjoy the start of your new career. For more information visit: www.nmapscitt.org.uk

Mathematics:

At KS4, we offer the full range of qualifications, from foundation tier International GCSE (IGCSE) to the AQA Level 2 Certificate in Further Mathematics for those who sit their Higher Tier IGCSE a year early. Class sizes are small reflecting the supportive nature of the school.

At KS5, we offer A Levels in Mathematics and Further Mathematics covering pure mathematics, statistics, decision mathematics and mechanics. All of this is within a dedicated team of specialist teachers who work as a collaborative and supportive department.

Students regularly achieve outstanding results and are stretched through super-curricular competitions, such as the Junior, Intermediate and Senior Maths Challenges.



"I am fortunate to belong to a well-established Science Department. My colleagues are incredible and have been immensely supportive over the years. The school has provided plenty of opportunities for my personal career development and support when needed. As for my colleagues across the school, you could not meet a nicer bunch!"

– Dr Brooks, Head of Biology

"Embarking on my teacher training journey at Halliford has been an incredibly rewarding experience. The invaluable support from my mentors, fellow department colleagues and cross-departmental academic and support staff has been instrumental in my growth. I am grateful for their mentorship and confident that my enthusiasm for chemistry, coupled with their support, will give me an exceptional start to my teaching career."

– Mr Hackland, Teacher Trainee



National Modern Foreign Languages (MFL) SCITT

The globalisation of the workplace means that students will engage with other languages in their careers. Whether this language is one of French, Spanish, or Latin that is offered at Halliford is, in many respects, irrelevant. We believe that the skill of learning another language is fundamental and therefore all students at Halliford take at least one Modern Foreign Language to GCSE.

Whilst primarily we focus on French, German and Spanish we celebrate the diverse backgrounds of our students and have helped students gain qualifications in Portuguese, Greek, Polish, Russian and Italian.

We pride ourselves at Halliford on being both academically ambitious and academically sensitive with our students. As such we have some dual linguist students who study two languages right through to A Level, where they tend to achieve very highly as well as students who arrive in Year 9 with no experience in MFL. The Department has several native speakers, runs regular trips and exchanges and competes annually in the Languages Olympiad. Conversational work is supported by two language 'assistantes' who support oracy within lesson time.

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"As an Early Career Teacher at Halliford School in Shepperton, I can confidently say that my experience here has been nothing short of life changing. From the moment I stepped onto the picturesque school grounds, I was greeted by a sense of warmth and belonging that immediately made me feel at home. My time at Halliford School has been transformative, both personally and professionally. It is a place where I have grown as an educator, formed lifelong friendships, and felt truly valued as a member of the school community. I am grateful for the opportunity to be a part of such a wonderful institution and look forward to continuing to contribute to its legacy of excellence."

– Mr Hoare, Teacher of English

Early Careers Teachers

We recognise that gaining QTS is the first step towards a thoroughly rewarding career. We have a successful history of taking teachers through their Early Careers Teacher (ECT) programme (previously the Newly Qualified Teacher (NQT) Programme).

As an ECT in Year 1 and Year 2, you will be thoroughly supported in your first full year as a teacher. All independent schools train their ECTs through an organisation called the [Independent Schools Teacher Induction Panel](#). After completing your two years, you are, of course, able to teach in either the independent or maintained sectors.

As an ECT, you will have a reduced timetable (10% in Year 1 and 5% in Year 2), and you will be supported by a specially trained, subject-specific mentor with whom you will meet weekly in Year 1 and monthly in Year 2. These meetings are incredibly beneficial and supportive and allow you the opportunity to ask any questions about the classes and content you teach. Your mentor will observe some lessons throughout your time as an ECT, providing helpful feedback at every opportunity. Halliford School's approach to lesson observation is entirely developmental. There is very much an 'open door' culture of observation where you will be able to visit other lessons to observe best practice within your department and across the broad and balanced curriculum offered at Halliford School.

All ECTs must complete their two-year induction period with an in-depth knowledge of the [Early Careers Framework](#). We ensure all ECTs deepen their knowledge of teaching and their wider responsibilities by holding 'Professional Studies Sessions' each week where sections of the ECF will be addressed by a relevant member of staff; likely an expert practitioner in that particular part of the ECF. These meetings continue into Year 2 where your understanding is deepened.

As an ECT, it is important that you feel part of a community and there are regular conferences and opportunities to meet with other ECTs. We work with St George's College Weybridge for these conferences but have also formed partnerships with St Augustine's Priory and Furze Platt Senior School to ensure you don't just experience Halliford during your Induction.

Joining any new school as a teacher can be daunting, never more so than in your first year as an ECT. To overcome any lack of familiarity, all staff complete a thorough induction with guidance on Halliford School's policies and practices. This starts with a visit in the summer term ahead of your ECT year and with further induction days just before all staff return for the September Inset.

You will have half termly meetings with the Induction Lead to ensure we have in place the support you require and formal assessment reviews three times a year so that all the 'Teacher standards' are met in full in the context of Halliford School by the time we send off your submission to ISTIP.

Our recent ECTs are very high-performing members of staff, many of whom are ready to take on responsibility and further their career due to the provision during the first two years of their teaching



"I have thoroughly enjoyed mentoring several teachers through the ECT process at Halliford. Training here allows new teachers to hone their craft in supportive and collegiate classrooms alongside inspirational colleagues and students. The mentoring experience has been very rewarding; making me reflect on my own practice and moving me forward as a teacher and leader within education."

– Mr McElroy, Teacher of English, ECT Mentor



"I am happy that I began my teaching career as an ECT at Halliford. The support and guidance I received as a new teacher has been great. The mentorship programme provided me with invaluable advice and encouragement, helping me navigate the challenges and opportunities of teaching History and Geography at Halliford."

– Miss Head, Teacher of Humanities

career. The mentors who have expertly guided their ECTs through the two years have themselves thoroughly enjoyed the reflective process.

Gap Student Programme

Wondering whether teaching could be for you? At Halliford School, we provide an annual opportunity for recent graduates to gain valuable experience in various aspects of school life through our Gap Student Programme.

These gap students play an essential role in assisting our Learning Support Department, working closely with students who require additional support and facilitating small group interventions. Additionally, they contribute to our Physical Education and Games Departments, ensuring a well-rounded experience within our educational community.

While this role does not require formal teacher training, it offers full-time employment and invaluable, hands-on experience that often inspires participants to pursue a career in education. Many of our gap students have gone on to become teachers, with some even returning to Halliford School as educators later in their careers. The success of this programme is a testament to the strength of our alumni network and the nurturing environment we cultivate at Halliford School.

The Gap Student Programme not only benefits the individuals who participate but also enriches our entire school community. It fosters a sense of mentorship, collaboration, and growth, ensuring that Halliford School remains a place where students and staff alike can thrive.



"I have loved my time at Halliford this year. The students and staff have been so welcoming to me throughout my time here. Working in the sports and SEND departments has offered me a wide range of opportunities during the year, which I have thoroughly enjoyed. One of my highlights was being part of the staff on the annual ski trip. I truly enjoy coming into work every day knowing that I will help and support our students improve in many ways."

– Mr Perks, Gap Student

IS TIP Independent Schools
Teacher Induction Panel

"Meetings provide the ECTs with very clear guidance in relation to the subject based teaching and learning."

"Each ECT clearly feels well-supported by both the individual mentor and by colleagues within their respective departments; the open collegiality and enthusiasm around induction is a great strength."

"Lesson observations are of exceptional quality and offer very detailed and structured feedback, with clear actions to take forward."

"The Head's regular interactions with the ECTs and awareness of their practice enhances the monitoring of progress and ensures personalisation and the ECTs sense of being valued members of staff."

How to find us



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SHEPPERTON

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Boys 11-18 Years • Girls 16-18 Years

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