



The Henry Box School
Founded 1660

PROFESSIONAL DEVELOPMENT PROGRAMME



WORKING IN PARTNERSHIP WITH:



The MILL Academy Trust Continuing Professional Development Programme 2025-26

Professional Development: Introduction and Philosophy



Our 'Big 5' help us to drive improvement across our Trust and ensure that the education our students receive is of the highest standard. One of our responses to our 'Big 5' is a professional development offer that is truly second to none.

As a Trust, we pride ourselves on having a bespoke PD offer which focusses on learning and teaching, and also offers lots of opportunities to develop a range of skills such as leadership, action research and coaching. One of our schools, The Henry Box School are proud to have been awarded a 'Gold Award' for our PD from the Teacher Development Trust in March 2020, which recognised that 'all teachers are engaged in reflecting on their own practice and pupil learning.'

We are a Strategic Partner School with the Oxfordshire Teaching Schools Alliance (OTSA) which means we have had a key role in delivering county wide CPD to staff from across a range of settings and phases. In July 2018 The Henry Box School became a Designated OLEVI Centre (DoC) in recognition of our excellent facilitation, hard work and commitment to OLEVI. This allowed us to further strengthen our suite of programmes on offer and play a role in the development of the OLEVI curriculum in the future. Since September 2018 we have been able to use our experience with OTSA, OLEVI and the TDT to write our own professional development programmes to ensure that our professional development offer meets the needs of our teams and the school community.

Professional Development in 2025/26 – *Are we research informed?*

This year 2 days of Inset time have been disaggregated as core twilight training. Additionally, some slots that would previously have been used for house team meetings have now been reallocated to PD time. This makes 22 hours in total. These 22 hours are directed time. If you are part time, the 22 hours should be worked pro rata (e.g. 0.5 contract completes 11 hours PD time). You should attend INSET days if they fall on a day you normally work.

Across the year, our main foci for this year **will be teacher micro skills, improving the reading skills of our students and developing our curriculum.** To support the development of our teacher micro-skills we will be using video aided lesson observation software from Iris Connect. Whilst our work around reading will involve a mixture of sessions focussed on academic research around reading and some faculty 'Iris Film Club' sessions. Finally, the development of our curriculum will involve joint planning and collaborative working. Further details of each focus can be found later in this document. As always, **our appraisal targets will be tightly linked to our PD and will take the form three questions.** Please read the appraisal section of the staff handbook for information on how this process works.

Throughout the year additional opportunities will be advertised via either email or posts on the HBS Teams page.

We want to ensure that all teachers joining our school have a clear understanding of 'how we do things around here' and therefore this year planned a series of 7 sessions to help you understand how we approach learning and teaching here. Dates and times of these can be found on page 6 of this booklet.

As part of their personalised induction programme ECTs across the Trust will access the Early Career Framework via the Oxfordshire Teaching School hub using materials from UCL. Some of these sessions will be online and others will be in person in one of the local ECF hubs. ECTs also receive additional PD sessions across the year, the titles and dates of these sessions can be found later in this booklet.

Professional Development Library

Our PD offer also includes **free access to over 150 titles in our staff 'Professional Development Library'**. The books within our library have been purchased or donated by our Teaching and Learning team, School Leaders, publishers and the former Chair of the Trust Board. These titles cover a range of topics from leadership, to teaching, from SEND to literacy and numeracy. We know that teachers who engage in reading about their practice will develop quicker and have greater impact on our students.

How to apply for external and internal INSET

Subject related INSET is funded by Faculties. **If you wish to apply for an external INSET related to your subject, such as an exam board training day, you should first get permission from your School Leader, and then apply via CPD Genie** following the guide in the staff shared secure area (GenieSuite folder). You will receive email confirmation if your request is granted, and then you can book your INSET place.

If you wish to apply for an internal INSET, simply apply via CPDGenie following the guide in the Teaching, Learning and PD page (GenieSuite folder).

If you wish to be considered for a place on the NPQs or the HBS Future leaders, you should contact Tom Manthorpe outlining why you are interested. If you are successful, you will still take part in the main PD outlined above therefore be aware that if you opt for these, you will therefore spend more than your allocated CPD hours.

All staff are responsible for keeping a log of their PD in GenieSuite in 'my records', 'other records'.

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PROFESSIONAL DEVELOPMENT PROGRAMME

THE HENRY BOX SCHOOL CORE COLLABORATIVE PROFESSIONAL DEVELOPMENT PROGRAMME 2025-26

“If we create a culture where every teacher believes they need to improve, not because they are not good enough but because they can be even better, there is no limit to what we can achieve.”

William D (2019) . *Supporting Improvement: Pedagogy and Equity Programme*

School improvement questions:

- | | | | | | |
|---|------------------------------------|---|---|---|---------------------------------|
| 1 | Are we securing equity? | 2 | Is our leadership driving school improvement? | 3 | Is our curriculum irresistible? |
| 4 | Are we a research informed school? | 5 | Are we managing resources effectively? | | |

Our three core foci over the year linked to appraisal targets as per normal:

Continue to develop pedagogical skills	Reading Focus	Curriculum Development time
<p>This PD will come in three pathways depending on experience, length of service at HBS or other PD commitments:</p> <ol style="list-style-type: none"> Continue our critical friend coaching approach for all staff working 0.8 or above using Iris Connect Video Software For staff who joined the school since January 2025 will complete separate PD sessions looking at habits of expert teaching dates of these can be found on page 8 Staff completing NPQs will be exempt from these PD sessions in order to have time to complete assignments <p>Time allocated for this PD: 6 hours</p>	<ul style="list-style-type: none"> Input from TMA or others to begin cycle focus on reading Faculties broken into smaller teams working through the Iris Connect 'Teacher Collaboration pathway' All faculties set walkthrus from HBS Reading Clusters <p>Time allocated to this PD: 9 hours</p>	<p>The expectation of these sessions is outlined later in this document, loosely speaking we would expect staff to apply PD sessions from the last 5 years to their planning.</p> <p>By the end of the year all faculties will have adjusted and re-planned their curriculums</p> <p>Time Allocated to this PD: 6 hours</p>

Date	Focus	Venue	Facilitator/s	Bespoke (B) Optional (O) Directed (D)	Teacher standards	Priority question
1.9.25	Inset day 1: The MILL Multi Academy Trust Research Conference – Inclusion by Design	Hall	WHE	Directed	1-8	1-5
2.9.25	Inset Day 2: Preparing for the Year Ahead	Hall	WHE	Directed	1-8	1-5
22.9.25	3.20-4.20pm PD Theme to be confirmed	Hall	TMA	Directed	1,2,3,4,5,8	1,4
29.09.25	3.20-4.20pm PD: Reading	Hall	TMA	Directed	1,2,3,4,5,8	1,4
6.10.25	3.20-4.20pm PD: Reading	Hall	TMA	Directed	1,2,3,4,5,8	1,4
10.10.25	Inset day 3: Teaching Staff Appraisals	Hall	WHE/RGO	Directed	1-8	1-4
13.10.25	3.20-4.20pm PD: Coaching	Hall	TMA/LMA	Bespoke	1-8	4

PROFESSIONAL DEVELOPMENT PROGRAMME

Half term (27/10/25-31/10/2025)						
6.11.25 (Thurs)	Trust Wide Optional sessions: 3.20-4.20 mixture of online or in person titles to include: <ul style="list-style-type: none"> Trip training SEND and inclusion Research recaps 	Various	Various	Optional	1-8	1,4 and 5
10.11.25	3.20-4.20pm PD: Curriculum – DfE Curriculum Review update	Hall	TMA	Directed	3, 4	2, 3
24.11.25	Inset Day 4 (Worked as twilights)					
27.11.25 (Thurs)	3.20-4.20pm PD: Reading	Various	TMA/FLs	Directed	1,2,3,4,5,8	1, 4
1.12.25	3.20-4.20pm PD: Coaching	Hall	TMA/LMA	Bespoke	1-8	4
8.12.25	3.20-4.20pm PD: Curriculum	Various	FLs	Bespoke	3, 4	3
Christmas holidays (22/12/2025-02/01/2026)						
12.1.26	3.20-4.20pm PD: Reading	Various	TMA/FLs	Directed	1,2,3,4,5,8	1,4
19.1.26	3.20-4.20pm PD: Curriculum	Various	FLs	Bespoke	3,4	3
2.2.26	3.20-4.20pm PD: Coaching	Hall	TMA/LMA	Bespoke	1-8	4
Half term (16/02/2026-20/02/2026)						
2.3.26	3.20-4.20pm PD: Curriculum	Various	FLs	Bespoke	3,4	3
9.3.26	3.20-4.20pm PD: Reading	Various	TMA/FLs	Directed	1,2,3,4,5,8	1, 4
12.3.26 (Thurs)	Trust Wide Optional sessions: 3.20-4.20 mixture of online or in person titles to include: <ul style="list-style-type: none"> Trip training SEND and inclusion Research recaps 	Various	Various	Optional	1-8	1,4 and 5
23.3.26	3.20-4.20pm PD: Coaching	Hall	TMA/LMA	Bespoke	1-8	44
Easter holiday (30/03/2026-10/04/2026)						
27.4.26	3.20-4.20pm PD: Reading	Various	TMA/FLs	Directed	1,2,3,4,5,8	1,4
7.5.26 (Thurs)	3.20-4.20pm PD: Reporting to parents	Hall	KMO/SDA	Directed	2, 6	2
11.5.26	3.20-4.20pm PD: Coaching	Canteen	TMA/LMA	Bespoke	1-8	4
18.5.26	3.20-4.20pm PD: Reading	Various	TMA/FLs	Directed	1,2,3,4,5,8	1, 4
Half term (25/05/2026-29/05/2026)						
8.6.26	3.20-4.20pm PD: Research Fayre write-up	Various	TMA	Directed	1-8	4
15.6.26	3.20-4.20pm PD: Reading	Various	TMA/FLs	Directed	1,2,3,4,5,8	1, 4
6.7.26	3.20-4.20pm PD: Research Fayre	Hall	TMA	Directed	1-8	4
20.7.26	Inset Day 5 (Worked as twilights)					

Part time staff should complete Professional development in line with their contracted hours, so for example a teacher on 0.5 will complete 50% of the total PD hours. If you do not work on a Monday when most of the sessions run, we will endeavour to provide you with knowledge organiser summaries or Loom videos of the sessions. We still expect such staff to engage fully with professional development and as such would ask that they arrange coaching sessions during their normal working days.

Professional Development for Early Career Teachers (ECTs)

The provision for ECTs in our school is overseen by Louisa Mackenzie who is our Lead Practitioner: ECTs. She will co-ordinate in school sessions and also conduct observations of ECTs with the support of the wider Teaching and Learning team.

The Henry Box School Year 1 Early Career Teachers (ECTs) 2025-26		
Name	Subject	Mentor
Shauna Townsend	History	Meghann Hewett
Alison Horton	Inclusion	Tom Manthorpe
Siobhan McAteer	Maths	Emily Hewson
Rhys Atkins	Science	Kerin Oram
The Henry Box School Year 2 Early Career Teachers (ECTs) 2025-26		
Name	Subject	Mentor
Olivia Payne King (OPK)	Geography	Kate Waugh

Henry Box School ECT Professional Development sessions

Our ECTs will complete their Early Career Training Programme (ECTP) training with The Oxfordshire Teaching School Hub (OTSH) further details of which are in the next section. In addition to this we also provide you with school based sessions to complement the ECTP Below you will find a summary of the sessions run by The Henry Box school. These sessions apply to both year 1 and 2 ECTs unless indicated.

Date	Session title	Time	Location
2.10.25	Understanding behaviour and high expectations <i>Year 1 ECTs and those new to the school only.</i>	3.20-4.20	Ea10
4.12.25	Engaging students in learning – literacy and numeracy in all classrooms.	3.20-4.20	Ea10
5.2.26	Adaptive Teaching and teaching in mixed ability environments.	3.20-4.20	Ea10
26.3.26	Developing Quality pedagogy	3.20-4.20	Ea10
16.4.26	Making productive use of assessment	3.20-4.20	Ea10
25.6.26	Wider professional responsibilities and your future career	3.20-4.20	Ea10

The school follows the ‘full’ induction programme meaning that sessions are planned and facilitated by OTSH facilitators using materials from University College London (UCL) as the national provider. The dates of these provided by OTSH below:

Year 1 ECTs		
Type of session	Dates	Location
ECT conference (choice of dates)	19 th Sept / 22 nd Sept / 26 th Sept	
Online session 1	22 nd October 2025 (4pm)	Online
Online session 2	10 th December (4pm)	Online
In person session 1	22 nd January (1.30-4.30pm)	Witney Corn Exchange, OX28 6AB*
Online session 3	11 th February (4pm)	Online
In person session 2	20 th April (1.30-4.30pm)	Witney Corn Exchange, OX28 6AB*
Online session 4	20 th May (4pm)	Online
Online session 5	1 st July (4pm)	Online

Year 2 ECTs		
Type of session	Dates	Location
Introduction to year 2 (Choices of dates)	9 th July / 4 th September (3.45-5.00 pm)	Online
Module 6 and 7 training	30 th September (1.30-4.00 pm)	Witney Corn Exchange, OX28 6AB*
Module 8 training	15 th January (1.30-4.00 pm)	Witney Corn Exchange, OX28 6AB
Module 9 School Visits	Various – ECT to arrange	Various
Please note: Online learning sessions are optional in year 2 and details of these are outlined below: <ul style="list-style-type: none"> Module 7 Optional Session: W/C 10th November (4.00-4.45pm) Module 8ii Optional Session: W/C 2nd March (4.00-4.45pm) 		

*. Other dates available in different locations – see [OTSA](#) dates calendar.

Before the start of your ECT induction we ask that you watch the Oxfordshire Teaching Schools Alliance (OTSA) videos found at the following link: [OTSA Training videos](#). Upon completion please email Louisa Mackenzie to confirm you have watched these.

New Staff Induction – welcome to our team

‘How we do things around here’ Developing expert teaching the Henry Box Way

We know that joining a new school can be challenging and getting your head around how different schools expect you to teach can cause anxiety. We therefore have put together an induction programme for all staff that have joined our school since January 2025 to ensure you have the right support to help you feel confident in the classroom.

Habits of expert teaching			
Delegates for 2025-26: JCO, AHO, SMC, HWA, TGA, STO, NRO			
Lead members of staff: TMA, LMA and MHE			
<p>Course /programme details</p> <p>This programme is designed to give our new staff a clear understanding of what excellent teaching looks like in our school. We have broken the programme into 7 sessions spaced across the first term starting on our inset day and ending in November. These sessions are in place of the coaching element of our core professional development offer and are front loaded to get you up to speed quickly.</p> <p>The sessions will involve:</p> <ul style="list-style-type: none"> • Research evidence around why this element of teaching is so important • Examples of how our staff use it in their lessons • The chance to discuss and plan how to implement it in your subjects • A post session challenge using our video observation software ‘Iris Connect’ <p>If you have to miss a session, please contact TMA to ensure that you are supplied with the video version of the session to help you catch up.</p>			
Dates and times			
Session 1:	Thursday 11 th September 2025	3.20-4.20	MBR
Session 2:	Monday 13 th October 2025	3.20-4.20	MBR
Session 3:	Monday 20 th October 2025	3.20-4.20	MBR
Session 4:	Thursday 6 th November 2025	3.20-4.20	MBR
Session 5:	Monday 1 st December 2025	3.20-4.20	MBR



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Trust Leadership Professional Development Programme - *Is our leadership driving improvement?*

The MILL Academy Trust believes in 'upstreaming' and growing our own leaders. As such, leaders across our Trust are entitled to professional development that will help them develop both their leadership skills and share best practice with others. In previous years our LPD has included the nationally recognised OLEVI 'Senior Outstanding Leadership in Education (SOLE)' and Power of Coaching (POC). Additionally, in order to strengthen our support for staff wellbeing all our school leaders also completed the 'Being a mindful manager' course. In previous years School Leaders and their leadership teams also completed 'Curriculum Conversations' and Data literacy development sessions.

This year we will focus on core leadership behaviours and continue to develop our data literacy.

Leadership Training: Core leadership behaviours and data literacy

Delegates for 2025-26: All School Leaders, House Leaders, Assistant School Leaders, Team Leaders and Lead Practitioners as outlined

Lead members of staff: TMA and other SLs as appropriate

Course /programme details

In order to successfully lead our teams, we know that it is important our leadership teams have access to accurate research around effective leadership. We therefore are keen to ensure that leaders at all levels have the skills to lead teams across our school efficiently.



The sessions will cover:

- Patrick Lencioni's 'First Team Thinking' and how to secure unity in your teams
- The work of Andy Buck around difficult conversations, Kim Scott's 'Radical Candour' and Susan Scott's 'Fierce Conversations'
- Sharing best practice from across our faculties around key stage 3 assessment data
- Ensuring all leadership teams understand the timetabling process

Titles, dates and times

Session 1	Thursday 23 rd October 2025 - 'First Team Thinking' (All)	3.20-4.20	MBR
Session 2	Thursday 5 th February 2025 – 'Difficult Conversations' (Assistant School Leaders, Team Leaders and Lead Practitioners)	3.20-4.20	MBR
Session 3	26 th March – 'Analysing and handling Key Stage 3 data' (Faculty Leadership Teams only)	3.20-4.20	MBR
Session 4	14 th May – 'Timetable Insights' (Faculty Leadership Teams only)	3.20-4.00	Fo4

National Professional Qualifications

National professional qualifications (NPQs) are a national, voluntary suite of qualifications, designed to support the professional development of teachers and leaders. From autumn 2021, the reformed suite of NPQs became available for teachers and leaders who want to develop their knowledge and skills in school leadership and specialist areas of teaching practice. These reforms include:

- reforming the 3 existing NPQs in senior leadership, headship and executive leadership
- replacing the current NPQ in middle leadership with 4 new NPQs for teachers and leaders who want to develop their expertise in specialist areas of teaching practice

Study can last between 2 academic terms and 27 months, depending on your chosen NPQ. During this period of study you will:

- learn from the evidence-based curriculum of your chosen qualification, drawing on effective pedagogy, current research and international best practice. This will equip you with the knowledge and skills to either improve in your current role, or take the next step in your career
- partake in a mixture of face-to-face sessions, webinars, and self-directed study
- answer a short, assessed case study question (the summative assessment)

Please read the descriptions below and contact Tom Manthorpe if you are interested in completing one of these.

NPQ in Leading Teacher Development	
Leading Teacher Development: for teachers who have, or are aspiring to have, responsibilities for leading the development of other teachers in their school	Alumni: MHE
NPQ in Leading Teaching	
Leading Teaching: for teachers who have, or are aspiring to have, responsibilities for leading teaching in a subject, year group, key stage or phase	Alumni: RSM, JAR
NPQ in Leading Behaviour and culture	
Leading Behaviour and Culture: for teachers who have, or are aspiring to have, responsibilities for leading behaviour and/or supporting pupil wellbeing in their school	Alumni: NOL , ACX, AWE, CEV
NPQ in Leading Literacy	
For teachers who have, or are aspiring to have, responsibilities for leading literacy across a school, year group, key stage or phase	
NPQ in Senior Leadership	
Senior Leadership: for school leaders who are, or are aspiring to be, a senior leader with cross-school responsibilities	Alumni: ORO, KMO

The dates of these programmes will be set by our local provider; The Oxfordshire Teaching School Hub in partnership with their delivery partners.

Student facing support staff training

Student facing support staff – Engaging disengaged students and restorative approaches		
Delegates for 2025-2026: Learner Engagement Team, Cover Supervisors, Teaching Assistants, Sixth Form Pastoral Support Officer		
Lead members of staff: TMA, NOL and SHE		
Course /programme details		
This year we are partnering with Oxfordshire County Council to host our own 'Enhanced Pathway' in school. As part of this partnership we receive a package of training from staff from specialist provision, our training will be delivered by staff from across the Gallery Trust.		 
Sessions will include:		
<ul style="list-style-type: none"> • Why an Enhanced Pathway is necessary • What is restorative practice? • What do restorative techniques when working with individual students or small groups 		
Dates, times and topics		
Dates to be confirmed by TMA by the end of September 2025		

The Henry Box Future Leaders

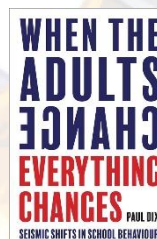
This programme was designed to give those aspiring to leadership at The Henry Box School a taste of leadership. This programme is open to any member of staff who wishes to further develop their leadership skills or would like to achieve leadership skills in the future.

Future Leaders: Early Leadership		
Lead members of staff: MHE and TMA		
Course /programme details		
This programme is a combination of leadership input and 'on the job' training. There will be four sessions that will include a range of activities to help you develop your own leadership skills. The programme is activity based and interactive with theory interjected through the analysis of a Professional Audit and the completion of a Personal Action Plan. The following leadership skills will be covered and allow delegates to set personal targets in the following areas:		
<ul style="list-style-type: none"> • Vision & Strategic Planning • Effective Communication • Delegation • Managing Pressure • Team Building • Problem Solving & Decision Making 		
Dates and times		
Weds 8 th Oct	2.15-3.30	Ea7
Weds 21 st Jan	2.15-3.30	Ea7
Weds 25 th Feb	2.15-3.30	Ea7
Weds 20 th May	2.15-3.30	Ea7

Behaviour Boosters

These intensive sessions are intended to offer recaps of the core elements of our behaviour curriculum. These sessions or inputs are available online throughout the year. Additional behaviour management resources can be found in the Teacher Walkthrus books that all staff have been provided with. There are further video and PDF related resources on the Teaching, learning and professional development Teams pages.

Behaviour Boosters	
Lead members of staff: TMA or NOL	
Course /programme details These boosters will cover specific parts of our behaviour curriculum and refresh delegates knowledge of best practice. The aim of the sessions is to ensure that we maintain a consistent approach to behaviour across our trust and allow our students to thrive in a supportive learning environment. All sessions will underpinned by our five behaviour pillars and these will shape the approach we foster in the sessions and beyond: <ul style="list-style-type: none"> • Relentless Routines • Restorative conversations • Engaging parents • Managing behaviour in lessons • Starting lessons • Recognition 	
Behaviour Boosters Dates and times	
These are now virtual so can be completed 'on demand' if you wish to complete a behaviour booster please contact Tom Manthorpe and we will set the session via 'When the Adults Change' website	



The Henry Box School Health and Safety Training: *On-Line Learning*

As a responsible employer The Henry Box School and the wider MILL Academy are committed to providing our staff with appropriate training on an annual basis. To provide this training we use “Tes Develop” an online system which allows our staff to complete the training at their convenience. The content of this training varies from year to year, featuring some modules which are repeated and some which are new depending on school and national priorities. We will also be using the ‘National Cyber Security Centre’ for our training on Cyber Security, further details of this will be emailed by Helen Spearman (Compliance Officer).

The link to TES Develop can be found via the links on your home page when you open up your browser. The completion of this training is compulsory for all staff and all units must be completed by the deadlines identified below. You can of course complete these online programmes ahead of the deadline if you so wish!

If you are a new employee or your role within the school requires more specific training you may be asked to complete additional courses.

Content:	Deadline:
GDPR	30 th September 2025
Safeguarding Quiz	8 th September 2025
Sexual Harassment in the workplace (course details to be advised)	Deadline to be confirmed
Fire Safety	31 st December 2025
Cyber Security	13 th February 2026

Please be aware that any training from the previous year that was not completed will carry forward into the next academic year. For example, there are several staff who still have slips, trips and falls and/or manual handling training to complete from the academic year 2024-25.

Safeguarding training is also compulsory on a 3-yearly basis and this year is delivered in person by Rebecca Goddard, The Henry Box School’s Deputy Head. You will have been invited to this training on the September inset days. If you are unable to attend Becky will contact you to arrange a new date for you to complete the training.

If you have any questions or issues around the TES Develop training or any other health and safety issues please contact Helen Spearman hspearman@henrybox.oxon.sch.uk

Staff Extra-curricular activities

We believe that a work life balance is vital to ensuring that we, as a team, are at our most effective. To support this balance there are several extra-curricular activities that are on offer across the week for staff to take part in. These are summarised below along with an indication of the costs associated. There is also a contact member of staff, who either co-ordinates the activity or is a regular attendee. Do get in touch with them to find out more. We look forward to more staff getting involved with some of these activities!

Staff Extra-curricular activities					
Activity	Location	Description	Day and Time	Cost	Contact
Badminton	Sports Hall	The Friday Badminton Club is mainly aimed as a social activity for 6th Form students of all playing abilities but staff and Year 11 students are also very welcome. The club runs until 5pm but you can leave early to attend Friday football as well!	Friday - 3pm - 5pm	No cost involved	Ed Gilkes
Cake club	Staffroom	Staff take it in turns to bake (or buy) cake on a rotational basis. It is a great opportunity to meet staff from around the school site and a nice way to discuss the events of the week. Everyone very welcome!	Friday - brunch	No cost involved – just the offer of cakes on a rota!	Tim Chilvers
Circuits	Sports Hall	Roger Bradley runs staff circuits for HBS and staff from other local schools. All abilities welcome. No need to sign up just turn up. All abilities welcome.	Monday - 5pm – 6pm	£5 a session or £4 per session if you pay up front for the whole term	Shannon Pendrey
Friday Football	Astroturf	"It's Friday, it's football! Finish the week on a high, join staff and sixth form students for mixed football , played in the right spirit. Everyone's welcome.	Friday - 4pm- 5pm	No cost involved	Simon Davies
Mountain Bike Club	Local Area	Local Cotswold rides, of varying distances, and off road terrain. The school has a set of serviced mountain bikes and helmets available to borrow for these rides if needed.	Terms 1,5 and 6 – See EGI for day and times	No cost involved	Ed Gilkes

Celebrating our success



Similarly to when working with our students, we think it is important for us to recognise when our colleagues go 'above and beyond'. To allow us to do this we have set up a staff recognition board in our staff room.

To highlight the hard work of your colleague collect a postcard from by the board and write down what they deserve recognition for. Then simply pin this to the board for all to see.

At the end of each term we put the completed cards into individual staff member's trays for them to take away.

Additionally, we also like to end each term with a celebratory get together in a local pub or restaurant. This is an excellent opportunity to get to know and unwind with colleagues. These are usually advertised in advance by either Annie Hyde or Tash Oliver via a whole staff email.

**PROFESSIONAL
DEVELOPMENT
PROGRAMME**



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