



The Henry Box School  
Founded 1660

PROFESSIONAL  
DEVELOPMENT  
PROGRAMME



WORKING IN PARTNERSHIP WITH:



## The MILL Academy Trust Continuing Professional Development Programme 2024-25

### 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 2024/25 – *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 18 hours in total. These 18 hours are directed time. If you are part time, the 18 hours should be worked pro rata (e.g. 0.5 contract completes 9 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, developing our curriculum and using data and assessment more effectively.** To support the development of our teacher micro-skills we will be using video aided lesson observation software from Iris Connect. Whilst the development of our curriculum will involve joint planning and collaborative working. Finally, the data and assessment work will involve a mixture of pupil progress meetings and some group coaching sessions. 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.**



## Professional Development for new staff and Early Career Teachers (ECTs)

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’.**

## Contents

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# PROFESSIONAL DEVELOPMENT PROGRAMME

## THE HENRY BOX SCHOOL CORE COLLABORATIVE PROFESSIONAL DEVELOPMENT PROGRAMME 2024-2025

“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	Use our subject knowledge to develop our curriculum	Use this time to focus on assessment, data awareness and analysis to increase expectations and accountability
<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"> <li>Continue our critical friend coaching approach for all staff working 0.8 or above using Iris Connect Video Software</li> <li>For staff who joined the school since Sept 2023 will complete separate PD sessions looking at habits of expert teaching dates of these can be found on page 8</li> <li>Staff completing NPQs will be exempt from these PD sessions in order to have time to complete assignments</li> </ol> <p>Time allocated for this PD: 6 hours</p>	<p>We combine subject knowledge development and faculty follow up sessions to give time for staff to develop the curriculum in their subjects.</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>	<p>FLs suggested having regular sessions to analyse year 11 data and this will then lead to pupil progress meetings thus creating greater accountability.</p> <p>We will focus on analysing data from across key stages to increase staff's ability to work with our assessment system.</p> <p>This would also include input on from assessment essentials and guidance on using 4Matrix from KMO</p> <p>Time allocated to this PD: 5 hours</p>

Date	Focus	Venue	Facilitator/s	Bespoke (B) Optional (O) Directed (D)	Teacher standards	Priority question					
02.09.24	<b>Inset day 1:</b> • Creating a sense of 'belonging'	Hall Various	WHE	Directed	1-8	1-5					
03.09.24	<b>Inset day 2:</b> • How are you going to create a sense of 'belonging' across our school?	Hall Various	WHE/RGO	Directed	1-8	1-5					
23.09.24	3.20-4.20 PD: Curriculum	Hall	TMA	Directed	1,3	1,3,4					
30.09.24	3.20-4.20 PD: Data and assessment	Hall	TMA	Directed	1, 2 and 6	1, 2 and 4					
11.10.24	Inset day Appraisal		WHE/RGO	Directed							
14.10.24	3.20-4.20 PD: Coaching (Staff who are 0.8+ or have joined before Sept 2023)	Hall	MHE/LMA	Directed & Bespoke	1-8	1, 4					
24.10.24 (Thurs)	Trust Wide Optional sessions: 3.20-4.20 mixture of online or in person										
	Trip Training	EAL	Access Arrangements	Behaviour	Engaging with research	Engaging deep thinking	Various	Various	Optional	1-8	1,4 and 5
	JAR	KLE	JBR	NOL	MHE	TMA					

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Half term (28/10/24-01/11/2024)										
11.11.24	3.20-4.20 PD: Curriculum					Hall	TMA	Directed	1,3	1,3,4
25.11.24	Inset day (worked as twilights)									
02.12.24	3.20-4.20 PD: Data and assessment					Hall	TMA	Directed	1, 2 and 6	1, 2 and 4
09.12.24	3.20-4.20 PD: Coaching (Staff who are 0.8+ or have joined before Sept 2023)					Hall	MHE/LMA	Directed & Bespoke	1-8	1, 4
20.12.24	Inset day (worked as twilights)									
Christmas holidays (23/12/2024-03/01/2025)										
13.01.25	3.20-4.20 PD: Curriculum					Hall	TMA	Directed	1,3	1,3,4
23.01.25 (Thurs)	Trust Wide Optional sessions: 3.20-4.20 mixture of online or in person					Various	Various	Optional	1-8	1,4 and 5
	Trip Training	ASD	Assessment	Behaviour	SENDCO Drop in					
	JAR	NCR	RSM	NOL	SHE	TMA				
20.01.25	3.20-4.20 PD: Data and assessment					Hall	TMA	Directed	1, 2 and 6	1, 2 and 4
03.02.24	3.20-4.20 PD: Coaching (Staff who are 0.8+ or have joined before Sept 2023)					Hall	MHE/LMA	Directed & Bespoke	1-8	1, 4
10.02.25	3.20-4.20 PD: Curriculum					Hall	TMA	Directed	1,3	1,3,4
Half term 17/02/2025-21/02/2025										
10.03.25	3.20-4.20 PD: Coaching (Staff who are 0.8+ or have joined before Sept 2023)					Hall	MHE/LMA	Directed & Bespoke	1-8	1, 4
31.03.25	3.20-4.20 PD: Data and assessment					Hall	TMA	Directed	1, 2 and 6	1, 2 and 4
Easter holiday (07/04/2025-18/04/2025)										
24.04.25 (Thurs)	3.20-4.20 PD: Curriculum					Hall	TMA	Directed	1,3	1,3,4
08.05.25 (Thurs)	Trust Wide Optional sessions: 3.20-4.20 mixture of online or in person					Various	Various	Optional	1-8	1,4 and 5
	Trip Training	EAL	Literacy Difficulties	Behaviour	SENDCO Drop in					
	JAR	KLE	JBR	NOL	SHE	TMA				
12.05.25	3.20-4.20 PD: Coaching (Staff who are 0.8+ or have joined before Sept 2023)					Hall	MHE/LMA	Directed & Bespoke	1-8	1, 4
19.05.25	3.20-4.20 PD: Data and assessment					Hall	TMA	Directed	1, 2 and 6	1, 2 and 4
Half term (26/05/2025-30/05/2025)										
09.06.25	3.20-4.20 PD: Coaching (Staff who are 0.8+ or have joined before Sept 2023)					Hall	MHE/LMA	Directed & Bespoke	1-8	1, 4
16.06.25	3.20-4.20 PD: Curriculum					Hall	TMA	Directed	1,3	1,3,4
07.07.25	3.20-4.20 PD: Research Fayre					Hall	TMA	Directed	1-8	4

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) 2024-25		
Name	Subject	Mentor
Olivia Payne King (OPK)	Geography	Kate Waugh
The Henry Box School Year 2 Early Career Teachers (ECTs) 2024-25		
Name	Subject	Mentor
Pedr Davies (PDS)	History	Meghann Hewett
Phoebe Swallow (PSW)	Music	Bethan Todd Jones
Alice Starnes (AST)	Art and Design Technology	Louisa Mackenzie

### Henry Box School ECT Professional Development sessions

Our ECTs will complete their ECF training with The Oxfordshire Teaching School Hub (OTSH). 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 will be provided by OTSH at the start of the year. Below you will find a summary of the sessions run by The Henry Box school.

#### Term 1

Date	Title of session	Delivered by	UCL weeks
10.10.24	Understanding behaviour systems and high expectations	LMA	Yr 1 M1W5, 6 Yr 2 M6 W5

#### Term 2

Date	Title of session	Delivered by	UCL weeks
21.11.24	Understanding Literacy and Methods of consolidation	LMA	Yr 1 M2 W3, 4 Yr 2 links to enquiry

#### Term 3

Date	Title of session	Delivered by	UCL weeks
23.1.25	Formative assessment and demonstrating thinking	LMA	M3, W3,4 Yr 2 links to enquiry

#### Term 4

Date	Title of session	Delivered by	UCL weeks
13.3.25	Adaptive teaching – what can we do and who else can help us help students?	LMA	M3W7, 8 Yr 2 links to enquiry



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## Term 5

Date	Title of session	Delivered by	UCL weeks
15.5.24	Using summative assessment and making marking manageable	LMA	M4, W2,3,4

## Term 6

Date	Title of session	Delivered by	UCL weeks
26.6.24	Continuing your professional development.	LMA	M5 W3,4 Yr 2 final enquiries and end of ECF

Before the start of your ECT induction we ask that you watch the Oxfordshire Teaching Schools Alliance (OTSA) videos found at the following link <https://www.earlycareerteachers.org.uk/nqt-induction-training-videos> Please ensure that you complete the form at the bottom of this web page to confirm that you have watched the training videos. This will then update your training log on the ECT manager system.

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 September 2023 to ensure you have the right support to help you feel confident in the classroom.

Habits of expert teaching			
Delegates for 2024-25: PDS, ARU, PSW, EBA, BWI, OPA, EVI, JMU, OPK, LFR, EHE, GHO, ALO, CBE			
Lead members of staff: TMA, LMA and MHE			
<p><b>Course /programme details</b></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"> <li>• Research evidence around why this element of teaching is so important</li> <li>• Examples of how our staff use it in their lessons</li> <li>• The chance to discuss and plan how to implement it in your subjects</li> <li>• A post session challenge using our video observation software ‘Iris Connect’</li> </ul> <p><b>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.</b></p>			
Dates and times			
Session 1:	Tuesday 3 <sup>rd</sup> September – Systems and routines	TBC	MBR
Session 2:	Mon 7 <sup>th</sup> October	3.20-4.20	MBR
Session 3:	Mon 14 <sup>th</sup> October	3.20-4.20	MBR
Session 4:	Mon 21 <sup>st</sup> October	3.20-4.20	MBR
Session 5:	Thursday 28 <sup>th</sup> November	3.20-4.20	MBR
Session 6:	Monday 9 <sup>th</sup> December	3.20-4.20	MBR
Session 7:	Thursday 9 <sup>th</sup> January	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 the last academic year School Leaders and their leadership teams also completed ‘Curriculum Conversations’ training written by Mary Myatt.

This year we will focus on data awareness and assessment to ensure analysis is of a high level and accountability is maintained across all teams.

Leadership Training: Using data and assessment effectively as leaders			
Delegates for 2024-25: All Assistant School Leaders, Team Leaders and Lead Practitioners			
Lead members of staff: TMA and KMO			
<b>Course /programme details</b> We know that for some staff data analysis is a dream and for others an absolute nightmare. During the course of these three sessions we hope to equip you with the skills to have accurate data informed conversations with your teams. 			
The sessions will cover:			
<ul style="list-style-type: none"> <li>• An introduction to 4Matrix</li> <li>• Basic reminders of key success measures for subjects and whole schools</li> <li>• Where to find the data you need on Sims</li> <li>• Training on how to lead a pupil progress conversation</li> <li>• Time to action plan in response to the data you see</li> </ul>			
Dates and times			
Session 1	Thursday 12 <sup>th</sup> Sept 2024	3.20-5.00	MBR
Session 2	Thursday 27 <sup>th</sup> March 2025	3.20-5.00	MBR
Session 3	Thursday 5 <sup>th</sup> June 2025	3.20-5.00	MBR

**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.

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

**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 - How to Coach Parents in Behaviour Course**

**Delegates for 2024-2025:** Learner Engagement Team, Cover Supervisors, Teaching Assistants, Sixth Form Pastoral Support Officer

**Lead members of staff:** TMA, NOL and SHE

**Course /programme details**

We are aware that our student facing support staff may also need to have professional development to enable them to fulfil their roles effectively. This year we have partnered with Paul Dix’s ‘When the Adults Change’ organisation to look at ways our teams can work with parents more effectively.



The 'How to coach parents in behaviour course' is designed to help us engage our communities in a way that will take relational practice beyond the school gates.

You will learn how to:

- help your parent community understand your approach to behaviour
- design and deliver training and workshops that will support your parents as they develop relational skills
- encourage families to participate in the relational changes
- develop an emotionally safe environment for parent/carer interactions
- introduce your families to practical strategies that will help them create a calm and nurturing home environment
- unite parents and staff in their approach to supporting learners with additional needs

This course includes 5 hours of self-directed learning and 4 live sessions with Paul Dix and When The Adults Change Associates.

**Dates, times and topics**

Fri 12 <sup>th</sup> Sept	16.00-17.00	First steps as a Parent Coach
Fri 20 <sup>th</sup> Sept	08.00-09.00	Questioning and listening
Thurs 17 <sup>th</sup> Oct	16.00-17.00	Dealing with tricky customers

**Deadline to complete self-directed study – 19<sup>th</sup> December 2024**



### 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 gain experience of key roles.

#### HBS: FL

**Lead members of staff:** RGO 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. These will also include the opportunity to interview existing leaders from across our trust about leadership in their role.

Alongside the formal session you will also be given the chance to shadow an existing leader for one term to learn more about their role and further examine the skills required to take up such a post in the future. Shadowing opportunities are available in:

- Faculty Leadership
- Pastoral Leadership – both HL roles and also oversight of behaviour
- Leading Teacher development and Initial Teacher Education
- Leading Teaching, Learning and Professional Development

#### Dates and times

*Dates for this round of HBS: FL are yet to be confirmed.*

### Behaviour Boosters

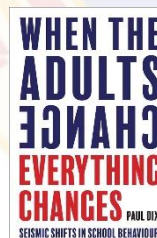
These intensive sessions are intended to offer recaps of the core elements of our behaviour curriculum. These sessions or inputs are available online throughout the year. Additional behaviour management resources can be found in the Teacher Walkthrus books that all staff have been provided with. There 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:



- 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.

The link to TES Develop can be found via the links on your home page when you open up Google Chrome. 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	3 <sup>rd</sup> September 2024
Safeguarding ( <i>Not on the TES system RGO will set separately</i> )	11 <sup>th</sup> October 2024
Prevent Duty	19 <sup>th</sup> December 2024
Fraud prevention	14 <sup>th</sup> February 2025
Fire Safety	4 <sup>th</sup> April 2025

**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 2023-24.

**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 (Compliance Officer) [hspearman@henrybox.oxon.sch.uk](mailto: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
<b>Badminton</b>	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
<b>Cake club</b>	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
<b>Circuits</b>	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
<b>Friday Football</b>	Astroturf	"It's Friday, it's football! Finish the week on a high, join staff and sixth form students for <b>mixed football</b> , played in the right spirit. Everyone's welcome.	Friday - 4pm- 5pm	No cost involved	Simon Davies
<b>Mountain Bike Club</b>	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 Cook or Tash Oliver via a whole staff email.**

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PROFESSIONAL  
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