

GEMS Cambridge International Private School Sharjah

Induction Policy

Last Amended: August 2022

Policy Review Date: August 2023

1. Introduction

GEMS Cambridge International Private School Sharjah (GCS) is a learning community, which is constantly striving to develop a culture of ongoing improvement for all — students, staff and stakeholders alike. Through this continuous learning journey, we aspire for the whole GCS community to continually improve and develop so that there are ever greater benefits for our students. How we welcome and induct new staff into the school therefore, is of paramount importance to us. We aim for newcomers to feel settled quickly, with a knowledge and understanding of:

- The school's vision, mission and ethos;
- the expectations and goals of the school/department/year group;
- the support structures in place, and;
- the key policies, processes and protocols so that they can rapidly establish themselves and feel confident in their new roles.

This on boarding process aims to increase the effectiveness of all staff both as individuals and as team members. Our induction process starts before a new colleague joins the school and continues through the first year at the school and beyond

2. Purpose of the Policy

This policy applies to all employed staff. It aims to clarify how successful induction should take place and how all stakeholders contribute to welcoming new colleagues into our school. On joining the GCS family, staff will therefore have a clear understanding of how they can contribute to the school's vision and goals, and how to fulfil its guiding principles. The induction process will ensure mutual benefit for the individual and the school.

3. Aims and Objectives

Our induction process aims to:

Contribute to improving and developing the overall effectiveness of the school, raising student achievement, and meeting the needs of students, parents and the wider community.

Contribute to job satisfaction, personal achievement, individual and team effort, thus leading to effective working in the school.

Ensure that teachers new to the profession have the best start in their careers and are supported in effective practice.

Ensure all staff new to the school and to the GEMS company understand what is expected of them and gain support to achieve those expectations.

Build co-operation between staff in all sections of the school.

Ensure that all staff are valued and recognised as the school's most important asset.

4. Guidelines

Resources are prioritised to support induction.

Financial and other resources for induction are allocated annually and apportioned in accordance with the induction needs of staff and the school. Resources will be available for the whole school programme of induction and to meet the needs of specific staff in helping them to meet the standards required by the school. Induction activities are planned in the context of the school's vision, goals, guiding principles, and GEMS Education expectations for teacher induction and for other specific roles and responsibilities.

5. Management and Organisation of Induction

The Senior Leadership Team is responsible for the overall management and organisation of the Induction Programme with the Whole School Teaching and Learning Coach acting as the key coordinator. All departments are expected to contribute to the smooth and successful onboarding of staff, and leaders' views will be sought both prior to and after the induction process. Strategic considerations will also be identified, such as coordination with the School Operations Team, H.R and the IT department. Key whole school compulsory training, including Safeguarding and Child Protection training and online modules (GEMS U and GCS bespoke modules) must be completed within the induction programme or within the first two weeks of a new employee joining the school. Line managers have the responsibility to ensure implementation of the programme.

6. Early Career Teachers

At GCS, we define Newly Qualified Teachers or Early Career Framework Teachers as either new to teaching or new to the English National Curriculum/EYFS.

As a British Schools Overseas (B.S.O) approved school, we are proud that at GCS we can offer Newly Qualified Teachers recognised routes into the teaching profession. Coordinated by the Whole School Teaching and Learning Coach, the school provides a programme of support, monitoring and assessment. The timetable for this programme is provided at a whole school level and at an individual ECF level.

Each Newly Qualified/ECF teacher is provided with a mentor who will be either a named senior leader, middle leader or an experienced and competent member of staff.

The mentor is responsible for the day-to-day management of the induction of ECF Teachers. Mentors will be supported in their role by having regular meetings with their line manager.

7. GCS Induction programme for Early Career Teachers

At GCS, all new teachers are expected to undertake their professional responsibility in consistently meeting the UAE Teacher Standards.

The induction programme at the school consists of support, monitoring and assessment elements and ECF teachers are expected to engage in the programme:

- All new teachers are allocated a mentor
- Teachers will have the opportunity during the induction programme to complete the checklist included within this policy; including health & safety and safeguarding policy & procedures (see Appendix 1)
- Their mentor meets all new teachers on their first day at an agreed time and place
- All new teachers are provided with a laptop and shown where they can access copies of GCS policies and the school's staff handbook and will be expected to develop their understanding of them.
- All new teachers will be introduced to members of the Senior Leadership Team during the Induction Programme or within their first week in post, notably their respective Heads of School
- ECF teachers will receive feedback on their strengths and areas for development through the ECF timeline, including formal observations, lesson drop-ins and book reviews.
- Mentors are responsible for the day-to-day management of their ECF induction, and will meet with their ECF teacher regularly. The mentor/line manager reviews progress, set targets, and identifies support strategies with the ECF teacher.
- All newly qualified teachers are observed teaching during their statutory induction period and this is undertaken by the mentor, a middle leader, a senior member of staff or an experienced teacher as appropriate.
- At least three formal observations will take place during the first year.

8. Induction of Experienced Staff

All new experienced staff will be allocated a mentor or buddy, within the resources available in the school. The induction period will be dedicated to completing the checklist included within this policy; including orientation, Health and Safety and Safeguarding policy & procedures.

Their mentor / line manager will meet all new staff at an agreed time and place on their first day. All new staff will be provided with access to school policies and the school's staff handbook and be expected to develop their understanding of them.

All new staff will meet with the key senior leaders within their first week in post. An induction programme will be provided for all new staff and attendance is compulsory (see Induction Training Checklist for further information - Appendix 1).

All new staff will have a review of their induction after one month, three months and six months with their line manager.

All new staff will be provided with an explanation of the school's performance management arrangements within which they will be expected to participate.

All new staff will be expected to contribute to the spirit and life of the school to ensure a conducive environment for learning for all school members, students and staff.

All new experienced staff will be allocated a line manager.

9. Induction of Support Staff new to the School

Their mentor / line manager will meet all new staff at an agreed time and place on their first day. Before starting to work with students, support staff will read and understand health & safety and safeguarding policy & procedures.

All new support staff will have a line-manager who will discuss their job description with them. A training programme will be designed for each new member of support staff to ensure they can successfully fulfil their roles (see Appendix 3). For Teaching Assistants there is a separate induction policy and checklist to complete.

All new staff will have a review of their induction after one month, three months and six months, with their line manager. Following the induction period, all support staff will enter the performance management programme for the school new support staff will be expected to network with other staff through training opportunities and informally throughout the school day.

10. Roles and responsibilities (for further guidance, refer to Appendix 1)

All school leaders - To collaboratively design the induction programme schedule which will be brought together by the Whole School Teaching and Learning Coach. The first draft of the schedule should be shared with all leadership team members before the end of June for further feedback and development. The final version of the induction programme schedule to be shared with all staff at least a week before induction starts. The Whole School Teaching and Learning Coach has the responsibility of ensuring the upkeep of the compulsory Online Induction Modules and for checking compliance for completion (see Appendix 2 for the complete list of course to complete).

Middle Leaders — To contact new staff members during the induction period. To have a basic understanding of their new staff member's prior experiences. To devise a clear schedule for welcoming new staff into school in their department. To have a clear list of expectations/information to be shared with new staff at a team level. To establish buddies/mentors for any new staff members. To arrange dates and times to check the Staff Induction Checklist with the new staff member/s, including checking that they have completed any compulsory online training.

Returning Staff — To welcome new staff to GCS and if required, to act as a buddy/mentor.

New staff — To ensure that all elements of the Staff Induction Checklist are completed, including any compulsory online training relating to the key school policies and procedures. Consult with any school leader if you require any additional support and we will all be happy to help you.

11. Monitoring and review

This policy has been discussed and agreed by the GCS teaching staff and leadership team. for implementation.

Policy review date: August 2022

Appendix 1

GCS Staff Induction Checklist

A good induction is essential for all staff to feel welcome and included at GEMS Cambridge International Private School Sharjah.

All the induction processes to be completed within the first 2 weeks of joining the school. This form needs to be completed by the new employee and line manager/mentor, signed and returned to Charne Rossouw, Whole School Teaching and Learning Coach.

New employee

Person responsible for induction (Buddy/Line Manager/Mentor).....

Focus	Date completed	Issues for discussion
Before Employment		
Have you completed all of the statutory employment checks with H.R.?		
Have you submitted all the required documentation/ passport photos to HR in line with GEMS/SPEA expectations?		
If relocating to Dubai, have you received our flight details/airport pickup details?		
First day of Employment		
Have you signed your contract with HR and checked again with them that you have submitted all the required documentation correctly in line with GEMS/SPEA expectations?		
Have you been issued with your security lanyard for the doors?		
Have you been given the official SPEA school calendar with term dates?		
Have you completed the finger print recognition process so that you can sign in/out?		

If you are a teacher, have you received your laptop and do you have a working school e-mail address?		
Do you know who your allocated mentor/buddy or line manager is?		

First day of Employment (continued)		
Focus	Date completed	Issues for discussion
Have you got access to the school's shared drive through your laptop?		
Have you received an electronic copy of the Staff Handbook (Dress code/Code of Conduct)?		
Have you been introduced to colleagues within departments/areas of school?		
Do you know where you can store your personal belongings?		
Do you know the location of toilets for staff & students?		
Has information on fire evacuation procedures (keeping exits clear) been shared with you?		
Have Health, Safety & Wellbeing procedures been shared with you?		
Do you know how to report an accident or near miss? Do you know who are the onsite first aiders?		
As per the staff handbook, do you know the timings of the school day for your department?		
Do you know what procedure to follow if you have to report an absence?		
First week of employment		
Do you know what the school's mission and vision statement is?		



Have you been introduced to colleague outside of departments/areas and do you know their roles in school?		
Has the school organisational structure been shared with you?		
Do you know what the school's SDP priorities are?		
Do you know how to register students on Phoenix? (teachers only)		
Do you know how to access the curriculum module to assess students on Phoenix? (teachers only)		

Do you know how to upload resources on to Phoenix Classroom?		
Have you read the GCS Behaviour Policy? (Rewards & Sanctions)		
Do you know how to report behaviour incidents?		
Do you know how to award Dojo/House points and record any specific behaviour using Phoenix Classroom?		
Do you know your duty times and locations? (playground/gates)		
Do you have a clear job description, with terms and conditions of service and knowledge of break time arrangements?		
Do you have clear expectations around planning and how to access resources?		
Do you know when you are expected to attend staff meetings/briefings?		
Do you know how to access all the school and company policies?		
Do you know how to refer a SEN/Student of Determination?		
Do you know the processes for support, CPD and Performance Management?		

Do you know how to access the latest newsletter and how to access previous editions?		
Do you know where the information of your students in class is located (if relevant): Emirati, Students of Determination, ELL etc? Do you know what the expectations are for maintaining these records?		
Do you know how to use the photocopier?		
First two weeks of employment		
Have you completed all of the compulsory GEMSU online training as identified in Appendix 2?		
First month of employment		
Have you completed all of the compulsory GEMSU online training?		
Do you know when to complete your Pulse Quality Assurance logs each month? (teachers only)?		
Do you know how to access your student data (teachers only) in Phoenix?		

In line with the School Staff Induction Policy, all new staff will have a review of their induction after one month, three months and six months, with their line manager/mentor. Please set dates of the reviews and record them on this document below.

Date of one month meeting:

Date of three month meeting:

Date of six month meeting

Please sign to confirm that induction actions attached have been completed fully and understood.

New Staff Member's Signature. Mentor/Line

Manager's Signature

Date.....

A copy of Appendix 1 should be given to HR and filed in the member of staff's personal folder.

Appendix 2

Compulsory Online Induction Training Courses for Teaching Staff to complete prior to/on arrival at GEMS Cambridge International Private School Sharjah.

GEMS Pre-Induction Courses	Date Completed
Living in the UAE	
The British Curriculum (if applicable)	
An Introduction to Safeguarding	
Behaviour for Learning	
Effective Differentiation	
Checking for Understanding (AfL)	
Effective Questioning	
Quality Feedback	
GEMS Compulsory Online Courses (GEMS U)	Date Completed
Safeguarding and Child Protection	
COVID-19 Awareness	
Information Security Awareness	
Anti-bribery and Corruption	
Fire and Emergency Procedures	
Health, Safety and Environmental Awareness	
Safer Recruitment (school leaders)	
GCS Policies and Documents to Read	Date Completed

GCS Staff Handbook	
GCS Safeguarding and Child Protection Policy	
GCS Acceptable Use Policy	
GCS Behaviour Policy	
GCS Anti-bullying Policy	
GCS E-safety Policy	
GCS Teaching Learning Policy	
GCS Marking and Feedback Policy	
GCS Learning Environment Expectations	

These compulsory online modules must be completed before we welcome pupils into the school (or if you are joining during the school year, to be completed within 2 weeks of you starting at GCS).

Once you have completed these modules, please sign below:

New Staff Member's Signature:

Mentor/Line Manager's Signature:

Date:

Any additional notes/ questions or feedback:

Appendix 3

GCS Operations Team Induction Checklist

Focus	Date Completed	Notes
Have you been introduced to Swaraj Veettil, Manager of School Operations (MSO) or Diana Raichel, Assistant Manager of School Operations?		
Have you been issued with a site map of the school?		
Have you had a run through of the emergency procedures?		
Have you had a general walk around the school?		
Do you know how to report a near mis?		

Have you reviewed the Health and Safety file on the school's shared drive?		
Have you checked the emergency folder in the classrooms?		

In line with the School Staff Induction Policy, all new staff will have a review of their induction after one month, three months and six months, with their line manager/mentor. Please set dates of the reviews and record them on this document below.

Date of one month meeting: Date
 of three month meeting: Date of
 six month meeting:.....

Please sign to confirm that induction actions attached have been completed fully and understood.

New Staff Member's Signature:
 Mentor/Line Manager's Signature
 Date:

A copy of Appendix 3 should be given to HR and filed in the member of staff's personnel folder.



Signed.....

Date: 30/08/2022

CEO/Principal