



مدرسة جيمس متروبول الواحة
GEMS Metropole School
AL WAHA

Staff Induction Policy

Approved by:

Jeremy Hallum

Last reviewed on:

August 2023

Next review due by:

August 2026

MISSION

Lead, nurture and succeed.

VISION

A sustainable and inclusive community hub, nurturing future leaders.

Nurturing
LEADERSHIP



This policy is applied at MTW alongside our school's vision, mission and values. Alongside the principles of High Performance Learning; VAA and A.C.P. Characteristics.

Rationale

GEMS Metropole School Al Waha is striving to become a learning school through a culture of continuous improvement. Our main purpose is learning - for both staff and students. Through the continuous learning of our staff and stakeholders the GEMS Metropole School Al Waha community improves, develops, and bringing ever greater benefits for our students.

Effective induction is a vital foundation for continuous learning by supporting the effective performance and continuing professional development of all staff new to the school. Induction is a process that starts before a person joins the school and continues through the first year at the school and beyond. Induction is a process, which aims to increase the effectiveness of all staff both as individuals and as team members, by ensuring they understand the policies and expectations of the school and by supporting highly effective performance. This policy applies to all employed staff. It thus enables them to contribute to the school's vision and goals and to fulfil its guiding principles. The induction process will ensure mutual benefit for the individual and the school.

Purposes

Our induction process will

- Contribute to job satisfaction, wellbeing, personal achievement, individual and team effort, thus providing for effective work at the school
- Ensure teachers new to the profession/UAE have the best start in their careers and are supported in effective practice.
- Ensure all staff new to the school understand what is expected of them at the school and gain support to achieve those expectations
- Build co-operation between staff of all sections of the school
- Ensure that all staff are valued and recognised as the school's most important asset

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 school. Resource 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.

Management and Organisation of Induction

The Principal is responsible for the overall management and organisation of Induction, including Early Career Teachers (ECT) induction across the whole school. This includes a whole school planning and quality assurance role. This strategic responsibility is then delegated for implementation.

Early Careers Teachers

At MTW we define Early Career Teachers as either new to teaching or new to the English National Curriculum/Development Matters.

For Early Career Teachers, 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 ECT level. Each Early Career Teacher is provided with a mentor who will either be a named middle leader or an experienced and competent member of staff. The mentor is responsible for the day-to-day management of the induction of Early Career Teachers. Mentors will be supported in their role by having regular meetings with their line manager.

MTW Induction programme for Early Career Teachers



At MTW all new teachers are expected to undertake their professional responsibility in striving to consistently meet the teacher standards. The induction programme at the school consists of support, monitoring and assessment elements and ECTs are expected to engage in the programme;

- All new teachers are allocated a mentor
- All new teachers are off timetable for their first day. The day will be dedicated to completing the 'New Staff Induction Passport', health & safety and safeguarding policy & procedures.
- Their mentor meets all new teachers on their first day at an agreed time in reception.
- All new teachers are provided with a MacBook and shown where they can access copies of MTW policies and the school's staff handbook and be expected to develop their understanding of them.
- Weekly informal meetings with specific themes related to teaching and learning are held specifically for ECTs.
- All new teachers will meet with the Principal within their first week in post.
- ECTs will receive feedback on their strengths and areas for development through coaching and the Quality Assurance Calendar.
- Mentor's are responsible for the day-to-day management of their ECT's induction, and will meet with their ECT regularly. The mentor/line manager reviews progress, set targets, and identifies support strategies with the ECT.
- All Early Careers 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.

Induction of Experienced Staff

All new experienced staff will be allocated a mentor, usually their line-manager, within the resources available in the school. All new teachers are off timetable for their first day. The day will be dedicated to completing the 'New Staff Induction Passport', health & safety and safeguarding policy & procedures.

Their mentor / line manager will meet all new staff in reception at an agreed time 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 Principal within their first week in post. An induction programme will be provided for new staff and their attendance is expected (see 'New Staff Induction Passport', for further Information). 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 (see the school's performance management policy) 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.

Induction of Support Staff new to the School

Their mentor / line manager will meet all new staff in reception at an agreed time 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.

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.

Monitoring and review

This policy is monitored by GFM Senior Leaders and will be reviewed every three years or earlier if necessary.