Al Ittihad National Private School

Abu Dhabi

Staff Handbook

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Welcome Message

A warm welcome from Al Ittihad National Private School – Abu Dhabi, Khalifa City (INPS-K). We hope your time at INPS-K will be a joyful and rewarding experience for both you and your students.

In line with our Vision, Mission, Educational Objectives, and values, INPS-K searches for individuals that support the INPS-K guiding statements. We strongly believe that their achievement depends upon the combined efforts of everyone at INPS-K both administrative and academic staff.

The Staff Handbook has been compiled to provide you with the necessary information about the school policies, procedures, code of professional conduct, the school curriculum, and the daily operation of INPS-K. This handbook is also intended to give information about the employment procedures and contract at INPS-K. We aim to set expectations and ensure a clear understanding of employment laws, processes, terms & conditions, employment benefits, professional obligations, and procedures. This handbook incorporates requirements set by the UAE Labor Law and general expectation of the Abu Dhabi Department of Education and Knowledge.

Each staff member of the INPS-K - whether current or newly appointed - receives a copy of the Staff Handbook, which should be retained as a future reference. We hope that staff members will always refer to this handbook to answer any question that they may have regarding their contract or about their rights and responsibilities. If any of this information is unclear, or if you feel that any important information has not been touched upon, please do not hesitate to ask the HR Officer or any of our senior leadership team members for further clarification.

This Handbook is divided into three sections:
Section One: School Guiding Statements, Code of Ethics & Teaching & Learning Policies
Section Two: The day-to-day organization and operation
Section Three: Employment

Guiding Statements

Our Vision

A Generation of Heritage Guardians and Global Thinkers

Our Mission Statement

We, at "INPS-AD", are committed to the intellectual and personal development of our students by providing programs that inspire and empower them to become active national and global citizens.

Strategies that Support the Vision and Mission

ACTIVE NATIONAL AND GLOBAL CITIZEN We will challenge our students to become active and responsible citizens inspired by their understanding of current issues and concerned with the wellbeing of others both locally and globally.

INTELLECTUAL DEVELOPMENT We will enhance the academic and intellectual development of our students through challenging curricula and teaching strategies that foster learning and thinking skills

PERSONAL DEVELOPMENT We will nurture the social, emotional, and physical development of our students through curricular and extracurricular activities.

COMMUNITY ENGAGEMENT We will develop strong partnerships with the local and global community to provide rich opportunities for students' intellectual and personal development.

SUPPORTING INFRASTRUCTURE We will provide safe and systematic infrastructure, enriched by meaningful technology integration to support student learning, facilitate staff development, and encourage community involvement.

Educational Objectives

To enable students to become:
- skilled, creative, flexible life-long learner and effective worker
- cohesive, productive and tolerant member of society
- active participant in the global, multicultural, technology advanced world

Values

Respect   Empathy   Integrity   Tolerance   Care   Resilience   Belonging & Loyalty

The INPS community is comprised of people of diverse backgrounds. Individually and collectively, members of the INPS community recognize and respect the inherent dignity of every individual. We recognize that each of us shares the responsibility for creating a safe, nurturing and encouraging environment for all of us. We shall recognize and celebrate our strengths and, at the same time, we shall help others to overcome tasks they find challenging.

Our Competencies

The attributes and descriptions of the Competencies define the type of learner INPS hopes to develop through its programs. All members of the INPS Community including students, teachers, administration, support staff and parents strive to develop these qualities.

Competency	Descriptions
Collaboration	Collaboration means working together on a problem or a task. Collaborative learning is an approach to learning which asks students to work together in pairs, groups or teams to achieve common goals.
Communication	Communication is the act of transferring information from one place [or person] to another. Having effective communication skills involves the ability to transfer information accurately, clearly and as intended, to suit the audience, task and purpose.
Creativity	Creativity in education refers to a student's ability to use their knowledge and skills imaginatively and in a productive way (i.e. when something new is made, performed or imagined.) What is produced (or created) may be a new object or artefact; an original solution to a problem; an innovative way of using or combining ideas or materials or an interesting way of developing a given starting point.
Critical Thinking	Critical thinking is the ability to use the power of reasoning to arrive at a solution, strategy or proposal. It describes the higher order thinking skills of analysis, application and evaluation. It is closely linked to logic, reasoning and deduction.
Cultural Awareness/ Citizenship	Cultural awareness is about having knowledge and understanding of the history, traditions and beliefs of one's own and others' countries and being sensitive to these in dealing with others. Cultural awareness also exists within countries, e.g. generational awareness, urban versus rural customs, etc. Citizenship involves being aware of one's rights and responsibilities as citizens, and being active participants in communities.
Digital Competence	Digital competence can be broadly defined as the confident, critical and creative use of ICT to achieve goals related to work, employability, learning, leisure, inclusion and/or participation in society
Entrepreneurship	The term 'entrepreneurship' usually refers to start-up business activity involving the development of new ideas or innovations in order to make a profit. In the school environment, this is likely to mean that learners are actively involved in innovative activities and pursuits which have a positive, often financial, impact on the school or local community.
Global and Environmental Awareness	Global and environmental awareness is about appreciating the social, cultural, economic and environmental background of other nations and knowing how to act responsibly and ethically in a local, national and global community
Leadership	Leadership is the ability to lead or influence people, by means of personal attributes and/or behaviors, to achieve a common goal.
Independent Learning	An independent learner has the necessary skills and attributes to complete a task or activity, including knowing when and where to get help, without reliance on others.

Initiative/Self-Motivation	Having or using initiative involves the ability to assess and initiate things independently, a willingness and ability to take on responsibility, make decisions and solve problems without formal direction or instruction. Having initiative invariably means an individual being self-motivated; having the desire and determination to work towards goals and targets without the need to be pushed or driven by others (for example by teachers).
Problem-Solving	Problem-solving as a competence involves discovering and analyzing simple or complex, defined or ill-defined problems or issues, identifying and overcoming obstacles and finding the solution that best resolves the issue.
Self-Confidence	To be self-confident is for a learner to have confidence in their skills and ability to perform a task effectively, or to fully complete an activity or project

Brief History of the School

The very first branch of Al Ittihad Private School was established in 1975 by group of U.A.E. nationals seeking a school that could provide excellent education opportunities for their children. In 1976, the late Sheikh Rashid Bin Saeed Al Maktoum granted the school its current land area in Al Mamzar and thus paved the ground to the foundation of a school teaching classes from kindergarten to grade 12.

In order to meet the ever-growing needs of a fast modernizing UAE, ownership of the school transferred to the Al Arabia for Educational Development in 1996, a body of elite national businessmen interested in further developing and expanding educational needs and facilities. Al Arabia for Educational Development's objective is to provide educational services that can meet the vital needs of the modern world.

As the years progressed, the need to open more branches arose. Thus, Jumeira branch was inaugurated in 1996, followed by Al Ittihad National Private School - Al Ain in 2004, and Al Ittihad National Private School - Abu Dhabi in 2006 and lastly Al Ittihad National Private School-Shakhbout Branch was opened in 2018.

Schools are not established for the sole purpose of academics but also as causeways to fine-tune the characters and the social awareness of students. This educational philosophy pressed us to construct a curriculum that teaches values pertaining to our Arab and Muslim culture, whilst still maintaining the modern visions of education around the world.

Statement of Curriculum

Al Ittihad National Private School – Abu Dhabi (INPS-AD) aims at fostering a high standard of bilingual comprehensive education from Kindergarten through Grade 12 to meet and integrate both national and international standards. INPS- AD curriculum provides the students with the knowledge, skills and dispositions harmoniously balanced with the School's and the UAE vision.

INPS-AD offers the American curriculum and is based on the American Common Core standards (California State Standards) for English, Mathematics, Physical Education and Art. Science curriculum is based on the NGSS standards. The school follows the Ministry of Education standards and curriculum for Arabic, Islamic, Arabic

Social studies & Moral Education. The school offers Arabic, Islamic and Arabic Social Studies for Non-Arab students.

All subjects offered are compulsory for all students in K-12. The instructional time for each subject is aligned with the MOE and the American Curriculum requirements. As students move into the High School, the INPS-AD offer a variety of mandatory and elective courses that are designed to allow students the flexibility to nurture their abilities and interests. The INPS-AD offers courses that help students stream-line their academic choices to support their university course of study and career options. A minimum of 26 credits are required for graduation from INPS- AD. For more details, please review **the High School Program of Studies booklet.**

The Design and Technology(D&T) curriculum is based on the ISTE standards. In KG and Primary, the D&T curriculum, is integrated with subjects. In Middle School it integrates powerful STEM/STEAM learning into the classroom. In High School we focus on the most important skills including coding, App development and Engineering design. The D&T curriculum help students build information literacy and digital citizenship skills, become knowledgeable about cloud initiation, search strategies, digital footprint, Internet safety, cyber bullying and creating their own websites.

The INPS-AD curriculum is enriched with various resources including digital resources to promote authentic, independent and inquire-based learning. Through cross-curricular links and performance skills, we aim to provide a richer, deeper learning experience for all students. The curriculum also integrates a range of competences and values that are designed to assist students develop their 21st Century skills and be prepared for the future.

Through the curriculum our educational objectives are to enable students to become:

- Skilled, creative, flexible life-long learner and effective worker
- Cohesive, productive and tolerant member of society
- Active participant in the global, multicultural, technology advance world

Curriculum Development and Review

The INPS-AD continuously evaluates and reviews the curriculum to ensure that the curriculum meet the needs of their students. The SLT and MLT subject teams meet before the end of each academic year to revise the curriculum, develop scope and sequence, check the vertical and horizontal alignments of standards and fill any gaps identified in the curriculum . Internal and external achievement data are used to identify the strengths and weaknesses in the curriculum.

School Sections

The School consists of four sections:
1. Kindergarten Section (KG1 & KG2)
2. Primary School (1 to 5)
3. Middle & High School - Boys Section (6 to 12)
4. Middle & High School - Girls Section (6 to12)

Language Policy

English is used as the medium of communication between students and staff.

All staff members are to encourage the use of English at all time. They are strictly cautioned to avoid the use of Arabic to interact with students in all subject classes (except Arabic/Islamic studies/Arabic SS) or even in the playground or hallways.

Arabic should only be only used with Arabic, Religion, and Arabic Social Studies teachers. During such classes teachers should use Standard Classic Arabic and avoid the use of slang or particular dialects in order to ensure that students are used to the correct usage of the language. We aim to instill in our students pride in their Arabic language and their heritage

Cultural Awareness

- Know that UAE is a Muslim country that has customs and traditions, which are shared and distinctive throughout the Muslim Arab World and must be respected at all times.
- Avoid any discussions regarding politics, religion, and nationality while in school.
- Be sensitive in your use of language and avoid terms that may be sensitive to the culture.

Code of Ethical Conduct

INPS employees follow the UAE Ministry of Education Code of Ethical Conduct (www.ADEK.ac.ae). We share the following core values as guides for interactions:

➢ We strive to respect each individual and work to create a positive emotional climate for all learners, with sensitivity to differences in age, ability, background, language, culture, religion, and family structure.

➢ We use direct eye contact, smiles, warm tone of voice and social conversations to reinforce a positive professional environment.

➢ Our partnership in learning is supported by regular, reciprocal communication, affirming recognition of effort and accomplishment, predictable, developmentally appropriate responsiveness to initiative, emotion, and concerns, and proactive conflict resolution.

➢ We are committed to diversity and we strive to create an environment of inclusion that celebrates our differences and highlights our commonalities. Our school accepts children with special needs as long as their needs ae met.

Teaching and Learning Policy

At Al Ittihad National Private School Abu Dhabi (INPS-AD) we recognise that quality classroom practice is the key to improve learning and student achievement. This policy aims to outline the fundamental principles which underpin all Learning and Teaching at our school.

This policy does not stand alone: to be effective it must be embedded into our classroom practice and other related policies. Therefore, this policy is linked to:

- Planning Policy
- Marking and feedback policy
- Behaviour Policy

Planning Policy

At INPS-AD we believe that planning is critical to effective teaching and as important as the execution of plans. Planning sets stage for success in the classroom. it is also almost impossible to execute a high-level lesson if your planning isn't thoughtful, consistent, and focused on the most important tasks.

Unit Planning

Great lessons begin with planning and specifically, with effective unit planning.

1. Progress from unit planning to lesson planning.
2. Planning a sequence of objectives, one or possibly two for each lesson, over an extended period of time (for example up to six weeks…)
3. Determine how well you'll assess effectiveness in reaching your goal
4. Deciding on the activity
5. Understand by Design Model (Atlas Rubicon requirements)

Lesson Planning

The unit planning process is followed by lesson planning which consists of:

1. Refining and perfecting the current objectives based on the degree to which the previous day's objective was mastered.
2. Planning a short daily assessment that will effectively determine whether the objective was mastered.
3. Planning the activity or sequence of activities that lead to mastery of the objective.

Things need to be considered while planning a lesson

- Plan what students will be doing at each point in class. A well-designed lesson supports effective use of time. Think about strategies that allows you skip pace-killing routines like distributing and collecting papers and material or other routines and transitions. Think about the time required for each part of the lesson.
- Choose the methods and lesson designs that get students most quickly and effectively to the goal "achieve the lesson's objectives" and long-term mastery.
- Support students to meet or exceed the curriculum standards. To do this, we need to view lessons from the students' perspective and then systematically add supports (such as tips, exemplars, or rubrics…) without diluting rigor.
- Respond to the evolving needs of the students "Differentiation" and design independent practice that ensures all students are able to challenge themselves at their own pace.
- Think about the types of activities your students engage in during a lesson to cause a dynamic change in student thinking and participation.

Please refer to the Teaching and Learning policy regarding the following:

- Learning objectives
- Success Criteria
- Effective questioning
- Differentiation
- Students' Grouping
- Resources

Planning Meetings

- Weekly meetings to discuss the lessons' standards, objectives, assessments, activities, resources etc.
- Regular meetings to discuss the alignment between the planned and taught curriculum using students achievement data and classroom observation repots.
- Termly meetings to revise standards covered and modify the unit plans accordingly.

Lesson Expectations

lessons at INPS - AD should include a range of the following:

- Learning objective made explicit to the students
- Learning put into a wider context – why we are leaning this?
- Models of good work shared and used
- A range of question types
- Range of interactive strategies, not dominated by teacher talking. Students are given opportunities to participate in different types of activities such as whole class activities, learning partners, small groups and independent practice.
- Clear, appropriate differentiation
- Activities which match the learning objectives and fully engage the students.
- Stimulating resources to support independent learning
- Students are asked to justify their opinions
- Success criteria referred to during lesson and plenary
- Self-or peer assessment related to success criteria
- Time for students to improve their work in lessons

Learning Objectives

Lesson design needs to begin with selecting appropriate learning objectives based on the standards covered on a specific lesson and on prior learning and understanding. Use SMART objectives to write an effective lesson plan objective, making it:

Manageable, Measurable, Made First, and Most important.

Learning objectives should:

- Set challenging expectations
- Be used as an assessment tool for future learning
- Support learning outcomes, in that each learning objective is a small step in arriving at what the learner is supposed to know or be able to do
- Aid the selection and design of activities to be undertaken in a lesson/series of lessons.

Learning objectives should not describe the activity that students are doing.

Teaching Strategies

Our school has a very high proportion of ELL students, SEN students and students with a wide range of barriers to learning. To ensure motivation, engagement and challenge of all students, a variety of learning experiences should be used.

> ### **Whole -Class Teaching**

Learning Partners

A key element in teaching at INPS-AD is the use of learning partners. We recognize the importance of speaking and listening in all areas of the curriculum and the need for all learners to articulate and therefore extend their learning. Learning partners should be organized and change regularly in all classes. We are expected to share and consistently review with students what makes a good learning partner (pair/group)

Interactive Strategies

There are numerous interactive strategies that can be used in whole-class teaching to engage learners. Such strategies often provide teachers with AfL information, including:

- Thumbs up, thumbs down to show agreement/understanding
- Mini-whiteboards / show me
- Use of "no hands up" random selection after talk partners have discussed
- Use of technology applications and resources to ensure learners are engaged with their learning
- Students work samples
- observations

The information gained from these strategies should be used to determine a shift in lesson pathway immediately, or subsequent lessons, for particular groups or all students, in order to challenge their potential and ensure learning time is maximised. For further details, please check the "glossary of instructional strategies" under Teaching and Learning on Atlas Rubicon references.

Modeling and Success Criteria

A key aspect of the teaching should be the clear and specific modelling of the task that students are required to do. It is very important to provide high quality models to guide and inspire learners. Use a good model to analyse and generate success criteria and then use it as a tool to guide students through their own piece of work.

Success criteria is a useful breakdown of the learning objectives and enables students to know the steps involved or the elements of a particular tasks. Assessment (self/peer/teacher) and plenaries are the opportunity to reflect on success criteria and next steps. Teachers should have a clear idea (i.e. on planning) which success criteria are important for learning.

Effective Questioning

Effective questioning means challenging students to deepen their thinking. Teachers need to take time to plan effective questions which go beyond straight recall of information.

Teachers should inform lesson adaptation to suit the needs of the learners by:

- Expecting a range of answers
- Asking how it was arrived at
- Build up on students' answers to challenge their thinking
- Asking follow-up questions and such as (why, how…etc.)

For further details, please check the "Essential Questions" under Teaching and Learning on Atlas Rubicon references.

> ➤ **Group/Independent work strategies**

Students should be given the opportunity to complete work by their own and apply what they have learning about (for example: solving problems, writing, analyzing ...etc.)

Students should also be given the opportunity to work collaboratively, or to share ideas with others, regularly. Specific strategies for collaborative learning (which help make the curriculum accessible for all learners) include:
- Snowballing (talk partners first, then share with another pair/group – do you agree?)
- Jigsaw (group research one aspect of a topic, becoming "experts". Re-organize into home groups to complete task using expertise of each member)
- Other "Kagan" collaborative learning structures

For further details, please check the "Learning and Performance Glossary" under Teaching and Learning on Atlas Rubicon references.

Students Grouping

Teachers should plan opportunities for students to work collaboratively with others in a range of different groupings to enrich learning experiences and opportunities, Grouping should be fluid and be relevant for students according to their next learning steps. Teachers should keep the following criteria for groupings in mind when planning and ensure groupings are appropriate to the activity:
- Mixed-ability or similar ability groups
- Teacher chosen or self-chosen
- Children's social behaviour
- Individual leadership qualities

Inclusion – I Can Center

INPS-AD is committed to inclusive education. We intend to meet the academic and the affective needs of all students who are admitted to INPS, including those identified as gifted or talented and those with special educational needs.

INPS-AD believes that our children, including those identified as having Special Educational Needs (People of Determination) have a common entitlement to a broad and balanced curriculum. We are committed to meeting the educational needs of students with mild to moderate Special Educational Needs in the least restricted environment (Corresponding to Private School's Policy 48, Article 53 of the Organizing Regulations).

Student Support Team

The Student Support Team consists of the Deputy Director, Academic Advisor, Section Principal, English Coordinators, SENCO, SEN teacher and or/ Support Teacher, Classroom Teacher, Nurse, Social Counselor and Guidance Counselor (other subject coordinators and teachers will be invited when needed). The mission of the Student Support Team is to support the academic, social, emotional and physical growth of students in a safe and healthy environment.

A collaborative approach is key to consider the child as a whole and to help identify the most effective ways to ensure his/her success. Members of the Student Support Team meet formally at the beginning of every term. In addition to that, regular by-weekly meetings are held throughout the academic year with the concerned members depends on individual student needs

Differentiation

As students have diverse learning capabilities, differentiation is therefore essential in matching learning opportunities with individual learning needs. It is key to recognise the link between effective formative assessment and effective differentiation. In order to differentiate effectively, teachers must have a clear understanding of exactly where the students are and their level.

Differentiation can occur in:

- The **content** delivered – teachers being clear about the knowledge, skills and dispositions they want groups or individuals to learn.
- The learning **process** – varying learning activities or strategies to provide appropriate methods for students to explore the concepts.
- The **product** – varying the complexity of the product (which means teachers setting clear expectations for the quality of the work expected, not just accepting a range of outcomes).
- Varying the **environment** in the classroom – using different teaching styles, grouping, levels of support.

Moreover, we must ensure that we offer all students access to an appropriate curriculum. In some instances, it may mean an individual curriculum, although more often it means personalising learning by using some of the following strategies:

- Providing learning support of groups or individuals by teachers and support teachers
- Providing appropriate resources
- Adapting appropriate activities
- Promoting independent choice
- Offering adaptations / modifications as needed

For further details, please check the "Differentiated Instruction" under Teaching and Learning on Atlas Rubicon references.

Resources

At INPS-AD we recognise that it is key to provide carefully chosen, clear, visually stimulating resources to support ELL, SEN, G&T and all learners. A rich variety of digital resources and applications to engage learners and should be incorporated into planning such as: Reading A-Z, Think Central, Go Math, IXL, Asafeer, MAP Skills, Follette …etc.

Assessment and Reporting Policy

Assessment is the purposeful and systematic process of gathering, analysing, interpreting and reporting information about a student's progress and achievement overtime. All forms of assessment are used to support teachers in gathering information and using appropriate data to drive decisions about atudents, learning and pedagogy. A coherent, systamatic approach to assessment is an integral part of the teaching and learning process.

Reporting is intended to keep parents well informed about the academic and pastoral welfare of the students. Its essential to involve and engage the parents in the educational process. Reporting takes three forms: informal, written and in parent and teachers meeting.

Aims

At INPS-AD through the assessment policy we aim to:

- Use several types of assessment information and triangulate the data from multiple resources to inform and drive teaching and learning. Ensure best practice is implemented through discussion and review.
- Internal and international assessments data are used to ensure the validity and reliability of internal assessment
- Monitor closely students' attainment and progress to inform the curriculum review process.
- Ensure that assessment enables all students to develop their potential.
- Ensure parents and students have a clear understanding about curriculum expectations. Provide opportunities for parents, students and teachers to work collaboratively and to understand accountabilities.

Procedures

➤ Baseline Assessment

Baseline assessment will be done at the beginning of the year within the first three weeks. These assessment data will be used as starting point to measure students' attainment and progress. The results will be analyzed to information teaching and referrals to support programs.

➤ Measure of Academic Progress, NWEA MAP,

MAP, or the Measure of Academic Progress, is a US curriculum-based assessment, it is used to compare students' attainment with international standards (common core and NGSS standards. The MAP test is a computerized adaptive test which provide essential information for teachers, parents, and administrators about what each student knows and make informed decisions to promote each student academic growth. The MAP tests are offered in Reading, Language Usage, Science, and Mathematics and it is administered twice a year in Fall (October/November) and spring (March/April) for Grade 3 to Grade 9.

➤ Diagnostic Assessment

Assessment data is analyzed for diagnostic purposes to identify strengths, areas of improvements for each student, support students, create individual improvement plans and for referrals to support programs. Where necessary, teachers may seek more specific diagnostic assessments to be conducted on an individual basis for the Students with Special Educational Needs "People of Determination". Some of the diagnostic assessment tools are:

- o **Cognitive Ability Test (CAT4)**
  The INPS- AD has started using the CAT4 test from the academic year 2017-2018 to further support students and to identify students with special needs, learning difficulties as well as gifted and talented students. The CAT4 is also conducted for grade 3 and grade 6 students.
- o **WIDA**
  WIDA MODEL (Measure of Developing English Language) is a suite of English language proficiency assessments for Kindergarten through Grade 12

Test forms are divided into five grade-level clusters: Kindergarten, Grades 1–2, Grades 3–5, Grades 6–8 and Grades 9–12. Each form assesses the four language domains of Listening, Speaking, Reading and Writing.

Each form assesses the four language domains of Listening, Speaking, Reading and Writing.

MODEL can be used to:

- Serve as an interim assessment during the school year, providing information that informs instructional planning and other decisions related to students' education and when to exit the program.
- Use the proficiency level scores from WIDA MODEL in conjunction with the WIDA English Language Development Standards Framework to help teachers effectively plan instruction for their ELLs. Scores from WIDA MODEL can also be used to predict student performance on ACCESS for ELLs

o **Career Assessment Test (Interest, Personality & Aptitude Test)**

The Career test integrates the results of the Aptitude, Interest and Personality tests to provide a consolidated correct result

- Interest test assesses the student's likes or dislikes for certain activities, whether thought about or actually performed. Studies have shown, that if people are interested in a particular career, they put in an extra effort to get into that line and succeed in it. Hence knowing the student interest is the first and most crucial step to career planning.
- Aptitude test indicates the individual's ability or capacity to acquire skills and knowledge as a result of training. Aptitude indicates students' strength in a given area and predicts success in studies, training programs and careers, which require competencies in that area. It measures students on 7 aptitudes. They are Mechanical Reasoning, Spatial Relations, verbal reasoning, Numerical Ability, Language Usage, Work Knowledge, Perceptual Speed and Accuracy.
- Personality test creates self-awareness. It measures the individuals work values i.e. values that are appreciate in a work place. A detailed explanation of each work value is given individually to each student based on their dominant work value. The report suggest activities to enhance the students dominant work value.
- The students receive a customized report of their top three career recommendations based on the results of the test
- A detailed report of their top interest clusters and what careers come with that
- A detailed report of their top aptitudes and how to strengthen the aptitudes that may need strengthening
- A detailed report of their personality traits and how it is applicable in the work life
- Students can access the website to understand, the Roadmaps for different careers and Career Profiles.

o **Pupil Attitude to Self and School "PASS"**

PASS is a survey tool used to Identify fragile learners and discover hidden barriers to learning PASS helps identify reasons behind low attainment, challenging behavior and poor attendance, helping to build a complete picture of a student's motivation, attitude and engagement in learning. Pass acts as a simple screener that identifies issues across classes, grades and the whole school.

o **PSAT™ 10**

The PSAT™ 10 is an assessment given to 10th-grade students in the second term. The PSAT helps students, parents, and school staff get a sense of the kind of work students need to prepare for the SAT. In addition, students score reports recommend AP courses that might be good matches.

- o **Digital and online Assessment Tools and Applications**
  The school uses a variety of online and digital platforms, programs and applications for enrichment purposes with imbedded assessment and tracking tools such as:
  - **MAP Skills**
    MAP Skills is a skills mastery and progress monitoring assessment that helps teachers drill down to the specific skills each student needs to learn. Use it between MAP Growth administrations to see exactly what struggling students are missing and advanced students are ready to take on—then adjust instruction in the moment and monitor student progress. MAP Skills has been so great for us because it's an instant snapshot of what skills students know and what they need to work on.
  - **IXL**
    A Standards-based Learning website student love! For Math, Language arts, Science and Social Studies, 2000+ K-12 skills online. Adaptive & Individualized. Immediate feedback for students and teachers.
  - **Reading A-Z (English) and Asafeer (Arabic) programs**
    Reading A-Z and Asafeer programs are blended reading programs that allow teachers to blend instruction using varied resources and tools. The program helps teachers address various curriculum standards with quality correlated and aligned resources, ideal tool for supporting the development of struggling students and allow for meaningful differentiated instruction. The programs meets all student's needs, improves students reading rate strengthens student's literacy skills, and fosters creativity.

➢ **Formative Assessment**

Formative assessment data is an ongoing means of evaluating students' progress and attainment. Formative assessment is used as tool of "*assessment for learning"*, "assessment as learning" and "*assessment of learning"* which will impact the teaching process and strategies. Comparing students results to curriculum expectations is effective for next step to be planned. The formative assessment can be in the form of quizzes, questioning, end of lesson assessment, exit pass, through applications or online tools such as Nearpod, peer and self-assessment, home learning tasks as well as some performance tasks and portfolio.

➢ **Summative Assessment**

Summative assessment refers to assessment conducted at the end of each semester or end of unit and/or cycle assessment - two assessment cycles per semester. The purpose of the assessment is to determine progress against initial attainment. Summative assessment can be in the form of written test or performance task. Validity of the results is ensured by assessment moderation. Feedback should be given to the students within maximum two working days from the date of the assessment.

➢ **Standardized Tests**
  - o **SAT:** The SAT is a standardized test is administered by College Board. The SAT is an entrance exam used by most colleges and universities to make admissions decisions. The purpose of the SAT is to measure a high school student's readiness for college, and provide colleges with one common data point that can be used to compare all applicants. It is a graduation requirement for American curriculum (Minimum score: 450)

- **IELTS:** The International English Language Testing System, or IELTS™, is an international standardized test of English language proficiency for non-native English language speakers. (Minimum score: 5.5)
- **Advance Placement (AP):** Advanced Placement (AP) exams are college level test administered by College Board. AP Exams are standardized exams designed to measure how well students mastered the content and skills of a specific AP course

  AP courses offers college-level curricula and examinations to high school students. Colleges and universities may grant placement and course credit to students who obtain high scores on the examinations.
- **EmSAT:**
  - EmSAT is compulsory for all Emiratis and non-Emiratis students who are studying in governmental or private schools. The EmSAT is compulsory for university admission in government and private universities and colleges in the UAE. The EmSAT is a one of the degree equivalency requirements for American Private School students.
  - EmSAT minimum score for Math is 500 and for English is 1100.

Data Recording and Evidence Collection

Using information collected from a variety of assessment instruments over a period of time to help the teachers to create a detailed picture of student's progress and achievement. The data provides the teachers with information that inform teaching and learning processes. Data and evidence gathering is continuous throughout the learning process.

The data is plugged in the school management system "SIS". Records of assessment are evidence that assessment has taken place. Records provide the basis for forming judgements about student performance, for assessing the reliability of the tasks and monitoring student progress. Recording helps teacher to reflect on their practice.

Data Analysis

Data analysis process takes place after assessment to create a pattern about the student's attainment and progress. Processes are in place at INPS-AD to ensure that staff can effectively analyze, use and interpret analyzed data. Data reflection and self-evaluation after each assessment (formative, summative, internal and external) are essential to inform the teaching, learning and curriculum design.

Feedback

The focus is on individual needs along with curriculum expectations. Appropriate assessment is essential to ensure teachers knowledge of their students' level and how they can plan and implement appropriate strategies to improve learning. Individual plans or relevant intervention are required to promote student's attainment and progress. We believe that students learn best when they are involved in their learning process. Regular positive constructive feedback promotes students' self-regulation therefore they learn how to learn better, improve the quality of their learning and set goals for themselves. Reflection tasks help the students to improve metacognitive awareness which lead to effective learning. For more details please refer to the school correction and feedback policy.

Reporting of Student Progress

Reporting is communicating information on student's attainment and progress in different forms and for various purposes. Reports are used to inform parents about students' attainment and progress over time and against curriculum expectations. The School Information System "SIS" generates report cards for grade 6-12 students and detailed standard/skill based report card for K-5 students. Parents and teachers discuss the students' achievement based on the report card. The INPS-AD issues detailed reports twice a year at the end of each semester. There are also a number of opportunities for scheduled parent-teacher conferences twice a year or whenever is needed throughout the year.

The academic year is divided into two equal semesters. The INPS-AD issues detailed report twice yearly at the end of each semester and progress report once mid of the semester. Other areas such as competencies and social skills and behavior are included in the report. KG to grade 5 as well as grade 6-12 P.E. & Art are assessed continuously throughout the academic year. **Arabic & Islamic studies marks distribution is based on ADEK's expectations**.

Table below shows how the marks calculation and distribution for grade 6-12 (2019-2020).

Semester 1 50%					Semester 2 50%				
Assessment	Quiz	Performance Tasks	MAP, SAT, EmSAT, PSAT, Test Lab	End of Semester Exam	Assessment	Quiz	Performance Tasks	MAP, SAT, EmSAT, PSAT, Test Lab	End of Semester Exam
30%	10%	20%	10%	30%	30%	10%	20%	10%	30%

Monitoring and Tracking Progress

Regular focused monitoring and tracking of student progress is essential. Subject teachers, SENCo, members of School Support Team, meet regularly to monitor student progress and set appropriate plans to identified students. Tracking procedure using color coded report and timelines are implemented to ensure all assessment information is up-to-date, accurate and accessible to all stakeholders.

Responsibilities
  o **Home room teachers and subject teachers** have the ultimate responsibility for the assessment of students' work.
  o **Middle Leadership Team** are responsible for ensuring that appropriate assessments take place and follow the policy guidelines. They are responsible for the quality of assessment questions and they are based on the standards. They are responsible of regularly reviewing and monitoring the effectiveness of assessment practice. Providing advice and support to staff on assessment strategies and quality of assessment.
  o **Senior Leadership Team** are responsible for monitoring assessment processes and ensuring validity and readability of the assessment through monitoring, analysis of school management system data and reports, moderation, learning walks and class observations.
  o **Invigilators** responsibilities are to ensure smooth running of the examinations; all invigilators are expected to abide by regulations and guidelines. This means that invigilators do the following:

   ▪ Respect the examination schedule by beginning the examination on time.
   ▪ Do not allow students to leave the examination room until ¾ of the set duration has elapsed.

- Register absent students' names on the designated papers and test envelopes.
- Make sure that each student signs his/her name when handing in the test paper.
- Refrain from reading or doing corrections.
- Move around the room; avoiding sitting all the time.
- Hand in test papers to the test coordinator once the test is done.

As for all teachers, it is expected that:
- Teachers are not allowed to enter examination halls on the day of their subject's examination. Only, Coordinators can enter the examination halls.
- Examination results should not be given to students or to their parents without prior permission from the Deputy Director and Academic Advisor.
- All End of Semester papers should be corrected at school on the same day of doing the exams. Therefore, teachers who have exams are requested to stay at school until they finish their corrections.
- Cycled Assessment papers should be corrected and submitted to Subject Coordinators within 48 hours of doing the assessment.
- Corrected assessment papers and the corresponding marks should be revised, checked, finalized, and approved of by the Subject Coordinators prior to submitting them to entering them on the SIS.

Assessment and Re-Assessment Guidelines for Students

- Students are expected to be present on the assessment days. If a student is absent then it is his/her responsibility to submit a medical report once they come back to school.
- Students must enter the exam hall by 7:50 am. If the students arrived at 8:10 or later then they can't take the exam.
- Students must bring their own stationery. The school will not provide any student with pens/pencils if they did not have.
- Asking questions is only allowed when the subject coordinator or anyone assigned to replace him/her comes to the halls. Asking questions and talking to invigilators or peers is strictly forbidden.
- Talking is not allowed once the exams are distributed. Any cheating attempt or cheating will result in strict disciplinary procedures based on the school behavior policy and students will get "zero". If students caught cheating, they will be ineligible to attend the honoring students' ceremony and their names will be removed from the honor list even if his/her averages qualify them.
- Students must come to the exam well-prepared.
- Phones, smart watches, hats and hoodies are not allowed.
- Students are expected to answer all the questions and review the exam papers until ¾ of the set duration has elapsed before submitting it. If students deliberately failed to submit their exam papers by the end of the time, they will be subjected to a behavioral discipline procedure according to the school's discipline policy and will be given a "zero" in the exam.
- Students will not be allowed to enter the "Re-assessment exam hall "unless they have a valid medical report /valid reason submitted before the reassessment day.
- Reassessment is a privilege and students will lose that privilege if they tried to abuse it. If the school noticed that certain students are not taking assessment seriously or and their names were included in the reassessment list twice or more, then a meeting with the student and his/her parent must be conducted and the student might lose his/her reassessment opportunity.

End of Semester Test Protocol

End of semester tests are scheduled at the end of each semester according to a schedule created by the school administration. A copy of the schedule is posted on the school's website three weeks in advance.

➢ **The components of the end of semester test are:**

- **The Test Paper**
  The subject coordinators or any officially assigned teachers prepare the test paper in accordance with the specification and guidelines for each subject. The coordinators then review and approves it.

- **The Test Schedule**
  Issued and distributed by the school administration

- **The Test Material**
  The parents and students are informed ahead of time about the test material.

- **The Marking/Control Committee**
  The subject coordinators assign the marking committee, who is responsible for correcting and revising the test questions. The coordinators supervise the process to assure accuracy and consistency.

- **Passing Percentage**
  Passing percentage for Grades 10-12, the passing mark is 60%. Passing percentage for all subjects for Grades 1-9 is 50%.

➢ **The Absence Policy for End of Semester Exams**
  o Regular attendance is the basic condition for assessing the student's performance. Students can be absent only under medical or acceptable excuse.
  o The student can take the end of semester exam if he attends on time.
  o If the absent students submit a certified medical report or any other valid reason accepted by the administration he/she is given the chance to re-sit the test on a fixed date assigned by the administration.
  o If the absent student submits an unacceptable medical report or invalid reason he/she will receive zero mark on the subject missed.
  o If a student is 15 minutes late from the beginning of the test with a valid reason, he/she have the right to attend the test in a separate. If the lateness is for more than the above-mentioned period, then the student should be counted as absent.

➢ **Test Day Procedures:**

The following should be observed:

  o Students should be at school before the beginning of the exam.
  o A calm and safe atmosphere at the test hall.
  o Assistance should be extended to the student so that he/she can do it comfortably.
  o Late students should report to the administration first. The student is only allowed to enter the test hall if the administration is convinced by the reason given.
  o The administration will take the appropriate action when the student is absent.
  o The administration will take the appropriate action against disruptive or cheating behavior in the exam.
  o No student can leave the examination hall before the 3/4 of the test time.

> ➤ **End of the Year results - Promotion and Retention**
  - o The student has re-sit exams if he/she fails maximum of three subjects (end of the year).
  - o Grade 6-12 student who fails four exams (end of the year) or more will not be promoted to the next grade level.
  - o A student cannot be retained in a certain grade more than two consecutive times and no more than two different grades during the entirety of his/her school education. The school must provide such student with the necessary learning support. For more details, please check the promotion and retention policy.

Marking and Feedback Policy

> ➤ **Principles**

Our Marking and Feedback Policy is based on the principles that:

- Students have the right to have their work acknowledged, to be given feedback on their achievements and to be given advice for their future learning
- Feedback informs all participants in the learning process of the progress made and feeds into the next cycle of planning for teaching and learning.
- Regular marking keeps the teacher in tune with the individual needs and abilities within the class and helps to raise standards.
- Take approach (where attainment is based on the person's previous attainment) within context of marking towards the learning objectives.
- Relative elements of detailed marking will be introduced during Kindergarten, in preparation for the Primary, although it is expected that children will be given more oral feedback at this stage.

> ➤ **Guidance for marking by teachers**

- Teacher marking only effective if:
  - ▪ It informs both the student and the teacher of what has been achieved and what needs to happen next.
  - ▪ The student has an opportunity to read and respond to the marking.
  - ▪ It is informing the teacher of learning needs which can be incorporated into future planning.
- Remember that:
  - ▪ Marking is more effective in the presence of the student.
  - ▪ Students should be given time to read/reflect on/respond to marking
  - ▪ Effort should be acknowledged alongside achievement
- Marking and feedback by teachers should take some of the following forms, as appropriate to the work:
  - o Marking should be related to the learning objectives /success criteria
  - o Grade level teachers to agree on using useful symbols to be understood by the class they are working with. These symbols should be shared with the students and displayed in the classroom.
  - o Use consistent codes throughout the school ("SA" Self-Assessment; "CI" Cooperatively Improved; "VF" Verbal Feedback...etc.)
  - o The use of green highlighter to promote positive aspects and pink highlighter to draw attention to errors or areas for development within a piece of work.
  - o Positive comments and guidance to students for moving their learning forward.
  - o Include "closing the gap" prompt such as: pose an open question specifically related to the learning objectives to think about next steps; a correct example given by teachers; or a request to do some corrections

- With oral feedback, in the course of a lesson, teachers' comments to students should focus firstly on issues about the learning objectives and secondly, and in a whisper, on other features.
  - Use of continuous oral feedback. Verbal feedback to be acknowledged in books
  - Use of samples of students' work to model and share good examples.
  - Ask students to check their work again referring to learning objectives/success criteria (with time given to do so).
  - Draw attention to how children have moved on.
- Teachers' handwriting needs to be legible as a model for the student and in a different color to the students' work.
- Not every incorrect spelling needs to be corrected by the teacher, but persistent errors should be commented on, and incorporated into the planning.
- Peer/self -assessment
  - Students need to be trained in how to peer and self-assess meaningful.
  - Peer and self-assessment empower children to take control of their learning.
  - Within most lessons, students should have opportunities to assess their progress (or that of others) against agreed success criteria.
  - Students need to be trained through modelling with the whole class in how to peer and self-assess meaningfully, in order that time spent in lessons, on this, is beneficial to the learning.
  - Paired marking should not be introduced until grade 3.
  - Ground rules (e.g. listening, interruptions, confidentiality …etc.) should be decided, then put up as a poster.
  - Some successful peer/self-assessment strategies include:
    - Two stars and a wish
    - The 3:1 success to improvement ratio
    - Traffic lights systems
    - Thumbs up/thumbs down
    - Use of green(positive) and pink(development) highlighter
  - Encourage a dialogue between children rather than taking turns to be the "teacher"; they should discuss each other's work together.
  - Pairing should be ability based, of two middle, two brighter or one middle and one lower together.
  - Teachers should be conscious of checking the quality of peer and self-assessment make by students.
- All pieces of work in books should be acknowledged in line with the approaches listed above: i.e. either through teacher marking, peer marking or self-assessment. For main subject: English, Arabic, Math and Science, there should be a fair balance of teacher and child marking.
- In each subject area, every student should have at least one piece of work marked in detail once every week.
- Substitute teachers need to mark and initial all work.
- It is expected that grade level moderation will occur regularly throughout the academic year.

Marking and feedback will be monitored by middle and senior leadership team through taking samples of books and through lesson observations.

Section (2): Day to day organization & operations

Communication, Social Media and Announcements

Internal communication

The official communication method is the school email address, each employee is responsible to always check his/her email and communicate with others through emails.

School email must be used only for school related matters. Employees are not allowed to use it for personal correspondents.

Employees communicate with the HR office through the below emails

staffinfo@inpsabudhabi.com is assigned for sending staff personal documents such as (passport, visa, certificates …. etc).

hrhelpdesk@inpsabudhabi.com is assigned to receive all Employees' requests or inquiries such as (leave request, absence clarification, permission request, having any question or query … etc)

Academic Concerns → Subject Coordinator → Academic Advisor/Section Principal → Deputy Director → Director General

Administrative Concerns → Section Principal → Deputy Director → Director General
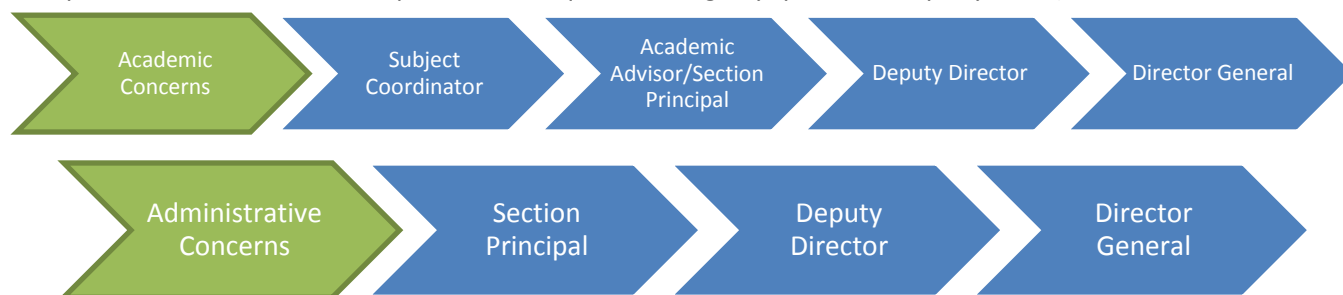
Official Correspondence with parents

All official correspondence with parents by any teacher or department need to through section administrator.

Email Usage Expectations and Etiquette

- All use of email must be consistent with policies and procedures of ethical conduct, safety, professional and compliance with applicable laws.
- Email account should be used for school-related purposes only.
- It is not allowed to: -
  - Forward confidential data/information to external people/institute.
  - Create or distribute any inappropriate content or material via email that against the law of Tolerance.
  - Access another user's email account.
- The school has the right to deactivate or delete the employee's email upon separation.
- Keep your tone professional
- Keep subject line descriptive and short
- Acknowledge emails and reply to all emails as soon as you can and within 24 hours
- Use a professional salutation and complementary close
- Resist emoji's in emails
- Be cautious with humor
- Avoid all CAPS word
- Proofread your email before sending it
- Check your recipient's name.
- Double check & call out attachments
- Be careful with forwarding emails.
- Avoid replying all and sending email to only concerned individual
- Avoid replying all if you don't want everyone to read you email.

- Don't overuse (carbon copy), only (cc) people if they must have or should have the information.
- Don't simply forward your work to others via email.
- If you send email to several people, set clear actionable items for different people.
- Keep content short and crisp.
- Never say in email what you wouldn't say in person

Meetings

All employees are required to attend all meetings that refer to their department and other meetings that may be announced by the subject coordinators, principals or administration.

Meetings could be pre-scheduled or periodically planned during working hours or after-school hours if needed.

Use of Social Media Policy

It is not allowed for any reason to publish any of INPS student's personal pictures on all types of social media such as; Instagram, Facebook, WhatsApp, Snapchat … etc.

Social media use shouldn't interfere with employee's responsibilities at INPS. INPS computer systems are to be used for business purposes only. When using INPS computer systems, use of social media for business purposes is allowed (ex: Facebook, Twitter and LinkedIn), but personal use of social media networks is discouraged and could result in disciplinary action.
Any official statements or publishing materials from/about INPS to the media are to be handled through INPS Administration.

School Daily Routine (school timetable)

KG Daily Timing

	Sun-Mon-Wed-Thurs	Tuesdays
Assembly time	7:30-7:45	7:30-7:40
Session 1	7:45 – 8:25	7:40-8:20
Session 2	8:25 – 9:05	8:20-9:00
Session 3	9:05 – 9:45	9:00-9:40
Break time	09:45 – 10:45	9:40-10:05
Session 4	10:45 – 11:25	10:05-10:45
Session 5	11:25 – 12:05	10:45-11:25
Session 6	12:05 – 12:45	11:25-12:00
Bus students leave class	12:45	12:00
Dismissal of car students	1:00	12:10
Students taken to waiting area	1:20	12:30

Break time		
Timing	KG 1	KG 2
09:45 – 10:15	Eating	Playing
10:15 – 10:45	Playing	Eating

Break time Tuesday		
Timing	KG 1	KG 2
9:40-10:05	Eating	Eating

Primary Daily Timing Grades: (1-3)

	Daily Timing [Sun – Thu]
Period 1	08:00-08:45
Break 1	08:45-09:15
Period 2	09:15-10:05
Period 3	10:05-10:55
Period 4	10:55-11:45
Break 2	11:45-12:15
Period 5	12:15-01:05
Period 6	01:05-01:50
Period 7	01:50-02:35

	Tuesday Timing
Period 1	08:00- 08:40
Period 2	08:40- 09:20
Period 3	09:20- 10:00
Break	10:00- 10:35
Period 4	10:35-11:20
Period 5	11:20-12:05
Period 6	12:05- 12:50
Period 7	12:50- 01:35

Primary Daily Timing Grades: (4-5)

	Daily Timing [Sun – Thu]
Period 1	08:00-08:45
Period 2	08:45-09:35
Period 3	09:35-10:25
Break 1	10:25-10:50
Period 4	10:50-11:40
Period 5	11:40-12:30
Period 6	12:30-01:15
Break 2	01:15-01:45
Period 7	01:45-02:35

	Tuesday Timing
Period 1	8:00-8:45
Period 2	8:45-9:30
Period 3	9:30-10:15
Period 4	10:15-11:00
Break	11:00-11:30
Period 5	11:30-12:10
Period 6	12:10-12:50
Period 7	12:50-1:35

High School Daily Timetable - (6-8) Boys' Section

	Daily Timing [Sun – Thu]
Period 0	8:00-8:45
Period 1	8:45-9:35
Period 2	9:35-10:25
Break 1	10:25-10:50
Period 3	10:50-11:40
Period 4	11:40-12:30
Break 2	12:30-12:55
Period 5	12:55-1:45
Period 6	1:45-2:35

	Tuesday Timing
Period 1	8:00 – 8:50
Period 2	8:50 – 9:40
Period 3	9:40 – 10:30
Break	10:30 – 11:05
Period 4	11:05 – 11:55
Period 5	11:55 – 12:45
Period 6	12:45 – 1:35

	Daily Timing [Sun – Thu]			Tuesday Timing
Period 0	8:00-8:45		Period 1	8:00 – 8:50
Period 1	8:45-9:35		Period 2	8:50 – 9:40
Break 1	9:35-10:00		Break	9:40 – 10:15
Period 2	10:00-10:50		Period 3	10:15 – 11:05
Period 3	10:50-11:40		Period 4	11:05 – 11:55
Period 4	11:40-12:30		Period 5	11:55 – 12:45
Break 2	12:30-12:55		Period 6	12:45 – 1:35
Period 5	12:55-1:45			
Period 6	1:45-2:35			

Display Classroom and Corridors

Teachers should give priority to the creation of an informative, stimulating and well-organized environment within the classroom. Classroom environments are very important communicators of school values and expectations, and a high regard should be given by all staff to ensuring that rooms and shared spaces, including staffrooms, meeting rooms and corridors, are tidy, attractive, and clutter free.

Displays can inform and stimulate inquiry, celebrate achievement, and model high expectation. Displays are changed at least monthly and are monitored by the school's SLT. Teachers should liaise with the Art teachers and the support staff within the school for advice on how to display work.

Towards becoming a sustainable school and to promote positive ecological values staff should model the importance of caring for finite resources, e.g. taking care when photocopying, recycling pieces of paper, accounting for pencils, putting curriculum resources away carefully so that they can be found quickly by other staff.

Staff should also encourage students to take responsibility for resources, to put them away tidily and to understand that resources are finite; everything costs and everything has a value.

Students' Daily Attendance Procedures

Teachers will record absences and lateness on the class attendance registers for K-12 students on the eSIS

Attendance registers will be collected by the administrators
- If you are aware of a reason for an absence or have previously received a note, record the information on the attendance sheet to save a phone call.
- All notes from parents should be kept on file in your classroom for future reference.
- Parents will be encouraged to call the school to report absences or lateness. In the event they do not notify us, the office will contact the parent.
- Shortly after 8:30 am, attendance is checked by administrative staff and appropriate calls are made home and recorded on absence report form.
- Attendance is then entered in eSIS and a daily absence list is printed and kept on file in a binder in the office of each section and the registrar office
- All late students arriving after 8:00 a.m. must go to the office to be marked late.
- The school administration will contact the parents of students with persistent punctuality and attendance problems by phone or letter.

Students Leaving Early

When parents request that a student be dismissed early, the Section Principal should be notified. Under **no** circumstances should a teacher allow a student early dismissal without permission from the section administration. The section principal should be made aware of any student leaving early because of illness. Please be sure that students are signed out at the school reception before leaving the school at any time other than dismissal.

Medication

Parents are responsible for checking the expiry dates on the medication regularly. If a child requires prescribed medication to be administered to them during the school day, then parents are required to write a letter giving permission for the medication to be given to the school's nurse.
Staff should also inform the school Nurse and Section Principal if they have any medical issues. This is to ensure that appropriate steps can be taken in case of any emergencies. Please ensure that you state which information you would like to remain confidential at the time of sharing it with the Nurse / Principal.

Working Hours & Loads - Attendance & Leaves

Days of Work

INPS staff's presence at school is mandatory 5 days a week – Sunday through Thursday
Staff presence on **Saturday** is mandatory if the circumstance of the work make it necessary for the staff to come for a training session, workshop, event or emergency work.

School Calendar

A basic annual calendar is made available for parents and new staff at the beginning of the year. This highlight expected activities, parent meetings, highlight PD sessions and main events that may be taking place. Updates may be made to it each semester if required. The school calendar is usually shared with staff once it's approved by ADEK. Teachers are expected to prepare their lesson plans according to it. Please see a copy the school calendar.

Official Working Hours

- **Teachers** at INPS are expected to start work at 07:30 a.m. and finish at 3:00 pm (or until the end of activities, staff meetings or workshops).
- **Administrators** are expected to start at 07:15 a.m. and finish at 3:15 p.m. (or until the end of activities or staff meetings).
- **Support Staff** are expected to start at 06:30 a.m. and finish at 4:30 p.m.
- **Holy Month of Ramadan Schedule** Working day will be shortened for 2 hours
- Teachers must follow the Daily timetable and duty schedule that are assigned by the management.

Teaching Workload

A full teaching load is a maximum of 27 periods a week (50 minutes each) including the substitution in addition to Duties (Morning, Break, After School Activities) as per Ministry of Education regulations.

Morning Assembly:

All Academic Staff are expected to be present in the assembly area by 7:30 am for KG to 5 and 7:40 am for 6 to 12.

Educational Visits and Extracurricular Activities

Staff members are expected to attend and participate in school activities. They will be notified of any extracurricular activities that will take place after school.

Any staff member who has interest in any activity is requested to submit their proposal to their section principal.

Educational fieldtrips are an extremely important element of INPS-AD Carefully planned field trips allow the students to make connections between the planned curriculum and their everyday experiences. Field trips promote learning in a real context.

The INPS-AD team focuses on providing this opportunity for children to explore, investigate, and find solutions through experiencing the matters within the real-life environment. There will be several visits that can be undertaken throughout the academic year.

Once approval from the venue and ADEK is obtained, the Section Principal will write a letter to parents. This letter will include information on the trip and a permission slip to be returned to the appropriate staff member. This letter should be sent to parents at least three days prior to the trip date. Only students that have submitted permission slips signed by parents will be allowed on the visit. Those unable to attend will be placed in any other activities in the school for the day or will be sent home.

Extracurricular activities are offered to our students by some staff members as well as by external companies. If you have any talent and would like to share it with our students, please submit your proposal to the Section Principal in order to be participate in the after school activity program.

Classroom teachers are responsible for distributing the registration request form to the students and take their students to the designated activity area.

Staff should take particular care when supervising students in the less formal atmosphere of an educational visit, or after-school activity. Staff remains in a position of trust and the same standards of conduct apply.

Electronic Signature

We emphasize on the electronic signature for each staff when attending and departing. Staff members are considered absent if they fail to sign in and sign out.

Absenteeism and Tardiness

- All employees are responsible for regular attendance and promptness. Taking into consideration that illness and injuries do occur, the school has established sick leave as per UAE Labor Law.
- Absences whether excused or not, will be recorded in the employee's file and affect his/her end of year evaluation process and may lead to salary deduction.
- If any employee anticipates absence, or unexpectedly is delayed or unable to come to work for any reason, he/she must contact the HR Office in writing via email or message to enable the school to adjust the work assignments by 7:00 am. Failure to comply will result in taking further action as per school policy and UAE labor law.
- Emergency permission to leave school shall be approved by the director general/deputy director only.
- Absence directly before & after weekend/holiday will result in counting such weekend/holiday days as absenteeism and shall lead to salary deduction unless an official medical report verified by the Health Authority is presented.
- Holiday during school days is not acceptable.
- Being late for more than 3 times a month shall result directly in salary deduction.
- **Being consistent in attendance is crucial for your students' success.**
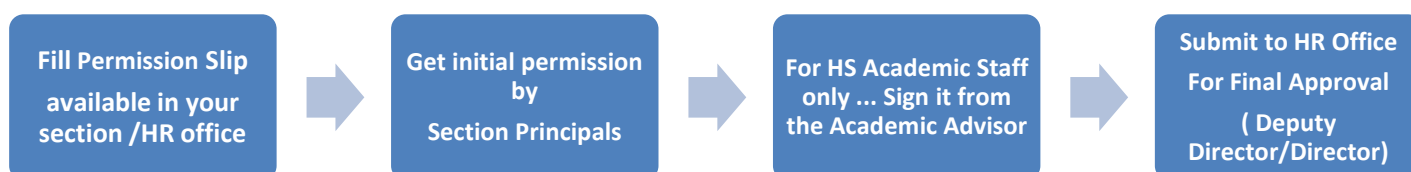
Substitution Policy

As INPS seeks to always have a positive and enriching learning experience for students, the following guidelines has been put in place: -

- All teaching staff whose teaching-load is less than 27 periods/week will be assigned a certain number of substitution periods to reach a workload of 27 periods when needed.
- All academic and admin/support staff such as coordinators, career counselor, social workers, librarian, section principals, admin supervisors and H & S officer will also be assigned a certain number of substitution periods.
- Subject coordinators and teachers must ensure that work is prepared ahead of time for the teachers who will substitute when a teacher is absent or prepare substitution files and have them ready in the department.
- Enrichment programs can be used during substitution periods.

Procedures for Leaving School Premises

Fill Permission Slip available in your section /HR office → **Get initial permission by Section Principals** → **For HS Academic Staff only ... Sign it from the Academic Advisor** → **Submit to HR Office For Final Approval (Deputy Director/Director)**

Leaves

> **Annual Leave:**

The first annual leave entitlement may be taken only after the employee has completed full academic year service with school.

As per ADEK Law, each employee receives annual leave as follows: -

- Teaching Staff receive an annual leave **as per ADEK Approved Calendar.**
- Coordinators must join school 2 working days earlier than the teachers.
- Administrative Staff receive an annual leave **as per ADEK Approved Calendar**.
- Workers and Support Staff receive an annual leave of **30 days**.

For administrative and support staff only, the HR Office prepares a leave plan for the coming year, prior to the end of current year. This allows a smooth operation with no disturbance to staff.

Within operational requirements, employees will be allowed to indicate their preferred dates. However, leave scheduling is subject to operational requirements and when necessary employees will be directed on the extent and timing of their leave plans.

Any public, official, maternity ... etc holiday will fall during the annual leave will not have any effect on the annual leave duration.

Any staff member who is unable to resume work as scheduled is required to immediately inform HR office and receive permission for the delay. Formal clarification for the delay is required to decide the appropriate action to be followed.

> **Haj (Pilgrimage) Leave**

All Muslim staff members are entitled to 10 working days leave towards Haj only once in the employment period at school.

➢ **Compassionate Leave**

Each employee may be granted a compassionate leave that should be approved by the school Director in case of death of a first close relative (parent, brother, sister, wife)

Leave is allowed for the period of:

- up to three working days compassionate leave with pay: within UAE
- up to five working days compassionate leave with pay: outside UAE

Management may request the staff member to provide evidence of a death certificate, upon their return to work.

A **Muslim female** employee will be granted a bereavement leave with full pay for a period of **four months and ten days** in the event of the **death of her husband**.

➢ **Sick Leave**

The employee may be granted a sick leave upon presentation of a hospital or a doctor's sick report stamped by HAAD. The employee should then fill the absence form attached with the sick report and present it to HR Office.

The pay according to sick leave policy is as per UAE federal Law (article 83): -

Employees are entitled to **sick leave** with **full pay** for up to 15 days and with **half pay** for up to additional 30 days per year for personal illness, either in or out of the UAE.

The employee shall not be entitled to any paid sick leave during the probation period.

➢ **Maternity Leave**

INPS grants paid maternity leave to female staff members who have completed a full year of service at INPS.

Staff should notify the HR office in advance of the expected time of leave and estimated return.

Upon delivery, the staff member will be entitled to receive a full pay of 45 consecutive calendar days as maternity leave, provided when she has completed one full year's service.

If the staff member has not completed one year's service, she will be entitled a pay of 22 calendar days paid only.

Should the attending physician recommend that the staff member stop work prior to delivery, she will be placed on sick leave, and will receive sick leave benefits. If the staff member has used up her sick leave benefits, she will be placed on leave without pay until maternity leave benefits can take effect.

➢ **Holidays**

Each employee shall be entitled to official full pay on the following public Holidays: -

- New Hijri Day
- New year
- Eid Al Fitr
- Eid Al Adha
- Israa wa Meraj
- UAE National day.
- Mid-year holidays (winter and spring) according to the approved ADEK Calendar and management decisions.
- Other holidays announced by ADEK.

Staff Appearance & Dress Code

The traditions and social habits of the country impose on teachers the necessity to observe simplicity and modesty in their dress. As teachers, we need to set an example to our students and should therefore dress according to accepted norms of the work place, thus showing respect for position and profession.

The following dress code guidelines should be adhered to at all times

Failure to follow will lead to disciplinary action as per school disciplinary procedure.

Dress Code for Men is:

- Jeans not allowed at school
- Men should wear formal trousers, short or long-sleeved formal shirts, and neck tie.
- T-shirts and shorts are not allowed
- Shoes should be closed-toe, Flip-flops, slipper and sandals shoes are not acceptable.
- Moustache and beards should be trimmed.

Dress Code for Women is:

- Jeans not allowed at school.
- Women can only wear long dresses, long skirts or trousers. (ankle length)
- Shirts must be minimum ¾ sleeved. Shirts should be long and non-revealing.
- Shirts with symbolic slogans are not allowed.
- Tight-fitting clothing and leggings are not acceptable.
- Women should wear neat and comfortable shoes.
- Shoes should be closed-toe, Flip-flops, slipper and sandals shoes are not acceptable.
- Make-up and jewelry should be simple, conservative and appropriate for the school.
- Religious icons are not permitted
- Flashy nail polish is not allowed.
- Hair should be neatly combed, trimmed and arranged

Staff ID Card

- Each staff member at INPS will be provided a **Staff ID Card**.
- Staff should carry the ID at all times while in School premises.
- The INPS card is to be treated with care, cuts and other damages can render the card unusable.
- The card is not to be bent or left in direct sunlight, near sources of heat, or in contact with magnetic fields.
- In case of Card Loss/damage, staff must report to HR Office and pay an amount of Dhs. 50/- in order to issue a new card.
- Cards are non-transferable. Altering an ID card or using another person's ID card may result in disciplinary action.
- ID card is the property of INPS, and it must be returned to the HR Office upon leaving the school or if otherwise requested by the HR Office.

EHS and Child Protection

INPS thrives to protect & safeguard every child with the Ministry of Interior -Child Protection Center (MOI-CPC), and the Department of Education and Knowledge (ADEK) to stop any type of child's abuse.

Children have rights, most importantly the right to be safe from danger, happy and respected; the right to parental guidance not negligence, protection from all forms of violence, good health and health services, the right to education and the right to play. All these rights must put into practice in a warm and loving environment which comprises the family/ home and the school that the child is attending.

Health and Safety

There is a Environment, Health & Safety (EHS) Officer within the school but all staff and students are responsible for ensuring that health and safety risks are at a minimum. Health and safety is core to ensuring

students and adults within the school environment can fully thrive. All staff should refer to the Health & safety policy for guidance.

All staff are responsible for identifying and reducing risks. Health & Safety issues will be dealt with by the relevant bodies (i.e. Maintenance/ Nurse/ Security Guards etc.) and monitored by the Emergency Response Team.

There is an expectation that Risk Assessments are fully recorded for significant activities (e.g. trips) and that ideas for safety are indicated in planning where necessary (e.g. science, sport, cooking, Eco club...etc.). The EHS Officer should assess risks before starting any activity. this includes indoor and outdoor activities, assemblies, special events and trips. All staff should assess risks before starting any activity… this includes indoor and outdoor experiences, assemblies, special events and trips.

Parents are informed that only healthy food is allowed at the INPS-AD. Therefore, teaching staff need to confiscate unhealthy or junk food from children and show them how to replace it with healthy food. This needs to be done in a friendly manner, & encouraging the child when he/she brings in healthy food is very essential.

Teaching staff have to be alert of any food allergies that their children may have. A detailed list of allergies & chronic diseases will be given to teachers at the beginning of the year. Children should not share their snacks for that reason. This information should be shared with parents if they want to bring any food during celebrations.

The Child Protection Officer (CPO)

Is trained and knows how to handle abused children and immediately report any case of abuse and/or neglect of students to the Ministry of Interior – Child Protection Center within 24 hours upon suspicion.

Behavior Management and Physical Intervention:

All students have a right to be treated with respect and dignity. Corporal punishment is prohibited in our school according to school's policy and ADEK's expectation. As such, staff should never touch a child in an aggressive way. Staff must not use any form of degrading treatment to punish a student. This includes both physical and emotional humiliation. The use of sarcasm, shouting, demeaning or insensitive comments towards students is not acceptable in any situation.

Deliberately frightening students by overweening physical presence is not acceptable in any situation. Staff may legitimately intervene to prevent a student from injuring themselves or others, causing damage to property, engaging in behavior prejudicial to good order, and to maintain good order and discipline. Staff should have regard to the health and safety of themselves and others. Under no circumstances should physical force be used as a form of punishment.

Fire- Drill Procedures and other emergency procedures

It is essential that all adults and students follow the guidelines as indicated in the Health & Safety Policy to reduce potential risks and safe guard all within the school. Each room should have an evacuation map and guidelines that highlight the exit plan in case of an emergency. Students and staff will practice the evacuation procedure at least once each semester

Confidentiality

No employee shall reveal personal information concerning any student, except to the school counselor, parents, guardians or school Director.

Anti-Discrimination

INPS is committed to ensuring that working environment is free from discrimination and harassment. Discrimination and harassment in our workplace will not be tolerated under any circumstances

and disciplinary action will be taken against any employee who breaches this policy. Any breach of policy by a non-employee directed to an employee shall be handled in a similarly appropriate manner.

Discrimination and harassment occurs when a person is victimized in the workplace on the basis of but not limited to the following criteria: Race, Color, Gender, Religion or Disability.

All complaints shall be treated in a sensitive, fair, timely and confidential manner and complainants shall be guaranteed protection from any victimization or reprisals. All incidents must be reported to the HR Office.

Smoking

As per ADEK and school policy, smoking is prohibited anywhere in the school).
This applies to employees and visitors.

Gifts

Accepting gifts from parents and students that may influence school work are not accepted.

Private Tutoring Policy

As per ADEK regulation, private tutoring is not allowed
Any private tuition should be arranged through the school administration and is subject to the administrations discretion.
Not abiding by this policy will subject the teacher to legal prosecution by the school.

Personal Property

INPS recognizes that employees may desire to bring personal items to work. INPS takes no responsibility for the safekeeping of these items.

However, any personal property is missing; employees should report the incident to their appropriate section supervisor.

The following guidelines should be observed:

• Safety comes first. No object can interfere with job safety.

• Objects that are inappropriate or that hinder work efforts will not be allowed and must be removed upon request.

Return of School Property

All materials, including -but not limited to- all soft/hard resources such as information, files, research, records, books, lists, hardware, software, cell phones and other wireless devices, documents, drawings, confidential information or intellectual property received by an employee during employment and any tangible embodiments of such materials created by an employee, alone or with others, whether confidential or not, are the property of INPS.

Upon termination of contract with INPS, or upon the request of INPS, an individual will return to INPS all materials in the individual's possession or under the individual's control. Such materials will be returned within 24 hours after termination of contract.

The cost of repairing or replacing any INPS supplies, materials, equipment, or other property that is damaged (other than normal wear and tear), stolen, or lost by an employee or that is not returned to INPS upon termination of contract of employment may be deducted from the employee's salary or End of service.

Any materials created by staff members for use by INPS, or created on INPS time, or produced using the staff or resources of INPS, are considered works-for-hire and all intellectual property rights are vested exclusively in INPS.

Use of School Premises & Facilities

Requests to use school facilities after school hours should be submitted to section principal in order to have approval from the EHS Officer/school management.

Maintenance Issues

Do not assume that someone else will address a problem you see around campus or in your classroom. Notify the administration immediately by sending an email describing the incident and the location to the administrative staff. They will then inform the concerned team.

Photocopying Procedure

All photocopying material should be submitted to the subject coordinator at least **two days before the required date.**

Photocopy Request Form (available in the photocopy room**)** requests the number of copies, date-required etc. and need to be signed by the subject coordinator before submitting any papers for photocopying.

Finished copies will be placed in each department box in the photocopy room for collection.
Teachers and students are allowed in the photocopy room at all.

Parking

Teachers and staff are required to park in designated spaces in the parking area outside the school – near the High School Boys entrance. Please note that all parking spaces that are located in front of the main entrance are restricted to parents, visitors and emergency vehicles only. However, the area opposite to the main entrance can be used by teachers and staff members.

Purchasing Educational Resources

Purchase request form must be filled by subject coordinator/section principal who wishes to purchase/buy material or service to be used for work.
The purchase request must be approved by the Director General/Deputy Director.

Technology Use

We encourage the use of technology for the purpose of promoting the teaching and learning process. It is expected that staff learn to use and apply this technology appropriately.
Technology should be used only for education and research purposes as it relates to the school curriculum.
Users should not use the school technology devices and internet service for personal use, interfere with the privacy and legitimate work of others, access inappropriate websites, enter chat or discussion rooms, play games, or download software on any school computer, spread computer viruses or any program designed to violate security, interfere with the proper operation of the school networking system, or damage another user's data.
Users who misuse or damage the school technology are responsible to bear the financial liability incurred to repair the damage and the consequence of the administration decisions.

Children's Schooling

All employees of INPS are entitled to a 50% discount on the Tuition Fees (for only 3 children) if they enroll their children at INPS.

School Library

Our libraries provide a welcoming environment in which students may read, and work on school assignments and projects. Students may use any of the resources in the Library.

A Librarian is available to assist with finding materials, to instruct students in library skills and to recommend books. Students visit the Library during regularly scheduled classes and the library is also open during break times and after school.

The school uses a library management system "Follett" that gives all staff members and students access to all library resources including digital and online resources. Follett offers educators thousands of collections to choose from organized by content area, theme, genre and guided reading levels.

Our collection provides both print and non-print resources that meet the needs of the school. Informational texts, stories, digital audio books, eBooks and on-line resources are carefully selected to ensure a high-quality collection that is appropriate for school curriculum, projects and recreational reading.

At the end of the school year, staff members need to return all library materials or made a payment for lost materials.

Babies' Room

INPS offers the service of babysitting for female staff's kids only who are less than 3 years old.
Reasonable monthly fees is determined by the administration in case of space availability.
Interested staff must submit registration form to HR office.

Health Insurance

All employees that are sponsored by INPS-Abu Dhabi are granted a free health insurance in addition to spouse and 3 of their children who are under his/her sponsorship.
Insurance guide will be shared with the staff.

Staff Transportation

INPS provides transportation to certain areas for the staff to and from school as per availability and agreed offer.

Instructions and guideline for using school buses:

1. Working hours of the administrative team are from 7:15 am to 3:15 pm, therefore:
    *   School bus must arrive no later than 7:15 am
    *   School bus departure time is at 3:15 pm, at the earliest
2. For your safety and in order to keep the bus clean, food and drinks are not allowed during the trip, water is allowed
3. Please speak at an acceptable volume inside the bus to avoid disturbing other colleagues
4. Each employee / child is allowed only one seat. Please keep your belongings on the bus floor between feet or under the chair
5. For your own and others' safety, moving between Bus seats while driving or standing during the trip is forbidden, please do not sit on places not allocated for passengers
6. In case the employee has children, the employee is expected to direct his/her children to comply with the above mentioned

7. If the employee is absent or does not wish to use the bus in the morning/ noon trip, please inform the driver to avoid waiting and delays.
8. Please be on time for the bus and in case you are not available at the assembly point then, the driver will wait for no more than 2 minutes
9. Please note that the driver must comply with the safety regulations, arrival and departure time as well as keeping the bus clean. Your co-operation is highly appreciated.

Failure to follow above will lead to taking the required action as per the school policy.

For any inquiry, contact the supervisor of the school transportation

Section (3) Employment

Equal Employment Opportunity (EEO)

is taken into consideration to ensure that its recruiting and hiring procedures are conducted without regard to race, sex, color, national origin, religion, age, veteran status, political affiliation, genetics, or disability. INPS shall adopt **fair and consistent methods** of recruitment and selection so as to select the most suitable candidate to meet the requirements of the job.

Documents required for hiring

- Copy of the Curriculum vitae
- Copy of the applicant's valid passport.
- Copy of the applicant's Valid visa (for UAE residents only)
- Copy of the applicant's UAE ID (for UAE residents only)
- Copy of the applicant's qualifications (stamped from UAE foreign affairs).
- Copy of a recommendation letter form the last 2 employers proof more than 4 years of Experience.
- Personal photo (white background)
- Copy of the Health insurance card and Certificate of continuity from the previous insurer.
- Police Clearance/Certificate of Good Conduct from Authorities at the country of residence.
- No Objection letter from the sponsor.

Background Checks

- INPS will conduct pre-employment background checks on all applicants selected to be offered a position.
- Pre-employment background check will be administered by the HR office in compliance with all local laws.
- Offers of employment are subjected to the successful completion of the background check and applicant cannot begin work prior notification from HR Office that they meet all pre-screening criteria.
- The background check process begins after offer of employment is signed.

Job Descriptions and Staff Duties

Job descriptions are usually updated whenever significant changes in INPS structure or position duties and responsibilities occur; and whenever new positions are created.
Each employee will receive the designated job description by HR officer.
For any queries refer to HR office or direct supervisor.

Government Procedures and Paperwork

The school is responsible to handle and pay all employees hiring procedure such as: blood tests, work permit, work visa, labor contract except UAE ID.
The school is **not** responsible for the dependents' governmental procedures and paperwork and doesn't pay any of the funds spent in such cases.

UAE National ID

Each employee is responsible to pay expenses to issue UAE ID.

Contract of Employment

Each staff member signs a 2 year contract, which states the terms and conditions applicable to employment. If any adjustment is made to the contract after the employment has been commenced, the concerned employee must be notified in writing. Thereafter, the employee will be asked to sign a copy to acknowledge acceptance of the adjustment.

Contracts are limited but renewable upon agreement from both parties (school and employee).

Personal Information

INPS maintains a personnel file for each employee. The personnel file may include such information as the employee's job application, résumé, records of training, documentation of performance appraisals, salary information, and other employment personal records.

The information that we keep about staff member is used for administration purposes. We only use personal information for legal and business reasons. It is the responsibility of the HR Office to keep this information confidential.

It is important that our records are correct and accurate therefore, you are requested to ensure that personal information including emergency contact details is kept up-to-date.

Payment of Salaries & Allowances

Salaries are paid on a monthly basis and deposited into local bank accounts in UAE dirham at the end of each month.

Staff member need to open an account with any local bank in the city and forward the details to the school accountant as soon as they are on school visa/work permit/Labor Card.

Probation Period

All newly hired staff must undergo a probation period of **4 months**.

During Probationary period the employee is not entitled to use any type of leaves (sick leave, emergency leave, maternity …. Etc.)

At the request of the director, an extension of up to 2 months may be approved. The intent of such an extension is to provide the employee with potential to improve.

If such an extension is approved, a detailed outline of areas needed for improvement must be provided to and signed by the staff member, and a copy must be given to Human Resources for the staff member's personnel file. At the end of the extension, the staff member and Human resources office must be advised, in writing, of the decision to retain or dismiss the staff member.

During the extension period, all conditions of the probationary period continue to apply. No further extension may be granted beyond the already extended three months.

Human resources office will communicate directly with the employees regarding their status.

Staff Orientation & Induction:

- HR Office provides all new staff with the **Staff Handbook**, which will enable the staff member to establish good background about the school system and guideline.
- **Induction meeting** by the HR Officer will take place at the beginning of each Academic year or once the employee commences work.
- Staff's superior is responsible also for organizing **orientation & training meetings.**
- There is an **orientation & induction checklist** provided to the new staff and must be filled with the guidance of the HR officer and superior and submitted to HR office within 1 month from the joining date.

Staffing Request
- SLT/MLT determines new taffing (current or future) (replace or new)
- Director General / Deputy director approval
- Inform HR Office, prepare job description, send hiring request to main office for approval for the new job posting

2 to 5 days

Announcing & Sourcing
- walk –in visits of applicants,
- recruiting agencies (International and internal)
- the school email or HR office email, in response to internet ads and posts
- Refferals
- Applications through the school Website.

2 to 5 days

Screening & Selecting
- filtering CVs to submit for SLT/MLT
- shortlisting CVs for interview

Interviewing
- Phone interview (HR Office)
- Personal interview/skype interview
- Demo lesson for teachers
- feedback and recommendations to HR office
- disscus cadidate's expectation, JD and other conditions.

2 to 14 days

Offering/Declining
- selected candidate: send offer along with school policies and JD.
- rejected cadidates:- send feedback email.
- on hold cadidate:- send email to hold for 2 weeks.

2 to 5 days

Accepting Offer & ADEK Approval
- candidate send signed offer with documents requested by the HR Office
- HR office will send PASS token to candidate to apply for ADEK approval and security check
- candidate sign contract with the school

2 to 14 days

Probation Period
- Employee under probation period for 3 months (extendable)
- Orientation & induction for new staff
- Visa, Labor card and Health insurance issuance process

90 days

Confirmation
- MLT send probationary employee performance evaluation with recommendations to HR Office
- approval of director/deputy director approval on recommedation
- HR send:- employment confirmation letter for the employee, end of service letter or extention of probation period letter

Professional Development Plan

Staff development activities are organized to meet the needs of employees and INPS such as; attending workshops and conferences, schools' visits, researches, diagnose observations.

Staff Professional Development Requirements

- *Administrators*-- are required to complete a total of 10 hours of professional development per year (including in-house, sessions,
- *Faculty Staff*-- are required to complete 25 hours of professional development per year
- *Teaching Assistants*— are required to complete 10 hours of professional development per year
- *Support Staff (Workers)*—are required to complete (5) hours of professional development per year.

INPS **Professional Development Plan** is established, shared with departments and reviewed every year by the PD Committee.

Performance Management/Appraisal System

INPS follows (Danielson framework for Teaching) for teacher's performance evaluation
In addition, HR Office issues **Administrative Report**
- Evaluate administrative performance
- Attendance records, recognition reports or mails, disciplinary reports, general administrative performance etc.)
- Considered as a major and effective factor in the employee's appraisal reports.

Staff Grievance Policy

Definitions: "Complainant" is member filing a complaint - "Complainee" - member against whom a complaint is filed

INPS fosters a professional, supportive and pleasant work environment for all employees and encourages employees to voice and communicate their complaints.

However, employees must try to resolve issues **informally** before they file a formal grievance.

Expectations
- All persons involved in the grievance process are expected to be courteous to one another and adhere to the Code of Ethics.
- All complaints, whether informal or formal, must be brought within 10 days of the time the employee knew or should have known of the event(s) or incident(s) giving rise to the complaint.
- All parties involved in a grievance shall keep matters confidential to the extent possible. This includes the complainant, the complainee, members of the school administration, and any other person involved in the grievance procedure.
- HR Office keeps accurate records and keep involved employees informed throughout the process.

Grievance Process:
1) It is recommended that the complainant try to sort out the issue informally with the person involved.
2) If the issue cannot be sorted out, the complainant is encouraged to communicate (informally) with his/her direct supervisor.
3) If the issue is not resolved, the complainant may request to meet with the Section Principal and/or Academic Advisor to solve the issue.
4) If the issue is not resolved, the complainant is requested to fill out the (Grievance Form) and submit it to the HR Office. Detailed information of the alleged incident must be provided in writing including: time, place, people involved and any other important information documents.
5) HR Officer will then do the following:
   - Meet with the complainant & complainee separately to ensure the matter is understood completely,

- Investigate the matter to determine whether there is a reasonable basis for the complain
- Provide the complainee with a copy of the grievance form and details.
- Submit a detailed report to the Director / Deputy Director.

6) The Director /Deputy Director review the incident report prepared by the HR Office and discuss it with the members of the school (Complaints Committee) to make the final decision which may include: -
   - Counselling
   - Disciplinary action (Warning, salary deduction, termination ...)
   - An apology (verbal or written)
   - Clearing the complainee of any wrong

7) The HR office will communicate the formal decision to all employees involved and take actions to ensure the formal decision is adhered to.

Staff Disciplinary Procedure

All staff members are responsible for reading the staff handbook and agree on all its contents.
Any breach of the school policies will lead to: -

- **Level (1)** (Verbal Notice): The offending employee may be asked to explain the situation to the Director of the school that will be responsible for taking any necessary action.
- **Level (2**) (Written Notice): HR office prepares a letter and presents it to the concerned employee. The employee is required to sign the letter to acknowledge its receipt.
- **Level (3)** (Written Warning): The employee receives a warning letter signed by the Deputy Director/Director if he/she repeats or continues to do the same behavior and does not take the action seriously.
- **Level (4)** Final Warning Salary Deduction/Suspension.
- **Level (5)** Last Action, if the employee continues the offence, the school will immediately terminate his/her contract according to the school policy.

Exiting Policy

Employee Exit Policy

It is the intention of INPS to give terminating employees the opportunity to provide feedback regarding his/her employment.

Separations include termination, non-renewals and resignations.
Information collected at employee exit may be used for **research** purposes, to document the reasons individuals leave employment, to identify potential problem areas, and to **improve** personnel practices and the overall work environment.

All terminations of employment shall be consistent with the provisions of **UAE Labor employment l**aws, and INPS policies.
All separating employees shall complete an **Exit Questionnaire, Clearance Form** and participate in an **Exit Interview** with the HR Officer one week before the last day of employment.

Resignation

An employee intending to resign from INPS should submit a written letter to the school at least 2 months in advance.
Employees are not allowed to stop reporting to work during the school year, report will be issued to ADEK and Labor Department in order to take the legal action against the staff.
In some cases, reasons should be clarified in written request with evidence to be presented to ADEK for their approval.

Resignation must be submitted before 1st of May.

If the employee chooses to leave the school before the expiry of the contract, he /she shall inform the school in writing two (2) months before the affectivity of his/her resignation and he/she should compensate the school equivalent to 2 months' total salary.

In case of new employee (not completing one year) he/she will be responsible for all cost or expenses paid for his/her ticket, resident visa and residency expenses.

Termination

In case of termination of the contract by the school during its validity and after the probation period, the school shall pay to the employee 1 month additional compensatory salary after fulfilling conditions

The school may terminate an employment contract without giving notice and/or paying end of service benefit in the event of:
- Breach of contract by the employee of any term of the agreement
- Breach of confidentiality or conflict of interest
- Dishonest or unethical conduct
- Failure to carry out the duties required in a diligent and competent manner
- Failure to meet the work standards established for the employee of the position
- Other reasons, if considered necessary in the judgment of INPS

It should be noted that the above list is not fully inclusive of all situations.

During the Exit Interview

- Employee will submit the completed Exit Questionnaire.
- Employee will submit the completed clearance form
- HR officer will clarify all exit procedures and the position of the employee during the remaining works period.
- Agree on the financial settlement
- Agree on visa cancellation date and all exit legislations.
- Sign all official documents and cancellation agreements.
- Receive official experience letter and any other required documents – if applicable.

INPS will make all reasonable efforts to protect the **confidentiality** of persons completing an Employee Exit Questionnaire and/or an Exit Interview. Information that could reveal your identity is revealed only as necessary on a "need-to-know" basis for the management of personnel practices and the work environment.

Gratuity (End of Service)

Once the employee completes a minimum of Two years continuous service with INPS, he/she automatically becomes entitled to an end of service gratuity in accordance with provisions of the UAE Labor Law.
Rates of gratuity are as follows:

Year of service	Gratuity
1 to 5 years	21 days basic salary for each year
Over 5 years	30 days basic salary for each year

The policy covers compliance with governmental residency requirements and other aspects of compliance with local regulations. The HR office provides advice and service in these areas.

Section (4) Staff Pledge

Please sign below to confirm receiving the INPS Staff Handbook. By signing below, you pledge abiding by the policies included in this book and accept full responsibility for any action that does not comply with them.

If you have any questions or concerns, please forward them to the HR Officer or to the Head of your Department.

As always, we appreciate your assistance and we value your support.

Sincerely,

Al Ittihad National Private School

I acknowledge that I have received the INPS Staff Handbook and that I am responsible for reading, understanding, and applying the rules and other information contained in this handbook as well as all other policies shared and announced by school website or official memos.

_____   _____
Name and Signature   Date

Kindly tear out this paper and hand it in to the HR office, to be kept in your file.