Creative Learners Today
Our Future Leaders Tomorrow

AL JAZEERA ACADEMY SECONDARY SCHOOL

STAFF HANDBOOK

2017 – 2018



An excellent internationally recognised education with Islamic identity' (AJA's Vision)

Foreword from the Head of Secondary, Peter Kubicki



Dear Colleagues

A very warm welcome in this year ahead to all staff and especially to our new staff arriving in Qatar for the first time.

This handbook should be a useful point of reference for all members of staff in the Secondary School whether they are new to the school and needing guidance on day-to-day operations, or well established members of staff for whom it is an update on changes of practice and a reminder of 'how things are done'. Teamwork is key to our success and it will be important for us all to support each other at all times.

As an improving, prestigious Academy and integral member of the Ta'allum Group of schools, these are important times for our development at Al Jazeera. We have been successful in receiving Qatar National Schools Accreditation in 2016 and now we will aim for further accreditation with the Western Association of Schools and Colleges within the next 2 years. We know that Qatari national expectations are rising through pursuit of the Education 2030 Vision and national policy is developing rapidly. Against this backdrop our current drive is to ensure we judge ourselves consistently 'Good' in our self-evaluation as soon as possible. After a period of some instability in the Secondary School in previous years, we are striving to embed consistent good practice in all we do. We will also play a full and active role in the Ta'allum Group, both seeking to learn from group wide 'best practice' and contributing our own areas of excellence.

The handbook makes brief reference to policies, practice and basic general information. Much more information will be provided on the school's shared area. These policies and details should be part of our day to day working.

The handbook's 'how things are done here' function is crucial. At Al Jazeera Academy we are committed to developing an environment in which people are motivated and able to achieve their best.

We seek to develop an ethos in the Academy based on the very best universal Islamic values. This is conducive to the highest standards of pupil learning and achievement and we want a work place where all participants respect and care for each other. Everything we do, and importantly, the way in which we do it, must be focused on these purposes.

Have a great year!

Peter Kubicki
August 2017

Ta'allum Group

The Ta'allum Group is the sponsor of Al Jazeera Academy. The Chief Education Officer, Ahmed Al Mannai; the Director of Education, Dr. Mohammed Saefan and his consultancy team of Jude Ensaff (Primary) and a further new appointment for Secondary will hold us to account in tackling the key issues and challenges that have to be addressed to ensure that the Secondary Academy moves to 'Good' and 'Outstanding' judgements as quickly as possible. This will include all relevant 'audiences,' parents, pupils and our own self-evaluation, judged against Ministry of Education and Ofsted based criteria.

Ta'allum is a well-established and successful sponsor. Recent plans have been unveiled for the Group to open a new all through purpose built academy on a site adjacent to the Al Maha Boys' and Girls' Academy as part of it its portfolio and, with this in mind, increasingly stronger emphasis is placed on developing a common core of standardised good practice across the member schools. This is encompassing all aspects of school practice. Central to the vision is **raising aspirations and expectations to enhance standards rapidly, developing capacity for improvement** in leadership and becoming the schools of choice for parents, staff and pupils because of the vibrant learning community and high quality teaching. Part of the group's vision **'Creative Learners Today, Future Leaders Tomorrow'** accurately reflects Qatar's global significance and the potential destiny of our students. The vision is about improving progress for all pupils to be at least 'good', embedding systems and processes to support monitoring, challenge and support and supporting the leadership to drive accountability at all levels in the school. All of this will be underpinned by the best Islamic values.

The process of preparation for WASC (Western American Schools and Colleges Accreditation) and various aspects of our review during 2016-17 identified areas of improvement for the school with Ta'allum support and challenge. Commitment and actions to bring about transformation in our Academy have been evident over the past 2 years. The Educational Director has met with Senior Leadership Team members, and has held regular developmental conversations with the Principal. The CEO has supported the initial analysis and development of achievement and progress data. We have sought to sharpen our self-evaluation processes and raise the bar of expectation in terms of pupil progress. Our '**Secondary Improvement Plan'** is in place to tackle the key areas for improvement identified in the reviews. These included tackling poor behaviour, clarity about basic routines and higher expectations for teaching including marking and preparation. This has now been updated and strengthened in the 2017-18 Secondary Academy Improvement Plan. **All staff should be clear about their responsibilities and role in implementing this plan.**

THE VISION AND MISSION OF THE SECONDARY SCHOOL AT AL JAZEERA ACADEMY

We are committed to providing high quality education to raise a generation of continuous learners who are dedicated to the community and have high moral Islamic values and strong leadership skills. (AJA's Mission)

'An excellent internationally recognised education with Islamic identity' (AJA's Vision)

Creative learners today, future leaders tomorrow. (AJA's Motto)

Leadership, Islamic and Academic characteristics are the hallmark of our students. At Al Jazeera Academy we believe that in order to ensure all our students achieve to the highest level we need to actively support them through curriculum and enrichment in developing the right characteristics. This is what distinguishes our students from others.

AJA students are **Academic**

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- They are lifelong learners
- They are creative thinkers
- They are bilingual
- They are confident
- They are innovative
- They are independent

AJA students practice and exemplify **Islamic values**

- They adhere to the Five Pillars of Islam
- They have good morals
- They are polite
- They are considerate

AJA students are **Leaders**

- They have strength of character
- They are organized
- They are confident
- They are responsible
- They are future leaders

Ethos Statement

- Every young person at Al Jazeera Academy is of equal value. Each will be part of a positive, spirited, learning community which develops his or her sense of well-being, belonging, worth and achievement.

- Al Jazeera Academy will create a learning environment which is highly participative and aspirational, where every young person pupil has the opportunity to develop the skills to lead positive and fulfilling lives appropriate to her or his skills, aptitudes and interests. We will work with parents and carers and the community to nurture all our young people.

- We will seek to offer a flexible, imaginative, engaging curriculum which aims to enhance the life skills and chances of all young people.

- Al Jazeera will become a high performing organisation and we aim to be: The education provider of choice for learners in Doha, the employer of choice for staff, an investment of choice for parents

Values and Beliefs

All the school's work is underpinned by the best **Islamic values**. Through our actions and influence we will strive to develop young people who:

1. Can demonstrate strong self-belief and confidence and have high aspirations;

2. Are determined and have a strong work ethic;

3. Are responsible, independent and supportive of each other

4. Can work together in groups and, as they develop, can begin to lead others.
5. Respect themselves and the community (people, property and environment);
6. Are polite, calm, caring, honest, humble, trustworthy and helpful;
7. Have good communication skills;
8. Are thoughtful and have the ability to listen;
9. Offer themselves as good role models for younger pupils;
10. Are tolerant, open minded and unprejudiced;

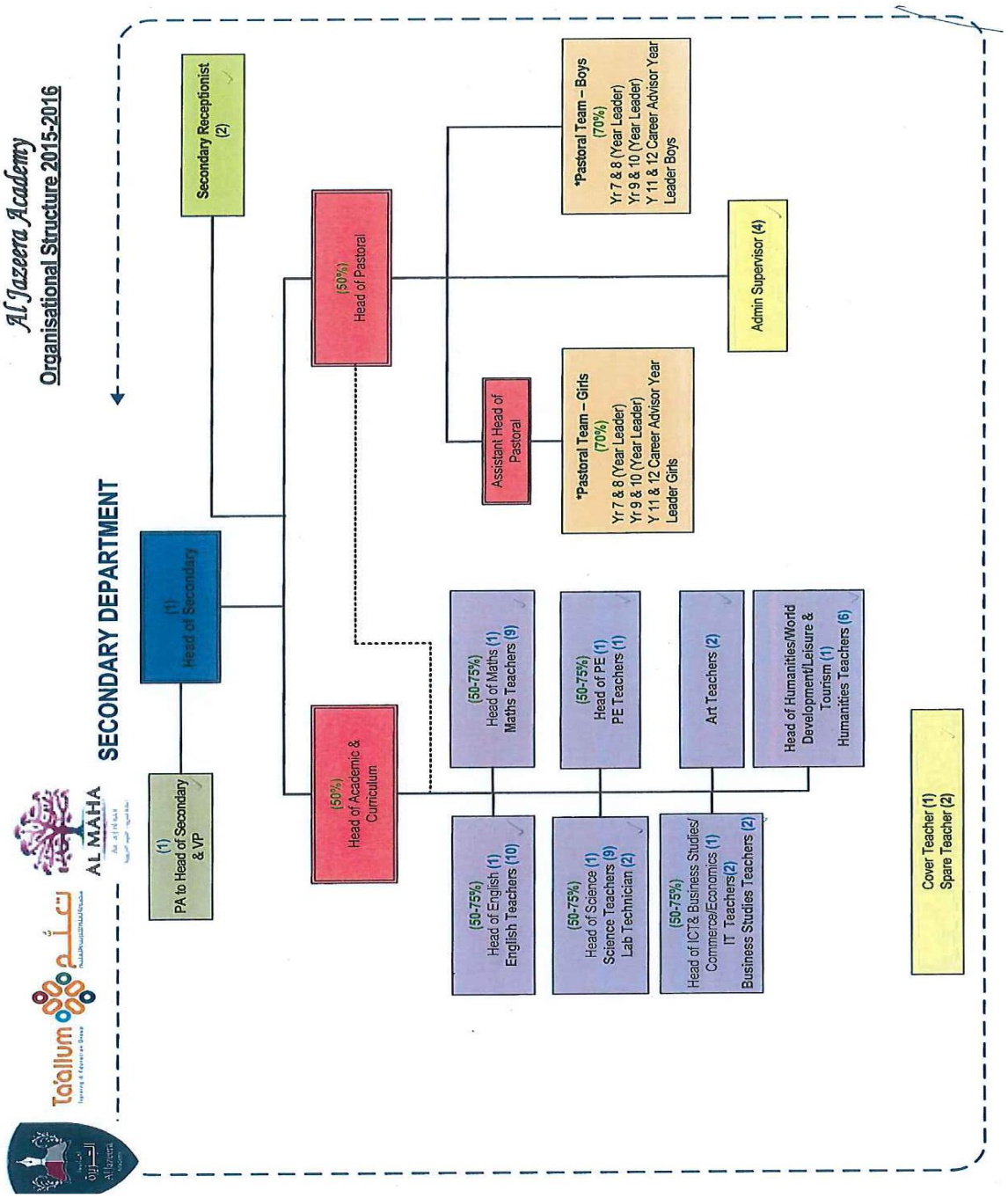


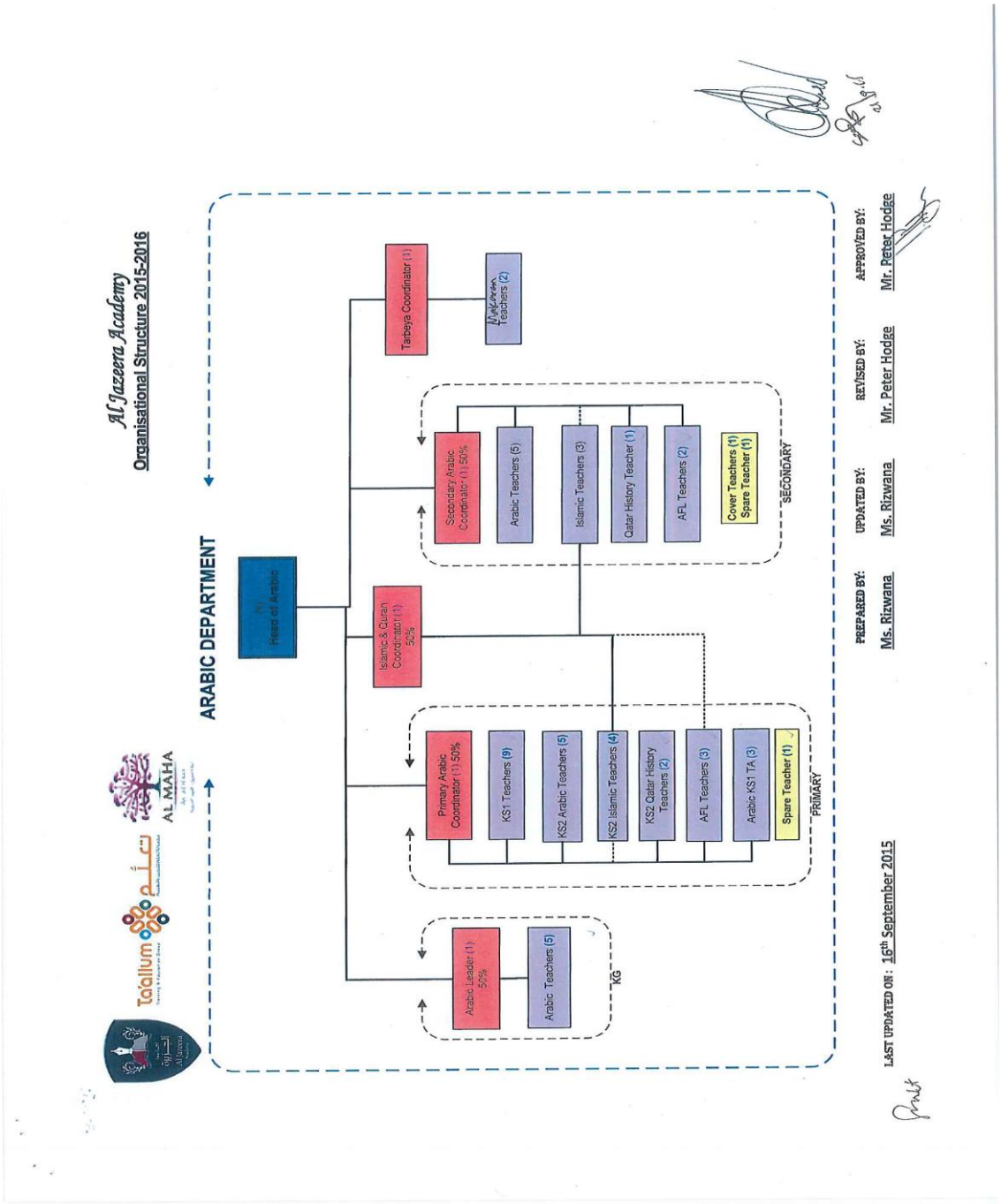


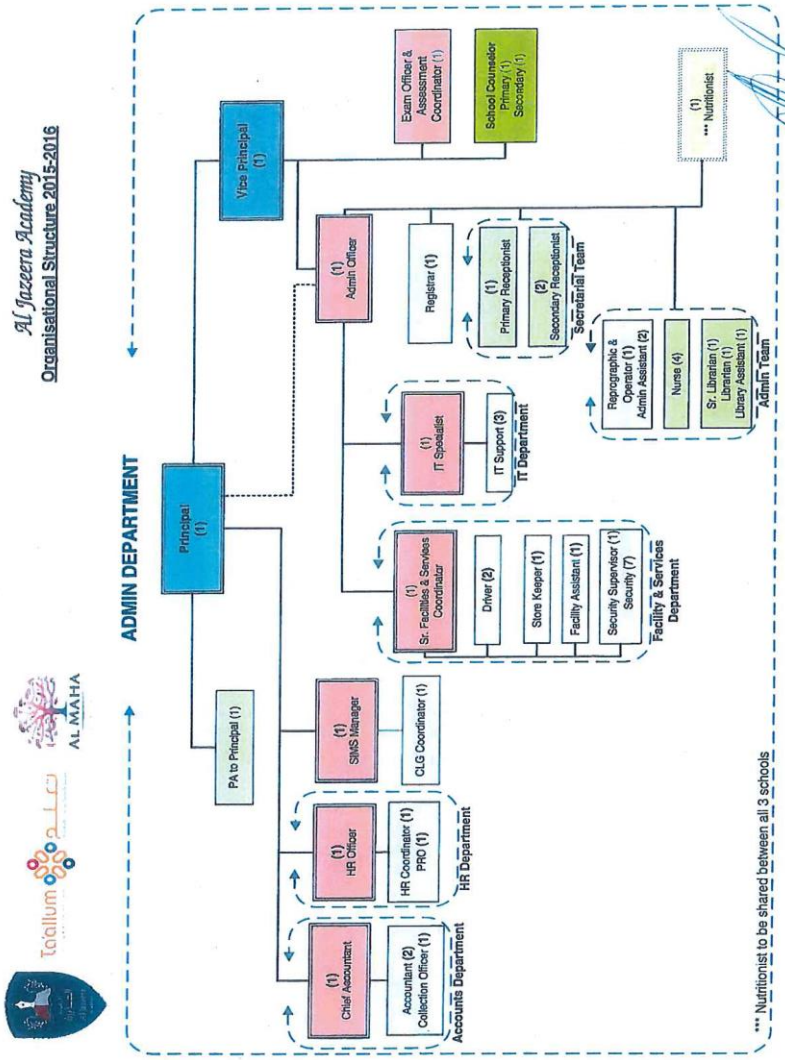




SECONDARY STAFFING STRUCTURE on the following pages




Al Jazeera Academy
Organisational Structure 2015-2016
ARABIC DEPARTMENT
Head of Arabic
Islamic & Quran Coordinator (1) 50%
Tarbeja Coordinator (1)
Madrasa Teachers (2)
SECONDARY
Secondary Arabic Coordinator (1) 50%
Arabic Teachers (5)
Islamic Teachers (3)
Qatar History Teacher (1)
AFL Teachers (2)
Cover Teachers (1)
Spare Teacher (1)
PRIMARY
Primary Arabic Coordinator (1) 50%
KS1 Teachers (9)
KS2 Arabic Teachers (5)
KS2 Islamic Teachers (4)
KS2 Qatar History Teachers (2)
AFL Teachers (3)
Arabic KS1 TA (3)
Spare Teacher (1)
KG
Arabic Leader (1) 50%
Arabic Teachers (5)
AL MAHA
Taalium
PREPARED BY: Ms. Rizwana
UPDATED BY: Ms. Rizwana
REVISED BY: Mr. Peter Hodge
APPROVED BY: Mr. Peter Hodge
LAST UPDATED ON : 16th September 2015


Al Jazeera Academy
Organisational Structure 2015-2016
ADMIN DEPARTMENT
Principal (1)
Vice Principal (1)
PA to Principal (1)
(1) Admin Officer
Registrar (1)
Exam Officer & Assessment Coordinator (1)
School Counselor Primary (1) Secondary (1)
(1) ** Nutritionist
(1) Primary Receptionist
(2) Secondary Receptionist
Secretarial Team
Reprographic & Operator (1) Admin Assistant (2)
Nurse (4)
Sr. Librarian (1) Librarian (1) Library Assistant (1)
Admin Team
(1) IT Specialist
IT Support (3)
IT Department
(1) Sr. Facilities & Services Coordinator
Driver (2)
Store Keeper (1)
Facility Assistant (1)
Security Supervisor (1) Security (7)
Facility & Services Department
(1) SIMS Manager
CLG Coordinator (1)
(1) HR Officer
HR Coordinator (1) PRO (1)
HR Department
(1) Chief Accountant
Accountant (2) Collection Officer (1)
Accounts Department
** Nutritionist to be shared between all 3 schools
PREPARED BY:
UPDATED BY:
REVISED BY:
APPROVED BY:
LAST UPDATED ON :

SECONDARY SENIOR LEADERSHIP TEAM (2017-18) - Responsibilities

Peter Kubicki **Head of Secondary**		**Samira Rokadia** **Deputy Head - Academic**		**Marcus Hamlin** **Deputy Head - Pastoral**		**Sheldon Smith** **Principal**	
Lead Responsibilities and Oversight →							
Leadership and Management of all aspects of the Secondary School		Curriculum, Achievement of Pupils		Pastoral, Pupil Behaviour and Safeguarding		Whole Academy - Strategic Direction	
Accreditation Support (WASC) Appointment of Secondary Staff/Recruitment, Annual Graduation, Community, Disciplinary procedures (Secondary Staff,) Exclusions(Secondary,) Grievance procedures, Improvement Plan, Induction – teachers and support staff, Parent Partnerships, Performance Management, Presentation evenings, Primary School Liaison and Transition, Probationary and Newly Qualified teachers, Quality Assurance, Self Evaluation, References (staff,) Tarbeya Integration (Non Arabic Committee) Wider partnerships including Ta'allum standardisation		Assessment Policy, Continuing Professional Dev, Curriculum Design and Development, Examinations, Homework, Lesson Observations, Learning Walks, Work Scrutiny Marking policy, Special Educational Needs Overview, Quality Assurance Schemes of learning, Teaching and Learning, Timetabling Parents' Meetings.		Assemblies, Attendance, Behaviour Management Systems, Careers Education and Guidance, Child Protection Duties, Extra-curricular activities, Pastoral system, Rewards and sanctions, References (Pupils,) Student Council & 'Voice,' Tarbeya Liaison.		Accreditation Admissions, Child Protection and Safeguarding, Staffing structure, Strategic direction,	
Departmental link		**Departmental link**		**Departmental link**		**Departmental link**	
Arabic, Islamic, PE, English, Business/ICT		Maths, Science		Humanities/Art,			

AJA Teaching Staff Outline – Secondary 2017-18 (as at July 19th 2017)

1. Senior Leadership Team

Head of Secondary	Deputy Head (Academic)	Deputy Head (Pastoral)
Peter Kubicki	Samira Rokadia (inc Humanities teaching)	Marcus Hamlin (inc Humanities teaching)

2. Pastoral

	Achievement Leaders - Girls	Achievement Leaders - Boys	Other Roles
Y7/8	Lee Anne Slack	Talha Taha	Exams Officer: Baasit Arif
Y9/10	Elizabeth Sikora	Leon Collins	Assessment Coordinator Rizwana Surve
Y11/12	Renee Lucas	Safwan Mitha	SENCO: Neelam Bhatti
			School Counsellor – Gloria Penalfort

3. Subject Departments

Subject	English	Maths	Science	Bus/IT	Humanities Including Art	Arabic, Islamic, Qatar History and Holy Qur'an		PE
Head of Dept	Hind Heuze	Safwan Mitha	Vacancy	Rizwan Ugrahdar	Richard Busby	Gamal Shawky (Arabic)	Khalid Al Aqoul (Islamic)	Sean Dennis
Teachers	Lee Anne Slack	Akwasi Opoku	Amira Chaudhury	Yusuf Ahmed	Debbie Keane	Hana Al Mahi (AFL)	Ahmed Mousa (Tarbeya)	Tanya Van Sitters
	Ishaq Rehman	Elizabeth Sikora	Martin Van der Walt	Towseef Ahmad	Amelia Wood	Sayed Farag	Wael Boraik (Islamic)	
	Zoe Fereira	Tahir Valli	Dragan Radoslavjevic	Leon Collins	Kevton Foster	Rabee Ramadan	Ruba (Islamic)	
	Janelle Fenton / Grace Mackie	Liz Gerard	Prince Brako - Amoafo	Fubara Charles Amoso	Sara Mitha	Amina (Arabic)	Walid Mamdouh (Qatar History)	
	Alan Russell	Waleed Sabri	Abdi Handule (Biol)	Saadia Noreen (Business)	Ayeshah Arif	Najmeldin Meglee	Doja Ali (Islamic)	
	Renee Lucas	Adnaan Patel	Mashhuda Khalisadar			Talha Taha		
	Bodrul Hussain (inc Psychology)	Atif Zulfiqar	Nabil Abdelmassih / Sue Corbett		Shahida Ahmed (Art)	Mohammed Al Sayed		
	Janet Umolu	Mohammed Younis	Asma Valli					
	Peter Becker	Ashfaque Bin Rauf	Shaid Akhtar					
	Jabeen Sultan	Daniel Opaye	Daima Uku					

SUPPORT STAFF

Admin Staff,

1- Sara Bazian Administration Manager
2- Nada Mabrouk Admissions
3- Sherry Samir

Nurse

Ghada Suliman

Librarian

Sindhu Salil

Admin supervisor

1 Ali Zaki
2. Alaa Mabrouk
3. Shereen Rushdie
4- Saba Hussain

Activities Coordinator

Mark Edwards

Facilities:

1. Krishna Neupane – Facilities assistant
2. Siddique Golandaz – Storekeeper
3. Fahad Mumtule – AJA Car driver
4. Abdulmanan – AJA Bus Driver
5. Ajim Khan – Security guard supervisor
6. Juned Mahadik- Security guard
7. Amjad Khan- Security guard
8. Binod Rijal - Security guard
9. Bisho Prajapati - Security guard
10. Narayan Pande - Security guard
11. Niyaz Mullaji - Security guard
12. Puzhikunnath Biju - Security guard

Facilities:

Head of Secondary PA – Rana Mostafa

Timings of the School Day (New for 2017-18)

Timings for Sunday – Wednesday and shorter timings for Thursdays.

The **Dhuhr prayer** will be at the appropriate time this year and a system will be notified to accommodate all those who choose to pray. There will be every encouragement to our young people to pray but ultimately there is no compulsion in faith. Students who do not pray will remain in class.

SUNDAY -WEDNESDAY					
PRIMARY			SECONDARY		
07:15 - 07:20	REG	Duration			Duration
07:20 - 08:15	LESSON 1 (00:55)	00:55	07:20 - 08:15	LESSON 1 (00:55)	00:55
08:15 - 09:10	LESSON 2 (00:55)	00:55	08:15 - 09:05	LESSON 2 (00:50)	00:50
09:10 - 09:40	BREAK 1 (00:30)	00:30	09:05 – 09.55	LESSON 3 (00:50)	00:50
09:40 - 10:35	LESSON 3 (00:55)	00:55	9.55 - 10:20	ASSEMBLY and TUTOR TIME (00:25)	00:25
10:35 - 11:30	LESSON 4 (00:55)	00:55	10:20 - 11:00	BREAK (00:40)	00:40
11:30 - 12:00	BREAK 2 (00:30)	00:30	11:00 - 11:55	LESSON 4 (00:55)	00:55
12:05 - 12:55	LESSON 5 (00:50)	00:50	12:05 - 12:55	LESSON 5 (00:50)	00:50
12:55 - 13:45	LESSON 6 (00:50)	00:50	12:55 - 13:45	LESSON 6 (00:50)	00:50
12:00 - 12:05	PRAYER/REFLECTION (00:05)	00:05	11:55 - 12:05	PRAYER/REFLECTION (00:10)	00:10

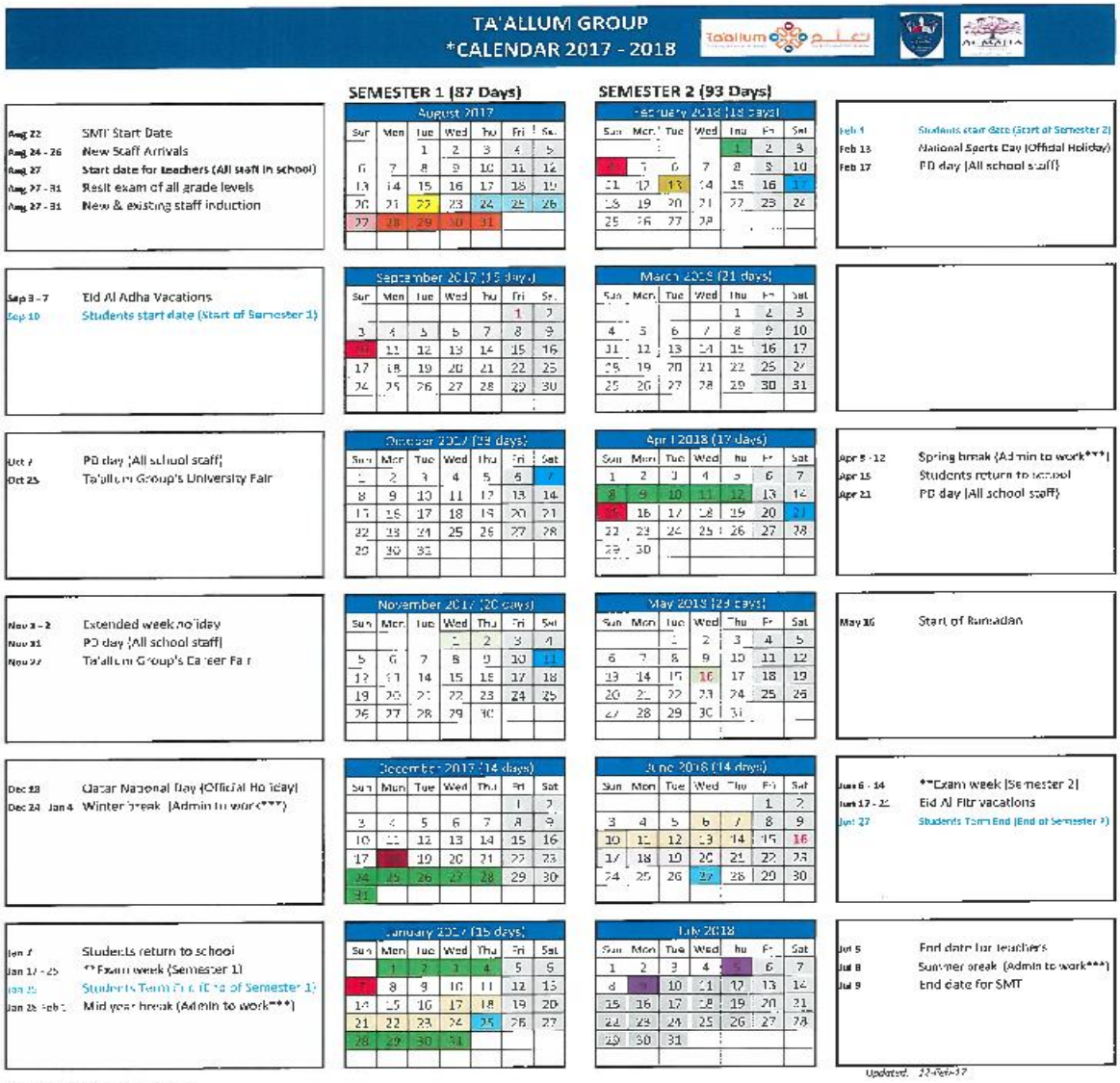
Thursday					
PRIMARY			SECONDARY		
07:15 - 07:20	REG	Duration		REG	Duration
07:20 - 08:05	LESSON 1 (00:45)	00:45	07:20 - 08:05	LESSON 1 (00:45)	00:45

08:05 - 08:50	LESSON 2 (00:45)	00:45
08:50 - 09:20	BREAK 1 (00:30)	00:30
09:20 - 10:00	LESSON 3 (00:40)	00:40
10:00 - 10:40	LESSON 4 (00:40)	00:40
10:40 - 11:00	BREAK 2 (00:20)	00:20
11:00 - 11:45	LESSON 5 (00:45)	00:45
11:45 - 12:30	LESSON 6 (00:45)	00:45
12:30 - 12:55	PRAYER/REFLECTION (00:20)	00:20

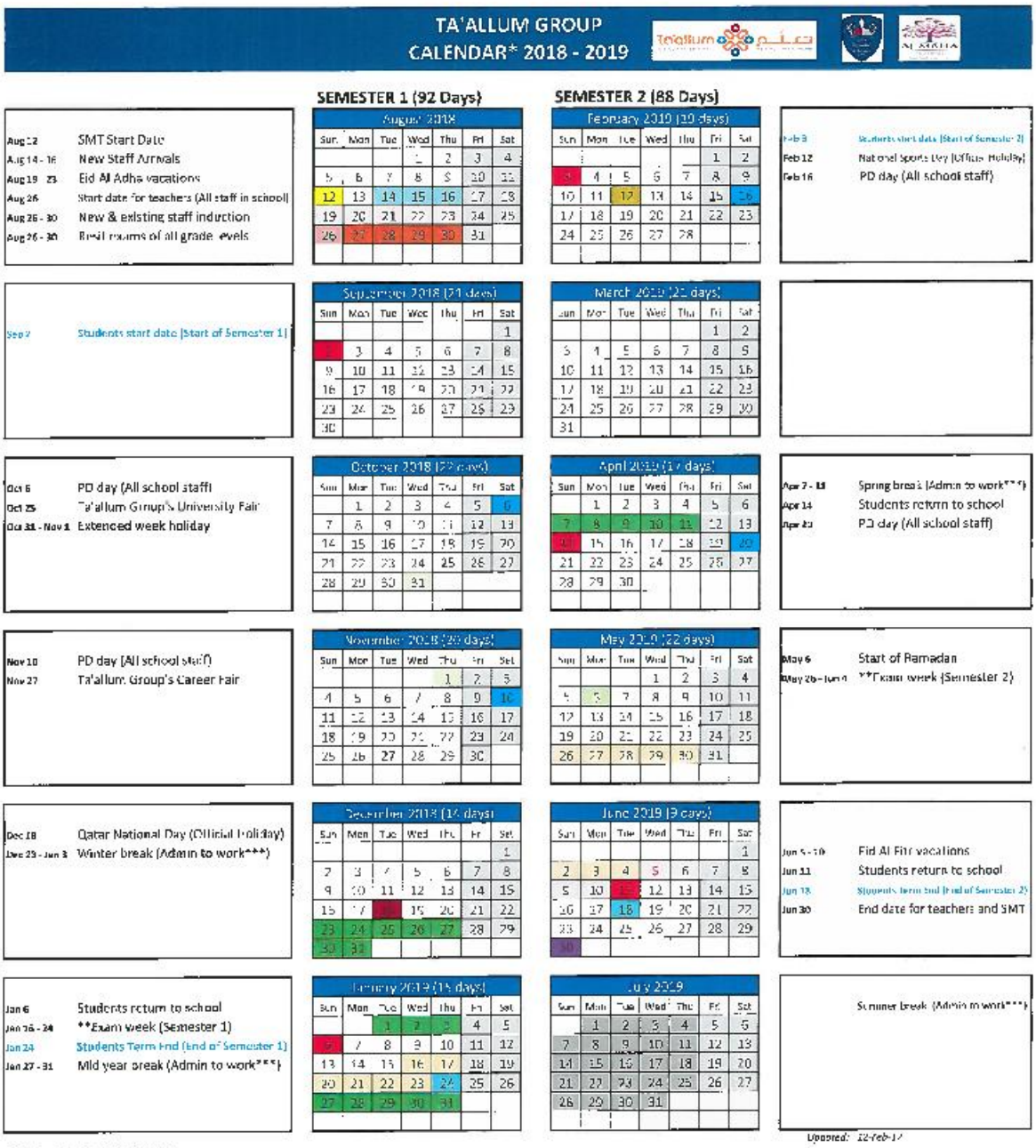
08:05 - 08:50	LESSON 2 (00:45)	00:45
08:50 - 09:35	LESSON 3 (00:45)	00:45
09:35 - 10:15	BREAK (00:40)	00:40
10:15 - 11:00	LESSON 4 (00:45)	00:45
11:00 - 11:45	LESSON 5 (00:45)	00:45
11:45 - 12:30	LESSON 6 (00:45)	00:45
12:30 - 12:55	PRAYER/REFLECTION (00:20)	00:20



TERM DATES AND HOLIDAYS – 2017- 2018 – and 2018-19 (All dates are inclusive)






TA'ALLUM GROUP
CALENDAR* 2018 - 2019
SEMESTER 1 (92 Days)
SEMESTER 2 (88 Days)
Aug 12 SMT Start Date
Aug 14 - 16 New Staff Arrivals
Aug 19 - 23 Eid Al Adha vacations
Aug 26 Start date for teachers (All staff in school)
Aug 26 - 30 New & existing staff induction
Aug 26 - 30 Enrollments of all grade levels
Sep 2 Students start date (Start of Semester 1)
Oct 6 PD day (All school staff)
Oct 25 Ta'allum Group's University Fair
Oct 31 - Nov 1 Extended week holiday
Nov 10 PD day (All school staff)
Nov 27 Ta'allum Group's Career Fair
Dec 18 Qatar National Day (Official Holiday)
Dec 29 - Jan 3 Winter break (Admin to work***)
Jan 6 Students return to school
Jan 16 - 24 **Exam week (Semester 1)
Jan 24 Students Term End (End of Semester 1)
Jan 27 - 31 Mid year break (Admin to work***)
Feb 3 Students start date (Start of Semester 2)
Feb 12 National Sports Day (Official Holiday)
Feb 16 PD day (All school staff)
Apr 7 - 18 Spring break (Admin to work***)
Apr 14 Students return to school
Apr 23 PD day (All school staff)
May 6 Start of Ramadan
May 26 - Jun 6 **Exam week (Semester 2)
Jun 5 - 10 Eid Al Fitr vacations
Jun 11 Students return to school
Jun 13 Students Term End (End of Semester 2)
Jun 30 End date for teachers and SMT
Summer break (Admin to work***)
Updated: 12-Feb-17
* This calendar is subject to MoE approval
** the dates of the semesters exams are as scheduled on the school website
*** Admin staffs are not eligible for any school break/Holidays, and shall refer to approved leave policy
LEGEND
Eid Holidays
SMT Start date
New staff arrival
New staff induction
Start date all Teachers/ All staff in school
Students Start date
Qatar National Day Holiday
National Sports day Holiday
Start of Ramadan
PD days (All School Staff)
School summer break
End date for teachers and SMT
Term breaks/Mid-term breaks (Admin to work)
Students Term End /End of year
Exam Week
STUDENTS
TEACHERS
1st SEM 92 97
2nd SEM 88 98
TOTAL 180 195



A-Z of School Issues

ABSENCE

All staff are required to use the **MENAME system** to record and apply for all leave of absence including Sickness Absence, Exit Permits and any time out of school. This is an employee software system

If you are unable to attend work, please notify us at the earliest opportunity. It is always a responsibility of staff in cases of absence to ensure that as much notice is given as possible and that appropriate cover work is set. Failure to do so lets colleagues down.

Daily cover is prepared by the Deputy Head (Pastoral) Telephone the school mobile (33314313) or email mhamlin@aja.edu.qa on the day of absence by 6.00am. Please ensure you have made contact with the Academy and that work is issued before 6.00am. In cases of known absence e.g. when you are out on training, cover work should be prepared at least the day before. Cover work must always be productive and support pupils' learning. Copying or menial tasks are not acceptable. It is essential that 'appropriate' work is set for classes when cover supervision takes place. Good communication with cover teachers and follow up of any issues arising are essential. Staff should be clearly aware of their responsibilities as set out in the Cover Policy.

Unless you give a specific date for return, you are expected to keep the office informed on a daily basis and in good time so that cover teachers can be arranged if necessary.

Staff are required to complete a self-certification form for all absence on grounds of ill health. The form will be placed in your pigeon hole for completion after your return to work. After 3 calendar days' sickness you must consult your Doctor for a medical certificate.

Please look after yourself, for absence adds to the stress and strain of colleagues. Staff who are absent more than the accepted thresholds detailed in the HR handbook will be required to have a 'back to work' interview to discuss the circumstances and frequency of absences and to set targets if appropriate.

The Deputy Headteacher (Pastoral) will send an email in the morning regarding lessons that require cover. It is essential that all staff regularly check their emails and SIMs as updates are sent throughout the day (emergency cases). It is the responsibility of individual staff to constantly check emails/SIMs for updates and it is crucial that teachers on cover are prompt to designated classroom, as we cannot leave students unattended at anytime.

Cover procedure

1 It is the responsibility of the absent member of staff to inform the Pastoral deputy head (or secondary head if unavailable) and their head of department of their absence from school before **06:30 am** that day.
2 Absence can be notified in any of the following ways:
(i) Emailing the Deputy Head Pastoral before **06.00 am** (mhamlin@aja.edu.qa) and copying in your head of department so they are also aware of your absence.
(ii) Sending a text message to the Deputy Head Pastoral before **06:00 am** on the following number: **3399 0688**
(iv) Secondary head teacher can be texted absence on: **5037 3045**
3 When informing of an absence please make sure to state your full name as well as the reason for absence. (Illness etc.) Please also ensure you have recorded the absence on MENAME.

4 It is the responsibility of the absent teacher to provide their head of department with adequate cover work which will keep the students in the cover class occupied with meaningful work for the whole lesson. Do not rely on students to have textbooks in order to complete the work, instead provide an alternative.

When emailing cover work it is important to use the "cover work sheets" which helps cover teachers when they pick up the work.

5 It is the responsibility of the Head of Department to make sure cover work has been placed in the "cover boxes" in the Head of Secondary PA's office. Ideally this should be done at the beginning of the day to reduce the number of times a cover teacher has to check and collect the work.
6 In the absence of the Head of Department a nominated member of the department should be responsible for placing the cover work in the "cover boxes."
7 Where no cover work has been supplied it is the Head of Department's responsibility to set the cover work.
8 Where no cover is set, in the first instance, please email or contact the Head of Department or if they are unavailable ask any member of the same department to provide you with something for the students to meaningfully do during the cover lesson. Secondly, please email the Deputy Head Pastoral stating which cover lesson had no cover work – this will be chased up and a record kept.
9 Once the cover lesson has been completed please return any work to the Head of Department or place it in the staff "pigeon holes" located in the administration hub.



MENAME should also be used for compassionate leave. Emergency "Short Leave" requests will be amended in favour of 'Half Day' leave. These must be completed 24 hours in advance (except in dire emergencies) and agreed on MENAME by a senior member of staff. This form MUST be approved by Senior staff and Marcus Hamlin notified directly before you leave the school premises.



ACCIDENTS

All accidents at school must be reported to the Head of Secondary and the Facilities Manager and the details should be recorded, even if they seem only minor. An official form is available from the Head of Secondary's PA.

If a child or member of staff is a victim of an accident they should be attended to as soon as possible and if necessary transferred to hospital. The School Nurse should be notified and involved. Parents must be notified a soon as possible.

ACTIVITIES

At Al Jazeera Academy we pride ourselves on providing a broad range of extra curricular experiences and opportunities for our students. There have been many successful activities in the recent past such as the Qatar Debates, Model United Nations competition, World Scholars' Cup, Sport, Ministry competitions in Science at Qatar Foundation, visits to Zubara Castle and many others. 'Tarbeya' provide many out of school activities, trips to Banana Island and visits which last year included camping and visits to Spain and Japan. We are always seeking to extend the range of extra curricular opportunities for our students. Charity events are also prominent.

It is important that we publicise the range of activities and encourage students to participate. Students who engage in "extra" activities invariably thrive in their academic studies because they feel a greater sense of pride that this is 'their' school. The impact on positive working relationships for pupils and staff is also strong.



Staff are encouraged to foster their own pastimes, hobbies, leisure activities, with students. Mark Evans is our Activities Coordinator and he oversees and promotes our programmes.

ADMINISTRATION

Admin staff are always willing to support us but demands should be considerate and allow reasonable time for completion. There are inevitable pressures placed on administration staff and all of us should bear these in mind.

The school administration team work closely together but have defined roles nevertheless. A list of their broad areas of responsibility are included.

Sara Bazian is our Admin Coordinator and she oversees the whole Admin team, often liaising for us in matters concerning the Supreme Education Council.

Rana Mostafa is the Head of Secondary's Personal Assistant. She assists with maintaining all general records of pupils and absence,

The HR Officer (vacancy), assisted by Del Correa looks after all personnel records and all HR Administration and administration, Mohammed Salim is the Public Relations Officer who will liaise with government agencies in all matters concerning the Resident's Permit. For instance, he will book medical appointments and 'troubleshoot' in the event of a difficulty.

Nada Mabrouk is the Registrar and she deals with all aspects of Pupil Admissions and Registration for new and existing pupils. She is assisted by Marie Navales.

Sheryl Ramirez is Chief Accountant and leads on all aspects of financial administration including petty cash and ordering. She is assisted by Reesh and Chrysolita

Reprographics are dealt with by the Admin team. A system which will need 24 hours notification of requests has been put in place. Staff should take this into account when preparing lessons.

Fanar and Ahmed deal with general administration duties and reception duties on Girls' and Boys' sides respectively.

Our team of admin supervisors assist with pupil discipline and duties.

ADMISSIONS

Nada Mabrouk is the Registrar who deals with all admissions to the school. Class sizes are kept within MoE guidelines with a maximum of 28 the intended class size limit.

We can accept students with regard to Ministry of Education regulations. Students must sit entrance tests to demonstrate competence in basic Maths, English and Arabic. To be admitted to the next year group each student must 'pass' the previous year in line with the Ta'allum Assessment Policy (ie no more than 2 failing subjects) The Academy is co-educational but in line with cultural and religious beliefs, boys and girls are educated in separate classes.

ALARM SYSTEM

The Academy is protected by an alarm system and access out of hours when the gates and doors are locked is not possible unless prior arrangements are made with the Site Manager, Krishna or Facilities Manager, Vacancy.

ASSEMBLIES, PRAYER AND TUTOR TIME

Each week there will be one whole school assembly (girls and boys separately in the QIC), one Year Group assembly with the Achievement Leader and 2 Tutor Time sessions. A list of themes, staff with responsibility for the assembly and a rota for tutor groups is published each semester. This is formulated in conjunction with the Tarbeya team. The main assembly themes are publicised. Last year's themes included Honesty, Humility and Modesty. The most successful assemblies last year were those which involved pupil participation such as Abdi Handule's memorable dramatized Ramadan assembly. We will be seeking to replicate this with a rota of tutor groups preparing their assemblies.

Tutor time will be more structured this year with the expectation that there will be a tailored programme in place led by the Achievement Leaders. Pupil achievements can be shared and recorded. Progress data can be analysed and discussed. Each student will develop a portfolio of their contributions and achievements. These are important areas for celebration and recognition. The group's attendance and achievements can be challenged and supported by sharing SIMS data for the group. There will be a broad, organised and relevant Pastoral Support programme from Options preparation and Online safety to charity support to discussion of current issues and many more. See the later section on the key role of the tutor.

Achievement Assemblies are organised every 6 weeks by the Deputy Headteacher (Pastoral) Marcus Hamlin. Pupils are rewarded and recognised for merit points, attendance and other achievements.

During each school day for 2017/18 the Dhuhr Prayer time will be incorporated to the day and utilised to stress the core Islamic values of the Academy through formal prayer/ Salah or appropriate reflection. This will also be time for other reinforcement of a sense of community and notices. This is an important part of

communicating school values and priorities and all staff regardless of beliefs have a duty to support what is happening.

ASSESSMENT AND TARGETS

Al Jazeera Academy is continuing to review and adapt its approaches to Assessment in line with the Ta'allum Assessment Policy. There has been a significant update to the policy for 2017-18. There is a greater emphasis on student progress and there is also a reference to internationally recognised GL Assessment tests in English, Maths and Science.

(For Years 11 and 12 (and some students in Year 10 following an accelerated programme) there are external exams for IGCSE and AS level. There are also formal Ta'allum assessments for all year groups (7-10) at the End of Semesters 1 and 2 in January and June. Grades are awarded in each subject on an A-D scale (in line with Ministry of Education requirements) with U as a fail grade. At the end of the year these grades/marks are aggregated in each subject for each pupil and the outcomes dictate whether pupils need resits in any failing subjects or need to repeat the year in the event that they fail in 3 or more subjects. Pupils and parents should be clear about this from the outset. *All staff should familiarise themselves with the detail of the updated Ta'allum Assessment Policy for 2017-18*

There is a target setting process for **progress based on pupils' starting points or prior attainment.** In addition, Key Stage 2 tests and other indicative testing (e.g. reading ages) will be used to ensure a wider range of information makes the targets valid. Pupils are set **individual grade targets of what they could and should achieve**. Aspirational targets for student outcomes will also be used to measure their progress more accurately.



Ta'allum leaders are supporting the Academy to target progress in Key Stage 3 so that attainment rises and all pupils make improved progress each year. **Performance targets will be set for Years 11 and 12** to demonstrate good progress from key stage 4 and good outcomes in their academic courses for the purposes of Thanawia ie theleaving diploma. (Required 2 AS level passes and 5 IGCSE grades A*-F)

Intervention routines are implemented following initial needs analysis and performance measures analysed six weekly in the yearly calendar. Full tracking takes place but the focus on pupils achieving agreed progress from starting points will be embedded and tracked to ensure improved outcomes in all subject areas. It is vital that parents are regularly informed of any concerns by the class teacher and further discussion with the

The school recognises that the development of **literacy (particularly) and other key learning skills** are critical in raising achievement for the long term and this is to be a whole school focus. We are implementing a coherent plan in these areas to increase literacy levels and reading ages and to develop these skills across the curriculum. All pupils will sit a reading and spelling age test at least annually; this data will be made available to all staff and used to inform **specific intervention** (including small group work led by lead teaching assistants in literacy There will be greater staff understanding and use of this data across the school. Literacy will be embedded across the curriculum. More frequent testing of reading and spelling ages will occur alongside mathematical baseline testing to create live data in order to monitor the impact of the actions taken.

As an Academy we aim to increase challenge and expectations through effective questioning techniques and more targeted and probing questions. The pace of learning is increasing and there will be more

opportunities for students to work independently and explore ideas in discussion. It is important that we set work to match pupils' starting point and to meet their individual needs.

ASSESSMENT AND REPORTING IN CLASS

Students are regularly assessed by:

- Marking. (All staff are asked to appraise themselves of the Marking Policy)
- Behaviour for Learning Grades
- Assessment Opportunities
- Self and Peer Assessment (Self Assessment stickers are available from Heads of Department.)

Assessment information is used to:-

- Report to parents with a major report issued at the end of Semester 1 and and annually at the end of the year.
- Set individual targets for improvement.
- Compare with prior attainment data to ensure that each student meets their potential.

BEHAVIOUR FOR LEARNING

At Al Jazeera Academy we understand that the 'attitude' which pupils display towards their learning is a determinant of success. We expect all pupils to challenge themselves as learners. There is a system to give students a score for their attitude and behaviour to learning in each subject, every semester. These grades will be averaged out and publicly shared with pupils in assemblies on a termly basis.

Please see below what each score of 1-9 says about learners:

9	A highly motivated student who is likely to exceed their target grades. They are able to set their own targets, to work independently and to complete extra tasks using their own initiative. A student with a very positive attitude.
8	A well-motivated student who takes responsibility for their learning and who always completes classwork and homework to a standard above their ability. A student who has a positive attitude and can show initiative and reflect on their learning.
7	A motivated student who shows a real interest in their work and who is determined to achieve. They accept guidance in developing their skills to improve their own learning. They always try to complete work to the best of their ability.
6	A hard working student who completes all work to the best of their ability. They demonstrate some initiative and seek assistance when required in order to improve their work and understanding. Generally has a positive attitude to their learning.
5	A student who completes the work to a standard in line with their ability but does not show real commitment to their studies. Completes all tasks presented to them but lacks the motivation to develop their own learning further by seeking and acting upon guidance.
4	A student with the potential to achieve more but whose lack of motivation is hindering progress. They are aware of what needs to be done to improve their learning but often choose not to do it. Classwork and homework are completed to a basic standard.

3	An underachieving student who has little motivation to learn and shows minimal commitment to both homework and classwork. A student who does not often act upon advice and support offered to them. Behaviour is inconsistent and attention/concentration erratic.
2	A poorly motivated student whose behaviour and negative attitude affect their own learning and that of others. They are inattentive in class and regularly fail to complete homework and/or classwork. A student who does not act upon the advice and support offered to them.
1	A student who is frequently disruptive and not prepared to learn. Their very poor behaviour and attitude significantly affects their own learning and that of others. They do not accept help and guidance which would support their learning. Homework and classwork are frequently not completed and deadlines are rarely met.

BEHAVIOUR MANAGEMENT - STAFF CORE VALUES

We will

- always treat students with dignity and as individuals.
- understand that discipline is about long term behaviour and not just 'quick fixes'.
- always be fair, about giving each student what he / she needs without worrying about treating everyone the same way.
- stay personally connected without taking any offensive behaviour personally.
- be a model of what is expected.
- stop doing ineffective things.
- connect rules to values so that rules make sense.
- believe that responsibility is more important than obedience and must be taught.

BEHAVIOUR SUPPORT ROOM

This room was set up to support students who are unable, however temporarily, to remain in class due to instances of very poor behaviour. It is important that class teachers follow the behaviour model and call for assistance in only the most serious cases. It is very important to adhere to the support room policy using the correct channels of information. Pupils must not simply be sent out of class to the support room. The class teacher must call for the assistance of the "on call" duty staff who will assist with the removal of a student. It is also important to log on SIMS any such incidents as well as complete the corresponding paperwork. A reconciliation meeting must be held in the support room at the end of the day between the class teacher and the student involved. For further reference please see the Behaviour Support Room policy.

BRIEFINGS, BULLETINS, MEETINGS & STAFF COMMUNICATIONS

Clear communication is critical for our success. It is important for staff to share information and good news stories of pupils' (and staff) successes along with a formal meeting structure to ensure we all achieve our goals whether in Subject Departments,
Pastoral teams or any other areas of Academy life. A positive focus on achievements will bring greater success.



A daily information bulletin will be issued to all staff**.** A daily email is forwarded at 6.45am daily for staff, listing events of note, key priorities, achievements and reminders etc. Staff are asked to submit material, particularly photos regularly for inclusion in the following day's bulletin to me by 6.00am at the latest for that morning. Staff are encouraged to share relevant details at the earliest opportunity with pupils during tutor time.

There will also be a regular Leadership bulletin to include achievement, teaching & learning developmentsand all relevant details of past and future priorities.

A newsletter for parents and the community is also compiled by Charles in the Business the Head of Secondary. Pictures and items should be forwarded to him.

The weekly meetings pattern for staff is as below. It will be subject to review according to our priorities during the year. Staff are required to attend all briefing sessions and meetings and must let Senior Leadership know if there is a problem attending at any time.

Day	**Am: (pre-academy day)**	**Pm: (1.45pm-2.30pm)**
Sun	6.50am Whole Staff Briefing 9.00am Academy Senior Leadership Team	Subject Department Meetings
Mon	6.50am Pastoral Team Briefing (Achievement Leaders and Tutors) 6.50am Arabic Team Briefing with Head of Secondary	Teaching & Learning Professional Development
Tues	6.50am Whole Staff Briefing	Secondary SLT – Strategy/Business issues
Wed	6.50am Department Team briefings	Heads of Department Meetings
Thurs	6.50am Whole Staff Briefing	Formal/ Informal Review Discussion

There will be fortnightly meetings between the SLT Line Manager and the Head of Department to review developments and progress in each subject. Achievement Leaders will meet regularly with the Deputy Head Pastoral. Meetings will also be scheduled for key issues especially groups of staff considering intervention in cases where pupils are not making progress in line with expectations.

Tutors are asked to share all relevant details of school developments at the earliest opportunity with pupils during tutor time.

BUDGET

The Academy budget is reviewed each year. Senior Subject Leaders can order basic items for the department and bid for money on an annual basis. Allocation of monies will be published to all staff by the relevant manager. Items not formally agreed will not be eligible for purchase and staff will not be reimbursed in such circumstances. The whole school budget is negotiated and agreed by the Principal.

All goods, including inspection copy requests and small petty cash items, should be ordered by placing an official order with the Head of School using the supporting form. Purchases should not be made even for petty cash without prior agreement.

Staff are asked to monitor expenditure carefully.

Staff should not be handling or collecting any school money in cases of for instance, trips or charity events. Pupils or parents should deposit all money (receipted) with the Finance Office as soon as possible. Staff must take all sensible precautions and money should not be left in desk drawers. It should be kept safely as staff are responsible and liable for any losses.

A maximum spend of 1000QAR for small items can be agreed with the Head of School. Items costing more than this cannot be purchased by breaking the item down into separate 1000 QAR amounts.

BULLYING

Bullying and similar forms of anti-social behaviour, in whatever form, are not acceptable and will not be tolerated at Al Jazeera Academy. A detailed policy is available in the shared area for Secondary Key Documents which outlines advice, guidelines and strategies. These should be regularly shared and emphasised with students.

If you suspect a student is being bullied please refer it to the relevant Tutor or Achievement Leader as soon as possible.

CALENDAR

The school Calendar is maintained on the website and is a live document to reflect changes during the Academy year. Mark Edwards, the Activities Coordinator oversees the whole academy calendar. If you have any items to add to the Secondary calendar please contact the Head of Secondary and his PA. In addition, there is a more detailed 40 week ‘at a glance’ calendar for staff only which sets out the structure of the year. It includes internal information such as timings for Performance Management lesson observations, intervention meetings and Assessment timings.

CAREERS

The Academy seeks to ensure that each student receives comprehensive and impartial careers advice throughout their time at school. The Academy works in partnership with a number of advisors who provide support with aspects such as preparing for university. There are regular University fairs and visitors from companies such as Education Basket. These programmes are overseen by Achievement Leaders in Years 11 and 12. It is intended that we will introduce a period of Work Experience during the coming year for students in Year 10 led by Leon Collins. The appointment of Gloria Penalfort as the School Counsellor will significantly strengthen our support for students, the majority of whom will progress to university..

CARS

Vehicle congestion is often a challenge both in the roads around the Academy and within our grounds. A one way system introduced for parents has improved traffic flow but this issue needs to be
regularly reviewed as the various road construction projects around the Academy take shape. Staff and visitors are requested not to park in the yellow lined areas around the school as these are access points for emergency vehicles.

Duty staff are asked to dissuade parents who are collecting children in cars from blocking the entrances. All drivers and pedestrians should take extra care when negotiating the car park area. If possible Parents should be asked to arrange a rendezvous point away from the school as the entrance is particularly busy at the end of the Academy day. Staff, parents and students should ensure that they enter and leave the premises safely. Speed restrictions of 10 mph have been set and should not be exceeded in the interests of safety.

Site staff monitor pupils and all visitors to the site. Pupils will not be permitted to leave the school without express and evidenced permission. This is a crucial aspect of child protection.

Pupils are not permitted to bring cars to school if they do not have a full licence. If they do bring a car (and many older pupils drive legally) it is with the strict understanding that they will drive safely and responsibly. Failure to comply will result in that pupil being barred from bringing a car or any vehicle to school. They are not allowed to drive or sit in the vehicle during school hours. A system exists for students who drive to have a special pass. Students who drive will be forbidden from doing so without the recognised pass.

CHARITIES

The Academy supports various charities, coordinated by the Student Council, mainly under the auspices of the Qatar Charity organisation. (Care is needed as nationally there have been a number of fake charities uncovered and the authorities are rightly eager to clamp down. Our chosen charities range from Local to National support groups, please see Marcus Hamlin, Deputy Headteacher (Pastoral) in relation to organising charity fund raising events. Charity Fundraising is greatly encouraged though it is true to say that there has been a tendency towards too many Bake Sales which sometimes involve little effort on the part of pupils and certainly do not coincide with Healthy Eating guidelines. The Deputy Head (Pastoral) will monitor and decide on requests for charity fundraising events.

CHILD PROTECTION



The Lead Child Protection Officer is Sheldon Smith our Principal.
Any matters concerning safeguarding/child protection should initially be referred to the relevant Achievement Leader or to Marcus Hamlin – Deputy Headteacher using the “something is not quite right” mode of thinking. Please ensure you are familiar with all the child protection policies in the shared area. Regular training and refresher sessions will be held on Safeguarding/Child Protection during the year and in induction.

CLASSROOM BEHAVIOUR

The Al Jazeera Academy Behaviour Policy is available in the shared area, which deals with a range of issues and explains the philosophy and procedures of the School. There is a published Code of Conduct. The policy has been simplified and strengthened for 2017-18. All staff should make themselves familiar with the new developments.

Classroom behaviour is primarily the responsibility of individual teachers. Please establish and insist upon consistent, orderly and respectful behaviour within your lessons. Thorough preparation of appropriate and differentiated work will facilitate this, and is expected as part of professional duties. The Academy asks all staff to build working relationships with all pupils which are based on mutual respect.

Minor infringements should be dealt with personally and promptly e.g. verbal reprimand, extra work, cooling off for a few minutes outside the door, detention supervised by you etc. Always use the language of choice when challenging pupils over their behaviour.(reference to Islamic values is particularly apt.)

Major or persistent disruption should be dealt with by excluding the pupil from the lesson, in which case they should use the 'on call' procedure (see AJA Strategies for details). If the latter is not appropriate, send another pupil to the reception. A senior member of staff will be available each period of the week. It is the responsibility of individual teachers to follow up such exclusions either by themselves or by detailed referral to other appropriate staff. Exclusion to SMT is usually a "holding" operation to allow lessons to continue without disruption. It is not a punishment in itself.

Stage 1: **Verbal Warning**
Stage 2: **Second Verbal Warning**
Stage 3: **Move Seat**
Stage 4: **Removal from Class**
Stage 5: **Behaviour Support Room**
Stage 6: **Suspension**
Stage 7: **Exclusion**

In addition to individual approaches, certain general matters of routine are asked of all staff:

Staff should ensure an orderly, "clean" start to the lesson.

At the end of the lesson, pupils should stand, be silent, and staff should dismiss them a row at a time, checking that equipment has been replaced, tables are clean, there is no litter, etc. If it is the final lesson of the day, pupils should be asked to put all chairs carefully under the tables. Chairs should not be placed on tables.

Where at all possible, outside coats should not be brought into the classrooms. They ought to be placed in lockers provided. They must not be worn while lessons are in progress.

Pupils should not be allowed to leave the classroom unless instructed by the teacher.

Pupils should line up outside the classrooms though staff must be on hand for a prompt start. Pupils' safety requires that staff should ensure a very prompt arrival at lessons to avoid leaving children in corridors for more than a moment or two.

Pupils should not ordinarily be allowed out of lessons whilst they are progressing. However if a student does need to visit the nurse or the toilet in an emergency they must be provided with on "out of lesson

pass." Pupils will not be allowed out of the secure "learning zone" without a valid reason backed up by a note from a teacher and pupils are only allowed to leave the learning zone during break time and at the end of school. Requests to go to the toilet should be monitored carefully.

COMMUNICATIONS

Post is delivered to pigeonholes in the central Admin Area between the Reception desks daily. Messages may also placed in the pigeonholes. Staff are required to check them regularly and to empty them daily to ensure there is room for any future post. Larger parcels that do not fit the pigeonholes will be placed in the space directly below and staff are asked to check if they see parcels there.

Increasingly internal messages are sent via email and attempts are being made to cut the amount of paper circulation. Staff are urged to check their email regularly. However, as a school, face to face communication (wherever possible) is always the most preferable form of communication.

SMS and email communication systems enable us to ensure more instant communication with Parents and carers particularly useful in e.g. instances of early closure. All letters should be processed through the system.



Telephones are available for staff strategically placed throughout the school. Outside lines may be requested by ringing reception. Direct outside lines are available in the staff room. Telephone calls will not be put through to staff during lessons and messages will be emailed or placed in the relevant pigeonhole as soon as possible following the telephone call.

All communication by letter with parents is to be passed to reception where it will be checked by the Head of Secondary and Principal prior to distribution. The purpose of this is to ensure an overview of Academy issues is maintained and to ensure that we are adopting an appropriate and consistent Academy style. An Academy letterhead was also introduced last year to ensure our brand is professional and distinctive.

COMMUNITY

Al Jazeera Academy is committed to serving its community in the widest sense. Our recognized strengths in this area can be further developed. At the heart of all our work is the absolute belief that we should provide a broad and relevant education which is rooted in the community's Islamic values along with the Qatari and increasingly Global community which we serve.

Our aims in Working with the Wider School Community

Partnership with Parents and Carers

We will **address any disadvantage** that individuals may experience because of the gender, race, disability, age, religion, belief or other issues through:

- Curriculum content which contributes to an appreciation of **cultural diversity** and challenges prejudice, bias and stereotype;
- Extra-curricular activities which provide students with opportunities to learn about and become involved in the life of their communities;

- **Behaviour and discipline** policies and procedures which reflect commitment to developing mutual respect and acceptance of diversity;

- Strong links with **community groups** in academic, sporting or other areas;

- **Mentoring schemes with community representatives** working with students in the Academy;

- Links with other schools and communities promote inter-cultural learning and a strong international and global dimension.

- **Student Council** and a wide range of student voice activities.

We will **support high educational achievement** for young people by ensuring:

- All students have access to the full curriculum;
- **Additional services** provide resources for the community e.g. in SEN (Knowledge Centre)
- Monitoring the effectiveness of extended services provision and **working with outside agencies**;
- Physical access for those with **disabilities;**
- Provision of support and enhanced personalised learning plans for children who experience difficulties at home for any reason.

We will **ensure families are involved** in the development of Al Jazeera Academy and that they are pleased with the level of information and support they receive by:

- Extending the use of Microsoft technology systems to provide more instant and regular communication with home;
- Inviting representatives from different communities represented within the parent body to become members of our AJA Parent Committee;
- Working to unite these different groups, seeking their views on diverse issues such as Academy policies and child safety;

Partnership with Industry

Al Jazeera Academy will seek to develop **productive partnerships with local and international companies** to ensure broader, meaningful progression pathways for young people into the world of work. Working relationships with Qatar companies will be developed to support Work Experience and to bring greater relevance to some of these areas of the curriculum.

COMPLAINTS

Any member of staff who wishes to make a complaint can do so to the Head of Secondary or, if this is inappropriate because it concerns him, to the Principal at any time. Grievances can be made via the Grievance Procedure detailed in the Ta'allum HR Handbook for staff.

Complaints against members of staff will be dealt with by the Head of Secondary. It is important that attempts to resolve matters are made at source and always within the school. Matters should not be referred to the Principal under any circumstances if attempts to resolve it have not been made within the Secondary school first.

If the complaint is against the Head of Secondary then the issue will be dealt with by the Principal.

CONFISCATED ITEMS

The Academy has policies in relation to the following items:

Mobile telephones:

Pupils are **not allowed** to have Mobile Phones in school at any time. school. The purpose of this rule is to ensure that they are not used to compromise important cultural sensitivities through publication of photographs and to ensure that learning is not disrupted by inappropriate use. Daily checks will be carried out by Pastoral staff at the start of the day and during the day if necessary using the scanner equipment. Pupils will have the option to hand the phone in preschool and collect it at the end of the day. Members of teaching staff should confiscate Mobile Phones if found. Staff should hand these to the relevant Achievement Leader, who will label each item, record the confiscation and hand on to the Deputy Head's office.

The following are not allowed in school:-

Aerosols	Staff should hand these to the relevant Achievement Leader who will label each item and retain it for collection at the end of the week.
Cigarettes/Drugs	Cigarettes, tobacco, papers, lighters drugs, Swika etc. will be confiscated and the Deputy Head notified. Students found smoking should be sent to the relevant Achievement Leader.
Jewellery	(please see "Uniform"). Infringements of the policy should be reported to the relevant Achievement Leader.

CONTRACTS



If you have any problem with your contract or your salary slip, then please see our officers within the HR Department.

CURRICULUM

Basis of the Curriculum

Al Jazeera Academy embodies the philosophy that **every student is entitled to achieve 100% success**. To deliver this, a **personalised** approach has been developed with distinct pathways at Key Stage 4 and 5 and with targeted support from the beginning of year 7 onwards. Some pupils in years 7 and 8 will be taught in our SEN provision, effectively a Primary model until they develop the skills and confidence to join their peers within one of the more 'secondary style' pathways.

The Academy is developing a broad curriculum offer with the aim of ensuring that every pupil who is capable, will achieve at least 5 A*-E grades and 2 AS Levels as required for the purposes of Thanawiya (Secondary School Graduation). The curriculum is balanced with the greater proportion of the curriculum taught through English medium subjects and up to one third in Arabic medium including Arabic and Holy Qur'an Studies. The impact of first language learning on second language development is critical. All students will achieve at least 5 A*-E grades through creative approaches to curriculum planning, the

development of individualised teaching and through collaboration with other Ta'allum schools as in the case of the new arrangements for a 3 year IGCSE.

Many students enter the Academy with **literacy levels** below their chronological age in English. On entry all students are tested to provide a reliable baseline and appropriate interventions will be put in place.

The Academy believes that the majority of learners can be successful in an **entitlement curriculum** with approximately 60% being core and 40% options supported by strong independent advice and guidance. This ensures that students will have a broad range of subjects and qualifications to choose from at IGCSE and beyond.

Vision for the delivery of a broad and balanced 11-17 curriculum

This is founded on the following key principles:

- Students can progress at their own pace but with staff ensuring that there is always **pace and challenge**
- **Technologies** e.g. ICT and the CLG to be widely available
- **Personalised learning** to be a reality with a wide ranging curriculum, providing choice;
- Learning experiences to be **coherent, integrated, engaging and participative**, with an emphasis on learning and the acquisition of **transferable skills;**
- The curriculum develops **lifelong learners** who will be able to adapt to take up jobs in the future, which do not presently exist;
- The curriculum embraces wider curriculum opportunities that **bring learning to life** in vivid, realistic contexts;
- The curriculum reflects the values and beliefs outlined previously: personal development is integral to the outcomes of the curriculum and success measures for this curriculum.

Key Stage 4

To deliver a personalised educational experience our Secondary school provides different learning opportunities for students to navigate through the KS4 curriculum with increased focus on literacy to improve pupils' basic skills.

The majority of students will experience a curriculum with **traditional IGCSE subjects.** The curriculum model has already been adapted to enable pupils to claim more qualifications and boost the 5A*-E figure.

Key Stage 3

The curriculum at KS3 focuses on the following:

- the development of **basic skills of literacy, numeracy and ICT**
- secondary school **readiness** skills - 'behaviours for learning' such as the ability to engage and 'self' motivate and the **social skills** necessary for **positive interaction** with peers
- improving a child's concept as a learner and encouraging intrinsic motivation to learn
-
- instilling a sense of **fun and enjoyment** around learning

The Academy delivers English National Curriculum programmes of study alongside Arabic medium learning. In addition students are given a range of learning opportunities through **extended project based learning /enquiry based/problem solving** learning. Learning will also take place **beyond the**

boundaries of the classroom through trips and visits and activities which foster the notion of learning beyond subject boundaries

Through the use of modern technologies some of the learning spaces may be virtual, linking nationally or internationally with other learning groups or communities.

We have a curriculum and associated pathways that are seen as a continuum to **seamless progression from Key Stage 3 to Year 12** with **early intervention** work for students as required.

Post 16

All Post 16 students will be expected to achieve at least 2 AS levels and to consolidate to ensure at least 5 IGCSE passes A*-E. There are Ta'allum guidelines for the admission of students to Advanced courses. Without adherence to these guidelines no student should be admitted to Year 12 without formal written permission and a signed contract outlining expectations. A programme of support to ensure students are well prepared for university application and entrance is also in operation. Many follow courses abroad in the UK and USA. At present many progress onwards through foundation or bridging courses. Plans are in place to introduce full 'A' level in the future and this will widen the range of opportunities open to Qatari students.

DAMAGE

Wilful damage to property must be reported to the Deputy Headteacher (Pastoral). Letters of notification will be sent to the parents of the offending child and the school will insist that any damage or the cost of repair is paid for.

A report will be sent to the Police if it is thought necessary.

Accidental damage should be reported to staff immediately and Krishna the Facilities Coordinator should be informed as soon as possible.

DATA PROTECTION

It is important that data relating to students and staff are kept safe. The data protection policy is available in the shared area and we ask that each member of staff makes themselves aware of the policy.

DBS (Disclosure Barring Scheme/CRB)

For everyone's protection it is essential that any members of staff employed through the year are DBS or safety checked prior to engaging in work with the Academy. The DBS check normally takes 5-7 days to clear.

If new members of staff are employed then please refer them to our HR Coordinator to allow for employment checks and induction procedures to be completed.

DETENTION

Children may be placed in detention for breaches of the Behaviour Policy / Code of Conduct, failure to produce work etc. Initially subject staff are responsible but later Subject Leaders, Deputy Headteachers and other Pastoral staff supervise the offending students. Students must not be detained after 2.45pm.

24 hours notice must be given for an after school detention. The longer breaktime arrangement provides opportunity for detention. Pupils should not be prevented from having their lunch due to a detention.

Teachers should set relevant work if it is deemed suitable. Failure to attend departmental detentions will result in longer detentions supervised by Achievement Leaders.

N.B. Parents should be notified of any detentions and need to be notified 24 hours in advance and in writing of any detention out of school hours. A standard letter can be sent by the Department Head or Achievement Leader – please let Marcus Hamlin have the following details:

- Subject Area
- Reason
- If lunchtime detention not attended, its date
- Date and time of after-school detention

DRESS CODE [STAFF]

The dress code for all staff is for smart, business dress. All details are in the Ta'allum Employee Handbook. It is vitally important that staff set an appropriate and professional tone in their dress. Please make yourself aware of the expectations. Female staff are asked to take particular notice of the norms for modesty and to cover appropriately.

DRUGS / ALCOHOL

The use, possession or handling of drugs within school – including residential and trips is not tolerated within the Academy. If any of the above is suspected then the Academy's disciplinary policy will be applied, as appropriate.

Being under the influence of alcohol or drugs at the Academy is not tolerated. Any member of staff suspected of being under the influence of drink or drugs will be asked to leave the Academy pending an investigation, with dismissal and police action likely.



DUTIES

Duties are essential in ensuring the smooth and safe running of the day. Good supervision impacts positively on lesson time attitudes to learning and the atmosphere of the Academy.

Sunday to Thursday:
Each day's team has a team leader with whom you should liaise if you are unable to do a duty. If you know that you are going to be absent please make arrangements for your duty to be covered.

All Staff are required to be 'on duty' for 10 minutes **before and after** school to supervise safe arrival and departure of pupils.

Duty areas are indicated on a duty list which is distributed to staff and displayed prominently outside the staff room.

Full details of patrol areas which staff are required to cover are also distributed to staff. Please be active at all times whilst on duty. Check classrooms and all other areas (e.g. Hall). Check the toilets in your duty area. The school canteen is used by a significant proportion of the school at break. Children should be eating and drinking only in the canteen or in the designated quad area. Students will not be allowed to enter the canteen after the end of break.

Duty team leaders will patrol the school area and ensure all staff are at their duty points. Failure to attend duties constitutes a disciplinary breach.

Students are not allowed to leave the school premises at lunchtime unless they have prior agreement from parents.

Senior staff undertake pre-school, lunchtime and after school duties and sixth form students are employed to supervise the lunchtime queues and canteen as prefects.

Duty Rota:

A copy of the duty rota is issued in September and updated through the year. The Deputy Headteacher (Pastoral) – Marcus Hamlin should be consulted if problems occur with the rota.

DUTY OF CARE

When students are in school, staff are required to show a higher duty of care. Essentially, this means that as trained professionals they are expected to care for students using that training. If it is impossible to contact parents then Academy senior staff may make decisions about the immediate welfare of students.

EMERGENCY PLAN

The Academy has developed a comprehensive emergency plan. Fire evacuation procedures are practised during every term and staff should make themselves fully conversant with their responsibilities. All such alarms should be treated with utmost seriousness, speed and urgency.

E-SAFETY

The computer system is owned by the Academy and is made available to students to further their education and to staff to enhance their professional activities, including teaching, research, administration and management. The Acceptable Internet Use statement has been drawn up to protect students, staff and the Academy by clearly stating what is acceptable and what is not.

The Academy reserves the right to monitor the use of the Academy's computer systems, including the monitoring of web-sites, the interception of emails and the deletion of inappropriate materials in circumstances where it believes unauthorised use of the Academy's computer system is or may be

taking place, or the system is or may be being used for criminal purposes or for storing text or imagery which is unauthorised or unlawful.

- All Internet activity should be appropriate to staff professional activity
- Access should only be made via the user's authorised account and password, which must not be made available to any other person;

- Copyright and intellectual property rights must be respected;
- Activity that threatens the integrity of the Academy ICT systems, or activity that attacks or corrupts other systems is forbidden;
- Users are responsible for email they send and for contacts made that may result in emails being received;
- Email should be written carefully and politely as messages may be forwarded.
- Anonymous messages and chain letters must neither be sent nor forwarded;
- Use for personal financial gain, gambling, political purposes or advertising is forbidden;
- Irresponsible use, including gaining access to inappropriate materials is forbidden and may result in the loss of Internet access and disciplinary action.

Social media such as Facebook and Twitter are not allowed in school – staff should be particularly careful not to become "friends" with students of the Academy. We would ask all members of staff to use their discretion in relation to the use of social media and remind all staff of the position they hold within society.

EQUALITY AND DIVERSITY



The Academy is committed to the promotion of equality of opportunity for all including people from different racial, ethnic, cultural and religious backgrounds. The Academy respects and values the linguistic, cultural and religious diversity which exists in the wider community. The Academy considers that all manifestations of racism are wholly unacceptable and will act positively to eliminate racial discrimination where it occurs. Staff will take prompt, effective and systematic action to deal with all racist incidents and to identify and address racial, ethnic, cultural and religious inequalities.

The Academy is committed to challenging attitudes that promote racial discrimination, ensuring respect for all and preparing all students for life in Qatar's culturally diverse society'

The Academy is also committed to promoting good relations between people of different racial, ethnic, cultural and religious groups and will enable every student to:

i participate in a curriculum that takes full account of the richness and variety of the world's racial, ethnic, cultural and religious groups and develop understanding of some of the main causes of global inequality, disadvantage and poverty;
ii recognise and challenge racism, racial discrimination and stereotyping;
iii develop the knowledge and understanding, skills and attitudes necessary for life in Qatar's multi ethnic society and as global citizens in an increasingly inter-dependent world.

The Academy believes that these commitments are particularly important in the context of our Academy with our ethnically diverse population of staff and students.

EXAMINATION INVIGILATION

Expectations for the conduct of invigilators in public examinations and other relevant information is contained in the Exam Policy (accessed on the Shared Area). For each set of exams both internal and

external, clear guidelines are posted. The Exams Officer, Baasit Arif deals with all aspects of the administration of examinations including entries and processing of results and certificates.

EXCLUSIONS

In particular circumstances we will exclude a pupil for a fixed period or permanently only:

- In response to serious breaches of the school's Discipline Policy
- Once a range of alternative strategies, including pastoral support plans and clear liaison with parents have been tried and have failed; and
- If allowing the pupil in school would seriously harm the education or welfare of the pupils or others in the school

Exclusion of a pupil will be used as a last resort and in reaching a decision it is important that the Head of Secondary has all the relevant facts and firm evidence to support allegations made. The pupil concerned will be allowed to give their version of events. In most cases it is unlikely that a permanent exclusion could be sanctioned without a clear strategy to improve the pupil's behaviour. However, there may be some one off events so serious that they merit such action.

If a pupil is excluded for a single block of more than 5 days in a semester we must plan to enable that pupil to continue their education. In all cases where pupils are excluded it is essential for work to be sent home. Please ensure that you liaise promptly with Achievement Leaders to ensure work is set.

FIRE DRILL

The alarm system sounds a high-pitched, oscillating, sound at the outbreak of fire.

Children leave teaching areas quickly, but quietly, via the fastest route (identified in fire safety posters) and assemble in tutor groups (by fire numbers) on the field. Staff must be proactive in ensuring that pupils line up in tutor groups in quiet orderly fashion. No pupils other than those who have prior permission should go to shaded areas. In times of extreme heat and brightness it is essential that fire safety processes are prompt. National authorities are particularly sensitive in view of a terrible fire tragedy at Villagio Mall some years ago now.

Administrators take registers and late book/signing out registers to the field where they are collected by form tutors, who check pupils are all present. Once checked, registers are returned to the relevant Administrative Coordinator as soon as possible.

Canteen and ancillary staff are the responsibility of their respective line managers. The line managers and Head of Secondary report directly to the Principal who acts as Fire Officer for the school.

Release of staff and pupils back to lessons or break occurs when all is safe, i.e. when the Principal (or in his absence the Heads of School) has decided the fire has been dealt with.

Fire Drills are held at least once each semester.

FORM TUTORS

The Form Tutor is at the heart of our student support and has a key role within the Secondary School.

Every full time teacher can expect to serve as a form tutor or co tutor. Tutors are responsible for encouraging each tutee to achieve the best that they possibly can both academically and socially and to foster an understanding of the high expectations we have of pupils at Al Jazeera. Each tutor group will also be allocated to a House:

Duties:

- Reviewing the absence sheets and acting on them with pupils
- Reading relevant sections in daily bulletin to Tutor Group, emphasising appropriate notices.
- Checking dress and making sure property is named where appropriate.
- Bringing class to Salah or assembly and sitting/standing with them.
- Participation in specific year business as requested by Deputy Headteachers and Headteacher.
- Helping to organise formal year activities.
- Distribution of school letters etc.
- Weekly checking of SIMS contact with home.
- Developing an appropriate Form Tutor comment for the annual report.
- Any problems that cannot be dealt with should be referred to the Achievement Leader and Deputy Head (Pastoral) in the first instance.
- The Form Tutors will meet with the Achievement Leader regularly as per the school calendar.
- Mentor all tutees but especially those who are finding school challenging and alert Achievement Leaders as soon as possible.
-

A more comprehensive list of tutor duties and responsibilities can be found in the shared areas.

GRIEVANCES

It is advised that if a member of staff has a grievance about Academy practice or about a member of staff then they should arrange to meet with the Head of Secondary. Ensuring the appropriate chain of communication the Principal is also available to meet with any members of staff at a convenient time.

In all cases, grievances are dealt with promptly and in line with policy. Matters are normally dealt with at a Senior Leadership level although if they escalate further they will be referred to Principal Level. Staff should never bypass the system and escalate an issue before attempts are in place to resolve the issue as locally as possible. It is not acceptable to take an issue to Ta'allum Head Office without it being dealt with in school first. Such unauthorised escalation is likely to result in disciplinary action if it is deemed to undermine the authority of the school Senior Leaders.

HEALTH AND SAFETY

All current Qatar legislation applies to schools. The School's HAS policy document and all processes and procedures relating to H&S are available in the shared area and all staff are required to make themselves familiar with it, especially those who work in areas with known hazards.eg working with chemicals in Science.

Staff are required to report **immediately** any hazard which they notice and to take such action as necessary to prevent an accident occurring. The Facilities Manager, maintains an overview of Health and Safety issues and reports any concerns and requirements to the Principal.

We take our Health and Safety management and specific responsibilities seriously. These responsibilities are apportioned to site staff who work in particular areas. The Site Manager is Krishna Neupane. He (or Ajim in his absence) will notify you if you have specific duties to fulfil e.g. in relation to equipment in your room.

HOLIDAYS and TIME OUT OF SCHOOL

Holidays should be taken outside of term times as agreed in the bounds of the working contract. In the case of an emergency leave please inform Marcus Hamlin – Deputy Head (Pastoral) of the time you intend to take so it can be entered onto the cover and HR systems. Please note Casual Leave is being abolished.

There are no permissions intended for staff leisure or family time. For specific issues which staff cannot resolve during school time a new Half Day Leave is being introduced with agreed limits on the number of times such leave can be invoked. The priority will always be to ensure teaching is consistent and not compromised by excessive staff absence.

Any appointments eg for dental treatment and even regarding immigration issues should be made out of teaching time and preferably after the end of school. Do not assume it is acceptable to go without negotiation with senior staff who are accountable for monitoring staff absence. You must seek permission from the senior team before you make any such appointments. If you do need to leave school during the day you must comlpete a MENAME " leave" request submission and have it authorised by a senior member of staff. That form must be given to Marcus Hamlin – Deputy Head (Pastoral) before you leave the school premises.

HOMEWORK

All staff are required to set homework in accordance with the published policy. It is a vital aspect of the learning process and encouraging pupils to become more independent in their study. Marking homework is important in motivating pupils and supporting their learning.

There will be a homework timetable which should be adhered to by all staff. This year all details of homework will be collated in a weekly document, making it clearer for pupils and their parents and easier to monitor in terms of quality and appropriateness. Pupils who do not complete homework should be dealt with first by individual teacher, then within the department by Head of Department. If a pattern of failure to complete homework emerges this should be referred to Achievement Leaders who will view the child's efforts across all their subjects.

HOUSE SYSTEM

The Secondary Academy will seek to introduce a House System during this year, through which students can participate in a number of different 'Inter-House' activities against their peers. Activities will include: various different sporting events throughout the year, Sports Day in the summer term and competitions. New events are always considered by the Student Council. As we have a 2 and sometimes 3 form entry in Year 7, 'Houses with fewer pupils will receive an average score for each activity in the interest of fairness. Details will be shared at the start of the term.

HUMAN RESOURCES

All staff should read the updated Ta'allum Employee Handbook for full details of all HR functions.

The details below have been compiled at school level and are intended to support staff through some of the complexities of the process of moving to Qatar. HR staff and existing staff can provide valuable information and perceptions based on experience.

For new staff - Pre Travel Arrangements and Other Information

Pre Arrival Checklist:

1.

2. Those who have been in the GCC region before please ensure that you cancel your residency before you arrive in Qatar
3. Single Parents must be sure to carry their custody papers (all attested)
4. Please bring 6 passport size photos (with BLUE background) for immigration purposes for you (and your family members).

5. Before you arrive please ensure that your mobile phone is unlocked and will accept a Qatari SIM.
6. Obtain an International Driving License (from Major Post Offices) if you intend to drive immediately when you arrive in Qatar. Alternatively you will need to convert your UK Driving License to Temporary Qatari Driving License however this process can be lengthy and costly. There are new regulations about passing a local test before driving.

   Warning: Once you receive your Qatar ID Card your International Driving License (or Temporary Qatari Driving License) is void and you must apply for a Full Qatari Driving License immediately.
7. All your required documents need to be attested from Ministry of Foreign affairs in your Home Country (for UK this is done by the Foreign Commonwealth Office - FCO) and the Qatar Embassy in your Home Country. In case that you do not have a Qatar Embassy in your Home Country, please inform your recruiter or let us know so that we can make alternative arrangements.
8. Ta'allum group will reimburse you up to 1000 Qatari Riyals for either extra baggage above the flight allowance or cargo that is sent via other means (invoice must be in your name and shown to HR).

Upon Arrival:

1. Arrangements will be made to pick you up from the airport and the driver will have the keys to your allocated accommodation. You will be met by a member of the leadership team who will give you a Ta'allum Introduction Kit with further guidelines and the Confirmed Induction Plan. Kindly read it carefully as this has very important information regarding Qatar as well as your workplace.
2. You can purchase a Qatar SIM card from the airport or any local Ooredoo/Vodafone outlet. The cost is around 50QR. The outlet will make a photocopy of your passport – this is a government requirement.

Attesting Documents:

Please ensure you have all the necessary documents fully attested before you arrive in Qatar. Start the attestation process as soon as possible, as this could take up to 2 months to complete.

1. First documents need to be certified by a Solicitor:
   - Degree/Qualification Certificates need to be Certified to state that it is an "Original Document"
   - Other documents, Marriage Certificate, Birth Certificate(s) and Custodial Documentation can be copied and Certified as "True copy of the Original"
   - Recent DBS (CRB) / Police Check Document, has to be an original document with a solicitor Signature
2. These certified documents then need to be sent to the FCO for attestation/legalisation. See the following website on how to do this yourself: https://www.gov.uk/get-document-legalised
3. Then these attested/legalised documents need to be attested by the Qatari Embassy in UK.
4. There are companies that can do the process of the attesting the documents on your behalf for a fee.

Resident's Permit



When you arrive in Qatar, you will be in possession of a Work Visa (sent to you before you fly), however, all employees require a **Residence Permit** to stay in Qatar. This process can only be completed once the employee has arrived in the country and takes approximately 6 weeks to complete. There are 5 stages to the process and when they are completed a Residence Permit Card will be issued. Before this is issued, there are restrictions on what you can do.

Documentation

1. Qualifications

- You should arrive in Qatar with all your Degree/Qualifications fully attested from your home country.
- Your Degree certificate will need to be translated into Arabic (**PRO Officer** will do this on your behalf).
- You will also need an updated CRB fully attested from your home country.

2. Contract of Employment

- You will be required to sign your contract of employment during induction week.
- HR will send this to Ta'allum Head Office for the CEO's signature.

Health Check

3. Blood Group Test

- You will need to have a blood test for your blood group information.
- This can be done in one of the local private medical centers.
- No specific paperwork is needed for this, you simply go with your passport.
- The school driver can take you to your appointment if necessary.
- The blood group test involves a pin prick
- There is a fee (around 15QR). This will be reimbursed by the school.
- Staff should bring the blood group paperwork to HR & PRO.

4. Medical

- A medical appointment will be made on your behalf by the school HR.
- HR will inform you of the date and time of your appointment. The school driver will take you to your appointment, if this is during school time – cover will be provided.
- HR will give the relevant paperwork, which you must take with you along with your original passport.
- The medical examination involves a blood test followed by a Chest X-Ray.
- After completing the medical you will be given stamped medical documents which needs to be given to HR when you return to school.
- HR will be notified within 3 to 5 working days of your medical examination results.
- Provided the results are clear you will move to the next stage, otherwise you may need follow-up examinations.

5. Finger Printing

- Once you have passed your medical and blood group is completed, an appointment will be made for your fingerprint to be taken.
- HR will give you the relevant paperwork and the school driver will take you to your appointment
- The Finger Printing involves full palm and finger prints of both hands.

ONCE ALL THE ABOVE STEPS HAVE BEEN COMPLETED, YOUR WORK PERMIT APPLICATION WILL BE APPROVED AND THE PRO OFFICER WILL COLLECT YOUR QATARI ID ON YOUR BEHALF.

Family Visit Visa

You can bring your family out to Qatar to visit you on a short-term Family Visa that is valid for one month. This visa can be extended to cover a maximum of six months (renewal has to be done every month at a cost of 200QR a month) for immediate family members. Family member wishing to stay longer than a month have to undergo a medical examination.

Documents needed:

- Completed Application Form (Received and Completed by HR/PRO)
- Copy of Qatari ID card of the Sponsor
- Copy of Passport of the Sponsor (with the RP page)
- Copies of Marriage / Birth certificates
- NOC Letter (No Objection Certificate given by HR)
- School's Computer Card Copy (given by HR)
- Signed Employment Contract emphasizing job and salary (given by HR)
- Sponsor's Housing Contract (given by HR or your own Accommodation Management)
- 6 Passport Sized Photographs with blue background.
- The cost for family visit visa is 800QR initially and 200QR to renew the visa every month. (If the renewal is not done then the will be penalties when trying to leave the country.)

Resident's Permit for Families

If your family come with you, they will enter Qatar on a Tourist Visa. The airport immigration will charge you 100QR per person. This must be paid on a bank card (credit or debit) – separate transactions. The holiday visa is valid for 30 days, which can be extended for another 30 days at any MOI Immigration Office. Be warned that after 60 days of initial entry, your family must leave Qatar or will be fined 200QR per day per person. It is vital that you keep track of these dates as this fine also applies if you do not extend after the initial 30 days.

Once you receive your Qatari ID, you are able to apply to transfer your family's Tourist Visa to a Family Residence Permit. You will act as your family's sponsor (just as the School is your sponsor).
If it has been over 60 days and you have not yet received your Qatar ID, your family will need to leave Qatar for a Visa Run. This is when you leave Qatar (people usually go to Dubai) and can return on the same day on a new Tourist Visa. Be warned that in rare occasions, your family may need to do 2 Visa Runs if your RP application exceeds 120 days.

The process for Family RP is simple and straight forward for a Husband sponsoring his wife. However, things are a little more complicated if it is a Wife sponsoring her husband. There have been occasions where husband's residence permit has been rejected.

The cost of transferring from Tourist Visa to Family RP is 1200QR per person. The School will reimburse the cost of your nominated dependent. Your spouse will need to undertake a medical examination, blood grouping and fingerprints scanned. Children under 18 will not need to have a medical examination but their application still need to be processed by the medical centre.

Documentation Needed:

Married Couple (No Children)

- Completed Application Form (Received and Completed by HR/PRO)
- Copy of Qatari ID card of the Sponsor
- Copy of Passport of the Sponsor (with the RP page)
- Copy of Passport of the Spouse

- Marriage Certificate (Fully attested from the country of issue)
- NOC Letter (No Objection Certificate given by HR)
- School's Computer Card Copy (given by HR)
- Signed Employment Contract emphasizing job and salary (given by HR)
- Sponsor's Housing Contract (given by HR or your own Accommodation Management)
- Sponsor's Bank Statement (3-6 months with Bank stamp and Bank Manager's signature)
- Sponsor's Degree/Qualification Certificate (Fully Attested and Translated to Arabic)

Married Couple (with Children)

- Completed Application Form (Received and Completed by HR/PRO)
- Copy of Qatari ID card of the Sponsor
- Copy of Passport of the Sponsor (with the RP page)
- Copy of Passport of the Spouse
- Copy of Passport(s) of all Children
- Fully Attested Birth Certificates of each child (**Full Birth Certificate which Includes Parents Names**)
- Marriage Certificate (Fully attested from the country of issue)
- NOC Letter (No Objection Certificate given by HR)
- School's Computer Card Copy (given by HR)
- Signed Employment Contract emphasizing job and salary (given by HR)
- Sponsor's Housing Contract (given by HR or your own Accommodation Management)
- Sponsor's Bank Statement (3-6 months with Bank stamp and Bank Manager's signature)
- Sponsor's Degree/Qualification Certificate (Fully Attested and Translated to Arabic)

Single Parent with Children

- Completed Application Form (Received and Completed by HR/PRO)
- Copy of Qatari ID card of the Sponsor
- Copy of Passport of the Sponsor (with the RP page)
- Copy of Passport(s) of all Children
- Fully Attested Birth Certificates of each child (**Full Birth Certificate which Includes Parents Names**)
-
- **Custodial Letter of each child (Fully Attested and Translated to Arabic)**
- NOC Letter (No Objection Certificate given by HR)
- School's Computer Card Copy (given by HR)
- Signed Employment Contract emphasizing job and salary (given by HR)
- Sponsor's Housing Contract (given by HR or your own Accommodation Management)
- Sponsor's Bank Statement (3-6 months with Bank stamp and Bank Manager's signature)
- Sponsor's Degree/Qualification Certificate (Fully Attested and Translated to Arabic)

Local Hire Staff

Candidate has been interviewed and a Provisional Offer is made. The following documents must to be submitted before a Formal Offer can be made.

1. Attested qualifications from home country attested by your embassy and Qatar Foreign Affairs
2. Police Clearance from home country attested by your embassy and Qatar Foreign Affairs
3. Copy of your RP (Should be valid for at least a further 6 months), Passport, Qatar ID card.
4. 6 photographs with blue background
5. Copy of your birth certificate
6. All employees need to be under AJA sponsorship. Documents required varies according to the following:

6a: Where the candidate is under company sponsorship they must provide:

- An NOC
- A copy of the company's Computer Card
- A copy of the company's Commercial Registration
- A copy of the company's municipal license

6b: Where the candidate is under private sponsorship they must provide:

- An NOC letter
- A completed 'Transfer of Sponsorship' form.

6c: Where the candidate is under a spouse's sponsorship they must provide:

- An NOC letter
- A copy of the spouse's Passport

- A copy of the spouse's RP

Candidate has been interviewed and a Provisional Offer is made. The following documents must to be submitted before a Formal Offer can be made.

1. Attested qualifications from home country attested by your embassy and Qatar Foreign Affairs
2. Police Clearance from home country attested by your embassy and Qatar Foreign Affairs
3. Copy of your RP (Should be valid for at least a further 6 months), Passport, Qatar ID card
4. 6 photographs with blue background
5. Copy of your birth certificate
6. All employees need to be under AJA sponsorship. Documents required varies according to the following:

6a: Where the candidate is **under company sponsorship** they must provide:

- An NOC Letter
- A copy of the company's Computer Card
- A copy of the company's Commercial Registration
- A copy of the company's municipal license

6b: Where the candidate is **under private sponsorship** they must provide:

- An NOC Letter
- A completed 'Transfer of Sponsorship ' form.

6c. Where the candidate is **under spouse's sponsorship** they must provide:

- An NOC letter
- A copy of the spouse's Passport
- A copy of the spouse's RP

INDUCTION OF NEW STAFF

Induction of all new staff is the responsibility of the Head of Secondary. A full programme of support is available to all staff on arrival whether at the start of the Academic year or mid-year. We will endeavour to cover generic issues and where needed the induction will be tailored to individual needs. This year's August 2017 draft programme has been approved.

INFORMATION TECHNOLOGY FOR STAFF



A majority of teaching staff are provided with a lap top. The school's Network Coordinator is Muddassar Khot. He will provide staff with all login and other important details**.** All staff are subject to Acceptable Use protocols and all are charged with improving their IT capability in the interests of its value in the education of our pupils. The disbanding of the previous CLG system and its replacement with Microsoft programmes will increase the onus on staff to ensure that technology is a an established part of classroom practice.

INVENTORIES

All school equipment must be cared for and checked regularly. It should be recorded in the appropriate inventory for each Faculty or area of the Academy where appropriate. All valuable items should be security marked.

Staff may take items home with the Principal's permission if they wish but should be careful about their security, taking care to ensure they have appropriate Insurance cover.

JOB DESCRIPTIONS

The standard job description issued by Ta'allum HR at the start of the contract for the current year applies to all staff. In addition, staff that have specific additional responsibilities will have these detailed in a supplement. All job descriptions are open to modification and adjustment. Changes are negotiated and agreed by all parties concerned.

Staff should be fully aware of the detail of their job description because it is a clear basis for any Performance Management judgement.

'KNOWLEDGE CENTRE' AND SEN

Compared to most schools across Qatar Al Jazeera Academy is proud to have developed a progressive and enlightened approach to supporting children with additional needs. The Knowledge Centre supports staff with the identification of issues for children which can detract from their learning. Specialist staff advise on and deliver tailored individual support for children whether on the Autistic Spectrum, Dyslexic or a range of other issues. 13 children have 'statements' at present and they have considerable additional staff support. It is the Academy's Policy to support all children with care and dignity and to accommodate children in mainstream settings wherever it is appropriate and possible. Neelam Bhatti leads the Knowledge Centre team.

LATENESS

Pupils are required to be on time for school at 7:25. They will register in their first lesson. Pupils who are late should sign in at reception. This is a priority area of improvement for the school and the Deputy Headteacher (Pastoral) will make all staff aware of the new processes for dealing with latecomers during the school's induction days.

Staff punctuality is also essential and non- negotiable. This aspect of performance will be monitored carefully.

LIBRARY

The school library is situated in the central area of the school upstairs with separate girls and boys entrances. For the year ahead 2017-18 this will become one space with a managed programme to allow for Girls and Boys use at separate times.

LOST PROPERTY

Children are asked to name their property for ease of identification. All found "lost" property is taken to the reception area. It will be kept for a limited period of time.

PE lost property is dealt with by the PE staff.

LUNCHES FOR PUPILS

Lunches are provided by Batteel Catering Services. There is an extensive menu available at Break and a restricted one before school begins.

There is a rota for the order in which year groups go for lunch. Lunchtime supervisors organise entry for lunch.

All food bought in the Canteen (cafeteria style) must be consumed there. Those who bring packed lunches may eat them either in the Canteen or, with agreement by the member of staff supervising, in the classroom. Pupils will not be allowed to enter the canteen if it will make them late for lessons.

Fast food is not allowed in school for pupils. Delivery drivers will not be allowed access to the school grounds. This is in the best interests of children's health and in a context where there is a national obesity issue for some. Staff should be aware of and deal with attempts by pupils to subvert this rule.

MEDICINES and NURSES

The school nurses are on site.

Pupils are not allowed to see the nurse, other than in an emergency, without prior permission from the Achievement Leader. Whilst we must be vigilant, caring and understanding with pupils it is true that some have been tempted to use a visit to the nurse as a work avoidance strategy. The nurse keeps a record of regular visitors so that inappropriate visits to the nurse can be restricted.

Children are asked not to carry pills, tablets, lotions, medicines, etc. on their persons.

All medicines should be left with the school nurses: they are dealt with in line with Academy policy.

Medical Information of students

Any medical information regarding students is distributed by the School Nurse and is also located in the shared area on the Academy network, with details of pupils with more serious medical conditions being displayed on the Staff Room noticeboard.

Medical Room and First Aid

The medical room is situated close to the Achievement Leaders offices. Unless it is an emergency, students who are unwell should report to (School Nurse), reception, before being sent to the Medical room. In an emergency ring the office or send a student to fetch a first aider. Qualified first-aiders are in the office or are notified in each classroom.

MONEY

Money for books, equipment, uniform, school visits and holidays is handled by Sheryl Ramirez or the Facilities Manager

Staff should be careful not to compromise their position by collecting money from pupils or parents. The finance officers should take on this role and receipts must be issued and kept in all cases. Departmental "Sales" money is to be handed in regularly and not left to accumulate.

Staff who organise trips are asked to make arrangements with for an appropriate time when money may be handed in. On some occasions where the whole school is involved (e.g. non-uniform day) Form

MONITORING REPORTS



Achievement Leaders may issue children experiencing difficulties with behaviour or work with a Monitoring Report. Comments and a numerical grade should be recorded on the sheet as each pupil has a target number to attain in one week. Pupils being monitored closely will be listed on the staff room notice board.

Pupils who do not respond to appropriate support can be placed on the Block List meaning that they are not registered to attend Al Jazeera Secondary School in the following year. Again a thorough process of

communication with parents should highlight our concerns and we should provide opportunities for students to change the offending behaviour long before details of the Block list are confirmed.

The planner or card is to be checked by staff, tutors, parents and Progress Managers.

Once targets have been achieved pupils should be removed from the monitoring list and further support given as necessary.

OUT OF LESSON PASS

Pupils should not ordinarily be allowed out of lessons whilst they are progressing. However, if a student does need to visit the nurse or the toilet in an emergency they must be provided with on "out of lesson pass." Pupils will not be allowed out of the secure "learning zone" without a valid reason backed up by a note from a teacher and pupils are only allowed to leave the learning zone during break time and at the end of school.

OPTIONS

Year 9 pupils are asked to consider Year 10/11 plans during February when the Deputy Headteacher (Academic) Samira Rokadia is in a position to know what option structure is likely to be available. We have introduced a 3 year IGCSE starting in Year 9 in core subjects with the intention of consolidating exam success at IGCSE level.

The Deputy Headteacher (Academic) has oversight of the Options procedure. Children are asked to consider choice, future, careers, ambition, style of examinations, etc. An options booklet is produced for all pupils and Heads of Department have the opportunity, during assembly times, to speak to pupils about their subject.

Parents are invited to school for a general briefing on the demands and opportunities in the senior school. Option forms requesting choices are accepted after a year 9 parents' meeting with subject teachers.

PARENTAL COMPLAINTS

Any staff member who receives a complaint from a parent should fill out the parental complaints form and hand it to Marcus Hamlin - Deputy Head (Pastoral) who will then pass the matter to the relevant staff member for resolution. This should be done in a timely fashion as we aim to contact parents and resolve issues within 48 hours of any complaint. Parent Communication should be logged on SIMS.

PARENTS CONSULTATION AND OPTION EVENINGS

These take place after school (normally 5-8pm) or where possible now on Saturday mornings. Dates and venues to be confirmed on the school calendar. All teachers will be expected to attend.

PERFORMANCE MANAGEMENT/APPRAISAL

The Performance Management and Appraisal cycle of twelve months has been adopted. Full details are contained within the PM policy (available in the shared area.)

The importance of Performance Management in identifying development needs and in supporting the school's wider 'Improvement' agenda is stressed. The Revised Policy indicates that Performance Management provide the basis for salary decisions

Though not mandatory, all support staff are entitled to an Appraisal as part of the Academy's commitment to staff development.

PHOTOGRAPHY AND MEDIA

In relation to photography the Academy is committed to:

i protecting the right of parents to consent to their children being photographed for particular purposes at the Academy. This is particularly significant in our Islamic context;
ii emphasise the Academy's protective ethos towards students in respect of potential inappropriate use of visual images of students;
iii avoid students being distracted by photographic activity during events;
iv enable all visitors at Academy productions to enjoy the event without the distraction of others taking photographs or videoing near them; and in maintaining this policy, the Academy seeks to comply with the spirit of Data Protection and with the principles of child protection.

The Academy is required to obtain general consent from parents to their child being photographed at Academy events, but parents do have the right to ask, in writing, for their own child not to be photographed. In such cases it may be necessary to withdraw the child from all or part of an activity in which s/he might be photographed. The Academy would ask parents to consider very carefully the impact of such a decision on the child as the Academy would not wish any student to feel that s/he was being punished as a result of parental concern.



POLICIES AND IMPORTANT DOCUMENTS

All important documents and policies can be found in the Shared area and by selecting the relevant heading. It is incumbent on all staff to familiarise themselves with these policies. Many important forms can be found here as well.

PRIMARY LIAISON

Primary Liaison takes place in a number of ways, which include: -

Year 6 Induction

We hold three Induction Days and a meeting for parents of new pupils at the beginning of July. Prior to these three, an Achievement Leader will have visited each child in their Primary school.

During the Induction Days pupils will be offered a variety of lessons and get familiar with the whole experience of secondary school so they feel confident at the transition point.

Departmental/Subject liaison

This element is greatly encouraged both to develop greater continuity in curriculum transition arrangements and as a marketing tool.

We have set up some departmental links with our primary schools during recent years and we look forward to other departments developing links during the coming year.

PRIZE GIVING and GRADUATION

Awards (Certificates) are awarded for Effort, Achievement and Attendance. Subject teachers give nominations to the Deputy Headteacher (Academic) before the end of May. A formal Graduation Awards Ceremony for outgoing Year 12 students occurs in June (this year again at the prestigious St. Regis Hotel.) Parents of Award winners, students and staff are invited to attend.

POLICE

The school enjoys a good and very positive relationship with Doha Police. Police members come into the Academy and talk to staff and students regularly.

PROFESSIONAL DEVELOPMENT

("CPD") at Al Jazeera Academy is designed to develop each individual's **attributes, knowledge, understanding and skills**. All staff will have a menu of CPD programmes and collaborative activities including sustained access to coaching and mentoring, an on-line CPD resource library and opportunities for research.

All training and development activities will be closely linked to **student learning and outcomes**, performance targets, the Academy Improvement Plan and professional standards.

In order to embed leadership throughout the organisation and **secure leaders for the future**, Al Jazeera Academy aims to actively encourage and develop **leadership potential** at all levels. In developing our Academy we believe that everyone has a leadership role. Staff working towards promotion and those identified through the talent management programme will be offered leadership

routes. These routes will be supplemented by a set of common development opportunities including: access to Masters Qualifications, in-house Middle Leadership programmes, opportunities for action based research and shared leadership activities. This programme will be supported by ongoing coaching to allow individuals to develop their expertise and, if required, change routes mid flow.

CPD priorities are designed to meet individual staff needs, particularly around ensuring that **teacher planning stretches and challenges all abilities**, strategies for effective questioning and more open ended questioning are embedded and using data to target and monitor the progress of all pupils and groups of pupils is embedded across the whole teaching staff.

The recent past has seen a shift from "one size fits all" staff Inset and outsourcing expensive CPD courses to a more personalised and economical approach to training. Staff Inset will have a renewed **focus on teaching and learning** to drive improvement, understanding differentiation at all levels and ensuring 1:1 support for teachers based upon a mutually agreed contract with specific targets for a fixed period.

PUBLICITY AND MARKETING

All staff are reminded of their duty to present the Academy in a positive light. Parents and students effectively pay our wages through their fees and their commitment to the Academy. We all share a responsibility to publicise and market the strengths and achievements of the Academy. Pupil numbers have been positive in recent years and the Marketing Policy outlines the strategies and principles of our work in this area.

PUPIL RECORDS

Records are transferred to the Academy from the Primary School (electronic information and hard pupil files) and are then kept and updated in the office and maintained on the Serco system throughout the life of the students at Al Jazeera. Hard files are kept in the central office area. For information on pupil records please see Mayssa Ali – Head of Secondary's PA.

Records are kept for 8 years from the pupil's departure from the Academy and then destroyed.

REGISTRATION AND SIMS

Registration is taken at 7.20am in the morning at the beginning of Lesson 1 and in every lesson thereafter. The SIMs (School Information Management System) is used and staff should be fully conversant with the potential of this programme not just in attendance, lateness and rewards, behaviour points and

The full names, addresses and telephone numbers for pupils are kept on SIMs, but Form Tutors are asked to check regularly with their group that our information is correct.

Tutors will register their tutees 'electronically' on (SIMs) and there will also be lesson by lesson 'roll call.' It is vital that all absence is followed up rigorously by teachers with an important daily overview by Achievement Leaders. All unexplained absences must be challenged. This is a vital part of our prevention of lesson truancy which inevitably leads to unruly and unacceptable behaviour.

All staff should undergo training to ensure they understand how to use the system for registration and Assessment recording. The system provides invaluable information to enable us to decide on

intervention activity as part of a cycle of continuous improvement. Rizwana Surve is our SIMs Coordinator and she has exceptional high level skills to support staff in learning how to use the system effectively.

Accurate Registers are essential in case of a fire or other emergency.

When registering a class, children should be asked to sit down and be quiet. The pupils' names should be called and enquiries made about absentees.

Form teachers are asked to review SIMs data for communication with parents regarding absence and other matters.

Further details are contained within the Attendance Policy (available on the Shared Area).

REPORTS

These are a requirement and are compiled twice a year, following End of Semester 1 and 2 tests and distributed to parents. Reports are no substitute for the regular monitoring of progress, referral to intervention meetings.

Report guidelines are issued in the shared area.

REPROGRAPHICS

There are several photocopier printers in school, 6 of which are available in the central admin area. Staff are presently not allowed to use photocopiers directly. A system exists to make requests to our Admin team. Please use copiers sparingly – large print runs should be undertaken by the administrative staff and colleagues on the larger print machine in the Reprographics Room. Please give them as much notice as possible.

REWARD SYSTEM

At AJA, excellent achievement and effort are recognised through our reward system in the form of a points system.

Achievement points are awarded for a number of reasons including, good work and homework, positive contribution and helpfulness. Points are awarded in class and by tutors for high levels of achievement and improvements in Behaviour for Learning. Achievement points are also awarded for each week of 100% attendance. Certificates are awarded in Achievement Assemblies. In addition to certificates we also publish the names of our most successful students on the television monitors in the reception areas and have a range of different prizes and rewards trips for our most outstanding students. Our aim is foster a culture whereby we routinely celebrate achievement and to that end it is important to award at least 3 achievement points in every lesson you teach – 1 Academic point, 1 Leadership point and 1 Islamic point. Postcards will also be issued to staff for rewarding students for achievement in class.

Achievements are celebrated in Achievement Assemblies which are held at the end of each term. In addition to point totals, recognition is given to best and consistent attendance by individuals and tutor groups and to achievements both inside and outside of the Academy.

Major awards and prizes are recognised at our annual Prize Giving Ceremony in June.

SCHOOL IMPROVEMENT PLAN

The plan sets out the key improvements and actions planned for the year ahead. All staff should be aware of the priorities and be active in supporting or carrying out the actions detailed within it. A copy is available on the CLG/ Key Secondary Docs area. Elements of the plan will be reviewed on a regular basis.

SEVERE WEATHER CONDITIONS

In the rare event of severe weather (e.g. a dust storm or extreme heat) necessitating the closure of the school, a decision to close will be made by the Principal and Ta'allum Officers or by Education Ministry edict at the earliest possible moment.

Closure warnings will be announced on local radio stations and the school will make use of the SMS Alert System to make contact with parents/carers where necessary.

SICKNESS

Children distressed, taken ill or in difficulty are directed to the School Nurse or other more appropriate measures taken.

If a child is not so ill that they need to be taken home immediately, they are as well off sitting in an air conditioned classroom as they are in the sick room. In the classroom they are under permanent supervision.

Where a child is sent home ill the ailment is recorded in a "sickness register" held by the school Nurse. Problems, which parents ought to be made aware of, should be noted for communication to them.

Children who are too ill to be at school may be taken home or collected by a parent/guardian providing that there is an adult in the home. **No sick child should be allowed to go home unaccompanied unless permission is given by parent/carer.**

First aid material is found in Science Laboratories, P.E. area, Special Needs and Reception. Only recognised First Aiders should administer First Aid.

It is not school policy to administer medicines. However, if it is necessary for a pupil to take prescribed medication during school hours, this can be done by the Nurse. Parents must give written permission for this course of action. Children are asked not to carry medicines.

IN EMERGENCY:

Child to hospital immediately – with an adult in the ambulance – School Administrator contacts parents as soon as possible. There are a number of First Aid qualified staff in school.

SMOKING

The Academy premises are non-smoking. This applies at all times, both inside the buildings and in the grounds.

STAFF MEETINGS

Regular meetings of Staff, Faculty / Middle Leaders and Tutors are scheduled throughout the year in accordance with the calendar.

Staff are invited to table items for inclusion on relevant agendas so long as they give the appropriate chair of the meeting sufficient reasonable notice to produce an agenda in advance of the meeting.

The Senior Leadership Team meets weekly. Staff may request any item to be included on the agenda and, if invited, may come to the meeting and speak about their agenda item.

STAFF WORK AREAS

Staff work area are available for departments near the main staffroom. Areas are network enabled, and have quiet facilities. Please note that these areas are out of bounds to pupils at all times. A number of network points for staff to plug in their laptops are also available – please see Muddassar Khot [Network Manager] to ensure your laptop is correctly configured to make best use of this facility.

The staff 'shared area' on the curriculum network has an increasing number of important and useful documents for staff including **the school reports**, performance management and appraisal forms and the staff handbook. This area is constantly being added to.

STUDENT COUNCIL and STUDENT RESPONSIBILITIES and STUDENT VOICE

There is a Student Council attended by representatives of all tutor groups and overseen by Marcus Hamlin – Deputy Head [Pastoral]. The Student Council encourages decision making, charity work and areas of

community responsibility. Student voice is a key component of a democratic school culture, can be a positive driver for ascertaining effective ways of learning. Staff are asked to be supportive of the council's efforts and to give adequate time in tutorials for the representative to feed back to the tutor group and to seek opinions.

Providing students with leadership opportunities and giving them the chance to express constructive views on their experience of school can help us improve our school. It also offers students the scope to understand the nature of democracy and the confidence to know that they are valued. The Deputy Head (Pastoral) oversees the Student Council which has elected representatives from all tutor groups across the school. They consider a range of issues such as potential improvements and the programme for charity fundraising. 'Student Voice' can be powerful in helping teachers understand from a pupil's point of view what constitutes effective learning.

A Head Boy and Girl and Deputies are appointed each year as 'figure heads' for the school communities. This year we will also give opportunities for students to become House Presidents and there will be a Prefect team to support duties and encourage student leadership.

TARBEYA

The Academy's Tarbeya team play a crucial role in promoting positive Islamic values right across the school so that these values underpin all we do. They organise trips and visits and provide guidance and counselling for our young people. All staff have a responsibility to uphold these values, to support Tarbeya and to incorporate these principles at the heart of every lesson. It is not a 'bolt on' activity but is an integral part of what we stand for as an Academy.

Last year's core values were Humility, Modesty and Trust. Non Arabic staff can support the widening of Tarbeya integration through the activities of the Committee led by the Head of Secondary.

TEACHING AND MEASURES TO DRIVE IMPROVEMENT

All staff should be fully aware of and compliant with the Secondary School Teaching and Learning Policy on the shared area.

The greatest challenge and strongest focus in the Academy will be to develop the critical mass of good and better teachers and to make teaching consistently good by:

- Improving quality of teachers' **planning** to meet all pupils' needs
- Teachers setting **challenging targets** and raising expectations of all pupils
- Setting work to **challenge and stretch** all groups and individuals, including specific groups such as low achieving boys and children with Special Educational Needs.
- Teachers talking less and pupils talking more
- Pupils' consolidating work by having longer to practise basic skills and extend their opportunities to learn rather than do; more **independent** work.
- Questions which are more open ended to promote **thinking and reflection**

- Assessments and **checking understanding**

- Whole school approaches to **literacy and numeracy**
- Improve the quality of **marking**
- Ensure that teachers own and understand the **data** on their pupils and can use it to plan for them to make **progress from their different starting points**.

The rapid and **urgent improvement** of the quality of teaching and learning across the Secondary Academy is the key priority for the next phase of our development. The Senior Leadership Team recognise the need for greater accountability in driving improvement in teaching.

Success will be celebrated but underperformance will be challenged, particularly in areas highlighted by exam results and observation data. Staff performance will be managed robustly, supported and challenged by the Education Director and newly appointed Ta'allum consultants. In order to bring about greater **consistency of practice**, lesson-planning expectations have been revised.

Systems for **analysing observation** and learning walk data are robust, and where there are concerns (or indeed, areas to celebrate) action will be immediate and feedback specific. Similarly, **work scrutiny** will be routine with a clear focus on the implementation of the marking policy and immediate challenge where it is not adhered to. Faculty leaders will undertake training on how to monitor work in their departments.

The key area for development in teaching and learning is to ensure that Heads of Department drive improvements in and take responsibility for raising teaching standards in their areas.

Teaching, Learning & Assessment

We are embedding the Teachers' Standards across the Academy focusing on the key aspects of 'good'

and better teaching.

Learning and Assessment/Target Setting/Tracking System and use of Data

All teachers will set rigorous targets for every individual pupil linked to their potential in line with emerging Ta'allum advice and guidance on the matter and every individual will understand what progress they need to make, and through personal development plans, how they should make that progress and what support is available. **Students will be formally assessed every 6 weeks** and the progress of individual pupils, groups of pupils and cohorts and the impact of intervention strategies will be regularly scrutinised and monitored by a scrutiny committee.

All **new pupils will have rigorous assessment using the entrance tests as part of their induction** to the Academy so that tailored support can be provided where necessary, to enable them to succeed as quickly as possible. Al Jazeera Academy will work in partnership with the Primary School to **support transition**.

Al Jazeera Academy will use the Ta'allum Performance Management Policy for rigorous Subject and Academy self-evaluation and to ensure that Performance Management is robust and rigorous at all levels

Literacy Provision

Literacy is central to raising standards at Al Jazeera Academy and core to work of Ta'allum which has committed to the vision that **no student will leave school with a reading age below their chronological age.** There will be a specific focus on the development of literacy across the curriculum for individuals

and groups of students. This will include professional development support for all teaching staff and teaching assistants. Initial action is likely also to include Literacy, Language and Communication to develop literacy with poor readers, in the first year across all year groups, but increasingly, as the programmes take effect, concentrating on poor readers in and before Y7. There will be a full plan implemented to embed whole **school strategies and approaches to literacy, communication, reading and writing**. This will include the introduction of specific schemes such as **Accelerated Reader** to boost reading ages of the weakest. Literacy will be a part of all lessons and all teachers will be enabled to embed literacy teaching through their own subjects.

The Application of ICT to Support Learning & Teaching



In Al Jazeera Academy, technologies including ICT are intended to be widely available and seen as another utility which will facilitate learning in different contexts and continents. High quality ICT facilitates a wide range of teaching techniques to promote a broad range of learning strategies. The Academy's designation as a Microsoft provides a strong focus for exciting learning opportunities in the year ahead as we seek to build on the excellence of the achievements of our Primary School colleagues during last year.

Our commitment to developing outstanding teaching applies across all areas of learning. Teachers will be coached in how to use IT to stimulate and motivate all pupils so that it becomes a tool for learning across all areas of the curriculum.

UNIFORM

All pupils are expected to wear school uniform, details of which are clearly communicated to parents when they pay fees. Thobes are not allowed other than with the express permission from the Deputy Headteacher (Pastoral)

Children dressed improperly may be asked to return home and change or "find" school uniform.

Form Tutors and all teachers are expected to "monitor" the dress and appearance of their children.

VISITS

Staff are encouraged to organise visits which promote academic, sporting, cultural or social development. Permission must first be sought to ensure compliance with cultural and religious sensitivity.

A calendar of school visits is agreed in advance by the staff approximately 18 months ahead in order to balance out the costs for year groups and/or individuals.

The programme of visits is notified to parents so that they too can plan ahead and know what financial commitments they have to meet.

All letters to parents regarding visits must be approved by the Principal and ideally be countersigned by him wherever possible.

Visits need to be organised very carefully, taking into account all health and safety issues. A risk assessment should be carried out for all visits. A detailed checklist has been prepared for visits and all

staff are required to follow it to the letter. Any potential problem should be referred to the Deputy Head (Academic) for consideration without delay. The checklist is available in the shared area.

VISITORS AND SCHOOL SECURITY

In the interests of Site security all visitors to the Academy must report to reception in the first instance, where they will sign in and receive a badge or pass if they are not already wearing or carrying one. Staff are asked to approach politely any adult visitor not wearing a badge or carrying a pass in order to check why he or she is on school premises. If there is an unsatisfactory response, please do not pursue the matter further but report to the Deputy Heads or Head of Secondary...

The school has an access system to prevent unwanted visitors on premises. The system is based upon magnetic locks at external doors and the staff room door. All staff are issued with an access card that is activated between the hours of 6.00am and 4.00pm. In case of loss, it is essential to let the Network Manager know immediately in order that he can deactivate the card.

Outside of school hours the system goes onto 'free flow' when the magnetic locks are disabled. This is also the case in the event of the fire alarm sounding. Pupils and staff can exit any external door by pressing the white button next to the door and releasing it so disabling the magnetic lock momentarily. In the event of a catastrophic failure of the access system, e.g. a lightning strike, the doors may be opened by overriding the system via the fail-safe mechanism provided – break the glass in the green boxes next to the doors!

WEBSITE

The Academy website is an important source of information and publicity. It needs regular updating. Please forward ideas, information and details particularly related to achievements and learning to

Mark Edwards (Activities Coordinator) or Peter Kubicki (Head of Secondary) for posting on the site. Plans are in hand to further improve our publicity this year.

WHISTLEBLOWING

Whistleblowing is when a worker reports suspected wrongdoing at work. Officially this is called 'making a disclosure in the public interest'.

A worker can report things that aren't right, are illegal or if anyone at work is neglecting their duties, including:

- someone's health and safety is in danger
- damage to the environment
- a criminal offence
- the company isn't obeying the law (like not having the right insurance)
- covering up wrongdoing

The way a worker can 'blow the whistle' on wrongdoing depends on whether they feel they can tell their employer.

1. The worker should check their employment contract or ask the Business Director about the whistleblowing procedure.
2. If they feel they can, they should contact their employer about the issue they want to report this can be through the Senior Leadership Team.
3. If they can't tell their employer, they should contact a prescribed person – in Al Jazeera's case this is the HR Department at Ta'allum Head Office.

The worker can only tell the prescribed person or body if they think their employer:

- will cover it up
- would treat them unfairly if they complained
- hasn't sorted it out and they've already told them

