



British School Alzira/Xativa/Gandia

Staff Handbook

2025-26

This handbook is intended as a guide to the policy and practice of our schools. It provides important information about our philosophy, procedures and routines.

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The philosophy of our school

The British School of Alzira/Xàtiva/Gandia is a learning community. We are dedicated to the learning experience that we provide for the children that attend our schools. We build on the strengths of the British National Curriculum with its creative and practical approach to learning. This is supplemented by recommended non-statutory government guidance from the UK. Together this makes a happy alliance with the needs of our students, over 80% of whom are Spanish nationals and therefore learning with English as a second language.

Our learning community includes all its members. We work as a team to establish a happy caring environment where everyone is respected and valued for their contribution to the school learning community.

Excellence in teaching and the enjoyment of learning is at the heart of what we do.



Our values

Our pupils' parents have a high level of education and are successful. They have high aspirations for their children, expecting them to go to university, to take over family businesses or to enter a profession. Such high profile roles require not only intellectual capacity, but also effective communication and the flexibility to respond to the demands of an ever changing world. We believe that the human values of tolerance and self esteem go hand in hand in helping to realise these aspirations.

Our expectations are:

- High academic achievement leading to aspirational outcomes for all students;
- Independence and interdependence;
- Effective communication and self confidence;
- Happy, tolerant and courteous students with moral awareness.

From their first entry into the school in pre-nursery, we seek a continuum of learning and experience which will lead us to these goals. Some ways in which these can be achieved are;

- Rigorous day to day lesson planning which takes account of our values and is closely aligned to the British National Curriculum and the examination specifications;
- Regular assessment which measures progress throughout the year;
- A creative curriculum rich with experiential learning;
- A strong social and charitable element;
- Opportunity for children to experience well spoken English throughout the school day.



English as an Additional Language

Over 95% of our pupils have English as an additional language. In most cases English is a second language but a minority of our pupils attend school with a rich language experience that makes English one of many languages within their daily experience. The home and social language of most of our pupils is either Spanish or Valencian. On return from weekends and holidays, their level of English can become eroded. Therefore, as the majority of our children are developing their linguistic skills "in isolation" they need a lot of opportunities to hear and see good models of English as well as to practice it. Speaking and listening are the key to success and the school uses technology in classrooms in order to provide a rich speaking and listening experience. This is supplemented by subscriptions to online learning platforms that extend opportunities for listening to English in the home. We make it our aim to encourage our children to use and listen to the English language at every opportunity.

British teachers are asked to consider the following essential points:

- **Always** use English when speaking to a child.;
- Ensure that English is **always** being spoken by pupils in class and in the school building. Students not speaking in English should always be redirected to speaking English;
- Always correct inaccurate speech through modelling correct English in an encouraging manner;
- In Primary deliver and develop the school approach to grammar 'Say "Yes" to English';
- Plan for speaking and listening activities within the classroom.

Teaching and learning strategies for EAL students vary from year group to year group, but the following essential points must be considered:

- Planning should explicitly demonstrate an EAL approach;
- Development of speaking and listening skills should be a daily aspect of children's learning;
- For our younger children who cannot express themselves well in English, practical activities are planned that enable the children to demonstrate their understanding;
- Grouping children who have difficulties expressing themselves in English with those who can provide good role models of the spoken language is essential, as children learn from their peers.

EAL and SEND

These should not be confused. The DfE advice to teachers has always been "Make the **language** simple not the concept". Although some of our children inevitably need SEND support, the majority just need to be given the relevant opportunities to develop their language skills. If there are any concerns over any children the SENCO is there to support you.



Parents

We work hard to develop and maintain strong relationships between parents and the school. Our way of working is considerably different to methodology in Spanish schools so we make every effort to explain the British National Curriculum. Some of our parents are also teachers and this can lead to interesting discussions.

The following are scheduled meetings that take place each year:

OBJECTIVES MEETINGS

Within the first few weeks of the first term, parents are invited to meetings with teachers and managers. Digital copies of the teaching objectives are sent home. On these occasions we take the opportunity to explain aspects of the curriculum and/or the philosophy of the school. As with all contact with parents, staff who do not have a confident ability in Spanish are provided with a bilingual translator for this meeting.

Further information meetings involving relevant staff take place during the year when the need arises. For example meeting to explain the Primary standardised assessments, iGCSEs and A Levels.

PARENT EVENINGS

Parent meetings are offered to parents once (twice for secondary) per term for 15 minute sessions (10 minutes in Secondary) spread over a two day period after the school day. Teachers are expected to be well prepared, having available information about the progress of each child, examples of their work and a record of their effort and behaviour. Summaries of each meeting are completed on a parental interview form on the daybook feature of Engage.

In this meeting teachers provide information about the level of the child. This is given in relation to age related expectations.

Informal tutorial meetings

Parents and teachers are welcome to set additional meetings (tutorials) to discuss aspects of pupils' work or behaviour at any point in the school year. These tutorials usually take place from 9-9.15am or from 5-5.15pm. Teachers can request tutorials through the secretary. Parents also request tutorials through the school secretary and these requests are then passed to the teacher.

Responding promptly and being well informed are an important part of our own professionalism and therefore a parent requesting a tutorial will receive:

- A verbal reply through the secretary;
- If necessary, a written reply translated by the secretary;
- A request to see the parents after/before school.

Parents will always receive a response to a request for a tutorial on the day of asking.

We encourage teachers to be proactive in arranging appointments to meet parents. Any change in a child's behaviour, attainment, attitude to homework or any aspect of work in school should be considered an opportunity to meet with parents. Appointments can be made through the office.

Teaching staff should only book meetings with parents after consulting with their headteacher. Teaching staff should seek to make appointments with parents if:

- There is an educational or behavioural cause for concern;
- A child has dropped one or more grades for attainment on their school report;
- A primary child is not reading regularly at home;
- A child is not completing homework to a satisfactory standard.

In the weeks immediately preceding formal termly tutorials it is advised to request tutorials for students who have lower grades or issues related to effort/behaviour. This also serves to make parents evenings slightly shorter.



Assessment, recording and reporting

Assessment

This varies according to the age of the children but follows the principle that assessment is a powerful tool in understanding and developing the level and quality of a child's progress in their learning. Teachers are expected to use assessment as part of their teaching.

Our assessment policy details how assessment and pupil tracking take place in the school.

Students complete external standardised assessments at the end of Key Stage 2 and Key Stage 3. These assessments are an important tool both for measuring pupil progress and for reporting to parents. The primary focus for all of our students is to achieve within the full British National Curriculum and therefore the external assessment of English, Mathematics and Science at the end of Key Stage 2 and Key Stage 3 is only one aspect of our work.

KS4 and KS5 students take standardised assessments at the end of each specification.

Recording

STUDENT FILES

- **Stored in the main office:** This file contains enrollment and parental data and should not be removed from the office.
- **Records of informal tutorials:** These are held digitally on Engage, our school management information system.
- **Engage:** The school uses a School Management System (Engage) to store pupil attendance and reports. This information can be accessed by teachers using a web portal. This enables teachers to see previous reports as well as to review pupil attendance. It also provides pupil medical information and a record of family details. Reports are stored digitally on Engage and all historical reports can be accessed through Engage.

Note: All parent meetings should be recorded on Engage. By doing so we keep a record that future teachers can also access.

The school diary/agenda

In Key Stage 2 the agenda is used as a record of homework and daily reading. Teachers should teach students how to use the agenda as this is an important skill when students move to secondary and begin to use digital agendas.

Reporting

Reports are sent out digitally at the end of every term. Parents' access reports via the Parental Portal on Engage. In each we send out an attainment and effort result for each child in each subject accompanied by a personally written comment from the teacher providing information about attainment and attitude.

Digital British

Tapestry Learning Journal

In Early Years Foundation Stage classes we have a subscription to Tapestry Learning Journal. This functions as an online digital learning journal and is also used for communication with parents.

All children will receive a **daily** message indicating the learning that has taken place during the day. Each child will receive an individual update at least once each week. Both the daily message and the individual message can be customised to include photographs and videos.

Class Dojo

From Year 1 - Year 6 we use Class Dojo to provide blog style updates for parents. This includes whole school information, class information and individual information. All teachers send a class update **daily** to provide information about the learning that has taken place in school. All pupils receive an individual update at least once every two weeks. Both class and individual updates can be accompanied by photos or other media including videos and weblinks. In primary we only use Class Dojo for positive reinforcement (credits) and not as a means of communication with parents.

In Secondary, we use Class Dojo for student credits and debits. When relevant, refer to Class Dojo Policy, we also use Class Dojo for communicating with parents and celebrating achievements.

Behaviour and student attitude

High standards of both work and discipline are the expectations at our schools. To this end, the headteacher supports all staff in celebrating good work and behaviour. Children with good work should be sent to the Primary office at an appropriate break in classroom work time. Likewise, children whose behaviour falls below the expected high standards can also be sent to the headteacher's office. Whilst the headteacher can back the teacher in behaviour support the primary tool for modifying poor behaviour should be the use of the school behaviour policy.

British School Alzira/Xativa/Gandia works on a restorative justice system which is explained fully in our Behaviour policy.

From Year 1 upwards a house system is in operation whereby each child is in a team and is awarded points for positive behaviour. Each individual team point awarded counts towards the weekly team competition. The winning team is announced in assembly each week. A display of team progress is maintained in a prominent central area of each school.

Each teacher also picks a star pupil each week for which a certificate is awarded in assembly to celebrate academic or behaviour achievement.

In Secondary the house system continues with children receiving credits and debits. These are recognised and rewarded as specified in the Behaviour Policy.

Homework

Primary homework is set weekly according to the Homework Policy. This includes work on our digital platform, according to year groups, a 6 weekly project and daily reading.

Secondary homework is set according to a timetable to ensure that students receive a balance of homework across the subjects. It is important that teachers follow that timetable as parents will expect the homework on specific days and may plan aspects of home life including clubs around the students homework timetable.

Assemblies

Primary assemblies are held each week. These are usually Key Stage assemblies but at least once each term there is a whole school assembly. At times during the year assemblies are timetabled as class responsibilities which gives children an opportunity to lead a part of an assembly.

Assemblies provide opportunities for reflection on the values of the school as well as opportunities to reinforce the school behaviour management systems through the celebration of good work and behaviour. British School Alzira/Gandia/Xativa view assemblies as an important part of the PSHE work we do with our pupils.

For Yo-Y1 students there is a year group assembly during the academic year to which the parents of the children involved are invited. The intention of this is to provide a further opportunity for the parents to hear the children speaking in English and to enable the parents to have a window onto this weekly activity.

In Secondary, students have assemblies to celebrate termly achievements, both academically and pastorally.

The library

Each of our schools has a library area which offers around 30,000 books across our schools. Our libraries are managed by librarians who are available to support teachers in locating reading resources appropriate for each class.

The main library area is used from Pre-Nursery upwards. Study tables are placed in specific areas and the librarian has responsibility for maintaining the organisation of the library. Teachers have high expectations of pupil behaviour in the library and each class should only leave the library when it is tidy and the books are displayed in the correct way.

A weekly library session for every child, from Nursery to Year 6 and biweekly from Y7-Y9, is established at the beginning of the year. Teachers use this library session for teaching of reading and reading comprehension. This might be through a guided reading activity or, particularly with younger children, hearing children read and discussing their book in order to control progression through the Oxford Reading Tree levels.

The school has a library database which is made available to teachers. In this database teachers are able to search by author, title or topic. The database indicates if we have the book and in which school it is held. This enables planned book transfers to support, for example, the teaching of a specific topic.

The library and book resources in school are consistently being developed. As part of this process teaching staff are invited to request specific texts to be placed either in class reading areas or the library. These requests should be passed directly to the librarian.

British School Alzira/Xativa/Gandia arranges a book fair once a term. Students purchasing from this book fair generate a commission for school that is used to further develop our stock of library and class reading texts.

EXTRA-CURRICULAR ACTIVITIES



These are available from Nursery to Year 6.

The activities run from October to the end of June. All the organisation including payments and queries should be handled by the office, not the class teacher.

Activities take place during the lunch break and should not interfere with class time.

FESTIVALS: All primary children participate in a school Festival during the year. EYFS and KS1 perform for their families at Christmas. KS2 does so at the end of the academic year.

Y1-Y2 students have an additional timetabled slot for "C-Rich". Short for "Curriculum Enrichment", this is an extra-curricular activity planned and delivered by teachers. Children are provided with a choice of activities covering physical development, academic and creative development and life skills. These blocks approximately run for six weeks and children are required to change activity at the end of each six week block. The intention is to provide an enriching experience that children can enjoy whilst also providing children with an element of choice. C-Rich classes are delivered by teachers and assistants meaning that C-Rich groups are usually slightly smaller than a normal class size. Teachers also have some degree of autonomy in the choice of the activities although sometimes we may have to ask for specific activities to be covered.

Budgeting and resources

Budget

The budget is calculated on a per capita basis. The budget is allocated by the AQAE with reference to specific identified needs and the school development plan.

The School Development Plans are available on our Teacher Google Drive folder.

Resources

Whole school resources are ordered from the office and stored in central locations. Consumables orders are prepared by teaching teams and ordered into class. Requests for reordering of day to day resources should be made in ample time to the headteacher. Please be aware that consumables usually arrive within two weeks. Orders for books or specific materials related to the curriculum can take much longer as these are usually supplied by companies from the United Kingdom.

School organisation

Student Groupings into year groups

Unlike the British system of September to August allocation, in Spain this is calculated from January to December. The significant difference is that children with a September-December birthday here in our schools will be in a year group higher than they would be in the United Kingdom.

School structure

The school is divided into key stages which correspond to the British National Curriculum.

The classes are as follows:

	ALZIRA	XÀTIVA	GANDIA	
Key Stage	Number of classes	Number of Classes	Number of Classes	Age range
Pre-nursery / Foundation stage	One Pre-Nursery	One Pre-nursery	One Pre-nursery	1 to 3 years
	One Nursery	One Nursery	One Nursery	3 to 4 years
	One Reception	One Reception	One Reception	4 to 5 years
Key stage one	One Year 1	One Year 1	One Year 1	5 to 6 years
	One Year 2	One Year 2	One Year 2	6 to 7 years
Key stage two	One Year 3	One Year 3	One Year 3	7 to 8 years
	One Year 4	One Year 4	One Year 4	8 to 9 years
	Two Year 5	One Year 5	One Year 5	9 to 10 years
	Two Year 6	One Year 6	Two Year 6	10 to 11 years
Key Stage three	Two Year 7	One Year 7	One Year 7	11 to 12 years
	Two Year 8	One Year 8	One Year 8	12 to 13 years
	Two Year 9	One Year 9	One Year 9	13 to 14 years
Key Stage four	Two Year 10	One Year 10	One Year 10	14 to 15 years
	Two Year 11	One Year 11	One Year 11	15 to 16 years
Key Stage five	Two Year 12	One Year 12		16 to 17 years
	Two Year 13	One Year 13		17 to 18 years



SCHOOL ROUTINES

HOURS OF THE SCHOOL DAY

Start of school day for assistants:	9:00 a.m.
Start of school day for teachers:	9.10a.m. (BSA 9:15)
Arrival of students from:	9.00a.m.
End of the school day (dependent on key stage):	4.45p.m.
End of school day for teachers:	5.10p.m.
Staff meetings	4.45-5.45pm

Whole Staff meetings take place on Tuesdays.

Teachers are contracted to be on site from 9.10am-5.10pm (9:15-5:15 BSA)

ARRIVAL

The children arrive between 9.10a.m. and 9.40a.m.

Designated members of staff go out to receive the children from the buses. The youngest children are escorted to their classrooms. Year 1 upwards enter the school building as soon as they get off the bus. **All teachers should be in their classrooms to receive the children at 9.10.** This timing is a contractual obligation.

REGISTERS:

Registration is done each morning using Engage. They should be completed and available to office staff by 10.00am. Any child arriving in school after 9.45 a.m. should be recorded as late. A record is kept by the administration staff of any child leaving early. Registers are completed in the School Management System, Engage.

BUS/ NO BUS INFORMATION:

Primary children going home by bus must be ready to leave the classroom for 4.50pm.

Primary children are escorted to the bus by their teacher or a designated member of staff. Children who go home by car are collected by parents after the buses have left.

Children must always follow their normal routine unless the parents have informed the school otherwise. Any change of routine is given in written form to the class teacher at afternoon snack time.

PLAY TIMES

Play times are staggered during the day. A playground supervision timetable will be given to each member of staff at the beginning of the school year.

MONEY FOR TRIPS, PHOTOS etc.

Money is handed into the office. This is usually done by the children before the start of the school day or by the bus attendants. Money brought into the classroom must be sent down to the office when it is received together with a note clearly indicating the name of the child, the class and what it is for. The only exception to this is money for book fairs. Book Fair money should be brought to school in a named envelope. Class teachers collect and look after these envelopes, returning them to pupils when they go to visit the book fair.



BIRTHDAYS

The school offers parents the opportunity to celebrate birthdays with cake. In Primary this will be given to the children for afternoon snack on a Friday with exception of EYFS being on the child's birthday. Birthday presents from home should not be opened in school, but put into the child's bag to be opened at home. This saves things from getting lost or broken.

BIRTHDAY PARTIES OUTSIDE OF SCHOOL:

Students sometimes attend parties straight from school. A list of children will be given to the teacher in the same manner as bus changes.



School rules and expectations

Use of English

British School Alzira/Xativa/Gandia teaches English through immersion. Children must speak in English in the school building unless they are speaking directly to a Spanish teacher. ***This is a difficult but essential rule to maintain and all staff are asked to support this in the corridors and classrooms at all times. This rule continues through to Year 13 and is essential for the development of language.***

Uniforms

The correct uniform should be worn at all times. Upon entering and leaving the school building, all teachers should ensure that the children are well dressed, with shirts tucked into trousers/skirts and buttons done up. The winter uniform, which includes a tie, should always have the top button fastened. On days when they have P.E. children will come to school dressed in their sports uniform. **All Primary children should wear an overall or some other form of protection when doing art or using glue.**

It is the responsibility of the Primary class teacher to ensure that when children return to the buses at the end of each day they are clean and smart. This includes wiping shoes if necessary.

Children EYFS should wear their apron at all times. In warmer months the apron should be worn in the dining room and for 'messy' activities.

Specific uniform

Swimming - a costume or trunks, a hat, a bathrobe or large towel. Children must wear appropriate shoes going to and from the pool. Swimming goggles are allowed but not full face masks.

Naming

All bags and clothing should be named. This should be checked by teachers within the first week. If any items remain unnamed after this time please inform the Primary management. For Secondary, please ensure textbooks have students names written in them.

Jewellery

It is better if children do not wear jewellery at all for school, but as it is a Spanish custom to buy jewellery as a first communion present it is difficult to ban it altogether. Children are not to wear "dress" jewellery. Earrings should be small in gold, silver or white. All jewellery should be removed for P.E. Any confiscated items should be put into an envelope and given to the child's teacher. Generally it should be returned at the end of the same day. Persistent offending should be passed on to the management rep. An exception to this rule is made for necklaces of religious significance which can be worn as long as they remain beneath the child's shirt.

Non-participation in PE

An email is required from home for a child to be excused from physical activity. Teachers should keep a note of these times. Repeated missing of P.E. should be referred to the management.



Toilets

Children from year 3 onwards should not be allowed to go to the toilets during class time unless they have an urgent need. They are expected to go before the end of playtime. However, they may need to go when they first arrive in the morning as some of them have long bus journeys.

In secondary an interval between classes provides time for students to use the toilet facilities.

Moving about the school

Primary staff escort and collect their class to and from the playground at the beginning and end of breaks. The class teacher is responsible for ensuring the duty teacher is present before leaving their class to walk onto the playground. In Key Stage 1 and 2 class teachers collect the pupils from the playground. When they enter the school building they must have their shirts tucked in and they should be silent. In all cases they must be encouraged to walk quietly when in the school building. A "KEEP LEFT" rule should apply in all crowded situations and especially on the stairs. Courtesy at all times is expected.

In secondary and VI Form teachers leave the classroom between sessions to help to oversee the transition in corridors. Students should not enter the classroom if a teacher is not present.

School lift

No Primary child must use the lift without an adult. Students on crutches should be accompanied in the lift by a member of staff.

Secondary students who need to use the lift will be provided with a lift pass.

Snacks

Morning snacks should only be eaten outside in the playground unless the child is engaged in a school activity. Chocolate bars or sweets should not be brought as a snack. Foundation and Key stage 1 children should sit down when eating.

Afternoon snacks are provided by the school. KS1 students eat their snacks sitting in the playground. All other students eat them during the afternoon.

Sweets

No chewing gum or sweets are allowed in school.

Toys/Games

Toys should not be brought into school unless the teacher asks the children to do so, in which case the teacher should make sure that they remain in the classroom at break times. Popular playground games involving marbles, cards, football stickers etc. are permitted but staff should remain vigilant to ensure that money is not changing hands during these games. If playground 'crazes' result in arguments, children are given a warning and then if problems continue the matter is referred to the directors.





Playgrounds

We like our playground to be a safe and happy place where our children can play together cooperatively and form lasting friendships. Teachers on duty at playtime move around the playtime and interact with pupils. Teachers encourage pupils to problem solve minor disagreements and intervene if behaviour falls below our expected high standards. Duty teachers are politely reminded that this time is work and not a social time for staff.

Balls

Students must not collect balls that have gone over the fence. Instead, the person on duty should inform the caretaker who will collect lost balls when he has time. The area between the pavilion door and the toilet block is designated a 'no ball' zone. Balls entering this area will be confiscated by the duty teacher.

In British School Xativa a timetable is created each year to share the different play areas where balls are allowed.

In British School Gandia, on the front playground, balls must not be used. A timetable is created each year to share the different play areas where balls are allowed.

Playground equipment

Teachers should make sure that all equipment is used safely. Broken equipment should be reported to school management.

Injuries

If there is a serious injury one of the staff on duty should take the child into school to see the nurse, or send someone to the school nurse for help.

Whistling in

The whistle should be blown 10 minutes before the end of playtime to enable the children to be in the school building on time. Children should be sat in class and ready to learn by the start of each session.

All Primary children are accompanied to and from the playground by a teacher.

Dining room

All the children must wash their hands and go to the toilet before going into the dining room. Children should be encouraged to eat correctly with their knife and fork and maintain conversation at an appropriate volume. At the start of each term a PSHE lesson includes time to focus on table manners. This may include an arranged visit to the dining room to model correct table manners and expected behaviours.

Break and lunchtime supervision

Teachers should be active and visible whilst on duty and should ensure that all the children are playing safely. They should make regular checks of toilets and avoid staying in any one place. If there is a problem e.g. wet floors, blocked toilet etc., please let the office know immediately. If a teacher has to leave the playground for any reason, they should ensure that the other teachers on duty are aware of this.



In the event of something happening to a Primary child in the care of a Secondary teacher or vice versa, please contact the relevant manager, or the office staff.

Phones must not be used on the playground.



Health and safety

Responsibilities and duties

Franco Corbi is our Health and Safety Officer. He is responsible for any problems and hazards within the school buildings and grounds. To help maintain a high safety standard all staff members are requested to report to the office any hazardous situations they notice using the maintenance forms. This can also be used for general cleaning and maintenance requests.

Fire drills

These will take place once each academic year. Staff should be familiar with the fire procedure and any questions should be reported to the directors.

Accidents in the classroom

All injuries should be referred to the school nurse. If in any doubt always consult the school nurse who will decide the next course of action.

Medicine in school

All medicines should be handed into the school nurse, not kept in the classrooms.

Illness

If a child is unwell they should be sent to the school nurse. No child can be left in the classroom on their own. If a child has head lice then the school nurse must be informed at once. Teachers should report any signs of head lice, e.g. consistent scratching, or eggs, to the nurse. .

Medical exclusions

Some illnesses may require a child to be excluded from school until they have recovered. The decision to exclude a child will be made by the directors under advisement of the school nurse.

Children leaving school early

The name of any child who will be leaving the school premises before the end of the school day will be communicated to teachers using email or Google Chat. Teachers are required to check their email and Google Chat at the start of the day and after lunch. It is the duty of the class teacher to ensure that any child leaving early is in the office five minutes before they are due to be collected.

Contracts and conditions

Salaries and contracts

The owners of the school are responsible for all aspects of salaries and contracts. Any queries should be directed to Franc Corbi. Contracts follow the normal conditions written in the 'Convenio'. This is a document of terms and conditions drawn up for all private Spanish and British schools in Spain. Relevant sections of the Convenio have been translated into English and supplied to all teaching staff. All specific queries or requests for further information or clarification should be addressed to Franc Corbi.

The school operates an internal pay structure which recognises years of service in our school. This pay scale is shared with new staff on first recruitment.

Sickness

Please try to let school know as soon as possible if you are ill. Ideally you should communicate absence to your Headteacher ideally no later than 7.30 via email/ telephone call or message. The system in Spain differs from that in the United Kingdom and it is important to note those differences to avoid losing pay when unavailable due to illness. There is no facility to self-certify for an illness. In Spain, a sick note is required from your doctor from the first day of any absence. If you are only going to be absent for between one and three days a 'certificado justificante' is sufficient. This can be obtained from your doctor and is a confirmation that you were too ill to work on a given day.

If your period of illness extends beyond three days you will need two visits to your doctor. On the first visit you will need to obtain a document called the 'baja'. This is dated and confirms that on the given date you fell ill and were unable to work. When you are fit to work you need to return to your doctor and collect a second document called the 'alta'. Again, this is a dated document that confirms the day you became once again fit for work.

Foreseen absences

If you are going to be absent from school for any reason known in advance this needs to be authorised by Franc Corbi and communicated to management representatives. Once authorised, please inform your headteacher and management representative in writing, giving as much notice as possible.

Cover arrangements

Emergency cover is provided by classroom assistants and managers when available. Sometimes teachers may be asked to cover for a teacher during a preparation session. Where this happens a record is kept to ensure that such requests are shared evenly amongst the staff. Our intention is always to cover classes with an appropriately qualified adult, whether this be a suitably qualified assistant, another teacher or a member of the management team. We do on occasion ask members of staff to move between schools in order that we provide the most appropriate cover for staff absences.

Our schools have a full time assistant responsible for covering teacher absences across the three schools.

Help

Relocating to another culture has its challenges and inevitably there will be a period of adjustment. If you are having any problems in school or outside of school which you feel could be solved through the school, please do not hesitate to ask a member of the management



team and designated member of the administration team. Problems which are understood can be accommodated.

Staff dress code

Despite living in a hot country, staff are asked to dress appropriately for a teaching environment. Male teachers are asked to wear long trousers and a collared polo or shirt. Females should wear a suitable top that covers undergarments and midriff, and should avoid low cut tops. Females are asked to wear skirts/trousers that are at least knee length. For meetings with parents more formal attire is expected. Our own presentation to the children and the parents is one of the key aspects of communicating our professionalism. The senior leadership team has an obligation to speak to staff about their clothing if it is not in line with school expectations. If this happens the conversation will be held privately and the staff member will be politely advised as to the aspect of their dress that fails to meet school expectations. If in doubt, staff should check with their line manager.