



AFIA HR Policies

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Approved by	
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Section 1: Recruitment Policy

At AFIA, we believe that a fair and transparent recruitment process should be followed for all vacancies within the school. This is to ensure that the right candidate is appointed for the right role, without discrimination.

Objectives:

- Attract and employ an ever-increasing number of applicants to apply in the organisation.
- Create a talent pool of candidates to enable the selection of best candidates for the organisation.
- To attract and engage people it needs to achieve its overall organisational objectives.

Purpose:

We recognise that our staff are fundamental to our success and the success of our students. Therefore, having a clear, strategic, and professional approach to recruitment is critical when trying to attract and retain staff of the highest calibre.

The purpose of this policy is to ensure that a transparent and unbiased recruitment and selection process is followed; one that results in the appointment of the best candidate, based solely on merit and best-fit with our organisational goals, missions and visions.

The recruitment and selection procedure should help the management to ensure that these criteria are addressed.

Our Recruitment and Selection Policy will:

- be fair and consistent.
- select the best possible applicant to fill the vacancy.
- ensure qualification checking matches to the job requirement.
- conform to statutory regulations as mandated from government bodies.
- be opened for all internal, local, and international applicants.
- Open to staff's nomination or referrals.
- Ensure that the school meets its commitment to safeguarding and promoting the welfare of students by carrying out all necessary Pre employment checks.

Recruitment Procedure:

Recruitment and Selection policy must follow stages and processes outlined below to ensure that the organisation will be able to select a suitable candidate, carefully and appropriately for the vacancy:

- identification of vacancies
- selection process
- deployment
- preparation of Letter of Appointment
- staff induction or orientation



1. Identification of vacancies

The following procedure should be used when a vacancy is identified:

- Identification of the job post
- Ensure the Job Description and person specification are up to date.
- Employment package is carefully put together to present a professional image of the organisation.
- Gather CVs for screening and evaluation.
- External advert in the local publication.
- Internal advert within the organisation and nomination.

2. THE SELECTION PROCESS

Appropriate selection procedures must be used for each post. Procedures may vary, at its simplest; this may involve a straightforward interview and skills testing.

The appointing manager should be present during the interview process and will approach relevant people to assist with short listed candidates during the interview and evaluation process. At least two people should be involved in selection of shortlisted candidates.

The appointing manager will:

- decide on the interview criteria and determine which areas to concentrate on with the questioning.
- At the interview, the appointing manager will ensure that the Interview Record Form is completed as fully as possible. When interviewing, they will ensure that Equal Opportunities is strictly adhered to, with no discrimination shown on the grounds of sex, religion, age, disability or ethnic origin.
- When all candidates have been interviewed, the panel will choose the shortlisted candidates for lesson demonstration in case of teaching position. At least two staff members from the SLT will attend the lesson demonstration. The comments on the lesson demo will be recorded in writing on the interview record form. Any skill testing, if needed, will also be conducted at this stage.
- The appointing manager will ensure choosing the best candidate from the short-listed candidates for the post. The appointing manager will arrange to inform the human resource department for the successful candidate as soon as possible, agreeing on a commencement joining date and salary package to be offered.
- After interviewing all the applicants, the panel will forward the CVs to HR categorize the candidates into three (3) classifications:
 - With offer
 - On hold
 - No offer/Rejected.



- Applicants should be selected as per the job description. It is the responsibility of the appointing manager at this stage to record (in writing) the reasons why an applicant is shortlisted or not.
- All interview records should be kept confidential and returned to the Human Resources Department for filing.
- Upon return of the Interview Record Form, the Human Resources Department will:
 - a) Inform all unsuccessful candidates with outcome of interview within one to two working days.
 - b) Inform the appointee, offering the post providing the necessary documents requires by the management.
 - c) initiate a personnel file and computer entry for the new member of staff.
 - d) Notify the Manager if the appointee accepts or refuses the offer, or if there are any other details to be cleared.
 - e) Discuss the total package including the benefits clearly with the appointee.

3. DEPLOYMENT

Human Resource Department ensures that the following are available and ready. The following are essential to ensure that the organisation selects the best candidate for the post:

- pre-employment undertaking
- qualification checking
- reference checking

1. PREPARATION OF LETTER OF APPOINTMENT

Human Resource Department will prepare a letter of appointment once the shortlisted candidate accepts the offer. In the Letter of Appointment, the details of the employment benefits, salary package, documents requirement and the terms and condition is clearly stated.

The Letter of Appointments will be served to the candidate. The candidate has given the right to read a clear understanding of the offer. Signing of the Letter of Appointment will serves as an acknowledgement and acceptance.

5. STAFF INDUCTION

The Human Resources Department will arrange, in conjunction with the appointing manager an individual programme of induction for the new staff which will be arranged and agreed at least one week before the appointee commences.

The content and nature of the induction process will vary according to the role and previous experience of the new staff member but should include the following:

- Confirm the conduct expected of teaching and non-teaching staff within the school.
- Provide training and information about the school's mission, vision, goals, policies and procedures.
- Support the new staff in a way that is appropriate for their role.



- Provide individual information about what support and assistance is available, and what reasonable.
- Provide new employees the opportunity to discuss any issues or concerns about their role or responsibilities.
- Policies and procedures in relation to safeguarding and promoting welfare e.g., child protection, anti-bullying, anti-racism, physical intervention, internet safety, respect of customs and laws of the State of Qatar.
- Safe practice and the standards of conduct and behaviour expected of staff in school.
- All relevant employee procedures.

Each team leader will prepare detailed PD induction plan for his /her team. New staff will be followed up intensively during probationary period where the SLT will observe and then arrange a review meeting with the new staff member to discuss the role and any concerns.

The probationary period also allows an employer to come to a formal decision as to whether to continue their employment as well as for the employee to withdraw from the role should they wish to do so.

The organisation will do an annual staff induction before school opening. This will include old and new staffs. The purpose is to re-iterate or update new policies and procedures within the school organisation including any statutory regulations from State of Qatar.

Section 2. Professional Development Policy

PD policy aims to review and evaluate the provision of staff professional development needs and provides a comprehensive plan of training and professional development for all staff to enhance standards and quality of teaching, learning, administration and leadership at all levels.

Whole School Professional development plan is committed to provide professional development to entire staff at a whole-school, team, and individual level. It is expected that all members of the school community take an active role in their own professional development and support the development of their colleagues.

The Aim of Professional Development Training:

Professional Development (PD) enables the staff to develop the knowledge and skills they need to address students' needs. To be effective, professional development requires thoughtful planning followed by careful implementation with feedback to ensure it responds to educators' learning needs.

Educators/Employees who participate in professional development should put their new knowledge and skills to work. Professional development is not effective unless it causes employees to improve their skills and knowledge, teachers to improve their instruction and school leadership

to become better school leaders. Employees should show willingness to improve by asking their managers for direction and advice or other related workshops.

The following are the main aims of the professional development policy:

- Improve the quality of learning and teaching.
- Enable the school to meet its curriculum aims based on its mission, vision and goals.
- Provide the highest standards of support and guidance to pupils.
- Facilitate long term and short-term school improvement and development plans.
- Contribute to professional aspirations and career progression of the staff.
- Keep the staff up to date with latest teaching methods and technology.
- Support and challenge strategic decisions to ensure the best outcomes for pupils.

Whole School Annual Professional Development Plan

SLT is responsible for the continued professional development of all staff and should ensure that the professional development balances the needs of the school and its development priorities, the development needs of each department and the career aspirations of individual team members.

The main responsibilities of the Director:

- To identify CPD needs through school self-study process, analysis of student achievements, recommendations of QNSA report and any other independent observers, analysis of appraisal and target setting and formal and informal discussion with SLT.
- Develop a comprehensive and equitable whole school professional development plan.
- Monitor and evaluate the quality and impact of CPD through formal and informal procedures.
- Report to the governing body on the provision and impact of CPD and the priorities for the following year.

The responsibilities of HR Manager:

HR manager will

- Keep a consistent follow up on the annual whole school staff professional development plan and arrange workshops, forums and courses as required with coordination with school management.
- Coordinate with accredited training parties to facilitate external trainings for the staff.
- Allocate the professional development budget to all department fairly, in coordination with the Finance Manager.
- Prepare annual report on the PD expenses and give recommendations for the following year.
- Maintain up to date records of staff trainings, registration, and feedback forms.

Professional development strategies at AFIA:

1. Individual Professional Development Plan (IPDP):

- Each staff member will carry out a self-evaluation each year to evaluate his/her own training needs and the skills acquired during the academic year. All staff members will choose at least three professional learning targets for themselves for the next academic year.
- This self-evaluation will be reviewed by the supervisors or coordinators. They will discuss potential training programs or methods with their team members and come up with professional learning targets for each staff for the PDP.
- Individual PD needs can also be identified through the lesson observation process. SLT may also recommend a PD programme for the whole team or to a group of individuals to address a certain PD need.
- The director will finalise the whole school professional development plan based on individual PDP for all staff and SLT feedback and send this to HR.
- HR will set a budget for the PDP of each employee, in coordination with the Finance Manager.
- Employees should be flexible with the training dates and time that will be arranged by the HR according to the Program/Event schedule.

2. Induction PD:

All new staff will take part in a full induction programme. The aim of the induction is to offer the specific role training required for the job description and the opportunity to meet colleagues and be welcomed to the school community. Induction will consist of sessions which make staff aware of the school procedures, school ethos, Qatari cultural values and Islamic values and good behaviour management practices (pupils and staff) identified by the school prior to starting their new role. Induction will also include introduction to the school timetables, routines, expectations, lesson planning, day to day work procedures and policies.

New teachers will be supported with a full and comprehensive induction programme which features regular mentoring and support, lesson observations and feedback, and access to the school in-house programme. This will be coordinated by the SLT.

3. Professional development days:

Professional development days/ in-service training days (INSET) will be organised to meet the needs of the school and the various teams within. Agenda of the professional development programme is developed based on the whole school professional development plan, SWAP and department termly action plan points.

The purpose of INSET is to improve learning and teaching by:

- increasing awareness of latest educational developments and innovations.
- considering how to implement varied teaching strategies for different groups of learners.
- sharing examples of effective pedagogic practices to validate, as well as challenge, existing beliefs.
- improving team building by working collaboratively to exchange ideas, draw on evidence and expertise and discuss the impact of pedagogic practices.



- enabling staff to contribute to the delivery of the school's development and improvement plans.

4. In House PD and departmental PD plans:

The in-house PD programme will be a part of the annual PD plan and will be developed to meet the needs of staff. Regular sessions encourage development and collaborative work amongst colleagues. Staff will be encouraged to take an active part in participating and leading sessions. In-house PD programmes and departmental PD plans will be developed by SLT.

5. Peer Observations

During the academic year, all teachers will take part in peer observations where teachers will work collaboratively to observe each other's lessons and offer feedback using appropriate techniques. The aim is to share, refine and adapt practices across the curriculum, encourage deeper reflection and promote collaborative working.

6. Further development activities

Other activities that build on the professionalism of staff include, but are not limited to, the following:

- webinars
- visiting other schools
- MOEHE teacher training programmes
- Macmillan teacher training webinars
- formal and informal lesson observations and learning walks
- partnership work with other schools
- PD conferences and forums
- coaching and mentoring, job shadowing and peer support
- focus group meetings
- lesson observations and model lessons

Professional Development Resources

The school aims to make the best use of all available resources such as:

- in-school expertise; making use of the knowledge, experience and skills of staff;
- representatives of accredited professional training organisations
- experts and volunteers from a variety of institutions including other schools, government bodies and examination boards;

Registration Procedure:

The management team, along with HR team, will choose the training that is mandated in the employee's Professional Development Plan (PDP) or the outlined inadequacies/evolution needs of an employee's performance.



Employees will be asked by the management team to attend external training / programme / sessions / seminar /workshops on a specific date and time and to fill an appropriate form.

HR will register the employees with the proper arrangements.

PD Training Agreement:

The employee who participates in the workshop /training might occasionally be asked to train the other employees in order to share their new knowledge.

Educators/employees will be required to apply the new knowledge that has been learnt in the workshop/ training/ seminar etc. during the academic year. The following are important points about the PD training agreement:

a) Personal Details:

HR will provide the necessary details of the employee for registration purposes such as name, mobile number or email address or any other required details.

b) Cancellation

If an employee decides to drop or cancel a training/workshop, they will have to inform HR immediately. Employee is liable to shoulder any cancellation fees or unrecoverable amount paid by the school.

c) Absence

Employee will be liable to pay the amount paid by the school in case of failure to attend the agreed training/ workshop.

d) Attendance Certificate:

Employees should give a copy of their attendance certificate to be kept by HR as proof of attendance.

e) Fees:

AFIA management will set a budget for each employee at the beginning of the academic year to achieve the PD aims. If the employee's training has exceeded the budget; the employee has to pay the extra fees themselves.

If the employee resigns or leaves their employment within (6) six months from the date of the training / workshop, the full cost of the training must be repaid by the employee and will be deducted from any final settlement pay.

PD Follow Up:

The quality and short-term effectiveness of CPD will be evaluated through the workshop feedback form that the participants are required to complete after every workshop. This will indicate how he/she will disseminate the information / training to other members of staff and highlights the usefulness of the sessions attended.

The SLT will be responsible for monitoring and evaluating the impact of the PD programme / plan. This will be undertaken in a variety of ways including the immediate evaluation of the participants, longer term follow-up or informal discussion with colleagues about improved practice. The SLT

will report to the Governing Body on the benefits of the CPD undertaken and future needs in the annual report.

The long-term effectiveness of CPD will be evaluated through:

- student achievements
- lesson observations.
- learning walks and class drop ins
- minutes of subject meetings
- behaviour incident data
- attendance and turnover data
- Heads of Department and pastoral meetings, governing meetings
- staff wellbeing data (qualitative and quantitative measures)
- recruitment, retention and career progression of staff.

Section 3. Staff Retention and Incentive Policy

This policy identifies the different ways in which the school strives to motivate employees and maintain their focus, satisfaction and a productive work environment, which will also help us to reduce employee turnover.

In order to achieve the optimum working environment that promotes staff wellbeing and which succeeds in the retention of staff, it is imperative that the core fundamentals are in place first, such as:

- Staff are clear of their roles, responsibilities and objectives
- Staff have time to deliver and do their job well
- Rotas and annual leave are well managed
- Training and development are in place, meets staff needs and functions well
- Staff evaluation is fair and consistent.
- Clear two-way communication with staff

Staff Engagement:

Staff should be provided with opportunities to engage and be involved in the decision-making processes. This can be achieved informally from day-to-day feedback or via the following forums:

- Staff satisfaction surveys
- performance feedback meetings
- Staff meetings
- Focus group meetings

Management will offer a fair, consistent process for rewarding and recognising the staff who are committed, driven and deliver their role well. Alongside this, there will be the appropriate & timely management of those staff who are not committed to delivering the school values and who are purposefully failing to adhere to policies and procedures. The employee retention policy includes:

1. Flexibility in working days.
2. Salary review.
3. Promotion.
4. Rewards.
5. Appreciation.
6. End of Service Exit Interview.
7. Communication.

1) Flexibility in working days:

The official working days are (6) six days a week, Saturday to Thursday in accordance with the approved work regulation. However, at sole discretion of management, the school will show flexibility in working days by giving Saturdays an extra day off so that employees can spend more time with family.

2) Salary review:

We will ensure that the school achieves its noble educational goals. Therefore, we seek to retain and motivate the outstanding employees by reviewing the salary ranges and ensuring market competitive salaries equitably distributed across the school.

Criteria that determine employee salaries:

- The experience and skills relevant to the job/position requirements.
- The salaries of other employees in the same department.
- Prevailing market conditions.

AFIA will seek to promote staff performance by linking the annual salary review of employees to their level of performance as determined by the annual evaluation process by the school management. Taking into consideration that the salary review takes place only during the annual salary review. Staff must always maintain the confidentiality of salary arrangements between the school and the employee.

3) Promotion:

We will encourage employees to apply internally when a vacancy is announced within the school. However, in principle, promotions in the school will depend on the performance of the staff.

Criteria for promotion are:

- Experience in school.
- Obtaining a very good performance evaluation in the last two years.
- Relevant qualification for the position available.



The above criteria are objective, and it may take place based on:

- If an opportunity arose for a vacant position.
- The employee consistently performs very well.

4) Rewards and gifts

It is our desire to reward employees whenever possible, as we believe that every employee has a role in the success of our school through fruitful work. This policy explains how the school selects the employees that will reward and how the reward amounts are calculated.

Awards are determined at the school's sole discretion. It is not an entitlement to any employee. For example, an employee may be provided with a reward if he/she has demonstrated exemplary performance at a particular time.

School management arranges staff gifts and parties on many occasions during the year such as Teachers' Day, Ramadan and End of school year.

5) Appreciation:

AFIA will nominate one or more than one employee as employee of the month and Golden Ticket based on an agreed criterion. We also hold an annual ceremony for employees as a way of gratitude, and senior management will present a certificate of appreciation as a non-cash reward. Staff who have been selected for outstanding performance are presented with gifts or cash rewards.

6) End of Service Exit Interview:

We will ensure Exit Interviews for employees who leave the school. The purpose of this interview will be to obtain the opinion of the staff to improve aspects of the school, for better staff retention, and to reduce staff turnover.

7) Communication:

AFIA values its staff, and therefore the management will engage them in the annual review of school policy to ensure that staff contribute their feedback, which helps maintain staff satisfaction and improve school policy.

Section 4. Staff Evaluation Policy

The evaluation procedures and associated instruments in the Staff Evaluation Policy provide the framework for assessing staff performance as it relates to the adopted performance criteria. Through the objective and unbiased application of this process, performance strengths and areas for improvement are identified and it is ensured that the teaching and learning helps us realize our mission and vision. This data will be communicated to the staff in a constructive way, and, through interaction, a professional growth plan is developed to support and enhance professional development.

All staff members are evaluated in the context of the job description for their positions at the school. This evaluation policy will also be adopted if any concern is raised about the employee's professional performance.

1) Objective:

The main objective of staff evaluation is to

1. Assist the staff in increasing their professional effectiveness in order to improve teaching, learning, administrative effectiveness and leadership in the school.
2. Assess the performance of all teaching and non-teaching staff so that the school management may make employment decisions as in consultation with HR regarding retention, promotion or non-renewal of staff contracts.

2) Evaluation period and procedures:

Evaluation is the process of gathering data, which provides evidence of the staff's performance during a specific evaluation period. This data is synthesized and analysed in light of the performance criteria to determine the effectiveness of performance for that period. Two types of data may be gathered during the formative data gathering process – formal and informal.

Formal data constitutes data that has been gathered, documented and discussed with the staff. Only this formal data may be used for summative evaluation purposes. Informal drop-in observations (without documentation), self-evaluation, verbal input from peers or team leaders cannot be used. Teachers are encouraged to use these and similar kinds of data as a basis for analysing and improving their instruction, but this data must be documented and shared with the evaluator if it is to be used in the summative evaluation process.

The evaluation period for the employees is one academic year. The performance monitoring process is continuous throughout the day, week and month, as recommended by the management. However, the performance evaluation process for new staff is intensive in the first (6) six months. The evaluation is constructive, highlighting the strengths and areas that need focus and attention, as well as the weak areas that need to be developed. The management continues to monitor performance to ensure that the objective of this constructive evaluation is achieved.

A. Evaluation Procedures for Teaching staff:

All teaching staff is evaluated through following monitoring and evaluation procedures:

1. Orientation:

The evaluation orientation is conducted by SLT for all teachers during induction.

2. Formal Lesson Observation:

The formal observation includes:

- Pre-observation meeting with all staff to explain evaluation criteria.
- Observation for a full instructional period.
- Post-observation conference with the observer.
- Completed Lesson observation form summarizing strengths and suggestions for improvement and follow up activities.

3. Informal observations:

Informal observations are less than a full instructional period in duration. Informal observations may be pre- announced or unannounced. They must include some oral or written feedback to the employee, but a formal post conference and written observation report are not required unless specific deficiencies are noted.

4. Class Drop –in:



Class drop-in is a brief classroom or work space visit, generally ten to fifteen minutes in duration, for the purpose of monitoring the learning environment. Such observations are generally unannounced and written feedback is provided to the staff by the observer on the official Class Drop in form.

5. Walk through:

Class walk through are brief visits to classes or any other areas of the school for purposes other teaching and learning; such as student safety, learning environment etc. These visits are unannounced and do not always require a written report. Brief oral or written feedback to the employee may be provided at the observer's discretion.

6. Spot checks:

Spot checks are carried out by the SLT to note the effectiveness of teaching and learning. These are used to

- Notebook scrutiny
- Classroom displays
- Discipline and safety of students in the class
- Quality of planning
- Assessment data and performance of students in the assessments
- Assessment

B. Evaluation Procedures for TA evaluation:

Teaching assistants are evaluated by the supervising class teacher each term. Formal written feedback is given by the observer and any points of improvements are mutually agreed. TAs are also evaluated by the observers from SLT during lesson observations conducted for the class teachers. Work relationship between teacher and assistant is noted and any advice needed to improve the effectiveness of assistant teacher's role in teaching and learning is provided by the observer.

C. Evaluation Procedures for SLT

Senior leadership team and coordinators are evaluated each term by Head of section. HOS is evaluated by the director. Written feedback is given to the staff in a meeting where strengths and weaknesses are discussed. Senior Leadership team is also evaluated in the context of the Student Achievement or Program Performance. Student achievement or program performance is evaluated using s learning objectives or program objectives, as appropriate. We will adopt appropriate rubrics to assess performance on such objectives.

D. Evaluation Procedures for admin staff:

All admin staff such as secretaries, social workers, nurse, senior admin etc. are formally evaluated once each year. An official evaluation form is used for this purpose with rubrics developed as per the job description of each admin staff. Informal evaluation and advice is a continuous process where, feedback and advice is given on a regular basis to ensure that all admin staff are performing their duties effectively.

3) Annual Performance Appraisal:

Towards the end of the school year, HOS and DH prepares annual performance appraisal of all staff using all the formal and informal observation data for the appraisal. HR data for lateness, absences and disciplinary actions; if any, is reviewed as well during this process. A meeting is conducted with each staff at this stage and overall performance of the staff and their intention to renew the contract for the next school year is discussed. All staff are given a performance rating as follows:

4) Professional Growth Plan

The purpose of evaluation is to improve performance. This goal is achieved through a systematic process of professional development reflected through individual professional development plans. This plan is based upon data gathered during the evaluation cycle, and the self-evaluation done by each staff, and professional growth plan is mutually discussed and developed. The professional growth plan must be formally monitored and discussed at least once as part of a post-observation conference.

5) Performance Improvement Plan:

When formal data indicates that the staff is not meeting performance expectations described by the criteria, the concerned staff is placed on Performance Improvement Plan (PIP). SLT meets the staff and explain the reason(s) for placement on Performance Improvement Plan. During the meeting, they specify a plan of action which includes, but is not limited to, the following:

- Specific objective(s) to be accomplished
- Assistance to be provided
- Time limit for accomplishing objective(s), if appropriate
- Consequences of not meeting the objective(s), if appropriate.

6) Confidentiality:

The evaluation process and the final report issued is treated confidentially at all times.