

WAITUNA CREEK SCHOOL POLICIES AND PROCEDURES

NAG 3 - Employment and Personnel Policy

The Board of Trustees of The School as a good employer defined in the State Sector Act 1987 wishes to promote high levels of staff performance and to ensure that competent and appropriately qualified personnel are employed.

The Board of Trustees, through the Principal will:

1. comply with all relevant collective and individual employment contracts
2. ensure that the most appropriately qualified applicant for any position is appointed to The School
3. have an appraisal process in place which meets all regulatory requirements.
4. ensure staff personal information is kept confidential and is used within the school's privacy procedures
5. ensure that all employees and all applicants for employment are treated equitably.
6. ensure that all complaints relating to or from personnel are dealt with fairly and expeditiously

This policy is supported by the following school procedures:

- Appointments/Inductions
- Classroom Release
- Police Vetting
- Performance Management System
- Equal Employment Opportunities
- Communication/Complaints Process
- Also NAG 5 Harassment
- Also NAG 5 Protected Disclosures and Privacy Procedure

Date Policy reviewed:	May 2015	Date Policy to be reviewed:	Apr/May 2016
Signed BoT:		Signed Principal:	

Appointments/Inductions

1. As the legal employer of all staff in the school, the Board will ratify all appointments at a full Board meeting.
2. The Board will establish a personnel committee which will oversee all appointments made in the school up to but not including Principal, Deputy Principal and Assistant Principal.
3. The full Board will be involved in the appointment of the Principal, Deputy Principal and Assistant Principal.
4. A Board committee with the Principal will be involved in the appointment of all other positions of responsibility, including the Administrative Assistant.
5. The Board delegates to the Principal the appointment of all support, up to but not including relieving and non-unit holding teachers.
6. In deciding on the nature of a vacancy full consideration will be given to the current and future needs of the school.
7. All permanent teaching positions will be advertised nationally by the Principal, non-teaching vacancies will be advertised locally or as deemed appropriate by the personnel sub-committee or principal.
8. For each vacancy there will be a job description, person specification and performance agreement available for applicants.
9. In making appointments the provisions of the school EEO policy and programme will be fully considered.
10. All applicants to positions in the school are to use the relevant form of application, if applicable, and must follow relevant procedures outlined in the process for making application including adherence to the closing date.
11. Where it is considered necessary there will be consultation over appointments with staff and with the community (eg Maori community).
12. New appointees will be offered where appropriate conditions covered in any applicable collective agreement or, where there is no collective agreement covering assigned duties, and individual employment agreement in accordance with the Employment Relations Act.
13. In its appointment procedure the Board will endeavour at all times to meet the requirements of the good employer provision of the State Sector Act and the requirements of the Human Rights and Privacy Acts.
14. An external educational professional may be engaged at any time to assist in the process of making appointments.
15. For each appointment a report will be given to the Board detailing the process followed, the numbers of applicants, those shortlisted and the rationale for final appointment.

Induction of staff

1. Systems will be in place to support all newly appointed staff through a continuous programme of induction. Participation in the programme will be dependent upon the employment type of the new employee.
2. Provisionally registered teachers will be provided with appropriate programmes of support, new employee according to contractual and legal requirements.
3. All new staff will be made aware of the School Charter obligations, school organisation documents, school policies and expectations of staff.
4. Use will be made of support and guidance by using the 0.2 staffing entitlement for Provisionally Registered Teachers in Year One and 0.1 in Year Two.
5. Provision will be made to give access to school advisers and to the school's professional development programme.
6. All new staff will be provided with a staff handbook.
7. All staff will be given a job description, performance agreement and details of school rules as they relate to staff discipline.

Classroom Release

1. The process of allocating the class release time will be implemented following full discussion with teaching staff.
2. Decisions relating to this allocation will in the final instance rest with the principal and Board of Trustees.
3. All full time teachers employed by the school shall be entitled to ten hours release time per term.
4. Depending upon consultation and requirements of school programmes the release time may be taken either on a weekly basis eg 1 hour per week in a ten week term or in blocks of half or full day.
5. It may be deemed preferable to have a consistent allocation across all teachers in the school or may be possible on a teacher by teacher basis depending on preference.
6. Permanent part time teachers of 0.8 or more will receive CRT on a pro-rata basis allocated according to hours employed and school CRT policy.
7. From time to time it may not be possible to allocate the CRT allowance for example in times of emergency or staff absence. When such a circumstance occurs it is important that school management is able to call upon the services of trained teachers.
8. A process of implementing such requirements will be discussed with the whole staff having consideration to giving due notice, where possible, compensatory time or reimbursement etc.

Police Vetting

All employees working in our school during school operational hours will be subject to police vetting requirements either by the Board or, if employed in a teaching role, by the Teachers Council.

We ensure that all non-teaching staff do not have unsupervised access to students or children until a police vet has been carried out by the school. All contractors who are likely to have unsupervised access to students or children during school operational hours must also be police vetted by the Board.

We may also choose to Police vet other non-teaching staff (e.g. those that work outside school hours), volunteers or parent helpers if they wish to do so.

All vets must be repeated at least every three years unless the person concerned is no longer employed at the school or unless they are no longer in a role that means they need to be vetted.

For further information regarding vetting for non-teachers see the Ministry of Education's Circular 2010/09 - Changes to Police vetting requirements.

On the New Zealand School Trustees Association website you can also find information on: vetting for all staff and the 2010 changes to Police vetting requirements.

For information regarding the vetting of teachers see the Teachers Council Registration Policy on the Teachers Council website

Performance Management System

An appropriate system of staff performance appraisal will be carried out with the aim of improving the quality of teaching and student learning outcomes. A major aspect of the system will be in the provision of targeted support and development opportunities that will enable them to achieve their personal and professional goals. Additionally all non-teaching staff will be appraised on an annual basis according to expected outcomes in their respective job description.

Policy Guidelines

1. The principal has the delegated responsibility for the implementation of the appraisal policy.
2. The appraisal of the principal is the responsibility of the Board and subject to a separate policy statement. (see below)
3. Funding to implement the appraisal policy will be made available where appropriate
4. A negotiated written statement as to the process of appraisal will be negotiated by staff and management prior to implementation.
5. All staff will be allocated an appraiser.
6. Appraisers and appraisees will set development objectives and outline the support required in line with school direction and priorities.
7. The appraisal process will include:
 - a) observation of teaching
 - b) discussion of achievement of performance expectation with appraiser
 - c) an appraisal report prepared in consultation between appraiser and appraisee
8. An annual programme of appraisal with set dates etc will be provided to all staff.
9. All documents are confidential to the person being appraised and his/her appraiser. Information that is no longer relevant to the appraisal will be destroyed.
10. Appraisal of all staff will be carried out annually within the school year.
11. Reports on the implementation of staff appraisal will be provided to the Board by the principal and will be of a general nature to facilitate funding and to give an account of the quality of staffing.

In the event of a dispute, the appraiser and the appraisee meet with a third party acceptable to both. If a compromise cannot be reached a mediator is appointed who establishes guidelines for the outcome of the mediation.

Principal's Appraisal - Responsibilities and Delegations

- The primary purpose of the Principal's appraisal is to build capacity in the principal.
- Responsibility for managing the principal's appraisal is delegated to a committee of the Board comprising the Chairperson and one other Board member
- The committee may, if deemed necessary, engage with the appropriate person to carry out the principal appraisal.
- The committee and principal will through consultation determine a process for conducting the appraisal and will inform the appraiser.
- The prime focus of the appraisal will be the principal's job description assessed against professional standards for primary principals and any further goals decided upon through consultation between the principal and the chairperson.

- Key elements of the appraisal process will be:
 - negotiation annually of performance and development objectives based in large part upon strategic goals, identified aspects of performance needing attention and development requirements
 - ongoing meetings between the appraiser and appraisee (if other than the committee)
 - termly meetings between the principal and appraisal committee, the principal and the appraiser
 - gathering of performance information from a range of sources which may include Board, staff, students, parents as deemed necessary by the appraisee
 - matters of concern arising out of the appraisal process relating to the principal's performance will, in first instance, be addressed to the Chairperson of the Board
 - a draft report will initially be written following final data gathering and passed to the principal for comment prior to it going to the committee
 - the appraisal report should be received by the principal appraisal committee by 1 December each year
 - the final report will be held by the Chairperson and a summary of or the full final report given to the full Board at its December meeting
- The appraisal process will be recorded in the performance agreement and implemented annually.

Equal Employment Opportunities

1. An EEO convenor will be appointed (this may be the principal)
2. An EEO programme will be developed and its implementation monitored by the Board.
3. An annual report will be available to the school community and provided to the Education Review Office.
4. An employee database will be developed so that employment patterns with respect to gender, ethnicity, disability and age factors can be monitored.
5. All school policies, practices and procedures will be reviewed having due regard to EEO consideration.
6. All vacancies to positions within the school will be advertised according to Collective Agreement Provisions and appointments made on a fair, equitable and transparent basis.
7. The Board of Trustees will recognise the aims and aspirations of Maori, the employment requirements of Maori and the need for greater involvement of Maori in education.
8. The Board of Trustees will recognise the aims, aspirations and cultural difference of ethnic and minority groups.
9. The Board of Trustees will recognise the employment requirements in regard to inclusive practice of all genders, abilities and cultural groups.

Communication/Complaints Process

The community will be kept fully informed, to achieve this the school will:

- establish and maintain workable channels of communication between the school and the community.
- ensure that all members of the school community have an opportunity to be informed about and to participate in school issues and events.
 1. The school community will be informed about the priorities and vision the Board have for governing the school.
 2. The school community will be provided with prior information of agenda, venues, times and dates of Board meetings.
 3. Regular newsletters will be sent home informing parents/caregivers of events and issues relating to the school.
 4. The school will produce and make available a general information booklet which is updated annually.
 5. All interaction will take into account cultural awareness and sensitivity to language and cultural difference.
 6. The school will provide a welcoming and attractive environment.

Complaints Process

It is important that the school responds to complaints in a fair and consistent manner and in accordance with the relevant employment contracts, legislation and the school's codes of conduct. The school must safeguard the rights of both complainants and of staff or students involved. If an informal approach is not successful the complaint should be brought to the attention of the principal.

1. Complaints may be made in writing or in person in the first instance to the relevant staff member or the principal.
2. Documentation will be stored in a complaints file which is held by the school in confidential storage.
3. Complaints of a serious nature should be directed to the principal
4. Other parties will be informed at the principal's discretion and appropriate action taken at that point as required
5. In cases of complaint against the principal which remains unresolved in the first instance, a formal written complaint may be made to the B.O.T. chair.
6. Complainants are informed by the principal or B.O.T. chairperson of the outcomes of the complaint enquiry or hearing.
7. Where appropriate outside mediation may be sought from organisations such as STA, PPTA, NZEI etc.
8. In dealing with any complaint the school will act in accordance with the relevant conditions of the current employment agreement pertaining.
9. In all cases the Board in dealing with complaints will act as a good employer.
10. Complaints will be treated in the strictest confidence by the school and all rights respected. Where necessary the school will assist with any language issues or cultural sensitivities.
11. All employees against whom a complaint is made will be advised in writing of the nature of the complaint, the process and timeline of investigation and the availability of support.
12. The complaints policy will be published to the school community on the website and at least once each year through the school newsletter.
13. Each incident must be dealt with as a separate complaint.