



## PERSONNEL MANAGEMENT PROCEDURES – NAG 3

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Inglewood Primary School has developed and implemented procedures in the following areas to ensure that employee / employer requirements are being met.

### Procedures:

Appointment Procedures (All staff)	Privacy
Associate Teachers	Protected Disclosures
Code Of Conduct	Relieving Teachers
Complaints Against Staff	Role Models
Delegations	Safe Practice
Dress Code	Sexual Harassment
EEO	Smoke Free
Employment Agreements	Staff Development
Equity Issues	Staff Handbook
Job Descriptions	Staff Induction
Non-Teaching Staff – Employment Conditions	Staff Leave
Performance Management – All Staff	Staff Scholarship
Personnel Files	Staffing The School
Police Vetting	Unit Allocations

### SUPPORTING SCHOOL DOCUMENTATION

Annual Performance Management Documents	MOE Gazette Notices & Circulars
Annual Staff Development Programme	Official Information Act
Appointment Documentation	Performance Agreements
Board Of Trustee Role Definitions / Booklet	Personnel Records
Charter	Relieving Employment Records
E.E.O. Programmes & Report	School Philosophy & Vision Statement
Employment Agreements	Staff Handbooks
Job Descriptions	Weekly / Daily Events sheets
Leave Application Forms	

### Useful References:

*Student Safety in Schools: Recruiting and Managing Staff - January 2014*  
([www.ero.govt.nz](http://www.ero.govt.nz))

*Health and Safety*  
([www.education.govt.nz/ministry-of-education/specific-initiatives/health-and-safety/health-and-safety-practice-framework-resources/guidelines-to-the-health-and-safety-in-employment-act](http://www.education.govt.nz/ministry-of-education/specific-initiatives/health-and-safety/health-and-safety-practice-framework-resources/guidelines-to-the-health-and-safety-in-employment-act))

*NZSTA – Guidelines for Boards of Trustees, Health and Safety* ([www.nzsta.org.nz](http://www.nzsta.org.nz)).

[Bullying prevention and response: A guide for schools](#)

[Safety and Technology Education: A Guidance Manual for New Zealand Schools](#)

[Safe travel for students in receipt of Special Education School Transport Assistance \(SESTA\) - A Good Practice Guide](#)

[Keeping students safe on school buses](#)

[Smokefree policy template for schools](#)

[Digital technology guide for schools](#)

[Worksafe at schools - information and training](#)

[Worksafe at schools - protection of staff, students, visitors and contractors](#)

[Worksafe at schools - toolkit](#)

*Health Conditions in Education Settings*

[www.education.govt.nz/ministry-of-education/specific-initiatives/health-and-safety/health-and-safety-practice-framework-resources/health-conditions-in-education-settings-supporting-children-and-young-people](http://www.education.govt.nz/ministry-of-education/specific-initiatives/health-and-safety/health-and-safety-practice-framework-resources/health-conditions-in-education-settings-supporting-children-and-young-people)

*Children and Young People: Indicators of Wellbeing in New Zealand*

Ministry of Social Development, December 2005

[www.msd.govt.nz/documents/work-areas/csre/children-young-people-indicators-wellbeing-nz.pdf](http://www.msd.govt.nz/documents/work-areas/csre/children-young-people-indicators-wellbeing-nz.pdf).

ACC Website, especially *Child Safety Organisations* page (containing links to a wide range of health and safety-related sites)

[www.acc.co.nz](http://www.acc.co.nz)).

*Netsafe Kit for Schools and other information on internet safety*

[www.netsafe.org.nz/schools/schools\\_kit\\_2007.aspx](http://www.netsafe.org.nz/schools/schools_kit_2007.aspx)).

[EOTC Guidelines 2016 – Bringing the Curriculum Alive](#)

*ACC ThinkSafe Education*

*Education (Pastoral Care of International Students) Code of Practice 2016 and the International Student Contract Dispute Resolution Scheme 2016.* [Read more....](#)

Accident Compensation Corporation, 2005

[www.acc.co.nz](http://www.acc.co.nz) go to ‘injury prevention’ then ‘schools’).

*Code of Practice for the Pastoral Care of International Students*

New Zealand Qualifications Authority

[www.nzqa.govt.nz](http://www.nzqa.govt.nz)).

*Guidelines for reporting suspected or actual child abuse and neglect*

[www.education.govt.nz/assets/Documents/School/Traumatic-incidents-and-emergencies/MoE-STA-CYFProtocolForReportingActualOrSuspectedChildAbuseNov09Amendment-3-2015.pdf](http://www.education.govt.nz/assets/Documents/School/Traumatic-incidents-and-emergencies/MoE-STA-CYFProtocolForReportingActualOrSuspectedChildAbuseNov09Amendment-3-2015.pdf)

*The Reporting process that Police follow for suspected or disclosed child abuse*

[www.police.govt.nz](http://www.police.govt.nz)

*New Zealand Fire Service Website: including information on Evacuation Procedures* ([www.fire.org.nz](http://www.fire.org.nz)).

*Guidelines to the Education (Hostels) Regulations 2005*

Ministry of Education, February 2006 ([www.education.govt.nz/assets/Documents/School/Running-a-school/Hostel-Regulations/HostelGuidelines.pdf](http://www.education.govt.nz/assets/Documents/School/Running-a-school/Hostel-Regulations/HostelGuidelines.pdf))

*The Pastoral Care of International Students in New Zealand Schools*

Education Review Office, 2005

([www.ero.govt.nz](http://www.ero.govt.nz) and go to 'reports' then 'national reports' then year of publication).

General Information on Internet Safety ([www.netsafe.org.nz](http://www.netsafe.org.nz))

*Firewise for Schools* ([www.fire.org.nz/home\\_kids/campaigns/firewise.htm](http://www.fire.org.nz/home_kids/campaigns/firewise.htm)).

*Evacuation Scheme Information* (<http://evaconline.fire.org.nz>).

*Pandemic Planning Ministry of Education*

([www.education.govt.nz/ministry-of-education/specific-initiatives/health-and-safety/work-place-management/pandemic-planning-kit/pandemic-planning-guide](http://www.education.govt.nz/ministry-of-education/specific-initiatives/health-and-safety/work-place-management/pandemic-planning-kit/pandemic-planning-guide))

*Sun Safety* ([www.sunsmartschools.co.nz](http://www.sunsmartschools.co.nz)).

**A Guide to Governance & Management** – L. M. 1990

**A Guide to Personnel Management** – Learning Media 1996

**A Guide to Writing Your EEO Programme** – Massey C O E 1996

**Advice & Guidance programmes for Teachers** – TRB 1994

**Core Competencies For School Principals** – ERO 1995

**EEO Guidelines – Developing Your School's Programme** – L. M. 1991

**Effective Governance School BOT's** – ERO 1994

**Governing & Managing New Zealand Schools** – L.M. 1997

**Handbook of Contractual Obligations & Undertakings** - ERO

**In-Service Training of Teachers** – ERO 1995

**Managing Staff Performance In Schools** – ERO 1995

**Performance Management Systems PMS 1,2,3,4** – Ed Gaz Supp.1997

**Pre-Employment Guidelines** – Human Rights Commission 1996

**Privacy Act – Guidelines to BOT's** – NZSTA 1995

**Professional Leadership In Primary Schools** – ERO 1996

## **1.1 Ministry of Education Circulars**

1999/21 HIV Aids and other blood borne diseases

1997/12 Responsibility of Boards of Trustees for the Personal Safety of Students

## **APPOINTMENTS**

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### **APPOINTMENT OF PRINCIPAL:**

- A sub committee consisting of a minimum of the Chairperson and two Board of Trustees members and up to two co-opted professionals (advisors) will form the committee. (At least one professional advisor shall be included in the appointment process.)
- The Chairperson may offer the opportunity for all Board members, excluding the existing principal to be involved in the appointment of a new principal.

### **Procedures:**

- A time-line for the appointment process will be decided upon.
- Job Descriptions, application forms and criteria for appointment in the form of an application package will be available on request during the application period.
- The position will be advertised nationally (Education Gazette) and locally (Daily News)
- No late applications will be received.
- An application must be accompanied by a curriculum vitae and nominations of up to 3 confidential referees.
- The commencement date will be at the beginning of a school term, unless the Board of Trustees gives a specified commencement time in the gazette notice or by consultation with the new appointee.
- The Appointments Committee has the right to make such additional confidential enquiries as to the suitability of each candidate as it sees fit.
- The Board's Appointment Committee will shortlist a number of selected candidates for interview purposes. The final preference rankings of the applicants to be interviewed, is to be made by consensus.
- Employment conditions and remuneration will be subject to the Primary Principals Collective Employment Contract and Ministry of Education criteria.
- The appointment will be ratified by the full Board, or quorum, as soon as possible after the interviews.
- All interviews should where possible be held on the same day and a decision made on that day.
- The Board Chairperson will advise the successful applicant by phone as soon as it is reasonably possible. The successful applicant may indicate to the chairperson their acceptance or non-acceptance of the position.
- A written offer of appointment will then be forwarded to the Appointee
- The successful applicant must notify the Board of Trustees in writing within three working days of acceptance or non-acceptance.
- In the case of non-acceptance, the Board of Trustee Chairperson will notify the next applicant on the ranked list immediately. All applicants will be advised in writing of non-appointment using a standard form letter, as soon as acceptance has been received by the Board.
- In the case of non-suitability of all applicants, the position will be re-advertised.
- The Appointments Committee has the right to invite any additional person/persons to assist them in the selection process and/or the interviewing of candidates.
- The community and staff will be advised as soon as possible of the Board's decision after the

appointment has been confirmed.

### **ASSOCIATE PRINCIPAL**

#### **Procedures:**

- All procedures as for the appointment of Principal will be followed excepting:
- The Principal will be involved in the Appointments Committee for selection and interview purposes.
- The committee shall be: Chairperson, Principal and Board of Trustees member with a right of co-option.

### **SENIOR TEACHERS, AND BASIC SCALE STAFF (Permanent)**

#### **Procedures:**

- Will be as for the Principal but not including clauses 11, and excepting:
- The Principal will assume the functions of the chairperson and the Board of Trustees with regard to the initial notification procedures and appointment.
- The Appointments Committee will shortlist, select and recommend for appointment.
- Written notices of appointment or non-appointment, will be signed by the Board of Trustees Chairperson or Principal
- The application period will be three weeks as stipulated in the Education Gazette, or National Advert unless at the discretion of the Principal, the advertisement of the vacancy states otherwise.
- If necessary, interviews will be called for, and conducted by the Appointments Committee.
- The Appointments Committee shall be the Board of Trustees Chairperson, Principal, and Assistant Principal and/or Deputy Principal with the power to co-opt.
- Appointments will be ratified by the Board at the first meeting after notification of appointment.

### **BEGINNING TEACHERS:**

#### **Procedures:**

- Will be as for Basic Scale teachers excepting:
- Beginning Teachers who subsequently become registered as Primary Teachers shall automatically be confirmed as appointed to the position, without the position being advertised.
- The vacancy will be advertised in nationally.
- The period of acceptance will be five days.

### **ANCILLARY STAFF:**

#### **Procedures:**

- The Board recognises the relevant Awards for Teacher Aides, Secretaries, Cleaners and Caretakers.
- The Principal or Board of Trustees Chairperson will advertise vacancies, select the most suitable applicant in consultation with appropriate staff members.
- The Board of Trustees and/or Principal will confirm in writing the appointment or non-appointment of all applicants.

- Job descriptions will be available on request.
- Work history, reports and previous employer recommendations, will be required.
- All non core and core workers must be Police Vetted repeated every 3 years or when required.

### **GENERAL PROCEDURES:**

- A timetable of appointment procedure will be created by the Principal to allow for full use of all procedures.
- Venues for Any Interviews - will be at the Board of Trustees discretion. They may act on advice of co-opted representatives or on the Principal's advice in certain instances.
- Travel & Accommodation Allowances - will be paid at the discretion of the Board of Trustees.
- Final Approval of All Teaching Appointments Excepting Relievers - rests with the Board of Trustees.
- All Relievers and Part-Time staff - daily or long term - will be appointed by the Principal

### **ASSOCIATE TEACHERS:**

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- **College of Education**

Requests from the various Colleges of Education for successful and experienced teachers to make themselves available to assist in the training of teachers is often made. An allowance is paid and there is an expectation that Associate Teachers will be available for briefing seminars and will complete such reports and procedures as are required.

- Prior to accepting pre teacher educators all will be police vetted.

- **Application**

Application is by discussion with the Principal. Associates must demonstrate successful teaching practice and classroom management and organisation.

### **CODE OF CONDUCT:**

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All staff members will abide by the school code of conduct and matters relating to privacy. Signed copy kept in staff hanging file.

### **COMPLAINTS AGAINST STAFF**

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**Refer also...**

#### **Protected Disclosures**

General concerns or oral complaints will often be able to be resolved by discussion between the Principal and the employee concerned without the need to take the matter any further. The board will ensure that all complaints are dealt with at the appropriate level.

Formal complaints to the board must be received in writing and signed on designated complaints form. The board will not table oral complaints. Assistance will be given to complainants who have difficulty expressing their complaint in writing.

Where a formal complaint is against the Principal the Board of Trustees Chairperson should be informed.

The Principal may work to resolve a written complaint against a staff member addressed to the Principal.

- The Board should be advised should the Principal be unable to resolve this complaint or the complaint be one of serious misconduct for which suspension or dismissal is an immediate possibility.

When the Board receives a written complaint it may be referred to either the Principal for resolution or to a Personnel Committee convened at the discretion of the Board.

Board members will regard complaints against individuals made to the Board as confidential and shall not express opinions on the matter.

When forming a Personnel Committee the following should be taken into account

- cultural and gender factors
- issues of confidentiality
- no personal interest with the complaint by a Board member

The Personnel Committee should comprise at least three members and should include the Chairperson and the Principal (unless the Principal is the subject of the complaint.).

Meetings of this committee should be held on school premises and full and accurate documentation must be kept. This documentation must remain confidential and secure.

- Where a complaint may result in suspension or dismissal the board may seek legal opinion and / or advice.

When acting on a formal complaint the Principal and the board must adhere to the following:

**Complaints Against Principal:**

Primary Principals Individual Employment Contract May 2018  
Section 8 Complaints, Discipline, Competency: 8.1 – 8.8

**Complaints Against Teachers:**

Primary Teachers Collective Employment Contract - 2018  
Part 10 - Complaints, Discipline, Competency - Sections 3.1 - 3.7

**Complaints Against Ancillary Staff:**

Support Staff In Schools – Collective Employment Contract 1998 Section Prt 8 Pg 31  
Part 7 – Discipline & Dismissal – Sections 7.3.1 – 7.5

**Complaints Against Caretaker / Cleaning Staff:**

School Caretakers & Cleaners Collective Employment Contract 2019  
Part 6 & Part 7

Caretakers Individual Employment Contract  
Section 31.1 – 13.2, Section 14.1 – 14.2

## **DELEGATIONS**

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- The principal will be responsible for staff delegations.
- The chairperson of the board will be responsible for any delegations given to BOT members eg – sub committees Asset, Health & Safety, Personnel.

## **DRESS CODE:**

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- Staff are asked to dress in a manner seen to be a positive example to the students and consistent with reasonable expectations. Various classroom and other activities are likely to dictate choice of clothing.

## **EQUAL EMPLOYMENT OPPORTUNITY:**

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- The Board of Trustees and the school will aim to identify and eliminate any aspects of policies or procedures, and other conditions existing within the school, that might cause or perpetuate (or tend to perpetuate), inequalities of any person or group of people.

- Appointment procedures will ensure that there will be no discrimination in the areas of recruiting and selection, or in promotion and career development.
- The Board of Trustees as employer will ensure that all employees maintain proper standards of integrity, conduct, and concern for the community's interest.
- The school will develop guidelines for handling sexual harassment grievances and discrimination on the basis of sexual preference.
- The school will develop and implement the EEO programme in consultation with staff members (particularly staff in the target groups).
- The school will implement ongoing staff appraisals in a positive and supportive way that leads to the development of the abilities of individual teachers.
- An Equal Employment Opportunity committee (RATS – REACH Action Team and EEO Officer) (which will also act as a support group) will be elected by the staff where required. This committee may contain a Board of Trustees representative.
- The Board of Trustees will review existing Personnel procedures regularly.
- The Principal will report twice a term to the Board of Trustees on Staff Development.

## **EMPLOYMENT AGREEMENTS**

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- Where there is an employee on I.E.C's and IEC template is drawn up with covers all of the legal requirements in this area.

The Board of Trustees will ensure that the terms and conditions of those collective contracts it is party to are followed

## **EQUITY ISSUES**

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- Curriculum materials need to show adults and children of both sexes in nurturing and caring roles.
- Care will be taken that material presented to children is free from racism, sexism, and age prejudice.
- Within class programmes promote attitudes of caring and co-operation.
- Policies to show awareness and sensitivity to varied socio-economic backgrounds of students.
- Develop in children an attitude of caring and co-operation.
- Encourage children to participate in a wide range of activities.
- Ensure equal space and facilities for children's activities.
- Ensure children receive a fair balance of teacher time and attention.
- Ensure adequate resources and training are available for staff and children.
- The Board of Trustees to be a good employer, to develop sound personnel policies and implement equal employment opportunity goals and objectives.

## **JOB DESCRIPTIONS:**

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- There will be a job description in place for all employees.
- This job description will be the subject of regular review according to the mid point and end of year



performance coaching review.

- Individual job descriptions will be reviewed during the appointment of a new employee.

## **NON-TEACHING STAFF – CONDITIONS OF SERVICE**

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All non teaching staff shall be employed for the 40 school weeks and holidays and paid in accordance to the Awards and Contracts agreed to by the Board of Trustees at a rate set in Term 1 of each year and any subsequent negotiated change.

Staff will be paid for the actual hours of work unless they are on contract.

The Property Manager shall be employed as set out in the contract and shall take annual leave during school vacations as agreed with the Principal.

The Office Manager shall be employed for not less than 40 weeks in the year and not more than 44 weeks unless prior approval of the Board is obtained.

Actual hours of employment are agreed to by two weeks prior to the end of the year of employment between the Principal and staff as per delegation from BOT.

The actual weeks worked by employees outside of the 40 school week be agreed to between the Principal and the employee at least two weeks prior to the working date.

All employment is from January to December and shall be renewed by negotiation.

## **PERFORMANCE MANAGEMENT:**

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**Performance Management will be concerned with...**

- Self-review & professional development.
  - The promotion of professional communication, respect & co-operation.
  - Recognition of the positive contributions a teacher is currently making.
  - Determining the attainment of pre-set goals/objectives and delegations.
  - Determining future goals / objectives and delegations
  - The enhancement of job satisfaction.
  - Meeting accountability obligations
- **Performance Management will not be...**A comparative, ranking or public exercise or a replacement for day to day feedback and review
  - All staff will be involved in an ongoing process of appraisal with formal documentation occurring at least annually.
  - Appraisals may involve appropriate members of the management team, and will include elements of both discussion and observation.
  - The key performance areas will incorporate Teacher Registration Board Criteria, Tataiako/RTL and the Interim Professional Standards for Primary Teachers, Assistant and Deputy Principals and Principals.

For all staff appraisals will...

- Be within the guide-lines agreed to and provide for the individuality of staff
- Be developed in a consultative manner
- Be able to provide a positive framework for the improvement of the quality of educational delivery to the children.
- Be confined to the stated documents and procedures within this policy.

The Board will budget for the performance management process and make provision for areas for improvement and new initiatives that will assist the effectiveness of its employees.

## **THE REVIEW PROCESS:**

- A review process will be available if teachers feel uncomfortable with the appraiser or they are dissatisfied with the results.
- This process will relate to that specified in the relevant Collective Employment / Individual Employment Contract
- The Principal, staff member and the board have the right to consult any relevant and appropriate agency for advice / mediation,
- In any dispute the Board, as employer has responsibility for making the final decision. This is consistent with current employment contracts.

## **CONFIDENTIALITY:**

**All documentation relating to Performance Management will remain confidential to the principal, the staff member concerned and any other person directly involved in the particular appraisal.**

The principal will be responsible for the appraisal of teachers. The Principal may elect to delegate aspects of the review process to mutually agreed reviewers.

### **1.2 Key Areas will be...**

- Professional Knowledge
- Teaching Inquiry
- Motivation of Students
- Classroom Management
- Communication
- Support For and Co-operation with Colleagues
- Contribution to wider school activities
- RTCs

### **For Associate Principals (in addition to the above)**

- Professional Leadership
- Policy & Programme Management
- Staff Management
- Relationship Management
- Financial & Asset Management
- RTCs
- Teaching Inquiry
- Leadership Inquiry

## **TEACHERS:                    Personal Development Process**

- Individual teacher development will be based upon a set of performance and development objectives determined in consultation with each teacher by the end of February each year.
- Each teacher will, engage in midpoint and EOY discussion with Principal and Associate Principals.
- These objectives will form individual teachers 'Performance Appraisals', which will cover the staff development aspect of the performance management process.

### **Quality Assurance Process**

- Each teacher will have an agreed role definition in place by the end of February of the current year.
- This will clearly state all the Key Task areas and list the anticipated Performance Indicators.
- These key tasks which will include the Interim Professional Standards for Primary School Teachers and Deputy/Assistant Principals a selection will be the focus the school's annual review and quality assurance process.
- The selection of the Expected Outcomes & Indicators to be used within these key task areas will be negotiated in consultation with all staff. This document will be uniform for all teachers.
- This document will be used throughout the year in team and staff development meetings and will also form

part of the annual individual appraisal.

- Staff will also participate in programmes of self-review relating to quality assurance indicators arrived at through joint consultation.

### **Relationship to Remuneration:**

- An assessment against the relevant Interim Professional Standards and RTC will be conducted when a teacher is eligible for an incremental progression from an existing to a higher step involving a salary increase.
- This will be carried out as close as possible to the incremental date.
- Where no increment is due i.e. teacher is top of salary scale the annual assessment against the relevant standards will be completed as part of the end of year process.
- It is recognised that much of the review process and recognition of effort will continue to be carried out on an informal basis.
- After the appraisal process the Principal will comment of the appraisal document with teacher for discussion and comment.
- This review will contain the conclusions arrived at during the discussion, and the assistance and support agreed to.
- It may also contain specific direction and intent for the next review period.
- The Principal will include in BOT report/agenda for the board. This report will not mention individual names but will state that reviews have taken place and the general nature of the outcomes.

### **ANCILLARY / SUPPORT STAFF**

The principal will be responsible for the appraisal of ancillary staffing. The Principal may elect to delegate aspects of the review process to mutually agreed reviewers.

In November of the preceding year the Principal or mutually agreed reviewer will meet individually with staff to review their role definitions, work agreements and conditions of service for the coming year.

These will be agreed to and be signed by the parties involved.

A shared google doc of this discussion, the conclusions arrived at suggestions for future development will be provided.

From this will come any agreement regarding appropriate support.

The Principal will include information in the agenda/BOT report to the Board. This report will not mention individual names but will state that appraisals have taken place and the general nature of the outcome.

### **PRINCIPAL**

The Chairperson of the Board together with third party provider, will conduct the appraisal of the Principal according to a procedure agreed to between the parties involved.

#### **1.3 Key Areas will be...**

- Professional Leadership
- Strategic Management
- Staff Management
- Relationship Management
- Financial & Asset Management
- Statutory & Reporting Requirements

The basis for annual appraisal shall be the Principal's Performance Objectives and Development Objectives and RTCs from Education Council.

- The key components of the Performance and Development Objectives shall be:  
The Principal's **Job Description** relating to the key tasks the Principal is expected to carry out.  
The relevant national **Professional Standards** relating to the important knowledge, skills and attitudes that all principals are expected to demonstrate.  
Current **Performance Objectives** relating to school initiatives that the Principal is responsible for initiating.

Current **Development Objectives** relating to the professional development activities the Principal is undertaking to improve his / her performance.

The annual appraisal discussion should focus in particular on:

- i. Reviewing achievement against the current performance and development objectives.
  - ii. Setting performance and development objectives for the next twelve months.
- Third party provider and the Board chairperson, in consultation with the Principal shall prepare a written appraisal report detailing the conclusions of the appraisal review.
  - Documentation related to the Principal's appraisal (the annual performance and appraisal review report) will remain confidential to the Principal and the Board Chairperson.

The outcomes of the process of the appraisal of the Principal shall include providing feedback on performance, identifying focus areas for particular attention, affirming success and supporting professional development.

Following the signing of the appraisal documentation, the Chairperson will inform the Board Of Trustees and have it tabled that the appraisal has been carried out.

- In the event of a dispute related to the appraisal process or its results an independent arbitrator agreed to by the Principal and Chairperson would be called upon. Should this eventuality arise the principle of natural justice will apply, both parties will be given support to seek any advice they require and opportunity will be given to provide evidence which is deemed relevant.

#### **Guidelines relating to Teachers causing concern**

1. If the Principal has a concern about whether a teacher is fulfilling one or more aspects of the relevant Performance Indicator Standards, s/he must discuss the area(s) of concern, with the teacher and put in place an appropriate programme of assistance and guidance.
2. If the programme fails to remedy the concern the provisions of clause 10.1-10.8 of the Collective Agreement will apply.
3. Contact NZSTA personnel/industrial relations adviser on employment related issues, and particularly at the first signs of any potential problem which may escalate into a dispute, disciplinary issue, or involve teacher competency.
4. Failure to contact NZSTA will place Employer liability insurance at risk.

#### **PERSONNEL FILES:**

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Confidential files must be held by Boards as part of good management of staff. The types of information held will include;

- CV with application for employment.
- Letters of offer and acceptance for the position.
- Documentation outlining position, hours of work and hourly rate for non teaching staff, personal details.
- Correspondence entered into with the employee during employment.
- Performance Appraisal documentation.
- Any disciplinary action undertaken.
- Applications for leave.

Personnel files to be kept in a locked cabinet in the main school office. Should a staff member wish to see their own file, they should make a request to the Principal who will arrange a time for the file to be viewed. No contents may be taken from the school site.

All files to be kept for five years after the employee leaves. (This is because employees can make a wage claim going back six years and can also claim a breach of contract for dismissal which can be backdated six years.)

## **POLICE VETTING:**

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1. All employees, other than teachers, will require a police vet.
2. If anything relevant to employment at a school is found. Position is terminated.
3. The principal is responsible for the police vet check and these will be sent for before the appointment is made.
4. The Principal will check the vet and if there is nothing untoward it will be put in the employee's file and the appointment confirmed.
5. If the vet shows up something untoward a decision needs to be made whether to appoint or not.

The children's worker safety checking requirements come into force at different times for new core and non-core workers, while existing workers need to have their checks updated over three years. The key dates for central Government agencies are:

- From 1 July 2015 – all new core workers must be safety checked before commencing employment or engagement as a children's worker from this date.
- From 1 July 2016 – all new non-core workers must be safety checked before commencing employment or engagement as a children's worker from this date.
- By 1 July 2018 – all existing core workers must have been safety checked by this date.
- By 1 July 2019 – all existing non-core workers must have been safety checked by this date.

The key dates for local Government are:

- From 1 September 2016 new core children's workers starting a job or contract must be safety checked before they start work.
- From 1 September 2017 new non-core children's workers starting a job or contract must be safety checked before they start work.
- By 1 September 2019 existing children's core workers (i.e., those currently employed or contracted) must have been safety checked.
- By 1 September 2020 all existing non-core children's workers must have been safety checked.

In addition, children's workers will need to have their checks updated every three years while a specified organisation continues to employ or engage them.

## **PRIVACY**

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- The Official Information Act 1992 reprint 3 June 2017 extends the strict limits imposed by Principle 11 on Disclosure to third parties.
- The Privacy Officer's duties are to:
  - Encourage compliance by the School with the 12 privacy principles.\*\*\*
  - Deal with access and correction requests made to the School.
  - Assist the Privacy Commissioner in relation to the investigation of complaints.
  - Otherwise ensure compliance by the School with the Act.
- Provide internal procedures for dealing with access requests.
- Annually review all personal information the school currently holds to ensure that:
  - It is securely held.
  - It is accurate and up to date.
  - Redundant information is deleted.
  - Unique identifiers (ID numbers) are adopted for individuals only where appropriate.

Review the procedures for obtaining personal information (including stationery and forms) in order to ensure that:

- The requirements of the Act are complied with.
- The "purpose of collection" is sufficiently widely defined and established.
- All consents and authorisations necessary to allow all proposed uses of information are

obtained at the time of collection.  
Any consents and authorisations necessary to obtain information from third parties, including other schools, are obtained.

- Review current or proposed uses of personal information to ensure that the use is consistent with the purpose of collection and that future use will not breach the principles.

Review procedures for release of personal information to ensure that:

Appropriate consents are obtained prior to release; or  
The statutory obligations are otherwise complied with.

Ensure that school staff stay current in their understanding of their obligations under Privacy Act.

Commitment to the requirements of the Act are tabled on BOT Agenda.

**Purpose of collection of personal information:**

Personal information will be collected only for a purpose connected with the function of the school, and only where collection is necessary for that purpose.

**Source of personal information:**

As far as is practicable, personal information will be collected from a parent or the adult concerned.

**Collection of information from individuals:**

When collecting personal information from an individual, reasonable steps will be taken to ensure that the person is aware of:

- the fact that information is being collected and the purpose of collection
- the intended recipients of the information
- the consequences of refusing to provide the information
- the right of access to and correction of personal information

**Manner of collection of personal information:**

Personal information will not be collected by unlawful, unfair or unreasonably intrusive means

**Storage and security of personal information:**

Reasonable steps will be taken to ensure that all personal information is protected against loss, unauthorised access and misuse

**Access to personal information:**

Individuals are entitled to access information about them that is held by the school in a readily retrievable form

**Correction of personal information:**

Individuals are entitled to request correction of personal information

**Accuracy etc. of personal information:**

The school shall take reasonable steps to ensure that information used is accurate, up-to-date, complete, relevant and not misleading in accordance with Vulnerable Children Act 2014.

**Limits on use of personal information:**

The school will not use personal information collected for one purpose for any other purpose

**Limits on disclosure of personal information**

The school will not disclose personal information to any other party unless disclosure is one of the purposes, or is directly related to the purposes for which the information was obtained.

**Unique identifiers:**

The only "unique identifier" that shall be used by the school shall be an individual student's "Enrolment Number". However filed in alphabetical order by surname.

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## **PROTECTED DISCLOSURES**

- **What is a Protected Disclosure**

A protected disclosure is a declaration made by an employee where they believe serious wrongdoing has occurred. Employees making disclosures will be protected against retaliatory or disciplinary action and will not be liable for civil or criminal proceedings related to the disclosure.

- **Definition of Serious Wrongdoing**

Serious wrongdoing for the purposes of this policy includes any of the following:

Unlawful, corrupt, or irregular use of public funds or resources

An act or omission or course of conduct:

which seriously risks public health or safety or the environment; or

that constitutes an offence; or

that is oppressive, improperly discriminatory, grossly negligent or constitutes gross mismanagement; or

constitutes serious risk to the maintenance of law.

- **Conditions for Disclosure**

Before making a disclosure the employee should be sure the following conditions are met:

- the information is about serious wrongdoing in or by the school; and
- the employee believes on reasonable grounds the information to be true or is likely to be true; and
- the employee wishes the wrongdoing to be investigated; and
- the employee wishes the disclosure to be protected

### **Who can make a disclosure**

Any employees of the school can make a disclosure. For the purposes of this policy an employee includes:

- Current employees and principal
- Former employees and principals
- Contractors supplying services to the school

- **Protection of employees making disclosures**

An employee who makes a disclosure and who has acted in accordance with the procedure outlined in this policy:

- may bring a personal grievance in respect of retaliatory action from their employers;
- may access the anti-discrimination provisions of the Human Rights Act in respect of retaliatory action from their employers;
- are not liable for any civil or criminal proceedings, or to a disciplinary hearing by reason of having made or referred to a disclosure;
- will, subject to Clause 5 of the Procedure, have their disclosure treated with the utmost confidentiality.

The protections provided in this section will not be available to employees making allegations they know to be false or where they have acted in bad faith.

### **Procedure**

Any employee of Inglewood Primary School who wishes to make a protected disclosure should do so using the following procedure.

1. **How to submit a disclosure:**

The employee should submit the disclosure in writing using the attached form

2. **Information to be contained:**

The disclosure should contain detailed information including the following:

the nature of the serious wrong doing

the name or names of the people involved

surrounding facts including details relating to the time an/or place of the wrong doing if known or relevant.

**3. Where to send disclosures:**

A disclosure must be sent in writing to the Principal who has been nominated by the Inglewood Primary School Board of Trustees under the provision of Section 11 of the Protected Disclosures Act 2000 for this purpose  
OR

If you believe that this person is involved in the wrong-doing or has an association with the person committing the wrongdoing that would make it inappropriate to disclose to them, then you can make the disclosure to The BOT Chairperson.

**4. Decision to investigate:**

On receipt of a disclosure the Principal / Chairperson must within 20 working days Examine seriously the allegations of wrongdoing made and decide whether a full investigation is warranted. If warranted a full investigation will be undertaken by the Principal / Chairperson or arranged by him/her as quickly as practically possible, through an appropriate authority.

**5. Protection of disclosing employees name:**

All disclosures will be treated with the utmost confidence. When undertaking an investigation, and when writing the report the Principal / Chairperson will make every endeavour possible not to reveal information than can identify the disclosing person, unless the person consents in writing or if the person receiving the protected disclosure reasonably believes that disclosure of identifying information is essential:

- to ensure an effective investigation
- to prevent serious risk to public health or public safety or the environment
- to have regard to the principals of natural justice

**6. Report of investigation:**

At the conclusion to the investigation the Principal / Chairperson will prepare a report of the investigation with recommendations for action if appropriate, which will be sent to all parties involved in the disclosure.

**7. Disclosure to an appropriate authority in certain circumstances**

A disclosure may be made to an appropriate authority (including those listed below) if the employee making the disclosure has reasonable grounds to believe:

- the person in the school responsible for handling the complaint is or may be involved in the wrongdoing; or
- immediate reference to another authority is justified by urgency or exceptional circumstances; or
- there has been no action or recommended action within 20 working day of the date of disclosure

**Appropriate Authorities include (but are not limited to):**

- Commissioner of Police
- Controller and Auditor General
- Director of the Serious Fraud Office
- Inspector General of Intelligence and Security
- Ombudsman
- Parliamentary Commissioner for the Environment
- Police Complaints Authority
- Solicitor General
- State Service Commissioner
- Health and disability Commissioner
- The head of every public sector organization

**RELIEVING TEACHERS:**

All leave other than Sick Leave must be approved by the Principal in advance (See Staff Leave).

A teacher informs their team leader that they will be absent -if becoming ill overnight usually between 7 and 7.30a.m.



The teacher may ring her/his short list of Relieving Teachers and arranges a reliever.

In the case of any difficulty contact the Associate Principal.

On arrival at school the team leader checks that the Principal knows that a reliever has been employed and records it to the Office Manager.

The team leader will see that "sufficient planning and preparation"\* is available for the Reliever in the Relievers Kit.

\*This means a timetable, a class roll, or copy of the class roll, and a term Overview. These should be kept in a Class Directory in each room, which would also be used in the event of an evacuation (see 5.4 Emergency and Evaluation Policy).

Relieving Teachers are expected to run their own programme outside of Team commitments (e.g. Maths) for the day.

Teachers should keep team leaders informed about their progress towards returning.

The Principal is responsible for the administration of the relieving scheme and all relievers should be informed by their contact that the reliever must give pertinent details to the Principal.

## **ROLE MODELS:**

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It is expected that all school employees will provide appropriate role models for both pupils and other adults.

- Adults need to actively role model appropriate modes of conduct and encourage children to do likewise.
- When selecting staff, the Personnel Committee should keep in mind the balance of genders and races, in particular with regard to positions of responsibility.
- An attempt should be made to involve a variety of people from the community in the course of education.
- Tasks should be allocated in accordance with the above purposes.
- Children should be exposed to a wide variety of experiences and subjects for discussion to enable them to accept people's differing roles.

## **SAFE PRACTICE:**

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In order to protect themselves it is necessary that teachers employ "safe practices" when working with children in accordance with the Vulnerable Children's Act.

Implementation:

### **Education Outside the Classroom**

- Ensure that preparation for events outside the classroom includes clear information to parents, caregivers and students regarding supervision, medical treatment, sleeping arrangements, washing/bathing.
- Ensure parent/helpers are informed of their responsibilities and how to handle situations so that their integrity is not compromised.

- Ensure that whatever the situation, you are not alone with a student. (An exception would be in an emergency when someone has gone for help).

### **Medical Conditions**

- Inglewood Primary School will have staff members specially trained in first aid and a comprehensive first aid kit.
- Teachers will be informed of students with allergies or medical conditions and what is necessary to assist the student.
- For minor injuries or abrasions attend to the student immediately in the same way a responsible parent or caregiver would and in the presence of other students or another staff member.
- Ensure monitors, another staff member, or witnesses are present when assisting or comforting a student who is seriously injured. Only qualified first aiders should examine the student. Immediately contact a parent, caregiver, doctor or the ambulance service.
- The administration of medicine if required while at school should be the responsibility of the office Staff/teaching staff, principal or associate principals once written consent is given.
- Only administer medicine in life-threatening situations when you and another staff member have been consulted by a parent or caregiver and you have accepted responsibility in accordance with school policy. Make sure you have the necessary knowledge to administer medicine and do so in the presence of another person. Keep a written record. Contact the students parent, caregiver or doctor immediately in an emergency.
- Do not transport a sick or injured student on your own unless in an emergency.
- Note Wear protective clothing such as disposable gloves when giving first aid.

### **Restraint of Students**

- Learn to use anger management and classroom skills to isolate and restrict students from injuring themselves.
- Learn appropriate ways to restrain students. Involve the Principal and contact support agencies (e.g., Special School, Special Education Service staff).
- If the situation cannot be controlled in any other way, physically restrain the student as appropriately as possible and seek other staff/adult assistance.

### **Searching of Students**

- Do not body search students as this could lead to allegations of physical or indecent assault.
- If it is necessary to undertake a search of property because you suspect theft, drugs or dangerous weapons involve the principal and/or a senior member of staff to supervise.
- Tell the student what you are looking for.
- Ask the student to tell you where the item is.
- Get the student to check all likely places for the item e.g. empty out your bag, desk, locker.
- Ask the student to empty out his/her pockets and if the student is wearing a jacket ask him/her to remove it.
- Ask the student to put onto the table anything they have tucked away in their clothing.
- If this is not successful, involve the police and the parent/caregiver.

### **Attacks on Staff/Intimidation**

- Try to protect yourself without causing injury to the student or adult involved.
- Move away or restrain the student if this is possible.
- Get assistance immediately.
- Report to the Principal.

### **Toileting**

- This is not a regular job expected of all teaching or support staff, but may happen from time to time, e.g. accidents, stomach upsets. Ensure other staff know you are toileting a student.
- Only trained support staff such as teacher aides should take on these tasks.
- Where students require assistance, involve the parents/caregivers and outside agencies such as public health nurse and/or Special Education Service.

### **Being Alone with a Student**

- Avoid situations where you are alone with a student, including pupil monitors/helpers.
- If you are alone with a student use extremely careful judgment.

### **Counselling a Student**

- When you are counselling a student ensure that the place is not closed off from other people seeing into the room.
- Parents and caregivers must be advised that a student is receiving 1:1 learning such as Reading Recovery.

### **Transporting a Student**

- Staff should avoid transporting a student on their own at all times.

### **Discipline**

- There is no place for corporal punishment in schools.
- Once a situation is defused it is often useful to allow some time to elapse before assessing what action should be taken.
- Never discipline in anger as this can lead to unprofessional and unlawful actions. Any disciplining of a child should be done in the presence of a witness.

### **Sexual Harassment of Students by Staff**

- This is totally unprofessional, unacceptable and unlawful.
- We have procedures in place to ensure effective procedures that are known to students to enable a means of support and complaint.

### **Sexual Harassment of Staff by Students**

- Avoid situations where this is likely to occur or remove yourself from the situation and immediately report the student's behaviour to the Principal or Associate Principal if Principal is not available.
- Maintain professional conduct and a professional image.

- If you are being sexually harassed by a student tell the student why the behaviour is unacceptable and must stop.

### **Physical Education**

- Physical contact can occur in assisting movement and safety in gymnastics or teaching positioning skills in coaching sports or when dancing or teaching swimming.
- At all times use careful discretion regarding physical contact with students.
- Encourage students to change and dress themselves.

### **Special Education Needs**

Some students with special needs have a very affectionate nature and express themselves freely e.g. hold your hand, put their arms around you or other students.

In consultation with parents, students should have the situation explained so that special needs students do not feel rejection when action is taken. Staff should gently remove themselves from the contact with the student without appearing to reject the student.

When a female student requires physical assistance with sanitary hygiene (menstruation) only trained staff or parents/caregivers are to assist. Written consent is required from the parents/caregivers.

### **Physical Contact with Students and its Cultural Acceptability**

Some cultures frequently use affection and positive physical contact.

Regardless of a student's cultural customs staff must avoid inappropriate physical contact.

### **Complaints/Discipline**

- Unprofessional behaviour towards students by staff may involve action being taken in accordance with the complaints and discipline procedures contained in the relevant collective employment contract.
- Serious misconduct may lead to suspension or instant dismissal and/or police investigation
- Acts of indecent or physical assault will, if proven, result in a conviction and imprisonment, de-registration and loss of career.

## **SEXUAL HARASSMENT:**

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A person has been sexually harassed if another person in the school environment makes a request of that person for any form of sexual activity that:

- a. implies or overtly promises preferential treatment in the school
- b. implies or overtly threatens detrimental treatment in the school
- c. implies or overtly threatens a present or future status of the staff member
- d. feels threatened by the written or spoken word of a sexual nature or physical behaviour of a sexual nature

Sexual harassment is not acceptable in this school and the Principal and/or the Board of Trustees must consider complaints of sexual harassment sympathetically and seriously, and ensure the person making the complaint or the accused party is not subjected to victimization.

### **Procedures:**

In the event of sexual harassment the complainant may approach:

- the Principal, Associate Principals or
- school E.E.O support group or
- an N.Z.E.I. Staff Liaison Officer, counselor or field officer.

The person responsible for the harassment should be confronted and informed that the behaviour is unacceptable and must stop. Assurances should be sought that the behaviour will stop and that an apology will be made.

If necessary, the case should be documented by the complainant with the assistance of a supporting person or persons.

If it is decided that a future action should be taken, the harasser should be informed and decision made to exercise the complaint through one of the following avenues:

The Principal and/or Board of Trustees

- refer to Teachers Collective Employment Contract – prt 10 10.1 – 10.8
- Personal grievance through an industrial advocate or an N.Z.E.I. field officer
- "Collective Employment Contract 10,4" or Human Rights Commission through an N.Z.E.I. Officer.

If an allegation of Sexual Harassment is made in writing to the Chairperson, Board of Trustees then the Board must act on this. Any complaint will be dealt with in committee with all relevant data kept strictly confidential. The Board will meet both parties independently and if an allegation is upheld then disciplinary action will be taken, even to the extent of dismissal. If a Board of Trustees member is involved they may be asked to resign.

If the complainant feels that their complaint has not been fairly dealt with then they should approach the Teacher Union or the Human Rights Commission.

## **SMOKE FREE:**

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Notices will be displayed throughout the school stating that the school is smoke-free. This includes both the grounds and buildings.

All employees, prospective employees or representative of employees will be informed of this as will all members of the school community.

There will be no smoking within the boundaries of Welbourn School and in any building at any time.

## **COMPLAINTS**

If a worker feels the conditions of the procedures have not been observed a complaint should be made to the Principal and then to the Board of Trustees who will endeavour to resolve it within 20 days.

## **STAFF DEVELOPMENT:**

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Refer also...

### **STAFF SCHOLARSHIP**

All staff will have the opportunity to participate in personal/professional development programmes on an annual basis.

- Teachers will be encouraged to attend seminars and in-service courses related to school focus areas and identified areas of personal/professional development.
- An annual allocation of resources will be made in each year's budget.
- Release time will be made available when practical for teachers to engage upon professional development work.
- The professional development needs and interests of staff will be determined by senior leadership in consultation with staff by the end of February for the current year.

- i. An induction programme will be run for beginning teachers and for teachers new to the school.
  - ii. Staff development may be organised on an individual, team, curriculum and school basis.
  - iii. The Principal and the Associate Principal will play major roles within the staff development programme.
  - iv. Alternative staff development programmes to traditional in-service courses will be encouraged.
  - v. Allocation will be made for school based staff development including professional development for ancillary and support staff.
- All staff accept a professional responsibility to help their colleagues and to assist in their professional development.
  - Staff development can take place both within and outside the school environment.
  - While the concept of equity will be considered; the ultimate decision made by the Principal will be based on need and benefit to staff and pupils taking into account the overall development plan of the school.
  - That teachers will be encouraged to seek professional development outside of teaching time so that the best use is made of funds and there is less disruptions to class programmes.
  - That there will be a Board of Trustees Scholarship that will allow individual staff members to apply for in-depth study or research that will enhance their teaching or execution of their duties and will benefit the school.
  - This will be an annual scholarship available on application for all members of staff.

## **INSIDE INGLEWOOD**

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An administrative handbook will be issued to all teaching staff at the beginning of the school year or on appointment.

All staff will be expected to become familiar with the contents of this handbook.

## **STAFF INDUCTION**

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- An induction programme will be held for each new staff member on appointment and completed within 3 months.
- This programme will cover
 

Job responsibilities	Health & safety Issues
Inside Inglewood contents	Opportunities for questions to be asked.

## **STAFFING THE SCHOOL:**

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- The responsibility for the staffing of the school is delegated to the principal who shall staff the school according to (a) the staffing schedule advised by the Ministry and (b) any decisions made by the BOT.
- The proposed staffing schedule for each year will be presented to and approved by the BOT.

## **STAFF LEAVE:**

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Conditions for leave fall into two categories - non discretionary and discretionary.

Non-discretionary leave will be granted as per the relevant employment contract.

Unless there are special circumstances all applications for leave, with or without pay, are to be made on the approval form at least 10 days before the leave is required and five days before the next Board of Trustees meeting.

All applications for discretionary leave set out in the Primary Teacher's Award under conditions relating to

Leave and Holidays will be granted without pay unless for the purpose of jury service.

All applications for discretionary leave (e.g; leave without pay ) for up to two weeks may be granted by the Principal and will be subject to the availability of suitable relieving staff.

Application for discretionary leave (e.g; leave with pay) for more than two weeks must first be submitted on the approved form to the Principal for recommendation and/or remarks.

Leave for greater than two weeks may be granted by the Trustees according to the following guidelines:

- a) in general the Trustees will not grant any special leave in conjunction with vacations and normally they expect teachers to arrange for private business to be conducted during vacations. There must be special circumstances for this leave to be granted during the term.
- b) leave may be granted if a minimum of three years continuous teaching service has been completed.
- c) leave may only be granted for a maximum of up to one year or at the discretion of the BOT.
- d) leave will only be granted if suitable relieving staff can be employed.

## **STAFF SCHOLARSHIP:**

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- Open to all teachers and ancillary staff but must have been a staff member for at least one year before being eligible. Relieving staff will not be eligible.
- Amount of Scholarship - up to \$2,000.00 This must cover all school costs incurred in the taking of the scholarship e.g. relievers if scholarship involves school time.
- Scholarship Committee to be Principal and Board of Trustees members. If one of above is an applicant then they will not be on this committee.
- Staff to make application in writing outlining the proposal and benefit to the school, previous background, goals and costing by due date. (Applications by end of first term of the year applied for.)
- Scholarship must be beneficial to the school and or the classroom. That is, must improve the staff member's skills or knowledge to the benefit of the school.
- Scholarship can be used for travel, research, observation of other schools etc.
- The Board reserves the right not to approve any proposal should it consider that none meet the criteria objectives.
- The Board may at its discretion carry over the scholarship fund (accumulate) to a following year should no application be approved in any one year.
- If a staff member has benefited from a scholarship then that person is not eligible again within four years unless there are no other suitable applications.
- Joint proposals are eligible.
- A report back to the Board of Trustees is required.
- Scholarship must be used within the year of successful application unless the Board grants an extension.

## **STAFFING THE SCHOOL:**

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The principal shall be responsible for the staffing of the school.

The staffing of the school will include **Entitlement Teachers**, (according to staffing entitlement), **Other Teachers** (using staffing provided by the crown e.g. for Learning Support, **Funded Teachers** (those paid for by the board of trustees.

The board of trustees will approve the staffing of the school annually.

## **UNIT ALLOCATIONS**

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The allocation of units will be the responsibility of the Principal who will:

consult staff  
manage the process  
report to the Board annually on the unit allocations (or whenever any alterations are made)

### **Management Units:**

Where necessary the school management structure will be supported by the allocation of Fixed Term Units.

#### **Associate Principal**

The number of units allocated to these positions will be identified on the job specifications for each position.

Any change of responsibility and status of each position will be reflected in change in the number of units allocated.

Surplus units may then be distributed to other or new management positions to meet identified school needs.

#### **Other management unit holders**

Teachers other than the designated AP who receive management units will have the job specifications, duties and expectations linked to the unit or units stated clearly in their job description.

#### **Loss of management units**

Where there is a reduction in the number of management units allocated to the school:

**Step 1:** The Principal will ask permanent unit holders if any holder is planning to resign in the near future or will voluntarily seek a reduction in responsibility and relinquish their unit or units.

**Step 2:** If there is no response to this request the principal will then identify the changes in responsibility and status required to provide a balanced management profile that best meets current school needs.

The teacher holding the position identified as surplus will be advised in writing.

### **Possibility of Units for Recruitment Retention Responsibility and Reward (R units) – Board Funded Entirely**

- If needed R Units will be used for aspects of Responsibility.
- Units will be allocated as fixed term with the term being specified in an appendix to the holders job description.



- The term of allocation for R Units may be anything from between one term and one year depending on the scope of the task.
- Short to medium term objectives will be identified from the schools development / strategic plan. The key tasks or assignments required to achieve the stated objectives will be developed in consultation with staff.
- Once the key tasks or assignments are formalised, the number of units attached to the task and period of time the units will be allocated will be specified.

The opportunity to apply for the unit(s) will be offered to all staff members.

- The key tasks or assignments will then be included in the unit holder's job description.

Specific curriculum responsibility will not be considered as justifying the allocation of an R unit. All staff take on a curriculum leadership role as part of their basic job description.

- Significant curriculum (re)development will be considered as appropriate for R unit allocation.
- Teachers will be able to hold a mixture of both M and R units.

<http://www.nzsta.org.nz/media/1628/unitallocationguide1.pdf.pdf>