



PERSONNEL AND EMPLOYMENT GUIDELINES

3.01 STAFF CODE OF CONDUCT

3.02 STAFF APPOINTMENTS

A Introduction

i) **The Board of Trustees is the employer of all staff.**

ii) Equal Employment Opportunities

The school has a policy of being an Equal Opportunity Employer. Appointments will be made without prejudice in assessing the applicant who is best suited to the position.

The over-riding principle for any appointment will be the best person for the job.

iii) Confidentiality

- Information received from the applicants, referees or gained in the appointment process is to be regarded as confidential to those involved in the appointment process.
- Only those documents submitted by an applicant should be returned to the applicant.
- Appointment Committee members are required to destroy the documentation of unsuccessful applicants one month after the appointment is made.

iv) Qualifications

Teaching Staff : Registered Teacher
 (with current practising certificate)

Other Positions: No formal qualifications required.

Applicants who do not have the necessary qualifications will be advised that they are ineligible for appointment. In exceptional circumstances a teacher with a Limited Authority to Teach may be appointed.

v) Parameters

- These procedures apply to appointments of all staff.
- They will be reviewed regularly and amended as necessary.
- They must be consistent with relevant legislation/agreements.

B Pre Selection Procedures

i) Vacancy Analysis

Either a new position or when a letter of resignation is received / leave approved by the Board of Trustees.

Where necessary BOT Personnel Committee and/or School Leadership Team will meet to confirm how / when the vacancy is to be filled.

The Leadership Team will prepare a list of desired attributes, eg, skills, experience, qualities compatible with syndicate and school requirements.

ii) Appointment Committee

Full Time Teaching Staff - Appointment Committee to comprise:

- Teacher position - Principal, Syndicate Leader, minimum of one BOT member
- Deputy Principal - Principal, Assistant Principal, minimum of 2 BOT members
- Syndicate Leader - Principal, Deputy Principal, minimum of 1 BOT member
- The Principal, in consultation with the Personnel Committee Chairperson, may invite other staff to join the Appointment Committee.
- The process for selection of a Principal will be at the discretion of the current BOT.
- The BOT may seek the assistance of professional advice to ensure the process is fair and meets legal requirements.

Both genders are to be represented on an Appointment Committee where possible.

If any of the above are applicants their position on the Committee will be taken up by present staff or independent consultants as determined by the Principal and/or Bot Chairperson.

Fixed Term Teaching Staff :

- Appointments for up to one term to be made by the Principal in consultation with the Deputy Principal, Assistant Principal and Syndicate Leader.
- Appointments for between 1-2 terms to be made by the Personnel Committee in consultation with the Deputy Principal, Assistant Principal and Syndicate Leader.
- Vacancies for more than two terms to be advertised and selection made by an Appointment Committee, with approval of the decision by the Board of Trustees.

The only personnel authorised to approach persons who may be interested in positions are the principal (in the case of appointments for one term or less); and the principal in conjunction with Personnel / Appointment Committees (in the case of appointments beyond one term). The only person authorised to inform applicants of the decision of the Appointment Committee is the Principal.

Part Time Teaching / Administration Staff :

Principal recommends appointment to Board of Trustees.

Caretaker : Appointment Committee to comprise Principal and two BOT members.

iii) Timeline : Permanent Positions

- Closing date for applications to be no less than two weeks and no more than four weeks from the date of the final advertisement.
- Late applications stamped up to one day prior to the closing date will be accepted.
- The Appointment Committee will carry out interviews and the BOT ratify the appointment within 21 days of the close of applications.
- The successful applicant should be informed by telephone as soon as practical after the interview and given five days for acceptance in writing.
- Commencement date will be at the beginning of the next school term unless an alternative date was specified in advertising or in consultation with the new appointee.
- It is the Chairperson of the Appointment Committee's responsibility to ensure the Timeline is prepared and adhered to.

iv) Job Description / Person Specification

Responsibility for preparing the job description, person specification and advertisement is to be delegated to the Principal in conjunction with other members of the Appointment Committee, except for the Principal's position when they will be prepared by the Appointment Committee with input from staff and BOT members.

Job Description to include:

- Position details - title/location/tenure/person employee is responsible to.
- Purpose of Position - briefly what the job is there to do.
- Tasks/Responsibilities - what exactly will the person be doing.
- Working Relationships - who will the person be required to interact with, eg, Staff, Community.
- Responsible to / responsible for.
This will give an indication of interpersonal skills required.

Person Specification:

Specific skills, qualities, abilities.

- Experience necessary (not necessarily paid work experience).
- Education/qualifications/knowledge.

v) Applications

- A Nayland Primary School Application Form will be used in normal circumstances.
- Interested applicants will be supplied with copies of the Job Description/Person Specification, School Profile and Timeline.
- When applications close during a holiday period, applicants will be advised that they must be posted to the school, not hand delivered or couriered, unless email applications can be received.

vi) Advertising

Advertising to be placed in Education Gazette (Principal's responsibility) OR at the discretion of the Principal or Appointment Committee, in the local newspaper, eg, fixed term, relieving positions, support staff.

All permanent Principal, Deputy Principal, Assistant Principal and other teaching positions of at least one year's duration are to be advertised nationally.

viii) Receipt of Applications

- The Executive Officer will be responsible for the relevant administration involved in appointments.
- Applications will be logged as received and the list held at school.
- Applications leaving school premises should be accounted for by the Executive Officer or Principal.
- When it is agreed that applications for a position are to be received by email, they will be forwarded to members of the Appointment Committee. At the completion of the appointment process applications will be deleted by Appointment Committee members.

C Selection Procedures

At any time during the selection procedure the Appointment Committee can decide to recommend the position be readvertised due to the lack of suitable applicants.

i) Shortlisting :

- The shortlist should be amended to 4-6 applicants per position advertised.
- Members of the Appointment Committee will read all applications and independently shortlist applicants in priority order.
- Ranking should be carried out against a set of pre-determined criteria relevant to the Job Description and Person Specification.
- Non shortlisted applicants should be advised promptly that their applications were unsuccessful.
- In respect of all teaching positions the Executive Officer will ensure that a Teacher Registration Certificate is recorded on the Education Council of NZ website.
- The Appointment Committee may invite relevant staff to assist in the short listing process.

ii) Referees :

- To be contacted only for shortlisted applicants.
- Number of referees required to be a minimum of two. Written statements are advisable.
- Statements are to be related to the applicant's abilities, experience and character.
- Specific comments may be requested about the applicant's strengths in relation to the duties of the position and appointment criteria.

iii) Interviews :

- Interviews will be held for the position of Principal, DP, AP and all teaching positions.
- *The Appointment Committee should be culturally sensitive when arranging and holding interviews and should discuss their experience and perception of teachers in senior positions in relation to equal opportunities prior to interviews.*
- Prior to interviews, questions are to be determined. They need to be clear, consistent, (ie, the same base question asked to all applicants); relevant (work related); bias free; open ended, (start with How, Why, What, When, Where).
- Venue - needs to be pleasant and private.
- Time Allowance - schedule at least one hour for each interview, with a break between interviews.

iv) The Decision Making Process :

- Members will rate applicants against each of the key factors detailed in the Job Description/Person Specification.
- The appointment will either be by full or majority decision.
- Second and third ranked appointees should be named, pending the preferred appointee accepting the position.
- Where interviews are held, the Appointment Committee will normally reach its decision immediately after the final interview and inform the BOT Personnel Committee or the full BOT.
- Confirmation of the appointment decision should be recorded in the Board's minutes.
- The principal or designated member of the Appointment Committee will offer the position to the successful applicant.
- If the first chosen appointee declines the position, the Principal (for one term Long Term Relieving positions); Personnel Committee (for two term LTR positions); or Appointment Committee (for three or more term LTR positions / permanent positions) may appoint the applicant ranked second.

D Post Selection Procedures

i) Acceptance:

- The successful applicant should be given up to three days to accept the position in writing, depending on the circumstances.
- Unsuccessful shortlisted applicants should be promptly informed verbally that an appointment is pending and subject to acceptance by the provisional appointee. They should then be notified of non-appointment when the appointee has accepted the position in writing.
- On acceptance a letter confirming the appointment and commencement date will be written to the appointee.
- If the successful applicant does not accept the position it will be offered to the applicant ranked second. If the Appointment Committee decided not to select a second appointee, the position will be readvertised.

ii) **Police Vetting :**

- This will occur before an appointment is confirmed.
- Teaching Staff - carried out by the NZ Teachers Council.
The Executive Officer will ensure that a current Teacher Registration Certificate is viewed.
- Other Staff - vetting through the NZ Teachers Council is to be carried out confidentially, prior to confirmation of appointment, by the Executive Officer, in liaison with the Principal.
- In the event of a notice of conviction being received, the person being vetted will be given reasonable opportunity to validate the information.
- Where vetting reveals previous convictions, the Chairperson of the Personnel Committee and Principal will consult regarding the type/seriousness of the conviction/s, relevance to position, frequency and the period of time since the conviction/s occurred. The Clean Slate Act must be adhered to.

iii) **Evaluation**

The Appointment Committee will meet after completion of the appointment to assess the process followed and prepare a report for the Board, which will be available to the Personnel Committee.

3.03 Advice and Guidance : Provisionally Certified Teacher

1. Nayland Primary will provide a mentoring programme for the two year period required to ensure that professional training is translated into satisfactory professional practice.
2. The programme will provide:
 - Resource and personal support from colleagues working in the same school area.
 - Classroom visits and written lesson appraisals on progress toward meeting the criteria for full registration.
 - Visits to and observation of other teachers at least twice a term when/where appropriate.
 - Meetings with Mentor Teacher and other teachers to clarify the wider aspects of a teacher's work and responsibilities, including professional development.
3. The Provisionally Certified Teacher will maintain a record of advice and guidance received and evidence of practice relevant to the Education Council of NZ Code of Professional Responsibility and Standards. This evidence will be reviewed termly by the Mentor Teacher and Principal.
4. The .2 Ministry of Education staffing allocation (or .1 for teachers working 12.5 - 24 hrs) will be used solely for the benefit of the Provisionally Certified Teacher by both the Mentor Teacher and the PRT, negotiated to meet the needs of the Provisionally Certified Teacher.
5. Registration forms for the Education Council of NZ will be completed at the end of the programme by the PC/Mentor Teacher and signed off by the Mentor Teacher/Principal.
6. The Mentor Teacher will follow the procedures in the Nayland Primary Delivery Guidelines for the Mentoring of Provisionally Certified Teachers. Both the Mentor Teacher and the Provisionally Certified Teacher will have a copy of these guidelines.

3.04 Classroom Release Time

This is a management guideline designed in consultation between the principal and teaching staff. It is written in conjunction with the relevant clause of the current Primary Teachers' Collective Agreement.

Intent and Purpose :

The intent of classroom release time will address teacher workload, while maximising benefits for student learning. CRT will be professionally useful to the school's teaching and learning programmes, the teachers' professional growth and the learning needs of the students.

Use of Classroom Release Time :

The most common uses for classroom release time at Nayland Primary are listed below. This list may be amended from time to time through consultation with teachers. The principal and individual teachers may also agree to other uses from time to time.

- | | | |
|-------------------------------------|---|--------------|
| - Planning | - Reading / Research | - Evaluation |
| - Syndicate Meetings | - Reporting | - Assessment |
| - Personal Professional Development | - Any other use agreed to from time to time between teacher and principal | |
| - Observing other teachers | | |

All teachers are required to remain on school grounds during the day unless the Principal has agreed otherwise.

Allocation of Classroom Release Time

The way in which each classroom teacher's CRT allocation is used will be reviewed each year in consultation with staff. Any variation will be at the discretion of the Principal. The roster will be generated by Senior Leadership staff, taking into account where possible the requests of syndicates and / or teachers.

Where school sessions prevent the allocation of precisely 10 hours of CRT, the school shall endeavour to provide as close as possible to the 10 hour entitlement including, where needed, advanced or delayed entitlement across the four terms of each school year.

Allocation of Other Forms of Release Time

In addition to CRT, selected unit holders, and at times other responsibility holders will be allocated release time to carry out their additional duties.

When CRT Cannot Be Provided for Genuine Reasons

Where for genuine reasons during term planning, or at short notice it is not possible to provide CRT to an individual or group of teachers, the school will :

- endeavour to reallocate the CRT at a later date in that school year;
- review the CRT policy if required.

Review of CRT Guidelines : annually and as required in the circumstances including :

- Staff turnover
- Recruitment / retention issues
- Concern about benefits to student learning
- Any other genuine issue or concern.
- New education initiative, eg, introduction of specialism.

3.05 Concerns / Complaints in Relation to Staff Members

1. The successful functioning of the school depends upon mutual respect and trust between staff, and between parents/caregivers and staff. People must have access to voice concerns and are encouraged to express these concerns directly to the school.
2. Many complaints will be able to be resolved by : a) discussion between the complainant and the staff member concerned; b) the Principal and the staff member concerned; without the need to take the matter any further. The Principal should, wherever appropriate, seek to resolve complaints in this manner initially.
3. All complaints are to be actioned promptly.
4. All complaints whether written or verbal, either to the Principal or Board, must, in the first instance, be directed through the Principal unless the complaint concerns the Principal, in which case the complaint can be lodged with the Board.
5. Complaints made about a staff member will be referred to that member for a reply.
6. The Principal will, after considering the nature of the complaint, attempt to bring about agreement between the parties or make a judgment on the matter and determine action to be taken. (Refer to Clause 2 in Appendix 3.05A : Complaint Procedures).
7. If the parties concerned are unable to agree to the proposed actions the Principal will advise the complainant of his/her right to make a formal written complaint to the Board. People may write to the board if they believe the issue has not been resolved.
8. On receipt of a formal complaint the Board will follow the procedures outlined in Appendices 3.05A and 3.05B.
9. All complaints shall be documented on a complaints record sheet and filed by the Principal.
10. Parties involved are to be supported and treated fairly and with respect.

3.06 Equal Employment Opportunities

1. In accordance with the requirements of the State Sector Amendment Act 1989, Nayland Primary School supports the development and implementation of an Equal Employment Opportunities programme.
2. The school is committed to the goal of freedom from discrimination and recognises the need for an active approach to the achievement of equal opportunities in all aspects of employment including recruitment, training, promotion and conditions of service.
3. All employees and applicants for employment will be treated according to their skills, qualifications, abilities and aptitudes, without discrimination in relation to such factors as gender, ethnicity, disability, marital status or religious belief.
4. It is in the best interests of the school to encourage the widest possible diversity of background in personnel appointed so that the staff broadly reflect the community they serve.

3.07 Leave

- 1. Non discretionary Leave**, ie, Entitlement Leave, eg, sick leave; parental leave; domestic leave; bereavement/tangihanga leave:
 - a. The approval of entitlement leave with or without pay up to one week as provided in the appropriate Collective Agreement or Individual Employment Agreement, is delegated to the principal. Requests should be made to the principal as soon as possible.
 - b. In the event of bereavement leave, taking into account whether travel beyond the Nelson / Marlborough region is involved :
 - on the death of an employee’s mother, father, partner, sibling or child : up to five working days paid leave at the principal’s discretion.
 - on the death of any other family member, in-law or very close friend : up to three working days paid leave at the principal’s discretion.
 - on the death of a neighbour, work colleague or acquaintance : up to one working day paid leave at the principal’s discretion.
 - c. Entitlement leave with or without pay for longer than one week will be considered by the Personnel Committee of the Board of Trustees.
 - d. Requests for leave beyond the provisions of the CEA entitlement become discretionary leave requests and will be considered by the principal on merit.
 - e. The principal will advise the Board of Trustees of leave granted.

2. Discretionary Leave (Up to One Week)

- a. Under normal circumstances applications for discretionary leave must be made in writing, at least a month prior to when the leave is required.
- b. The principal will countersign the application, approving/declining; or making a recommendation to the Personnel Committee. Factors taken into account will be:
 - the timing during the year of the leave and any potential disruption to the education of the children and/or the operational requirements of the school;
 - whether leave could reasonably have occurred during school vacation time;
 - the availability of suitable relieving teachers; - the benefits to the school in granting leave;
 - the cost to the Board of providing relief where leave is on pay;
 - the extent of leave already granted; - the purpose of the leave.
- c. Discretionary leave will be considered for a variety of activities including, for example:
 - accident/illness of a family member, where domestic leave has been used up;
 - attending education appointments/interviews; - Civil Defence duties;
 - court proceedings; - cultural activities (domestic/overseas);
 - disciplinary/grievance/dispute hearings; - graduation of a family member;
 - marriage of a family member; - meetings of statutory authorities;
 - Outward Bound courses; - religious observances;
 - sporting activities. - educational courses/conferences/examinations/hui;
 This list, however, in no way obligates the principal or Personnel Committee to grant discretionary leave for these purposes.
- d. Discretionary leave up to a maximum of two days will be granted with pay to permanent staff attending their own graduations.
- e. Discretionary leave with pay will be granted to permanent staff as follows:

	<u>Per Year</u>	
	In Nelson / Marl. Region	Other Regions
- a school activity of their child	2.5 hrs	1 day
- the marriage of their child, or their partner’s child	1.5 days	2 days
- the graduation of their partner	1 day	1.5 days
- the graduation of their child.	1 day	1.5 days
- player/coach/manager of a regional or wider rep. team	1 day	1.5 days

All other discretionary leave will be granted without pay except in exceptional circumstances:

- discretionary leave for up to two days will be at the discretion of the principal;
- discretionary leave for more than two days will be at the discretion of the Personnel Committee.
- f. The length of discretionary leave granted will be determined by factors including the purpose and location of the activity. Reasonable travel time (not more than two days) will be taken into account.
- g. The principal will advise the Board of Trustees of leave granted.

3. Long Term Leave Without Pay : One Term or Longer

- a. Teachers with three years' service at Nayland Primary are entitled to a term's unpaid Refreshment Leave under the terms of the current Collective Agreement, to be taken within one school term only.
 - b. Leave will be granted at the discretion of the Board of Trustees. Only in exceptional circumstances will the BoT grant Long Term Leave more than once every three years.
 - c. A full term's notice should be given and it would be expected that leave would take effect from the beginning of a term.
 - d. Applications for long term leave should be lodged with the Executive Officer.
 - e. The following guiding principles will be applied when considering applications for discretionary long term leave:
 - Leave granted will not exceed one year.
 - A prerequisite for leave of three years' continuous service at Nayland Primary.
 - No more than two teachers on long term leave at the same time.
 - Priority based on length of continuous service at Nayland Primary.
 - f. When applications for long term leave are likely to exceed the number of places available, prior to considering such applications, other staff will be asked to signal any intent to request leave.
 - g. Under special circumstances, the Board may recommend that the above guiding principles be waived, eg, family health, exceptional opportunities, professional opportunities.
 - h. All decisions will be made in a manner that is consistent, and that treats staff fairly and equitably.
 - i. A staff member on long term leave must confirm in writing to the Board of Trustees their intention to return, giving at least one term's prior notice.
4. Except in cases of sudden illness or accident, all staff must be present at school during their usual work hours.
 5. The Executive Officer, in liaison with the Principal, is responsible for the appointment of relievers.

3.08 Performance Management

1. The intention of performance management is to support, assist and encourage staff to achieve a high level of performance in all areas of their work, consistent with the direction of the school. This will help ensure that the goals and objectives of the school are met.
2. The appraisal of staff performance will be in accordance with current Education Council of NZ guidelines.
 1. The prime focus is on communication between the appraisee and the appraiser.
 2. The Board of Trustees has responsibility for performance management in the school; and will delegate to the Principal responsibility for its implementation. The Principal will delegate responsibility for aspects of performance management to various staff members.
3. Appraisal of staff will be carried out :
 - Principal : by the Board Chairperson or a mutually acceptable alternative agreed by the Principal / Board.
 - Deputy and Assistant Principals : by the Principal.
 - Unit Holders : by the Principal, Deputy Principal or Assistant Principal.
 - Teachers : by Syndicate Leaders or a mutually acceptable alternative as agreed by the Syndicate Leader and Teacher.
 - Support Staff : by the SENCO and Principal or Deputy Principal or Assistant Principal.
4. All staff members will :
 - have a sound basis for determining their professional development needs;
 - set goals / targets for the year;
 - receive support and assistance to achieve the performance expected of them and to further develop their professional skills;
 - receive feedback on their performance and recognition of their achievements;
 - have the opportunity to express their views on their own performance, directions for development and the assistance they require.
5. All staff will be accountable for their performance.
6. All staff will complete Job Profiles and Agreements each year, setting out key tasks and responsibilities.
(Associated with the appraisal process for the Principal, Deputy Principal and Assistant Principal).
These key tasks and responsibilities will be reviewed twice yearly by the appraisee and the appraiser.

7. Performance Management at Nayland Primary incorporates other associated systems, eg,
 - Class Descriptions / Organisations
 - In Class Support
 - Staff Professional / Administration Responsibilities
 - Staff Professional Development
8. The performance of key tasks and responsibilities by Support Staff will be the basis for salary reviews.
9. The outcomes of staff appraisal between appraiser and appraisee will be confidential to those two people and the Principal.
10. The Principal will present a summary report in December each year to the Board of Trustees on Performance Management in the school. Regular update reports can be given as requested during the year.
11. Any disputes arising from staff appraisal will in the first instance be referred to the Principal for settlement, utilising guidelines in the current collective agreement.

3.09 Professional Development

The purpose of professional development programmes is to develop staff capability to raise student achievement.

Professional development will be :

1. Based on the needs of students and staff. These needs will be determined through a combination of staff surveys, syndicate and school reviews, analysis of student achievement, previous professional development, outcomes of staff appraisal, and curriculum team feedback. Training needs will be identified from October (School Review) to March. Other training opportunities will be considered as the need and opportunity arise.
2. Focused on achieving the goals, targets and focuses for student achievement identified in the school Charter, Strategic Plan and annual Action Plans. This focus will ensure maximum impact on developing the effectiveness of the school as a whole. The school should focus on a limited number of goals at any one time.
3. Co-ordinated to ensure all initiatives address the school's agreed purpose and common goals, ie, whole staff sessions, group courses, professional learning groups, in-class development, peer coaching, and observation, etc.
4. Resourced appropriately with people, time and / or money, within annual budgeting constraints.
5. Effective in making the biggest difference to teacher practice. It will be based on :
 - Proven effective pedagogical approaches.
 - Ongoing rather than one-off initiatives. Programmes may last longer than a year.
 - The understanding that teachers' knowledge and skills vary.
 - Support by the leadership team with the principal actively involved as a leader of learning.
 - Classroom practice – including visits to classrooms with opportunities for observation, joint reflection, peer coaching and mentoring.
 - Good leadership – people “fronting” programme having successful facilitation skills, and credibility.
 - Collaborative planning and implementation.
 - A “learning, planning, implementing, evaluating” cycle.
6. Evaluated carefully. In addition to teacher impressions of sessions and what they learned :
 - The degree of school support and change, (eg, was implementation advocated, facilitated and supported, and were successes recognised and shared).
 - The degree to which new knowledge and skills were effectively applied by the participants.
 - The degree that it improved student performance and achievement.
 - Professional Development programmes will be monitored during the year, and an evaluation completed at the end of the year.
7. The Staff Professional Development Plan will be an ongoing document, reflecting strategic and current needs of the students and staff.
8. Inclusive. Professional development will meet the needs of students and staff as identified in the Student Achievement Targets, the school's Strategic Plan and the personal professional objectives of individual staff members.

3.10 Protected Disclosures

1. Current or former employees of the Board, or contractors supplying services to the school may disclose information in the manner provided by the Protected Disclosures Act if
 - a) the information is about serious wrongdoings in or by the school
 - b) the employee believes on reasonable grounds that the information is true or likely to be true; and
 - c) the employees wishes to disclose the information so that the serious wrongdoing can be investigated; and
 - d) the employee wishes the disclosure to be protected.
2. Only disclosures about serious wrongdoings are covered by these guidelines. A serious wrongdoing is defined in the Act as
 - a) an unlawful, corrupt, or irregular use of public funds or public resources; or
 - b) an act, omission, or course of conduct that constitutes a serious risk to public health or public safety or the environment; or a serious risk to the maintenance of law, including the prevention, investigation, and detection of offences and the right to a fair trial; or conduct that constitutes and offence; or conduct by a public official that is oppressive, improperly discriminatory, or grossly negligent, or that constitutes gross mismanagement – whether the wrongdoing occurs before or after
 - c) the commencement of this Act.
3. The Board acknowledges that the employee is not liable to civil or criminal proceedings relating to the disclosure – notwithstanding other rule of law, oath or practice.
4. The Board accepts that the employee may have access to the personal grievance procedures of the Employment Relations Act and the anti-discrimination provisions of the Human Rights Act if any retaliatory action is taken against them.
5. The Board recognises provision for confidentiality of identity of the employee making a disclosure (unless the Board chooses otherwise – this will be in writing – or naming of the person is essential for the investigation, or for principles of natural justice to prevent serious risk to public health or public safety or the environment).
6. The following procedures apply in the administration of these guidelines :
 - a) The school's Disclosure Officer is the Principal, and any disclosure should be made directly to him/her. In the event of the disclosure being about the Principal, the Deputy Principal would act as the Disclosure Officer.
 - b) Disclosures should be in writing and include all relevant details. Written statements should be signed and dated, and a return address provided.
 - c) The school's Disclosure Officer will acknowledge receipt of a disclosure in writing.
 - d) Within 20 working days after receipt of a disclosure, the school's Disclosure Officer will report to the staff member concerned what action has been taken or recommended to be taken.
 - e) The school's Disclosure Officer will report, in confidence, every disclosure to the Board chairperson who may refer the matter to the Board.

3.11 Staff Discipline

1. It is the delegated responsibility of the Principal to initiate any disciplinary action with respect to staff, required to maintain the high standard of professional and personal conduct expected of all employees in our school.
2. The employee will be advised in person of specific matters causing concern, of corrective action required and time frame allowed. (Principal determines time frame). This advice will be confirmed in writing.
3. The Board's insurer is to be notified, and Industrial Relations / legal advice obtained prior to beginning the process that leads to disciplinary action.
4. Appropriate Collective Agreements are to be followed. In the case of any conflict between the school policy and the relevant CA, the CA is to be followed.
5. The BOT Chairperson has the discretion to establish a Disciplinary Committee with the power to act, comprising three disinterested Trustee members. The establishment of this committee needs to be reported to the full Board, prior to the conclusion of its work.
6. To investigate the need for disciplinary action the Committee will follow the Staff Discipline Procedures : Appendix 3.11A.
7. Where a case is sufficiently serious as to necessitate suspension pending a formal inquiry, the Principal, after consultation with the Board Chairperson, will advise the employee of the allegations and the likelihood of suspension. The question of suspension will be resolved by a Disciplinary Committee. The staff member's submissions on the appropriateness of the suspension will be invited and considered by the Committee before it resolves to suspend.

8. It is the responsibility of the Board Chairperson to initiate any disciplinary action in respect of the Principal.
9. The current Education Council of NZ reporting requirements will be followed.
10. All business concerning complaints and action resulting from it will be held "in committee".
11. Disciplinary action should only be regarded as an action of last resort. Good management practices should aim at ensuring problems do not reach a stage where formal disciplining of employees is required.

3.12 Teaching Staff Organisation and Remuneration

1. The quality of teaching and learning in the school depends upon effective organisation; appropriate delegation; task allocation; fair remuneration and clearly defined lines of accountability.
2. The terms of the Primary Teachers Collective Agreement and any Individual Employment Agreements will be observed.
3. The Senior Leadership Team consists of the Principal, Deputy Principal and Assistant Principal; while the Leadership Team consists of the Principal, DP, AP and Syndicate Leaders – remunerated according to the current Primary Teachers' Collective Agreement.
4. Syndicates: The teaching staff are organised into four syndicates (Year 0-1; Year 1-2; Year 3-4; Year 5-6) for professional development and supervision purposes. Syndicates share in planning, teaching and reviewing curriculum programmes. Each is led by a Syndicate Leader.
5. Professional Teams: These reflect the seven curriculum areas, and key aspects of the curriculum. Teachers participate in Learning Teams, the number dependent on syndicate representation and staff choice.
6. Administration: Each staff member shares in a range of administration responsibilities. Professional and administration responsibilities reflect the professional standards – contribution to wider school activities.
7. Areas of leadership remunerated by permanent units :

Deputy Principal	Assistant Principal	Syndicate Leaders	PE/Sport Leader
Enviroschools Leader	ESOL Co-ordinator	Library/Resource Co-ordinator	
Special Education Co-ordinator	Curriculum Co-ordinator	NE Liaison	
8. Areas of leadership remunerated by fixed term units :

Literacy Leader	Numeracy Leader	eLearning Leader
Special Project Unit Holders		
9. Base salaries and unit rates comply with the current Primary Teachers Collective Agreement or Individual Employment Agreement.
10. Salaries for teachers on the basic scale will progress according to the current Primary Teachers' Collective Agreement, provided they meet the required standards for attestation.
11. Professional standards for teachers, deputy and assistant principals, and principals are integrated into the performance expectations and indicators in job profiles/performance agreements. These form the basis for performance review. Indicators will be agreed annually, as will developmental objectives set for personal professional development in areas of need.
12. All teaching and support staff have Job Profiles and Performance Agreements which are reviewed twice yearly by their appraiser (or in November in the case of DP / AP agreements). The Job Profiles itemise the function, and Key Performance Areas (KPAs) of the position, and the Performance Agreements contain the professional standards and indicators for each KPA.
13. The indicators will also be used for summative appraisal for pay progression, competency, reference, and for registration and re-registration purposes (where it is agreed they adequately cover Education Council of NZ criteria).
14. Units:
 - Permanent units remain permanent, except in redeployment (roll reduction); voluntary relinquishment; or seeking change of status situations.
 - Permanent units are advertised when a staff vacancy occurs; may be internally advertised when a vacancy for a unit occurs while there is no staff vacancy.
 - Advertised Units (permanent and fixed term) carry a Unit Description and the selection process is carried out by the Principal
 - Fixed term units prioritise Responsibility.
 - Over entitlement units are identified in accordance with NZEI and MoE guidelines.
 - Unit holders review their responsibilities yearly.
 - Support and guidance is available to each unit holder – to enhance their performance.
 - Areas supported by units may be renegotiated as needs of the school change.
 - Refer also to Appendix 3.12A : Unit Management at Nayland Primary.

3.13 Teacher Competency

1. While ongoing Teacher Appraisal and Professional Development programmes are aimed at improving the quality of teaching in the school, special action will be taken if Performance Management Indicators are not met.
2. The responsibility to initiate formal appraisal and development action to address any matter concerning the professional competency of a teacher is delegated to the Principal.
3. The teacher will be advised in person of specific matters causing concern, of corrective action required and time frame allowed. (Principal determines time frame). This advice will be confirmed in writing.
4. The teacher should be advised to seek assistance from his/her professional organisation, eg, NZEI/Counsellor.
5. The goal of the process is to enable the teacher to achieve the required standard of competence. To achieve this, the Principal establishes a support programme – appropriate assistance and personal guidance. The wishes of the teacher should be considered and fully discussed in planning for in-school support. Staff responsibility for teacher support must be clearly established and stated.
6. At the end of the time determined in 2 above, the teacher is evaluated and a report written.
7. The teacher under review should see all written reports and sign as sighted.
8. Should the teacher's competency continue to cause concern the principal will inform the BOT that formal professional appraisal is taking place. The teacher will also be given a copy of the principal's report to the Board. All matters concerning teacher competency will be strictly confidential.
9. The Principal will reconfirm orally with the teacher, the matters causing concern, the corrective action required and the time frame allowed. These matters will then be confirmed in writing.
10. If the time determined for corrective action elapses without satisfactory progress being made, the principal will initiate an independent evaluation by two experienced teachers. The teacher being evaluated will be consulted over the choice of these two evaluators. The final choice will rest with the Principal.
The evaluation team will:
 - evaluate specific areas of performance causing concern
 - consult with the teacher
 - identify corrective action required
 - determine level of competence attained.
11. If the evaluators report to the Principal that competency has been established the principal will recommend accordingly to the BOT. A copy of this report will be given to the teacher.
12. If the evaluators find that the teacher is incompetent the principal will recommend accordingly to the BOT. A copy of this report will be given to the teacher.
13. Where the evaluators disagree the principal will make a decision on the teacher's competence and recommend accordingly to the Board of Trustees. The teacher will be provided with a copy of the report, including an explanation of the principal's interpretation.
14. The Board of Trustees will take no action until the teacher has had reasonable time (10 days) to comment to it on the report (in writing or orally or both).
15. The Board of Trustees will then need to consider the teacher's future employment in the current position and, where justified, may dismiss the employee without the need to follow the provisions in the Discipline Procedures.
16. The Board of Trustees will follow the mandatory requirements for reporting to the Education Council of New Zealand.
17. All business concerning teacher competency and actions resulting will be held "in committee".



PROCEDURES : COMPLAINTS AGAINST STAFF MEMBERS

1. Refer to the appropriate Collective Agreements. Procedures laid down in these must be followed. Where there appears to be a conflict between the Agreements and these procedures, the Agreement requirements shall prevail.
2. When an oral or written complaint is received by the Principal he/she will attempt to resolve matters expeditiously. This will include:
 - a) acknowledging the complaint in writing;
 - b) making the staff member aware of the complaint, and giving an opportunity to respond within a reasonable time.
 - c) interviewing parties separately to further clarify the issues;
 - d) advising staff members involved to contact support services if they wish;
 - e) encouraging the complainant and staff member to discuss the issue directly, in an attempt to resolve it;
 - f) facilitating a mediation meeting if necessary;
 - g) keeping full written records – agreements reached / points covered in discussion. Copies to immediate parties;
 - h) if the parties cannot reach a mutually acceptable resolution, determining the outcome, and the course of action to remedy the situation;
 - i) advising the complainant of his/her right to take a formal written complaint to the Board.
3. Where the Board of Trustees receives a staff/staff complaint, or a parent/staff complaint, the Board will acknowledge receipt of the complaint and refer it back to the Principal if it has not previously been dealt with by management. The Principal will report to the Board on the outcome. Where the Board receives a staff/Principal or parent/Principal complaint, the Board will take responsibility for the complaint.
4. For complaints that the Board takes responsibility for, a Complaints Committee comprising three disinterested Board members will be established. Its first task will be to determine if the complaint could potentially lead to the Board needing to take disciplinary action against a staff member, in which case the committee will follow the procedures laid down in the Discipline Guidelines.
5. If the complaint does not allege staff misconduct and disciplinary action is not a likely outcome, the Committee will proceed to investigate according to these procedures.
6. The staff member will be given the opportunity to respond to the formal complaint within an agreed reasonable time. Staff members involved will be encouraged to contact support services.
7. The Complaints Committee will report to the Board outlining action taken and/or to be taken. This action will take into consideration the nature of the problem.
8. The Complaints Committee will take all steps possible to keep the complainant informed of action being taken so far as confidentiality allows.
9. Full written records will be kept. Agreements reached/points covered in discussion to be recorded - copies to immediate parties.
10. Should a member of the Board of Trustees be the complainant, that member shall take no part in the discussion but may submit a statement on the matter.
12. All business concerning the complaint and action resulting from it will be held "in committee".



**PROCEDURES FOR DEALING WITH
PARENT COMPLAINTS TO SCHOOL**

Parent has a concern

Appointment with class teacher

Discuss problem (specifics are helpful)

Identify cause
Discuss possible remedies

Agree on a course of action/solution

No Solution

Parent appointment with Syndicate Leader or Principal

Yes

Await implementation

Syndicate Leader and/or Principal discusses with class teacher

Arrange follow up Meeting/phone call

Follow up meeting with parent.

Solution found
No further action

No solution.
Formal procedures.

NB : Concerns should be referred to the staff member at the initial stage.



PROCEDURES : STAFF DISCIPLINE

1. The Disciplinary Committee will follow the principles set out in the relevant Collective Agreement – those common to all being :
 - The employee must be advised of the right to request representation at any stage.
 - The employee must be advised in writing of the specific matter(s) causing concern and be given a reasonable opportunity to provide an explanation. Before making a final decision, the employer may need to make further inquiries in order to be satisfied as to the facts of the specific matter(s) causing concern.
 - The employee must be advised of any corrective action required to amend their conduct and given a reasonable opportunity to do so.
 - If the alleged conduct is deemed sufficiently serious an employee may be suspended with or without pay.
 - The process and any disciplinary action are to be recorded, sighted and signed by the employee and placed on their personal file.
 - None of the principles above or contained in Collective Agreements prevent instant dismissal without notice in the case of serious misconduct.
2. The committee may need to make further inquiries in order to be satisfied as to the facts of the specific matter(s) causing concern.
3. The issue should be resolved in a fair and thorough process, proceeding as quickly as practicable. In reaching a decision the committee should consider the past record of the employee and the likelihood of reoccurrence; and the punishment should be appropriate to the misconduct.
4. Examples of serious misconduct which may justify instant dismissal :
 - Theft of Board property (including deliberate misuse, unauthorised use or private use of Board funds).
 - Fraud
 - Fighting and/or assault.
 - Refusing or failing to obey lawful orders.
 - Bringing non prescription drugs or alcohol to work and/or consuming during work time.
 - Drunkenness at work.
 - Providing false information..
 - Undermining Board policy or otherwise seriously damaging the integrity of the Board.
 - Conduct of an indecent or sexual nature or a serious breach of trust which renders an employee unsuitable for employment in a school environment.
5. The process and any disciplinary action are to be recorded, sighted and signed by the employee and placed on their personal file.
6. The committee is to record and report the whole process to the Board.
7. All incidents which meet the criteria must be reported to the Education Council of NZ according to the Council's Mandatory Reporting Requirements.



UNIT MANAGEMENT AT NAYLAND PRIMARY

1. Introduction

- 1.1 The Unit System for 'Middle Management' is part of the settlement of the Primary Teachers Collective Agreement. This agreement also covers Deputy and Assistant Principals.
- 1.2 Units, each worth \$4000pa, are delivered by formulae based on a school's staffing.

2. Unit Types

- Permanent Units
- Fixed Term Units

3. Permanent Units:

- Permanent for the duration of employment, except for roll growth – then fixed term until end of year.
- At least 60% of units allocated to a school should be permanent.
- Can be redistributed if holders wish to relinquish them and the principal agrees.
- Enable the Deputy Principal and Assistant Principal to be at the top of salary scale : Grade Q3.
- Entitle other holders to progress to the top of the basic scale (Q3) regardless of qualifications held.
- Vacancies must be advertised to teaching staff.
- Can only be reduced if school roll falls and staff reduces; or a teacher voluntarily relinquishes a responsibility, or seeks a reduction in status.

4. Fixed Term Units

- Entitle holders to progress to the top of their qualification group Q1, Q2 or Q3.
- No requirement to advertise - allocation is a school decision.

5. Teachers can hold a mix of permanent and fixed term units.

6. Units can be allocated to part-time teachers; are paid as a fortnightly salary; and may not be divided (except for Job Share positions).