

# Papatoetoe Intermediate School

# Personnel Policy and Procedures Handbook 2022

Approved by Papatoetoe Intermediate School Board

Date: August 2022

*Last Reviewed August 2022*

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### Also available

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|--|
| <i>Teachers and School Leaders Appraisal Portfolio (example)</i>                       |
| <i>Resource Teacher; Learning and Behaviour Appraisal Portfolio (example)</i>          |
| <i>Support Staff Appraisal Portfolio (example)</i>                                     |
| <i>Application Format</i>  |
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| <i>Referee Questionnaire</i>   |
| <i>Police Vetting forms</i>  |
| <i>School Employment Contracts – Teachers and RTL B/ Senior Leaders/ Support Staff</i> |
| <i>Laptop Lease agreement</i>  |
| <i>Security Agreements including: Keys, Security Tag and Codes,. phones, ipads etc</i> |

### **D3 Personnel (NAG3) policy**

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#### **Outcome statement**

The obligations and responsibilities of being a good employer are met.

#### **Scoping**

The board recognises its responsibilities and accountabilities to its employees are achieved through its chief executive.

#### **Delegations**

The board delegates responsibility to the Principal on all matters relating to the management of staff in the expectation that they will be managed in a sound, fair and respectful manner in accordance with the current terms of employment documents and identified good practice.

#### **Expectations and limitations**

The Principal must ensure:

- all employment-related legislative requirements are applied
- all employees' understand their rights to personal dignity and safety and ensure that matters are resolved in an appropriate and fair manner
- a smoke-free environment is provided
- employment records are maintained and all employees have written employment agreements
- management pay units for appropriate positions are allocated in a fair, transparent manner
- employee leave is effectively managed and reported so that:
  - the risk of financial liability is minimised, operational needs are met and the needs of individual staff are considered
  - board approval is sought for any requests for discretionary staff leave with pay
  - board approval is sought for any requests for discretionary staff leave without pay of longer than four days
  - board approval is sought for any requests for staff travelling overseas on school business
  - the board is advised of any staff absences longer than four school days
- effective and robust performance management systems are in place for all staff that include performance management reviews, attestations for salary increases and staff professional development
- a suitable professional development programme, which takes into consideration the requirements of the strategic and annual plans, is provided as part of each employee's performance agreement
- the requirements of the Health and Safety at Work Act 2015 are met
- advice is sought as necessary from NZSTA advisers where employment issues arise and the school's insurer is notified.

## **Procedures/supporting documentation**

Staff leave forms and Procedures

Staff performance review and 'appraisal'

Professional development

Storage of confidential information

## **Monitoring**

The Principal will report to the Board at each Board meeting on matters pertaining to:

- Employment of new staff members (within delegation) and including Teachers, RTLB, Administration and Support Workers
- Applications for leave outside of delegations
- Risks, liabilities and issues relating to personnel management
- Staff morale
- Appraisal and professional development
- Legislative requirements (e.g. Police Vetting, Mandatory reporting etc.)

## **Legislative compliance**

- State sector Act 1998
- Employment Relations Act 2000
- Privacy Act 1993
- Health and Safety at Work Act 2015
- Collective Employment Agreements

## **Governance Framework Policies Relating to D3 Personnel**

### **Governance Framework Policy No.2; Responsibilities of the Principal Policy**

#### **Job Description: Principal Papatoetoe Intermediate School**

##### **PURPOSE OF POSITION:**

The position exists to ensure the provision of high quality education to the students of the school.

##### **ACCOUNTABLE TO:**

The Principal will report and be accountable to the school Board of Trustees, (as the Principal's employer), through the Board Chairperson.

The Principal has the dual role of being a Board Member in his/her own right whilst undertaking the role of the Chief Executive of the school.

##### **FUNCTIONAL RELATIONSHIPS:**

The Principal will liaise, when necessary, with educational agencies such as the Ministry of Education, Education Review Office, College of Education, payroll service, NZSTA and any other relevant agencies requested by the Board that will enhance the performance of the school (e.g. local councils, lawyers etc.)

##### **DELEGATIONS:**

The Principal is responsible for the successful management and professional leadership of the school by taking direction from the Board, the school charter, and the Board's policies.

##### **KEY FUNCTIONS:**

The Principal will:

- assist the Board consistency of Board with the development of the strategic and annual operational plans
- advise the Board on policy, professional, and administrative matters
- implement policies and decisions of the Board
- manage the day-to-day running of the school by:
  - Implementing, monitoring, and reporting progress on the educational and operational plans
  - Ensuring that student educational needs are met and that parents are consulted when necessary and provided with timely advice of students' progress and achievement
  - Developing, promoting, and monitoring a culture which values and positively encourages learning, competence, achievement, discipline, and high standards of conduct and integrity

- Developing and maintaining effective relationships with the Board, staff, students, parents and the community
  - Delegating duties and responsibilities to staff and ensuring good communication is maintained within the school
  - Co-ordinating the school's day-to-day operations
  - Providing and maintaining the school's facilities, equipment, and educational facilities
  - Controlling, monitoring, and reporting on the school's finances
- Be responsible for implementing and monitoring policy on staffing and staff performance, appraisal, and development
  - To provide the Board with reports and feedback on the achievement of educational, financial, and administrative objectives

#### GENERAL

The Principal will be required to achieve the above key functions by meeting objectives and professional standards outlined in an annual performance agreement ratified by the Board after consultation with the Principal.

*It is expected that the achievement of the key functions by the Principal will result in the Principal managing and leading in a positive and exciting environment for students, which will result in a high standard of quality education.*

#### **Governance Framework Policy No.3; Disciplinary Process in Relation to the Principal Policy**

In the event the Board receives a complaint regarding the Principal or determines that policy violation(s) may have occurred in the first instance the Board will consider whether this may be dealt with in an informal manner (as per the employment agreement provisions that apply to the Principal). Where the Board considers the degree and seriousness of the concern or violation(s) sufficient to warrant initiating a disciplinary or competency process, the Board shall seek the support and advice in the first instance from an NZSTA adviser to ensure due process is followed.

#### **Governance Framework Policy No.4; Principal Professional Expenses Policy**

A budget for professional expenses and for professional development will be established annually in accordance with the Principal's professional development plan contained in their performance agreement and be included in the budget. Spending within budget is with the approval of the Board. Any overseas trips for professional development must be approved by the Board at least one term in advance of the event.

Professional development expenses may include but are not confined to: continuing education, books and periodicals, mentoring, and attendance at professional conferences.

#### **Governance Framework Policy No.5; Reporting to the Board Policy**

The Principal reports to the Board as a whole and keeps it informed of the true and accurate position of the outcomes of curriculum; teaching and learning; financial position; and all

matters having real or potential legal considerations and risk for our school. Thus the Board is supported in its strategic decision-making and risk management by also requiring the Principal to submit any monitoring data required in a timely, accurate and understandable fashion. Therefore, the Principal must ensure that they:

1. Inform the Board of significant trends, implications of Board decisions, issues arising from policy matters or changes in the basic assumptions upon which strategic aims are based.
2. submit written reports covering the following management areas for each Board meeting:
  - Principal's management report including:
    - Strategic Aim Report
    - Personnel Report
    - Finance Report
    - Variance Report
    - Key Performance Indicators and,
  - the coordination and approval of the following reports:
    - Student Progress and Achievement Report
    - Curriculum Report
3. inform the Board in a timely manner of any significant changes in staffing, programmes, plans or processes that are under consideration
4. submit any monitoring data required in a timely, accurate and understandable fashion
5. report and explain financial variance against budget in line with the Board's expectations
6. report on the number of stand-downs, suspensions, exclusions and expulsions on a per meeting basis
7. report and explain roll variance against year levels and reasons on a per meeting basis
8. present information in a suitable form – not too complex or lengthy
9. inform the Board when, for any reason, there is non-compliance of a Board policy
10. recommend changes in Board policies when the need for them becomes known
11. highlight areas of possible bad publicity or community dis-satisfaction
12. coordinate management/staff reports to the Board and present to the Board under the Principal's authority
13. regularly report on the implementation of the annual plan and progress towards meeting student achievement targets
14. report on any matter requested by the Board and within the specified timeframe

### **Governance Framework Policy No.12; Principal's Performance Management Policy**

It is the policy of the Papatoetoe Intermediate School Board to establish a performance agreement with the Principal each year\* and review the principal's performance on an annual basis with the objective of ensuring that every student at the school is able to attain his or her highest possible standard in educational achievement.

1. The review process will occur annually, providing a written record of how the Principal has performed as per the terms of the performance agreement and identifying professional development needs.



2. The Principal's performance will be formally reviewed on an annual basis by duly delegated member(s) of the boards and optionally, at the board's choice, an independent consultant who specialises in education.
3. Those delegated or contracted to perform the review process shall have written formalised instructions specifying the responsibilities of the role.
4. There will be three interim reviews, one per each term preceding the annual formal review, between the Principal and Presiding Member or delegate(s) to discuss progress.
5. The Principal will be reviewed on the criteria set forth in the performance agreement: performance objectives, professional standards, learning and development objectives and fulfilment of additional duties which require concurrence payment.
6. If the Principal and the Board disagree on the performance objectives, the Board, after considering the Principal's input, will amend the disputed objectives or confirm the unchanged objectives. The Board's decision will be final.
7. The Presiding Member, delegate(s) and consultant may gather information from staff, parents, or any other relevant members of the larger school community who can provide feedback on how the principal has performed. Evidence may include surveys, self-review, teaching observation (if relevant), interviews, focus groups or documentary evidence.
8. The Principal and delegate(s) will meet for a formal interview to discuss whether the performance agreement has been satisfied with the Principal given the opportunity to discuss and comment on each criterion before a rating is given. The results will then be drafted into a report by the delegate(s) and sent to the Principal. The Principal can accept the report or dispute the report. If the report is disputed, the delegate(s) will consider the Principal's views before deciding to either amend the report, in accordance with the Principal's views, or let the report stand, with the Principal's comments attached.
9. The Presiding Member and/or delegate(s)/consultant will present the final report/summary back to the board the result of the review. The Principal may/may not be present at the presentation and/but will have the opportunity to address the Board. The Principal will then exit and further discussion may continue among the Board.
10. The Principal will be informed personally and in writing of the final outcome following the report discussion.
11. The performance agreement and results of the review are confidential to the Principal, the Board and their agents unless both parties agree to wider distribution.

\* Legal requirement

**Principals Signature (required each time goals are agreed)**

I, \_\_\_\_\_, have been informed of the performance review policy and procedures of Papatoetoe Intermediate School Board.

Signature \_\_\_\_\_ Date \_\_\_\_\_

**Governance Framework Policy No.13; the Relationship between the Presiding Member and the Principal Policy**

The Presiding Member is the elected leader of the Board and works on behalf of the Board on a day to day basis with the Principal.

The relationship principles are to be read in line with the following:

1. The Board's agreed governance and management definitions
2. The Board's Roles and Responsibilities Policy
3. The Responsibilities of the Principal Policy
4. The Presiding Member's Role Description Policy
5. The Trustees' Code of Behaviour Policy

### **Relationship principles:**

1. A positive, productive working relationship between the Principal and the Presiding Member is both central and vital to the school.
2. This relationship is based on mutual trust and respect.
3. The two must work as a team and there should be no surprises.
4. The relationship must be professional.
5. Each must be able to counsel the other on performance concerns.
6. The chair supports the Principal and vice versa when required and appropriate.
7. There is understanding/acceptance of each other's strengths and weaknesses.
8. Each agrees not to undermine the other's authority.
9. There is agreement to be honest with each other.
10. Each agrees and accepts the need to follow policy and procedures.
11. Agree not to hold back relevant information.
12. Agree and understand the Presiding Member has no authority except that granted by the Board.
13. Understand that the Presiding Member and Principal should act as sounding boards, both supporting and challenging in order to hold the school to account for achieving the goals and targets that have been set.

## **Operational Policies relating to Personnel D3**

### **Operational Policy No. 2.1: Principal's Procedural Responsibilities re Employment and Personnel Management**

*The Papatoetoe Intermediate School Board delegates responsibility to the Principal on all matters relating to the management of staff in the expectation that they will be managed in a sound, fair, and respectful manner in accordance with the current terms of employment documents and identified good practice.*

Therefore, the Principal must ensure:

1. that all employment related legislative requirements are applied
2. all employees their rights to personal dignity and safety and ensure that matters are resolved in an appropriate and fair manner
3. a smoke free environment is provided

4. that employment records are maintained and that all employees have written employment agreements. All employment agreements align with the Primary School Collective Agreements whether they are employed under the Collective agreement or Individual Employment Agreement
5. that employee leave is effectively managed and reported so
  - that the risk of financial liability is minimised, operational needs are met, and the needs of individual staff are considered.
  - all discretionary leave of four days or more requires board approval
  - Board approval is sought for any requests for discretionary staff leave without pay of longer than 4 days
  - Board approval is sought for any requests for staff travelling overseas on school business
  - the Board is advised of any staff absences longer than five school days
1. that performance agreements are established for all staff and that reviews are undertaken annually
2. a suitable professional development programme, which takes into consideration the requirements of the strategic and annual plans, is provided as part of each employee's performance agreement
3. the requirements of the Health and Safety in Employment Act 1992 are met
4. Advice is sought as necessary from NZSTA advisers where employment issues arise

**Operational Policy No. 2.2: Complaints Procedure - All employees have their rights to personal dignity and safety and ensure that matters are resolved in an appropriate and fair manner.**

**See:**

- a. Complaints procedure
  1. Making a Sensitive or Historic Claim
- b. Equal Employment Opportunities
- c. Promoting a Safe and Healthy Working Environment
- d. Protected Disclosures procedure

**Review through**

- i. Well Being Survey
- ii. Inclusion Survey
- iii. Oral Review (annually)
- iv. Meeting minutes

**Operational Policy No. 2.3: Oversight and Management of the RTLB**

*The Papatoetoe Intermediate School Board is the employer of all staff at Papatoetoe Intermediate School, including the RTLB Cluster Manager, Practice Leaders and Teachers employed to work as Resource Teachers; Learning and Behaviour within Cluster 10 along with any RTLB support staff.*

The Papatoetoe Intermediate School Board delegates to the Principal all oversight of the implementation of all requirements under the RTLB Funding Agreement with the Ministry of Education.

The Board employs an RTLB Cluster Manager who will work with the Lead Principal to ensure that the requirements of the Funding Agreement are undertaken.

The Principal will retain all overall responsibility for the smooth running of the school including all RTLB provision. If there is another person Acting as Principal (under BOT delegation) they will assume the same delegated responsibilities. The Principal is delegated to approve all spending within Budget within delegated authority.

**The Cluster Manager is delegated with the following responsibilities:**

- Approve spending up to \$5000, within budget (particularly applicable to the allocation of Learning Support Funding). For amounts larger than \$5000 the approval of Lead Principal is required
- Allocation of Learning Support Funding under the terms of the Funding Agreement
- All management of RTLB finances (setting of annual budget, management of that budget, all account management etc.), under the terms of the Agreement
- All RTLB resource and property management
- Management of Health and Safety of the people employed as RTLB in keeping with Health and Safety regulation (this does not absolve the Principal and BOT of responsibility for these employees)
- All day to day management of RTLB personnel, this includes all matters regarding service provision i.e. work allocation, organisation, structures, resources, 'placement' and processes within that team.
- All other resourcing and service provisions in the Funding Agreement

The RTLB Cluster Manager will ensure that RTLB are working within the terms of the Funding Agreement and report to the Board (in writing and with supporting verifiable data), the work being done within the terms of the Agreement (see Part 2, 3, 4, 5 of Schedule A) at regular intervals as agreed by the Board.

The RTLB Cluster Manager will provide to the Principal and Board copies of any reporting information provided to the Ministry of Education. The Board acknowledges that 'snapshot' data is automatically extracted from the Manawanui RTLB Cluster 10 website.

The RTLB Cluster Manager, in conjunction with the Lead Principal, will establish Strategic and Annual Plans for the RTLB Cluster designed to ensure all the requirements under the Funding and Service Agreement are met and to improve those provisions on an annual and long term basis.

The RTLB Cluster Manager will attend at least 2 Board meetings each year; at the start of the year to present the Annual Plan for the upcoming year, and at the end of the year to report

against progress. These reports will be in writing and will also be presented in a way that allows for discussion and clarification by the Board.

The RTLB Cluster Manager will make available to the Lead Principal all necessary information to ensure they have clear insight into all RTLB management.

### **Personnel Management:**

The Board retains the responsibility of all employment matters for all of the employees of Papatoetoe Intermediate School.

The Board retains all authority for the appointment, appraisal and professional development of the RTLB Cluster Manager.

The Board delegates to the Lead Principal authority for the recruitment and appointment of Practice Leaders and RTLB personnel, including support staff. This will be done in conjunction with the RTLB Cluster Manager. The Principal will report in writing to the Board on this.

The Lead Principal, on behalf of the Board, will ensure that personnel management processes for RTLB are undertaken according to school policy, employment law and in accordance with established school requirements. The Principal will report in writing to the Board on this.

The RTLB Cluster Manager is delegated to ensure all appraisal and attestation processes on behalf of the Board, in conjunction with the Lead Principal. The Principal will approve and sign all End of Year appraisal summaries on the recommendation of the RTLB Cluster Manager. The Principal will approve and sign applications for renewal of RTLB practising certificates on the recommendation of the RTLB Cluster Manager.

The RTLB Cluster Manager will meet regularly with the Principal (at least weekly) to report on personnel and discuss fulfilment the Funding and Service Agreement including;

- Risks and issues
- Fulfilment of the requirements under Schedule A
- Appraisal
- Complaints and disciplinary matters and industrial relations
- Health and Safety
- Finance management
- Professional development
- Property and resource management

The RTLB Cluster Manager will ensure that the Principal has given prior approval of any changes to personnel management (i.e. re-structuring of teams, work allocation, advertising of positions available etc.).

The RTLB Cluster Manager, in conjunction with the Lead Principal, will establish and maintain an annual calendar for professional development and 'call back', reporting deadlines, financial

management etc. The calendar is provided, along with the Annual Plan, at the start of each year.

The Lead Principal and RTLB Cluster Manager, together, will work to establish a positive and productive working relationship in order to meet expectations set out in this policy document.

**Operational Policy No. 2.4: A smoke free environment is provided**

- Staff members are not to smoke on school property or within the sight of students, parents or visitors to the school
- Staff members are not to smell of cigarette smoke during work hours
- The same expectations apply to those staff members who work in or visit other schools.

**Operational Policy No. 2.5: Employment records are maintained and that all employees have written employment agreements**

- All staff members have their own personnel folder
- Personnel Folders are kept securely as on-line files and may only be accessed by password by those people delegated to have rights of access: the Principal, the Principal's PA, Financial Manager The Cluster Manager. The IT Company also have access. All access into sensitive files is tracked.
- A Personnel Folder summary sheet is kept for all staff member's personnel files
- Personnel Folders contain the following
  - Contract papers, Job descriptions
  - Payroll information including Attestation Summaries
  - Appraisal papers
  - Record of Complaints
  - Signed Agreements – Laptop, Security etc.
  - Alterations to contracts and FT changes of hours/ responsibilities etc.
  - Verified Copies of Qualifications, certificates etc
  - Leave applications
  - Other relevant papers

*See Personnel Folder summary sheet following (p15-16)*

**Operational Policy No. 2.6: Employee leave is effectively managed and reported**

- a) that the risk of financial liability is minimised, operational needs are met, and the needs of individual staff are considered.
- b) Board approval is sought for any requests for discretionary staff leave with pay
- c) Board approval is sought for any requests for discretionary staff leave without pay of longer than four days
- d) Board approval is sought for any requests for staff travelling overseas on school business
- e) the Board is advised of any staff absences longer than five school days

*see Leave Application and Procedures*

**Hours of work**

## **1. Hours of work** (see also P21 Administration Handbook)

From the NZEI Collective Agreement:

*“Hours of Work/Leave 2.10.1*

*Employees shall work such hours as may be reasonably required of them to enable them to properly fulfil their responsibilities as teachers whether or not such hours exceed 40 hours per week.*

*The normal hours of work for employees should as far as practicable however not exceed 40 hours per week Monday to Friday*

*2.10.2 It is acknowledged that employees are required to undertake such duties as: -*

- *Preparation, evaluation and assessment time generated by classes/sessions and the students within them, or by other requirements such as the need to report on the progress of individual students;*
- *Counselling of students;*
- *Administrative responsibilities of individual teachers;*
- *Attending courses and meetings;*
- *Professional development in addition to their normal class contact time, and that these factors have been taken into consideration in determining the employee’s hours of work and leave entitlements.*

*2.10.3 Except as provided in 2.10.1 employees shall not be required to attend school during any time when the school is officially closed for instruction.*

*However, Boards may require employees to attend school or elsewhere, when the school is closed for instruction (except on weekends or public holidays unless by agreement) for up to ten days per school year (or the equivalent) for all or any of the following purposes:*

- *school administration,*
- *school preparation and coordination,*
- *pre-term planning curriculum and/or technical refreshment and/or professional development.*

*The employer will endeavour to arrange matters at the school in such a way that any requirement under this section is not unreasonable and that employees’ individual needs are taken into account.*

*Employees’ own initiatives in undertaking work for the above purposes shall be counted when applying this clause”*

### **At our school this means that**

- Teachers and RTLB are expected to be at work and ready to start from 8am to 4.00pm Monday – Thursday. On Fridays Teachers and RTLB may leave after 3pm.
- As all staff members arrive at the school they must sign in at the school or RTLB office.
- When there is a scheduled Staff or Team meeting Teachers and RTLB are required to be at school until the meeting is finished. If the meeting is expected to be longer than 4.30pm the person responsible for taking the meeting will indicate that in the agenda that is set before the meeting.
- PIS Staff meetings are on Tuesdays and Team meetings are usually held on Wednesdays. Meetings are expected to conclude at 4.30pm.



- Teachers are required to attend all set 8am meetings (see the 'Bulletin' for scheduled meetings) and RTLB are expected to attend all scheduled RTLB meetings (see the RTLB Bulletin for meetings).
- Teachers must be in their classrooms, with students by 8.15am.
- If a staff member needs to attend any appointment during school time (when they are not released) they must complete a leave of absence form and sign out at the office.
- The leave of absence ensures that cover can be arranged for any classes well ahead of time. All staff members are expected to make appointments well ahead of time to try to ensure that they do not interrupt classes and are arranged outside of school hours.
- All teachers are expected to attend after school events such as:
  - 3 Way Conferences
  - Community Hui
  - Performance Nights
  - Required PD, review or meetings
  - Call back days and additional planning, prep or meetings if that is required
  - All staff are expected to make a reasonable effort to attend at least 2 social events each year: social events are usually scheduled during TOW, at the end of Term 2 and at the end of each year.
- If a staff member is a school leader (a Syndicate, Senior or RTLB Leader) they can expect to attend leadership meetings and PD in addition to Teacher Call back and preparation during times when the school is closed for instruction.
- Senior school leaders are expected to be back from holidays ahead of teachers to ensure that all term planning and reporting is completed and all PD and meetings preparation is done.

### **Health and Safety Implications**

**Keeping track of who is on site:** We have a large staff. In order to meet all legal Health and Safety At Work legislative requirements all staff members must sign in each day and sign out when they leave.

### **In certain circumstances if a staff member needs to have time off or leave before 4.00pm:**

- Staff members may leave the school grounds during release time
- They must sign out and in
- If, after 3.15pm Teachers or RTLB may leave early only if they have the express permission of the Principal or Cluster Manager. Permission must be sought in person before leaving the school grounds.
- If RTLB need to leave from work unexpectedly, permission must be sought from the Cluster Manager.
- Only if the Principal is not available they may seek permission from their Team Leader – i.e. Deputy Principal, Practice Leader or AP.
- In all such cases Teachers or RTLB are expected to also inform their Syndicate Leader or Practice Leader
- It cannot be assumed that permission to leave will be granted, although the Principal and Cluster Manager will endeavour to be flexible and supportive.



- From time to time a staff member does need to apply for leave, due to sickness, to attend medical appointments, for family events and responsibilities, to undertake study and for bereavement leave etc. See Leave application forms

### **Operational Policy No.2.7: Performance Agreements**

*Performance agreements are established for all staff and performance reviews are undertaken annually. Supporting documentation includes:*

- Job Descriptions
- Performance Management Systems
- Appraisal and Attestation evidence
- Professional Development

### **Operational Policy No. 2.8: Professional development**

*A suitable professional development programme, which takes into consideration the requirements of the strategic and annual plans, is provided as part of each employee's performance agreement*

- Linking Appraisal and PD to the Strategic and Annual Plan

### **Operational Policy No. 2.9: Requirements of the Health and Safety in Employment Act 1992**

**are met** (see the Health and Safety Handbook, see also P28 Personnel Handbook re Police Vetting and Safety Checking)

- Systems for Hazard Identification are well established. ALL people on our school site are responsibility for identifying, notifying and ensuring and concerns are addressed – particularly if the matters are urgent.
- Health and Safety Representatives are elected /appointed
- Health and Safety Meetings are held regularly. All meetings record any concerns.
- There are numerous methods for formal and informal reporting of Health and Safety matters: Meeting Agenda and Minutes, Health and Safety Meetings, Hazard Reports
- Hazard Reporting is completed through the school office (or on line) to our Property Manager and Caretaker. Hazard reports are accepted, managed and addressed according to a defined process (See Health and Safety Handbook)
- Flu' Injections are offered, free of charge for all Papatoetoe Intermediate School employees
- First Aide training is provided for all Papatoetoe Intermediate School employees
- Protected Disclosures can be taken by any person/s in the Senior Leadership Team (including the Executive officer and/or the Principal) or the BOT Chair. See Procedures as an appendix
- All reasonable steps must be taken to ensure the safety of students, staff members and visitors

**Operational Policy No.2.10: Advice is sought, as necessary, from NZSTA advisers where employment issues arise**

- The Board/ Principal must ensure that they ensure that they are acting as good employers and working within the boundaries of the law
- Our school Board is a member of the New Zealand School Trustees Association and requires that the Principal seeks advice from NZSTA when employment issues arise, as necessary
- Staff members are also encouraged to seek advice regarding employment matters

### **Operational Policy No.2.11: Appointments Policy including**

1. Conflicts of Interest and declarations
2. Health and Safety Requirements for Personnel
3. Police Vetting

*To assist in the appointment of quality staff to any vacancy which may arise, appointment committees with expertise relevant to the vacancy, will be selected to carry out the appropriate appointment procedures. In accordance with the regulatory requirements for safety checking under the Vulnerable Children Act 2014, we demonstrate our commitment to the safety of children by adopting appropriate safety checking practices when employing school staff, whether core workers, volunteers or other. This policy is used in conjunction with school procedures on safety checking, police vetting and screening.*

Therefore, the principal must ensure that they:

1. Determine the composition of the various appointment committees according to the schedule outlined below:
  - Appointment of the deputy-principal, head of departments/senior teachers will involve an appointment committee consisting of the Principal, the Presiding Member or an appointed delegate and a further trustee (should the Board feel the need to include one).
  - Unless determined otherwise by the Board, appointment of all other teachers, part time teachers, long term relieving teachers, and non-teaching staff will be the responsibility of the Principal in consultation with the Presiding Member or delegate where deemed necessary.
2. Have school procedures in place and fully implemented that meet all legislative requirements regarding safety checking, police vetting and reference screening of all staff.

*Appointment of the Principal is the responsibility of the Board, which will determine the process.*

### **Operational Policy No.2.12: Allocation of Management Units, Leadership Payments and Responsibility Payments**

#### **Rationale**

*The Board of Papatoetoe Intermediate School wishes to recruit, encourage, promote, reward and retain high quality School Leaders. The Board, through the Principal and in conjunction with*

*staff, sets the framework for the allocation of Management Units, Leadership Payments and Responsibility Payments in order to ensure the ongoing development and support of our school leaders, at every level of school function.*

### **Guidelines**

1. Allocation of units will be done according to the process and expectations outlined in the Primary Teachers' Collective Agreement.
2. The allocation of the Units will be governed by the Management and Leadership needs of the school in relation to responsibility, recruitment and reward in the following ways:
  - Curriculum delivery: e.g. Curriculum Leaders, Curriculum Development Projects, Cultural Leadership, Emergent Leaders, Leading Professional Development Programmes
  - Specific Leadership Responsibilities e.g. Deputy Principals, Learning Leaders, Syndicate Leaders, Study Centre, Learning Support and ESOL, Specialist Leadership
  - Additional school projects: e.g. School Production, STEAM Exhibition, Art Exhibition Transition, etc.
3. Allocation of Management Units (MU), RTLB Leadership Payments (LPs) and Responsibility Payments (RPs) will be a 'transparent' process, whereby staff are notified as to how many MUs are available and how they are allocated (to what Leadership Priorities and whether fixed or permanently)
4. Units/allowances are to be allocated through a process that is fair, has teacher input and puts the needs of the school first.
5. As a conclusion to the decision making process, the Principal and Board of Trustees will have the final responsibility as to the distribution of Units. In the allocation of Leadership Units for RTLB the Principal will take into account the recommendation of the Cluster Manager
6. Review of allocation of all units will take place each year and will be managed within the allocation provided in the staffing schedule provided by the MoE. If additional payments are to be made this must be approved by the BoT and indication provided in the Annual Budget.
7. Appraisal processes will attest to the achievement of agreed outcomes for to the payments allocated. This may include analysis of Teacher capability, students' achievement data and achievement of specific goals.
8. The Principal is delegated responsibility for the allocation up to and including 3 Management Units to one individual, in accordance with the Board approved Leadership and MU allocation structure.
9. The Board will form a Personnel Sub-committee to work with the Principal in the appointment of personnel to positions that attract more than 3 Management Units/ 6 Leadership Payments. The Sub-committee will be formed in accordance with the Guidelines contained in the Board Governance Manual.

### **Operational Policy No. 2.13: Classroom Release Time (CRT)**

#### **Introduction:**

*The Primary Teachers' Collective Employment Contract specifies that the employer shall provide classroom release time to each permanent full time teacher or full time relieving teacher employed for one term or more.*

*This provision is extended to permanent or relieving teachers employed for a term or more, provided they are employed for at least 0.8 FTTE per week. Both contracts specify the minimum number of hours to be allocated.*

*The Principal will, following consultation with the staff, develop a policy indicating how the terms of these contracts are to be met. The policy is to follow the principles of addressing teacher workload while maximising benefits from student learning.*

## **Guidelines:**

### **Allocation of Release Time**

1. All full-time teachers are entitled to 10 hours per term classroom release time; this equates to 1 hour each week. The MOE pay for this in 'Staffing Entitlement' as 'CRT'
2. Itinerant Teachers and fully released teachers do not receive additional release time.
3. Papatoetoe Intermediate School I currently provides at least 12 hours release time per term (1h 20 mins each week).
4. Each teacher is provided with 1h 20 mins of CRT each week in order to prepare for working effectively with children; this includes attending IEP, IBP and completing any assessment documentation, reporting, and planning
5. The school Board pre-approves funding for any expected additional costs of CRT for over-entitlement teaching staff from the Operations Grant. This is reviewed and approved before the start of each year

### **Where CRT can be taken?**

Teachers are required to remain on the school site unless the Principal has agreed otherwise. Teachers must complete a leave form if they wish to be away from school during this time.

**Beginning Teacher Release** is provided in accordance with regulations. The Ministry of Education allocates additional staffing 0.2 for a Year 1 teacher and 0.1 for a Year 2 teacher. This release includes support for both the Beginning Teacher and the Mentor Teacher.

**Additional release for teachers with extra management responsibilities** provided as follows:

- **Syndicate Leaders and Curriculum Leaders:** In accordance with needs relating to the position of responsibility and in keeping with collective agreements regarding MU allocation. This release is noted on the staffing schedule each term and approved by the Board
- **All people employed as 'teachers' are expected to have a teaching component including Deputy Principal, Associate Principal, Learning Support Coordinator, SENCo.**
- Our school ensures that all leaders have a teaching component so that continued attestation against registered teachers' criteria can be undertaken.
- **DO, AP LSC and SENCo** Teaching components include mentoring requirements and in-class observations, specialist groups (e.g. Mentoring, Student Council, Choir etc.) release for Syndicate Leaders, Curriculum Leaders as approved by the Principal and

release for those whom they have appraisal or mentoring responsibilities. This is negotiated with the Principal and is allocated according to needs.

### **Who plans and marks the work?**

At Papatoetoe Intermediate School, most CRT for Teachers is provided by Specialist teachers therefore planning etc. is usually not an issue.

If CRT is provided *in addition* to Specialist Class Release the *classroom teacher* plans and prepares for CRT taken during home room times.

- The teacher providing the release is expected to liaise with the classroom teacher before they undertake the release time to ensure that they understand the planned activities and the teacher's long term and/or daily plan. Planning must be clear and easy to follow and any resources prepared and provided.
- The teacher providing the release will mark the work and give feedback on how the programme went to ensure continuity for the class.
- The teacher providing the release will ensure the classroom and resources are left in good order and that all routines and management plans are followed properly.
- Any concerns by either the homeroom teacher or the person providing release will be raised either with the person organising all relievers and release or the respective Syndicate Leader

### **When CRT cannot be provided:**

Where for *genuine reasons* it is not possible to provide CRT to an individual or group of teachers the school will:

- Record the reason for non-delivery
- Endeavour to reallocate the CRT later in that school year (unforeseen circumstances do arise and the school will take every effort to provide all agreed and allocated release.)
- Use the record of non-delivery when reviewing the term by term staffing scheduling
- Review the CRT policy if it is urgently required
- Use the record of non-delivery when reviewing this policy

*\*Reviews are currently managed by the Principal, in conjunction with the person who organises relievers and release and respective Syndicate Leaders.*

*\*\*If changes in policy are needed that will be done in consultation with teaching staff.*

### **CRT is to be used for the following purposes:**

#### **Leaders (all MU holders):**

- Undertaking Mentoring, Appraisal and PD observations
- Modelling to teachers and supporting improvement of practice
- Organisational requirements, paperwork, administration, writing up appraisal and mentoring notes
- Undertaking tasks related to MU allocations
- (Including all the tasks below for teachers)

**Teachers:**

- Planning, Preparation, and organising classes
- Making resources and preparing programmes for Teacher Aides
- 1 to 1 conversations with students/ their families/ Parents and Caregivers
- IEP or IBP/ referral/ support meetings with SENCo, Team Leaders, RTLB, other outside agencies
- Tasks that support the implementation of the curriculum and student learning
- Tasks that support the professional development of the Teacher/ Leader
- Releasing other teachers as required (refer to ‘When CRT cannot be provided’) This is counted as ‘not being released’
- Assessment and meeting with students and families/ IEP or IBP updates
- Meeting with Teacher Aides and SENCo
- Teachers must make themselves during release to meet with Syndicate Leaders, PD providers etc.

*\*Our school strongly discourages the withdrawal of students during scheduled Specialist Classes.*

**Operational Procedures relating to D3: Personnel**

**Operational Procedure No. 2.1: Code of Conduct – Staff**

**Introduction**

The *Papatoetoe Intermediate School Board* has a statutory obligation to be a good employer and we personally recognise the importance of treating staff fairly and properly in all aspects of employment.

In return, the Board expects a high standard of behaviour from you. All staff members are expected to identify with and have a commitment to the philosophy and values of the school, and to demonstrate that commitment in the performance of their duties.

Please make yourself fully familiar with the standards in this document.

Presiding Member : Jeremy Nicholls

*Last reviewed and updated: June 2022*

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**Purpose of the Code**

The purpose of this Code of Conduct is to assist you to know and understand the minimum standards of conduct and behaviour expected of you as an employee of the *Papatoetoe Intermediate School Board*.

This reflects the basic requirements of professionalism, integrity and courtesy needed to ensure that we provide a quality education to our students, and that a pleasant and safe working environment exists for all staff and students.

**Coverage**

The Code applies to all employees of *Papatoetoe Intermediate School* including permanent, temporary, and casual employees. This Code forms part of your employment with the Board.

### **Principles**

The Code of Conduct establishes three principles of conduct which all staff are expected to observe:

1. You should fulfil your lawful obligations to Papatoetoe Intermediate School Board of Trustees with professionalism and integrity.
2. You should perform your official duties honestly, faithfully and efficiently, respecting the rights of the students, the school community and your colleagues.
3. You should not bring your employer into disrepute through your activities, whether inside or outside school. Activities outside the school are not likely to be acceptable if they:
  - damage the standing or reputation of Papatoetoe Intermediate School because of the position you hold in it;
  - interfere with the proper performance of your duties.

### **Shared Expectations**

Papatoetoe Intermediate School can operate effectively and provide a quality educational outcome when there is a shared expectation between the board (as the employer) and its employees. This two-way commitment benefits both the employer and employee when everyone meets expectations.

Set out below is a summary of the expectations that Papatoetoe Intermediate School Board as the employer, has of you, and the expectations that you, as an employee, may have of Papatoetoe Intermediate School.

### **Papatoetoe Intermediate School Board Expectations of Staff**

Papatoetoe Intermediate School Board of Trustees expects you to:

- work within the law with honesty and integrity;
- comply with all lawful and reasonable instructions;
- comply with the policies of the Papatoetoe Intermediate School Board;
- work diligently and meet the requirements of your employment agreement;
- respect the rights of colleagues, students and the school community.

### **Obligations of Papatoetoe Intermediate School Board to Staff**

As a good employer, we are committed to meeting the following staff expectations:

- a commitment to the spirit and principles of the Treaty of Waitangi;
  - opportunities for equal employment, including recognition of:
  - the aims and aspirations of Maori and ethnic or minority groups;
  - the employment needs of Maori, Pacific Island, ethnic or minority groups, women, and people with disabilities;
- impartial and open selection and appointment procedures;
- fair rates of remuneration for skill, responsibilities and performance;
- an up-to-date job description that provides clear statements of your duties and your employer's expectations of you;
- adequate training and equipment to perform your duties;



- regular and appropriate feedback and communication on your work performance;
- effective communication of information;
- good and safe working conditions;
- opportunity for the enhancement of your abilities;
- freedom from harassment or discrimination in the workplace;
- a commitment to a supportive and confidential Employee Assistance Programme;
- appropriate disciplinary and dispute procedures and the opportunity for redress against unfair or unreasonable treatment by the employer.

### **Codes of Behaviour**

If you have any prior criminal convictions, you are required to inform Papatoetoe Intermediate School Board about them before accepting employment with the school. If you do not disclose this information or are not truthful about it, disciplinary action could be taken against you which could lead to dismissal.

You are to avoid any activity, either work-related or private, which could reflect badly on Papatoetoe Intermediate School in its relationships with the school community. This means that you are to inform your manager in writing if:

- you apply for bankruptcy or become bankrupt;
- any criminal charges or convictions that may occur while you are employed by Papatoetoe Intermediate School Board are of such a nature that it would be inappropriate for you to continue to be employed in the same capacity by the board. This may include, for example, charges that involve loss of trust between you and the board, or charges that damage the reputation of the school;
- secondary employment – permission from employer – doesn't interfere with primary duties.

### **Performance of Duties**

Employees are expected to carry out their duties in an efficient and competent manner.

This means that you are expected to:

- comply with the law;
- comply with all lawful and reasonable instructions and work as directed by your employer or their duly delegated representative;
- perform your duties according to the legislation, policies and procedures of Papatoetoe Intermediate School Board;
- comply with any other code of ethics or practice that may apply to your profession e.g. New Zealand Education Council Code of Ethics, Nursing, Executive Officers;
- perform your work to an agreed standard;
- show proper and reasonable care when using board property, resources or funds;
- contact your employer (within 30 minutes of your normal starting) if you are to be absent from work due to sickness or an emergency.

You are also expected to obtain permission from your employer to:

- be absent from your workplace during work hours;
- enter into any contract or agreement on behalf of Papatoetoe Intermediate School Board of Trustees. The Board will not accept responsibility for any unauthorised action.



### ***Unacceptable Behaviour***

Failure to observe these standards of conduct by a staff member may result in disciplinary action, which could include termination of employment.

Examples of behaviour that would be considered unacceptable by the board include:

- ignoring lawful and reasonable instructions from your employer;
- being under the influence of alcohol, drugs or solvents impeding your performance during working hours;
- giving false information (eg: stating you have a driver's licence when you don't; making a false claim for expenses);
- failing to declare information that is requested when you apply for employment with Papatoetoe Intermediate School Board (eg: having a revoked driver's licence or a criminal conviction);

### **Appropriate Relationships with Students**

You should recognise the sensitivity of the situation of students under Papatoetoe Intermediate School Board care and control and show respect for and protect their dignity.

- No employee is to have any type of sexual relationship with any person under the age of 16 or any student of the school.
- No employee is to have a sexual, familial or financial relationship with a student or young person with whom they have a professional relationship arising from their employment with the board.

You must inform your employer if a person to whom you are related, or with whom you are having or previously had any personal, sexual or financial relationship, comes within the ambit of your professional responsibilities.

In addition, our School strongly discourages teachers and staff members from:

- Having social media contact with present or past students
- Texting or calling students without including their caregivers in the conversation
- Having on-going contact with students socially outside of school hours without the presence of their parents, caregivers or whanau

We treat any complaints, or concerns about such matters, seriously.

### **Respect for the Rights of Others**

While you are employed by Papatoetoe Intermediate School Board you have a duty to treat your colleagues, students and the public with courtesy and respect.

Expectations are that you will:

- Avoid behaviour that might distress other employees or disrupt the workplace.
- Ensure that any workplace relationships do not have a negative effect on your work performance.
- Respect the privacy of individuals when dealing with personal information.

- Be non-judgemental by not harassing or discriminating against your colleagues or students on the basis of their gender, age, disability, marital status, and ethnicity, religious or ethical beliefs or sexual orientation.
- You must not have or bring into the workplace any material that may be viewed as racist or sexist, that is pornographic, or that is otherwise offensive to the board or its staff.

### ***Unacceptable Behaviour***

Failure to observe these standards of conduct by a staff member may result in disciplinary action, which could include termination of employment.

Examples of behaviour that would be considered unacceptable by the board include:

- the use of abusive, obscene or threatening language or behaviour to your colleagues or the public;
- misuse, abuse or improper use of your position or of any statutory authorities or powers that may be delegated to you.

### **Conflicts of Interest and Integrity**

You are expected to be honest, fair and impartial when you perform your duties. This means that:

- You should not show bias to an individual student. Everyone should be treated fairly.
- In general, you are not to approve anything that will result in expenditure in respect of yourself (e.g.: increased salary, travel expenses, a training course, your own overtime).
- You are not to lend money to, or borrow money, or otherwise enter into financial relationships with staff or students. The amount of money lent or borrowed could imply indebtedness that could lead to a conflict of interest in formal work relationships.
- You must inform Papatoetoe Intermediate School Board if you are involved in, or have a personal or financial interest or commitment to, any activity that may conflict, or could be seen by others to conflict, with the performance of your duties and the goals of the school.

This includes situations such as:

- having a close family member, relation or partner working with you;
- when a member of your family or a person that you know enters into a professional relationship with the school. Under no circumstances are you to become professionally involved, or in any way try to influence that relationship, or obstruct staff in performing their duties.

A financial interest or commitment includes:

- company directorships;
- shareholdings;
- offers of additional employment outside the school.
- You must inform Papatoetoe Intermediate School Board if you are a member of (or plan to become a member of) or have a family involvement in a trust or community organisation which is funded by or otherwise linked to the school.
- Some employees, such as teachers, are required to abide by a professional code of ethics. These employees must inform Papatoetoe Intermediate School Board of Trustees if there

are any conflicts between their professional codes of ethics and the duties they are directed to perform.

- You should consult with your employer before taking up other paid employment where that other paid employment could conflict with the performance of your duties at Papatoetoe Intermediate School.
- You should speak to your employer if you are unsure whether or not a particular situation is, or could be seen to be, a conflict of interest.

### **Gifts and Rewards**

You may not seek any form of reward (including gifts, favours, prizes or fees) for performing your duties as an employee. Gifts or rewards can be seen as bribes or inducements that put you under an obligation to someone other than Papatoetoe Intermediate School Board. While it is acceptable to receive a gift of a low value, if you are offered any form of reward or gift valued at \$35.00 or more, you should inform your employer who will decide the appropriate response.

### **Participation in public bodies or voluntary associations**

You must inform your employer if you are participating in a public or voluntary organisation (or intend to) and there are actual or potential conflicts between your responsibilities and duties as a staff member of Papatoetoe Intermediate School Board and your responsibilities and duties to the other organisation. Where it is considered there is a potential conflict of interest, appropriate arrangements will need to be made to avoid or resolve the conflict.

For example:

- It could be interpreted as a conflict of interest if you are a member of (or plan to become a member of) or have a family involvement in a trust or community organisation which is funded by or otherwise linked to Papatoetoe Intermediate School Board.
- If you intend to stand for Parliament you must discuss this with your employer, to arrange leave. (This will commence at an agreed date, as per the *Electoral Act 1993*.)

### ***Unacceptable Behaviour***

Failure to observe these standards of conduct by a staff member may result in disciplinary action, which could include termination of employment. Examples of behaviour that would be considered unacceptable by the Papatoetoe Intermediate School Board include:

- approving expenditure for yourself, a family member, or a business that you have an interest in;
- failing to declare activities that you are involved in that could be seen to be in conflict with your work;
- soliciting, and/or accepting gifts or rewards, or using board services/resources for personal advantage or gain;
- failing to disclose a personal relationship with a student or their family when you have a professional relationship with that person.

### **Security/Confidentiality**

You are expected to maintain the highest standards of confidentiality and security in the workplace.

This means that you are not to:

- use the boards' computer systems in any way that may corrupt or disrupt their normal function;
- access, or attempt to access, machines or networks by unauthorised means – for example unauthorised use of dial-in modems;
- use information related to the boards' systems for anything other than authorised purposes;
- bring into the workplace via the email or Internet system, or by any other means, any material that is pornographic, or that may be viewed as racist or sexist;
- give your computer password/security card to any other members of staff without good and justifiable reason;
- leave a record of your password anywhere obvious so that someone else may see it.

### **Ownership of Information**

Papatoetoe Intermediate School owns all data stored on computer systems. Management has the right to access and view this information at any time. The school IT network is being continually monitored and staff found using the system inappropriately may face disciplinary action.

### **Data Storage on Computer Systems and Servers**

Only business information can be stored on computer systems. You are not permitted to store any personal data on the computer system, including documents, spreadsheets, databases, games and jokes.

### **Computer Software**

Only software authorised by the board can be loaded onto Papatoetoe Intermediate School computer systems. Any software loaded onto any Papatoetoe Intermediate School equipment must have a valid licence with proof of ownership. No software owned by the board, may be copied and used on another PC or taken home and loaded onto a personal device. This contravenes software licensing laws.

### **Use of the Email System**

The email system is for school purposes and must not be misused. While it is acceptable to send or receive business messages from outside the school, users should be aware that this information might not be secure outside the school. This needs to be considered before you send email. Personal information, such as documents, spreadsheets, databases, games, jokes and other non-business-specific email must not be circulated via the email system.

### **Internet**

Use of the Internet is for school purposes only. You are not to retrieve, distribute or store unapproved or non-business-related material from the Internet. You must have approved access and this is provided on an individual basis.

### **Retention of Data**

Papatoetoe Intermediate School Board is required to retain information in accordance with the Archives Act 1957. This means that you cannot delete business-critical data from the computer system without permission.

### ***Unacceptable Behaviour***

Failure to observe these standards of conduct by a staff member may result in disciplinary action, which could include termination of employment.

Examples of behaviour that would be considered unacceptable by the school include:

- misuse, abuse or unauthorised use of board funds, resources or property (including telephones, fax machines, Internet, email, photocopiers, computers, credit cards, taxi cards and vehicles);
- falsifying board records (eg: inaccurate or false recording of your time sheet).

### **Official Information**

The disclosure or release of official information is subject to the *Official Information Act 1982*. Information related to Papatoetoe Intermediate School, its suppliers or the users of its services is to be treated at all times as confidential to the board and is to be used by employees for official purposes only.

Employees of Papatoetoe Intermediate School Board are also subject to the provisions of the *Privacy Act 1993*. The main object of this Act is to promote and protect personal information and it seeks to give individuals some measure of control over personal information about themselves.

### **Release of Official Information**

Official information must only be released by authorised employees, and only in accordance with the procedures as stated in the Official Information Act. Board instructions about the release of official information must also be followed.

It is not to be released to the media or the public without the proper authorisation. For example, staff may not remove or copy school documents or records for external use without approval from their manager. It should never be used for personal motives.

### ***Unacceptable Behaviour***

Failure to observe these standards of conduct by a staff member may result in disciplinary action, which could include termination of employment.

Examples of behaviour that would be considered unacceptable by Papatoetoe Intermediate School Board of Trustees include:

- providing information outside Papatoetoe Intermediate School without proper authority;
- using board information for unauthorised purposes;
- using school information to support personal motives;
- breaching the Privacy Act in respect of employees, suppliers or users of board services.

### **Public Comment**

Staff members should not respond to requests from the media for comment on matters relating to the school. Only authorised staff members should respond to media requests for comment on such matters. If the media makes an approach to you, inform the Principal/Board so they can respond to the media request.

### ***Unacceptable behaviour***

Failure to observe these standards of conduct by a staff member may result in disciplinary action, which could include termination of employment.

Examples of behaviour that would be considered unacceptable by the board include:

- publicly commenting on matters relating to individual students;
- giving the impression that you are expressing the views of Papatoetoe Intermediate School when you are actually stating your own personal views;
- making a personal attack on a fellow staff member.

### **Breaches of the Code of Conduct**

This Code of Conduct describes the standards of behaviour expected of staff. As outlined in the Code, behaviour or actions that are considered unacceptable by *Papatoetoe Intermediate School* may result in disciplinary action against the employee concerned, which could include termination of employment.

### **Disciplinary Action**

Disciplinary action is about problem solving. *Papatoetoe Intermediate School Board* is concerned to identify problems associated with performance or behaviour, and to make sure that the process for fixing those problems is prompt, consistent and fair. In general, disciplinary procedures include informal or formal disciplinary action along the following lines:

#### **1. Informal Disciplinary Action:**

- discussion of the problem;
- assistance to help overcome the problem;
- referral to the Employee Assistance Programme, if appropriate;
- temporary transfer to other duties.

#### **2. Formal Disciplinary Action:**

- oral warning;
- written warning;
- removal of discretionary conditions of employment (ie: delegations, flexible working hours, etc.);
- transfer to another position at existing salary;
- transfer to another position with reduced pay (but not below the minimum rate for that position);
- suspension (with or without pay);
- dismissal with notice;
- dismissal without notice.

Other options may be considered, depending on the circumstances of the case.

Whether disciplinary action is informal or formal, the Papatoetoe Intermediate School Board will make sure that the disciplinary procedures are fair. This means that:

- a. You must be told of your right to request union, legal or other assistance and/or representation.

- b. You must be told of the specific behaviour or performance that is causing concern, and given a reasonable opportunity to provide an explanation.
- c. You must be told, where appropriate, of the action that is required to amend or improve your behaviour or performance, and be given a reasonable opportunity to do so.
- d. We must undertake an appropriate investigation before any substantive disciplinary action is taken.
- e. If the offence is sufficiently serious, an employee is to be placed on suspension pending investigation.
- f. An oral warning would usually precede a written warning, depending on the seriousness of the misconduct.
- g. It is a requirement that the process and result of any disciplinary action are recorded in writing, read and signed by you (the employee), and then placed on your personal file.

In general terms, no disciplinary papers will go on your file unless you have seen them or have been given a genuine opportunity to see them. If you are not satisfied with the disciplinary action taken, you have the right to pursue a personal grievance. This procedure is outlined in your employment agreement.

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 .....  
**Acknowledgement of Receipt of Code of Conduct**

**(Full Name).....has attended a Code of Conduct**

**presentation on (date).....with (Presenters name)\_\_\_\_\_**

This document acknowledges that you have received a copy of the Code of Conduct **Yes/No**

**Declaration:** I understand that a breach of the Code may lead to disciplinary action, including dismissal.

*Signed* \_\_\_\_\_ *Date* \_\_\_\_\_  
 (a copy of this page is placed in employee's personal file)

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 .....  
**Operational Procedure No. 2.2: Complaints Procedures (as part of the Personnel Handbook)**

*Papatoetoe Intermediate School, including Manawanui RTLB Cluster 10, is open to feedback and committed to seeking appropriate resolution of concerns or complaints and addressing policy and process inadequacies highlighted by them.*

**Introduction**

- The Papatoetoe Intermediate School Board believes effective complaint handling is fundamental to the ongoing success of our school and Manawanui RTLB Cluster 10

- People have a right to make comments or raise concerns and expect them to be heard. In addition, providing an effective complaints process supports the identification of improvements that can be made.
- The complaint process is a confidential process and should always seek to preserve the 'mana' of everyone involved; the complainant, the person against whom the complaint is laid, along with the person charged with addressing concerns.

**Papatoetoe Intermediate School seeks to ensure that our complaints process are:**

- Fair
- Accessible
- Responsive; and
- Efficient

**Definitions**

1. **A concern** is a matter that a person believes is important and needs to be addressed but may be investigated and resolved in an informal way (e.g. through discussions, restorative processes, as a generalised discussion or instruction etc.)
2. **A complaint** is a matter that affects the ongoing wellbeing and safety of a person or persons or organisation. A complaint needs to be investigated and addressed either directly with an individual or with a group of people and may use informal or formal processes for resolution.
3. **A serious complaint** is a matter that identifies a serious risk to people, persons or the organisation and may result in disciplinary action or be referred to the police or a higher authority.
4. **Bullying is**
  - a. deliberate - harming another person intentionally
  - b. involves a misuse of power in a relationship
  - c. usually not a one-off - it is repeated, or has the potential to be repeated over time
  - d. involves behaviour that can cause harm - it is not a 'normal' part of life

**Complaints or concerns may include:**

- Bullying or Harassment
- Disclosures and Protected disclosures (see Operational Procedure 2.4 )
- Inappropriate behaviour by staff, students, Board members, other members of the school community
- Ineffective practices used by staff
- Instances that cause offence, are considered demeaning, racist or considered discriminating



**In the first instance**, the Principal or appropriate school leaders will strive to address concerns or complaints informally. Through face to face meetings with facilitated and fair discussion in order to seek resolution and shared understandings. Our school uses a 'restorative approach'.

**Matters dealing with student achievement or student management should primarily be dealt with by the teacher or RTLB concerned**

The person who is dealing with the concern or complaint may seek support and advice. We encourage those about whom a complaint is made to also seek support and advice. We remind staff members that counselling is available.

**If a matter is unresolved or not adequately investigated, addressed or resolved** it should be referred to the Syndicate Leader, Practice Leader, Cluster Manager or Principal.

If a formal complaint is received by the Principal they will follow the same formal processes as outlined below, for the Board.

**Complaints may be referred to the Board** if a complaint is received from or about Board members, the Principal, leaders, RTLB, teachers, staff, students or members of the community.

On receipt of a complaint to the Board the Presiding Member will

- a) Acknowledge receipt of the complaint
- b) Seek clarification and ensure this is a matter to be dealt with by the Board. If the matter is considered to not be a Board matter it will be referred back to the Principal.
- c) The Presiding Member may convene a sub committee of the Board, if this is deemed necessary
- d) The Presiding Member may seek legal advice
- e) They will ensure an investigation is undertaken which meets fair and reasonable process and allows for adequate input from all parties involved
- f) Provide a written summary of the outcome/s of the investigation to all parties involved

**Serious complaints may be referred directly to the Board or may be referred to the Principal who will inform the Board.** These may include complaints about alleged misconduct and employee discipline, or from or about board members or the Principal.

The Presiding Member will

- a) Acknowledge receipt of the complaint
- b) The Presiding Member may convene a sub committee of the Board
- c) The Presiding Member may seek legal advice
- d) They will ensure an investigation is undertaken which meets fair and reasonable process and allows for adequate input from all parties involved
- e) Provide a written summary of the outcome/s of the investigation to all parties involved

## **Assessing a complaint**

### **When assessing a complaint the following will be included**

- what the complaint is about
- how serious or urgent the complaint is
- whether the complaint may indicate a systemic problem
- what risks the complaint raises and what kind of resolution the complainant is seeking

After considering these matters

- a decision can be made as to whether the complaint can be resolved quickly and informally
- whether no action should be taken and an explanation given to the complainant
- or whether an investigation into the matter is needed

## **Investigating a complaint**

### **Any investigation that is undertaken must be fair. To ensure fair process, the investigators/s will**

- act independently and have an open mind
- take measures to address any actual or perceived conflict of interest. At any stage in the complaints process a staff or Board member may pass the complaint to an 'independent investigator' if they believe there is a 'conflict of interest' or 'perceived' conflict of interest
- consider all information and evidence carefully
- keep the complaint confidential, with the complaint considered in private and information only discussed internally as necessary to properly review the matter of concern
- act without undue delay

The complainant will be given a fair chance to present their position, and be advised of the findings in order to

- check investigator/s have the correct facts
- identify any major issues that may be of concern to the person and which they may seek to challenge later if they are not addressed

The person/ people about whom a complaint is laid is also entitled to

- understand the complaint
- seek support
- a fair chance to present their position at each stage of the complaints process (initially, within the investigation, at the summary stage and on hearing the outcomes)
- be advised of the complaint process and expected timeframes
- provide their evidence and check investigators have the correct facts

- and be advised of the findings
- understand any possible outcomes resulting from the investigation

Once all relevant information and evidence has been gathered, the matters of concern will be assessed, and conclusions reached. Depending on the nature of the concerns that have been raised, and the proposed outcome of the complaint, the conclusions may be brief or may need to be more detailed.

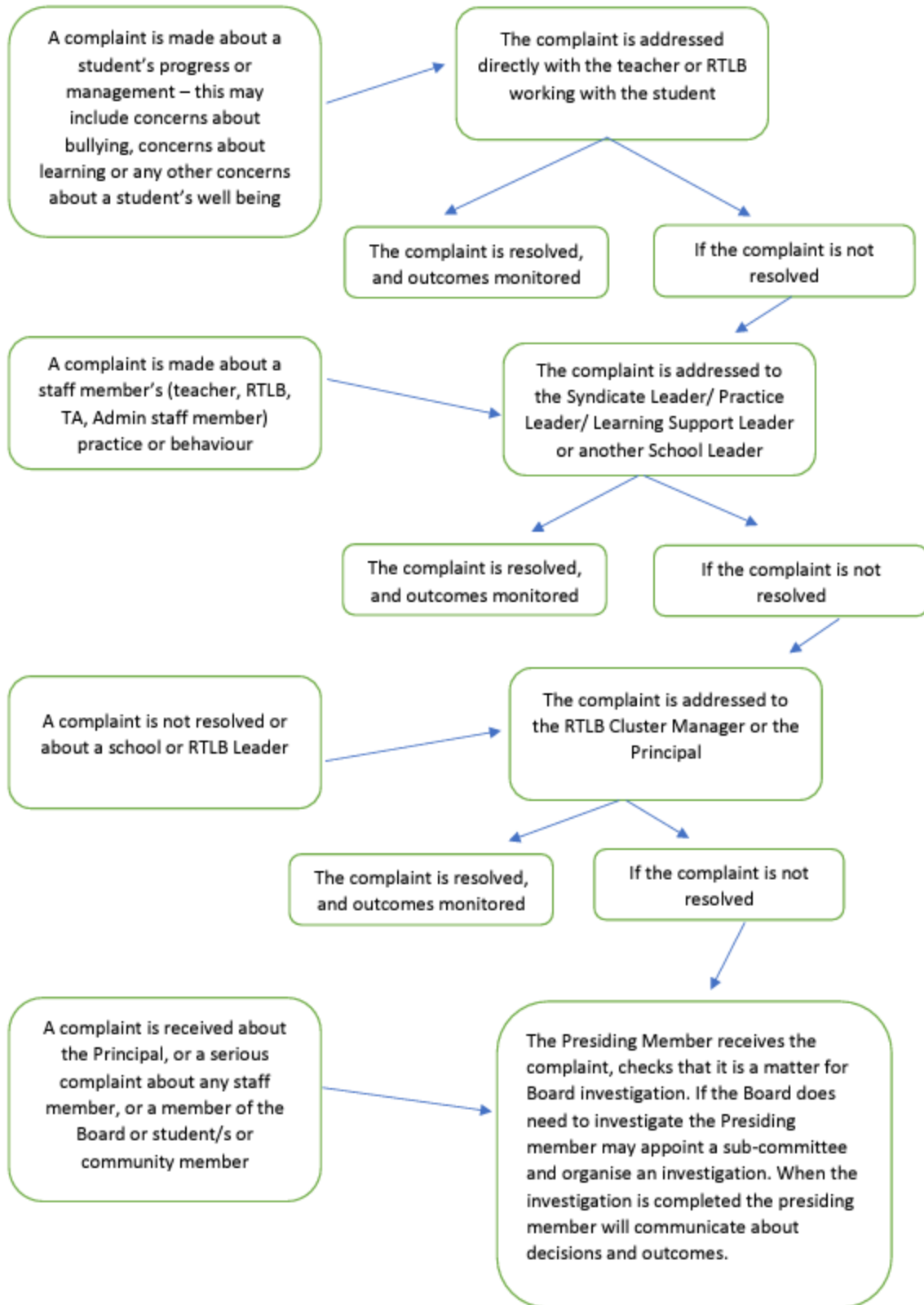
If it has been identified that something has 'gone wrong', the conclusions will include action that can be taken to resolve the complaint. This may include internal action such as changes to policies, procedures or practices. If nothing wrong is identified, the reasons why our schools actions are considered fair and reasonable will be set out.

**Once the investigation is complete, the complainant and the person/people about whom the complaint is made will be advised of**

- the outcome of the complaint investigation
- the reasons for any decisions that have been made
- or whether a review of the matter is needed

***These Procedures are reviewed annually and readily available on our school and RTLB websites, or on request from the Principal's PA or Board Secretary.***

### Complaints Procedures Diagram



## **Record Keeping**

1. **Any person receiving a complaint or concern will keep a written record**, of the complaint, the discussions had, the agreed understandings and outcome
2. **Full notes should be taken**, checked and signed at the following times:
  - a. When the complaint is received
  - b. For all formal interviews, discussions and actions.
3. **A timeline should be kept** of all matters pertaining to the complaint process
  - a. A timeline should be provided to the complainant and to the other people involved (people being interviews and the people/persons the complaint is about)
4. **A summary of the complaint and the investigation, outcomes and actions taken** should be provided to all people involved and retained in the 'complaints file'
  - a. Any ongoing matters pertaining to a particular complaint should be added to that file.
  - b. All such records should be kept in a separate and confidential file until the matter is completed
5. **If an informal intervention or mediation has resolved an issue** a record of the agreement reached should be kept in a confidential file by the Principal [or Presiding Member] so that the agreement can be monitored. No details of the complaint or agreement are to be entered onto the personal files of either party.
6. **If a formal complaint is made, investigated and unsubstantiated**, nothing will be noted on any personnel files but will be added to the 'complaints summary' for that person and the school and may be used only for monitoring purposes
7. **If a formal complaint is made, investigated and substantiated**, then the personnel file will contain a summary of the nature of the complaint, the outcome and the penalty if any disciplinary action is taken. The time period for which this is to remain on the file will be stated in the papers.
8. **A full record of information obtained during an investigation and the disciplinary interview will be kept in a separate, confidential file by the Principal.**
9. **If the complaint is 'serious' then it must be, by law, referred to the Teaching Council and/or Police**
10. **Personnel files - Before the placement of the summary into a personnel file** consideration must be taken of the seriousness of the behaviour and the relevant employment contract. People must be notified if anything is to be added to their personnel file and they must have access to all information kept
  - a. No record of the complaint will be placed on the complainant's personal file unless it is with the complainant's permission and necessary to explain a work performance problem.
  - b. If a complaint is found not to be proven or cannot be resolved, all records should be kept but in a separate, confidential file by the Principal. The complainant or the

person complained about may take the matter further and the school may need to show that the complaint was handled appropriately.

11. **A summary of incidents of complaints made and complaints received should be kept** for each person. In this way the school can monitor incidences, school culture and how effectively its complaints procedures are operating.

#### **References**

- NZEI, Code of practice: physical contact with students.
- Code of Conduct, Papatoetoe Intermediate School
- STAR Expectations: Papatoetoe Intermediate School student behavioural expectations

#### **Operational Procedure 2.4 Protected Disclosures** (see also Health and Safety Handbook)

##### **Rationale**

*The Papatoetoe Intermediate School Board of Trustees ensures procedures are in place to meet the requirements of the Protected Disclosures Act 2000.*

##### **Procedures for making a protected disclosure under the Protected Disclosures Act 2000**

1. If on reasonable grounds you believe you have information that a serious wrongdoing is occurring [or may occur] within the school and you wish to disclose that information so it can be investigated you can make a protected disclosure to the Principal.
2. This can be done verbally or in writing. You should identify that the disclosure is being made under the Protected Disclosures Act and is following the board procedure, provide detail of the complaint [disclosure], and who the complaint is against.
3. If you believe that the Principal is involved in the wrongdoing, 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 Chairperson of the Board of Trustees.
  - a. It is then up to the person you disclose to, to decide if the disclosure constitutes a serious wrongdoing, and that the allegations need investigating.

##### **They can decide:**

- to investigate the disclosure themselves
  - to forward the disclosure to the board or a committee of the board to investigate
  - whether it needs to be passed on to an appropriate authority. If it goes to an appropriate authority they will advise you that they are now investigating the complaint.
4. If you believe that both the Principal and the Chairperson of the Board of Trustees may be a party to the wrongdoing or in close relationship with the person/s involved in the wrongdoing you can approach an external "appropriate authority" direct yourself. Who is an "appropriate authority"?
- As noted above, in some circumstances the disclosure could be made to an appropriate authority by yourself or the person to whom you have made the disclosure.

5. An appropriate authority is defined in the Act as including:

"(a) includes ---

- the Commissioner of Police:
- the Controller and Auditor - General:
- the Director of the Serious Fraud Office:
- the Inspector - General of Intelligence and Security:
- an Ombudsman:
- the Parliamentary Commissioner for the Environment:
- the Police Complaints Authority:
- the Solicitor - General:
- the State Services Commissioner:
- the Health and Disability Commissioner; and

(b) includes the head of every public sector organisation, whether or not mentioned in paragraph (a)."

6. Clause (b) can mean that in certain circumstances the appropriate authority could be the Secretary for Education of the Ministry of Education or the Chief Review Officer of the Education Review Office (ERO).

*Why can't I just go to the appropriate authority myself?*

7. There are three circumstances when you can go directly to the appropriate authority:

- When you believe that the head of the organisation is also a party to the wrongdoing or has an association with the person which would make it inappropriate for them to investigate.
- If the matter needs urgent attention or there are other exceptional circumstances.

If after 20 working days there has been no action or recommended action on the matter to which the disclosure related. Otherwise you need to go through the internal processes.

*What happens if even the appropriate authority does nothing?*

8. You could then make the disclosure to the Ombudsman [unless they were the authority you have already disclosed to] or a Minister of the Crown.

The Act does not protect you if you disclose information to the media or a member of parliament other than a Minister of the Crown in the circumstances referred to above. Where can I find out more information?

If you notify the Office of the Ombudsman verbally or in writing, that you have disclosed or are considering a disclosure under this Act, they must provide information and guidance on a number of matters including those discussed here and the protections and remedies available under the Human Rights Act 1993 if the disclosure leads to victimisation.

A copy of the Act can be found at [Legislation OnLine](#)

*This procedure has been provided by NZSTA in August 2016 and adopted by our school.*

### **Additional Information**

The Protected Disclosures Act 2000 (sometimes referred to as the Whistle-blowers Act) came into effect on 1 January 2001. The Act has implications for boards of trustees and their staff.

The intent of the Act is to allow employees to disclose serious wrongdoings in confidentiality where they believe on reasonable grounds that such wrongdoings have or are being committed by the employer or another employee in the organisation.

### **What steps does the Board have to take?**

Boards and principals are advised to:

- familiarise themselves with the content of this administrative advice and Ministry of Education circular 2000/29
- document a board policy [see paragraph 4]
- identify a person who will be the protected disclosures recipient
- identify a second person who will be the backup protected disclosures recipient should the first person nominated be the one who the disclosure is about
- formulate a written internal procedure for staff
- communicate information, the policy, and procedure to all staff
- review the policy and procedure annually when reviewing policies, update if necessary, and remind staff of the procedure
- Ensure all new staff members are advised of the procedure as they are employed.

*It is unlikely that boards will have to deal with protected disclosures on a regular basis. The nature of the school environment is such that most serious issues will be identified by and dealt with through more traditional processes, e.g. the board's complaints procedure.*

## **Operational Procedures 2.5: Appointments**

### **Appointments Procedures:**

#### **a. Advertising:**

- Only the Principal or The Presiding member of the school Board can approve an advertisement
- The Board may appoint a consultant in an appointment process (e.g. for the Principal, Cluster Manager, or senior leadership position)
- Advertisements must be provided in writing to the Principal for approval
- The application must include:
  - The proposed advertisement
  - The date of advertising and the places in which the advertisement will be placed
  - The time frames – final date and time for applications, date for shortlisting, date for interviews, date for appointment, induction date, expected start date



- All jobs (including RTLB) will be advertised on the school website with the relevant timeframes for that position
  - All applications will be numbered as follows:  
*Year – designation (T-teacher/ S- support/ P- permanent/ FT -Fixed Term) – number e.g. 2019T01*
  - All Leadership Positions must clearly state the remuneration and job description
- b. Applications - *See the set Application Format***
- The application format is used as the basis for all applications
  - All applications MUST provide details of the previous employer, more than one referee is required
  - Applications must be received prior to the final date and time
  - The Principals PA will receive, receipt and follow up on applications (e.g. if they are incomplete or do not contain the required information)
- c. Short Listing - *See Ranking Form***
- Short listing will take into consideration: job requirements, equal opportunities and reflecting the needs of our student population, experience pertinent to the advertised position, additional factors that the applicant may bring to the team, suitability for the position
  - Each candidate will be ranked against other applicants and the ranking sheet retained
- d. EEO**
- The shortlisting and appointment process will not take any undue bias against particular groups, age, gender or disability
- e. Referee Checks**  
***See Referee Questionnaire***
- At least two referees will be contacted
  - The referee questionnaire will be used to ensure all the required information is gathered and recorded
    - All referees are asked if they have any concerns about the applicants relationships with children, in particular the safety of children
- f. Police Vetting and Safety Checking (see Health and Safety Requirements for Personnel)**
- All referee checks must inquire into the suitability of the applicant to work with children and if there have been any concerns regarding this in the past
  - The previous employer MUST be contacted and asked this
  - Police Vetting must occur within 6 weeks of the person being employed by our school
- g. Interviewing**
- ***See the Interview Forms for RTLB/ Classroom Teachers/ School Leaders/ support staff positions – admin and TA's / etc.***
  - Interview Questions are reviewed on an annual basis
  - ***See the Interview Ranking Schedule***
  - Applicants are ranked according to the ranking schedule provided
  - Interviews must be made at a time that supports the applicant and within the stated time frames

- At least 2 people from the Leadership Team must be at the interview – ideally the Team Leader and the Principal
  - There should be no more than 4 people conducting an interview
  - A Board Personnel Sub-committee is convened if the appointment is for a position that attracts more than 3 permanent MU or 6 permanent Leadership Payment
  - Interviews should not take more than 1 hour and should allow the person being interviewed to also ask questions
  - At the interview the applicant will be told when they are likely to hear back from the school and contact details must be checked
  - After the interview the final referee should be rung
- i. Appointment Process - all appointment follow NZSTA recommendations**
- The school cannot appoint a Teacher who is not registered or qualified
  - All school staff conducting the interview should participate in the collation of the data – shortlist ranking, the interview ranking and the referee comments
  - The best applicant must be chosen for the position
  - The Principal will offer the position to the chosen applicant and negotiate a start date
  - The Principal will arrange for the applicant to sign the contract – within the week
  - The Principal will ensure that the applicant has their phone number in the case of a need to further negotiate or question
- j. Collective Agreements - are updated each year are based on those from NZSTA**
- All positions in our school must be offered in accordance with the Primary Teachers Collective Agreement or the Support Staff Collective Agreement
  - Individual contracts, using the same CA's can be offered if the person does not wish to be a union member
- j. School Agreements (Also see appointment pack)**
- The person being employed is required to sign the **Code of Conduct** agreements prior to starting. Ideally, before they sign this agreement they should be provided with a **Code of Conduct presentation**
  - In addition they must also be provided and have discussed the other following agreements:
    - **Police Vetting** (if the person has not recently been vetted)
    - **Laptop Lease agreement**
    - **Security Agreements including:** Keys and Security Tag and Codes
    - **Technology Agreements:** Phones and other items pertaining to specific roles
- The responsibility of ensuring these agreements are correctly signed are provided by designated personnel as follows:
- All Laptop and Technology (phones, ipads etc.) – Finance Manager
  - All Security Requirements (Keys, Security Codes etc.) – Security Officer
  - Databases, emails etc. – Team Leader with Technician
    - After they start a new employee is provided to the relevant access to school databases e.g.:
    - School/ RTLB emails and School/ RTLB website
    - Access to Google docs

- e-AsTTLe
- EDGE
- EDUCA
- NZCER etc.

**k. Induction**

- All new employees will be provided with a comprehensive induction programme (see Induction Handbooks for School and RTLB)

**l. Follow-up**

- All new employees will be provided with a 'buddy' to support their induction and 'settling in' processes
- Team leaders will check-in on a regular basis to ensure all new staff are well supported
- Within 6 months the Principal will meet with groups of 'new staff' to ensure that the processes for employment and induction have been positive and effective and to provide a forum for review and improvement of these processes

**k. Offer of Contract Letter:** in keeping with NZSTA and updated annually

## **Health and Safety Requirements for Personnel (see also the Health and Safety Handbook)**

### **8. 19 Police Vetting Procedure**

***Rationale:** under the Vulnerable Children's Act schools are required to ensure that all employers and any people working on site and having contact with students have undergone*

- Verification of Proof of Identity**
- Referees report**
- Police Vet**

#### **All staff undergo regular Police Vets:**

- On employment, a 'clean' vet is a requirement for employment
- **Our school only employs registered teachers** (whether LAT, subject to confirmation, provisional or fully registered) who are already vetted
- Teachers every 3 years with renewal of Practising Certificate
- Support/ Admin staff every 3 years through this Police Vetting process
- **All staff members, including day to day relievers,** are required to provide two forms of proof of identity on initial employment. These are kept in a 'personnel file' for that person.
- **Any person coming onto our school site and/or having ongoing un-supervised contact with students - whether on site or on a trip (including whanau members) must be Police Vetted,** especially those attending overnight stays with students present. Police Vets for adults supervising overnight stays are undertaken 6-8 weeks prior to a camp or overnight stay so that the process can be completed in a timely way.

#### **Police Vetting process at Papatoetoe Intermediate School**

- **The Principal manages Police Vetting Applications**, OR this is delegated to the Finance Manager or Principal's PA . The Application form will indicate which person will undertake the application process. **Applications for our school are submitted into the Police Vet website** through our school as the 'agent'.
- **Application forms are shredded or returned to the person** when the return reply is provided.
- **'Return' replies** are given to the person (along with the application if requested) **ONLY** when the return reply indicates that there are concerns. Replies are only sent to the Principal and only the principal manages the process of notifying the applicant.
- **If the Police Vet response indicates there are no concerns** an email is sent to the person applying (or the company of that person) stating that the application has been made and the response indicates that there are no concerns. At this point all the application paperwork is destroyed and only final information is recorded in the Police Vet website
- **The Police Vet folder** contains the summary of Police Vets for support staff and various providers (contractors) who work within our school. No other papers are retained.

## Operational Procedure 2.6: Personnel Files

### Requesting access to Personnel Folder

- All staff members are entitled to request to view their personnel folder.
- **Staff can request access to Personnel Folder as follows:**
- Staff members wishing to see their personnel files are asked to request this from either the Principals PA or the Executive Officer
- The personnel folder requested will be down loaded onto a USB, from the on-line file, in its entirety
- The USB will be named and given to the person requesting it in a sealed envelope within 2 working days

### Papatoetoe Intermediate School Personnel File Checklist

*This represents good practice of things that should be in a Personnel File. Some of these items may not be in the same folder. The important thing is that this is stored and documented somewhere that is easy for the information to be retrieved.*

NAME:

POSITION:

DATE:

| ITEM                            | YES | NO | NOTES |
|---------------------------------|-----|----|-------|
| Verification of Identity        |     |    |       |
| Police Vetting                  |     |    |       |
| Home Address & Telephone Number |     |    |       |
| Next of Kin                     |     |    |       |
| Copy of CV                      |     |    |       |
| Certified copies Qualifications |     |    |       |
| Certificate of Registration     |     |    |       |

|                                 |  |  |  |
|---------------------------------|--|--|--|
| Letter of Appointment           |  |  |  |
| Current Employment Agreement    |  |  |  |
| Performance Appraisal Documents |  |  |  |
| Job Description                 |  |  |  |
| Payroll Information             |  |  |  |
| Tax Number                      |  |  |  |
| Induction                       |  |  |  |

NOTES.

## **Operational Procedures 2.7: Applying for Leave**

### **Applying for Leave Procedures**

*Part Four of the NZEI Primary Teachers Collective Agreement provides the rationale for the various types of leave/absence from work. This section should be read in conjunction with the Papatoetoe Intermediate School 'Procedures for Leave Applications' and 'Discretionary Leave Guidelines'.*

*Refer also to the Primary Teachers Collective Agreement and Support Workers Collective Agreement.*

### **Guidelines**

- Staff are encouraged to plan in advance and where possible: holidays, medical/dental appointments and elective surgery so that these occur when the school is not open.
- Applications for leave must be accompanied by supporting evidence where this is appropriate e.g. specialist appointment, jury notice summons, funeral notice.

### **Board or Principal Approval**

*The Board has responsibility for policies and operational policy relating to all aspects of leave. The Board has delegated all types of leave that are for four days or less to the Principal.*

- The Cluster Manager makes recommendations regarding leave applications by RTLB to the Principal and, where reasonable, the Principal will accept the Cluster Manager's recommendation.
- Discretionary Leave for five days or more requires the approval of the Board . Applications need to be with the Board Secretary at least seven working days prior to a Board Meeting for a leave to be included in the Board In-Committee agenda.
- When considering applications for Discretionary Leave the Board will take into account the recommendation of the Principal, and where relevant the Cluster Manager.

### **Discretionary Leave With Pay**

*The Ministry of Education and the NZSTA strongly advise Boards not to agree to Discretionary Leave With Pay.*

It is unlikely Discretionary Leave With Pay will be approved except in exceptional circumstances.

### **Discretionary Leave Without Pay**

Applications for Discretionary Leave Without Pay may be considered taking into account:

- Number of working days requested
- Family and cultural festivals
- Relevant historical information
- The operation of the school or RTLB Cluster
- The availability of a person to undertake the duties and work
- Ensuring equity with decisions made for all staff employed by the Board of Trustees

### **Unexpected Absence from Work**

Unexpected absences from work occur from time to time, especially in the case of sickness or family illness.

On your return to work, and as soon as possible, a retrospective application for sick leave (or similar) must be completed and submitted.

### **Medical Certificates**

*To support equity, the Board ask for a medical certificate from all staff members after 3 days of sick leave absence.*

*The Board/ Principal may request a medical certificate if the Board is concerned for the staff member's health and well-being and need assurance that the staff member is well enough to return to work or there have been frequent or on-going absences by that staff member.*

- **For Support and Administration Staff**, when sick leave is in excess of three days a medical certificate must be produced. (SWCA 6.5.3 (c))
- **For Teachers and RTLB**, when sick leave is in excess of five days a medical certificate must be produced. (PTCA 4.1.6(b))
- **If your sick leave ACC approved**, you must provide a copy of the ACC letter to the Principal, Cluster Manager or Financial Manager .

### **Procedures for Applying and Granting Leave**

*Nothing in these procedures replaces or amends the various employment agreements under which staff are employed.*

- All staff must apply for leave if they intend to be absent from the school for a half day or more. Except in the case of illness, accident or immediate family bereavement it is expected that staff are present at school each day.
- All applications are considered on an individual basis.
- All leave applications must be made on the Papatoetoe Intermediate School 'Application for Leave' Form. The reason for the application must be clearly explained.
- Applications for Anticipated Leave should be discussed with either the Principal or the RTLB Cluster Manager.
- Support staff are required to use annual leave in the year it is provided. Annual leave cannot be accrued.

- Where the reasons for requesting leave are sensitive or personal the Cluster Manager or Principal will take all reasonable steps to ensure confidentiality is maintained for the reasons for the request.
- Where appropriate, applications for Discretionary Leave should have a covering letter explaining the reasons for the request.

### **Requesting Leave**

*When applying for anticipated leave staff must provide reasonable notice of the request for leave e.g.*

- Requests for known appointments and/or commitments should be received seven working days prior to the date. This will assist the arranging of relief teachers or cover where applicable
- Requests that need approval of the Board, must be received by the Board one term in advance and take into account the closing date for Board correspondence i.e. seven days prior to the Board meeting.
- Staff who are seeking long-term leave of a year are encouraged to apply for the school year (January-December) to assist the school in recruiting a replacement teacher. It is highly unlikely the Board will approve leave for more than a year.

*NB the Board considers applications for leave "in committee".*

- The Board Secretary will advise applicants of the outcome of Board decisions relating to leave within 10 working days of the Board meeting.

### **Leave Records**

- Copies of all 'Leave Applications' are scanned to the staff members personnel file. Personnel files are available for inspection on request – see Personnel Files
- All original copies of approved 'Applications for Leave' are returned to the individual staff member. Applications are approved based on intent that the leave will be taken.
- The actual record of leave is notified to payroll on the day the leave is taken.
- Staff can check that their leave has been correctly coded by:
  - Checking the original application when it is returned with the Principal's decision, the leave code and the relevant signature
  - Checking the staff member's pay slip and requesting a payroll leave summary
  - Discussing any concerns or discrepancies with the Principal or Cluster Manager

*NB staff should regularly check their leave entitlement balance on their fortnightly pay slip.*

### **'Other' Leave**

- Staff members are expected to be at school, in accordance with their contracts, whenever the school is 'open' (this can include EOTC, strike days – for non-union members etc.) other than when leave has been approved.
- Leave may be granted for the following reasons and must be applied for in the usual way. 'Other' Leave will be noted BUT NOT recorded against your leave entitlement
  - Sport Coaching, EOTC, planned school events
  - Professional development, contracts, study leave (including discretionary study leave)
  - Special projects as approved by the Principal



- Discretionary leave as approved by the Principal – this will only be in exceptional cases
- ‘Vistab’ provides evidence of attendance in the event of an audit of staff attendance or if staff presence needs to be confirmed. When any staff member is visiting another school as part of their workload they must comply with any sign in requirements. This also confirms attendance at work.
- An attendance audit may be requested via sign in procedures required at Papatoetoe Intermediate School (Vistab) and other schools a staff member visits.
- Where leave is taken and is not recorded appropriately at the time but later identified, this leave will be retrospectively notified to pay roll.

### **Call Back Day/s**

*see also Professional Development*

- **All teachers** including RTLB are required to attend professional development (call back days) in non-contact time (refer 2.10.3 of the Collective Agreement). Where practicable Call Back Days will be notified one term in advance and usually at the start of each year.
- **Support Staff** members may be requested to attend professional development e.g. call back days. This will be negotiated and Support Staff will be paid to attend.
- Support Staff are invited to attend Teacher PD on an ‘open basis’ (i.e. the invitation is always available). Where Support Staff choose to attend not required call back days at their own discretion, they will not be paid.

### **Notification of Unexpected Leave** e.g. sickness on the day, family emergency

- Any staff member who will be absent **MUST** contact the ‘officially delegated person’ or the Principal or Cluster Manager.
- Notification of the ‘officially delegated person’ will be in writing (and by email) and will include contact details and expectations for notification.
- The ‘officially delegated person’ notifies payroll, organises relievers, release, and would appreciate notification well in advance of an absence.
- Notifications of absence must be done before 7.30am (and preferably earlier due to the difficulty of arranging relieving teachers) each day for all teaching staff members, TAs, Admin and Support Staff

**For RTLB** the ‘officially delegated person’ is the relevant Practice Leader.

- The RTLB should also copy the Administration Support Person into the email confirming their absence.
- The RTLB is also responsible for notifying any school where they have appointments that day.

**For School Staff members** the ‘officially delegated person’ is the delegated Associate Principal

- Contact details are provided
- As well as contacting, the ‘officially delegated person’ all staff contact their Syndicate/ Team Leader if they are to be away from school– for any reason, including sickness

### **Record of Absences**

**The ‘officially delegated person’ and RTLB Cluster Manager** keep a daily record of Staff absence and notify the Executive Officer or Principal’s PA in writing (email or text) of any staff absence before 8.30am the morning of the absence.



- **If you are sick, or know you will be away the next day**, please let your Team Leader and 'officially delegated person' contact person know as soon as you make your decision.
- If you think, you may be away the next day, please indicate that before you leave work and confirm before 7am the next morning. This is in order to book the best possible relievers and to notify others of your absence (e.g. cancel meetings etc.)
- In personal or sensitive cases staff may contact the Principal/Cluster Manager and it will be recorded in the staff attendance register and processed as usual.

**Study Leave** (see also Appraisal and Professional Development. RTLB should refer to the RTLB Operations Handbook for details regarding Study Leave.)

*Study Leave and professional development must relate to school wide strategic goals:*

- It must relate to personal professional goals and development outlined in Appraisal documents
- It must be agreed, in advance, with the Appraiser and Principal
- It must be managed within the professional development budget

In making decisions the principal will consider the following:

- The reason for application
- The frequency of requests from that staff member
- The effect of granting a request on the running of the school
- The time of year
- The appropriateness of the length of leave
- The length of time employed by the school
- The financial/ resourcing implications to the school/ RTLB Cluster
- In responding negatively to a request for Study Leave the principal will provide a reason for denial.

### **Discretionary Leave**

*The Board of Trustees, through the Principal, may grant discretionary leave where there are special circumstances. This may be with or without pay. Such leave may be granted so as not to impact adversely on the operational requirements of the school.*

- Discretionary leave is granted as a privilege and not as a right.
- It is considered on a case by case basis.
- Unpaid discretionary leave does affect a teachers' holiday pay.

The various types of leave that may be considered but not restricted to the following:

- Accident/illness of a family member
- Attending education appointments/interviews/ graduations
- Civil defence duties
- Court proceedings
- Cultural activities (domestic/overseas)
- Days of significance to Maori (e.g. Ratana Day)
- Disciplinary/grievance/dispute hearings
- Educations courses/conferences/examinations/hui
- Meetings of statutory authorities

- Religious observances (e.g. Jewish New Year or Day of Atonement)
- Sporting activities

Unforeseen and/or exceptional circumstances may prevent strict adherence to some aspects of this procedure. In these cases, the Board of Trustees and/or the Principal will be guided by the principles of the school policy and the Collective Agreement.

### **2.8.1 Procedure for applying for Financial Assistance for Study (see Financial Handbook)**

Papatoetoe Intermediate School has a commitment to on-going support for staff members wishing to undertake additional tertiary study. Support may be in the form of financial or release time, or both.

- Staff members wishing to undertake study must have that study approved by the Principal and/or Cluster Manager.
- Successful completion of the papers should be included in their appraisal goals for the year.
- On approval the Principal and the staff member will agree to the type of support that is available that year.
- The support available is dependent on budget and availability of release staffing which may change from year to year. Financial support is not automatically approved.
- Financial support up to \$300 per paper is available and is paid on receipt of confirmation of a pass mark for that paper.
- Financial support must be applied for in writing (a letter to the Principal) when the paper is applied for to ensure that it is included in the annual budget.
- 
- The application and confirmation of payment of financial support is filed in the staff members personnel file.
- Confirmation of pass, with an application for the funds (\$300 per approved paper) as a reimbursement. is submitted to the Cluster Manager or Principal for approval and paid within a month of receipt.

#### **Courses commonly approved:**

- RTLB Study papers (these are a requirement and release is commonly approved and the papers are fully funded by the MOE)
- TESSOL
- Educational Leadership post graduate and masters papers
- Specialist teaching papers
- Education papers; post graduate and masters (especially in Mathematics, Literacy/ English or Science)
- Psychology papers
- Language Learning and Teaching papers
- Financial management papers

## **2.8.2: Professional Development and Appraisal Procedures**

*Refer to*

- *Teaching Council Growth Cycle information.*
- *Collective Agreements re Performance Management*
- *NZ Employment Law re Performance Management.*

*\*Our school only offers employment for teachers under the Primary School Teachers' Collective Contract and to Support Staff and Caretakers under those respective NZEI Collective Agreements*

*The Board's responsibilities are:*

- *to ensure that performance management meets all legal requirements and appraisals are effectively carried out*
  - *to ensure that there is a development budget*
  - *ensure that the performance management and ongoing professional development of all staff is a positive and productive process*
1. The best appraisal processes are those that promote personal responsibility and growth. In which 'appraisers' work with staff to coach, mentor and support their professional growth.
  2. The appraisal process involves the identification of:
    - a. Areas of strength
    - b. Areas for development
    - c. Short and Long Term Goals and Plans of Action for Achievement
    - d. Aspirations
    - The appraisal of all staff members is the responsibility of the Principal who may delegate some responsibility to senior managers and school leaders. The Principal may also delegate some of the responsibility to an outside appraiser.
  3. The Principal is responsible for ensuring that appraisals are effectively and professionally completed for every staff member and the outcomes of the performance appraisal are acted upon.
  4. The appraisal process should be seen as non-threatening and in no way linked with disciplinary procedures.
  5. Every member of the teaching staff will have a Performance Agreement which, along with their job description, classroom observations and assessment against the Professional Standards for Primary School Teachers . There will also be corresponding assessments against the standards and agreed job descriptions for school leaders for Curriculum and Syndicate Leaders, Professional Learning Leaders and Deputy Principals). These documents and agreements will form the basis of all appraisals and performance management.
  6. For other staff members (support and administrative staff), their contracted job descriptions will form the basis for their appraisals and performance management.
  7. All performance appraisals are confidential to the person being appraised and their supervisor and/or the Principal. In order for this process to be effective it is essential that time and thought are given in preparing for the appraisal.

8. Assessment against the requirements of the relevant professional standards as determined in the Collective Employment Contract for Primary Teachers (including those for Associate Principals/Deputy Principals and other unit holders) will be carried out annually.
9. Attestation of competence in fulfilling the job description and meeting basic standards is part of the appraisal process.
10. Salary increments are paid when these standards are attested to having been met.
11. Performance is to be appraised in the form of mutually negotiated objectives, established between the appraisee and the appraiser. This is an ongoing process.
12. Appraisals will be carried out with all staff members each year.
  - In February delegated appraisers will meet to establish goals, a Job Description and Performance Agreement for the year.
  - In June to review objectives and Job Description.
  - In Term 4 to evaluate objectives and Performance Agreements and plan for the following year.
13. Performance is appraised in the form of mutually negotiated objectives, established between the appraisee and the appraiser. This is an ongoing process.
14. The primary basis for performance appraisal is the personal development of all staff members to enable school goals and objectives to be met (as outlined in our School's Charter and Strategic Plan). As such, the appraisal process will establish individual and group strengths and identify areas for personal development.
15. Every staff member is entitled to personal training linked to the outcomes of the appraisal as appropriate, linked to the school goals and subject to funding being available.
16. Staff development is paid for from the 'Professional Development' Budget. This budget is to be used equitably to ensure the development across all staff members towards the achievement of established school goals.
17. All staff members will maintain an e-portfolio and appraisal folder for which they will be individually responsible for completing and maintaining. This folder/portfolio will be available for the Principal on request.
18. An annual written summary of progress will be provided to the person being appraised, by (or on behalf of, by a delegated appraiser) the Principal at mid and end of year. Every staff member will be asked to provide their own written assessment of their progress at these times also. The Principal must approve the summaries.
19. The Principal will regularly report to the Board regarding the management of appraisal processes and, generally, regarding progress against school-wide goals re Professional Development, training, fulfilment of Job Descriptions and Teacher registration and levels of expertise.
20. The basis for the annual appraisal is the Appraisal Portfolio in which key components are:
21. Primary Teachers' Collective Agreement (CEA)
  - a. Job Description: Performance expectations will be summarised and documented in each Job Description, which sets out key tasks and expected outcomes. Appraisal associated with the job description will be conducted twice each year in accordance to Personnel Procedure
  - b. Attestation of competence in fulfilling the job description is part of the appraisal process (see Attestation Declaration and Rubric)

- c. Professional standards for Unit Holders and School Leaders: These will measure important knowledge, skills and attitudes that all principals should be able to demonstrate, with respect to professional leadership, staff management, financial and asset management, strategic management, relationship management and statutory reporting requirements. Attestation of competence in fulfilling the basic standards is part of the appraisal process.
- d. Any collected 'evidence or documentation' such as; observations, feedback, congratulatory notes, 360 feedback etc.
- e. Should a dispute arise between the person being appraised and their appraiser;
  - The matter will be referred to the Principal
  - Each shall provide separate written comment of the matters at issue and supporting 'evidence'
  - The Principal will meet with both people to discuss the matter.
  - The Principal may seek legal advice and in this instance will advise the person being appraised to seek advice also.
  - If a resolution is not achieved the matter may be referred to the Board.

## **Staff Professional Development**

*The Board has an obligation to ensure ongoing professional development and support for staff.*

*The Principal is delegated the responsibility of working with school leaders to:*

- Design a Professional Development Programme that fulfils the School Charter, Strategic Plan and the individual and collective needs (groups, teams etc.) of staff members
- Resourcing that PD Plan (application to the MoE, release, and Budgeting)
- Implementing the programme
- Ensuring that the programme is successful and meets the intended outcomes
- Linking outcomes to ongoing appraisal and school-wide expectations
- Delegating responsibility to senior staff or staff with expertise

The Principal and delegated school leaders will also ensure that they:

- Seek Board approval – for the plan, the release and staffing, the budget
- Reporting to the Board – about the plan and its outcomes, at agreed milestones

**Professional Development Programmes** have several common core elements which can be used as a framework:

- The Charter, Strategic and Annual
- Assessment of teacher/ staff capability
- In response to students' achievement data
- Personal staff goals (from Appraisal documentation)
- From Community and student feedback and requests

Professional Development Programmes set and processes used in the programmes will be negotiated with staff so that objectives and expected outcomes are shared.

The Programme may include:

- New staff induction and Beginning Teachers' induction

- Teacher Only Days
- Teacher Call-back Days
- Staff appraisal
- Opportunities to observe successful programmes
- In-school training (e.g. in school-wide expectations, pedagogy, IT use, etc.)
- In-service: local – regional – national
- Staff meetings
- Syndicate meetings
- University Study
- Individual initiatives
- PLG
- Supervision – peer and leader
- 1 to 1 mentoring and coaching
- Group and individual research

**Call Back Day/s** *see also Leave*

- **All teachers** including RTLB are required to attend professional development (call back days) in non-contact time (refer 2.10.3 of the Collective Agreement). Where practicable Call Back Days will be notified one term in advance and usually at the start of each year.
- **Support Staff** members may be requested to attend professional development e.g. call back days. This will be negotiated and Support Staff will be paid to attend.
- Support Staff are invited to attend Teacher PD on an 'open basis' (i.e. the invitation is always available). Where Support Staff choose to attend not required call back days at their own discretion, they will not be paid.

**2.8.3: Performance Management for School Leaders (including The Cluster Manager, Deputy Principals, Syndicate Leaders, RTLB, and all other Unit Holders)**

- All aspects of 'normal' Performance Appraisal are adhered to in the upholding of Performance Management of School Leaders and Unit holders
- The annual appraisal of all Unit Holders and School Leaders relating to the Primary/ Secondary School Teachers' Collective Employment Agreement/s for Leaders and Unit holders, their job description and related professional standards, will consider achievement against the performance objectives relating to school initiatives as outlined in the Charter and Strategic (and Annual) Plan, and current development objectives relating to the professional development activities being undertaken by the School Leader to improve personal performance.
- These are negotiated with the Principal
- As a natural consequence of this process, future performance and development objectives will be identified, negotiated, listed and set for (at least) the following 12 months but may span longer timeframes

**Also see: Operational Policy No. 4: Responsibility Payments and Management Units**

**Operational Procedure No. 2.9: Exit Procedures:** *This procedure links closely to that for the Induction of New Staff Members (re Procedure 3.5)*

Our school values its employees. It is normal and healthy for staff members to come and go as people pursue career pathways and their circumstances change. This procedure outlines the processes that support not only staff members but also students and their families, as staff members leave, and the roles and responsibilities of all the people involved.

When considering all the processes as staff members leave the students and their families will remain at the centre of all arrangements. Conjecture and speculation is unhelpful, confidentiality must be maintained until such time a public announcement is made. In addition, there are some organisational requirements that must be managed.

As employees leave our school we see this as an opportunity to gather information regarding our workplace and general job satisfaction; this procedure provides opportunity for those processes to take place.

It is right for people to be thanked for their work at our school. To be acknowledged by students and other staff members and in some cases the wider community.

1. **Resignations must be addressed to the Principal** (unless it is the Principal in which case it is addressed to the Presiding Board). A resignation must be in writing and state the date proposed by the staff member as the last day. This date must be in accordance with the respective Collective Agreements.
2. RTLB are employed by the school so their resignations are also addressed to the Principal, in addition to the RTLB Cluster Manager.
3. **Resignation is not confirmed until a letter of acceptance is provided to the employee from the Principal** (Presiding member). The letter of acceptance of a resignation must confirm the last day of employment.
4. **If a reference is requested there should be a week's notice for this.** All such references will be on school letterhead and must be approved by the Principal. Unofficial references may be given on request but these may not be written on letterhead and must be 'personal' and not 'professional' references. A copy of all approved professional references will be added to the employee's personnel file for future reference. These references remain confidential and will not be shared with the person about whom they refer without the referee's permission.
5. All such letters (resignation, acceptance and reference) are kept in personnel files.
6. Once the letter of acceptance is provided the Principal/Cluster Manager and employee will negotiate leaving arrangements and the Principal will notify the AP/DP/ PL The Finance Manager and relevant Administration staff (Resource and Security, Technician etc.)
7. **The Principal/Cluster Manager will work with the employee to ascertain notifications** to staff, notifications to students and parents/ school in which an RTLB works (this will not take place without express permission from the Principal/ Cluster Manager), along with the



letter to the Parents and Caregivers and notices in the school/cluster Newsletter. All such notifications are agreed between the Principal and employee.

- Notifications to staff are made at a staff meeting by the Principal or Cluster Manager in conjunction with the staff member.
  - It is expected that until the notification is made in the school Newsletter the resignation will remain 'confidential'. This means that no discussions regarding the resignation can be made in the hearing of students or their families.
  - If the resignation is a classroom teacher a letter from the AP/DP Principal will be given to the students for their whanau notifying of the teacher leaving and hopefully will also introduce the new teacher.
  - If an RTLB resigns the Cluster Manager will notify schools of the transition process, supported by that RTLBs Practice Leader.
8. **The Principal/ Cluster Manager and relevant Assistant Principal will work with the employee regarding appropriate farewell or poroporoaki processes.**
- It is agreed that students should at least be told, at an Assembly, of a school staff member leaving and be given the opportunity to say farewell and thank you. This will be arranged with the class on duty and done in the employee's last week at our school.
  - It is also agreed that all staff members should have a farewell and publicly thanked at a Friday morning tea. This will be done in the last week of employment at our school (or at a time agreed with the relevant Assistant Principal).
  - In some instances it is agreed that a 'special farewell' must be arranged. This is for staff members who have had a significant impact on our school, the students and community. It is also appropriate to have special farewells for senior staff members (DP, APs, and Principal) and for employees who have been at our school for more than 15 years.
  - Special farewells are arranged with the employee leaving, the respective Assistant Principal/ DP and the Principal. The Board may also have input.
  - RTLB follow their own farewell process outlined in their Operations Handbook.
9. **Our school Board allocates a small amount of money for farewell gifts (\$10 per year of employment).**
- Any additional gifts from staff, students or the community are separate to this.
  - Any donations or collections of money must be organised with the respective Assistant Principal/ Practice Leader and Executive Officer and managed through the school office.
  - Gifts are presented at the morning tea or special farewell event, not during Assembly.
10. **The Leavers Checklist** is available to support the leaving process.
- The list will be given to the employee by the relevant Practice Leader/ Assistant Principal
  - Together with their leader they will work with them to complete all requirements prior to leaving.
  - This is done also in liaison with the Executive Officer who will sign off resource (ipad /phone/books laptop etc.) requirements.



11. **It should be noted that any lost or damaged items or those not returned will be charged to the person leaving.**
12. **The Finance Manager** (or their delegate) will receive and sign off the receipt of all Keys, Security Tags, locks, ID and Photocopy card etc.
  - The Finance Manager will also arrange to delete the person's security code from our school system.
  - The Finance Manager will receive a list of damaged or lost items and create an invoice for their replacement. If the invoice is not paid usual debt recovery steps will be taken.
13. **The Resource/ Security Manager** will check the items on loan to the person leaving; They will print off the list and work with that person to recover or explain the whereabouts of items.
  - The Resource/ Security Manager will liaise with the School Librarian and report to the Finance Manager regarding any outstanding or damaged items and their cost.
14. **The Resource Manager or Finance Manager** will receive all electronic items and their accompanying resources (Laptops, phones etc. with cords, bags etc.) and ensure they are in good working order. The Finance Manager will check outstanding or damaged items and their cost.
15. **The IT Technician** will also disable but not delete the email account and pertinent computer files
16. Once all the relevant personnel information is completed (i.e. Novopay and MoE referrals, invoices etc.) the personnel files will be archived by the Principals PA (for a minimum of seven years). All employees are entitled to a copy of their personnel file on request.
17. **The AP/DP/ Cluster Manager** responsible for the employee will notify any relevant agencies of their leaving our school (ASTTLE/ Schoolgate etc.) on behalf of the Principal.
18. **The AP/DP/ Cluster Manager** will check that all required reporting, assessment, administrative and student-based requirements are completed as expected.
19. **The AP/DP / Cluster Manager and Caretaker** will check the classroom at 3pm on the last day.
20. **The AP/DP / Cluster Manager and Finance Manager will sign** off the 'Leaving List' once all requirements are satisfactorily completed until that is done the employee may not leave the school grounds on their last day.
21. **The Principal's PA** will provide the Exit Interview Questionnaire and arrange a time for the interview to take place, if this is requested. The Exit Interview must be arranged within 2 weeks of the leaving date. If agreed a Board member may attend this meeting if it is requested by the Principal and/or the employee. The Exit Interview and returned questionnaire will remain confidential to the people attending the meeting and the Principal's PA (Board Secretary).
22. **The Principal's PA** will collect all Interview Questionnaire data and collate it into an annual confidential report (in February) for the Principal and Board. The report will contain: aggregated data and comments, the numbers of staff leaving and a general breakdown of their roles, ethnicity, gender and length of service.
23. **The employee leaving is responsible for the following:**

- Submitting a letter of resignation to the Principal and awaiting the responding letter of acceptance before telling any other people in our school
- Working with the Principal and/or AP/DP to agree to notifications to staff, students and the community; farewell organisation etc.
- Removing all personal files (documents/photos/ music etc.) from their laptop and phone prior to returning all items owned by the school – keys, security tags, laptops, phones and all accompanying resources, books, student and teacher resources. This must be done prior to the last day at our school
- Completing all required reporting, assessment and student-based requirements as specified by the Assistant Principal
- Removing all personal items from the classroom, returning all teacher and applicable student resources are returned to their respective places and ensuring that the room is clean (desks, chairs, rubbish and bins etc.)
- Working with their respective Assistant Principal and the Executive Officer (and resource team) to complete all checklist requirements particularly prior to leaving on the last day
- Paying for any damaged or lost school property
- Requesting, completing and returning the Exit Interview Questionnaire

## EXIT CHECKLIST

Name :

Final Date:

| Item/document to be checked off  | Tick when checked or received | Initial of person checking or receiving |
|--|-------------------------------|---|
| • Letter of resignation to the Principal/BoT   |                               |   |
| • Letter of acceptance received  |                               |   |
| • Reference [if requested]   |                               |   |
| • All above documents added to Personnel File in Office Drive  |                               |   |
| • Staff notified   |                               |   |
| • Students notified  |                               |   |
| • In class   |                               |   |
| • At assembly  |                               |   |
| • Letter to Parents/ Caregivers  |                               |   |
| • Farewell organisation completed  |                               |   |
| • Gifts arranged   |                               |   |
| • Farewell morning tea arranged  |                               |   |
| • Student farewell/assembly arranged (if appropriate)  |                               |   |
| • Remove all personnel files/documents/photos/etc] from school laptop and/or phone - items are checked and in good order |                               |   |
| • Return all items owned by the school -   |                               |   |
| • School keys/ swipe   |                               |   |
| • Gate tag   |                               |   |
| • Photocopy and ID tag   |                               |   |
| • Laptop – and all accompanying resources  |                               |   |
| • Phone – and all accompanying resources   |                               |   |

|  |  |  |
|--|--|--|
| • Student and teacher resources – books etc  |  |  |
| • Check classroom inventory all items present and in good order [clean, undamaged etc]                 |  |  |
| • Completing all required reporting, assessment and student-based requirements as specified by the AP. |  |  |
| • Remove all personal items from the classroom/office  |  |  |
| • Return all teacher and applicable student resources  |  |  |
| • Pay for any damaged or lost school property [list attached]  |  |  |
| • List completed   |  |  |
| • Invoice sent   |  |  |
| • Payment received   |  |  |
| • MoE and Novopay notified   |  |  |
| • ASTTLE notified  |  |  |
| • Email and files disabled   |  |  |
| • Security codes deleted   |  |  |
| • Personnel file archived  |  |  |

**Please submit this form to your Assistant Principal/Cluster Manager or Team Leader who will give it to the Executive Office prior to your last day of employment.**

All requirements are completed and correct Yes / No

Deputy Principal/Cluster Manager/Team Leader's Signature : \_\_\_\_\_

Finance Manager's Signature: \_\_\_\_\_

Date : \_\_\_\_\_

Please list [on the back of this page] any outstanding or damaged items:

**Exit interview questionnaire**

|   |                  |
|---|------------------|
| <b>Name:</b>                                | <b>Position:</b> |
| <b>Date Questionnaire completed :</b> _____ |                  |

Your feedback in this exit questionnaire is a unique opportunity as it will provide valuable information about why you have chosen to leave, what we do well and what we should aim to improve. The questionnaire consists of questions across a number of areas such as the working environment, culture, processes and systems, management and development.

It is important information for us and for you it's a chance to give some balanced and constructive feedback that will help us in achieving our vision and goals.

The information that you provide us with will be used in two ways. Information from all exit questionnaires are collected and collated report on trends and commonalities and with your permission your individual feedback will also be provided to the appropriate people where there are specific issues or opportunities. No individual feedback will be disclosed without your express permission.

This can be discussed further and clarified at the exit interview should you choose that option.

Please take time to read through and answer the following questions. Please return the questionnaire to The Principals PA, Barbara Ferregel, in person or by mail. An envelope is provided. If you choose an exit interview this will be with Pauline Cornwell, Principal. Barbara will arrange that time with you also.

Exit Interview Requested Yes / No

Date and Time of Interview : \_\_\_\_\_

Request attendance of a Board Member Yes / No

Support Person also attending Yes / No

**Reason(s) for leaving**

|  |                                 |
|--|---------------------------------|
| In order of significance rate the reasons leading to your decision to leave the organization (rate as many as are applicable). | 1 highest rank – 10 lowest rank |
| Training and development opportunities   |                                 |
| Career progression   |                                 |
| Job satisfaction   |                                 |
| Value and appreciation of my work  |                                 |
| Equitable treatment; diversity valued, culturally/sensitive, no discrimination   |                                 |
| Trust and confidence in your Team Leader.<br><i>Name</i> _____   |                                 |
| Trust and confidence in the Board's vision of strategic plan and senior leadership   |                                 |
| Workload and stress  |                                 |
| Other (please describe):   |                                 |

**General Information**

| 1  | 2        | 3     | 4              |
|--|----------|-------|----------------|
| Strong Disagree  | Disagree | Agree | Strongly Agree |
| Please rate the following as they applied to your personally |          |       | Rating         |
| Staff performance is better than 6 – 12 months ago           |          |       |                |
| Student/family Engagement is better than 6 - 12 months ago   |          |       |                |
| Training and development opportunities were good             |          |       |                |
| The systems and processes allowed me to do my job well       |          |       |                |
| I understand the vision and objectives of our school         |          |       |                |
| My ideas were well received and often implemented            |          |       |                |
| Workload and pressure was well managed by my Team Leader     |          |       |                |
| My contribution was valued and recognized                    |          |       |                |
| Communication within my team is effective                    |          |       |                |
| Communication, in the our school as a whole, is effective    |          |       |                |

**Your Work**

What was most satisfying about your job?

What was least satisfying about your job?

Did your job role and responsibilities turn out to be as expected?

Did you receive enough professional development and support to do your job effectively?

**Management and Leadership**

Did you receive timely feedback and coaching on your performance throughout the year?

How well do you think the appraisal and career planning processes worked for you?  
How well did our school help you to fulfil your career goals?

How did you feel about the quality leadership/management you received?

**Culture**

Describe your relationships with peers and colleagues?

How would you describe the culture or 'feel' of the organisation?

### Summary

| Please answer the following questions   | Yes/No |
|---|--------|
| If the situation was right would you consider working again for our school in the future? |        |
| Would you recommend working for our school to your family and friends?                    |        |

### Use of information

| Please sign if you agree   | Signature |
|--|-----------|
| I agree that this information can be consolidated with information from other exit interviews to determine trends and commonalities. |           |
| I agree that my individual feedback can be disclosed to the leadership team and/or appropriate people.                               |           |

*Thank you for taking the time to discuss your feedback with us. If you have any questions now or in the future please let me know.*

## 2.10: Job descriptions, Roles and Responsibilities and Expectations

*See following including*

- Job descriptions, Professional Standards and Appraisal Goals
- Papatoetoe Intermediate School Staffing Structures
- Senior Leaders Job Descriptions
- Professional Standards for school leaders apply to any person receiving 2 or more Management Units.
- Learning Support Teacher Job description
- Syndicate and Curriculum Leaders roles, responsibilities, release and remuneration
- Classroom Teacher Job Description
- RTLB Practice Leaders roles, responsibilities, release and remuneration:
- RTLB Roles and Responsibilities
- Support Workers Job Descriptions

### 2.10.1: Job descriptions, Professional Standards and Appraisal Goals

1. All identified roles and responsibilities have a clearly defined, related job description.
2. All staff members are appraised against Professional Standards outlined in their respective Collective Agreements, against their job descriptions and against their Appraisal Goals.
3. For all staff members there are three appraisal checkpoints;
  - Goal setting at the start of each year
  - Mid-year appraisal summary
  - End of year appraisal and recommendations for the following year
4. All staff members have the right to observational feedback on their work and opportunity to comment on their own performance as part of the appraisal process
5. All appraisal dates and expectations are reviewed and published annually, prior to the start of the year.

6. Team Leaders (Syndicate or Practice Leaders) undertake appraisals that are overseen by the Cluster Manager and, ultimately, the Principal.

### **2.10.2: Papatoetoe Intermediate School Staffing Structures**

All staff members are personally responsible for the welfare, health and safety of students along with ensuring that students are provided with a supportive learning environment that enables students to realise and reach their potential academically, socially and physically.

Allocation of MU and FTMU and related responsibilities is reviewed annually in preparation for the following year.

**2.10.3: Senior Leaders Job Descriptions;** see staffing schedule (on previous pages and updated annually in the Teacher Only Week Book) for confirmed roles and responsibilities.

### **2.10.4: Professional Standards for school leaders for persons receiving Two, or more, Management Units.**

The School Leaders Professional Standards are included in the appraisal documentation for leaders. Information about the appraisal and professional standards for Deputy Principals and Assistant Principals can be found on the Education Council website.

<https://educationcouncil.org.nz/sites/default/files/Comparative%20Matrix%20Deputy%20and%20Assistant%20Primary.docx>

At Papatoetoe Intermediate School, school leaders receiving more than 2 MU are expected to be performing as 'expert' teachers within all areas of the registered teachers' criteria. RTLB are also expected to be performing as 'expert' teachers.

### **2.10.5: Learning Support Teacher Job description**

The Learning Support Teacher's role is to work closely with the SENCo and the Teacher Aides and Teachers to develop and ensure the implementation of high quality learning support programmes for students at risk of not meeting nationally stated year level expectations. In order to do this they will:

- Work with teachers and teacher aides to ensure that 'inclusive' and 'best' practices are implemented in all classes (including specialist classes)
- Attend the following meetings: Senior Leaders, Syndicate Leaders meetings, PD and staff meetings, TA and support Meetings, Meetings with RTLB, IEP meetings
- Visit classes at least 10 hours per week in order to undertake the following:
  - Engagement observations
  - Student specific observations
  - Video observations of Teachers and TA/support workers
  - Provide support, PD and mentoring to Teachers and TA's

This is to:

- Provide information to review and reflect on Learning Support practices

- Continually improve learning support provision
- Ensure that Teachers implement IEP and Learning Support programmes effectively
- Ensure that TA's are well supported to provide high quality, inclusive, support for students at risk of not achieving
- Ensure that Learning support programmes fundamentally focus on 'engaging students, in class, for learning

They will:

- Oversee the ESOL learning and teaching programmes and monitor student engagement and improvements in achievement
- Oversee all ICS and ORs learning and teaching programmes and monitor student engagement and improvements in achievement
- Oversee all in-class support learning and teaching programmes and monitor student engagement and improvements in achievement of students receiving this support

| SENCo and Learning Support LeaderTeacher                 |  |
|--|--|
| Appraisal of TAs   | Provide observational data to support mentoring and PD   |
| Data gathering and analysis<br>Report writing to the BOT | Ensure data is available to and meaningful for the Teacher Aides and Teachers                      |
| Work with external agencies;<br>CYFS, RTLB, SWIS etc     | Work internally with Teachers and TA's/support workers   |
| Manage all MOE paperwork applications                    | Provide information for applications etc.  |
| Manage the LS Budgets                                    | Ensure that resources are properly used and maintained   |
| Oversee all the LS staffing and provision                | Work with the SENCo and TAs in order to develop and implement programmes support students learning |

### 2.10.6: Syndicate and Curriculum Leaders roles, responsibilities, release and remuneration.

Our Syndicate Leaders (Associate Principals) are pivotal to the success of our students. They are the 'leaders of learning' within a team of teachers. They work with teachers to continually improve teaching practices, to ensure they meet school expectations in all aspects of learning and teaching, administrative and legal requirements, classroom pedagogy, behaviour management and curriculum delivery. They provide mentoring and support through the appraisal process. They ensure that communication across their team and with school leaders is effective and they work closely with other school leaders to ensure that delivery in their teams improves outcomes for their students.

**AP's - Syndicate and Curriculum Leaders are responsible for:**

1. Appraisal and professional development within their areas of responsibility
2. Organisation

- Ensures all teachers in their Syndicate;



- Meet school-wide expectations in all areas (Planning, implementation, behaviour management, pastoral care, differentiated learning, inclusion practices cultural responsiveness etc.) and implement 'The Pap Int Way' pedagogies
- Establish an annual Syndicate Calendar (in conjunction with other Leaders) which includes assessment, reporting, trips, curriculum focuses, deadlines, appraisal expectations, visitors etc.

### 3. Assessment and Reporting

- Ensure that teachers can effectively conduct the required assessments so that student achievement data is accurate, of high quality and gathered in a timely way
- Report accurately and effectively to Teams, the Board and the school community re student achievement, supporting DP and other Assistant Principals/ Curriculum Leaders in the compilation of the relevant reports

### 4. Pastoral Care of Students

- Promote positive behaviour management in all classes in their syndicate; providing direction, instruction, support and guidance to teachers to ensure all reporting on serious incidents, referrals, SWIS data etc. is effectively collected and school expectations met
- Working with students, teachers and parents/caregivers to address behavioural matters in a positive and productive manner

### 5. EOTC, School Events and Extracurricular activities:

**Syndicate Leaders report to and are mentored and appraised by the Principal (Syndicate Leadership) and the Deputy Principal (Curriculum Leadership).** Appraisal Goals and Targets are set at the start of each year, with DP and the Principal.

**Syndicate and Curriculum Leaders receive Management Units** relating to specific aspects of their roles and responsibilities **and provided with Release** to undertake certain aspects of their work. The following is a break-down of the expectations of what the whole Leadership Team at our school believe Syndicate and Curriculum Leader release is to be used for and what is remunerated and expected as part of their leadership roles outside of the release time.

| Expected to be undertaken during Release  | Expected to be undertaken outside of school hours and covered by the allocation of Management Units  |
|---|--|
| <ul style="list-style-type: none"> <li>• Team Observations</li> <li>• Checking planning and then making sure planning is being effectively implemented</li> <li>• Modelling for teachers</li> <li>• Checking that the learning is 'right' – talking with students about learning</li> <li>• Modelling for teachers/ co-teaching/ providing PD/ PAC</li> <li>• Meetings with other leaders: Deans and other leaders</li> </ul> | <ul style="list-style-type: none"> <li>• Mentoring and support: Mentoring teachers,</li> <li>• Undertaking appraisal meetings</li> <li>• Appraisal Meetings and paperwork</li> <li>• Proofreading reports/ newsletters/ class letters etc.</li> <li>• Gathering evidence (Curriculum) other than observations – data analysis</li> </ul> |

|   |   |
|---|---|
| <ul style="list-style-type: none"> <li>• Following up on Pastoral Care/ IEP/ IBP/ with teachers, students and SENCo and Learning Support Teacher</li> <li>• Working with TAs with the Learning support Teacher</li> </ul>   | <ul style="list-style-type: none"> <li>• Preparing for meetings/ finalising minutes/ administration/ RAMs checking/ follow up from meetings</li> <li>• Fundraising organisation</li> <li>• Contacting outside agencies</li> <li>• Writing Curriculum Syndicate Reports</li> </ul> |
| <ul style="list-style-type: none"> <li>• 1 on 1 meetings with Teachers <ul style="list-style-type: none"> <li>• Contacting outside agencies</li> </ul> </li> <li>• Dealing with behavioural incidents/ contacting whanau <ul style="list-style-type: none"> <li>• Supporting teachers needing help</li> <li>• Participating in personal PD</li> </ul> </li> </ul> |   |

Leaders also have teaching responsibilities.

### 2.10.7 House Group Leaders Job Description and Appraisal Documents

#### Job Description - Staff House Leaders 2019

The House Leaders role develops teacher leadership skills and attributes in emerging leaders. House Leaders receive 0.5 FTMU (or 6 months of MU payment) over the course of the year they are a House Group leader. They have release as required (and as available). They use some of their own release time to meet, plan and organise events. House Group Leaders work with (and are appraised by) the Curriculum Leader Health and Physical Wellbeing. :

### 2.10.8: Classroom Teacher Job Description - under review

- Pastoral Care of students
- Planning, Assessment, and differentiated curriculum delivery
- Provide a safe, healthy, clean, learning focused and inclusive classroom environment
- Tracking and maintaining/ accelerating individual student achievement and progress
- Developing and maintaining positive learning focused relationships with whanau
- Working collegially with syndicate members to provide quality learning opportunities: EOTC, Sports, Cultural activities, ACE, Spec A subjects etc.
- Positively manage behaviour
- Additional responsibilities as per individual job descriptions and MU/ FTMU allocations

### Resource Teachers; Learning and Behaviour

#### 2.10.9: Cluster Manager Roles and Responsibilities: see Personnel Policy

**Cluster Managers Appraisal:** this appraisal is the responsibility of the Lead School Principal and may be undertaken by an independent appraiser or by the Lead School Principal. The allocation of an appraiser is at the agreement between the two parties and if contracted to an independent appraiser this is agreed with the RTLB Cluster Manager, budgeted and reported to

the Board The Board receives regular twice yearly summaries (written and agreed by the Principal and Cluster Manager together)

**2.10.10a RTLB Practice Leaders roles, responsibilities, release and remuneration:** *Section 2.6.7-2.6.9 inclusive must be read in conjunction the Manawanui Cluster 10 Operations Handbook and The RTLB Toolkit available at <https://rtlb.tki.org.nz/Professional-practice>*

Our Practice Leaders are pivotal to the success of RTLB in schools. They are the 'leaders of learning' within a team of RTLB. They work with RTLB to improve practice, to ensure RTLB meet the expectations in this Cluster; in all aspects of learning and teaching, administrative and legal requirements, classroom pedagogy, behaviour management and curriculum delivery. Practice Leaders provide mentoring, supervision and support to the RTLB in their teams. This is also managed through the appraisal process. They ensure that communication across their team and with schools and school leaders is effective. They work closely with students, parents, teachers, school leaders, Ministry of Education, other agencies (e.g. Oranga Tamariki) and other RTLB Clusters to ensure that delivery from their team improves outcomes for the students in the schools in this cluster. These are responsible for:

- 1. Practice Supervision, Attestation and professional development within their areas of responsibility**
- 2. Organisation** - Ensure all RTLB in their team meet cluster expectations, provide high quality planning and casework, efficiently and effectively undertake assessment and reporting requirements, Provide regularly updated documents such as IEP, Calendars, travel claims etc. develop and provides high quality resources and support to teachers/ schools, communicate effectively with teachers, schools, parents/ caregivers. Participate whole-heartedly in cluster professional development and events, actively and positively contribute as a member of the Practice Team Oversee and supervise RTLB casework allocation, early identification of students with long term Level One learning needs, supports high quality referrals, supports the implementation of programmes and, in liaison with the SENCO/teacher, on-going review of the effectiveness of interventions implemented
- 3. Reporting** - Ensure reports and casework is well written, accurate and completed according to set deadlines

**Practice Leaders report to and are mentored and appraised by The Cluster Manager.** Appraisal Goals and Targets are set at the start of each year, with the Cluster Manager and approved by the Principal.

**Practice Leaders all receive 1MU and additional Leadership Payments** relating to specific aspects of their roles and responsibilities. It is also understood that Practice Leaders also have RTLB responsibilities and undertake casework and liaison roles just like all other RTLB. The level of 'caseload' for Practice Leaders is determined by the Cluster Manager and takes into account the other responsibilities the Practice Leader is allocated.

#### **2.10.11: RTLB Roles and Responsibilities**

*see RTLB Teacher Only Week Book, RTLB Administration Handbook, RTLB Toolkit.*

**RTLB are appraised by their Practice Leaders** in liaison with the Cluster Manager. All RTLB appraisals are completed with the approval of the Lead Principal.

### **2.10.12: Support Workers Job Descriptions**

**a) Teacher Aide** Teacher Aides work under the supervision of Team Leaders (SENCo and Learning Support Leader) and with Classroom Teachers to implement programmes designed by teachers for the students in their classes who need additional support. They are timetabled to work with specific students or groups of students. Teachers are required to provide the planning and resources for their work.

- Some TAs work with the Learning Support Teacher in specialised programmes for groups of students such as ESOL support programmes or StepsWeb. Others work specifically with students who receive certain levels of funding (e.g. ORS, ICS) and/or with specific computer programmes such as Google ReadWrite and Writing Legends etc.
- Teacher Aides have allocated 'base hours' and then, in response to student needs and additional funding these hours may increase or decrease to meet demand.
- Teacher Aides belong to the 'Learning Support Team' and are overseen by the SENCo and Learning Support Teacher.
- Teacher Aides are often invited to IEP/IBP to provide additional information regarding 'next steps' for a student. Liaison Teachers (MT Richmond, Homai School for the Blind, Kelston School for the Deaf) may meet with Teachers and TAs to provide support for support programmes for students. RTLB may also need to meet with a TA.
- Teacher Aides are an important part of the system of support networks available to teachers and the students in their classes. Many are highly trained, all are passionate and committed and deserve to be treated with respect and professional courtesy.
- They are appraised, in accordance with their salary scales, (see NZEI Support Workers Collective Agreement) and allocated responsibilities. They also work with their Team Leader to set personal appraisal goals.

Teachers are required to ensure students behave well towards and with them and to ensure that there is sufficient planning and preparation done for the Teacher Aides working with students in their classes to ensure that the time they are available is maximised

**b) Administration Staff members:** *All Administration Staff members are employed under either the Support Workers in Schools Collective Agreement or the Caretakers and Cleaners Collective Agreement.* The Administration Team is made up of the following positions:

- The Finance Manager – Team Leader and team appraiser and mentor
- Principal's PA/ BOT Secretary
- School Receptionist
- RTLB Receptionist
- Student Receptionist
- Administration Assistant - Library
- Resource and Staffroom Manager
- Administration Assistant - Resources

- Caretaker

Members of the Administration Team work predominantly as a 'Team', particularly those who work as the Finance Manager , the Principals PA, the School Receptionist, the Student Receptionist, Administration Assistant - resources and Administration Assistant - Library and the Resource Manager. Each of these positions has specific tasks allocated within their own areas of responsibility and has responsibility to the team. Any of these people may be from time to time asked to undertake work normally allocated to others within the team. This reallocation is always negotiated and supported by other team members. The Administration Team meets regularly to discuss the functions of the Team, forward planning and any concerns. The Executive Officer organises and runs these meetings. Each Administration Team member has individualised Job Descriptions and allocated tasks for which they are solely responsible. They are appraised against their job description along with the general function and their contributions to the Administration Team and for the way that they undertake their personal responsibilities.

Review of task allocation is undertaken with the Finance Manager (with the Principal) who has responsibility for the smooth running of the school; financially and administratively. Appraisal for Administration Team members is established at the start of each year with a confirmation of Key Tasks, personal goal setting and agreement regarding professional development. A mid-year review and summary is completed usually around June and an end of year summary provided in December or January. As part of the appraisal process feedback is sought from other staff members in regards to specifically allocated tasks and in regards to the support workers contributions to the team, attitude and interactions with students and whanau, or visitors to the school.

**2.10.13 The Finance Manager :** The Finance Manager job description is in accordance with the NZEI Support Staff in Schools Collective Agreement. The job description has been agreed on employment at our school. From time to time the Finance Manager attends SLT and Board meetings to report on certain aspects of school organisation. The FM is supported by an external agency SAJ Financial Services who supported them to manage, in conjunction with the Principal, much of the financial, property and administrative management of the school and RTLB Cluster.

[The Caretaker manages the school property on a day to day basis and reports any concerns to the Principal. The Principal retains responsibility for the management of Property Projects, liaison with Watershed (property support company).]

They are the Administration Team Leader who works closely and under the oversight of the Principal as follows

- Work with SAJ and the RTLB CM and Principal to report to the Board
- The FM is appraised by the Principal who may appoint, in agreement with the FM, an external provider .
- The FM oversees the appraisal process and undertakes appraisal and mentoring meetings with Team members, holds regular team meetings, manages the oversight of Administrative responsibilities, works with Team members to continually improve the administrative management of the school

- The FM also makes recommendations for professional development and organises (with the support worker) training if this is required.

# **Addenda re Personnel Management**

## Appraisal Meeting Format

1. Observations and data gathering have happened prior to this and the frequency of these may differ between teachers/ staff members – at least once each term
2. Appraiser and Appraisee may meet to 'check in' on a regular or intermittent basis
3. About three weeks prior to the 'formal appraisal meeting' check in with the appraiser/appraiser to ensure clarity so everyone knows what to do and what they need for the meeting. This is the responsibility of both people.

### Being prepared - Appraisee

- Make sure you know what the 'data' is telling YOU – have the 'story'
- Prepare all the data analysis including progress data in Reading, Writing and Maths and share with Appraiser prior to the meeting. The data will be included in your appraisal document.
- If you are a support staff member you will have considered the feedback/ data sheets provided.

### Being prepared – Appraiser

#### Prior

- Undertake regular time interval observations (at least once a term) and check in's
- Check that the person being appraised is meeting all other expectations – planning, timeliness and meeting deadlines etc.
- Make sure any matters of concern are addressed well before the meeting – this should be a 'no surprises' forum
- View the appraisee's 'evidence' prior to the meeting including feedback and/or engagement data, three way conference data, student achievement (progress) to make sure the meeting will go well – seek additional help if that is needed.
- Identify what needs to be discussed/said and how that is going to happen
- Know the teachers/ staff members; their interests and strengths
- Know the teachers/ staff members goals
- Make sure they are able to analyse and summarise the data

#### Set the scene:

- Make a time that will ensure the least stress possible for everyone involved
- Have some kai/ a cuppa etc. if necessary
- Chose a suitable place
- The person being appraised does the talking the appraiser listens to what is being said
- Start with 'what we can celebrate?'
- Together go through and 'unpack' the data
- Both people need to make sure they 'say what needs to be said'

#### Come to some AGREEMENTS about

- What is the data saying?
- Areas of strength
- Areas of need/disappointment/ for development
- Actions that are going to be taken – write that down



- Refocus – what can YOU do to make this happen – both teacher/staff member and appraiser
- It is best to write/ record in the appraisal document as the meeting is in progress

### **Together work on the summarising statement**

#### **After the meeting:**

- the appraiser completes the final document
- and states if the teacher/staff member is or is not currently meeting the Practising Teacher Criteria/ Job description expectations – with evidence
- The appraiser provides the printed document to the appraisee for comment and feedback
- The appraisee has the ‘right of rebuttal’ to ask for changes in wording or clarification
- The appraiser finalises the document, signs and dates it and gives it to the appraisee for signing

Whether the appraisee signs or not it is submitted to the Principal/ Cluster Manager by the due date for

- Signing or
- Clarification as to why it has not been signed
- The Principal/ RTL Cluster Manager may choose to review the appraisal process

The Mid and/or End of Year Summary is added to the appraisee’s personnel file with their Team Leader and the Principal/ Cluster Manager’s signature

The Principal reads, and signs, all appraisal documents and the Principal’s PA files a copy in the person’s personnel file

### **Guidelines for protected disclosure recipients**

There are no guidelines in the Act as to what the Board needs to do when receiving a protected disclosure; therefore this advice is based on good practice in other employment scenarios, such as sexual harassment prevention.

On being approached by a staff member, former staff member, or contractor working in the school who wishes to make a protected disclosure, the PDR needs to:

Ensure that any discussions with that person are carried out in a manner that protects the confidentiality of the disclosure. It would not be unusual for a principal to talk to a staff member in private but it could be for a trustee. Meeting away from the school may resolve this issue if the PDR is a trustee. Likewise a principal needs to be cautious if he/she does not reveal the disclosure by beginning the investigation in such a way that links the person who made the disclosure.

Inform the discloser of the protections they have including any possible reasons that information that may identify them may need to be disclosed. Remind them that those protections only exist if the allegation is made in good faith. The protections are:

- the discloser’s identity will be confidential unless you give permission to be identified\*

- the discloser cannot be victimised by your employer for having disclosed the information
- the discloser is not liable for civil or criminal proceedings for disclosing the information
- if the discloser believes that they have been unfairly treated in their job or unreasonably dismissed following a disclosure they can take a personal grievance against their employer.

\*There are some limitations to this described in the Act. These are:

"Every person to whom a protected disclosure is made or referred must use his or her best endeavours not to disclose information that might identify the person who made the protected disclosure unless---

- that person consents in writing to the disclosure of that information; or
- the person who has acquired knowledge of the protected disclosure reasonably believes that disclosure of identifying information---
- is essential to the effective investigation of the allegations in the protected disclosure; or
- is essential to prevent serious risk to public health or public safety or the environment; or
- is essential having regard to the principles of natural justice.

A request for information under the Official Information Act 1982 [other than one made by a member of the police for the purpose of investigating an offence] may be refused, as contrary to this Act, if it might identify a person who has made a protected disclosure."

The PDR needs sufficient information to decide if the disclosure fits into the category of serious wrongdoing and to investigate the allegation.

Normally the PDR would discuss with the person making the disclosure what steps would be taken to investigate the wrongdoing. This can include calling the committee of the board, NZSTA etc.

The PDR may consider that the allegation does not fit the criteria for serious wrongdoing by the employer or a staff member. If this is clearly the case, eg the disclosure is about a parent, the PDR could identify that to the person making the disclosure and consider with them other forms of action if necessary.

The PDR can arrange a further meeting time with the discloser to discuss any outcome of an investigation that can be shared. It is important that the person making the protected disclosure knows that the allegation has been investigated even if they cannot be told the final outcome of that investigation.

It is good practice to keep confidential records of any meetings, notes, and investigation reports in a secure place.

Attached is a [recommended information sheet for staff](#) including the internal procedure boards may wish to adopt for their school? It is recommended new employees are provided with a copy of the internal procedure. In order to meet the requirement to regularly publicise the

procedures the board could put this policy on the list of policies for annual review with the procedure and PDR confirmed and publicised at this time.

## **Protected Disclosures Act 2000 - Information for Staff**

### **Introduction**

The Protected Disclosures Act 2000 came into effect on 1 January 2001. The Act requires that public sector organisations such as schools have an internal process that staff can use if they wish to make a protected disclosure. The following information details this process and provides you with information about the protections given in the Act.

### **Who can make a protected disclosure?**

Are you:

- A staff member [either temporary or permanent]
- A contractor supplying services to the school
- A former staff member [either temporary or permanent]

If you fit into any of these categories you are able to make a disclosure under the provisions of this Act.

*Note: The Act does not apply to parents or board of trustees members unless they are staff members of the school. It is for the protection of employees.*

For the purposes of this Act the board of trustees is the employer. As a public sector organisation, boards are required to have an internal procedure for staff, contractors, or former employees to make protected disclosures within the school.

### **What is a “protected disclosure”?**

Protected means that as long as you have reasonable grounds to believe that a serious wrongdoing is being done by or in the organisation by the above people you can report in good faith asking that the wrongdoing be investigated without worrying about negative consequences.

It is important to remember that this is an Act to protect employees and the disclosure will be about the employer or another employee/s not a student or parent.

### **What is a serious wrongdoing?**

The Act defines a serious wrongdoing as being any of the following:

*“(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*

*(c) an act, omission, or course of conduct that constitutes a serious risk to the maintenance of law, including the prevention, investigation, and detection of offences and the right to a fair trial; or (d) an act, omission, or course of conduct that constitutes an offence; or (e) an act, omission, or course of conduct by a public official that is oppressive, improperly discriminatory, or grossly negligent, or that constitutes gross mismanagement,---*"

## **How am I protected?**

You are "protected" when making a disclosure in the following ways:

- your identity will be confidential unless you give permission to be identified\*
- you cannot be victimised by your employer for having disclosed the information
- you are not liable for civil or criminal proceedings for disclosing the information
- If you believe that you have been unfairly treated in your job or unreasonably dismissed following a disclosure you can take a personal grievance against your employer.

\*There are some limitations to this described in the Act.

These are:

*"(1) Every person to whom a protected disclosure is made or referred must use his or her best endeavours not to disclose information that might identify the person who made the protected disclosure unless---*

*(a) that person consents in writing to the disclosure of that information; or*

*(b) the person who has acquired knowledge of the protected disclosure reasonably believes that disclosure of identifying information---*

*(i) is essential to the effective investigation of the allegations in the protected disclosure; or*

*(ii) is essential to prevent serious risk to public health or public safety or the environment; or*

*(iii) is essential having regard to the principles of natural justice.*

*(2) A request for information under the Official Information Act 1982 [other than one made by a member of the police for the purpose of investigating an offence] may be refused, as contrary to this Act, if it might identify a person who has made a protected disclosure."*

This protection depends on you making the disclosure in accordance with the internal procedure.