

NAG 3

(PERSONNEL) EMPLOYER RESPONSIBILITIES

According to the legislation on Employment and Personnel matters, each Board is required in particular to:

- i) Develop and implement personnel and industrial policies, within the policy and procedural frameworks set by the Government from time to time, which promote high levels of staff performance, use educational resources effectively and recognise the needs of students;
- ii) Be a good employer as defined in the State Sector Act 1989 and comply with the conditions contained in employment contracts applying to teaching and non-teaching staff.

... Education Gazette - 25 November 1999

ARIA SCHOOL

- NAG 3 Folder Contents -

| Document Name | Type |
|--|---------------|
| • NAG 3 Statement | MOE Statement |
| • Folder Contents | |
| • Responsibilities of the Principal | Policy |
| • Personnel Management | Policy |
| • Performance Management | Policy |
| • Principal's Performance Appraisal | Policy |
| • Concerns and Complaints | Policy |
| • Sexual Harassment | Procedure |
| • EEO (Equal Employment Opportunities) | Procedure |
| • Codes of Conduct – Staff and Board | |
| • Staff Leave | Policy |
| • Appointment and Recruitment of Staff | Policy |
| • Teacher Induction | Policy |
| • Staff and BOARD Development Plan | Policy |
| • Adult School Help | Procedure |

Other documentation relevant to NAG 3

Location

| | |
|--|----------------------------------|
| • Job Descriptions | Folder-Main Office |
| • School Professional Development Plan | Principal's Office |
| • Collective Employment Agreements STA/NZEI – all staff | Filed in Office |
| • Principal Performance Agreement | Job Description Folder in Office |
| | |

NAG 3 is about Employer Responsibility...

- | | |
|--------------------------------------|------------------------------|
| - Fair treatment of staff | - Job descriptions |
| - Performance agreements | - Appraisal process |
| - Professional standards | - Teacher registration |
| - Recruitment and Appointments | - Staff Induction procedures |
| - Relevant employment agreements | - Professional development |
| - Concerns and Complaints procedures | - Remuneration |
| - Equal Employment Opportunities | - Staff working conditions |

ARIA PRIMARY SCHOOL

Policy Statement: RESPONSIBILITIES OF THE PRINCIPAL

Nag 3: Employer (Personnel) Responsibility

The principal is responsible for overseeing the implementation of board policy including the Charter. Reference in documentation to the school, management and staff is to be read as “principal” for responsibility for implementation. From time to time the chairperson of the board acting within delegated authority may issue discretions in policies of the school, in minutes of the board, or by written delegation.

The responsibilities of the principal are to:

1. Meet the requirements of the current job description
2. Meet the requirements of the Principals' Professional Standards
3. Act as the educational leader and day to day manager of the school within the law and in line with board policies.
4. Develop an annual plan that is aligned with the board's strategic plan and meets both legislative requirements and any MoE expectations.
5. Seek approval from the board each year for the annual plan so that MoE expected dates can be met.
6. Implement the annual plan and give priority to the school's annual targets.
7. Use resources efficiently and effectively.
8. Put good employer policies into effect and ensure that there are effective procedures/guidelines in place.
9. Approve staff attestation for salary increments.
10. Allocate pay units for management positions – N/A.
11. Oversee staff appraisals and staff professional development.
12. Hire, deploy and terminate relieving and auxiliary staff positions.
13. Hire teaching staff as per the appointments policy.
14. Preserve assets (financial and property).
15. Communicate with the community on operational matters where appropriate.
16. Limit public statements about the official position of the board on controversial social, political, and/or educational issues to what the board has formally adopted as positions of record.
17. Keep the board informed of information important to its role.
18. Report to the board on the compliance or lack of with their policies.
19. Organise operations within the boundaries of prudence and ethics established in board policies on operations and the Charter
20. Act as Protected Disclosures Officer and ensure procedures are in place to meet the requirements of the Protected Disclosures Act 2000.” [see STA Link 2001/01]
21. Act as the Privacy Officer and EEO Officer.
22. Only decisions made by the board acting as a board are binding on the principal. Decisions or instructions by individual board members, committee chairs, or committees are not binding on the principal except in rare circumstances when the board has specifically authorised it.

The relationship is one of trust and support with expectations documented in the relationship policy. Both parties work to ensure “no-surprises”.

The principal is not restricted from using the expert knowledge of individual board members acting as volunteers.

Reviewed: August 2022
Next Review: August 2025

Schedule of Delegations

1.2 The Board specifically retains these powers

- a. approval of all budgets, and any amendments to these budgets
- b. authorisation of payment of accounts exceeding \$1000
- c. approval of applications for discretionary leave of more than three days;
- d. the termination of employment of any paid employee; (not including relievers)
- e. approving applications for grants for additional buildings;
- f. formal agreements with any Ministry of the Crown;
- g. responses to formal communications addressed to the Board or Board Chairperson from government, including requests for information and statutory declarations;
- h. interviews with the media and the distribution of media releases on any matter which involves the School – the board may formally delegate this responsibility to the Principal in relation to specific matters;
- i. the initiation of any legal actions and any communications in relation to these actions;
- j. signature of any formal or legal agreement which is in the name of the School including employment contracts.

1.3 The Board delegates to the Principal:

- a. the day-to-day management of curriculum, resources (including people) and student-related matters within law, regulation and other requirements
- b. achievement of the government's directions and requirements as specified in official educational policy documents;
- c. the appointment of staff provided such appointment is within the budget allocation;
- d. communication with parents, officials, representatives of educational organisations and others with whom the Principal deals as part of their curriculum, resource management and student related responsibilities;
- e. authorisation of payment of accounts not exceeding \$1000
- f. further delegation of specific responsibilities (eg finance) to specified staff positions in writing.

Reviewed: August 2022
Next Review: August 2025

ARIA PRIMARY SCHOOL

Policy Statement: PERSONNEL MANAGEMENT

Nag 3: Employer (Personnel) Responsibility

The Board approach to personnel management is in line with the school's vision.

Purpose:

The Board acts as a good employer. Personnel management will meet the requirements of the NELPS, relevant employment agreements and legislation.

Procedures:

1. All policies and procedures incorporate the principles of Equal Employment Opportunities.
2. The most suitable applicants are appointed to fill vacancies in our school. Appointments are made according to identified criteria and in line with current legislation.
3. Staff are employed under the appropriate employment agreement.
4. Systems are in place to induct and support newly-appointed staff.
5. Teaching staff are fully registered teachers, provisionally registered teachers or those who have a limited authority to teach.
6. All staff are encouraged to participate in planned, ongoing professional development to enhance performance. This includes areas identified through the appraisal and/or attestation process according to the Aria School Policy on Performance Management.
7. Competency and disciplinary procedures in the relevant agreements will be followed if required.
8. Concerns and complaints are dealt with as set out in the Aria School Concerns and Complaints Policy.
9. Applications for leave are considered in accordance with the Aria School Staff Leave Policy.
10. Permanent management units are allocated according to staffing entitlement. Fixed term management units are allocated appropriately for responsibility based on school needs.

Reviewed: August 2022
Next Review: August 2025

ARIA PRIMARY SCHOOL

Policy Statement: PERFORMANCE MANAGEMENT

Nag 3: Employer (Personnel) Responsibility

Aria School has a contractual obligation to conduct performance management for both professional development and attestation.

Purpose:

1. To set clear expectations for performance
2. To develop the staff of Aria School
3. To assess teaching staff against the relevant professional standards
4. To provide summarised feedback on performance to the appraisee, principal and Board.

Procedures:

11. The board has overall responsibility for staff appraisal including appraisal of the Principal. The board may employ the services of an outside appraiser.
12. Responsibility for the appraisal of all staff is delegated to the Principal.
13. Job descriptions are negotiated for all staff. For teaching staff, these incorporate the relevant professional standards.
14. Appraisal includes:
Self appraisal, goal setting, observation of teaching (for staff with teaching responsibilities), ongoing meetings between appraisee and appraiser providing opportunities for the appraisees to discuss achievement of their performance and development objectives with their appraiser, annual assessment against the relevant professional standards as contained in the relevant employment agreement.
15. The appraisal process is documented throughout and an appraisal report is prepared in consultation with the appraisee and the appraiser.
16. All documents are confidential to the appraisee and appraiser.
17. In the event of a dispute, the appraisee and the appraiser meet with an independent appraiser mutually selected by both parties. If a compromise cannot be reached, a mediator is appointed who establishes guidelines for the outcome of the mediation.
18. An annual professional development plan is prepared based on school and individual needs and presented to the board for budgetary consideration.
19. Professional development opportunities are provided as identified in the plan.

Registration:

- A record is kept of support and guidance programmes provided to assist towards registration of provisionally registered teachers.
- All teachers are responsible for the renewal of their practising certificate.

Attestation:

- Attestation is the process of assessing and evaluating whether teachers have met the appropriate Professional Standards.
- Where the standards have been met, attestation is completed and confirmation of this is sent to the Resourcing Division of the Ministry of Education who pass the information on to payroll centres for salary progression.
- Where professional standards have not been met, salary progression will be deferred and competency proceedings may be instigated as outlined in the relevant employment agreement.
- A record of attestation recommendations is kept on the record of employment.

Reviewed: August 2022
Next Review: August 2025

ARIA PRIMARY SCHOOL

Policy Statement: PRINCIPAL'S PERFORMANCE APPRAISAL

Nag 3: Employer (Personnel) Responsibility

The principal's performance is appraised on an annual basis with the objective of ensuring high quality educational opportunities for the students of the school.

This process will:

Ensure that the principal's performance will be formally appraised on an annual basis by the board chairperson or delegate(s) and, at the board's choice, either an independent consultant who specialises in education and is able to review the effectiveness of the education provided or other suitable trustee.

1. Result in a written assessment of the principal's performance on an annual basis, identifying any training/professional development needs for the principal to undertake.
2. There will be informal meetings during the review period between the principal and chairperson or delegate(s) to discuss progress.
3. The criteria for appraisal will be the objectives set in the performance agreement, the objectives being drawn from the school's strategic and annual operating plans, the principal's job description, professional standards and board policies on operations.
4. If there is any disagreement between the principal and the board as to the objectives, the board, after considering the principal's input, will amend and confirm the amended objectives or confirm the unchanged objectives. The board's decision will be final.
5. The board chairperson or delegate(s) may seek feedback on the principal's performance from staff, parents, or any other person/s who are in the position of providing feedback on how the principal has performed.
6. The chairperson or delegate(s) will report back formally once a year to the board a summary report on the result of the appraisal. This will be discussed in committee with the principal absent.
7. The performance agreement and results of the appraisal are confidential to the principal, the board and their agents unless both parties agree to wider distribution.
8. In the event of a dispute relating to the appraisal results, the board may choose to exercise its right to make a final decision or appoint an independent mediator to mediate. Ultimately the board will have responsibility for any final decision.

Reviewed: August 2022

Next Review: August 2025

ARIA PRIMARY SCHOOL

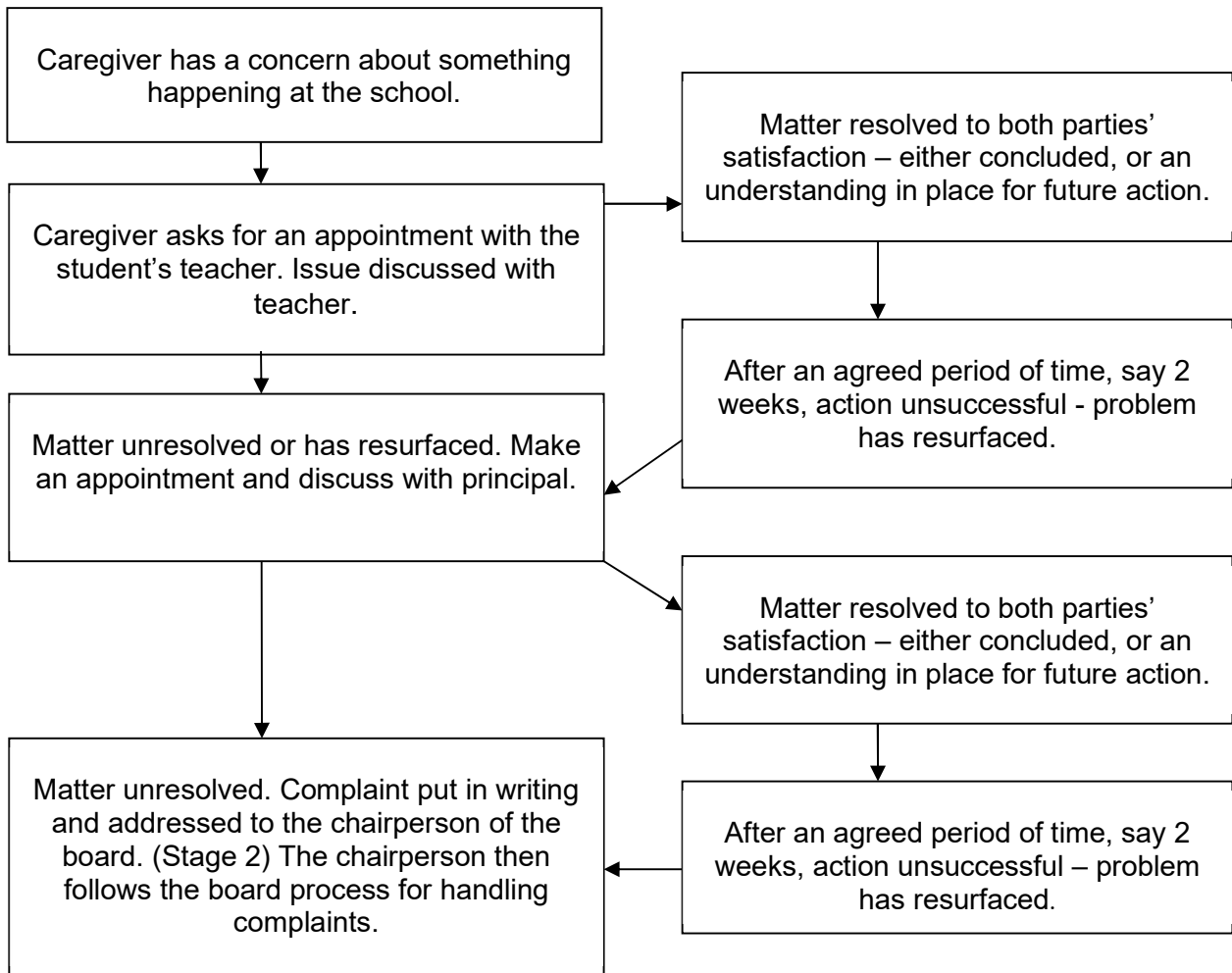
Policy Statement: CONCERNS AND COMPLAINTS

Nag 3: Employer (Personnel) Responsibility

The school responds to complaints in a fair and consistent manner.

Complaints Procedures:

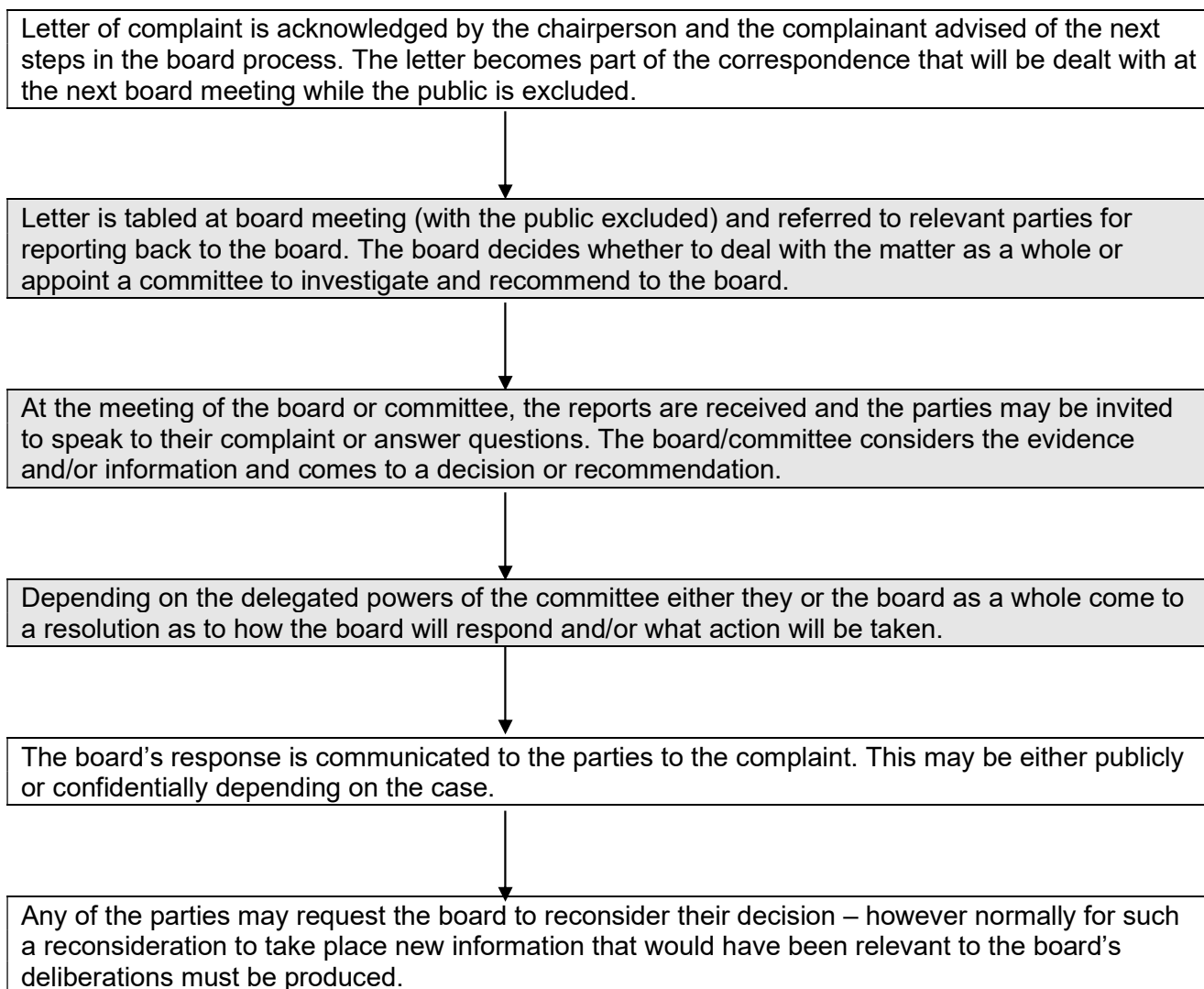
Any concern or complaint is treated as strictly confidential.



Stage one: School community process

1. While minor issues may be able to be discussed in a quick informal chat with a staff member, normally in order for both parties to give the matter full attention, arranging a time to discuss the matter is the preferred option.
2. If the complaints procedure has not been followed, the board will normally return any letter of complaint to the writer and ask that they follow the procedure first.
3. The board needs to formally receive a complaint in order to act on it. If a complaint is serious enough for the board to deal with, it is serious enough to be put in writing. If you have concerns about expressing the matter clearly in writing, please discuss the matter in confidence with the board chair (or another delegated board member) to enable them to assist you with this.
4. All parties to a complaint may bring a support person to any meeting where the issue is to be discussed.
5. Any complaints regarding the principal should be made to the principal and the Board Chairperson.

Board complaints procedure for Aria School



– shaded area denotes “public excluded” meetings

Stage two: board process

6. Issues of a serious matter, such as allegations of physical abuse, may require a special meeting of the board.
7. All letters addressed to the chair of the board are for the whole board. The chair cannot decide independently what action will be taken unless the board has delegated them authority to do so.
8. Resolution or dismissal of the complaint must not be discussed before all the information is to hand.
9. Conflict of interest will be determined on a number of issues, including whether the complaint involves the actions of any trustee.
10. The board must exercise caution when dealing with complaints regarding staff, particularly in relation to confidentiality and the principles of natural justice. It is advisable to contact the regional NZSTA personnel/industrial adviser in such cases. The board will need to consider the relevant staff disciplinary policies, employment agreements, and expert advice from the NZSTA adviser.
11. The board recognises that not all complainants will be satisfied with the outcome of a complaint. After one reconsideration, the board, if it is confident of its decision, will refuse to enter into further discussion or correspondence. The NZSTA helpdesk can help with such a decision by giving an objective assessment of a board's processes in dealing with the complaint.
12. A complaint regarding lack of compliance in relation to an agreed complaint resolution will be treated as a serious matter and actioned with urgency as a new complaint rather than as a reconsideration of the previous issue.
13. Trustees need to be clear in their mind of the difference between a complaint they have as a parent (that is, regarding their own child) and a complaint they have as a trustee (for example, obstruction of staff preventing them carrying out board work). In the first instance they are required to follow the normal procedures and are excluded from decision making due to conflict of interest. The latter case is dealt with as an agenda item for the whole board (possibly with the public excluded).

Reviewed: August 2022
Next Review: August 2025

Procedure: HARASSMENT

Nag 5 & 3: Health & Safety & Personnel

1. Students and Staff need to be made aware that verbal and physical harassment will not be tolerated (including sexual).
2. Students, Parents, and Staff Members must be able to report any incidents without fear of ridicule or reprisal to a person they trust.
3. Contact someone they feel comfortable with, from the staff or from the Board who will notify the Principal or Board Chairperson who will confidentially record any allegations.
4. The Principal or Board Chairperson must take action to ensure that the harassment ceases immediately and does not reoccur.
5. The Principal or Board Chairperson may have to involve specialists from outside the school to help rehabilitate the victim or re-educate the perpetrator.
6. Programme on Keeping Safe or similar will be delivered to the children with assistance from Police/Health Department.
7. Ring people from helping agencies. Procedures as per NZEI and STA are to be closely followed in the event of a complaint.

Reviewed: August 2022

Next review: August 2025

Codes of Conduct - Aria School Board

The board is committed to ethical conduct in all areas of its responsibilities and authority.

Trustees shall:

1. Maintain and understand the values and goals of the school.
2. Protect the special character of the school.
3. Ensure the needs of all students and their achievement is paramount.
4. Be loyal to the school and its mission.
5. Publicly represent the school in a positive manner.
6. Respect the integrity of the principal and staff, parents & students.
7. Observe the confidentiality of non-public information, including documents acquired in their role as a trustee and not disclose to any other persons such information that might be harmful to the school.
8. Be diligent and attend board meetings prepared for full and appropriate participation in decision making.
9. Ensure that individual trustees do not act independently of the board's decisions.
10. Speak with one voice through its adopted policies and ensure that any disagreements with the board's stance are resolved within the board.
11. Avoid any conflicts of interest with respect to their fiduciary responsibility.
12. Recognise the lack of authority in any individual trustee or subgroup of the board in any interaction with the principal or staff.
13. Recognise that only the chairperson (working within the board's agreed chairperson role description or delegation) or a delegate working under written delegation, can speak for the board.
14. Continually self-monitor their individual performance as trustees against policies and any other current board evaluation tools.
15. Be available to undertake appropriate professional development.

ARIA PRIMARY SCHOOL

Policy Statement: STAFF LEAVE

Nag 3: Employer (Personnel) Responsibility

Consideration of application for leave by staff complies with the relevant and current employment agreements.

Purpose:

- To provide consistency when dealing with staff leave applications.

Procedures:

The Principal has the authority, to grant up to 5 consecutive working days leave with or without pay.

1. Application for any leave greater than 5 days will be presented to the Principal at the earliest opportunity.
2. Principal makes recommendations for leave to Board.
3. Board considers all applications in light of:
 - relevant employment agreements
 - school criteria
 - precedence
4. Applicant is informed of Board decision.

Criteria:

Factors to be considered...

- Each case is considered on its own merits.
- The amount of disruption to the management and organisation of the school
- Precedents set.
- Leave the person has already taken.
- Availability of a suitable reliever.
- Affordability.

Reviewed: August 2022

Next Review: August 2025

ARIA PRIMARY SCHOOL

Procedure: APPOINTMENT and RECRUITMENT OF STAFF

Nag 3: Employer (Personnel) Responsibility

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.

Therefore, the Principal may not fail to:

- 1. Meet legal requirements**
- 2. Act as a good employer**
- 3. Appoint the best person for the job**

Procedures:

1. All permanent positions and those of more than 1 year will be advertised nationally. All other positions will be advertised at least twice, locally.
2. Job descriptions and advertisements will be non-discriminatory.
3. Applicants will receive job descriptions, which provide a clear list of duties and the desired person specifications/qualities.
4. Applicants may bring whanau or a support group to the interview.
5. Reasonable expenses will be reimbursed to the short-listed applicants.
6. The Board has the responsibility for appointment of staff and will decide to whom that responsibility is delegated e.g. Personnel Committee...

Appointment for Principal...

BOARD (Personnel Committee), and independent Advisor e.g. Senior Principal for assistance.

Permanent Teaching Staff...

Principal and/or BOARD Personnel Committee.

Short-term, Part-time & Support Staff...

Principal and/or Personnel Committee

7. All applicants will be notified of their success or otherwise, within an agreed time of the interview and then receive confirmation in writing.
8. The Board reserves the right to re-advertise if no candidate is deemed suitable for the position.
9. The Board will exercise complete confidentiality in all matters relating to an appointment. All application forms and supporting materials to be shredded at the conclusion of the process. Referee reports to be destroyed by Board after appointment.

Reviewed: August 2022

Next Review Date: August 2025

Aria Primary School

Policy Statement: TEACHER INDUCTION POLICY

Nag 3: Employer (Personnel) Responsibility

Purpose:

The school is required to provide a programme of advice and guidance for all teachers seeking full registration.

Broad Guidelines:

- A tutor teacher will be appointed. (The position may be shared)
- The tutor teacher will be an experienced teacher able to give effective professional guidance.
- A planned programme will be determined by Tutor teacher and PRT. This will include formal and informal classroom observations, visits to other classrooms, time for planning together, Professional Development opportunities etc as appropriate.
- Full documentation of PRT Advice and Guidance Programme will be kept
- Formal reports will be written by the Tutor Teacher once/term.
- The use of the .2 or .1 staffing allowance will be planned collaboratively by the PRT, Principal and Tutor Teacher.
- The criteria for recommendation for full registration will be based on the Teacher Registration Board criteria.
- The Principal will ensure that the school holds a copy of the Provisional Registration.

Reviewed: August 2022

Next Review: August 2025

ARIA PRIMARY SCHOOL

Policy: STAFF and BOARD DEVELOPMENT

Nag 3: Employer (Personnel) Responsibility

The Board will encourage and support high levels of Staff and Board performance

Procedures...

1. To provide appropriate training based on the needs identified by the appraisal programme.
2. To give staff the opportunity to develop expertise in appropriate curriculum areas. (Courses and fees payable to be within budget and approved by Principal / Board).
3. To give Board opportunities to develop expertise in appropriate governance skills.
4. To give the Principal opportunities to develop expertise in appropriate leadership/management skills.

Board Professional Development and Succession Plan

1. Development

As stated in the Staff & Board Development Procedure (Nag 3); the Board will give all members opportunities to develop expertise in appropriate governance skills.

The Board Chair will notify members of relevant NZSTA courses, meetings and conference opportunities

2. Succession

Board Members to identify and encourage potential Board Members.

Current members wishing to change roles on Board are encouraged to communicate directly with the Board Chair.

Wherever possible current Board members are encouraged to give advance notice of their intention to stand-down from the Board.

Reviewed: August 2022

Next Review: August 2025

ARIA PRIMARY SCHOOL

Procedure: **ADULT SCHOOL HELP**

Nag 3: Employer Responsibility

Rationale:

The education of the children is a shared responsibility between the parents/caregivers and the school. An extra adult in the classroom can be of great value to a teacher and the children. Adults have varied skills and hobbies, which can be shared for the benefit of the children.

Suggested Areas of Help:

1. Help in the Library.
2. Helping in the classrooms.
3. Making things for classroom programmes.
4. Coaching in Sport.
5. Maori Language and Culture programmes.
6. Education outside the classroom,

Guidelines:

1. Encourage adults to help, share their skills and visit in the classroom by prior arrangement.
2. Accept all offers of help where required without showing favoritism.
3. Be clear in what is required of the helper.
4. Adults **MUST** respect privacy issues.
5. The Board reserves the right to request a Police Check on any individual who comes under the policy.

Reviewed: August 2022

Next Review: August 2025