

NAG 3 Personnel Procedures Index

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1) Performance Management

In order to ensure performance is managed appropriately, please follow these procedures:

- All staff will take part in a rigorous Performance Growth Cycle process
- All staff will comply with their employment contracts and the Code of Conduct
- All staff appointments will follow the 'Appointment of Staff' procedure
- All staff personal information is kept confidential by the Principal
- All employees are treated equitably
- All complaints relating to or from personnel are dealt with fairly and quickly
- All teaching staff will take part in whole school professional development
- Non teaching staff will take part in whole school professional development as required
- All staff will be familiar with the Procedures Handbook which is updated annually and located in Onedrive
- The School Board, as a good employer will adhere to the State Sector Act 1988 Section 77

2) Staff Competency

In order to ensure competency is managed appropriately, please follow these procedures:

- Competency may only be initiated by the Principal, or, in the case of the Principal being the staff member, by the Presiding Member of the School Board.
- Matters causing concern will initially be handled through informal discussion, counselling and support.
- If assistance and guidance has not remedied the initial concern, the Principal shall notify the staff member in writing that the informal process will be replaced by formal competency procedures.
- The specific elements of the staff member's performance causing concern will be identified by the Principal. The corrective action that the Principal requires and the time frame within which that action is to occur will be documented in writing.
- The School Board will be consulted and reported to at regular intervals. The School Board as a whole will be informed simply that there is a concern about a particular staff member's competence. The Principal, in consultation with the Presiding Member, will carry out the necessary investigation and support in an appropriate manner. (The result of such processes, along with any recommendations, will be given to the School Board in due course.)
- Any disciplinary action taken by the School Board will be appropriate to the circumstances and is to be carried out in such a way to minimise the risk of the School Board being susceptible to a personal grievance claim by the staff member.
- The staff member will be protected against any unjustified or vindictive action.
- The staff member is to be informed of his/her right to have representation throughout the process.
- The Principal may seek support or advice throughout the process.
- The School Board may seek advice at any time throughout the process.
- The school's insurer will be notified as soon as the competency procedure begins.
- There is an obligation of non-disclosure upon the School Board but following a dismissal it may be appropriate to disclose certain information about the dismissal to reduce damage to the school, the staff member or other staff members. This should be done following consultation with the dismissed party and their advisors.

- When the Principal is the subject of competency action the School Board will employ outside professional support to carry out any investigation on behalf of the School Board. The independent evaluators must be acceptable to both the School Board and the Principal.

The Formal Competency Recommended Guidelines

Verbal Warning

- The staff member must be advised of the specific matter(s) causing concern, the specific support/training to be provided, the corrective action required, and the time frame allowed. The time frame is to be determined and diarised by the Principal and signed by a witness. The staff member is to be advised that failure to perform to the required standard will result in written notification that formal competency procedures will commence immediately. Any specific assistance to be provided to the staff member concerned must be documented to pre-empt any future accusation of lack of support. The staff member is also to be advised that he/she should seek support from an NZEI counsellor and/or any other person of the staff member's choice. The staff member should be given the opportunity to respond to this warning.
- The staff member's performance will continue to be monitored and he/she will receive a copy of any observations, interventions, support, etc.
- If there is no improvement to an acceptable minimum standard, the matter is to be discussed with the staff member and an explanation sought. If the explanation is unsatisfactory then written notification is to be given of formal competency procedures which may result in termination of employment.

Written Warning

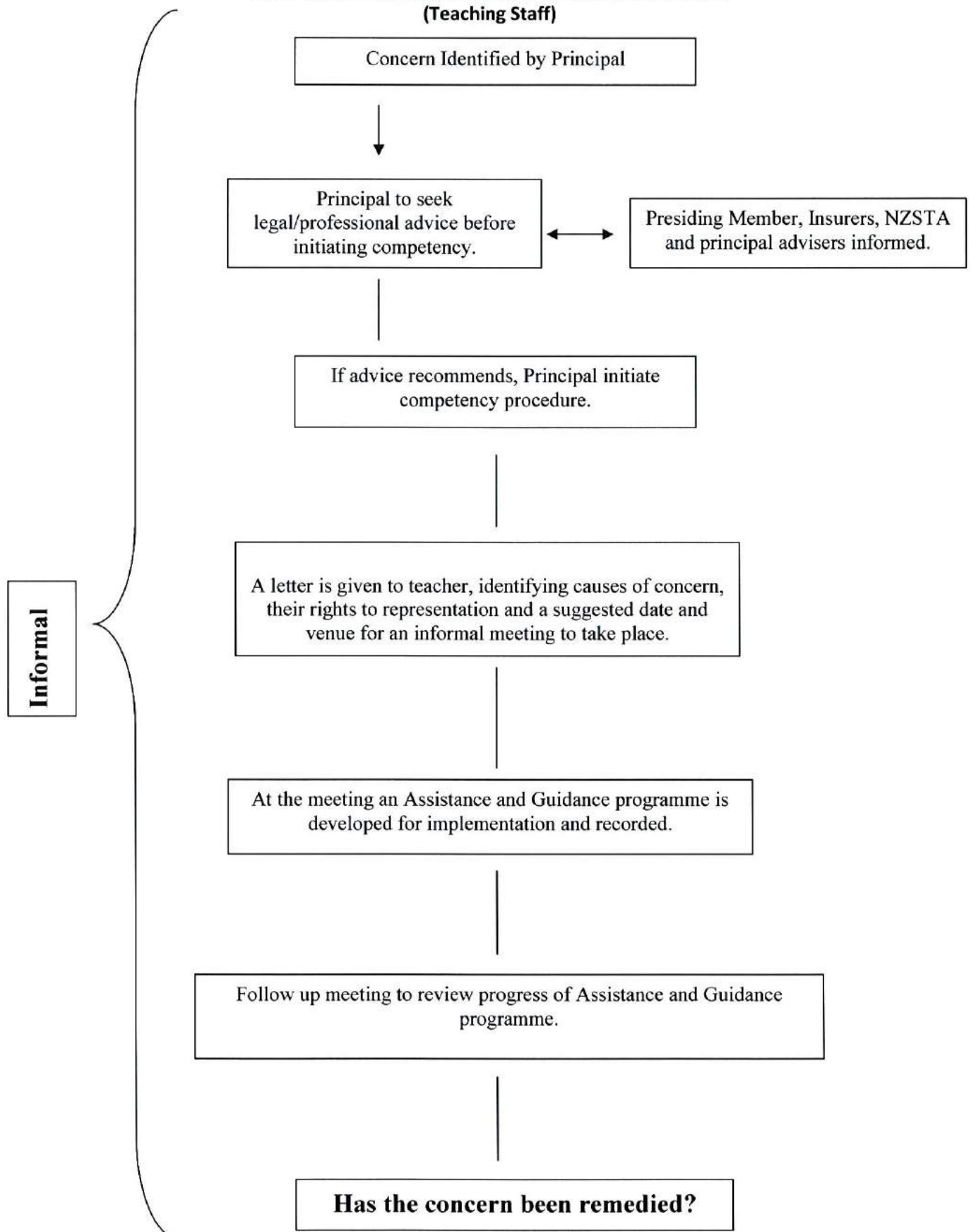
- The staff member must be advised in writing of the specific matters still causing concern, the corrective action required, and the time frame allowed by the Principal in consultation with the Presiding Member. This is to be signed by the staff member, the Principal, and a witness. The staff member is to be advised that failure to perform will lead to the Principal recommending to the Presiding Member that they terminate the staff member's employment. The staff member is also to be advised that he/she should seek support from an NZEI counsellor and/or any other person of the staff member's choice. The staff member should be given the opportunity to respond to this warning.
- Throughout the given time frame any checkpoints and evaluations should be recorded in writing, and sighted and signed by the staff member. If the staff member refuses to sign then a witness should sign to indicate that the staff member was shown the recorded information. One copy is to be given to the staff member, one put in the staff member's personal file, and the original kept by the Principal.

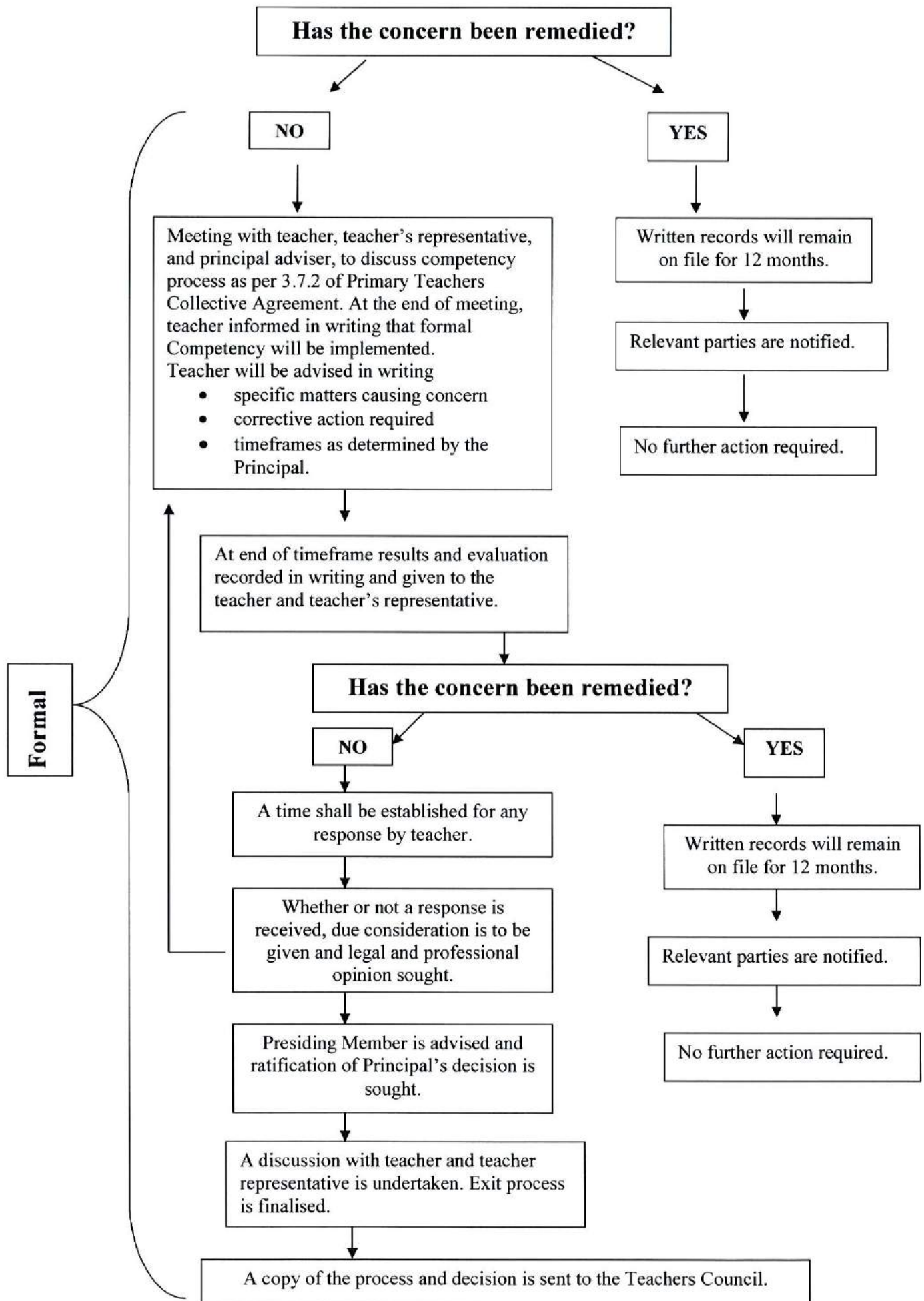
- At the end of the time frame a formal evaluation will be carried out by the Principal. This will evaluate specific areas causing concern, assess the level of competence, and identify any areas where corrective action has not achieved the required competency. The staff member and his/her representative should be consulted in this process. The staff member should receive a copy of the evaluation report and sign it as having been sighted. The staff member and/or the Principal may request an independent evaluation of the staff member's performance. The independent evaluators must be acceptable to both the Principal and the staff member.
- Where insufficient improvement occurs the Principal will discuss this with the staff member and, where there is no satisfactory explanation for the failure to meet the requirements, inform the staff member that a recommendation will be made to the School Board to terminate the staff member's employment.
- The Principal will forward a copy of the report(s) plus a recommendation about termination of employment to the School Board who will invite a response from the staff member (either written, oral, or both). The School Board will take no action on the report(s) and recommendations until the staff member has had the opportunity to respond.
- At no time during this investigative/corrective process is the Principal, any other senior staff, or any member of the School Board to recommend to the staff member any change to their employment status as this may lead to accusations of constructive dismissal later in proceedings.

Final Action

- Following the Principal's recommendation to the School Board, the Principal is to remove him/herself from the final decision. This fact and a record of discussions are to be minuted.
- The School Board conveys the final decision to the staff member in writing.

**Guidelines for Initiating and Implementing Competency
(Teaching Staff)**



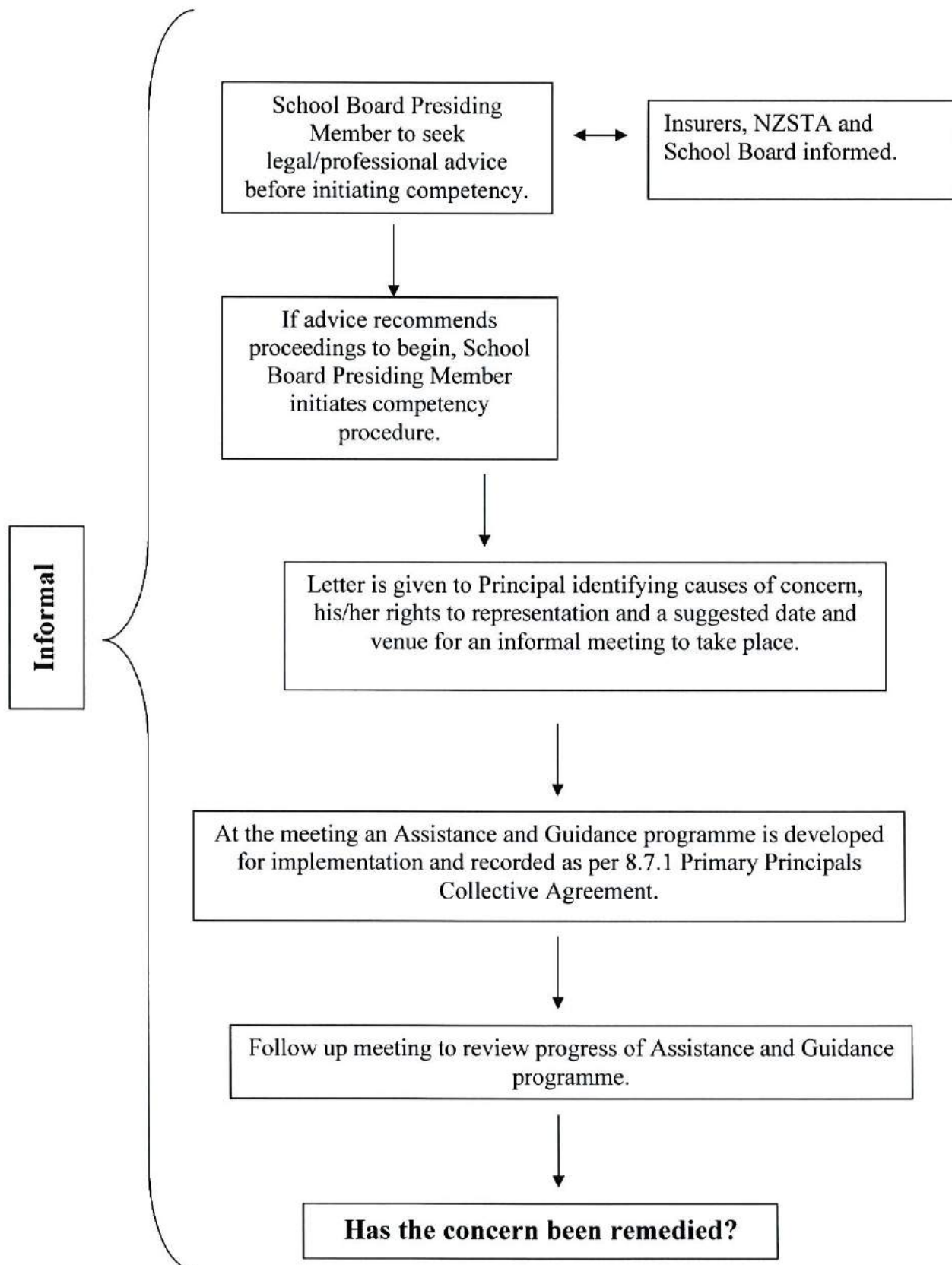


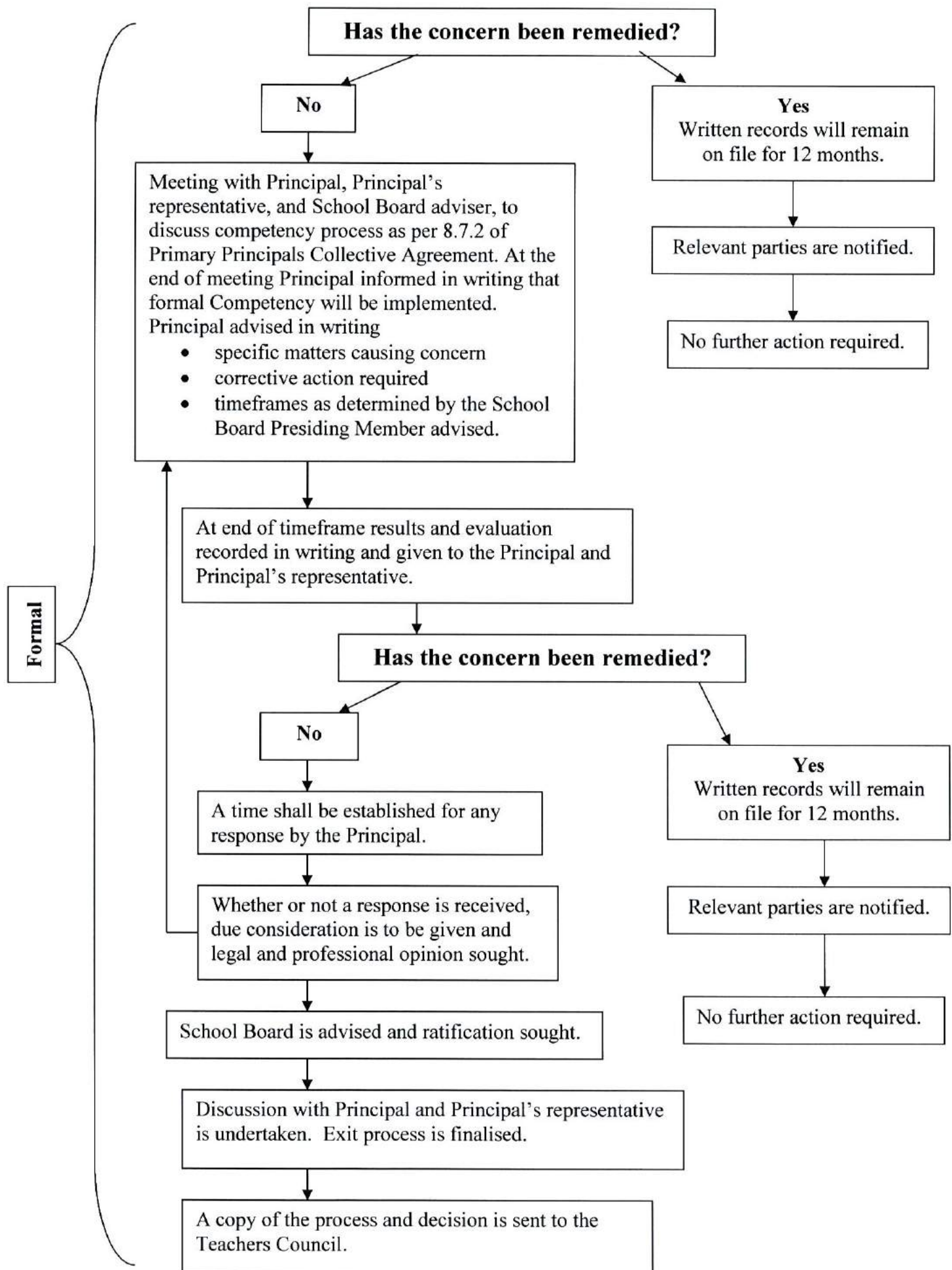
3) Principal Competency

In order to ensure competency of the Principal and that employment agreements **regarding competency** are complied with, please follow these procedures:

- Competency may arise as a result of concern of the individual's ability to perform the role for which he/she is employed.
- Matters causing concern will initially be handled through discussion between the Presiding Member and the Principal, counselling and support.
- The Principal will be protected against any unjustified or vindictive action and will be informed in writing of his/her right to have representation throughout the process.
- If initial assistance and guidance has not remedied the concern, the Principal will be notified in writing of competency procedures.
- All Board members will be informed "In Committee" of relevant details initially and at future times if deemed necessary.
- External support may be sought by the School Board at any time.
- Competency procedures will be followed as per the following guidelines.
- The Principal may seek support from NZEI

**Guidelines for Initiating and Implementing Competency
(Principal)**





4) Legislative Compliance

In order to ensure recruitment selection and appointment obligations under relevant legislation are met, and that the school operates as a good employer, please follow these procedures:

- All vacancies will be notified in a manner sufficient to enable suitably qualified and/or experienced applicants to apply.
- All appointments are made openly and honestly with preference given to the person best suited for a specific vacancy.
- Under no circumstances shall a person's sex, race, national origins, disability, age, religion, political opinion, employment status or sexual orientation limit employment opportunities. Appointments will be made based on the applicant's skills, qualifications, abilities and aptitudes.
- Senior Managers may seek permission to contact past employers and obtain access to NZ Teachers Council files when assessing applications.
- The Principal will ensure personal information obtained from staff and potential staff is;
 - relevant;
 - accurate; and
 - protected against misuse, loss or access by an unauthorised party.
- No temporary position can be converted to permanent without following the full appointment process.
- Police Vetting of all Staff will be completed prior to employment, and then regularly every three years.
- Senior Managers will implement professional standards procedures, ensuring employees maintain high standards of integrity, conduct and concern for the public interest and well-being of students.
- All staff are assured that no negative consequences will result from confidentially reporting unlawful or irregular use of public funds or resources, gross negligence or gross mismanagement to the Protected Disclosures Recipient, either the Principal or the Presiding Member
- All staff will sign and adhere to the Royal Oak Primary School Code of Conduct.

5) Leave and Non-Contact Time

In order to ensure all staff are treated fairly and equitably, please be familiar with and follow these procedures:

- All requests for leave (other than sick leave) will be addressed to, and approved by the Principal.
- For all leave (other than sick leave) a written request, containing reasons for the leave will be submitted to the Principal. Holiday leave, where possible, should take place during designated term breaks.
- Any duties that need to be covered will be organised by the person taking leave prior to departure.
- The Principal will gain School Board approval for leave exceeding 3 weeks
- Remuneration (or not) for leave will be in accordance with the terms and conditions of the relevant Collective Agreement or Individual Employment Agreement, under which the person is employed.
- All teaching staff and learning support staff including part time, will contact the Deputy Principal with responsibility for relievers to advise of sick leave at the earliest possible time.
- All other support staff will contact the Principal to advise of sick leave at the earliest possible time.
- All relievers will be arranged by the Deputy Principal who holds responsibility for relievers and must not be arranged by individual staff members.
- The Principal may request teaching staff to attend school for up to 10 non-contact days per year.
- Staff who are undertaking tertiary study relevant to teaching and learning will be granted 1 paid study leave day per assignment (this may be 2-3 days per paper).

6) Appointment of Staff

In order to ensure the very best possible personnel are appointed, please follow these procedures:

- The Principal will be appointed by the School Board.
- Senior Management will be appointed by the Principal, the Presiding Member and one other Member as agreed by the School Board.
- All other appointments will be made by the Principal in collaboration with senior manager/s and/or leadership staff at the discretion of the Principal.
- All appointments will be approved by the School Board at the following School Board meeting.
- Equal Employment Opportunities will be considered in all appointments.
- A job description and/or person specification will be prepared for each vacancy.
- On appointment, an offer of employment detailing remuneration, hours of work, starting date and tenure will be made.
- On appointment the Royal Oak Primary School Code of Conduct will be provided to the employee. This will be signed by the employee.
- All non-appointments will be notified in writing.
- All teachers will have current New Zealand teacher registration.
- All staff will have Police vetting procedures undertaken.
- All staff will be informed of the schools vision and goals inherent in the charter.
- Senior managers or delegated school leaders will provide newly appointed staff with robust support and guidance to ensure an easy transition to the school.
- Exit interviews with the Principal and/or Presiding Member may be available for resigning staff and feedback from such interviews will inform school reviews.
- Allocation of management units will be at the discretion of the Principal, however, they will support current strategic planning and be awarded to the appropriate personnel who can support school professional development needs.

- Unit allocation will be decided at the end of each year in alignment with strategic and annual planning.

Appointment of Staff Recommended Guidelines

Principal

- The School Board will prepare and approve a specific budget for the appointment process.
- The position will be advertised nationally to ensure the best possible range of candidates.
- Details relating to the School, and the procedure and criteria being adhered to in making appointments, will be made available to all applicants. This will include a job description, the Mission Statement, School Charter and Strategic Plan, a description of the School, description of the staff and a description of the School's community.
- An interview panel will be selected and approved by the School Board. This may include a representative selected by the staff, full members of the School Board and may also include an independent person, selected by the School Board, who has wide experience of the qualities and duties expected of a school principal. The interview panel will be chaired by a member of the School Board.
- As the interview panel includes the full School Board, short listing of applicants may be delegated to a Sub-Group of the interview panel. This should include at least two members of the School Board, the Staff Representative and an external advisor. The Sub-Group will be chaired by a member of the School Board.
- Criteria for appointment will be agreed by the School Board.
- Curriculum Vitae will be received from all applicants and reviewed by the interview panel (or the Sub-Group referred to above) using the criteria for appointment. Notes will be taken of any outstanding strengths and limitations of each candidate.
- A short list of candidates will be selected by the interview panel (or the Sub-Group) and invited for an interview. Short listed applicants will be advised of the date and venue of the interviews and possible topic for presentation. These applicants may also be invited to the School to meet selected staff and to view the School.
- Any staff invited to meet applicants may give feedback to the interview panel. This feedback is to be recorded in writing. Strict confidentiality should be adhered to at all times.
- Verbal and written referee reports will be required for all short listed applicants and verification sought. A visit may be made to the current school of favoured applicants.
- The interview panel will make a written report to a full School Board meeting with a recommendation regarding the appointment.

- Further information or interviews may be required by the School Board if they feel this is necessary to differentiate between candidates.
- Any or no candidate may be selected.
- The Presiding Member will notify the successful applicant as soon as possible.
- The successful applicant will have a maximum of ten days in which to accept the position.
- After acceptance, a letter of confirmation will be sent to the successful applicant and letters of non-appointment will be sent to all other applicants.
- If the successful applicant does not accept the position, a full School Board meeting will decide to offer the position to the applicant deemed by the School Board to be second in terms of suitability, or the position re-advertised.
- After each appointment the Summary of Appointment statement, a confidential agreement, will be produced. This summary will include details of:
 - a) the advertisement
 - b) information about applicants for the EEO report
 - gender
 - ethnic group
 - age bands (if included by applicant)
 - c) short listed applicants
 - d) interview panel
 - e) recommendation of the interview panel for an appointment with brief reasons.

This summary is to be held by the Presiding Member of the School Board or subsequent Presiding Member for a period in accordance with the Statue of Limitations Act.

Teachers

- All permanent teaching staff vacancies will be advertised nationally.
- For all fixed term positions employment law guidelines should be followed.
- Details of duties to be carried out and the criteria being adhered to in making appointments will be made available to all applicants on request.
- The Principal, and relevant senior manager/s will determine the short list of applicants. The short list of applicants will be notified of the date and venue of the interviews.
- Any appointment would be subject to a satisfactory police vetting report. (It is recognised that the report may not be available in reasonable time for the normal recruitment

process.) The appointee will be made aware that the appointment may be terminated if an unsatisfactory report is received.

Scale A Teaching Positions

- A selection panel will comprise of the Principal, relevant Senior Manager and Team Leader if appropriate.

Team Leaders

- A selection panel will comprise the Principal, relevant Senior Managers and a School Board Member.

Deputy Principal / Assistant Principal

- A selection panel will comprise of the Principal, School Board Presiding Member, one other Member and a senior manager (if appropriate).
- A schedule of questions will be drawn up by the selection panel. Referees' statements that have been received will be circulated and examined by selection panel members.
- Selection panel members will indicate prior knowledge of applicants and any potential conflict of interest.
- All job offers will be subject to applicants having current teacher registration.
- The Principal will notify the successful applicant by phone and in writing as soon as possible. The position is not deemed to be confirmed until the successful applicant has provided written acceptance.
- If the successful applicant does not accept the position, the selection panel will determine whether to make an offer to another applicant or readvertise the position.

Support Staff

- The Principal or delegated senior manager will determine the short list of applicants for administrative duties.
- The Principal, or delegated senior manager will determine the short list of applicants for learning support staff.
- The short listed applicants will be provided with onsite observations and notified of the date and venue of interview.

- In respect to administrative positions the selection panel will comprise of the Principal and at least one senior manager.
- In respect to learning support staff positions the selection panel will comprise of the Principal and/or one senior manager.
- Any appointment would be subject to a satisfactory police vetting report.

7) Performance Standards

In order to ensure all staff maintain highly professional standards, please follow these procedures:

- All staff will adhere to the NZ Education Council Code of Ethics, Royal Oak Primary School Code of Conduct and the Education Council 'Our Code, Our Standards' document.
- A professional image and approach (including clothing, speech, and interactions) is expected from all staff members.
- Children are the reason our school is in operation and therefore all decisions made must be in the best interest of children.
- Interactions with parents and caregivers will be positively conducted with honesty and integrity.
- Highly professional, supportive and collegial interactions are expected between all staff members.
- All staff members will act with loyalty and support of the school's vision and charter.
- School goals will underpin day-to-day operations.
- All staff must attend work free of the influence of drugs and alcohol at all times.
- The school grounds are smoke free and vape free at all times.

8) **Issues, Concerns & Complaints from our Community**

In order to ensure that lines of communication are clearly identified and that the school can respond promptly, respectfully and professionally to any concerns or complaints that may arise in relation to students teaching and non-teaching staff or the principal, please follow these procedures. The procedures apply to all members of the ROPS Community including, but not limited to, parents, whānau and staff:

Definitions:

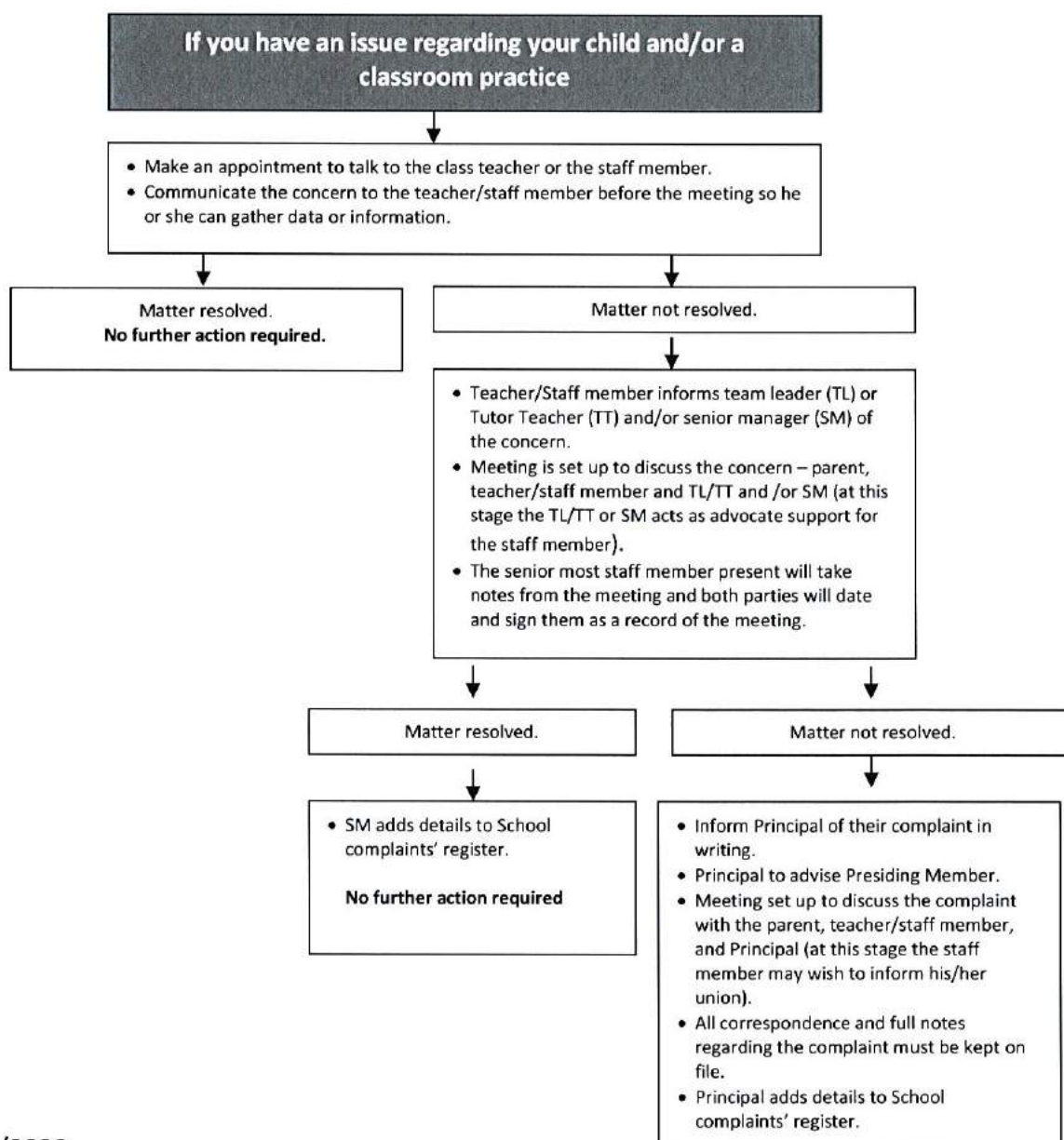
- *Issues* - are related to classroom practice and normal day-to-day teaching matters.
- *Concerns* - are issues that need to be brought to the attention of the leadership team and/or principal but are not serious enough to trigger a formal investigation and disciplinary process.
- *Formal Complaints* – relate to unresolved issues and concerns that require formal investigation and/or disciplinary process. Formal complaints should be lodged with the Principal in the first instance who will set up a meeting with the parties concerned to investigate fully. Formal Complaints that remain unresolved at the Principal level can then be passed on to the School Board.
- *Misconduct* – relates to any unacceptable or improper behaviour, neglect of duties and mismanagement of school resources. All cases of alleged or suspected misconduct are serious matters that will be dealt with formally and may involve external authorities e.g. Police.

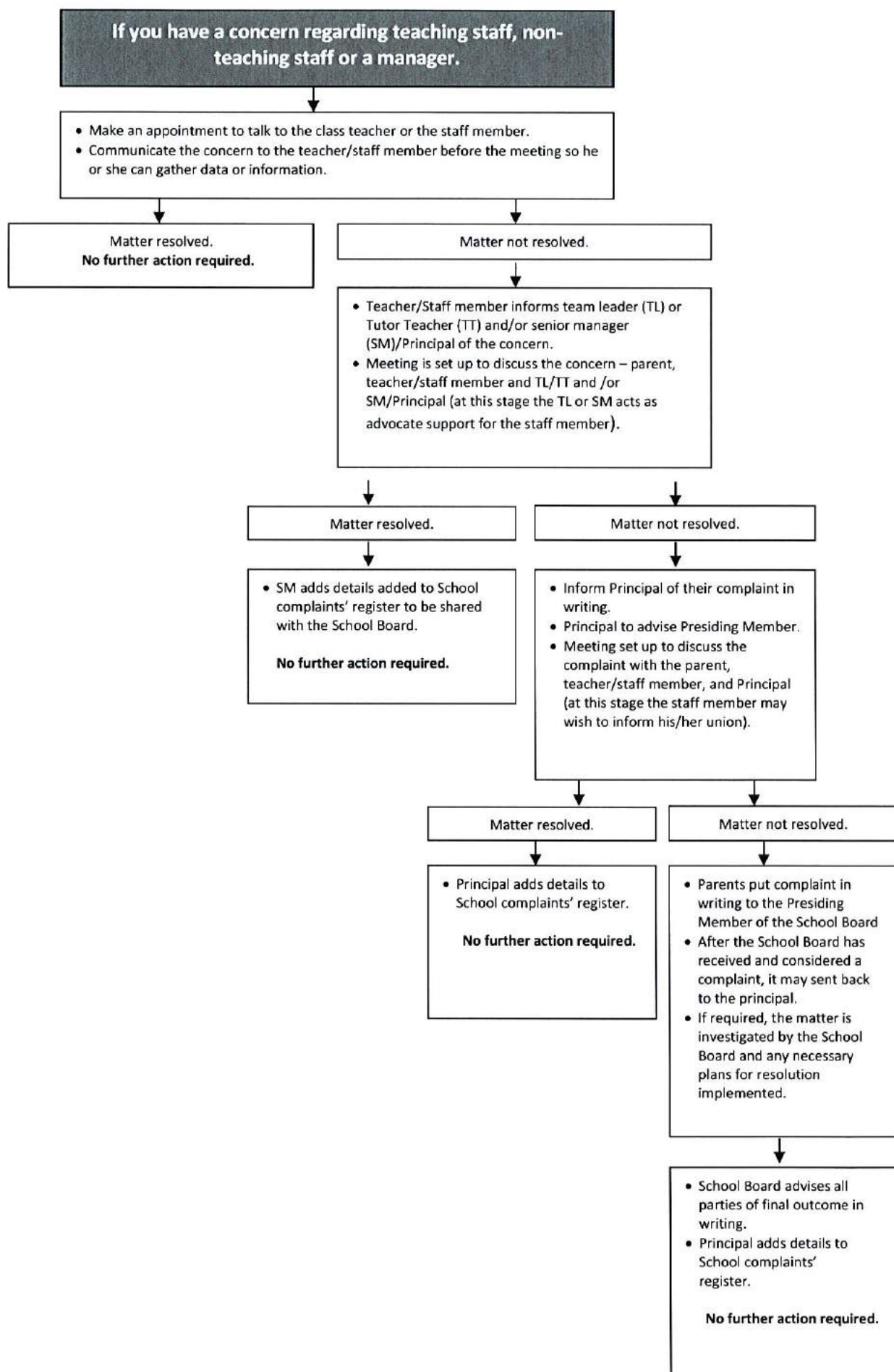
General guidelines for issues, concerns and complaints:

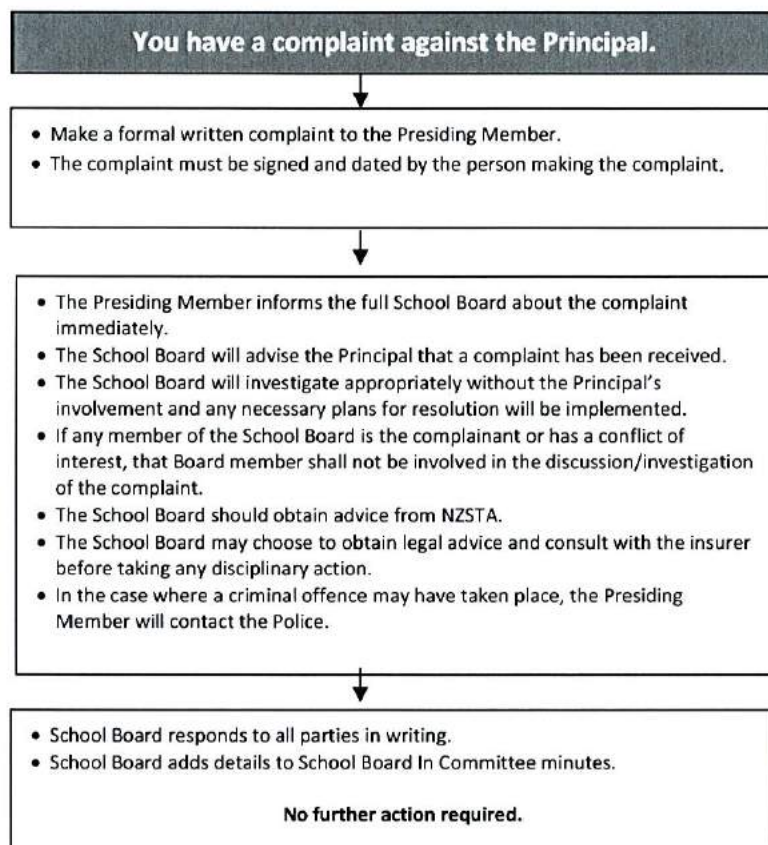
- Wherever possible issues and concerns should be dealt with as close to the source and as early as possible.
- Whenever possible issues and concerns should be resolved at the lowest level possible through good communication.
- Wherever possible, complaints should be received in writing stating the specific nature of the complaint and where and when the incident/matter giving rise to the complaint occurred.
- Formal complaints should be made to the Principal who will advise the Presiding Member.
- Formal complaints should be clearly labelled as such in the heading/subject line. Clarification should be sought from the complainant if there is any doubt whether the communication is a complaint or not.
- Complaints regarding misconduct should be fast tracked to the Principal. In instances where the Principal may be involved, complaints should be fast tracked to the Presiding Member
- Any anonymous complaints will be recorded on the register of complaints but cannot be investigated.
- All issues, concerns or complaints received will be systematically dealt with in order to maintain a school culture of openness, honesty and fairness.

- The person who is the subject of the complaint should be given the opportunity to respond and take advice.
- Confidentiality is always maintained.
- Complainants need to feel they have been fairly heard and the principles of natural justice are complied with.
- Where further discussion or investigation is required, the complainant may be asked to attend an in-committee meeting with the School Board.
- Anyone asked to attend an in-committee meeting will be informed of their right of representation.
- Where appropriate, advice and guidance should be sought from the NZSTA.
- At all times the School Board must act as a good employer.
- The School Board delegates to the Principal full responsibility for ensuring processes are in place and operating effectively and adequately.
- In the event of a complaint or grievance concerning the Principal or a member of the School Board, responsibility lies with the School Board.

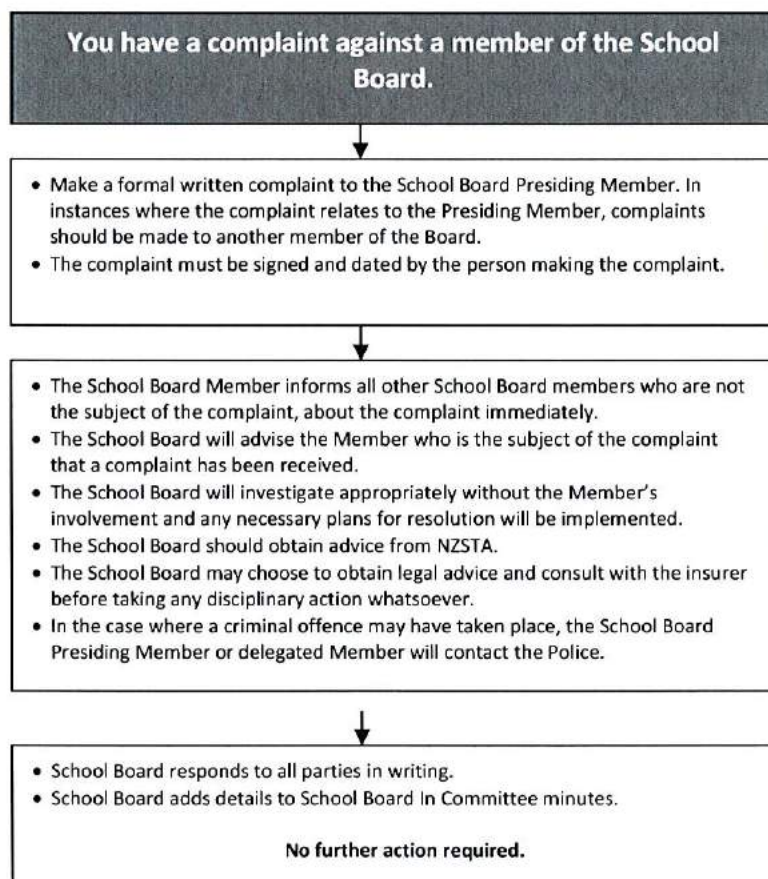
Please refer to the following flow charts for more detailed information:







Note: There is a difference between a complaint against the Principal and a complaint that the Principal has not been able to resolve.



9) Harassment

In order to ensure that we have an environment, which is free from sexual, verbal and physical harassment, please follow these procedures:

- All staff will adhere to the NZ Education Council Code of Ethics, Royal Oak Primary School Code of Conduct and the Education Council 'Our Code, Our Standards' document.
- Staff are required to act in a professional manner at all times.
- Staff should refrain from any offensive behaviour that could be construed as sexual, verbal or physical harassment.
- Staff should confront an offender verbally or in writing that such behaviour is offensive or unacceptable.
- Staff could talk confidentially with another person for advice and support, including school leaders or the Principal.
- Competency or complaints procedures may be followed if the complainant is still dissatisfied at this stage of the procedure.

10) Classroom Release Time

In order to ensure that we meet the requirements of the 2020-2022 Primary Teachers Collective Agreement the following procedures will be followed:

- Classroom Release Time (CRT) is to be used to address teacher workload and maximise student learning.
- Each eligible teacher will be allocated the equivalent of 1 hour per week. The roster will be generated by the Principal.
- CRT will be additional to management, provisionally registered teachers and/or other responsibilities release time.
- All part time teachers with class responsibility (other than release teachers) will be allocated a corresponding allocation at the discretion of the Principal and as funds allow.
- CRT will be resourced by the Ministry of Education for entitled full time staff.
- Staff employed above entitlement will be resourced through school finances.
- CRT will be used to plan work, write reports, carry out assessment tasks and analysis, attend to pastoral care of students, any other general administrative tasks and professional learning opportunities.
- A review of CRT delivery will be carried out annually or as deemed appropriate by the Principal.
- If CRT is unable to be provided, a log will be maintained to ensure the CRT is provided as soon as practicable.
- CRT will be taken on site unless negotiated with the Principal to occur elsewhere.

11) Management and Responsibility Unit Allocation

In order to ensure that roll generated staffing allocations are fairly distributed, the following procedures will be followed:

- Use of M and R units will result in a management structure that meets the particular needs of the school whilst encouraging a wider range of staff to be involved in the management of the school.
- The number of permanent management units allocated will not exceed the entitlement of the school.
- The Principal, in consultation with the senior management team, will allocate fixed term units each year and report to the School Board for approval.
- Fixed term units may be allocated for a whole or part of a year.
- The number of fixed term management units will not exceed 40% of all allocated management units.
- The Principal is ineligible for allocation of fixed term units
- The final decision of allocation will rest with the School Board, via delegation to the Principal.
- All management units allocated to the school will be used.
- Permanent units will be allocated to senior managers and school leaders (advertised nationally as appropriate).
- Designated projects may be advertised internally in Term 4 each year and written applications required.
- Units may be redistributed upon the resignation of the holder or if they relinquish them in writing.
- All unit holders will have their management tasks (leadership, curriculum, designated projects responsibilities) included in their job description for that year.
- The Principal will compile a record of unit holders for the purpose of informing the School Board at the December School Board meeting and notifying the Payroll Service.

12) Performance Growth Cycle of the Principal

To ensure that the tasks of leadership and management of the school by the Principal are being carried out in accordance with the NEG, NELPs, Charter, and all relevant legislation, and to provide feed back for both the Principal and the ongoing development of the School, the following procedures will be followed:

- The Principal will have a job description, developed from the NZ Education Council Professional Standards for Primary Principals, and an annual Performance Agreement. These will form the basis of the PGC.
- The Principal's PGC will be carried out by an external appraiser as agreed by the Principal and the Presiding Member of the School Board and approved by the School Board members.
- The PGC period will cover a twelve month period, generally worked from July to June.
- The performance will be monitored in the form of achievement against mutually negotiated goals and objectives. The Principal will provide evidence of achievement. Feedback may be sought from various stakeholders for aspects of which they have direct experience relating to the Principal's performance. Comments and information provided to the Principal during the course of the growth cycle interview should be sufficiently clear and concise to enable a response.
- PGC and associated documentation are confidential between the Principal, the Growth Cycle Mentor and the Presiding Member of the School Board. Final formal documentation will only be held by the Growth Cycle Mentor and the Principal.
- At the conclusion of the PGC an executive summary agreed between the Mentor, the Presiding Member of the School Board and the Principal will be presented to the School Board. This will report against the agreed performance objectives and interim professional standards and focus on areas of commendation, areas for development, and recommendations that will form the basis of the next year's Performance Agreement. This Performance Agreement will be ratified by the School Board.
- The School Board will provide the Principal with opportunities to be involved in professional development in both curriculum and administration leadership and management.
- The Principal can expect that fees and related expenses for approved courses in professional development and PGC will be paid for by the School Board.

13) Professional Growth Cycle of Teaching Staff / Team Leaders / Senior Managers

In order to ensure all staff follow the Professional Growth Cycle annually please follow these procedures:

- All staff will be provided with a performance growth cycle document online by the Principal, which will include a job description outlining the applicable performance criterion and personal and/or school wide goals.
- During Term 3 teaching staff will be issued with their job descriptions online. Staff will read and sign their job descriptions, along with their PGC Mentor and the Principal. A copy of the job description will be retained by the Principal for the personal file and one given to the PGC Mentor.
- Staff will be visited by their PGC Mentor at least twice a year. PGC Mentors may give written feedback and feed forward but will work more in a coaching role. At least once a term a meeting will need to be held to discuss progress between the mentor and mentee.
- Senior Managers' growth cycle will be based on the Professional Standards for Deputy and Assistant Principals. An external mentor may be used as agreed by the Principal and Presiding Member of the School Board and approved by the School Board.
- Please note that the growth cycle process is part of the school's professional learning programme and therefore, PGC Mentors should be looking to assist and guide mentees as they improve and develop their teaching practices in line with school and personal goals.
- Mentees will document evidence of action taken in response to coaching and suggestions from PGC Mentors in an ongoing journal.
- It is expected that mentors will confer with relevant leadership staff as the need arises throughout the year. This may be done formally or informally.
- The Principal will have the ability to follow the Professional Growth Cycle process through the use of One Drive.
- Staff will discuss their goals for the year with their mentor.
- When selecting and writing personal goals it would be advisable for staff to try and ensure that these are SMART goals (specific, measurable, achievable, realistic and timely).
- PGC Mentors should ensure regular reading of the mentee's journal with comments as appropriate.
- A coaching model will be promoted throughout the process, with appropriate training given to PGC Mentors.

14) Appraisal of Staff (other than teachers)

In order to ensure all staff are appraised annually please follow these procedures:

- All non teaching staff will be provided with a performance appraisal document by the Principal, which will include a job description outlining the applicable performance criterion.
- During Term 3 staff will read and sign their job descriptions, along with their appraiser and the Principal. A copy of the job description will be retained by the Principal for the personal file.
- Staff will be visited or interviewed by their appraiser throughout the year. Appraisers will give written feedback and feed forward at the end of each year.
- Please note that the appraisal process is part of the school's professional development programme and therefore, appraisers should be looking to assist and guide appraisees as they improve and develop their practices in line with school goals.
- It is expected that appraisers will confer with relevant leadership staff as the need arises throughout the year. This may be done formally or informally.
- The final performance appraisal report will be completed and sent to the Principal to be approved and signed off in June/July. In the final report appraisers should focus on aspects that acknowledge areas of success along with goals that improve aspects of the individual's job performance.

15) Staff Induction

In order to ensure all staff new to the school are able to carry out their role as quickly and efficiently as possible please follow these procedures:

- The Principal or delegated senior manager informs the successful applicant and announces the new appointment as soon as the appointment is confirmed.
- The Principal confirms to the School Board the appointment at the following School Board meeting.
- Phone the successful applicant at the earliest convenience to welcome him/her as a new staff member and arrange a meeting – this call should be made by the person with immediate responsibility ie: teaching staff – team leader, support staff LSC etc
- Walk the new staff member around the school and orientate him/her with the school environment and storage of relevant resources.
- Invite relevant personnel to be available to meet the new staff member at the initial meeting.
- Invite the new staff member to any team social events that may take place before he/she begins at Royal Oak Primary School.
- Provide the School Organisation and Procedures link, current staff list and any other relevant documentation eg: team plans, school timetables etc
- Talk through the staff School Organisation and Procedures and answer arising questions.
- Introduce the new staff member to the staff at 11:10am on the first day and by email to all staff.
- Welcome the new staff member in the first newsletter and the first whole school assembly after the commencement of the position.
- The Administrative Assistant ensures an email address, password and laptop if appropriate are supplied prior to the starting date (supporting staff should ensure the information regarding new staff is passed on to the administration team).
- The property manager and executive officer ensure a key and security code are supplied prior to the starting date.

- At the end of the first week, support staff will contact the new staff member and introduce themselves (roles and responsibilities) and offer any support required. Support staff include: librarian, administration team, property manager, ESOL teacher, executive officer.
- After 4 weeks, the relevant senior manager meets with the new staff member and evaluates the effectiveness of the induction process.
- Should after 4 weeks, the process be deemed incomplete the senior manager will take with the relevant person with responsibility to provide further support.

16) Equal Employment Opportunity

In order to ensure Equal Employment Opportunities are afforded to all staff, the following procedures must be followed:

- Appointment procedures ensure there will be no discrimination in the areas of recruitment and selection, or in promotion and career development.
- All employees maintain proper standards of integrity, conduct, and concern for the community's interest.
- Ongoing staff Professional Growth Cycles are carried out in a positive and supportive way that leads to the development of the abilities of both individual teaching and non-teaching staff members.
- The Staff School Board Member is responsible for monitoring EEO procedures on behalf of the staff.
- Guidelines for handling employment related grievances are adhered to.
- EEO data will be collated and reported to the School Board annually and form part of the school's annual review.

17) Teacher Registration

In order to ensure teachers comply with New Zealand Registered Teacher Criteria, the following procedures must be followed:

- All teachers must hold a current registration, issued by the New Zealand Education Council
- It is the individual teacher's responsibility to ensure that application for registration is completed, online and submitted to the Education Council in adequate time for re-issuing to take place
- Immediately upon receipt of the Education Council reminder (which is sent 3 months prior to registration expiry) action is taken to make the necessary application
- A reminder letter from the Office Administrator will be sent two months prior to registration expiry
- A record of registration details and expiry dates will be kept by the Office Administrator
- Should a registration be submitted late for any reason, the principal must be notified
- Should a registration lapse through a teacher not following due process, the teacher may be stood down on unpaid leave until an extension can be sought.
- As of February 2021 teachers need to renew registration online annually.

18) Tertiary Study

In order to ensure effective professional upskilling opportunities are made available and appropriate funding and study time provided, the following procedures must be followed:

- All tertiary study undertaken must be approved by the principal
- Tertiary study undertaken must contribute to professional, educational development and be through a recognised tertiary institution
- Times of lectures and/or online commitments must be before 8.30am and after 3.30pm during week days, unless negotiated with and agreed to by the principal
- At the end of any personally funded study, the school will contribute \$500.00 upon receipt of the passed paper
- School funding is not provided for MoE-funded scholarships
- One day of study leave per assignment is provided (up to three days per semester) following the school leave application process