



PERSONNEL MANAGEMENT POLICY & APPOINTMENT PROCESS

Rationale

Allandale School recognises that its staff are its most significant asset. It aims to provide staff with a working environment where excellence is recognised and rewarded, and where staff will be encouraged to develop their talents and career aspirations.

The Board of Trustees of Allandale School 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 that:

1. all employment related legislative requirements are applied.
2. all employees' rights to personal dignity and safety are upheld and ensure that matters of concern are resolved in an appropriate and fair manner.
3. a smoke free environment is provided.
4. employment records are maintained and that all employees have accurate written employment agreements.
5. employee leave is effectively managed and reported so the risk of financial liability is minimised, operational needs are met, and the needs of individual staff are considered.
6. Board approval is sought for any requests for discretionary staff leave with pay for 4 or more days.
7. Board approval is sought for any requests for discretionary staff leave without pay of longer than 4 days.
8. Board approval is sought for any requests for staff travelling overseas on school business.
9. the Board is advised of any staff absences longer than 10 school days.
10. performance agreements are established for all staff and that effective reviews are undertaken annually.
11. 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 appraisal.
12. the requirements of the The Health and Safety at Work Act 2015 are met
13. advice is sought as necessary from NZSTA advisors where employment issues arise.
14. all policies and procedures incorporate the principles of Equal Employment Opportunities.
15. thorough and transparent procedures are developed and implemented to ensure the most suitable applicants are appointed to fill vacancies. Appointments are made according to identified criteria and in line with current legislation.
16. systems are in place to effectively induct and support newly-appointed staff.
17. teaching staff are registered teachers, provisionally registered teachers, or those who have a limited authority to teach.
18. the Board is kept regularly updated to understand the current makeup of the registration status of teaching staff.

19. competency and disciplinary procedures in the relevant agreements will be followed if required.
20. concerns and complaints are dealt with as set out in the Allandale School Concerns, Complaints and Compliments Policy.
21. permanent management units are allocated according to staffing entitlement and fixed term management units are allocated appropriately for responsibility based on school needs.
22. appraisal of effectiveness of units is undertaken as part of appraisal systems.
23. gifts are given to staff leaving in accordance with our staff gift procedures.

Cross References

This policy must be read in conjunction with the Staff Handbook, which outlines staff procedures, and with the Concerns, Complaints and Compliments Policy (6-2), as well as the Appointments Process as detailed below.

Appointments Process

Rationale:

To have consistent procedures to follow for the appointment of the most suitable applicant for any internal job vacancy.

Purpose:

1. To give effect to the Allandale School Personnel Management Policy
2. To provide clear sequential steps for the appointments committee to follow.
3. To ensure that in all situations the most suitable person is appointed to the position.

Guidelines:

Note: Some steps are relevant to teaching staff only.

1. Establish the vacancy and draw up a job description.
2. If the vacancy is for:
 - a fixed term for a duration of less than two terms, or,
 - Support/ancillary staff
 set up a panel consisting of the principal, members of the senior leadership team and other staff or trustees as considered appropriate.
3. If the vacancy is a teaching or leadership position that is permanent or for a fixed term of more than two terms, establish an appropriate panel as follows:
 - Scale A teaching positions - Principal, senior staff member and two trustees;
 - Leadership positions - Principal, up Trustees and possibly a senior teacher;
 - Principal - four Trustees and appropriately qualified independent expert (for example an experienced principal of another school, or an expert educationalist)

All appointments committees have the right to co-opt additional members as required for equity purposes.

Panel members will ensure confidentiality at all appropriate times

4. Panel members agree roles and responsibilities for the process, for example who will draft the advertisements, who will take notes, who will contact referees.
5. Panel to decide on the advertising approach for example where to advertise (eg. Education Gazette, local media, etc.) and advertisement wording
6. If the appointment is for the position of school principal, the panel should take steps to engage whānau and the wider community on what they want in a principal.
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8. Prepare interview questions and agree to the details of the process.

9. Acknowledge receipt of all applications.
10. Panel members are to declare prior knowledge of any of the applicants and any conflicts of interest.
11. Short-list applicants in line with the agreed process. Create notes as a record of the short-list process.
12. Notify short-listed applicants in writing and state time, place and date of interview.
13. Notify candidates who were not successful in the short-listing process.
14. Conduct interviews in line with best practice and the agreed process. Seek specific approval from candidates to contact anyone the panels chooses to to discuss the applicant's suitability for the role.
15. If feasible, consider visiting the preferred candidate for teaching positions in their current setting to observe them in their role and get a first hand understanding of their practice.
16. Contact referees to confirm information provided by the applicant and seek further information.
17. For teachers, check teacher registration with the New Zealand Teachers' Council and/or conduct a Police vetting process.
18. Sight original or certified copies of all relevant documents, and check that any certified documents have been authenticated by persons authorised to do so.
19. Write a brief "Recommendation Report" summarising the process, including the attributes and weaknesses of candidates. Include a recommendation for the preferred candidate, and if applicable, the next preferred candidate.
20. Share the paper to the board for their response. This can be done by email if there are time constraints, or at the next board meeting if not.
21. If the recommendation is approved by the board, telephone the successful applicant and contact other short-listed applicants. Inform successful applicant in writing and send the job offer along with job description and conditions of service if any.
22. Keep notes of interview responses for equity purposes for 10 days after confirmation.
23. File the Recommendation Report.

Conclusion:

Following the above guidelines should ensure that any position in the school will be filled by the most suitable applicant in an effective way.