



RANGIORA NEW LIFE SCHOOL

POLICY AND PROCEDURES MANUAL

Providing quality Christian education that equips and inspires all students to reach their life potential in order to serve God's purposes.

3.1	Personnel	Personnel	
Ratification		Chairperson	
Last Review	November 2007	Chairperson	

RATIONALE / BIBLICAL MANDATE

Rangiora New Life School is committed to being a “good employer” as defined in the State Sector Act 1988. This is achieved by compliance with these personnel policies and procedures as well as other school policies.

All staff members are employed in the service of a Christian ministry and as such hold a position of authority and responsibility in the ministry of God's word. They shall be of good reputation, be apt to teach, rightly dividing the word of truth, able to use scripture for reproof, correction and instruction in righteousness. Staff members at all times are to be examples in Christian faith and conduct. All teaching positions are “tagged”, and require teachers, as a condition of appointment and ongoing employment, to accept and demonstrate the school's statement of faith.

Ephesians 6: 7-9a: Serve wholeheartedly, as if you were serving the Lord, not men, because you know that the lord will reward everyone for whatever good he does ... And masters treat your servants the same way.

LEGISLATION:

The current legislation that relate to personnel policy and practices are as follows:

- Education Act and Amendments
- State Sector Act 1988
- State Sector Amendment Act 1989
- Human Rights Commission Act 1977 Part II Unlawful discrimination
- Race Relations Act 1971
- Official Information Act 1987 (Reprinted)
- Private Schools Conditional Integration Act 1975

The Bard of Trustees Personnel Committee will ensure that positions “tagged” according to the Special Character of the School are advertised as such and that selection is made in accordance with the provisions of the Deed of Integration..

PURPOSES:

- Develop and implement personnel and industrial policies, within 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;
- Be a good employer as defined in the State Sector Act 1988 and comply with the conditions contained in employment contracts applying to teaching and non-teaching staff.

JOB DESCRIPTIONS

Every staff member will be supplied with a job description that is:

- Sufficiently detailed to give clarity of role to both the employer and the employee
- Suitable as the basis for performance appraisal
- Reviewed annually during performance appraisals, when changes of staff or duties take place, or if circumstances demand a revision.

Any changes to job descriptions require the approval of the Personnel Committee.

EMPLOYMENT CONTRACTS

All paid staff will be employed on employment contracts, approved by the State Services Commission.

CODES OF CONDUCT

Refer to Appendices 2 and 3

All staff and the BOT will comply with the codes of conduct that covers minimum standards of integrity and conduct.

APPOINTMENTS

The most important resource available in the education process is the school's staff. RNLS is committed to equitable recruitment by:

Compliance with its Equal Employment Opportunities Policy, and in particular:

- Reflecting the EEO policy in recruitment activities including advertising, job descriptions, person specifications and appointment procedures.
- Maintaining recruitment, selection and appraisal principles and procedures that ensure that the most appropriate person is employed for the available job.

All vacant staff positions will be advertised.

Also refer to the Appointments Procedures Documentation.

STAFF APPRAISAL

Refer to the Performance Appraisal Policy

- The BOT is committed to a performance management process where staff members are assessed and constructive feedback is provided. The outcome of such reviews should include such factors as performance, effectiveness, training needs, goal setting and personal development.
- Staff will be appraised against their Job Descriptions and any additional objectives defined specifically for appraisal. The objectives set should be compatible with the strategic objectives set for the school.
- Appraisals will be completed on a continual basis during the year and with a formal annual review completed by the end of October in each year. This will enable personnel and school-wide development plans to be developed for the following year.

PROFESSIONAL DEVELOPMENT

Refer to Professional Development Policy

- The BOT recognises the importance of training and development and is committed to encouraging and supporting staff (including the BOT) to undertake suitable training and education opportunities as identified in performance appraisal procedures.
- All staff members are encouraged to obtain ongoing education, which relates to Maori perspectives and Maori values (e.g. courses on Maori language, traditions, Treaty of Waitangi).
- Induction training shall be implemented immediately on employment.
- A programme of staff development will be based on both the individual and collective needs of the teachers and school. The BOT will set aside an amount in its annual budget for the training of staff.
- The Chairperson will co-ordinate the training needs of the BOT.

- Observation of other staff members at work in the classroom situation is encouraged as an important part of every teacher's development. Such observation and peer appraisal should be conducted in a professional and collaborative manner. Observation of other schools will also be encouraged.
- Christian teacher training is essential to maintain the special character and will be recognised in the professional development budget
- The professional development programmes will be monitored to ensure equity.

GOOD EMPLOYER

Refer to Appendix 1

The BOT is committed to being a "good employer" as defined in the State Sector Act 1988 S77A and the State Sector Amendment Act 1989 S3.

EMPLOYEE RECORDS

Refer to Privacy Policy

All personal files are to be held in a secure place, where access is confined to the employee concerned and authorised personnel. (CEA 2.6.1).

Personal file information transferred to a new employer must be relevant to the employment / service needs of the new employer (CEA 2.6.2).

RESIGNATION AND RETIREMENT

Refer to the sections and clauses that are relevant in the appropriate Collective Employment Contracts.

COMPLAINTS / DISCIPLINE / COMPETENCY (refer to Complaints procedure)

Scripture is clear as to how to deal with any complaint that you have against another or that you know another has against you. It also shows us how to bring falsehood and unbiblical behaviour to light. In the light of the biblical principles and mandates the school has a complaints procedure.

Disciplinary and competency issues will be dealt with in accordance with the procedures of the relevant employment contracts in a spirit of grace and love.

APPENDIX 1

GOOD EMPLOYER

Rationale / Biblical Mandate:

Every employer in the Education service shall operate a personnel policy that complies with the principle of being a “good employer” (State Sector Act 1988 S77A and State Sector Amendment Act 1989 S3).

Objectives:

There are special requirements to being a “good employer” which include the following:

- good and safe working conditions
- an EEO programme
- the impartial selection of suitably qualified persons for appointment
- recognition of:
 - the aims and aspirations of the Maori people
 - the employment requirements of the Maori people
 - the need for greater involvement of the Maori people in the Education service
- opportunities for the enhancement of the abilities of individual employees
- recognition of the aims and aspirations and the cultural differences of ethnic or minority groups
- recognition of the employment requirements of women
- recognition of the employment requirements of persons with disabilities
- All employees maintain proper standards of integrity, conduct and concern for the public interest and the well being of students.

Often some of these objectives have been specifically targeted as EEO objectives but they go beyond being just EEO objectives. This section of the Handbook describes where the requirements of being a “good employer” are covered in the BOT Handbook.

OBJECTIVES	COMPLIANCE POLICY & PROCEDURES
Good and safe working conditions	<ul style="list-style-type: none"> ▪ Charter ▪ NAG5: Safety including: <ul style="list-style-type: none"> - safe physical and emotional environment - property safety & hazard identification - smoking policy - behaviour management - accident reporting - emergency procedures
EEO programme	<ul style="list-style-type: none"> ▪ Charter ▪ NAG3: Personnel including: <ul style="list-style-type: none"> - EEO policy - Annual EEO programme - Personnel Policy and Personnel Management ▪ Procedures including: Appointments procedures
The impartial selection of suitably qualified persons for appointment	<ul style="list-style-type: none"> ▪ Charter ▪ NAG3: Personnel including: <ul style="list-style-type: none"> - EEO policy - Personnel Policy ▪ Appointment Procedures
Recognition of: aims and aspirations, employment requirements and the need for greater involvement of the Maori people in the Education service	<ul style="list-style-type: none"> ▪ Charter ▪ NAG3: Personnel including: <ul style="list-style-type: none"> - EEO policy - Personnel Policy ▪ Appointments procedures including:

	<ul style="list-style-type: none"> - training interview panels in whanau interviewing protocol and procedures - Whanau support at interviews - Recognition of specialist skills of Maori employees and other employees with fluency in te reo and knowledge of Maori culture - Commitment to training in Maori language, protocols and issues.
Opportunities for the enhancement of the abilities of individual employees	<ul style="list-style-type: none"> ▪ Charter ▪ NAG3: Personnel including: <ul style="list-style-type: none"> - EEO policy ▪ Personnel Policy including; <ul style="list-style-type: none"> - Personal appraisal system to identify personal and professional development needs - Professional development
Recognition of the aims and aspirations and the cultural differences of ethnic or minority groups	<ul style="list-style-type: none"> ▪ Charter ▪ NAG3: Personnel including: <ul style="list-style-type: none"> - EEO policy - Personnel Policy and Personnel Management Procedures ▪ Appointments procedures including: <ul style="list-style-type: none"> - training interview panels in whanau interviewing protocol and procedures - Additional support at interviews
Recognition of the employment requirements of women	<ul style="list-style-type: none"> ▪ Charter ▪ NAG3: Personnel including: <ul style="list-style-type: none"> - EEO policy - EEO Programme - Personnel Policy and Personnel Management Procedures ▪ provide equal opportunities for women for recruitment, promotion, training, etc ▪ establishment of part-time positions e.g. Administration Officer ▪ ensure all staff are aware of sexual harassment complaint procedures

<p>Recognition of the employment requirements of persons with disabilities</p>	<ul style="list-style-type: none"> ▪ Charter ▪ NAG3: Personnel including: <ul style="list-style-type: none"> - EEO policy - EEO Programme - Personnel Policy and Personnel Management Procedures ▪ Provide equal opportunities for people with disabilities for recruitment, promotion, training, etc ▪ Provide ready access for staff with disabilities as required under building regulations and in particular the provision of wheelchair access to buildings and to a toilet.
<p>All employees maintain proper standards of integrity, conduct and concern for the public interest and the well being of students.</p>	<ul style="list-style-type: none"> ▪ Charter - in particular see the Code of Conduct for Trustees (as appendix to charter) and the Principal. ▪ NAG3: Personnel including: ▪ Job Descriptions ▪ Personal appraisal system to identify personal development needs ▪ Staff Code of Conduct - Biblical qualifications for Christian and godly conduct.