



Outcome statement

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

Scoping

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

Good employer means an employer who acts within the principles of Catholic social teaching and operates an employment policy containing provisions generally accepted as necessary for the just, fair and proper treatment of employees in all aspects of their employment. It also means an employer who fosters a positive climate in the workplace which appreciates a diversity of background and individual contribution.

Delegations

The board delegates responsibility to the principal on all matters relating to the day-to-day management of staff in the expectation that they will be managed in a sound, just, fair and respectful manner, acknowledging the dignity of each person, and in accordance with the current terms of employment agreements, school policy and procedures, relevant legislative requirements and identified good practice.

Expectations and limitations

The principal must ensure:

- all employment-related legislative requirements are applied including those in Schedule 6: Education and Training Act 2020 and the school's Integration Agreement
- all employees understand their rights to personal dignity and safety and ensure that matters are resolved in an appropriate, fair and restorative manner
- all staff are safe from racism, stigma, bullying and other forms of discrimination within the school
- that the wellbeing of all staff is supported
- teachers are supported in their vocation to serve young people
- that all staff are affirmed and valued for their contribution to the work of the school community
- a smoke-free and vape-free environment is provided
- employment records are maintained
- all employees have;
 - a written letter of offer of employment using the NZCEO Letters of Appointment templates, along with the NZSTA templates.
 - an up-to-date job description that includes their Catholic special character responsibilities
 - for non-union employees, an individual employment agreement (IEA).
- teachers are consulted when developing a procedure to determine the use of units – units for appropriate positions are allocated in a fair and 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.

- o board approval is sought for any requests for discretionary staff leave with pay for longer than 5 days but the Principal manages bereavement leave, lieu time and sick leave and other leave covered by the PPTA or NZEI collective agreements.
- o board approval is sought for any requests for discretionary staff leave without pay of longer than 5 days.
- o board approval is sought for any requests for staff travelling overseas on school business.
- o the board is advised of any leave requests longer than 5 school days.
- job descriptions clearly state Catholic special character responsibilities of staff, and these are regularly reviewed.
- effective and robust performance management systems are in place for all staff that include performance management reviews, attestations for salary increases, and staff professional learning and spiritual formation.
- a suitable, regular and planned professional learning and spiritual formation programme, which takes into consideration the requirements of the strategic and annual plans, is provided as part of each employee's performance agreement.
- the professional learning and formation programme enables the principal and teachers of Religious Education to work towards a formal qualification in Religious Education or Special Character, and that the principal and all teachers are working towards the next level of Certification.
- 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.

The Board will ensure:

- That all policies reflect the commitment to being a good employer and also reflect the fundamental principles of equal employment opportunity including in the areas of recruitment, employment, training and promotion of employees.
- Funding for professional development within budget limitations is made available both for staff and for board members where appropriate.
- Board Members will be aware of available courses to further their professional development and where finances permit will be encouraged to attend such courses.

Procedures and Forms

Staff Employment Agreements

Teacher Registration

Induction (New Staff and Leaving Staff)

Allocation of Units

Staff Discipline

Staff Leave

Police Vetting

Performance Management

Principal's Professional Growth Cycle Endorsement and Review Procedure

Professional Development

Supporting documentation

[He Arotake Whanaketanga mō te Mātauranga Ahurea Katorika-Te Ture Tāuke mō ngā Kura Katorika: Catholic Special Character Evaluation for Development Catholic State Integrated Schools Aotearoa New Zealand](#)

[Principles of Catholic Social Teaching](#)

[Catholic School Elaborations: Standards for the Teaching Profession](#)

[Catholic Special Character Conversation Starters: A Reflective Toolkit](#)

[NZCEO Letter or Employment Templates](#)

[Handbook for Certification in Catholic Special Character and Religious Education for Staff and Boards of Trustees in Catholic Schools in Aotearoa New Zealand \(NCRS, 2014\)](#)

Monitoring

- *The Board to have a suitable supporting policies in place such as an Appointments Policy and a Complaints Policy and ensure that these policies are followed.*
- *The Principal to report on any issues of concern in relation to staff and culture in the school*
- *Relevant key staff members are to meet with the Board on occasion and provide feedback about relevant areas.*
- *The Staff Representative on the Board to provide a -regular report.*

Legislative compliance

[Employment Relations Act 2000](#)

[Education and Training Act 2020](#)


[Collective Employment Agreements](#)

[Smokefree Environments and Regulated Products \(Vaping\) amendment Act 2020](#)

[Public Service Act 2020](#)

[Human Rights Act 1993](#)

Reviewed: November 2024	Next Review: September 2027
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Signed (Presiding Member): 	Date of Board Meeting reviewed and accepted: Wednesday 6 November 2024
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STAFF EMPLOYMENT AGREEMENTS

The Board of Sacred Heart Girls' College, as a good employer, is responsible for ensuring that staff have fair and equitable treatment in all aspects of their employment. The Special Character of the College is also important in assuring these responsibilities are met.

1. Follow where possible the Board's commitment to being a good employer.
2. Provide the basis for appropriate professional development of staff.
3. Ensure that the working relationship between the Board and staff is in keeping with the Special Character of the College.
4. All employees of the Board will have a current employment agreement including a current job description.
5. The remuneration guidelines as set out in the agreements agreed to between the Board and each of its employees are to be followed.
6. A Performance Management System will be put in place, which will include a process by which support staff will be appraised and teachers will engage with the professional growth cycle on an annual basis.
7. Appropriate professional development opportunities are available for all staff.

TEACHER REGISTRATION

1. Teacher registrations for all permanent full-time and part-time staff will not be reimbursed, as teachers are being compensated for their registration fee with the new PPTA Collective Agreement.
2. The school will keep a teacher registration list.

The above statements apply unless otherwise provided for in the respective collective agreement(s).

INDUCTION

NEW STAFF

All new staff members (both teaching and non-teaching and ancillary) need to complete an induction process to assist them in their duties and to ensure that Health and Safety issues are addressed. The induction process is outlined on the Staff Induction Form.

A member of the Senior Leadership Team will ensure that new teaching staff complete their induction.

LEAVING STAFF

When a staff member leaves the school they will complete a Staff Leaving Checklist and hand it to the Principal. They will also be offered an exit interview.

This will ensure that keys and other school property is returned, and that other information and responsibilities are satisfactorily completed.

ALLOCATION OF UNITS

1. Any teacher, except for the Principal, may be allocated a unit or units for a fixed term.
2. Up to 40% of management units may be allocated on a fixed term basis.
3. The Principal, following consultation with teaching staff each year, will determine the allocation of units.
4. Appointments to positions, which have fixed term units allocated, shall be made according to the Board Appointments Procedure.
5. When allocating fixed term units, the equity balance of units and senior positions within the school (being mindful of equal employment opportunities principles) will be considered.
6. When undergoing a Curriculum and Pastoral Needs Analysis to identify a unit for reduction as a result of a falling roll, a fixed term unit will carry the same status as a permanent unit, i.e. the need fulfilled by the fixed term unit will be considered on its merits against the needs fulfilled by all the other permanent and fixed term units within the school.

STAFF DISCIPLINE

1. The Board is the legal employer of all staff but the Principal is responsible for the day-to-day management of staff issues.
2. Matters of discipline or competency shall be handled in accordance with the terms of the relevant Employment Agreement under which the staff member is employed.

STAFF LEAVE

1. To provide an efficient and effective mechanism by which applications for leave by staff, either with or without pay, may be considered.
 2. To ensure equitable treatment for all staff.
 3. To recognise the Board's obligations and commitment to equal employment opportunities as set out in the Personnel Policy.
 4. To enable the Board to comply with the relevant employment agreements (in some cases the Ministry of Education must give the final approval).
 5. To ensure the proper recording of any discretionary leave granted by the Board of Trustees.
- **Non-discretionary leave:** Leave that is covered by the relevant employment agreement.
 - **Discretionary Leave:** Leave that does not fall within the relevant employment agreement and is sometimes referred to as "special leave" or "other forms of leave". In these cases it is up to the discretion of the principal and the Board to approve the leave.

GUIDELINES FOR ALL LEAVE

- Except in cases of sudden illness or accident, no staff member should be absent from duty without the authority of the Principal or the Board.
- Before applying for leave, staff should consult the relevant section on leave in their employment agreement before submitting an application.
- Leave applications should be made using the form "Staff Leave". Staff should feel free to attach any supporting documentation they feel would be important.
- Normally the absent teacher will be expected to set relief work for the classes that will be missed during the leave. This may be waived if a subject specific reliever is employed for the duration of the leave.
- The Principal, or a delegated representative, shall deal with any requirement for relief staff where leave is granted.

Non-Discretionary Leave

- The Board will observe the provisions of the relevant employment agreements and Ministry of Education directives when considering an application for non-discretionary leave.

Discretionary Leave

- Discretionary leave will normally be granted as leave without pay. Priority for discretionary leave will be accorded to significant life events. Not all discretionary leave applications will be granted.
- All applications for discretionary leave for up to a total of five school days in any year may be granted by the Principal.
- Applications for discretionary leave for longer periods than five school days must be approved by the Board (or the Ministry of Education where that is applicable).
- It is up to the discretion of the Principal to award leave with pay or leave without pay.
- All applications for discretionary leave must be submitted to the Principal, in writing, well in advance of the time requested, except in cases of emergency. Only in exceptional circumstances will leave be granted if the application is not lodged with sufficient notice.
- When considering discretionary leave, the Principal in his or her recommendation must consider such issues as:
 1. Purpose
 2. Benefit to school
 3. Ease of finding a suitable reliever
 4. Impact on classes and the school
 5. Length of service of employee
 6. Previous leave granted
 7. Number of staff on leave at any one time
 8. Number of other staff requesting leave

Annual Leave

- Leave balances of full-time Board employees will be reported monthly to the Board's Finance Sub-Committee by the Business Manager.
- Leave plans for full-time Board's employees will be negotiated as required with the Principal, on a case-by-case basis.

POLICE VETTING

All teachers are automatically vetted by the Education Council of New Zealand as part of Teacher registration every three years. N.b. police vetting will continue to occur each 3 years of practising teacher certificate renewal, despite annual fee charging now being established.

All other staff, for example support staff and custodial staff are safety checked every three years by the College and is done online by the Principal's PA.

All contractors who are to work on the site are to be police vetted through the College. The site contractor provides the details of all contractors who will be working on the site.

All members of our college community who have regular, unsupervised contact and/or overnight responsibility for students will be Police Vetted by the Principal's PA every three years.

The designated school receiver of vetting information from the police is the Principal's PA.

Refer: Child Protection Policy and Procedures Health & Safety Policy

PERFORMANCE MANAGEMENT

STAFF PERFORMANCE APPRAISAL and Professional Growth Cycle

The Board recognises the need to have in place a system which annually appraises support staff and expects that registered teachers will engage with the professional growth cycle .

The appraisal process will be conducted in a manner that is on-going, open and fair in keeping with the school's Catholic Character and responsibilities as a good employer.

1. To develop and document a programme of appraisal for support staff and professional growth cycle for teachers . This programme is to form part of the College's Performance Management System.
2. To help staff to develop professionally and to improve teaching techniques or working practices through reflective practice.
3. The appraisal of support and the engagement of teachers in the professional growth cycle is the responsibility of the Board.
4. The responsibility may reasonably be delegated to the Principal who may in turn delegate further.
5. Every member of the staff will have a job description which will form the basis for their performance appraisal or professional growth cycle.
6. support staff Performance is appraised against an agreed set of performance indicators developed in consultation with each member of staff.
7. All teachers are to enter into the professional growth cycle in a professional, evidence-based, reflective and developmental manner, in accordance with the requisite legislation.
8. Every staff member is entitled to the professional development time required to meet the objectives of their personal development plan (as agreed to in consultation with the Principal) and within the limits set by the budget approved for staff training.
9. Staff needs are identified and recommendations for staff training are forwarded to the Professional Development Co-ordinator.
10. All results of performance appraisal are confidential to the person being appraised, their appraiser, and the Principal. Where appropriate, and with the permission of the person being appraised, the results may be presented and reviewed by relevant colleagues.
11. Staff will review the performance appraisal system as part of the review of Performance Management System each year.

PRINCIPAL'S PROFESSIONAL GROWTH CYCLE ENDORSEMENT AND REVIEW PROCEDURE

- The principal shall participate in an annual Professional Growth Cycle and be issued with an annual statement as set out in the Elements for the Professional Growth Cycle for Principals, Tumuaki and ECE Professional Leaders agreed by the profession. Source
- The Board will ensure funds/resources are available for a range of supports, such as, release to enable to the principal to fully engage with their PGC.
- The Principal will be endorsed by a Professional Leader Colleague from within their Professional Learning Network who holds a full practising certificate.
- The Board will receive confirmation annually that the professional leader continues to meet Ngā Paerewa / Standards.
- The Board is responsible for verifying that the Principal meets professional standards and may seek to verify the endorsement.
- The Principal must inform the Board as soon as they are aware if their practicing certificate may not be endorsed.
- Where there is a problem with the working relationship between the Principal and the Board (including individual board members) that has not been informally resolved and is to the detriment of the school, consideration shall be given to appointing a mutually agreed and suitably qualified independent person to facilitate or mediate between the parties and/or undertake an impartial and objective assessment of the concern(s).
- The Board will ensure that the principal has access to and support in using the Professional Coaching and Wellbeing Support funding.
- The Principal will declare to the Board no later than Term 4 each year how this funding has been used.
- The Board has the discretion to negotiate the Principal's remuneration package.

Supporting Documentation

[*PGC for Principals, Principals - FAQ's for school boards.*](#)

[*PGC for Principals, Tumuaki and ECE Leaders*](#)

[*Ngā Paerewa / Standards*](#)

[*Professional Coaching and wellbeing support*](#)

[*Secondary Principals Pay*](#)

PROFESSIONAL DEVELOPMENT

1. To provide equitable opportunities for the professional development of staff.
2. To encourage and support staff to enhance their professional development.
3. To enable staff to acquire Special Character accreditation.
4. To provide for the professional development of members of the Board.
5. The Board will provide funding for professional development within budget limitations.
6. Appropriate resources will be prioritised to professional development linked to the annual goals of the College.
7. A Professional Development Co-ordinator will be appointed to manage and promote professional development and training opportunities.
8. The Board will be aware of courses available to further their professional development and, where finances permit, encouraged to attend such courses.
9. Professional development needs for staff shall be identified through a self-review process and implemented in accordance with budget timelines and limitations.