

**Human Resource  
Management Guideline  
Booklet  
Ponsonby Primary 2019**



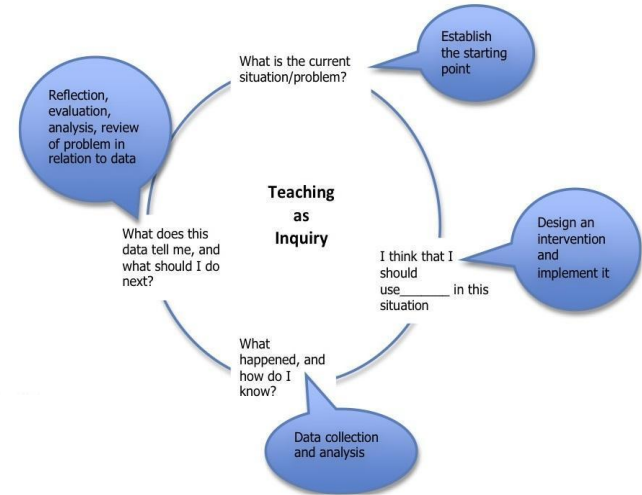
## EEO 2019

Schools do not legally have to report on their EEO practices but they have an ethical responsibility to ensure the practice of equal employment opportunities is philosophically upheld

Every person must see clear and transparent processes for allocating funds and leave.  
All ancillary and part time staff provided with opportunities and resources to develop their respective skills.  
The school through the Board employment panel will continue to seek staffing gender and skill based equity.

### 2019

All staff will be appraised and goals set for personal improvement.  
The school will appoint the best person for any advertised position.  
All staff will have the opportunity to participate in a process of personal inquiry into personal improvement.  
The school philosophical base is built on the notion of shared power through a coaching platform.



# Job descriptions

All teaching staff, including the Principal and Deputy Principals and all part time teachers comply with their job description which is determined by meeting the professional standards, registered teacher criteria and principal professional standards outlined in this document and the professional teacher handbook. All teaching staff undertake attestation against the standards and their portfolios of practice identifying RTCs are reviewed annually by the Principal. The Board of Trustees agrees to the principal's job description/ Performance Agreement annually and arranges appropriate appraisal of the job. DP standards are an expectation for both Deputy Principals and both Deputy Principals also have an annual performance agreement with defined goals as do Rachel Kerston (EHAS/E Learning director) and Alana Bebich/ new staff member from Term 2 (CRT release/Col release).

The management team and curriculum leaders meet the teacher requirements and are required to guide and lead their team/ area of directorship, in planning, assessment and preparation. The AP/DP team members carry out attestation of the staff in their teams.

All curriculum leaders meet the professional standards of teachers and are responsible for budgets and planning for their area to meet the school goals for that subject.

All ancillary staff have job descriptions that outline their duties and these are reviewed annually. Their development goals are reviewed termly.

All teacher aides review their job descriptions with Susan Robins and meet weekly to determine their work schedules and goals for learning for students.

All part time teachers are required to keep a portfolio of teacher practice and this is reviewed by their lead coach - S Rama 2019.

All teachers understand the notion of teaching as inquiry. A cycle of improvement based on observable data

# **Leadership Framework 2019**

**(Over the next 3 pages different roles listed (Note numbers in brackets identify equiv. units)**

## **Deputy Principals**

Sanjay Rama (3) and Susan Robins(3). Anja Kingston and Miriam Harford will pick up some Susan Robin's responsibilities in Term 1 as she will be on sabbatical.

## **Associate Principals/ Team leaders (2)**

Francis Naera (yr 5 & 6 Mentor S. Rama), Anja Kingston (yr 3 & 4 Mentor A. Malcolm), Miriam Harford (yr 1 Mentor S. Robins),

## **Tutor teachers/ PRT mentors (1 )**

Anja Kingston - Hannah Folster

Kylie Henley - Sophie Strawbridge

Matthew Allan - Arran Connor

**Leader roles of teams and key Curriculum leader area responsibility**

In 2019 we will continue to work in curriculum teams and everyone will have the opportunity to select their team except for the leader roles.

2018 in readiness for 2019 we developed curriculum leader job descriptions- appendix 1

Anne	Principal
Sanjay	4 units DP & ½ for relieving
Susan	4 units DP & ½ for relieving
Francis (SLT)	2 M units & 1 FT unit Sport
Anja (SLT)	2 M units & 1 TT unit
Miriam (SLT)	2 M units & 1 RR unit
Rachel (SLT)	2 M units & 1 RR unit Literacy
James (attends SLT in reporting, consulting COL role)	2 COL units & 1 RR unit Arts/ Show
Matt (attends SLT in reporting, consulting COL role)	2 COL units & 1TT unit
Sarah	1 ACET unit 2 FT units for STEM & Netball coordination

## **Teams for school wide development- aim for everyone taking on team development**

Develop writing capability school wide- **Matt Allen**

Grow problem solving ethos in Mathematics- **Sarah Radcliffe**

Continue to develop the broader curriculum with a more cohesive arts programme - **Arts Team (Kate, Nicole, James and Verity) Note Term 1 Verity will be 1st point of call for budget and emails and mail regarding performances in schools**

Inquiry development linked to student agency COL role- see specific link to student learner needs below **James Graham**

Grow leadership – 2 leadership sessions a term- anyone interested. Sessions by various senior leaders - **Anne Malcolm**

Build student agency/ voice wellbeing through school wide inquiry development **James/Susan(intervention aspect)**

Coaching/ AFL/ Storying/ Appreciative inquiry- **Sanjay Rama/ Anne Malcolm**

**AFL- Sanjay Rama**

**Assessment Full SLT**

**Inclusivity- SENCO Susan Robins**

# Role descriptions-

These are simplified overviews. Individual job descriptions are negotiated with role holders or outlined in appendix 1. Roles that are up for staff to apply for will be fully articulated and consulted on before being advertised from October 2019 onwards. This in line with our more collaborative, transparent model of leadership development.

## **THE PDP team**

### **Anne Malcolm- Overall School Leadership.**

Develop leadership. Planning, reporting, attestation, enrolments, property, finance, culture of school, vision and strategic direction. Monitors all ancillary staff and observes all classroom teachers and attests to senior team members meeting standards. Formative assessment leadership. Whanau group liaison. Ethical leadership. Coach for part time staff.

### **Sanjay Rama- Deputy Principal with Assessment for Learning leadership**

Manages professional development and informs staff of courses. School wide assessment with Anne, school rosters and all timetables and school sport. Attestation of some part time teaching staff, stickers and teacher resources, PPSG liaison and formative assessment leadership. Leads the syndicate curriculum leaders. Developing school wide leadership. Acting Principal Term 2.. Day to day reliever Term 1 and 3

### **Susan Robins- Deputy Principal with Special learning Needs Co-ordination**

SENCO- all school intervention practices, Formative assessment Support leadership. Review term overviews, assessment of programmes, syndicate coverage data recorded ,ensuring school wide data up to date, EOTC weeks, Liaise with full management team, support of their team. Appraisal of teacher aide staff. Ethical leadership. School wide garden programme liaison, netball support. School council leadership. Mentor for Arran Connor. Relievers Terms 2 and 4

## The members of the senior leadership team.

### Anja Kingston, Miriam Harford, Mel Holly and Francis Naera (Team leader positions are classified Associate principals and in absence of PDP team will take on principal role)

Team planning, term overviews, assessment of programmes, syndicate coverage data recorded, ensuring school wide data up to date, attestation check-lists, EOTC weeks. Liaise with full management team, support of their team. Ethical leadership. Syndicate leaders-Build capacity for defensible assessment judgements. Guide and motivate teams.

### Rachel Kersten

EHAS, and digital fluency/ citizenship development. Ethical leadership. Kowhai maths. E-Blended leader. Working across teams to enhance learning for 30% high achievers and with a specific focus on building digital capability and project based learning to engage and motivate high ability students for in term 1 year 4 to year 6 and to look at school wide opportunities from term 2..

## Performance Management

All staff including the Principal must meet the code of professional responsibility and Practising teacher Criteria. The *Practising Teacher Criteria* recognise that teaching is a highly complex activity, drawing on repertoires of knowledge, practices, professional attributes and values to facilitate academic, social and cultural learning for diverse education settings. The criteria and indicators should be viewed as interdependent and overlapping.

Anne Malcolm's annual agreement is developed in consultation with the Board Chair and principal and includes:

- performance and learning objectives, aligned with the board's strategic and annual plan and linked to the framework of practising teacher criteria, principal professional standards and career structure criteria. A summary of outcomes is written in term 4 to determine whether the objectives, criteria and standards are met. Deputy Principals also have their own performance management agreement.



Unit holders taking on leadership of syndicate, operations, curriculum and or school wide development have the following job expectations added to their Code of professional responsibility and PTCs (Practising teacher criteria).

### **Management Team Leadership Role:**

All members of the Senior Leadership team (SLT), provide leadership for teachers and students. They lead team meetings and school wide planning and assessment requirements. They oversee the pastoral care of all students and ensure learning and teaching practices are of the highest quality – they oversee academic, social, behavioural needs and support the teachers to be high level communicators and proactive problem solvers. They are involved in attesting to the teachers in their teams day to day teaching competency eg planned learning, management of students, timely assessment requirements, work consistency, behavioural consistency.

### **Systems Management**

- Organise team required documentation- letters about trips, parent info sheets.
- Meet with other team leaders to consider improving school wide practices.
- Proof- read all documentation going home from team members.
- Provide an open door policy to staff in your syndicate and an awareness if they are having difficulty carrying out their job.
- Act as an adviser to the principal if any school wide concerns being raised.
- Show through your management an ability to delegate.
- Lead where required school wide activities

## Leadership of a Curriculum Area

### Curriculum Leadership/Management

- Guide formative practices in curriculum area- look at best ways for teachers to ascertain success of programmes and student engagement
- Develop systems & model systems to use data explicitly
- Identify syndicate / student/teacher needs to include student voice- see guidance from James to ensure student voice is integral in your curriculum leadership
- Further develop sustainability and inquiry approaches developing students guiding the learning
- Look at opportunities for further differentiation within class programmes
- Input and guidance into syndicate planning process alongside the operational syndicate leaders.
- Model and review the school wide AFL practices to ensure school wide consistency
- Organise team/curriculum required documentation- as agreed
- Meet with staff as per scheduled to consider improving school wide practices and stay up to date through reading and assessing web based suggestions eg TKI & school leader sites.
- Provide an open door policy to staff for your area of leadership and provide support and awareness if they are having difficulty carrying out that curriculum requirement eg e-blended applications, art exhibition. Attend SLT meetings as and when needing to guide or give school wide leadership
- Act as an adviser to the principal if any school wide concerns being raised.
- Show through your management an ability to delegate and as well role model.

**Release as agreed with Sanjay if you get bogged down with planning requirements. A unit is equivalent to 16 days work outside of your teaching requirements 9- 3pm in a year.**

## **PCT Development- Provisionally Certificated Teacher Registration (1st 2 years of teaching)**

- It is expected that every staff member actively contributes to support and encourage our PCT- Arran/Hannah/ Sophie. A PCT is supported and mentored by their tutor teacher but it is the philosophy of a whole staff to develop a teacher that the school ethos is built on.
- In their 2<sup>nd</sup> year as a PTC staff are encouraged to use their tutor teacher time to again observe, learn from others and build their skills- this is support time not release time.
- All PCTs at Ponsonby attend the PCT development courses run by the teacher centres. This allows for networking and sharing.
- The PCT Guide and mentoring expectations guide the school's practices.

### **Induction of new teaching staff to Ponsonby Primary**

- Allocated PDP mentors and senior teachers oversee the documentation for induction of new staff for their first year.. New staff are supported by the whole staff.
- The SLT allocated to a new teacher has a list of practices and procedures to help induct new teachers quickly (see item 15 in the staff handbook) . All staff members are there to support and help new staff.
- New staff are guided through the staff handbooks and Sanjay Rama and Susan Robins will ensure through discussion with the buddy and new staff member that the school has supported a smooth transition.
- Each new full time staff member will be given a day to visit other rooms to get a sense of the school culture. This will be arranged through Sanjay Rama.

### **Induction of new teacher aide staff to Ponsonby Primary**

- Susan Robins ensures all teacher aides are fully familiarised with the school, its environment and expectations. Susan annually appraises all teacher aides.

### **Induction of all ancillary staff**

- All ancillary staff are the responsibility of Karen Larmer office manager supported by Anne Malcolm.

### **Teacher Registration**

- All teachers must be registered.

## School Ancillary Staff

**The school office is managed by Karen Larmer** and she is supported on Monday to Friday by Wendy Steedman and Lisa Searle and part of her role is to do the school accounts, Lisa Searle is also part of the office team. The task list for this team has been developed so we are all aware of the many ways they support learning at Ponsonby Primary. Roles are delegated out by Karen Larmer, Office Manager and reviewed annually by her. Wendy holds the finance role 11.30- 1pm daily and that is reviewed through Anne Malcolm.

### **Karen Larmer- Key role is office organisation the delegation and review of jobs**

#### **Typing, Emails and other Correspondence**

Orientation booklets for incoming staff / Meeting agendas and minutes / Other school documents such as overviews, report information sheets, parent letters/ Board liaison etc and notifications related to students

#### **Receptionist duties**

**Board of Trustees' voluntary contribution** Delegates to Wendy but checks -Organising the collection / Receipting parents / Inputting data

**Day to day accounting support practices in office** - Lisa and Wendy match orders to receipt of goods

**Roll returns and Annual returns** on pupil files

**Enrolling and withdrawing students** overall responsibility- keeping numbers of students available for PDP team

**Maintaining all pre-enrolments** including Appointments for enrolments / Appointments for visits /  
correspondence and induction notices / Meeting Susan weekly.

**Operate Etap Pupil Files** Creating, Updating and Maintaining pupil files.

All

## **Karen Larmer Cont:-**

Out of Zone Ballot Maintaining all correspondence / Setting up / Organising Draw

Fee Paying Students All information and packs / All correspondence

First aid 8.30 a.m. to 3.30 p.m.

Assist in liaising with parents concerning children and general matters.

School Newsletter / Newsfeed Setting out / Proof- read - checking dates and accuracy

Sign cheques on line and hard copy as required

Unlocking and locking of safe

Set up parent three way conferences

Act as PA to PDP team

## **Wendy Steedman Reception/Office Support**

**Note when in highlighted the role can also be carried out by Karen or Lisa**

Preparing general typed items required for the work of the school.

Arranging buses for school field trips.

Printing off profiles children's progress and school records

Maintaining contact lists for teachers and families

First aid kits preparation for trips- includes getting medical information for SAPs/RAMS

First aid stocks- all ordering

Relievers/ Staff Pay and Leave Liaise with Jackie Ross re relieving teachers,

Administration concerning children's absences and lateness including input of paper rolls when teachers unable to access or relievers are teaching

Mail - opening and distributing of all mail

Reimbursement for staff from petty cash up to \$20.00.

Hall Bookings Co-ordinated / Invoiced /Checked against calendar / Input into calendar / Agreements signed and filed

Stationery unpacking

Collation of teacher parent interview times

School calendar management- ie fortnightly newsfeed

Continued (Wendy Steadman)

Reconciliations, Reconcile Bank statements against database.

20<sup>th</sup> of each Month Enter all creditors / Internet Bank

BOT Meetings

Complete all the data for the Principal's financial report and work with Callan Taylor to prepare monthly data for finance meeting.

Support preparation of annual budget and budget review

Support preparation of annual accounts

Prepare documentation for the auditors annually

GST Calculate GST each 2 months and send in returns

Banking

Makeup banking sheets

Enter all cheques

Count money

Bank all funds

Bulk on time creditors

Asset register - Record all purchases over \$200.00 on the school register

Organise funds for fundraising

New Enrolment packs supply of packs collated and ready for distribution

Swing files prepared for new students

Cash Collation on Friday- close off Eftpos

Filing and return letters re long term absences

Proofreading staff letters/ website parent database /Input new parent emails / maintain database

Updating school website as requested and shown what to do

Collection & Collates of full school activity money and slips such as Inner City sports (Kindo)

Service call for repairs

End of year collection of cups/trophies/ Record recipients of cups and awards

Count money / Enter on spreadsheets

Organise cheques for trips or as needed or directed by Principal

Manage school and loan uniforms.

Keeping the office

### **Lisa Searle Reception 8.30- 9.15 and 11.30- 1pm /TA Resources**

Birthday lists and cards

Photocopying/Laminating

Putting resources away/Library cleaning and processing books/Accessioning books in both junior and senior areas of the school

Staffroom general support and clean- up – empty and stack dishwasher, put out morning tea, wipe down benches etc

Certificates-lucky dips, reports etc

Typing as requested that can fit with schedule

First aid support

Staff orders

Acts in Wendy's role if Wendy absent

Keeping the office, sick bay and resource work area tidy/

# Police Vetting

- All non- teaching staff (teachers are all police vetted through registration process) are required to have a police vet .The school organises this process.

**As part of any staff performance agreement all staff annually agree to having read the Health and Safety policy of the school.**

<http://ponsprim.schooldocs.co.nz/>

then search Health and Safety



## Sebastian Rutherford- Caretaker

- 1 Open and close school. 7.45am and close at 4.00pm
2. Operate heating system (winter)
5. Put out and bring in playground equipment.
6. Daily check that toilet rolls, soap and paper towels are available.
7. Alert principal concerning breakages and maintenance needs.
8. Keep clean all outside steps and porches.
9. Check drains for any blockages and clear if simple job.
10. Check that all taps are turned off and that there are no leaks from taps.
11. Assist with all deliveries of equipment and materials to school.
- 13 Attend to minor repairs, minor painting maintenance, playground markings and monitor drain covers in place.
14. Maintain the grounds and designated gardens in a neat and tidy state- monitor school gardener jobs to ensure grounds always tidy.
14. Sweep concrete paths, driveway and car park, light well, sealed areas and open drains.
15. Order cleaning and other materials- make sure order number and cleared with Anne at meeting on Fridays
- 16 Arrange for rubbish collection.
17. Pump games balls as required.
- 18 After lunch -Collect rubbish from bins - offices, outside school, staffroom and medical room -
- 19 Shake and clean mats. Clean entrance ways to the school
20. Wet mop areas, if spillage during the day. And spot clean carpets when necessary, and clean marks off walls and heaters.
21. Check security of all windows and doors at the end of the day.
- 22 Open school if first here and unalarm buildings/ Set alarm, if last to leave.

Caretaker.S Rutherford cont.

30. Swimming pool maintenance (summer)- chlorine/vacuum/tidy pool area
31. Before leaving ensure all sports and other equipment is collected from playgrounds.
32. Remove all graffiti.
33. Move piano out to hall area when needed
34. Carry out tasks for teachers sent via email. eg moving equipment put up display wires
35. Keep under the prefab area tidy and free of any flammable rubbish
36. Check lights are functioning and call electrician if not.
37. Turn off alarm in morning and if last to leave in afternoon (eg semester breaks)
38. Clean hall ready for any functions e.g. prepare toilets if school meeting
39. Put out chairs and put chairs away in hall when required
40. Keep BBQ clean and gas tank ready for use.
41. Carry out tasks as per any emergency as a first priority when requested to do so by the principal(eg sewage leaks need immediate action)

**Note to staff-** if wet Sebastian will work on our many inside maintenance jobs. The caretaker shed is for storage of equipment such as toilet supplies and hand tools. Sebastian only checks his emails once a day at 11.20am. He has morning tea 11am- 11.20 and a lunch break 1.30pm to 1.40pm .

#### **General outline of work**

7.40am -Opens school and check pool in summer/ collect milk and takes to staffroom

8.30 am- 11am. General tidying work around the school- mowing/ painting/ weed removal sweeping/ trimming hedges.Water blast or wash outside area such as the terracotta tiles. Take any large garden leaves such as palm frond to bin when room is available. Putting up shelves and monitor and arrange fixing of breakages.

11.30- 1pm Check toilets in hall and hall bins and then general maintenance/ cleanliness and ensuring school is presented well.

1.30pm End of day school clean up- bins in offices/ makes sure all outside bins emptied and readiness of all toilet areas for the next day.

2.50 at bins for children

3.15 Begins lock -up until 3.20pm

## Sebastian scheduled tasks **SEMESTER BREAKS**

- Spraying of weeds.
  - Repainting playground markings (if required)
  - Waterblast any areas of school needing cleaning.
  - Paint touch ups to corridors, including walls and ledges.
  - Clean porches and steps.
  - Clear mailbox daily.
  - Wash outside walls –especially Rooms 10/11/12, music room, and outbuildings using water blaster or water broom.
  - Open and lock school
  - Wash down with extension brush any areas looking like they have green stains
  - Remove any rubbish stored eg newspapers
- Caretaker works with principal to ensure a safe and tidy school environment. Caretaker meets weekly with the Principal Anne Malcolm and establishes a weekly action report/ task programme.

## **Gardening contractor Fixed term Stewart Bowmar contract approx. 2 hours weekly)**

- Weeding main garden areas
- Arrange with Principal any arborist needs- trees to be removed etc.
- Planting & Mulching when mulch available
- Ensuring the gardens are in a tidy well maintained state

## **Cleaning Contract Ace Care Cleaners mlah@acecare.co.nz Ph Michael 021661128**

Full agreement kept on file in office detailing cleaning contract

- Clean from 4.30- 6.30pm daily/ Daily clean school- mop, vacuum, dust/ Empty bins in admin areas/ Wipe desks in junior school on Fridays/ Clean hall 2 evenings/ Music Room 2 times per week/ Holidays clean and polish vinyl and clean windows/ Carpets cleaned Term 2 and term 4 break.

Links to the unit holder job descriptions or all in Teacher drive under Teacher leadership unit holders

Arts - <https://drive.google.com/open?id=1Jb-0N8jeUZp7OLvcK-G6ro8Xg5rvLTG3>

In school Kahui roles <https://drive.google.com/open?id=1NdB-4MPvNiumnsZYL7qweiU1ozUIPhR9>

Library role <https://drive.google.com/open?id=1meFaJOAx14K6PUSITadyiiLFTv5S3OsG>

Literacy role

[https://drive.google.com/open?id=1xgZ7ZXQSlbKKMw2uk1qrMrJeAmI\\_AZwZN1lunsg29Y8](https://drive.google.com/open?id=1xgZ7ZXQSlbKKMw2uk1qrMrJeAmI_AZwZN1lunsg29Y8)

Reliever in school role <https://drive.google.com/open?id=1cCVzluGMeb88jt99IB68D2nUobTObPf4>

STEM Leader

<https://drive.google.com/open?id=1q90r5XBheRGW1ADigtE0ewY2GktH7opFJgU6OMWOZzc>

Sport and health <https://drive.google.com/open?id=1KiNwSCLNwbUK-o3-16y9aENNGXqNbDzp>

Support leader

PE/Sport <https://drive.google.com/open?id=1s8FtFlmMMTFRi7Q4JiUvY1gvNbEhqa6v>

Support leaders

arts <https://drive.google.com/open?id=1q90r5XBheRGW1ADigtE0ewY2GktH7opFJgU6OMWOZzc>