



Ringa Atawhai Mātauranga

Personnel Management Handbook



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SECTION I Background

(i) Purpose:

The purpose of this Personnel Management Programme and Handbook is to provide a structured framework, management system, policy and procedures, organisational information and forms / templates & toolkits for management of staff employed by the PTE.

(ii) Guiding Documents

The Guiding Documents used to develop this Personnel Management Programme and Handbook are:

- PTE - Legislation Compliance Handbook
- NZQA - Guidelines for Private Training Establishment Registration (2022)
- NZQA - How to Maintain Registration – Staff
- NZQA - Quality Assurance Standard for PTE's – Personnel
- NZQA - Private Training Establishment Registration Rules (2022)
- NZ Current Legislation Documentation including:
 - Employment Relation Act (2000)
 - Protected Disclosures (Protection of Whistleblowers) Act (2022)
 - Privacy Act (2020)
 - Education Act (2020)
- Education Review Office - Personnel Compliance Guide
- Education Review Office - Personnel Management
- Ministry of Business, Innovation and Employment (MBIE) Booklets
 - Performance Management
 - Recruiting
 - Employment Relationships
- Ministry of Education – Understanding School Employment

(iii) Scope of Coverage

This Personnel Management Programme and Handbook applies to all aspects associated with the recruitment, employment and management of employees within the organisation. It covers staff privacy, staff protected disclosures, recruitment and selection, complaints against staff, performance management, staff discipline and the provision of equal employment opportunities within the PTE.

SECTION II Personnel Management Policy

PERSONNEL MANAGEMENT POLICY

RATIONALE:

The Directors as good employers are committed to treating staff fairly, respectfully and appropriately, promoting high levels of staff performance and ensuring that only competent staff are employed by the PTE

POLICY STATEMENT:

The purpose of this policy is to ensure that the PTE:

- is a good employer that adheres to the principles of “natural justice” and “good faith”;
- encourages staff personal and professional reflection and self- review;
- complies with all relevant employment agreements, common law and legislation;
- implements effective and consistent staff recruitment and employs competent staff;
- implements performance management and appraisal procedures, and provides valuable and relevant professional learning and development for employees;
- keeps all staff personal information confidential and uses private information appropriately;
- treats all employees and job applicants equitably, fairly and respectfully;
- handles complaints relating to employees fairly, openly and expeditiously;
- protects and enhances the health and safety and welfare of all employees;
- encourages a team culture, and creates a safe, positive work environment, and an employment relationship of mutual trust and communication;
- promotes a high standard of staff integrity and conduct; and
- has a co-ordinated, coherent and effective Personnel Management Programme in place that implements best practice personnel management.

GUIDELINES:

- (1) The PTE will adhere to and act in accordance with the principles of “Natural Justice”, “Fair Process”, “Good Faith” and the “Right to Privacy” always when dealing with employees.
- (2) The PTE will act in accordance with all contractual obligations of existing individual and collective employment agreements, be a good employer and comply with the statutory requirements of the Employment Relations Act (2000) and other employment related statutes and common law. All employees will have a current, clear, written comprehensive and signed employment agreement in place.
- (3) The PTE will establish and implement fair, transparent, impartial recruitment and appointment processes, in order to be fully staffed with the best personnel available. The PTE will employ sufficient, suitably qualified, competent experienced personnel with the

right skill mix. Teaching staff are to have the required subject knowledge and be either qualified at least one Level above the students being taught or have demonstrated equivalent experience to one level above the students being taught.

- (4) The existence and purpose of the PTE's personnel management policies, procedures, strategies and plans are to be well communicated and publicised and well understood by all staff and used as a normal part of everyday organisational practice.
- (5) The PTE will establish and implement an effective employee performance management strategy that values, supports and encourages staff to achieve their best results, improves learning outcomes for students and acknowledges the strengths and aspirations of staff. Staff performance management will also include the use of personal and professional self-reflection / self-review linked to targeted professional learning and development.
- (6) The PTE will ensure that the skills and subject knowledge of teaching staff are current and relevant to the needs of learners and other key stakeholders. A planned, structured professional learning and development strategy that includes individual staff professional learning plans is to target the identified needs of staff, and be clearly linked to staff performance and the PTE's Self-Assessment Programme.
- (7) The individual skills and abilities of staff are to be fully utilised and any poor performance or competency issues recognised and addressed through positive actions.
- (8) The PTE will adhere to the provisions of the Privacy Act (2020) by promoting individual privacy, protecting personal information and using private information appropriately.
- (9) All prospective and existing employees are to be treated fairly, properly and with respect and given equal opportunity in the workplace.
- (10) Different approaches by staff are to be encouraged and initiative and suggestions for change welcomed. A co-operative and collaborative team approach is to be encouraged within the PTE. Employees will be encouraged to achieve their personal / career goals with support available to all employees if required.
- (11) The employment relationship with employees is to be built on mutual trust and confidence, in all aspects of the employment environment and employment relationship. There will be a clear, robust well publicised Staff Code of Conduct and fair documented processes in place for dealing with staff misconduct and discipline issues.
- (12) Complaints and concerns raised by management / students / other staff about staff members are to be dealt with fairly, promptly and consistently using the agreed well understood framework and procedures.
- (13) Past and present employees and contractors will be given the opportunity to report serious wrongdoing in or by the organisation using the Protected Disclosures Procedures.
- (14) The PTE will comply with the requirements of the Holidays Act (2003), and the Parental Leave Act and Employment Protection Act (1987).
- (15) The PTE will take all practicable steps to provide and maintain a safe and healthy physical and emotional work environment and promote workplace welfare for all employees.

- (16) The PTE will strive to provide a supportive and positive work environment free from racial or sexual harassment and any type of offensive behaviour (by both staff and students). Serious harassment or offensive behaviour will be treated as serious misconduct and handled as per the students' discipline procedures and disciplinary action.
- (17) Employment relationship problems and disputes will be dealt with promptly, in good faith; fairly and consistently using the issue resolution process outlined in the employee's individual or collective employment agreement and will be compliant with the requirements of the Employment Relations Act (2000). Where possible, employment issues will be resolved at workplace level. External mediation will be used to address employment relationship problems that cannot be resolved internally.
- (18) The PTE's personnel management policies / procedures and documentation will be regularly checked and reviewed for compliance with statute and common law and / or potential employment liabilities, as part of planned Employment Compliance Reviews.
- (19) The CEO will have overall delegated responsibility for the implementation of the PTE's personnel management programme, policy and procedures.

RELEVANT LEGISLATION:

Privacy Act (2020)
Protected Disclosures Act (2022)
Equal Pay Act (1973)
Immigration Act (2009)
Holiday Act (2003)
Education & Training Amendment Act (2023)

Employment Relations Act (2000)
Education Act (2020)
Criminal Records (Clean Slate) Act (2004)
Human Rights Act (1993)
Parental Leave and Employment Protection Act (1987)

RELEVANT DOCUMENTS:

Personnel Management Handbook
Privacy Policy
Equal Employment Opportunities Policy
Complaints Policy
Recruitment and Selection Policy
Health and Safety Policy
Legislation Compliance Handbook
NZQA – PTE Registration Rules (2022)

Protected Disclosure Information and Procedures
Privacy information and Procedures
Performance Management Policy
Complaints Information and Procedures
Recruitment and Selection Information and Procedures
Health and Safety Procedures
NZQA – Guidance Note on Education Amendment Act

RATIFICATION:

Policy ratified by Board:

C. Pea

(Signed for Board)

20/02/2025

(Date confirmed)

REVIEW:

This policy is to be reviewed as part of the PTE's Self-review Programme (Cyclic Review)

Review Date: 20/02/2027

CONSULTATION:

Student, employees, management and Governance Board members are to be consulted as part of the review of this policy.

Personnel Management Programme – Overview

System / Programme / Strategy / Plan Policy and Procedures

Personnel Management Procedures

- Personnel Policy and Procedures
- Recruitment & Selection Policy and Procedures
- Complaints Against Staff Policy and Procedures
- Staff Discipline Policy and Procedures

Other Documentation (not incl. in this Guide)

- Job Descriptions / Person Specifications
- Employment Agreements
- Staff Code of Conduct
- Employee Guide including Staff H&S Guide

Staff Performance Management Strategy

- Staff Performance Management Policy and Procedures
- Staff Performance Agreements / Planning
- Performance Progress Reviews
- Staff Self-reflection / Review
- Performance Appraisal
- Staff Performance Management linked to Prof. Learning and Development

Staff Professional Learning and Development Strategy

- Staff Professional Learning / Development Policy and Procedures
- Targeted Professional Learning
- Staff Professional Learning Plans
- Professional Courses / Training
- External Professional / Stakeholder Engagement
- Peer Mentoring / Coaching, Guid. & Support

PTE Self-Assessment Programme

- Learning Programme Review
- Teaching Team Self Review
- Ass. & Moderation Evaluation and Review
- Employment Compliance Review

PTE Health and Safety System

- Health and Safety Framework, Policy and Operational Procedures, Staff H&S Guide

Guiding Legislation, Reference Documents, Core Values & Concepts

Legislation

- Privacy Act (1993)
- Protected Disclosure Act (2000)
- Employment Relations Act (2000)
- Health and Safety at Work Act (2015)
- Human Rights Act (1993)
- Crimes Act (1961)
- Criminal Records Act (2004)
- Smoke Free Environment Act (1990)
- Education Act (1989)
- Holiday Act, Parental Leave and Employment Protection Act
- Education & Training Amendment Act (2023)

Reference & Guiding Documents/Handbooks

- Personnel Management Handbook
- Governance and Management Handbook
- Teaching and Learning Programme Handbook
- Taura Management and Support Handbook
- Assessment and Moderation Handbook
- Health and Safety Handbook
- Legislation Compliance Handbook
- Self Assessment Programme Handbook

Core Values & Concepts

- A coherent, integrated and effective Personnel Management system
- Principles of 'Natural Justice', 'Good Faith', 'Fair Process', 'Transparency' and the 'Right to Privacy'
- Best Practice Personnel Management
- Importance of being a good employer
- A supportive, collaborative, positive team approach
- Employees treated fairly, consistently and with respect
- Clear staff Code of Conduct and obligations
- Personal and professional self-reflection / review
- Promotion of workplace welfare and well-being
- High standard of conduct and integrity
- Positive employment relationship of mutual trust, confidence and clear communication
- Personnel Policies and procedures well communicated, publicised and understood by staff
- Privacy of personal information
- Safe and healthy physical and emotional environment

SECTION III Operational Policies and Procedures

The following Policies, Information and Procedures documents detail the management and implementation of the PTE's Personnel Management Programme:

- Protected Disclosures Policy (Ref 4/P2A/V1)
- Protected Disclosures Information and Procedures (Ref 4/P2B/V1)
- Privacy Policy (Ref 4/P3A/V1)
- Privacy Information and Procedures (Ref 4/P3B/V1)
- Recruitment and Selection Policy (Ref 4/P4A/V1)
- Recruitment and Selection Information & Procedures (Ref 4/P4B/V1)
- Policy for Complaints Against Staff (Ref 4/P5A/V1)
- Information and Procedures for Complaints Against Staff (Ref 4/P5B/V1)
- Performance Management Policy (Ref 4/P6A/V1)
- Staff Discipline Policy (Ref 4/P7A/V1)
- Equal Employment Opportunity Policy (Ref 4/P8A/V1)
- Staff Professional Learning and Development (Ref 4 /P9A/V1)

(i) Personnel Information

Refer to Directors, Management and Staff Roles and Responsibilities from the Management System Manual Part 1 Governance and Management Handbook for description of various roles / positions. (Page 25)

Job Descriptions including a person specification for each key position within the PTE. The Person Specification should include details of the relevant experience, skills, minimum qualifications and personal attributes that the person is expected to possess.

Refer to the Organisational Chart for positions, roles and responsibilities of PTE personnel.

See the Management System Manual Part 1 Governance and Management Handbook (Strategic and Annual Planning for further information on the allocation of financial, physical and human resources to Personnel Management).

(ii) Internal Monitoring

Internal monitoring provides valid evidence (data and information) for Evaluation, Review and the Planning for continuous improvement. It also enables early identification of non-compliance and quality assurance issues or concerns. There will be ongoing and continuous monitoring of the effectiveness of Personnel Management within the PTE. See the Management System

Manual Part 1 Governance and Management Handbook for further details on Internal Monitoring.

(iii) Stakeholder Consultation and Engagement

See the Management System Manual Part 1 Governance and Management Handbook (Ref 1/S III) for detailed information on stakeholder consultation and engagement.

(iv) Evaluation and Review

Self - Assessment

See the Management System Manual Part 7 Self-Assessment Handbook for detailed information on Evaluation and Review within the organisation. Evaluation involves the collection, analysing and interpretation of data / information obtained from the monitoring process and other sources.

Review involves the use of the findings of Evaluation to make evidence-based judgements, form conclusions and identify opportunities for continuous, sustainable improvement.

The effectiveness of personnel management within the PTE will be evaluated as part of the PTEs ongoing Self-Assessment Programme. The results of Self-Assessment of personnel management within the PTE, will be used by the Directors, CEO and Academic Manager to improve the staff working environment, the health and safety of staff, staff subject and teaching skills / knowledge and the employment relationship with staff.

The Self-Assessment Key Evaluative Question that relates to the evaluation of the effectiveness of personnel management within the PTE is part of the self- evaluation of the CEO and Directors. The specific key question is “do we value our staff and put in place appropriate and effective processes for their recruitment and development”.

Employment Compliance Review

The PTE’s Personal Management Policies and Procedures are to be regularly reviewed and checked for legal compliance with both statute and common law. The principal employment statutes that must be regularly checked for compliance are:

- Employment Relations Act (2000)
- Health and Safety at Work Act (2015)
- Holidays Act (2003)
- Human Rights Act (1993)
- Privacy Act (2020)
- Parental Leave and Employment Protection Act (1987)

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- Smoke-free Environment Act (1990)
- Wage Protection Act (1983)
- Injury Prevention, Rehabilitation and Compensation Act (2001)

Key employment documents that need to be regularly checked and reviewed for possible breach of legislation and potential employment liabilities are:

- Employee Guide
- Employee Job application forms
- Pre-employment Tests
- Employment Agreements
- Wage and Salary records
- Performance Management documentation

Specific key employment rights, entitlements and requirements that need to be regularly checked for compliance are:

- Pay deduction (PAYE) and ACC Levies
- The 90-day trial period for new staff
- Annual Holidays and Public Holiday
- Health and Safety requirements
- Sick leave, bereavement and parental leave
- Work break entitlements
- Minimum pay requirements
- Equal pay and equal rights

(v) Planning and Internal Reporting

Decisions and conclusions of evaluation and review (Self-Assessment) are used to guide and inform planning, develop and improve personnel management, and guide resource allocation and staff professional development. Internal Reporting involves informing relevant stakeholders of the evidence-based judgements, conclusions and decisions made as part of the Review and Planning process.

See the Management System Manual Part 1 Governance and Management Handbook for details of Planning and Internal Reporting, in particular, the reporting to staff, within the PTE.

(vi) Information Provided to Staff

All staff are to be provided with personal copies of:

- PTE HR Manual (**See Toolkit 4/T4**).
- Legislation Compliance Handbook

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- Assessment and Moderation Handbook
- Health and Safety Handbook

All staff are to also have access to a copy of the PTE's Management System Manual.

(vii) Other Employment Documentation

The following employment documentations are held on file in the Ringa Atawhai administration office.

- *Employment Agreements (See Checklist 4/T2)*
- *Employee Job Descriptions*
- *Staff Performance Management documentation*
- *Staff Code of Conduct*
- *Employee Guide (See Toolkit 4/T4)*

RATIFICATION:

Policy ratified by Board:

C. Pea

(Signed for Board)

20/02/2025

(Date confirmed)

REVIEW:

This policy is to be reviewed as part of the PTE's Self-review Programme (Cyclic Review)

Review Date: 20/02/2027

CONSULTATION:

Student, employees, management and Governance Board members are to be consulted as part of the review of this policy.

PROTECTED DISCLOSURES POLICY

RATIONALE:

In its role as a “good employer” and responsibilities under the Protected Disclosure Act the Directors are committed to maintaining proper standards of integrity and conduct within the organisation and fair and proper treatment of all employees.

POLICY STATEMENT:

The purpose of this policy is to ensure:

- that information and guidance is available to employees who wish to report serious wrongdoing within the PTE;
- procedures are in place to receive and appropriately and fairly deal-with / investigate information about serious wrongdoing in or by the organisation, in accordance with the Protected Disclosures (Protection of Whistleblowers) Act (2022).

GUIDELINES:

- (1) A protected disclosure is a declaration by an employee where they believe serious wrongdoing has occurred in or by their organisation.
- (2) Serious wrongdoing includes unlawful or irregular use of funds, conduct that constitutes a risk to public safety and the maintenance of law, any act that constitutes an offence or any grossly negligent conduct.
- (3) Any employee of the PTE can make a disclosure, including current and former employees and contractors supplying services for the PTE.
- (4) Before making a disclosure the employee must ensure certain conditions have been met and the correct process is then followed. See ‘Condition for Disclosure’ and ‘Disclosure Procedures’ outlined in the Protected Disclosures Information and Procedures (Ref 4/2B)
- (5) Employees making disclosures (in accordance with the Act and the disclosure procedures) are protected against retaliatory or disciplinary action and will not be liable for civil or criminal proceedings related to the disclosure. Protection is not available under the Act to employees who make allegations they know to be false or where they have acted in bad faith.
- (6) The procedures for handling a disclosure (see Protected Disclosure Procedures and Information) are to be widely publicised to all employees, republished at regular intervals and contained in the PTE’s MS Personnel Management Handbook.
- (7) All situations involving Protected Disclosures by employees are to be handled by the PTE in accordance with the Principles of Natural Justice, ‘Fair Process’ and ‘Good Faith’.

RELEVANT LEGISLATION:

Protected Disclosure Act (2000)

RELEVANT DOCUMENTS:

Protected Disclosure Information & Procedures

Privacy Policy

Personnel Management Handbook

Statement of Principle of 'Natural Justice', 'Fair Process' and 'Good Faith' policy.

PROTECTED DISCLOSURES INFORMATION AND PROCEDURES

INTRODUCTION:

The purpose of the Protected Disclosure Policy is to provide information and guidance to employees of the organisation who wish to report serious wrongdoing within the PTE. This policy is issued in compliance with the Protected Disclosure Act 2000.

This information consists of:

1. A definition of a protected disclosure.
2. A definition of serious wrongdoing that can be the basis for a protected disclosure by an employee.
3. Conditions for disclosure.
4. Information on who can make a disclosure.
5. Protections for employees making disclosures.
6. A procedure by which an employee can make a disclosure.

What is a Protected Disclosure?

A protected disclosure is a declaration made by an employee where they believe serious wrongdoing has occurred. Employees making disclosures will be protected against retaliatory or disciplinary action and will not be liable for civil or criminal proceedings related to the disclosure.

Definition of Serious Wrongdoing

Serious wrongdoing, for the purposes of this policy, includes any of the following:

- Unlawful, corrupt, or irregular use of public funds or resources
- An act or omission or course of conduct:
 - which seriously risks public health or safety or the environment; or
 - that constitutes an offence; or
 - that is oppressive, improperly discriminatory, grossly negligent or constitutes gross mismanagement; or
- constitutes serious risk to the maintenance of law.

Conditions for Disclosure

Before making a disclosure, the employee should be sure the following conditions are met:

- the information is about serious wrongdoing in or by the PTE; and
- the employee believes on reasonable ground the information to be true or is likely to be true; and
- the employee wishes the wrongdoing to be investigated; and
- the employee wishes the disclosure to be protected.

Who can make a disclosure

Any employee of the PTE can make a disclosure. For the purposes of this policy an employee includes:

- Current employees and the CEO
- Former employees and CEOs
- Contractors supplying services to the PTE.

Protection of employees making disclosures

An employee who makes a disclosure and who has acted in accordance with the procedure outlined in this policy:

- may bring a personal grievance in respect of retaliatory action from their employers;
- may access the anti-discrimination provisions of the Human Rights Act in respect of retaliatory action from their employers;
- are not liable for any civil or criminal proceedings, or to a disciplinary hearing by reason of having made or referred to a disclosure;
- will, subject to Clause 5 of the Procedure, have their disclosure treated with the utmost confidentiality.

The protections provided in this section will not be available to employees making allegations they know to be false or where they have acted in bad faith.

DISCLOSURE PROCEDURES:

Any employee of the PTE who wishes to make a protected disclosure should do so using the following procedure.

1. How to submit a disclosure

The employee should submit the disclosure in writing using a Protected Disclosure form. See Template 4/T3 in Section V of this Handbook for a Disclosure form.

2. Information to be contained

The disclosure should contain detailed information including the following:

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- the nature of the serious wrongdoing
- the name or names of the people involved
- surrounding facts including details relating to the time and / or place of the wrongdoing if known or relevant

3. **Where to send disclosures**

A disclosure must be sent in writing to the CEO who has been nominated by the Board of Directors under the provision of Section 11 of the Protected Disclosures Act 2000 for this purpose.

OR

If you believe that the CEO is involved in the wrongdoing or has an association with the person committing the wrongdoing, that will make it inappropriate to disclose to them, then you can make the disclosure to the Chairperson of the Board.

4. **Decision to investigate**

On receipt of a disclosure, the CEO must within 20 working days examine seriously the allegations of wrongdoing made and decide whether a full investigation is warranted. If warranted, a full investigation will be undertaken by the Chief Executive Officer, arranged by him/her as quickly as practically possible, through an appropriate authority.

5. **Protection of disclosing employee's name**

All disclosures will be treated with the utmost confidence. When undertaking an investigation, and when writing the report, the Chief Executive Officer will make every endeavour possible not to reveal information that can identify the disclosing person, unless the person consents in writing or if the person receiving the protected disclosure reasonably believes that disclosure of identifying information is essential:

- to ensure an effective investigation
- to prevent serious risk to public health or public safety or the environment
- to have regard to the principles of natural justice.

6. **Report of investigation**

At the conclusion of the investigation, the CEO will prepare a report of the investigation with recommendations for action, which will be sent to the Board of Directors.

7. **Disclosure to an appropriate authority in certain circumstances**

A disclosure may be made to an appropriate authority (including those listed below) if the employee making the disclosure has reasonable grounds to believe:

- The CEO or Board Chairperson responsible for handling the complaint is or may be involved in the wrongdoing; or
- immediate reference to another authority is justified by urgency or exceptional circumstances; or

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- there has been no action or recommended action within 20 working days of the date of disclosure.

Appropriate Authorities include (but are not limited to)

- 1) Commissioner of Police
- 2) Controller and Auditor General
- 3) Director of the Serious Fraud Office
- 4) Inspector General of Intelligence and Security
- 5) Parliamentary Commissioner for the Environment

RATIFICATION:

Policy ratified by Board:

C. Pea

(Signed for Board)

20/02/2025

(Date confirmed)

REVIEW:

This policy is to be reviewed as part of the PTE's Self-review Programme (Cyclic Review)

Review Date: 20/02/2027

CONSULTATION:

Student, employees, management and Governance Board members are to be consulted as part of the review of this policy.

PRIVACY POLICY

RATIONALE:

The Directors have a responsibility under the Privacy Act (2020) to maintain the integrity and privacy of personal information.

POLICY STATEMENT:

The Directors and all employees will adhere to the provisions of the Privacy Act (2020) by promoting individual privacy and protecting personal information.

GUIDELINES:

- 1) The PTE Office Manager will assume the role of the designated Privacy Officer.
- 2) The Privacy Officer will, promote and protect individual privacy with regard to:
 - the collection, use and disclosure of information relating to individuals
 - access by each individual to information relating to that individual, held by the school
- 3) Procedures will be developed by the PTE that comply with the principles contained in the Privacy Act 2020, which have specific requirements in terms of:
 - Purpose of the collection of personal information
 - Source of personal information
 - Collection of information from subject
 - Manner of collection of personal information
 - Storage and security of personal information
 - Correction of personal information
 - Accuracy of personal information
 - Unique identifiers
 - Access to personal information
 - Limits on the use of personal information
 - The PTE is not to keep personal information for longer than necessary

(4) **The PTE's responsibilities are:**

(a) Collection of Information

- Only collect necessary and relevant information.
- Collect accurate information.
- Collect information directly from the person concerned, eg job applicant.
- Advise the person of the purpose for collecting the information.
- Use lawful fair means to collect the information.

(b) Storage of Information

- Hold and store the information securely to avoid loss or unauthorised use.
- Keep the information only for as long as necessary for the purposes it was collected.
- Not attach unique identifiers to an individual unless absolutely necessary.
- Take reasonable steps to ensure the personal information is correct and kept up to date.

(c) Use of Information

- Use information only for the purpose it was collected and not disclose the information to third parties
- Make the information accessible to the individual concerned for possible correction

(5) All forms which are used to collect personal information are to contain details about the purpose, use and disclosure of the information collected. Examples of the types of forms that this will relate to are applications for appointment, students record cards, enrolment information, information about employees and information about pupils and parents.

(6) The Privacy Officer is to use the "Privacy Officer Checklist" to assist him / her in determining if the current policies and procedures should be applied and if the current procedures need improvement. See the Privacy Information and Procedures (Ref 4/P3B). Recommendations may be made by the Privacy Officer to the Governance Board for alterations to current privacy procedures within the PTE.

(7) All staff, including teaching and non-teaching staff, will be made aware of the relevant provisions of the Privacy Act (2020) as to the impact on the PTE's activities.

(8) Students will be informed each year of how the Privacy Act will be applied in the PTE, particularly as it relates to the access to information and reporting procedures.

RELEVANT LEGISLATION:

Privacy Act (2020)

RELEVANT DOCUMENTS:

Personnel Management Handbook

Privacy Information and Procedures

Legislation Compliance Handbook

PRIVACY INFORMATION AND PROCEDURES

1. The Privacy Officer

The Privacy Act 2020 requires the PTE to appoint at least one privacy officer. The privacy officer's duties include the encouragement and insurance of compliance with the principles of the Act, the handling of information requests and the giving of assistance to the Privacy Commissioner in investigations under the Act.

2. Privacy Officer Responsibilities

The Privacy Officer responsibilities are to carry out the following:

- An audit of personal information held by the PTE about employees and pupils, and to ensure it is information necessary to the agency, secure, accurate and is not held for longer than necessary.
- An audit of forms used for the collection of information to make sure the forms explain the purpose for which information is collected, who has access to the information, where the information will be stored and an individual's right to correct the information held.
- Create a policy or checklist to deal with information requests.

3. The Privacy Act has direct relevance to the following areas, but not limited to, within the PTE:

- (a) Students' Enrolment information
- (b) Students' Academic Results and Reports
- (c) Information about job applicants and employees
- (d) Information about students
- (e) Students References
- (f) Disciplinary Action information

4. **Privacy Officer Checklist for Providing Information**

The following procedures are to be used for personal information requests:

- Step 1:* Receive the request for personal information.
- Step 2:* Establish which IPP's (from the Privacy Act) are relevant. (is it an individual making a request under IPP 6 or is it a third party making a request to which IPP 11 applies?)
- Step 3:* Check identity of individual making request. If an agent of the individual, then check that the agent is authorised to act for that person.
- Step 4:* Identify exactly what information is being requested.
- Step 5:* Establish if the information is held.
- Step 6:* Is the request urgent? The applicant must give reasons for urgency.
- Step 7:* Decide to provide information or not within 20 working days of request. The time limit can be extended by giving notice to the individual stating the period of the extension, the reasons for the extension, and the right of the individual to complain to the Privacy Commissioner.
- Step 8:* Do you want to charge for the information?
- Step 9:* Any grounds for refusal to disclose (for example, evaluative material)? If so give reasons for refusal.
- Step 10:* Provide the information to the individual.

RATIFICATION:

Policy ratified by Board:

C. Pea

(Signed for Board)

20/02/2025

(Date confirmed)

REVIEW:

This policy is to be reviewed as part of the PTE's Self-review Programme (Cyclic Review)

Review Date: 20/02/2027

CONSULTATION:

Student, employees, management and Governance Board members are to be consulted as part of the review of this policy.

RECRUITMENT AND SELECTION POLICY (Appointments)

RATIONALE:

As a good employer the Directors are committed to an equitable, systematic and consistent approach to the selection and appointment of competent new staff. By the appointment of high-quality staff, the organisation seeks to provide quality learning opportunities for all students.

GENERAL REQUIREMENTS:

- Staff assessing against standards will be qualified to at least one level higher than the level of the standard(s) they assess against. They must also either have obtained credit for the standards they will assess against, or are able to demonstrate equivalent knowledge and skills;
- Staff involved in assessing against NZQA skill standards are trained in standards-based assessment. They must either have obtained credit for Assessment of Learning: Unit 4098, Use standards to assess candidate performance, Unit 11551, Moderate assessment, and Unit 11552, Design and evaluate assessment materials; or are able to demonstrate equivalent knowledge and skills;
- Teaching staff hold a qualification in adult education and training (or working towards one), a teaching or public health qualification or are able to demonstrate equivalent knowledge and skills

POLICY STATEMENT:

The purpose of this Recruitment and Selection Policy is to:

- establish clear, consistent procedures to assist in the recruitment and appointment of competent, suitably qualified staff with the necessary experience, skills and knowledge;
- ensure that the PTE's appointment procedures comply with all the relevant statutory and contractual obligations; and
- ensure that the PTE is fully staffed to meet its obligations and aims with the best available personnel.

GUIDELINES:

- (1) Effective implementation of the PTE's personnel recruitment, selection and appointment policy and procedures will ensure that the organisation has and maintains adequate staff with the required knowledge, skills and experience.

- (2) The CEO will be responsible for and will manage the recruitment and selection of staff on behalf of the Directors. The Directors will ratify all appointments at a full Board meeting.
- (3) During the appointment process the PTE will endeavour at all times to meet the requirements of being a good employer in accordance with the Human Rights Act (1993), Privacy Act (2020) and Employment Relation Act (2000).
- (4) At all times during the recruitment and selection process the PTE will also act in accordance with the Principles of 'Natural Justice', 'Fair Process' and 'Good Faith'.
- (5) In making appointments the provisions of the PTE's EEO (Equal Employment Opportunity) Policy and programme will be fully considered and implemented.
- (6) The Recruitment and Selection Procedures (Ref 4/P4B) will be followed at all times during the recruitment and selection of new staff.

RELEVANT LEGISLATION:

Employment Relations Act (2000)

Criminal Records Act (2004)

Human Rights Act (1993)

NZ Bill of Rights (1990)

Privacy Act (2020)

Immigration Act (2009)

Education Act (2020)

Equal Pay Act (1972)

RELEVANT DOCUMENTS:

Relevant Employment Agreement

Legislation Compliance Handbook

Privacy Policy

Privacy Information and Procedures Equal

Employment Opportunity Policy

Criminal Records (Clean Slate) Act (2004)

RATIFICATION:

Policy ratified by Board:

C. Pea

(Signed for Board)

20/02/2025

(Date confirmed)

REVIEW:

This policy is to be reviewed as part of the PTE's Self-review Programme (Cyclic Review)

Review Date: 20/02/2027

CONSULTATION:

Student, employees, management and Governance Board members are to be consulted as part of the review of this policy.

RECRUITMENT AND SELECTION INFORMATION & PROCEDURES

- 1) When establishing an employment need, the type of vacancy and the requirements of a particular position, consideration will be given to the current and future needs of the organisation and the PTE's Charter, Strategic and Annual Plan.
- 2) The PTE will employ and maintain adequate staff with the necessary knowledge, skills, experience and expertise covering:
 - teaching and educational delivery
 - subject knowledge
 - assessment and moderation
 - quality management expertise
 - students support skills
 - educational administration including financial expertise
 - educational management and governance
- 3) Teaching staff are to be either qualified at least one level above the students being taught or have demonstrated equivalent experience to one level above the students being taught.
- 4) All permanent positions of more than one year will be advertised throughout Northland. All advertisements must comply with the provisions of the Human Rights Act and the organisation's EEO Policy and procedures.
- 5) Background information about the PTE, a job description including a clear list of duties and responsibilities, a person specification, the job selection criteria and a Performance Agreement (including example performance standards or outcomes and targets) will be made available to all job applicants. The information provided to applicants will also clearly explain the expectations that the PTE has for all new employees.
- 6) Job applicants to positions in the PTE must use the appropriate application form and follow the correct procedures including meeting the application closing date. Job application forms must include a 'conviction against the law statement', a personal health statement, a declaration of information accuracy and an authority to check the application and documentation for accuracy.
- 7) The confidentiality, privacy and security of applicants will be maintained at all times. All applicants will receive confidential correspondence of receipt of their application.
- 8) The correct procedures are to be followed by the PTE when checking a candidate's background, past performance, references and contacting the referees.
- 9) Setting the time and place for interviews will be done in consultation with the applicant

- 10) There will be careful screening of applicants and a robust shortlisting process. The shortlisting of candidates will be based on the key job-related selection criteria identified at the commencement of the recruitment process and outlined in the information provided to applicants.
- 11) Effective interview procedures and techniques will be used, and the interviews will be conducted by a panel of interviewers (the Selection Panel) using a structured interview approach and consistent criteria applied fairly to all applicants.
- 12) The selection of new employees will be based on the needs of the position and the organisation, balanced against the applicant's personal attributes, and will be free from any bias and unlawful discrimination.
- 13) If necessary, applicants will be required to complete appropriate assessment tests. Applicants will be ranked against the needs of the job, their personal attributes and the selection criteria originally identified. All ranking systems will be fair and not unlawfully discriminate against any candidate.
- 14) All teaching staff appointees must have relevant industry, assessment and teaching qualifications, skills, expertise and experience appropriate for the position. Staff qualifications and/or experience must be at least one level above the students being taught.
- 15) Successful applicants will receive a written job offer that provides the conditions covered in any applicable collective agreement or, where there is no collective agreement covering the assigned duties, an individual employment agreement in accordance with the Employment Relations Act. All offers of employment will be made in good faith. Appointees will be given the opportunity to seek advice, consider and reply to the job offer including the opportunity to renegotiate aspects of the job offer. If appropriate job offers will include a trial or probation period.
- 16) Good records will be kept of the bargaining process when finalising the terms of the employment agreement. Bargaining will take place in a good faith environment using fair process and without undue influence.
- 17) Staff individual employment agreements must cover the key aspects outlined in Toolkit 4/T2 Individual Employment Checklist found in Section V Forms / Templates and Toolkits. Employment Agreements will be compliant with the requirements of the Employment Relations Act (2000) and the Holidays Act (2003)
- 18) Before any job offer is made, the Directors will receive a report from the CEO detailing the number of applicants, those shortlisted, and the rationale for the final selection decision.
- 19) The Directors will formally ratify all appointments at a full Directors meeting, and this is to be recorded in the Board Meeting minutes.
- 20) All new appointees will be provided with a personalised job description with a clear list tasks and responsibilities, a Performance Agreement with measurable performance standards and agreed targets and a signed Employment Agreement.

21) All unsuccessful applicants are to be promptly notified in writing and their personal documentation returned.

22) Anyone PTE staff member related to any applicant must declare a “conflict of interest” and refrain from sitting on the interview panel.

RATIFICATION:

Policy ratified by Board:

C. Pea

(Signed for Board)

20/02/2025

(Date confirmed)

REVIEW:

This policy is to be reviewed as part of the PTE’s Self-review Programme (Cyclic Review)

Review Date: 20/02/2027

CONSULTATION:

Student, employees, management and Governance Board members are to be consulted as part of the review of this policy.

POLICY FOR COMPLAINTS AGAINST STAFF

RATIONALE:

It is important that:

- 1) the highest standards of competency and ethical conduct / behaviour are maintained within the organisation; and
- 2) the organisation responds to complaints about employees in a fair, consistent and proper manner, and in accordance with relevant employment agreements, legislation and common law.

POLICY STATEMENT:

The purpose of the Policy is to:

- create a non-threatening avenue for students and staff to express concerns and give staff members the opportunity to explain the situation, and safeguard the rights of both complainants and the staff member;
- ensure that complaints or concerns raised by management / other staff / students are dealt with fairly, consistently, within a mutually understood framework and an agreed set of procedures; and
- allow appropriate corrective action, such as professional guidance and support, or disciplinary action to be put in place.

GUIDELINES:

- (1) Complaints against staff are to be dealt with according to the Information and Procedures for Complaints Against Staff, including Diagram 1 & 2 Flow Charts.
- (2) All complaints are to be dealt with in accordance with the conditions of any relevant current employment agreement, relevant legislation and other relevant internal policies and procedures.
- (3) In all cases the CEO and Directors, in dealing with complaints, will act in “good faith”, as a fair and “good employer” and according to the principles of “natural justice” and “fair process”.
- (4) The policy and procedures for complaints against staff are to be transparent, well publicised and easily accessible to students and staff.
- (5) Complaints against staff are to be treated in the strictest of confidence and privacy, and the rights and dignity of all persons involved fully respected.
- (6) If a complaint involves competency issues and demonstrates an area of professional need, the staff member involved is to be provided with appropriate professional guidance and

support, as per the PTE's Performance Management Policy (Ref 4/P6A/V1) and Staff Professional Learning and Development Policy and Procedures (Ref 4/P9A/V1) , and given the opportunity to improve their performance.

- (7) If a misconduct complaint is upheld, the CEO will implement appropriate disciplinary procedures as per the relevant employment agreement and the PTE's Staff Disciplinary Policy (Ref 4/P7A/V1).

RELEVANT LEGISLATION:

NZ Bill of Rights (2000)

Privacy Act (2020)

Employment Relations Act (2000)

Human Rights Act (1993)

RELEVANT DOCUMENTS:

Personal Management Handbook

Relevant Employment Agreement

Other Personnel Policies and Procedures

Performance Management Policy

Legislation Compliance Handbook

Privacy Information / Procedure

Privacy Policy

Staff Disciplinary Policy

INFORMATION AND PROCEDURES FOR COMPLAINTS AGAINST STAFF

- 1) Initial complaints against staff may be made verbally or in writing to the relevant staff member or the Chief Executive Officer (CEO). Complaints of a serious nature should be made in writing directly to the CEO, using the Students Complaint / Grievance Form (Form 3 /T1)
- 2) Where appropriate and if possible, complaints and grievances are to be resolved informally without invoking any formal procedures.
- 3) Where appropriate, complaints should be dealt with at the lowest possible level of staff responsibility within the PTE's organisational structure.
- 4) The CEO will decide if a complaint is to be dealt with under the following procedures:
 - Complaints of an Educational Nature (i.e. students learning)
 - Complaints about Staff Conduct (i.e. staff behaviour)
- 5) A detailed record is to be kept of the complaint, the inquiry, discussion at relevant meetings, final conclusions / agreements, outcomes, and the documentation stored in a complaints file held in secure and confidential storage by the CEO.
- 6) All complaints and grievances against staff will be considered and responded to in a timely manner. Complaints of a serious nature, such as complaints that involve the safety of students, are to be dealt-with urgently by the Academic Manager.

- 7) All employees against whom a serious complaint is made are to be advised promptly in writing of the nature of the complaint, the process of the investigation and the availability of support.
- 8) All investigations of complaints against staff will adhere to the principles of “Natural Justice”, “Good Faith”, “Fair Process”, “Transparency” and the “Right to Privacy”.
- 9) All formal complaints will be acknowledged in writing. The CEO will keep all relevant parties, including the complainants, informed about the progress and outcomes of the complaint inquiry and / or hearing.
- 10) If necessary, outside mediation and / or professional assistance may be used to help resolve the issue. Students or staff member may be accompanied at meetings by a support person or whanau group, at any stage during the consideration of the complaint including at meetings with the CEO / Directors.
- 11) The final decision on the complaint must be free from any bias or unlawful discrimination and based solely on the relevant evidence, facts and information.
- 12) At the completion of the investigation and decision-making process a follow up letter is to be sent to the complainant detailing the final conclusions / agreement reached and intended actions of the Board.
- 13) The complainant will have the right to withdraw a complaint or grievance at any time.
- 14) If the CEO considers that a complaint is unresolved in Diagram 1, then the Board will advise the employee in writing. If the matter involves a serious competency issue, the relevant procedures of the employment agreement will be followed.
- 15) If the CEO considers that the complaint is justified in Diagram 2, then the Board is to be advised accordingly, as soon as possible and the procedures as set out in the relevant employment agreement followed.
- 16) If an educational nature complaint is upheld, that involves a serious competency issues, the CEO will put in place appropriate corrective action and associated professional guidance and support, as per the PTE’s Performance Management Policy (Ref 4/P 6A/V1) and Staff Professional Learning and Development Policy (Ref 4/P9A/V1).
- 17) If a staff conduct complaint is upheld, appropriate disciplinary action will be implemented by the CEO as per the PTE’s Staff Disciplinary Policy and the relevant employment agreement.

RATIFICATION:

Policy ratified by Board:

C. Pea

(Signed for Board)

20/02/2024

(Date confirmed)

REVIEW:

This policy is to be reviewed as part of the PTE’s Self-review Programme (Cyclic Review)

Review Date: 20/02/2025

PERFORMANCE MANAGEMENT POLICY

RATIONALE:

The Directors recognise the need to:

- 1) continually support and encourage staff;
- 2) acknowledge staff strengths and aspirations;
- 3) identify, monitor, manage and regularly review staff performance; and
- 4) link performance management to staff professional learning and development opportunities.

POLICY STATEMENT:

The purpose of this policy is to ensure that:

- staff are supported, encouraged and mentored to achieve their best results;
- an environment of communication, trust and understanding is created;
- high levels of staff performance are promoted;
- the strengths and aspirations of staff are identified and acknowledged and utilised;
- staff performance management is carried out with the key aim of improving the quality of teaching and students learning;
- performance appraisal includes staff personal and professional self-reflection /review of performance, which is aligned to the PTE's Self -Assessment Programme;
- poor performance and competency issues are recognised and addressed through positive action; and
- Staff Performance Management is linked to positive, targeted professional learning and development.

GUIDELINES:

- (1) The CEO will have the delegated responsibility to implement the Staff Performance Management Strategy.
- (2) The key aspects / features of the Performance Management Strategy within the PTE are:
 - openness and transparency
 - regular review and feedback / feed-forward on staff performance and on-going, proactive, mentoring, support, guidance and encouragement of staff
 - the identifying of staff strengths and abilities
 - use of personalised job descriptions and performance agreements with agreed performance expectations, measurable performance standards and targets
 - use of staff performance planning involving personal and professional goal setting

- annual performance appraisal involving discussion of achievement of performance expectations and an appraisal report prepared in consultation between appraiser and the staff member
 - use of staff personal and professional self-reflection and review of performance that includes Students Evaluation of Teaching (if applicable) and Self-Appraisal
 - use of positive proactive action to recognise and address staff competency issues and poor performance
 - the linking of performance management to targeted professional learning and development opportunities
- (3) All performance management documentation and personal information is to be kept totally private, confidential and secure.
- (4) The performance management strategy will be implemented annually at set dates throughout the year which are to be provided to all staff at the beginning of the year.
- (5) Staff Performance Management will comprise:
- (i) Staff Performance Planning
 - (ii) Performance Progress Reviews
 - (iii) Staff Self-reflection / Review
 - (iv) Performance Appraisal
- **Staff Performance Planning**
Each staff member will develop and set professional and personal goals / objectives for the year that link to long term goals. Employees will also have personalised Job Descriptions and Performance Agreements in place. Performance Agreements are to include performance expectations, measureable performance standards and agreed targets. Performance planning will link to the individual employees Professional Learning Plan.
 - **Performance Progress Reviews**
There will be regular, formal and informal reviews of progress and feedback / feed-forward to staff. The employee and employer will meet formally to review progress every quarter and to discuss both successes and problems and if necessary, revise objectives for the coming period.
 - **Staff Self-reflection / Review**
Students' evaluation of programmes / teaching and staff Self-Appraisals will be used by staff for personal and professional reflection and inquiry into teaching practice and learning.
 - **Performance Appraisal**
All PTE staff will be appraised by the Academic Manager. Appraisals will involve discussion of achievement of performance expectations and an Appraisal Report prepared in consultation with the staff member.

- (6) The PTE will systematically define, support and assess and review staff performance, and provide on-going feedback and feed-forward on performance to all employees.
- (7) The outcomes of Staff Performance Management including Performance Appraisal are to be managed appropriately - such as the managing of poor performance and the rewarding and recognising of good performance. Poor performance is to be managed through positive action and in accordance with the correct procedures.
- (8) On-going poor performance / competency issues and a continued failure to improve in spite of clear direction, professional development and support, and / or an on-going inability to meet reasonable performance standards, will be dealt-with as per the Staff Discipline Policy and Procedures (Ref 4/P7A).
- (9) The results of Performance Appraisal will be used to identify areas for improvement and assess staff professional learning and development needs and contribute to the PTE's Self-assessment Programme.
- (10) The implementation of this Policy will be closely linked and integrated with the Staff Professional Learning and Development Policy (Ref 4/P9A) including the use of Staff Professional Learning Plans, targeted professional learning, proactive peer mentoring / coaching and professional guidance and support.
- (11) The CEO and Directors will act in accordance with the principles of "Natural Justice", "Fair Process", "Good Faith", "Transparency" and the "Right to Privacy" at all times during the implementation of this Policy.

RELEVANT LEGISLATION:

Employment Relations Act (2000)

Human Rights Act (1993)

Education Act (2020)

Privacy Act (2020)

RELEVANT DOCUMENTS:

Personnel Management Handbook

Legislation Compliance Handbook

Relevant Employment Agreement

Policy for Complaints Against Staff

Privacy Policy

Privacy Information and Procedures

RATIFICATION:

Policy ratified by Board:

C. Pea

(Signed for Board)

20/02/2024

(Date confirmed)

REVIEW:

This policy is to be reviewed as part of the PTE's Self-review Programme (Cyclic Review)

Review Date: 20/02/2025

STAFF DISCIPLINE POLICY

RATIONALE:

In order to successfully manage the PTE and achieve the aims of the organisation, the Directors are committed to:

- 1) maintaining a high standard of staff personal behaviour/conduct and professional competency;
- 2) maintaining the safety and integrity of its staff, students and property; and
- 3) being a good employer

It is important that clear staff discipline procedures are in place and staff misconduct and competency issues are handled fairly, consistently and in line with existing employment agreements and statutory obligations.

POLICY STATEMENT:

The purpose of this policy is to ensure that:

- the likelihood and need for the formal discipline of staff is minimised;
- all staff are treated fairly and in a reasonable and proper manner;
- there is a consistency of approach to staff conduct, competency and discipline, and it is well known and understood by all staff;
- the Directors comply with all legislation, regulations and provisions of relevant employment agreements; and
- there a workable, robust and effective means of enforcing the staff Code Of Conduct and maintaining a high standard of staff behaviour and conduct within the PTE.

GUIDELINES:

- (1) The Directors will minimise the likelihood and need for the formal discipline of staff by proactively adopting the following strategies:
 - successful recruitment and selection of staff i.e. “hiring the right people”
 - use of clear, effective Job Descriptions
 - a comprehensive Staff Induction Programme
 - a clear well-publicised and well understood Staff Code of Conduct
 - use of appropriate professional learning and development, mentoring and support
 - by having clear performance expectations for all staff with regular performance reviews and
 - constructive feedback

- (2) The Directors and CEO will treat employees fairly, consistently and reasonably, and act in good faith at all times when handling staff disciplinary issues. This includes acting openly, raising issues in a fair and timely manner while being constructive and co-operative.
- (3) There must be 'good reason' for any disciplinary action. Good reason for disciplinary action must be a genuine work-related reason, such as repeated misconduct or serious misconduct, or poor performance or competency issues i.e. on-going failure to meet reasonable expectations. On-going poor performance and / or competency issues must first be addressed as part of Performance Management / Staff Performance Appraisal and Staff Professional Learning and Development before becoming a Discipline issue.
- (4) In all cases of alleged misconduct or competency employees are to be treated respectfully and in a way that protects their mana and professional dignity. At all stages of the disciplinary process the employee is to be given the opportunity to obtain appropriate personal, professional or Union representation or support.
- (5) The CEO must follow fair process and the correct procedures when investigating, reaching decisions and implementing the Staff Discipline Policy. This includes providing appropriate verbal and written warnings.

Fair process will usually involve:

- provision of relevant information
 - following the correct procedures
 - providing the opportunity to comment
 - right to representation
 - an open mind by the employer
 - only relevant considerations
 - even-handed and consistent treatment of all employees
 - direct access to the final decision maker by the employee
 - serious consideration of alternatives to dismissal or disciplinary action
- (6) The purpose of any disciplinary action will be to help prevent the recurrence of inappropriate behaviour / misconduct or to address poor performance / competency issues and the employee's failure to respond to clear direction, support and guidance provided as part of Staff Performance Management and Staff Professional Learning and Development.
 - (7) Other than in the case of serious misconduct the CEO and Directors will make all reasonable efforts to resolve the issue as early as possible without invoking any formal procedures. The aim of early intervention will be to "clarify the facts, determine if a breach has occurred, and to discuss and agree upon appropriate corrective action and a timeframe".
 - (8) A step process of verbal and then written warnings will be used where possible and appropriate in disciplinary situations. A record of all warnings will be kept and placed on the staff members personnel file and securely and confidentially stored.

- (9) In the case of alleged serious misconduct and where there is a likely to be serious disciplinary consequences for the staff member, the Governance Board is to be notified as soon as possible.
- (10) Members of staff facing serious alleged misconduct or competency will be advised in writing of the nature of the issue, the process to be followed and will be given the opportunity to provide an explanation. They will also have the right to representation and support at any stage during the disciplinary process.
- (11) The CEO will consult with the Directors before making any decision to invoke relevant clauses of an employment agreement relating to formal disciplinary measures or suspension.
- (12) Management must ensure they are familiar with the terms and conditions of any employment agreement that governs their relationship with their employees. In dealing with alleged breaches of conduct or of staff competency, all appropriate steps as laid down in the relevant Employment Agreement will be followed.
- (13) The Directors and the CEO will act in accordance with the principles of “Natural Justice”, “Transparency” and the “Right to Privacy” when implementing this policy.
- (14) The process followed in taking any disciplinary action will be fully recorded and the record sighted and signed by the employee.

RELEVANT LEGISLATION:

Employment Relations Act (2000)

Human Rights Act (1993)

NZ Bill of Rights (1990)

RELEVANT DOCUMENTS:

Personnel Management Handbook

Relevant Employment Agreements

Staff Discipline Information and Procedures

Legislation Compliance Handbook

Statement of Natural Justice, Fair Process and Good Faith

RATIFICATION:

Policy ratified by Board:

C. Pea

(Signed for Board)

20/02/2024

(Date confirmed)

REVIEW:

This policy is to be reviewed as part of the PTE's Self-review Programme (Cyclic Review)

Review Date: 20/02/2025

CONSULTATION:

Student, employees, management and Governance Board members are to be consulted as part of the review of this policy.

EQUAL EMPLOYMENT OPPORTUNITY POLICY

RATIONALE:

In accordance with the requirements of the Human Rights Act (1993) and in its role as a “good employer”, the Directors are committed to the fair and proper treatment of all employees and providing equal opportunity in the workplace.

POLICY STATEMENT:

It is the policy of the Directors to ensure that:

- there is fair and equitable treatment of all employees and job applicants;
- there is no discriminatory practices in recruitment, appointment, promotion, reward or discipline of staff or in conditions of service;
- the strengths and aspirations of staff are acknowledged;
- staff professional learning and development opportunities are available to all staff; and
- the aspirations and cultural differences of minority groups are recognised.

GUIDELINES:

- (1) An EEO programme will be developed by the CEO and its implementation monitored by the Directors. The CEO will be responsible for the operation and review of the EEO programme.
- (2) PTE management practices, policies and procedures will be consistent with EEO principles. This includes areas of recruitment and appointment, promotion, reward or discipline of staff, career development, staff training and conditions of service. In particular:
 - a) remuneration will equitably reward the level of authority, responsibility, accountability, and competence of individual employees.
 - b) recruitment and promotion of employees will be based on relative merit i.e. the “best person for the job” - this is the person who best fits the criteria of the job description and person specifications.
- (3) An employee database will be maintained and the PTE’s employment pattern with regard to gender, ethnicity, disability and age factors will be regularly monitored.
- (4) All publications produced by the PTE will be consistent with EEO principles.
- (5) Job descriptions, employment and other forms used by the PTE will be monitored to ensure that they are free from any type of bias including gender, cultural, disability, age or social background-based bias.
- (6) All vacancies within the PTE will be advertised and appointments made on a fair, equitable and open basis.

- (7) The Directors will recognise the aims, aspirations and cultural differences of ethnic and minority groups and the employment requirements of women and of the disabled.
- (8) The Directors will consult with staff and encourage their engagement, involvement and understanding of this EEO Policy. The Policy Statement will be publicised, accessible and available to all staff.
- (9) The Directors will act in accordance with the principles of “Natural Justice”, “Fair Process”, “Good Faith”, “Transparency” and the “Right to Privacy” at all times.

RELEVANT LEGISLATION:

Privacy Act (2020)

Human Rights Act (1993)

Employment Relations Act (2000)

Equal Pay Act (1972)

RELEVANT DOCUMENTS:

Personnel Management Handbook

Other Personnel Policies and Procedures

Legislation Compliance Handbook

Recruitment and Selection Policy

RATIFICATION:

Policy ratified by Board:

C. Pea

(Signed for Board)

20/02/2024

(Date confirmed)

REVIEW:

This policy is to be reviewed as part of the PTE's Self-review Programme (Cyclic Review)

Review Date: 20/02/2025

CONSULTATION:

Student, employees, management and Governance Board members are to be consulted as part of the review of this policy.

STAFF PROFESSIONAL LEARNING AND DEVELOPMENT POLICY

RATIONALE:

It is important that staff are kept up to date with current industry and educational good practice and continue to develop their skills and knowledge. As a good employer, the Directors are committed to supporting staff and providing on going, relevant professional learning and development, training and mentoring.

POLICY STATEMENT:

The purpose of this policy is to ensure:

- that staff have continuing professional and mutual support, that is based on provider, staff and learner needs;
- staff teaching skills and subject knowledge are current and relevant to the needs of learners and other stakeholders;
- the PTE has a planned, structured, effective, PTE-wide Professional Learning and Development Strategy in place and staff are provided with high quality professional learning and development encompassing the needs of domestic and international students;
- the professional learning and development needs of individual staff are identified and addressed;
- the Staff Professional Learning and Development Strategy is linked and co-ordinated with Staff Performance Management and the PTE's Self Assessment Programme; and
- staff are encouraged to maintain strong external relationships, professional links and stakeholder engagement.

GUIDELINES:

- (1) Staff are to take part in continuing professional learning and development or training to improve the quality and effectiveness of their learning delivery. A planned, structured and targeted Professional Learning and Development Strategy is to be implemented by the PTE. The PTE's CEO is to be responsible for planning, implementing, monitoring and reviewing the strategy.
- (2) The factors to be considered when designing the Professional Learning Development Strategy are:
 - the vision, aims, goals and direction and needs of the PTE
 - the results / conclusions of the PTE's Self-Assessment Programme
 - the Annual and Strategic Plan

- the needs of students and other stakeholders
 - the professional learning and development goals and needs of individual staff
 - current industry good practice and educational research
- (3) The professional learning and development needs of staff members are assessed and identified through staff self-reflection / self-review, formal and informal feedback from staff, Staff Performance and the PTE's Self- Assessment Programme. If necessary, a formal Staff Professional Learning and Development Needs Analysis will be carried out by the CEO or a designated person.
- (4) At the start of each year, in consultation with the staff member involved, an individual Professional Learning Plan is to be developed for each staff member based on their specific, identified professional learning and development needs.
- (5) The following aspects are to be assessed and, if necessary, addressed as part of a staff member's annual Professional Learning Plan. The individual staff member's:
- Current industry knowledge / skills
 - Compliance and competence against the Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021 (the Code).
 - Subject or course content knowledge / skills
 - Teaching professional knowledge / skills
 - Students Management and Support skills
 - Moderation and Assessment knowledge / skills
 - Personal / Career requirements
- (6) The Professional Learning and Development provided for staff is to comprise an appropriate combination of internal (PTE-wide and individual) and external activities – both formal and informal. Such as: (i) external courses, training and workshops (ii) seminars and conferences (iii) industry experience (iv) staff preparation days (v) internal professional development days (vi) peer mentoring / coaching, guidance and support (vii) external professional and stakeholder engagement.
- (7) Staff are to be encouraged to provide feedback and formally and informally share with other staff the knowledge and skills gained from professional development /learning and external professional and stakeholder engagement.
- (8) The observation of other teachers and pro-active internal mentoring, including individual Peer mentoring / coaching, guidance and support are to be used as part of the professional learning and development provided to staff. Mentoring should have an educational and supportive function, include regular feedback and feed forward and be used in conjunction with the Staff Performance Management.
- (9) All staff are to be encouraged and assisted to maintain strong external professional and stakeholder relationships, links and engagement, and to use this external contact to keep up

to date with current industry trends and good practice, educational professional good practice and stakeholder needs.

(10) The allocation of financial resources and time to Staff Professional Learning and Development and the needs of individual staff, is to be efficient, fair and equitable and in accordance with the PTE's Equal Employment Opportunity Policy.

(11) Staff working with international students will be provided with specific training encompassing:

- Intercultural tools for supporting international learner mental health
- Supporting the international learner transition
- Methods for reviewing and improving international services and products
- Learning from critical incident case studies
- Effectively supporting international learners' social connectedness
- Supporting international learner employability
- The internal complaints process, including the DRS and NZQA's complaints processes.

RELEVANT LEGISLATION:

Employment Relations Act (2000)

Education Act (2020)

Human Rights Act (1993)

RELEVANT DOCUMENTS:

Personnel Management Handbook

Legislation Compliance Handbook

Relevant Employment Agreement

Staff Performance Appraisal Documentation

Self-Assessment Programme Handbook

RATIFICATION:

Policy ratified by Board:

C. Pea

(Signed for Board)

20/02/2024

(Date confirmed)

REVIEW:

This policy is to be reviewed as part of the PTE's Self-review Programme (Cyclic Review)

Review Date: 20/02/2025

CONSULTATION:

Student, employees, management and Governance Board members are to be consulted as part of the review of this policy.

SECTION IV Organisational Information

(i) Personnel Information

Refer Handbook 1 “Governance and Management,” page 25 for Directors, Management and Staff Roles and Responsibilities.

Job Descriptions and Person Specification for each key position within the PTE are included, at the end of this Booklet, see page 59.

See the Management System Manual Part 1 Governance and Management Handbook (Strategic and Annual Planning for further information on the allocation of financial, physical and human resources to Personnel Management).

(ii) Internal Monitoring

Internal monitoring provides valid evidence (data and information) for evaluation, review and the planning for continuous improvement. It also enables early identification of non-compliance and quality assurance issues or concerns. There will be ongoing and continuous monitoring of the effectiveness of personnel within the PTE. See the Management System Manual Part 1 Governance and Management Handbook for further details on internal monitoring.

(iii) Stakeholder Consultation and Engagement

See the Management System Manual Part 1 Governance and Management Handbook (Ref 1/S III) for detailed information on Stakeholder Consultation and Engagement.

(iv) Evaluation and Review

Self-Assessment

See the Management System Manual Part 7 Self-Assessment Handbook for detailed information on Evaluation and Review within the organisation.

Review involves the use of the findings of evaluation to make evidence-based judgements, form conclusions and identify opportunities for continuous, sustainable improvement.

The effectiveness of personnel management within the PTE will be evaluated as part of the PTEs ongoing Self-Assessment Programme. The results of Self-Assessment of Personnel Management within the PTE will be used by the Board / Management to improve the staff working environment, the health and safety of staff, staff subject and teaching skills / knowledge and the employment relationship with staff.

The Self-Assessment Key Evaluative Question that relates to the evaluation of the effectiveness of personnel management within the PTE is part of the self- evaluation of the CEOs and Boards' performance. The specific key question is 'do we value our staff and put in place appropriate and effective processes for their recruitment and development'.

Employment Compliance Review

The PTE's Personal Management Policies and Procedures are to be regularly reviewed and checked for legal compliance with both statute and common law. The principal employment statutes that must be regularly checked for compliance are:

- Employment Relations Act (2000)
- Health and Safety at Work Act (2015)
- Holidays Act (2003)
- Human Rights Act (1993)
- Privacy Act (2020)
- Parental leave and Employment Protection Act (1987)
- Smoke-free Environment Act (1990)
- Wage Protection Act (1983)
- Injury Prevention, Rehabilitation and Compensation Act (2001)

Key employment documents that need to be regularly checked and reviewed for possible breach of legislation and potential employment liabilities are:

- Employee Guide
- Employee Job application forms
- Pre-employment Tests
- Employment Agreements
- Wage and Salary records
- Performance Management documentation

Specific key employment rights, entitlements and requirements that need to be regularly checked for compliance are:

- Pay deduction (PAYE) and ACC Levies
- Annual Holidays and Public Holiday
- Health and Safety requirements
- Sick leave, bereavement and parental leave
- Work break entitlements
- Minimum pay requirements
- Equal pay and equal rights

(v) Planning and Internal Reporting

Decisions and conclusions of Evaluation and Review (Self-Assessment) are used to guide and inform planning, develop and improve personnel management, and guide resource allocation and staff professional development. Internal Reporting involves informing relevant stakeholders of the evidence-based judgements, conclusions and decisions made as part of the Review and Planning process.

See the Management System Manual Part 1 Governance and Management Handbook for details of Planning and Internal Reporting, in particular, the reporting to staff, within the PTE.

(vi) Information Provided to Staff

All staff are to be provided with personal copies of:

- PTE Employee Guide (**See Toolkit 4/T4**). *Put a copy of the completed Employee Guide in Section VII Appendix*
- Legislation Compliance Handbook
- Assessment and Moderation Handbook
- Health and Safety Handbook

All staff are to also have access to a copy of the PTE's Management System Manual.

(vii) Other Employment Documentation

The following employment documentation is stored on file at the Ringa Atawhai Mātauranga administration office or in the case of Job Descriptions and person Specifications are included in the Appendices Section of this Handbook.

- *Employee Job Descriptions*
- *Employment Agreements (See Checklist 4/T2)*
- *Staff Performance Management documentation*
- *Staff Code of Conduct*
- *Employee Guide (See Toolkit 4/T4)*

RATIFICATION:

Policy ratified by Board:

C. Pea

(Signed for Board)

20/02/2024

(Date confirmed)

REVIEW:

This policy is to be reviewed as part of the PTE's Self-review Programme (Cyclic Review)

Review Date: 20/02/2025

SECTION V Forms, Templates, Toolkits and Checklists

*The **Templates** are 'Operational Templates' to be used by management and staff as part of the on-going operation and management of the PTE.*

*The **Forms and Checklists** are also 'Operational' and are to be used by management and staff as part of the on-going operation and management of the PTE.*

Checklists are used by PTE staff to ensure that specific information and processes are accurate and complete.

Forms are usually completed by students and used to provide information for the PTE or NZQA.

The following Forms, Templates, Toolkits, Checklists and Examples are included in this Handbook.

- | | |
|--------------------------|--|
| ❖ Template 4/T1 | Staff Professional Learning Plan |
| ❖ Checklist 4/T2 | Individual Employment Agreement Checklist |
| ❖ Form 4/T3 | Protected Disclosure Reporting Form |
| ❖ Toolkit 4/T4 | PTE Employee Guide – List of Contents |
| ▪ Job Description | Tutors |
| ▪ Job Description | CEO |

The following Form is from the Management System Part 3 Students Management and Support Handbook

- **Form 3/T1 Students Complaint / Grievance Form**

Staff Professional Learning Plan

Name of Staff Member: _____ Year: _____

(1) Professional Learning and Development Needs

List the professional learning and development needs that were identified as part of either the:

- **Staff Performance Management**
 - Staff Performance Planning
 - Performance Progress Reviews
 - Staff Self-reflection /Review
 - Annual Performance Appraisal
- **PTE Self-Assessment Programme**

My professional learning and development needs (i.e. skills / knowledge) are:

- _____
- _____
- _____
- _____

(2) Proposed Courses / Training

Professional Learning / Development Needs	Possible: Courses / Training, Professional Engagement (EPE), / Coaching	External Peer Mentoring	Approved by CEO (initial and date)

(3) Learning and Development Plan / Record

Programme / Training, EPE, Mentoring / Support	Planned Date	Completion Date	Employee Initials

(4) Evaluation / Review

Was the Course / Training, EPE, Mentoring / Support worthwhile? Have your Professional Learning and Development needs been addressed?

Courses / Training EPE / Mentoring / Support	Evaluation/Review	
	Worthwhile Yes / No	Comments

Signed by Employee

Date

Sighted by CEO:

Signed by CEO

Date

Individual Employment Agreement Checklist

The following key aspects should be covered in staff Individual Employment Agreements (if applicable) :

1. Mandatory Clauses

- Employee / Employer Information
- The position and duration
- Nature and Term of the Agreements
- The Place of work
- Hours of work
- Wages / Salary and Allowances
- Resolving Employment Relationship, problems / Disputes
- Restructuring due to Transfer
- Negotiations with new employer
- No transfer or employment
- Rights in contracting out situations

2. Other Clauses (if applicable)

- Probationary period (if applicable)
- Employee Information warranties
- Performance Management Programme
- Medical examination and Tests
- Kiwi Saver
- Sick Leave / Bereavement Leave / Parental Leave
- Use of Company property / equipment
- Privacy and Confidentiality
- Health and Safety Provisions
- Public advice comments / Media
- Intellectual Property / Protection of rights
- Notice period
- Abandonment of employment
- Staff discipline procedures and Suspension
- Termination, Redundancy
- Incapacity
- Personal Grievance information (Including information on the 90 day time limit)
- Amendments to the Agreement
- Employee Protection Provision
- Indemnity
- Acknowledgement of Agreement
- Declaration by Employee / Employer
- Signed by both Parties

Protected Disclosure Reporting Form

(1) Staff Member Details

Name: _____

Address: _____

Contact Details: Phone: _____

Email: _____

(2) Subject Organisation

Name: _____

Address: _____

Contact Details: Phone: _____

Email: _____

(3) Report to:

This report is being made to:

Person: _____

Organisation: _____

(4) Protected Disclosure

Describe the nature of the incident including the date(s), the names of the person(s) involved, location and any other relevant information.

(5) Evidence

Attach any relevant evidence of the incident.

The following evidence and / or documentation is attached to this Report:

- _____
- _____
- _____

(6) Understanding of Disclosure Circumstances

In making this disclosure I understand that:

- a) I will receive immunity from criminal prosecution and civil proceedings that may result from this protected Disclosure, provided I have not acted in bad faith in making the disclosure; and
- b) If I suffer any retaliatory or discriminatory action by the PTE as a result of making this Disclosure, I have the right to take a personal grievance or make a complaint under the Human Rights Act 1993; and
- c) That the PTE will take all reasonable steps to protect my identity, however in the interests of natural justice, it may be necessary for the PTE to disclose my identity and the information contained in this form.

(7) Declaration

I hereby declare that to the best of my knowledge the information provided in this Disclosure is true and correct.

Signed: _____

Date: _____

Name: _____

Position: _____

Employee Guide- List of Contents

The purpose of an Employee Guide is to:

- welcome, guide and inform new staff
- provide staff with background information about the organisation
- provide information about the appropriate behaviour, obligations and personal responsibilities of staff
- make staff aware of relevant Codes of Conduct and Personnel Policies and procedures

The following information should be included in an Employee Guide:

- A welcome statement (for new Staff)
- The history, mission, values, philosophy and strategic intent of the PTE
- Induction and Orientation information - safety induction, signing up forms, working hours, attendance and breaks, reporting requirements, introduction to supervisor, dress code, smoking, keys, parking, wage / salary payment details, staff. Responsibilities, obligations and 'shared expectations'
- Staff Code of Conduct:
 - Performance of Duties
 - Conflict of Interest and Integrity
 - Security and Confidentiality
 - Employee harassment, offensive and unacceptable behaviour
 - Respect for the Rights of Others
 - Drugs and Alcohol
 - Internet and Email use
 - Acknowledgement of Receipt of Code of Conduct
 - Breaches of Code of Conduct and Disciplinary Action
- Staff Health and Safety Guide
- Information about relevant Policies and Procedures:
 - Staff Discipline Policies and procedures
 - Health and Safety Policy and procedures
 - Protected Disclosure Policy and procedures
 - Privacy Policy and procedures
 - Policy and procedures for complaints against staff
 - Equal Employment Opportunity Policy and procedures
 - Staff Professional Learning and Development
 - Staff Performance Management and Performance Appraisal
- Other information – use of vehicles & equipment, expense reimbursements, security
- Leave provisions / Holidays
- Termination of Employment procedures and Exit procedures
- Employee Records and Personal files
- Resolution of employment disputes

Students Complaint / Grievance Form

Background Information

Students should always attempt to resolve problems or disputes informally by approaching the staff member / individual and discussing the issue / problem / concern before lodging a formal complaint.

If students feel uncomfortable about discussing the issue directly with the person involved, or is not satisfied with the response, then they are entitled to lodge a formal written complaint with the CEO of the PTE by using this Complaint / Grievance Form.

NB If a complaint includes allegations against another individual you need to be aware that this person will be provided with a copy of all relevant documentation, including a copy of this completed Students Complaint / Grievance Form.

Complete this form and send it to the CEO in an envelope marked 'Students Complaint Confidential'.

Students Details:

Students Name: _____ Students ID: _____

Course: _____

Address: _____

Details of the Complaint

Describe your complaint / grievance.

What steps have you already taken to resolve the problem / issue / situation?

How could this problem / issue / situation now be resolved?

What are your desired outcomes for this problem / issue?

The following supporting information / evidence is attached and includes:

Signed by the Students _____ Date:

CEO - RINGA ATAWHAI MATAURANGA



Ringa Atawhai Mātauranga (RAM) is both a registered NZQA training provider and a Health New Zealand and ACC funded, health provider. RAM has delivered NZQA training to the unregulated health workforce, throughout Aotearoa, for the last 10 years. The purpose of this position is to take oversight of the training and health portfolios of the organisation.

Position Title: CEO – Ringa Atawhai Mātauranga Ltd, Whangarei.

Reports to: The Director's Ringa Atawhai Mātauranga

Position Purpose: Oversee the delivery of programmes in accordance with the Company's NZQA registration and accreditation status, the RAM Investment Plan and other contracts won from time to time. (Health New Zealand and ACC).

Dimensions of Position: Design, plan and manage the operations of the Company on a daily basis in accordance with the strategic, investment and annual plans.

Key Relationships:

- Directors as required
- Staff including tutors, administrator and whanau support co-ordinator.
- Tauria
- Sector stakeholders
- Education sector agencies
- NZQA
- TEC
- Te Aka Whaiora
- DHB
- Kensington Private Hospital
- ACC
- Other Government agencies

Key Accountabilities:

The appointee to this position will be expected to:

- Lead engagement with the NZQA and other providers as required.
- Implement investment plans as negotiated with the TEC.
- Identify and liaise with moderation clusters.
- Monitor staff performance.
- Manage and assign work to the team to ensure outcomes are delivered, coach and develop staff to reach their potential.
- Provide advice and support to the Directors on a quarterly basis or as required.

Organisational Responsibilities:

- Models behaviours and shares expertise to motivate others to develop their potential and maximise the contributions of individual staff in line with a strong organisational vision.
- Manages and optimises the use of allocated financial resources.
- Contributes to managing and optimising the performance of the Directors.
- Fosters integration across member groups of the Te Hau Awhiowhio Whanau Ora collective and their staff through cohesive systems, policies, processes, procedures and decisions.

RINGA ATAWHAI MATAURANGA PRIVATE TRAINING ESTABLISHMENT

- Ensures the consistent application of risk management and quality assurance frameworks and procedures across the PTE
- Contributes to risk identification at an organisational level to manage emerging issues and events.
- Understand tikanga and Treaty of Waitangi principles and have sufficient appreciation of Te Reo Māori to be able to apply the Māori dimension in a way that is relevant to the context of our organisation.
- Identify and participate in opportunities for learning and development, including through regular coaching and mentoring and identify and pursue opportunities to build specialised skills, knowledge and experience.
- Contributes to performance improvements by promoting a culture of continuous improvement.
- Ensures the workplace is healthy and safe for, taurā, kaimahi and manuhiri.

Job Description and Scope of Duties:

- 1) The job holder is expected to perform such other duties as can reasonably be regarded as incidental to the job description, and such other duties reasonably within their experience and capabilities as agreed with the Ringa Atawhai Mātauranga Directors.
- 2) Once appointed a programme of work will be developed with the appointee that will set out the specific tasks and time frames to achieve the key deliverables for this position. Progress will be monitored through the PTE's annual plan, key milestones.

Person Specifications Required for Effective Performance in Position;

Qualifications

The minimum qualifications required of a person in this position will be a degree in either education, health, management or their equivalencies. Evidence of literacy tutor training will be an advantage.

Experience and knowledge

- Five or more years of relevant work experience in the field in which qualifications are held.
- Experience working in highly regulated environments
- In-depth knowledge of the tertiary education sector is desirable
- Knowledge and experience of governance and management approaches
- Knowledge of Te Reo mo nga Tikanga Māori protocols o Ngapuhi Nui Tonu
- Knowledge of Mātauranga Māori ideologies and pedagogy.
- Knowledge of Hauora Māori service delivery
- Knowledge of key government strategies as they relate to Mātauranga Māori, eg Ka Hikatia
- Skill in analysing and interpreting information
- Report writing, planning, problem-solving, and time management skills

Expected behaviours for this Position

- Ability to connect with people: Understands and predicts how groups work, behave and respond
- Minimises risk, engages people, promotes continuous improvement
- Is a team player
- Builds and manages high-performing teams, coaches and motivates others
- Acts with integrity, is self-aware and has energy and drive

Other Requirements

- Travel throughout Te Taitokerau and on occasions, further afield, will be required.
- Commitment to working flexible hours and the ability to work weekends will be required.



ACADEMIC MANAGER - RINGA ATAWHAI MĀTAURANGA

Whanau education is a key enabler to improved Māori health outcomes. Ringa Atawhai Mātauranga (RAM) has delivered un-regulated community health workers' training, throughout Te Taitokerau, for thirty plus years. The purpose of this position is to build on the foundations laid so that whanau can build training or career pathways that culminate in nationally recognised qualifications.

Position Title: Academic Manager – Ringa Atawhai Mātauranga Ltd, Whangarei.

Reports to: The CEO, Ringa Atawhai Mātauranga

Position Purpose: Oversee the delivery of programmes in accordance with the Company's NZQA registration and accreditation status and the RAM Investment Plan

Dimensions of Position: Oversee and guide Kaiako and manage the training operations of the PTE on a daily basis in accordance with the strategic, investment and annual plans.

Key Relationships:

- CEO
- Staff including kaiako, administrator and whanau support co-ordinator.
- Tauria
- Sector stakeholders
- Education sector agencies

Key Accountabilities:

The appointee to this position will be expected to:

- Lead engagement with kaiako and other providers as required.
- Implement the Company's Investment Plan as documented.
- Identify and liaise with moderation clusters.
- Formulate an annual Moderation Plan and implement accordingly.
- Initiate and implement moderation meetings at least 3 times a year.
- Monitor kaiako performance.
- Oversee kaiako to ensure outcomes are delivered and coach and develop kaiako to reach their ultimate potential.
- Check lesson plans for suitability against the programme outcomes.
- Check Kaiako lesson evaluations and implement changes as required.
- Provide advice and support to the Kaiwhakahaere on a monthly basis or as required.
- Provide professional development to kaiako as required.
- Data analysis of the TEC's Nga Kete framework against the organisation's expected annual outcomes.

Organisational Responsibilities:

- Models behaviours and shares expertise to motivate others to develop their potential and maximise the contributions of kaiako in line with a strong organisational vision.
- Ensures the consistent application of risk management and quality assurance frameworks and procedures across the PTE
- Contributes to risk identification at an organisational level to manage emerging issues and events.
- Understand tikanga and Treaty of Waitangi principles and have sufficient appreciation of Te Reo Māori to be able to apply the Māori dimension in a way that is relevant to the context of our organisation.

RINGA ATAWHAI MATAURANGA PRIVATE TRAINING ESTABLISHMENT

- Identify and participate in opportunities for learning and development, including through regular coaching and mentoring and identify and pursue opportunities to build specialised skills, knowledge and experience.
- Contributes to performance improvements by promoting a culture of continuous improvement.
- Ensures the workplace is healthy and safe for, taura, kaiako and manuhiri.
- Provide relief in the event kaiako are ill or unable to deliver their programmes on any given day.

Job Description and Scope of Duties:

- 3) The job holder is expected to perform such other duties as can reasonably be regarded as incidental to the job description, and such other duties reasonably within their experience and capabilities as agreed with the Ringa Atawhai Mātauranga Kaiwhakahaere.
- 4) Once appointed a programme of work will be developed with the appointee that will set out the specific tasks and time frames to achieve the key deliverables for this position. Progress will be monitored through the PTE's Annual Plan, key milestones.

Person Specifications Required for Effective Performance in Position;

Qualifications

The minimum qualifications required of a person in this position will be a degree in either education, health, management or their equivalencies. Evidence of literacy tutor training will be an advantage.

Experience and knowledge

- Five or more years of relevant work experience in the education field.
- Experience working in highly regulated environments
- In-depth knowledge of the tertiary education sector is desirable
- Knowledge and experience of governance and management approaches
- Knowledge of Te Reo mo nga Tikanga Māori protocols o Ngapuhi Nui Tonu
- Knowledge of Mātauranga Māori ideologies and pedagogy.
- Knowledge of Hauora Māori service delivery
- Knowledge of key government strategies as they relate to Mātauranga Māori, eg Ka Hikatia, He Korowai Oranga.
- Skill in analysing and interpreting information
- Report writing, planning, problem-solving, and time management skills

Expected behaviours for this position

- Ability to connect with people: Understands and predicts how groups work, behave and respond
- Minimises risk, engages people, promotes continuous improvement
- Is a team player
- Builds and manages high-performing teams, coaches and motivates others
- Acts with integrity, is self-aware and has energy and drive

Other Requirements

- Travel throughout Te Taitokerau will be required.
- The ability to report to the Kaiwhakahaere on the design of programmes that fit with RAM's strategic and investment plans and make recommendations for improvements as required.
- The ability to work weekends is essential.

TUTOR - RINGA ATAWHAI MATAURANGA



Whanau education is a key enabler to improved Māori health outcomes. Ringa Atawhai has delivered un-regulated community health workers' training, throughout Te Taitokerau, for forty years. The purpose of this position is to build on the foundations laid so that whanau can build training or career pathways that culminate in nationally recognised qualifications.

Position Title: Tutor – Ringa Atawhai, Whangarei.

Reports to: The CEO, Ringa Atawhai Mātauranga PTE.

Position Purpose: Delivery of programmes in accordance with the organisation's PTE's NZQA registration and accreditation status.

Dimensions of Position: Design, plan and implement training in accordance with the programme modules and assessment procedures.

Key Relationships:

- Students
- CEO
- Other tutors, administrator and whanau support co-ordinator.
- Sector stakeholders
- Education sector agencies
- NZQA
- Other Government agencies

Key Accountabilities:

The appointee to this position will be expected to:

- Recruit and enrol prospective students.
- Deliver training as per training modules.
- Prepare and design supporting training material.
- Provide pastoral care to students as and when required.
- Assess students' performance in accordance with the assessment schedules.
- Document and file all associated documentation.

Organisational Responsibilities:

- Models behaviours and shares expertise to motivate students to develop their full potential.
- Manages and optimises the use of allocated resources.
- Ensures the consistent application of risk management and quality assurance frameworks and procedures at all times.
- Contributes to risk identification at an organisational level to manage emerging issues and events.
- Understand tikanga and Treaty of Waitangi principles and have sufficient appreciation of Te Reo Māori to be able to apply the Māori dimension in a way that is relevant to the context of students.
- Identify and participate in opportunities for learning and development, including through regular coaching and mentoring and identify and pursue opportunities to build specialised skills, knowledge and experience.

RINGA ATAWHAI MATAURANGA PRIVATE TRAINING ESTABLISHMENT

- Contributes to performance improvements by promoting a culture of continuous improvement.
- Ensures the workplace is healthy and safe for, students, kaimahi and manuhiri.

Job Description and Scope of Duties:

- 5) The job holder is expected to perform such other duties as can reasonably be regarded as incidental to the job description, and such other duties reasonably within their experience and capabilities as agreed with the Ringa Atawhai Mātauranga PTE CEO.
- 6) Once appointed a programme of work will be developed with the appointee that will set out the specific tasks and time frames to achieve the key deliverables for this position. Progress will be monitored through the PTE's annual plan, key milestones.

Person Specifications Required for Effective Performance in Position;

Qualifications

Tertiary qualified to at least diploma level in education, health, management or a related field

Experience and knowledge

- Five or more years of relevant work experience in the field in which qualifications are held.
- Experience working in highly-regulated environments
- In-depth knowledge of the tertiary education sector is desirable
- Knowledge of Tikanga Māori protocols o Ngapuhi Nui Tonu
- Knowledge of Mātauranga Māori ideologies and pedagogy.
- Knowledge of Hauora Māori service delivery
- Knowledge of key government strategies as they relate to Mātauranga Māori, eg Ka Hikatia
- Skill in analysing and interpreting information
- Report writing, planning, problem-solving, and time management skills

Expected behaviours for this Position

- Ability to connect with students: Understands and predicts how groups work, behave and respond
- Minimises risk, engages students, promotes continuous improvement
- Is a team player
- Self-motivated and able to motivate others.
- Acts with integrity, is self-aware and has energy and drive

Other Requirements

Travel throughout Te Taitokerau may be required.



PASTORAL CARE COORDINATOR RINGA ATAWHAI MATAURANGA

Position Title: Whanau Support Co-ordinator – Ringa Atawhai Mātauranga, Whangarei.

Reports to: The CEO, Ringa Atawhai PTE.

Position Purpose: To provide pastoral care to students under the direction of the Academic Manager by supporting them in their educational and social development so that they are able to participate fully in the programme curriculum.

Dimensions of Position: Provide counselling support to students in accordance with the students' pastoral care policies of the PTE.

Key Relationships:

- Students
- CEO
- Other tutors, administrator.
- Sector stakeholders
- Education sector agencies
- Community support agencies

Key Accountabilities:

The appointee to this position will be expected to:

- Guide students through the development of educational and career plans.
- To create, in conjunction with other members of staff a caring, safe and acceptable atmosphere in which growth and independence are fostered by the maintenance of a supportive and positive role.
- Provide continuity and consistency of support to tutors thereby facilitating students access to and progress in educational and social activities.
- Ensure all relevant information relating to students (e.g. concerning behaviour, personal development, medical incidents etc.) is relayed to appropriate staff members and recorded in accordance with organisational policies and procedures.
- Provide students with encouragement, reassurance and comfort, and when necessary to help in the management of those students who may have personal issues to contend with
- Assist, when appropriate, with the physical and personal care of students.
- Lead and participate in various recreational, educational and social activities and to accompany students off site for scheduled meetings or activities.
- Assist with assessing, planning and reviewing students' progress.
- Attend appropriate in-service training as required by the job role.
- To ensure any necessary administration (photocopying etc.) is completed.
- To receive whanau and manuhiri and participate in open days and seminars as required.

Organisational Responsibilities:

- Models behaviour and share expertise to motivate students to reach their full potential.
- Ensure all duties are carried out in accordance with Health & Safety regulations as given in Health & Safety Manual.

Person Specifications Required for Effective Performance in Position;

Key Criteria Essential Desirable

- Counselling qualifications
- Adult teaching qualifications
- Proficiency in Te Reo Māori.

Experience

- Work or voluntary experience of working with adults learners
- Experience of personal care
- Experience of leading recreational, educational or social activities
- Counselling experience

Skills and Knowledge

- To be able to provide consistency of care and support to students
- Ability to interact with a range of people
- To be able to take direction from the CEO in line with the PTE's policies and procedures
- Ability to communicate effectively both verbally and in writing
- Ability to liaise with others, attend meetings and report on students' progress
- Ability to work as part of a team
- Good organisational and time management skills
- Ability to prioritise and respond to differing demands as required
- To be prepared to undertake training requirements of the position
- Knowledge of Tikanga Māori protocols o Ngapuhi Nui Tonu
- Knowledge of Mātauranga Māori ideologies and pedagogy

Personal Qualities

- Sensitivity, integrity, adaptability
- Ability to work flexible and hours
- Good attendance record
- Work within the organisational values
- Undertake relevant qualification(s) and training to meet requirements of job role – i.e. literacy

OPERATIONS MANAGER - RINGA ATAWHAI MATAURANGA



Whanau education is a key enabler to improved Māori health outcomes. Ringa Atawhai has delivered, un-regulated community health workers' training, throughout Te Taitokerau, for almost forty years. The purpose of this position is to build on the foundations laid so that whanau can build training or career pathways that culminate in nationally recognised qualifications.

Position Title: Office Manager – Ringa Atawhai Mātauranga, Whangarei.

Reports to: The CEO, Ringa Atawhai Mātauranga PTE.

Position Purpose: The purpose of this role is to provide administrative support to the CEO, Academic Manager and tutors, champion the recruitment and students services we provide, ensure the smooth operation of the office and work alongside departmental leads to complete all required processes in accordance with the Quality Systems Manuals.

Dimensions of Position: Oversight of all collection, filing, storage and reporting of students information in accordance with NZQA and TEC requirements and regulations.

Key Relationships:

- Students
- CEO
- Other tutors, administrator and whanau support co-ordinator.
- NZQA
- Education sector agencies

Key Accountabilities

Recruitment

- Work alongside the CEO to prepare for and coordinate marketing and advertising activities and the recruitment plan to meet intake/cohort targets and dates.
- Respond to prospective learner enquiries generated from advertising activity and walk ins.
- Actively promote the programmes externally using word of mouth, referral strategies and distributing our marketing materials within the local community.
- Actively promote the courses to other education organisations, schools and referral agencies and community groups using provided marketing resources.

Enrolment, Orientation & Induction

- Introduce prospective students to our organisation, the course outline and schedules.
- Provide prospective students with the support require to successfully apply for our programmes and collate the required evidence to meet the entry prerequisites, complete all enrolment paperwork and assist students to acquire a student loan and or allowance.
- Work alongside tutors and the CEO to organise and supervise any pre-programme activities and walk students through the Students Handbook and complete their students agreement.

Students Services

- Provide students services as outlined in the QMS Manual, to ensure stakeholder compliance is met at all times.
- Collate and complete all administrative processes to ensure PTE compliance and services are met at all times.
- Maintain students records to ensure compliance with NZQA regulations.

RINGA ATAWHAI MATAURANGA PRIVATE TRAINING ESTABLISHMENT

- Manage the Students Notice Board to ensure all local support organisation information and career pathway information is displayed and accessible at all times.
- Be the support person for students looking to access those services offered by local support agencies.
- Support the tutoring staff to maintain positive working relationships between the students and our organisation.
- Coordinate any planned students and/or staff activities during and after the programmes.

PTE Systems | Accounts

- Work alongside Academic Manager and teaching staff to coordinate and/or collate all quality assurance activities, compliance events, self-assessment activities and surveys conducted and file for reporting purposes.
- Work alongside CEO to provide an account/ evidence and code all purchases and financial transactions for auditing purposes.

General Administration

- Coordinate all external contractors who supply the organisation.
- Work alongside CEO to acquire all resources required to service the PTE.
- Coordinate the booking, servicing and compliance of all the organisation's vehicles.
- Plan and coordinate students pick-ups and drop offs with tutoring staff.
- Complete all health and safety checks and hazard identification activities in relation to the PTE administration office.

Customer Service

- Maintain effective professional communication and working relationships with internal and external suppliers.

Key Competencies

Commitment to Results

- (i) Outcome focused
- (ii) Problem solver, innovator, doesn't take "can't be done" for an answer
- (iii) Thrives on a challenge
- (iv) Implements and delivers on company decisions and policies
- (v) Customer focused and goal driven
- (vi) Meets deadlines

Functional Expertise

- (i) Knowledge of office administration and students service and communications processes
- (ii) Skilled in working within the community to raise interest in our courses

Other Skills & Attributes

- (i) Effective oral and written communicator
- (ii) Good team player – collaborates effectively with others
- (iii) Computer/IT literacy skills
- (iv) Strong proofreading and grammar skills
- (v) Excellent attention to detail and accuracy

HEALTH AND SAFETY OFFICER - RINGA ATAWHAI MATAURANGA



Whanau education is a key enabler to improved Māori health outcomes. Ringa Atawhai has delivered un-regulated community health workers' training, throughout Te Taitokerau, for forty years. The purpose of this position is to build on the foundations laid so that whanau can build training or career pathways that culminate in nationally recognised qualifications.

Position Title: Health and Safety Officer – Ringa Atawhai, Whangarei.

Reports to: The CEO, Ringa Atawhai Maturanga.

Position Purpose: The primary functions of a health and safety officer are to develop, monitor and implement the organisation's health and safety policy; to ensure the organisation is compliant with health and safety legislation; and to reduce or prevent hazards, dangers and accidents. This role not only ensures the health and safety of staff and students but also of the workplace, environment and public.

Dimensions of Position: Design, plan and implement training in accordance with the course modules and assessment procedures.

Key Relationships:

- Students
- CEO
- Other tutors, administrator and whanau support co-ordinator.
- Manuhiri
- Contractors

Key Accountabilities:

The appointee to this position will be expected to:

- Develop and implement policies: ensure policies and procedures are in place and enforced.
- Inspections: inspect the workplace for potential hazards, identify potential hazards, assess the risks and report potential hazards.
- Conduct drills: conduct drills, such as fire drills, to ensure equipment is properly functioning and staff are aware of what to do in an emergency.
- Conduct investigations: respond to and investigate accidents and emergencies.
- Ensure compliance: ensure the organisation is compliant with legislative and regulatory requirements, conduct trainings with staff to make sure they are aware of regulations and procedures and provide guidance.
- Administrative tasks: keep records of daily activities, monitor workers' compensation program and maintain reference materials.
- Managing hazards and removing/minimising/isolating hazards using the Hazard Identification Checklist
- Ensuring all staff, students and other involved parties are aware of the Health and Safety Policy and how to adhere to the health and safety/emergency procedures.
- Bring to the attention of the CEO any major health and safety issues on a regular basis
- Report all major accidents to OSH as required by law.

Person Specifications Required for Effective Performance in Position;

Key Criteria Essential Desirable

- Worksafe Health and Safety Training
- Adult teaching qualifications
- Proficiency in Te Reo Māori.
- Current First Aid certificate

Experience

- Working in potentially high-stress environments.
- Communicating effectively.
- In self-management and sound organisational ability.
- In thinking on your feet at times to try and resolve dangerous situations.

Skills and Knowledge

- The ability to prepare plans and reports.
- Basic computer skills; and extensive
- Knowledge of NZ OSH regulations
- Ability to solve problems,
- The capability of carrying equipment and physical endurance to perform emergency responses.

Personal Qualities

- Sensitivity, integrity, adaptability
- Ability to work flexible and hours
- Good attendance record
- Work within the organisational values
- Calmness under pressure
- Undertake relevant qualification(s) and training to meet requirements of job role – i.e. literacy

SECTION VI File Documents

The following document is stored in the Ringa Atawhai Administration office:

- *Ministry of Business, Innovation and Employment (MBIE) – “Employment Relationships From Beginning to End” publication*

The following documents are stored in the Ringa Atawhai Administration office.

- *PTE’s Employee Guide*
 Employment Agreements (blank copies)
- *PTE’s recent Employment Compliance Review documentation*
- *PTE’s Staff Code of Conduct*