

Pembroke School Board of Trustees Policy

Personnel Policy – Good Employer and EEO

Purpose

The State Sector Act requires every employer in the Education Service to operate a personnel policy to ensure fair and proper treatment of employees in all aspects of their employment. The Board is obliged to ensure that employees and applicants for employment are treated according to their skills, qualifications, abilities and aptitudes, without bias or discrimination

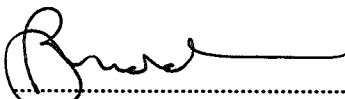
Objectives

1. The Board shows commitment to equal opportunities in all aspects of employment including recruitment, training, promotion and conditions of service.
2. The board recognises the value to the school of attracting people of diverse backgrounds and talents, and ensures that employment and personnel practices are fair and free of any discrimination or bias. The Board strives to maintain a working environment free of discrimination or harassment on the basis of race, colour, ethnic or national origin, gender, religion, marital status, family responsibilities, sexual orientation, people with disabilities or age, or any other area that is outlined in the Human Rights Act 1993.
3. In making appointments, the Board selects the person most suited to the position in terms of skills, experience, qualifications and aptitude, and on the basis of performance (past, present and potential), and the willingness and capability to assume responsibility.
4. When all other aspects are equal, the board will seek to employ a person in order to match the racial and gender mix of the students at the school.
5. The board takes all reasonable steps to ensure that good and safe working conditions exist for employees in the provision and condition of the working environment and facilities, and responds to all reasonable and achievable requests made by employees.
6. Each year the Board meets its statutory obligation by preparing and following an EEO programme and reporting on the programme to the Education Review Office. The programme recognises the aims and needs of the Maori people.
7. The board recognises the needs of ethnic and minority groups, and the employment requirements of women and persons with disabilities by responding to all reasonable and achievable requests made by employees.
8. Each year the board makes budget provision to support training and development programmes that enhance the abilities of individual employees with the expectation that funds used in this way will be reflected in enhanced employee performance in aspects of their work.
9. The board takes all other reasonable steps to ensure that it is a good and fair employer by responding to issues and concerns raised by employees.

Effectiveness Self-Review

- 1 This policy will be reviewed in accordance with the board's triennial programme of self-review, and the review report will be available to members of the school community after it has been approved by the board.
- 2 The review will be conducted in the form of a **board and staff** survey, using the objectives listed above as the criteria for determining effectiveness of the policy in action.

May 2022 version adopted


.....
Chairperson


.....
Principal

16-May-2022.
.....
Date

Pembroke School Exit Interview

On behalf of the Pembroke School Board of Trustees I would like to offer you this opportunity to complete an exit survey.

The purpose of the exit survey is to assist in our, the Board of Trustees, attempts at constant improvement both as an employer and with the educational policies and practices at Pembroke School. It is also to understand employee perceptions and views on the working conditions, leadership and general environment of the school. Be assured that no matter what you say, you will not prejudice yourself.

This exit survey is also voluntary, but we would really appreciate the information so that they assist the school in improvement.

If you wish to discuss anything in person please email me, belinda6.hirst@gmail.com

Thank you

Belinda Hirst, on behalf of the Pembroke Board of Trustees

Name:

Please give a brief account of the reason/s you are leaving:

How did you find your induction when you started here?

What position are you going on to once you leave?

What do you see as your strengths in relation to your job at Pembroke School?

To what degree have these strengths been recognised, fostered and utilised during your employment at Pembroke School?

To what degree do you feel you have been supported in your role?

How did you find the communication within the school?

1 2 3 4 5

(1 being ineffective, 5 being very effective and timely)

What do you see as being the STRENGTHS of Pembroke School?

- a) as a place of employment and
- b) in terms of the educational programmes and practices for the students.

What do you see as being the WORK-ONS of Pembroke School?

- a) as a place of employment and
- b) in terms of the educational programmes and practices for the students.

How would you describe the culture of the 'feel' of the school?

What other useful feedback would you like to give the Board covering any aspect or observations you have made during your time employed at Pembroke School.