APPENDIX 10

Staffing Appointments Handbook

A. STAFF APPOINTMENTS GUIDELINES FOR SEVENTH-DAY ADVENTIST INTEGRATED SCHOOLS

APPOINTING A TEACHER

The appointment of a principal or teacher is the most important decision a Board of Trustees ever takes. The board should ensure that it appoints teachers who can actively contribute to the school's Special Character. The appointment must be undertaken in a highly responsible manner. A systematic approach with thorough preparation will more likely lead to a successful outcome. The following guide-lines are offered to assist in this process.

POLICY STATEMENT ON APPOINTMENTS FOR THE NZ SEVENTH-DAY ADVENTIST SCHOOL SYSTEM

Legal Position

The Board of Trustees has responsibility for all appointments according to the Education Act.

The Proprietor has the right and responsibility under the PSCI Act to ensure that all appointees are willing and able to uphold the special character and to take part in religious instruction.

Staffing Principal's Appointments:

The following clause is included in each original integration deed of agreement. This authorises the proprietor, the NZSDAS, to exercise its right to require appointees to principal's positions to uphold the Special Character and to take part in religious instruction.

"An advertisement for the position of Principal of the School may in accordance with Section 65 (1) (a) of the Act, state that a willingness and ability to take part in religious instruction appropriate to the School shall be a condition of appointment. Such an advertisement may also state that a willingness and ability to uphold the Special Character shall be a condition of the appointment."

Staffing Teachers' Appointments

The following clause is included in each supplementary deed of agreement. This authorises the proprietor, the NZSDAS, to exercise its right to require teachers to uphold the Special Character and to take part in religious instruction.

"For the purpose of Section 65 (1) (c) the position of all teachers other than the Principal shall be positions of importance carrying a responsibility for religious instruction. Advertisements for these

positions shall state that a willingness and ability to take part in religious instruction appropriate to the Special Character of the School shall be an essential condition of appointment. Such advertisements shall also state that a willingness and ability to uphold the Special Character shall be a condition of appointment."

Proprietors Rights and Delegations to Proprietors Appointees on BOTs.
The proprietor reserves the right of approving all teaching positions. For all teaching positions including principal, an Application for Appointment to a Tagged Position is to be completed and forwarded to the National Education Office. The National Director of Education then passes onto the school the names of applicants who meet the Proprietors requirements for a tagged position. The Board of Trustees shall consider for appointment only those applicants who are stated in the report of the proprietor to be acceptable for appointment.

All appointments to Permanent and Long fixed-term positions must be notified to and have the approval of the National Education Director.

The only exception to this appointments policy on Special Character is in the case of Short Term Positions e.g. day relievers and those appointed to short fixed term periods of up to 6 weeks where the decision to employ an appropriate person may be made by the Principal, if so delegated by the BOT.

Assistance in Appointments
The National Director of Education assists schools in making staffing appointments.

Definitions of Teaching Positions
(Refer Collective Employment Contracts for details)

These definitions apply to all teachers, senior teachers, HOD's DP, Principals or other positions in the school that have a teaching/academic responsibility.

Permanent Appointments
Appointments to on-going positions, i.e. the normal, regular appointments. These can be terminated by resignation, dismissal or overstaffing as set out in the collective employment agreement. (Refer CEC)

Long Fixed Term Positions
Where an appointee replaces an existing teacher for a period of 6 weeks or more. This can be for a variety of reasons including long-term illness or Maternity Leave etc.

Short Fixed Term Positions
A replacement teacher for under 6 weeks. Once a teacher exceeds 6 weeks they become a long term reliever, i.e. they cannot be re-appointed for another 6 week block.

Very Short Term Relieving Positions
A day-relief person who normally fills in for a teacher who is on a course or on sick leave. i.e. the teacher plans and marks the work to be done under the supervision of the day relief person.

SPECIAL CHARACTER

The Special Character of a Seventh-day Adventist School is defined in the Integration Agreement as follows:

1 The school is a Seventh-day Adventist School established by the local community of the Seventh-day Adventist Church to serve the educational needs of its children and the mission of the Church. This mission includes the provision of educational opportunity to all who share its objectives. The School is a member of the system of schools operated by the Conferences of the Seventh-day Adventist Church in New Zealand.

2 The Special Character of the School is determined by the faith system made up of the Christian beliefs, values and lifestyle of the Seventh-day Adventist Church as determined from time to time by the General Conference of the Seventh-day Adventist Church in session.

3 The purpose of the School is to support the home and the Church in the transmission of its faith system to the children and youth. The function of the School is to facilitate the development of a mature and understanding commitment to the beliefs and practices of the Church so that students will become responsible and caring Christians in the community. The achievement of these goals is through a comprehensive and unified program involving every aspect of the curriculum and predicated upon the Church's:

- perception of God as Creator and sustainer of the Universe;
- acceptance of Christ as our only means of salvation;
- belief that the Holy Spirit draws men, women and children to a knowledge of God;
- understanding that all truth finds its centre and unity in God;
- reliance on scripture as the revealed Word of God;
- commitment to a holistic development of the child - physical, intellectual, spiritual, emotional and social.

This statement says clearly that the Seventh-day Adventist School is an integral part of the Church and all staff, parents and pupils form a community of faith. It is a place where God is named and recognised and where Gospel values and the teachings of Christ's Church are reflected in its policies, its structures and the relationships of its members.

Teachers have a vital role to play in ensuring that the Special Character of a Seventh-day Adventist School is upheld.

TAGGED POSITIONS

All teaching positions are tagged requiring willingness and ability to uphold the special character. The special character is defined as the beliefs and lifestyle of the Seventh-day Adventist Church. Therefore it follows that a teacher who meets these requirements will be a practicing Seventh-day Adventist.

Where any teaching position is occupied by a staff member who does not meet the criteria for a tagged position then that appointment will be for a fixed term, not normally for more than one year, and subject to re-advertising in the usual way to find an occupant who meets the criteria.

Timetable:

It is essential that sufficient time is allowed to fulfil the statutory requirements for advertising and appointment as well as to ensure that all suitable candidates have an opportunity to apply.

The time-table should take into account -

the time needed in the initial stages for meetings

the time for compiling the application pack

the time needed for committee members to learn the demands of the task

educational events that may coincide with the appointment process

the time needed for reading and discussion of applications, CV's and references

the suitability of meeting times and venues for all the committee

the secretarial work involved

Consultation

Because this is the most important task a Board undertakes, it is highly recommended to seek professional advice. The National Director of Adventist Education must be consulted throughout the staffing appointment process. It may also be appropriate to seek the guidance of another principal and/or a staffing appointment consultant.

These people can act as advisers to the Board to help with its:

- legal obligations
- appointments procedures
- recording methods
- interpretation and understanding of technical language included with applications, curriculum vitae and referees reports
- framing questions for interviews
- questioning applicants
- guiding the Appointments Committee through the appropriate questioning techniques

A consultant will guide the Board in the process of the decision but should not become involved in the final decision.

The following documents provide the necessary legal documentation and further information:

- The current collective employment contracts
- Handbook for Boards of Trustees of New Zealand Seventh-day Adventist Integrated Schools
- The NZSTA, Board of Trustees Handbook
- Guide-lines for Boards of Trustees Principal Appointment (downloadable from NZSTA website)
- E.E.0. Manual - Human Rights Commission

The purpose of these guide-lines is to provide Boards of Trustees and Principals with a brief, easy-to-follow outline of the steps to follow when appointing a teacher.

Appointments Committee

The Board of Trustees approves all appointments unless the power to appoint has been specifically delegated. It is good practice for Boards to confirm all delegated authorities on a regular basis, eg at the first meeting of each year; this needs to be done in writing. Refer MOE circular 2005/17, Attachment K.

The school Appointments Policy and Procedures should clearly describe each school's agreed processes. These must include sending the list of potential appointments to the National Director of Education to determine who meets the Proprietors requirements for a tagged position.

Because of the time consuming nature of the appointment process, Boards may wish to delegate the responsibility to a sub-committee. This group should:

possess the necessary skills and knowledge

be familiar with the school and its educational needs

be informed about legal requirements

work together as a group

be of a size to work effectively

be prepared to give considerable time to this task

According the provisions of PSCI Act 1975 the appointment committee must always include at least one Proprietors representative.

[see sample Appointments Policy] Attachment B

It is imperative that the National Director of Education would be invited to be part of the appointments committee for the appointment of a principal. The incumbent principal is excluded from the process of appointing a new principal in accordance with NZSTA guidelines.

The Appointments Committee short-lists from the applicants approved by the National Education Office, interviews and recommends or reports to the Board. The Board would usually accept the recommendation. It could, however, refuse the recommendation and either refer the appointment back to the committee for another recommendation, resolve to re-advertise for the position, or itself appoint some other applicant it deems the most suitable.

Confidentiality

The appointments committee must understand the obligation to maintain professional confidentiality. It is essential that all information regarding who has applied, or information gained from an application, C.V., referees report, or during an interview, discussions and decisions, be kept completely confidential.

ADVERTISING

The State Sector Act requires that all permanent and long-term relieving vacancies must be advertised in a manner sufficient to enable all suitably qualified persons to apply. Teaching vacancies therefore are advertised nationally. The Education Gazette is a suitable publication in which to advertise teaching vacancies. The relevant employment collective agreements will determine whether these advertisements have to be placed in the Education Gazette. Positions should also be advertised in the conference bulletins. Other national publications that could be expected to reach all suitably qualified people who may wish to apply, could be used as well.

All teaching positions are tagged. See Supplementary Deed See Attachment M

The PSCI Act and your school's Integration Agreement require certain wording, related to conditions of appointment, in advertisements calling for applicants for teaching positions. These positions are known informally as "tagged positions". The mandatory wording must appear in any advertisement for those positions, whether it is placed in the Education Gazette, a newspaper or elsewhere. For some tagged positions the Integration Agreement imposes other requirements on the persons appointed. These requirements may or may not be stated in the advertisement but apply nevertheless and must be included in the job description for the information of applicants. This document outlines below the legal obligations of the Board in relation to advertising for and appointing staff to tagged positions.

Principal's Position

Advertisement for Principal - An advertisement for Principal must state that "a willingness and ability to take part in Religious instruction appropriate to the Special Character of the school shall be a condition of appointment." Another requirement is that "the person appointed will be required to recognise and accept a responsibility to uphold and preserve the Special Character of the school". There may also be other requirements specified in the Integration Agreement, e.g. concerning dormitory students.

Sample

Longburn Adventist College, Palmerston North
Principal (tagged position). Longburn Adventist College is a co-educational Year 7 – 14 school of some 300 (max roll 350) students, in a pleasant rural setting on the outskirts of Palmerston North. The school also operates a Boarding hostel catering for up to 65 students including International students. We seek an educational leader with vision who will lead and inspire our College in providing quality Adventist Christian education to learners within our school community. Applicants will have proven ability as well as further potential in the areas of curriculum delivery, management and administration and they will possess quality leadership and communication skills. *The appointee will be required to accept and recognise the responsibility to maintain and preserve the special character of the school. A willingness and ability to take part in the religious instruction appropriate to the special character of the school is also a condition of appointment.*
Applications close 5:00pm Wed 8 Nov.
For an application pack contact Owen Ellis, ph 09 2625629, m 021 988791, fax 09 2625620, email oellis@adventist.org.nz.

Note: The italicised portion is required and must be included in all vacancy notices.

Tagged Teaching Positions
All teaching positions (including part time) in Seventh-day Adventist schools are tagged.

Advertisements for all teaching positions must state "a willingness and ability to take part in Religious instruction appropriate to the Special Character of the school shall be an essential condition of appointment." Such advertisements shall also state that "a willingness and ability to uphold the special character shall be a condition of appointment."

Requirement to take Religious instruction - Section 65(3) of the PSCI Act says that no teacher can be required to take Religious instruction unless the advertisement under which the teacher was appointed states that a willingness and ability to take part in Religious instruction appropriate to the Special Character of the school is a condition of appointment. It is therefore important that advertisements for all teaching positions clearly state that the teacher will be required to be willing and have the ability to take part in religious instruction.

Sample

Hamilton Seventh-day Adventist School, Hamilton
Primary Teacher (tagged). Full Primary. Permanent Scale A Position in Junior school to commence Term 1, 2007. This position is tagged. Applicants must be willing to participate in extra curricular and special character activities and teach at other levels as required. We are looking for a team player with a good sense of humour. strength in computers/ICT will be an advantage. *A willingness and ability to take part in Religious instruction appropriate to the Special Character of the school shall be an essential condition of appointment. A willingness and ability to uphold the special character shall be a condition of appointment.*
Applications close 5:00pm Wednesday October 18.
For an application pack contact the Principal, Annebrook Road, RD3, Hamilton.
Phone: 07 856 4417, Email: principal@hamiltonsda.school.nz

Note: The italicised portion is required and must be included in all vacancy notices.

Wording of Advertisements - Special Character considerations

The integration agreement requires that the person selected:

> ***"be willing to take part in religious instruction***
>
> ***be able to do so"*; and**
>
> ***"accept these requirements as conditions of appointment"***

The Integration Agreement requires that the school be conducted at all times "to maintain and preserve the School's Special Character." This implies that the Board and Proprietor must be satisfied that the person selected for any teaching position:

> accepts a responsibility for the special character;
>
> recognises what the responsibility entails;
>
> has an ability to uphold and maintain the special character.

If any applicant, in the proprietors' or board's view, fails to meet any of these requirements and/or is unwilling to fulfil them, then the board cannot appoint that applicant.

The phrase, *"take part in religious instruction"*, in this context means taking part at the level of responsibility of the position advertised. This implies being willing to, and having the professional qualities needed to:

For example, as a principal;

(a) accept responsibility for the spiritual leadership of the school

(b) be ultimately responsible to the board for the maintenance and preservation of the special character of the school

(c) take Bible (religious instruction) lessons whenever the organisation of the school requires it

(d) be a suitable role model for staff, students and parents in a Seventh-day Adventist school

(e) assume an appropriate leadership role in worship programs in the school.

For teachers:

(a) assume leadership of the Bible (religious instruction) curriculum of the school (HOD Bible)

(b) teach Bible (religious instruction) whenever the organisation of the school requires it

(c) be a suitable role model for, students and parents in a Seventh-day Adventist school

(d) assume an appropriate leadership role in classroom worship programs and take part in staff worships.

(e) be willing and able to uphold the Seventh-day Adventist special character of the school including full adherence to the Adventist beliefs and lifestyle.

The religious instruction referred to is that which is appropriate to the special character of the school. Reference to the statement of special character in the Integration Agreement shows that the religious instruction (Bible) is to be an integral part of the school program involving the integration of faith and learning.

The principal assumes a major leadership role, and because of this undertakes an important religious, pastoral and professional responsibility in the Seventh-day Adventist community. Teachers also have an important role in religious, pastoral and professional responsibility in the Seventh-day Adventist community. All teaching staff appointed must therefore be fully committed Seventh-day Adventists, committed to Seventh-day Adventist beliefs and lifestyle and to the furtherance of Seventh-day Adventist education.

Short Term Positions

All appointments to Permanent, or Long Term Relieving positions must be approved by the National Education Director.

The only exception to this is in the case of Short Term or Very Short Term Relieving Positions where the decision to employ an appropriate person may be made by the Principal if so delegated by the Board of Trustees without approval from the National Education Director.

It is recognised by the NZSDAS that teaching staff who are capable of meeting the Special Character criteria of a tagged position may not be available. When, on occasion, this situation arises the Board of Trustees should alert the National Director of Education of the situation. Approval may be given by the NZSDAS for a fixed term position to be filled by personnel who may not fulfil all the Special Character criteria associated with a tagged

teaching position. When such an appointment is made it is essential that letters of appointment clearly state the reason for and nature of the fixed term position. Such appointments are not usually longer than 1 year.

When framing advertisements the mandatory wording for particular tagged positions may only be used specifically for those positions. When advertising untagged positions such as secretaries, Boards of Trustees must make reference to the Special Character of the school and one of the following statements would be acceptable:

> The appointee will be expected to uphold the values and Special Character of the school.
>
> The successful applicant will be expected to uphold/ support the Special Character of the school.
>
> Respect for the Special Character of the school is essential.
>
> The applicant must have an understanding of and respect for the Special Character of the school.

INFORMATION FOR APPLICATION PACKS:

An information package should be prepared well ahead so that it is ready to be posted with the application forms.

Schools with a vacancy for a principal are to contact the National Education Director who will assist schools in compiling application packs for the position.

Items to be included in application packs should include:

> Description of School Community
>
> Mission Statement
>
> Relevant Charter details
>
> Job Description
>
> Person Specification
>
> Application Form
>
> Proprietors Special Character Form (Application for Appointment to a Tagged Position)
>
> Statement of Special Character in a Seventh-day Adventist School.
>
> Any other relevant information.

All applicants should receive a timetable showing closing dates for applications and referees reports, short listing and interview dates and timing of the announcement.

Proprietors Special Character Form (Application for Appointment to a Tagged Position):

Applicants for the position of Principal or Teacher are required to fill in a Proprietors Special Character Form which is to accompany their application form (see Attachment N). This form asks the applicant to specify qualifications and experience related to Special Character and to nominate character referees who may be consulted by the Proprietors Agent.

These forms should be sent to the National Director of Education as soon as applications close. Immediately after the referees have been consulted the National Education Director will determine which applicants are acceptable in terms of Special Character. The Board of Trustees will be advised by telephone, followed up by official, written confirmation of the acceptability of the applicants.

NB. Proprietors Special Character Forms may be requested from the National Education Office.

APPOINTMENT CRITERIA

It is important that the Board of Trustees has thought carefully about the job advertised and has drawn up both Job Description and Person Specification statements. These documents help to screen applicants at the first stage and ensure the basis for an agreeable working relationship in the future.

Job Descriptions:
Should include the following criteria as well as any other relevant information relating to the specific job.

Educational Qualifications
Religious Instruction Qualifications
Experience related to Seventh-day Adventist Character
Personal Professional Qualities
Relationships with pupils, staff and parents
Planning, Preparation, Record Keeping and Evaluating
Class Atmosphere and Management
Class Programs in Action

Person Specification:
The Person Specification should help match the most suitable applicant to the job. It usually outlines the personal/professional attributes and the skills required for the position.

The Appointments Committee should prepare an analysis of the position; the major responsibilities, required skills, knowledge and attitudes and specific requirements to meet the needs of the school. The specifications may include:

qualifications

experience

required skills

attitudes

The information gathered should then be assembled into succinct statements that embrace not only universal characteristics of the position but also those particular to the school.

Job Description - Principal

Most schools will already have a Principal Job Description. It is good practice to review this prior to advertising for the position of principal. Boards of Trustees should ensure that appropriate clauses from the following are included:

Requirements

The principal assumes a major leadership role in the school and because of this undertakes an important religious, pastoral and professional responsibility in the Seventh-day Adventist community. The person appointed must therefore be a fully committed Seventh-day Adventist committed to Seventh-day Adventist religious practices and to the furtherance of Seventh-day Adventist education.

A willingness and ability to take part in religious instruction appropriate to a Seventh-day Adventist school is a condition of appointment.

The principal shall

Abide by all relevant requirements of the school's Integration Agreement and the charter.

Accept and recognise a responsibility to maintain and preserve the special character of the school.

Be responsible to the Board of Trustees for ensuring that the school provides a structured and systematic course in religious instruction in accordance with the syllabuses approved and/or provided by the National Education Office.

Be responsible to the Board of Trustees for developing multiple opportunities in the school for each student to come to know Jesus personally.

Take in consultation with the Board of Trustees whatever steps are necessary or useful to enhance the school's special character.

The principal will be required to report to the Board of Trustees each month on the above matters.

Both the Job Description and Person Specification should be given to those who write in response to the advertisement so that their formal application can be matched to the Job Description and the Person Specification.

The Job Description and Person Specification should not be written in such a way that only perfect applicants apply.

SELECTION OF APPLICANTS:

As soon as the Board has been advised by the National Director of Education re acceptability of applicants, the Appointments Committee should carefully analyse the applications, relating each applicant to the Job Description, Person Specification, the criteria for appointment and how these fit into the special needs of the school. The information from each applicant, coupled with their current experience, should enable the Appointments Committee to draw up a short list of applicants for which they need to seek further information.

Referee Reports:

At this stage the independent referees should be contacted for a report. It is suggested that the Board of Trustees, to ensure uniformity, sends out its own form requesting the referee to fill it in. (see Attachment O).

As referees' reports are completely confidential to the Appointments Committee, a report requested directly from the referee is of much greater value than a written reference included with the application. Even where a written reference from a referee is included with the application, an independent report should be requested from the same person. It is good practice to make phone contact with the referees.

Under the Privacy Act 1993, if you want to contact a person who is not named by the applicant as a referee, you should first seek the applicant's permission. It is a good idea to request this as part of the application form. Similarly if you are asked to provide a referees statement for someone who has not named you as a referee you should first contact that person to ask their permission to do so.

Referees reports must be kept confidential. When finished with they should be either destroyed or returned to the referee.

It is appropriate to write to thank referees for the time and thought they put into the Referee Report, to advise whether or not the applicant was successful and to reassure them that the report has now been destroyed.

When creating referee's report forms Boards should give consideration to referees who may have a number of reports to write. A brief form is advisable and referees can be contacted to elaborate on those applicants who are short-listed.

Sufficient time must be allowed for referees to write a thoroughly professional report that does justice to the applicant.

Remember to include a stamped self-addressed envelope and the date you would like the referees report returned by.

INTERVIEWS

Interviews are most important selection tools. The Appointments Committee must ensure it is organised and ready.

Interviewing: preparation

Thorough preparation is essential

Once the referee's reports have been obtained the Appointments Committee will be in a position to decide which applicants to interview.

Interviewing: format

Select a quiet, well ventilated, well lit area of the school where you will not be disturbed. Place comfortable chairs in a circle, with a small table in the middle for glasses and a jug of water.

Applicants should be met by a member of the Board, given access to a toilet and mirror, allowed to sit quietly while waiting, with access to a hot or cold drink.

The Chairperson of the Appointments Committee should meet and escort the applicant to the room and on arrival introduce the applicant to each member of the Appointments Committee. The whole group will sit in the circular position with the applicant being included as part of the circle. Everything possible should be done to create a friendly, positive atmosphere. Each member should have a folder containing a list of applicants, the prepared questions and a checklist containing the criteria for appointment, a simple grading system and space to jot down keywords and contents to evaluate the applicant's strengths and weaknesses. This list is best filled in at the end of the interview.

The Chairperson should close the interview by summarizing what has taken place and outlining the procedures that will follow - when the decision will be reached, when the applicant will be informed, etc. Always allow time for the applicant to ask questions they would like answered.

Following the interview the Chairperson should escort the applicant from the room. At least an hour should be allowed for the interview, with time beforehand to look quickly at the applicants profile and time afterwards to make notes and to briefly discuss the qualities of the applicant before proceeding to the next interview.

Interviewing: questions

Interview questions should be prepared by the Appointments Committee with each member responsible for directing questions related to a specific area. Questions should be brief and to the point. The Appointments Committee should look at the special needs of the school - curriculum, pupils, community and relate questions to how those needs could be best met so that you gain a fair indication of how each applicant would handle your school requirements. The interview is the opportunity to get to know each applicant as a person - to deepen and expand the information that has been gathered and studied. It can be assumed that all the short listed applicants are worthy candidates for the position. The interview allows the committee to compare their strengths and find the right person for the school.

The questions may follow this pattern:

A general question to ascertain why the applicant wishes to be Principal/Teacher of your school

Questions relating to Special Character

Professional questions relating to all the areas outlined in the Job Description. These questions should include specific references to areas of the school that may require a particular type of Principal/Teacher, e.g., staff co-operation, staff development programs, community liaison special needs.

Opportunity for the applicant to ask questions or seek further information.

Six or seven good questions should be sufficient.

Interviewing: the decision

After interviews are complete allow time for the completion of summary notes and the evaluating of each applicant before the beginning of decision time. An independent summary may be given by each person on the committee before beginning the final selection. One applicant may stand out clearly as a result of these summaries. If not, it may be necessary to refer back to the original criteria. Allow time for a full and frank discussion until a consensus is reached. The final decision should be by general agreement and acceptable to all.

APPOINTMENT

The Appointments Committee/Interview Panel should write a final report for the Board of Trustees that includes:

details of the vacancy advertised, the date of the advertisement and the interview

the selection criteria used

the names of the committee members

the number of applicants

the names of the short listed applicants

the name of the recommended applicant

The report should then be signed by the Chairperson of the Appointments Committee. This report and recommendation for appointment should be received by the Board of Trustees.

Once the appointment has been ratified by the Board of Trustees, all interview applicants should be contacted as soon as possible by telephone. When a verbal acceptance has been received the appointment should be confirmed in writing. It is important that boards

use the appropriate standard letter of appointment for all teaching positions. Note that any appointment to a teaching position will be subject to the appointee producing evidence of teacher registration or in some cases a limited authority to teach. Letters of appointment are accompanied by an IEA (Individual Employment Agreement), a copy of the Statement of Understanding and the Code of Conduct (See Appendix 8 in the Handbook For Boards of Trustees of New Zealand Seventh-day Adventist Integrated Schools) for Teachers in Adventist Schools.

All other applicants should now receive a letter thanking them for their application and advising them that they were not successful. C.Vs should also be returned.

Notification should be sent to the National Director of Education and to the Salary Service Centre, to inform them of the name of the new principal/teacher.

In the case of a principal being appointed, it is a courtesy to inform the present principal or acting principal of the Board of Trustees decision. The staff should be the next to know.

In the case of the appointment of a teacher, the other staff should be informed as soon as possible.

Attachment A
TASK CHECK LIST

TASKS TO COMPLETE	DATE COMPLETED
Appointment Policy	
Resignation of teacher received by the BOT	
Letter sent to acknowledge resignation	
Inform Community	
Set up Appointment Committee	
Appointment Committee Meeting (1)	
Prepare Time-line of tasks to complete	
Prepare School Application Pack	
Advertise position	
Keep record of applications received	
Applications close	
Letter of acknowledgement of receipt of application sent to all applicants	
Proprietor Special Character Forms sent to National Education Office	
Board of Trustees advised by the National Director of Education re acceptable applicants (phone call/letters)	
Appointments Committee Meeting (2)	
Criteria for appointment	
Process applications and C.V's	
Shortlist applicants	
Contact referees	
Appointments Committee Meeting (3)	
Prepare for interview: - Interview questions - Selection Sheet. Interview date set	