

Board of Trustees Handbook



Appointing a Principal for a Primary School

2020

Dear Board of Trustees

You are about to begin the extremely important task of appointing a principal for your school.

This will be the most significant task you undertake, and it will be without the assistance of your present principal.

As proprietor of your school, I would like to endorse the use of the handbook – Appointing a Principal – issued by the Catholic Schools Education Services (CSES) in Wellington. It contains valuable information that will ensure the steps you take are both morally and legally correct. It is essential that the person you appoint is not only an excellent leader and manager, but someone who will be responsible for the promotion and maintenance of the Catholic Character.

To this end, the position is tagged and can be occupied only by a Catholic of good standing. The 'S' forms will mean that acceptability in this area will be ensured.

I would also strongly recommend that you use Frank Wafer, Leadership Consultant from Catholic Schools Education Services, to assist you with all stages of the appointment or, if this is not possible, a current Catholic Principal.

With my deep gratitude for the dedication you bring to your work as members of the Board of Trustees of your school, and with my warm best wishes for a successful outcome of the appointment process.

Yours sincerely in the Lord

A handwritten signature in blue ink, reading "John A. Sew". The signature is written in a cursive style with a large initial 'J'.

Archbishop of Wellington



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The appointment of a principal will be the most important task a Board of Trustees will have to perform. The principal will have a major influence on the future of the school.

This booklet is designed to assist Boards of Trustees in choosing the person who will influence their Catholic school for good.

A PRINCIPAL'S REFLECTION

I am the most fortunate for I am eternal.

Some live in the world of today.
I live in the world of tomorrow.

Some see meaning in the temporary and the transient.
I find purpose in the eternal and the enduring,
For I am charged with the most sacred of missions,
To transmit all that Jesus Christ lived, died and lives for
To the next generation.

I span the generations,
Making the wisdom of the past live now
So that the future will have meaning.

I am no bearer of knowledge.
I do not simply teach the mind.

I make Wisdom live
To reach the heart,
And when It reaches the heart
It touches the soul.

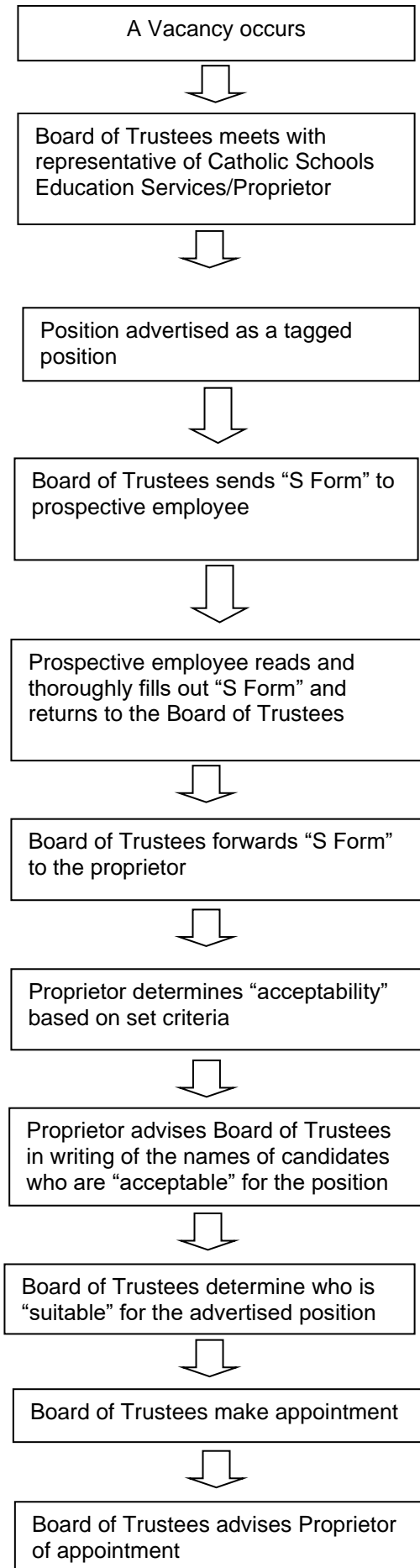
To those who say,
"Two generations hence
What shall you be but a distant memory?"

I respond:
"Though the mind fades, memories linger.
Though the body fails, the spirit lives.
Though the book falls to pieces
The Word lives

For ever and ever."

Amen.

APPOINTMENTS PROCEDURE



Refer to the Handbook for the Board of Trustees published by NZCEO (2013 Edition) Parts 4, 5 and 6 and Appendices 1 and 10

Advertised tagged positions (65 and 66) require specific wording. See Handbook, parts 4 and 5.

Ensure that the notes on the S Form are included with 'S' Forms. Communicate to the applicant the importance of filling out this form thoroughly as it forms the basis for determining "acceptability." (Note: The proprietor does not sight the applicant's CV)

Allow at least one working week to process "S Forms". CSES acts for the Proprietor in the Wellington Archdiocese.

Criteria for acceptability include:

- Catholic Practice
- Understanding of Catholic Character
- Catholic Character qualifications
- Previous Catholic Character experience
- Leadership re Catholic Character (Principal & DRS)

Any applicants deemed **acceptable** by the Proprietor may be considered by Board of Trustees. The Board appoints the most suitable of the acceptable applicants.

Criteria include:

- "Acceptability" confirmed (Proprietor)
- Personal qualities
- Leadership qualities
- Relationships Staff, Students, Community
- Management Skills
- Teaching Skills

STEPS TO APPOINTING A PRINCIPAL

Suggested Procedures

1. Confidentiality

It is essential that all information regarding applicants who have applied, details in application forms, discussions and decisions must be kept completely confidential. The only exception would be if there was need to verify with referees the claims that applicants make. Any matter regarding appointments should be handled **in-committee by the Board and the Appointments Committee**. This is particularly important at the time the decision is made. There have, in the past, been unfortunate incidents happen which have meant others have known of the success or failure of the applicant before he/she does.

2. Appointment Criteria

Board of Trustees should note clause 2.1.5(a) of the Primary Teachers Award that states –

“Attention is drawn to the State Sector Act 1988 insofar as it provides that the person best suited to the position shall be appointed. In applying that provision, the employer will have regard to the experience, qualifications and abilities relevant to the position and such other relevant matters as it determines.”

And clause (c) which states –

“Equal employment opportunities principles shall be applied and demonstrated in appointments procedures. The intent of these principles is to provide equal access and consideration and equal encouragement in areas of recruitment, selection, promotion and career development. These principles are to be applied to enable people to pursue their careers without their chances being reduced by factors which are irrelevant to the requirements of the position under consideration.”

3. Appointments Committee

For the position of Principal, **the whole Board** would usually set up a special Appointments Committee. The Appointments Committee may include at least three members of the Board (one of whom will act as chairperson and another of whom must be a Proprietor's Appointee), a member of the education profession (usually from another school, or the Leadership Consultant, Catholic Schools Education Services) and others co-opted for equity/expertise purposes. When appointing the committee, the Board must make it clear whether the committee's power is to appoint or merely to recommend a candidate to the Board for appointment. Also, it must state which members of the committee have voting rights and which ones are advisers to the committee. It would be well if the retiring principal took no part in the appointment. The appointments committee would name someone as secretary to receive

applications etc. The educator may act solely in the role as adviser to the Committee. They do not have voting rights.

It is essential that the educator is involved from the beginning of the process. It is essential for the educator to have experience in the Catholic School Sector, as the principal's role is a tagged one and also responsible for the promotion and maintenance of Catholic Character. The proprietor of Archdiocesan schools would highly recommend the use of the appropriate staff from CSES in matters of Catholic Character.

There are a number of questions around the staff representative being a member of the appointments committee. This can result in a difficult situation – for example, the staff representative being the only one who disagrees with the decision of the other members. One way of resolving this and including the staff representative is for them to be involved up to the interviews. At the interviews, show the candidate around the school and introduce them to the committee. At the end of the interviews, come in and give opinions based on all knowledge gained from the process and leave before the vote is taken or decision made. Either way, having the staff representative on the appointments committee is a decision made by the Board.

4. Advertisement

- To be prepared by the Appointments Committee and submitted to the BOT.
- To be advertised in the Education Gazette and any other publication appropriate to the position

5. Job Specification

(A statement of tasks, duties, responsibilities of a job to be performed)

There are certain statutory requirements (e.g. Human Rights, Good Employer), this also includes the requirements in the Integration Agreement that the person selected must be willing and able to take part in religious education and to accept a responsibility to maintain and preserve the special character of the school.

There are certain pitfalls to avoid:

- First, it must reflect the school's charter, goals and policies
- It must use gender-neutral title and language throughout

The Job Description should contain:

1. title
2. summary statement or aim
3. a list of specific responsibilities or tasks
4. working relationships
 - responsible to
 - responsible for
 - works with
5. registration
 - up to date

6. Person Specification

To assist in matching best applicant:

- minimum qualifications
- minimum education
- experience (not necessarily paid work experience).
- attributes.

Distinguish between:

- essential
 - desirable
- } requirements

This can avoid unintentional discrimination.

7. Referees' Reports

- The applicant will be asked to nominate referees and would seek their permission before nominating them.
- The Board would seek in writing, a confidential report from each referee asking for both strengths and weaknesses. Further clarification, if needed can be sought by telephone.
- **Referees reports are to be treated as confidential.**
- It is essential that any information from referees or any other person is verified.
Do not put credence on information that cannot be verified.

8. Appointments Package

All potential applicants should be sent an application package including the following:

- Profile of school
- Mission Statement
- Person specification
- Application form
- Referee's report form (if used)
- 'S' form (available from CSES)
- Appointment Process Timeline



9. 'S' Forms (Appendix 1)

- Every candidate must provide a completed 'S464' Form with the application.
- When applications close, the completed S464 forms together with any other information provided by applicants that is relevant to the special character requirements of the advertisement is sent to the CSES Administrator.
- The Board arranges for these to be scanned and emailed to the Administrator at the CSES, where acceptability for the position will be determined. These should be marked with "S form URGENT" in the email subject line.
- The contractor for CSES consults the referees nominated by the applicants and asks for a confidential report. The CSES Administrator then reports back to the Board giving the names of the applicants who the Proprietor considers are **acceptable for appointment**.
- The Board shortlists the acceptable applicants, conducts interviews, consults educational referees and **appoints the most suitable applicant**. The appointment must conform to the Board's appointment policy, to section 77J (4) of the State Sector Act, and to the relevant employment contract. If no applicant comes up to the standards required by the Board, the position should be re-advertised.

10. Failure to attract applicants who can be appointed

- If there are no applicants, or no applicants who are declared acceptable by the

proprietor, the Board cannot appoint.

- Similarly, if the Appointments Committee decides that none of the acceptable applicants are suitable for the position, it cannot appoint. The Appointments Committee **should not appoint** unless they have found the best person to be principal of your school.
- If no appointment is made, the Board will have to appoint someone as Acting Principal. This could be the current Deputy Principal if he or she will accept the position or one of the applicants who did not reach the level of suitability the Board requires. It would not be good for the school to have an Acting Principal for longer than necessary, nor fair to the person. The position should be re advertised as soon as possible at least within one term.

11. Short listing

- Short listing is designed to bring the list of applicants down to a manageable number (at the most five) for interviews. Ideally any short-listed applicant should have the experience, qualifications and experience to be appointed. The purpose of the interviews is to compare these short-listed applicants, one against the other to decide on the most suitable.
- All information will be made available to all members of the Appointments Committee.
- Short listing will be carried out by the Appointments Committee based on the information supplied by the applicants and Referees' reports.
- Appropriate interview questions will be prepared.
- Candidates to be interviewed will be notified at least one week in advance and will be informed of the composition of the Appointments Committee.
- Interview venue and procedures will recognise the culture of the applicant and/or the position.
- Interviewees may bring support people if they wish.

12. Criteria for Appointment

- The most suitable candidate for the position will be appointed.
- The Appointments Committee should not appoint but should re-advertise if no candidate is deemed suitable for the position.

13. Ratification of Appointment

- The Appointments Committee will forward to the Board the name of the candidate it

sees as most suitable for the position. If the Board has delegated the task of making the appointment to the Appointments Committee, it will simply receive the decision.

- All applicants to be notified of the appointment and all relevant information returned. This should take place as soon as possible after the interview.

The appointments committee should keep **simple minutes** recording

- The list of the committee (voting and advisory)
- How many applications were received?
- The list of applicants deemed acceptable by the proprietor
- The list of those short listed
- Whether all referees' reports were received and what was done if some were not received
- The record of the vote for the most suitable applicant.

These minutes should be kept in the Board's in-committee minute book.

The Board minutes would record:

- That the report from the appointments committee naming the person appointed was received
- That the position was offered verbally and in writing to the person.
- That the person accepted the position verbally and in writing.
- The agreed start date.

14. Notifying Applicants

A return slip to acknowledge receipt of application.

Courtesy demand that unsuccessful applicants be notified:

- by phone and by letter

It is necessary to write to the successful applicant because the validity of the contract of service requires an offer of the position and its acceptance.

Notify first by phone, then confirm in writing, giving:

- position, title
- to whom to report and when

- terms and conditions, including hours of work
- salary and other benefits
- starting date
- all details of removal arrangements

Ask for a **letter** of acceptance

As soon as the applicant has accepted, at least verbally, the appointment can be made public.



15. Appointments Timeline

The appointments procedure can be initiated only when a vacancy exists. This will occur following a letter of resignation by the current principal and its receipt by the Board.

NB Not all steps will be needed for all appointments. Areas not required should be identified at the beginning and, by agreement, deleted. All procedures should be consistent with the requirements of Equal Employment Opportunity, Equity, Treaty of Waitangi, Public Relations and Confidentiality.

16. Set a time frame

This should be drawn up at the beginning of the appointments procedure and used as a checklist to guide action.

- Vacancy confirmed	/	/	<input type="checkbox"/>
- Appointments Committee appointed	/	/	<input type="checkbox"/>
- Advertisement completed	/	/	<input type="checkbox"/>
- Application forms completed	/	/	<input type="checkbox"/>
- Job description completed	/	/	<input type="checkbox"/>
- School information completed	/	/	<input type="checkbox"/>
- Appointments criteria set	/	/	<input type="checkbox"/>
- Applications open	/	/	<input type="checkbox"/>
- Applications close	/	/	<input type="checkbox"/>
- S Forms sent to determine acceptability	/	/	<input type="checkbox"/>
- Appointments Committee meets	/	/	<input type="checkbox"/>
- Short listing completed	/	/	<input type="checkbox"/>
- Interview dates set	/	/	<input type="checkbox"/>
- Interviews held	/	/	<input type="checkbox"/>
- BOT ratify appointment	/	/	<input type="checkbox"/>
- Notify applicants	/	/	<input type="checkbox"/>

THE INTERVIEW AND SELECTION PROCESS

1. Interview Strategies

- Make questions brief, with applicant talking as much as possible.
- Use open-ended and “why” questions or questions calling on actual experiences, e.g. “As DP did you ever have to counsel a teacher who had a totally disruptive pupil, tell us about it”.
- Adopt a neutral position. Try not to reveal personal feelings.
- Sequence a few questions to explore topics in depth.
- Avoid unnecessary prying – keep ethics in mind.
- If answers are superficial and lack depth, prompt her/him for more information.
- If the applicant finishes his/her reply but it is thought to be insufficient, pause and wait.
- Prepare questions in advance. Many of these will arise from the applicant’s papers.
- Make written notes during the interview.

Interviews tend to be by a formal panel but may be preceded by a ‘tour’ of the establishment and an informal preliminary meeting or series of meetings with the individuals with whom the successful candidate will have to work most closely. These informal preliminaries are to be encouraged, as they help the candidate to decide whether he or she wishes to accept the job as well as providing potential behavioural input to the school’s side of the selection procedures.

The formal panel members should each be given a copy of the relevant documentation for each candidate and taken through it. A decision should be taken on how the procedure will be structured. How will the candidate be welcomed, introduced and put at ease? Who will lead the panel? Who will cover what areas of questioning? How will the time be allocated?

Questioning technique is important. The questions should be framed in such a way that different applicants will give different answers to illustrate their various strengths. All applicants should be asked substantially the same questions so that comparisons can be made.

2. Critical Factors

Things to Cover	Questions to Ask	Things to look for
Catholic Character: Essential elements	What makes a school Catholic? How will you promote and maintain Catholic Character?	Evidence of parish involvement.
Professional Qualities: Proficiency in class Relating to children, staff and parents	No doubt you enjoy good relations with the school's "publics"? Tell me about any memorable situations.	Evidence of positive 'people' involvement.
Management Skills/Leadership: Teacher support Leadership of pupil/staff/parent groups	Could you tell me about any of your involvement in being part of, or leading group activities with children, staff or parents?	Evidence of leadership initiatives.
Planning and Evaluation: Methods of preparation Methods of evaluation	What forms of planning and organisation do you prefer to use? What has your role been in the evaluation of pupils' progress?	Ability to organise well. Evaluate procedures and especially follow-up strategies.
Methods of Teaching: Individualised programmes Multi-class experience	How do you like to cater for individual needs in your teaching programmes? What do you consider the strengths of the multi-class situation?	Knowledge of individualised teaching. Understanding how to operate in the multi-class.
Special Abilities: Enhance classroom and outdoor environment Contribute to school's corporate life	Why do you consider it important to enhance your classroom environment? How can you contribute to our school's corporate life?	Ability to develop an appealing teaching environment. Contribution to school life.
General: Job comparison Queries about this job	How does our job compare with others that you have had? Are there any aspects of this job on which you require clarification?	Adaptability. Confidence to take on new initiatives.

3. How to Improve Selection Interviewing

Preparation:

1. Be well brief on the position to be filled – job descriptions, person specification, job context, manpower requirements, organisational structure, policies, relationships. This reduces the impact of irrelevant attributes and increases reliability.
2. Prepare the interview setting – seating, materials, privacy and atmosphere.
3. Prepare a structured interview guide to improve the organisation of the interview, to standardise it across candidates and to help achieve delay in coming to an accept-reject decision.
4. Timetable interviews to permit sufficient time for an adequate assessment.
5. Be suitably dressed. This is a formal occasion, whatever day it is. Respect for the candidate is reflected in how the Board members present themselves.

During the Interview:

1. Review the Critical Factors (number 2) quickly if this has not been seen prior to the interview.
2. Do not hurry the rapport stage – attempt to relax the applicant.
3. Once the interview begins start note-taking. Record what is said rather than evaluate. This comes later.
4. Stop note-taking when sensitive points arise.
5. Develop a question strategy which emphasizes:
 - Succinct questions. The applicant should do most of the talking.
 - The use of open-ended and “why” questions.
 - Probing beyond the initial response if necessary.
 - Avoid unnecessary prying.
 - A logical sequence of questions.
 - Linking each new question to the applicant’s last response.
 - Asking one question at a time.
 - Giving the applicant time to think and to develop an answer. Don’t be afraid of silences.
 - Avoid leading questions – ones which suggest an answer.
 - Avoid criticism
 - Delay awkward or personal questions until rapport is well established.

6. Look interested, listen and focus your attention on the applicant.
7. Close the interview smoothly by:
 - a. Asking the applicant if he/she has any questions
 - b. Summarising the interview
 - c. Outlining the actions which will be taken subsequently or the next steps in the procedure
 - d. Indicating when the applicant will be informed of the decision
 - e. Dealing with any remaining questions which the applicant may have.

Post-Interview Decision-making:

1. Always complete summary notes/evaluations as soon after the interview as possible.
2. Notes should be the basis for the post-interview evaluation. This should cover all relevant dimensions.
3. Each interviewer should assess independently and then they should come together for a joint decision-making session.
4. Ensure that final decisions are made and communicated promptly to the applicants.
5. Review the selection process regularly.



SELECTION SHEET

CANDIDATE: _____

POSITION: _____

QUALIFICATIONS: _____

This form is to be used at the conclusion of the interviews and rankings given should be based on the notes taken during each individual interview. Rankings should be made on a comparative basis and ranked 1, 2, 3 with 1 being the most preferred candidate.

Criteria	Application Forms and CV	Interview	Notes
1. Special Character			
2. Presentation			
3. Personal Professional Qualities			
4. Management Skills			
5. Planning and Evaluation			
6. Leadership			
7. Other			
8. Other			
TOTALS			

4. Planning

- Since no single interviewer will have all the information, decision-making should proceed by point-by-point discussion.
- Each interviewer, beginning with the least experienced, should speak about each applicant.
- There are a variety of different suitable procedures, some involving each interviewer giving a personal ranking list.
- The final decision should be by general agreement, one which is acceptable to all, unanimous if possible. The Chairperson should take the pivotal role.
- Do not appoint any candidate that will not be the best for your school.

If the Appointments Committee was empowered by the Board to make an appointment the committee can complete the process and formally report the name of the person appointed to the Board at its next meeting. (However, it would be courteous to informally tell all the Board members before the appointment was published.) If the committee had been delegated only to make a recommendation to the Board, it must seek ratification by the Board.

Unsuccessful applicants should be advised promptly and with consideration. Help in preparing them for future interviews is appreciated. If all interviewees feel they have had an adequate opportunity to present themselves and their views, it is the hallmark of a well-run selection process.

You will also have to consider

- what to do with the information you have gathered
- who keeps it
- for how long
- where is it kept
- who has access

Re-advertise as many times as you need to get an outstanding principal.



S FORM SECTION 464 [Private Schools Conditional Integration Act 1975, Section 65]
APPLICATION FOR A POSITION RELATED TO SPECIAL CHARACTER IN A CATHOLIC SCHOOL

A POSITION BEING APPLIED FOR

Position:
School:
Address:

B PERSONAL

First Names:	
Surname:	
Address:	
Religion:	
Telephone Number Day:	Evening:
Fax Number:	E-mail:

C PARISH

1.0 Are you a member of a Catholic parish community? Yes ☐ No ☐
 If yes, name and address of parish:.....

2.0 Are you involved in parish ministry? (e.g. Youth Ministry, Ministry of Word, Eucharist, Hospitality, Service, Liturgy) Yes ☐ No ☐

If yes, name of Ministry or Service

D QUALIFICATIONS IN RELIGIOUS EDUCATION AND/OR THEOLOGY (See Notes)

Qualification/Course Attended (Include your Certification for Teachers in Catholic Schools if applicable)	Institution and Year

Duplicate and attach relevant CV material or certificates etc as appropriate.

3.0 If you are a beginning teacher, were you associated with a Catholic school as part of your practice teaching professional training? Yes ☐ No ☐

If yes, name and address of school(s):

E PREVIOUS TEACHING EXPERIENCE RELATED TO THE SPECIAL CHARACTER OF A CATHOLIC SCHOOL

Position	School	Year Level	From	To

F OTHER QUALIFICATIONS & EXPERIENCE RELEVANT TO THE SPECIAL CHARACTER OF A CATHOLIC SCHOOL (See Notes)

G CATHOLIC CHARACTER REFEREES Please provide three referees. At least one referee must be a priest, ethnic chaplain or lay pastoral leader who is familiar with your religious practice. (See note on referees)

1	Name		Phone: Day	
	Address		Night	
	Email		Cell	
2	Name		Phone: Day	
	Address		Night	
	Email		Cell	
3	Name		Phone: Day	
	Address		Night	
	Email		Cell	

I acknowledge and accept that the information I have supplied will be used by the Proprietor (Board of Trustees in secondary schools) in terms of the Private Schools Conditional Integration Act 1975 (Amendment 1989 section 68) to assess my **acceptability** for the position as defined in the Act. I have read the information in this document that explains acceptability

Signed:..... Date:.....

APPLICATION FOR A POSITION IN AN INTEGRATED SCHOOL RELATED TO THE SPECIAL CHARACTER OF A CATHOLIC SCHOOL (S464)

What is a S464 (Tagged) Position?

- 1.0 A S464 (tagged) position is one for which “a willingness and ability to take part in religious instruction appropriate to [the] school shall be a condition of appointment.” (Part 33, 1989 Education Act, Section 464).
- 2.0 The Proprietor of the school has a responsibility to ensure that the school’s Special Catholic Character is maintained, and S464 positions are an integral element in this.
- 3.0 The Catholic Church describes these positions as a Ministry within the Church. A Ministry is an office in the Church to which a person is called by the Church community to serve that community – in this case the ministry of religious instruction. Therefore, such a person needs to be baptised and part of the Catholic faith community.
- 4.0 “Religious instruction” is rather more than Religious Education teaching. It implies the ability to support the Catholic religious life of the school by many specific actions, and by providing a personal example of what it means to be a Catholic. It does not necessarily mean that you will teach Religious Education, although in a primary school you would normally do so.
- 5.0 By law, the Board of Trustees of a primary school is legally bound to appoint only from a list of applicants **acceptable** to the Proprietor of the school acting in its statutory role. For secondary school positions **acceptability** is established by the appointments committee of the school. Once acceptability has been established, the Board of Trustees considers the information on this form together with the application in order to assess an applicant's **suitability** for the position.

What is Acceptability for the Position Being Applied For?

Assessing Acceptability

When assessing the acceptability of a teacher being considered for a S464 appointment with responsibility for religious instruction in a Catholic school, the following qualities are sought:

1.0 Response to a Call

Teachers with a responsibility for religious instruction respond to a call to share in the work of the Church. They should be willing to give their time and talent, not only to students, but to their own continued growth and understanding in their faith.

2.0 Witness to the Gospel

Such teachers need to be committed to Jesus Christ, and to have an aptitude and ability to communicate the gospel message. They are people of prayer and reflection, and individuals who witness to a life of faith.

3.0 Commitment to the Church

They represent the Church and so they need to be in communion with the Church and the Bishop of their diocese. They test and validate their faith understanding and insights in the light of the gospel message as presented by the teaching authority of the Church.

4.0 Involvement in the Community

They are called to foster the concept of Christian community that people can experience in practice. A Christian community is nurtured especially through sharing in the Eucharist. Teachers holding tagged positions normally experience unity with the Catholic Church through frequent participation in the celebration of the Eucharist within the Catholic community. They also seek to co-operate with other parish leaders in making the parish itself a focal point of community in the Church.

5.0 Servant of the Community

They are committed to serving the Christian community, particularly in their parish and in the community at large. Such service means not only responding to people's needs when asked to do so, but also taking the initiative in seeking to identify the needs of individuals and groups in the community, and then encouraging students to do the same.

6.0 Knowledge, Skills and Abilities

They seek to acquire the knowledge, skills and abilities to communicate the gospel message effectively. They are required to have a solid grasp of Catholic doctrine and worship, familiarity with Scripture, to have good teaching skills and a general appreciation of the curriculum requirements appropriate to the position. They also demonstrate an appreciation of the most suitable ways of communicating the teaching of Jesus Christ to others at their level of understanding and according to their life situations and their social and religious backgrounds.

7.0 Suitability for the Particular Position

They show a level of commitment and knowledge appropriate to the particular position.

Important information about the form you will fill in

It is important to fill out this form as clearly and thoroughly as possible, even if that means repeating material included elsewhere in your application, because this form and the information it contains is used to determine **acceptability**. In the case of a primary school appointment this form is the only information the Proprietor has available in order to determine acceptability.

Section D: **Qualifications in Religious Education**. Please include your **Certification*** details (if relevant), and any degrees or diplomas in Religious Education, or related subjects; the institution that granted these, and the year of graduation. Include qualifications in Catechetical Studies, Theology, Christian Family Life Education, any relevant pre-service and in-service courses you are currently undertaking or have completed. Even if the position does not include teaching Religious Education you may have details to record.

Section F: **Other Qualifications and Experience**. You may include any in-service courses relating to Religious Education and/or courses for personal development, such as scripture studies, which were not covered in Section D. You may also include your involvement in parish or Church groups or other organisations. Please add any other qualifications, training or experience you consider relevant to Catholic Character.

S464 referees may be asked to attest to the qualities and/or qualifications recorded in this form. At least one such referee must be your parish priest (or parish pastoral leader) or a priest recently known to you who can judge whether you fit the criteria for a teacher in a tagged position. It is prudent to obtain agreement from your referees before nominating them.

.....

***Certification for Teachers in Catholic Schools:** Certification (formerly accreditation) is the means by which teachers are recognised for their professional preparation in taking faith-leadership roles in the Catholic school. Diocesan Catholic education offices can explain the course work and levels of certification available to teachers.

N.Z.C.E.O.
February 2018

Appendix 2

Sample letter to attach to “S Form”

Date

Applicant's Address

Dear Applicant

Re: “S Form” Position in an Integrated School Related to Special Character

The attached “S Form” is a critical and very important document. It determines an applicant's “acceptability” to be appointed to a tagged position in a Catholic School.

This form should be filled in as thoroughly as possible. The notes accompanying the “S Form” are important and will assist in filling out the form.

Please note that information in the “S Form” is the only information available to the Proprietor when determining “acceptability”. CSES can be contacted for further advice and guidance (telephone (04) 496 1710, Fax (04) 496 1715).

Please return the “S Form” along with your application to the employing authority. (The Board of Trustees of the school advertising the vacancy).

Yours sincerely

SPECIAL CHARACTER CRITERIA FOR APPOINTMENT TO PRINCIPAL POSITION

- **Religion:** Baptised Catholic
- **Catholic Practice:** Active in parish or diocesan life.
- **Understanding of special Catholic Character:**
Be willing and having the professional qualities to
 - be responsible to the Board for the Catholic Character of the school including the Religious education programme and for its religious observances;
 - take Religious Education classes whenever the organisation of the school requires it;
 - Familiarity with the Religious Education programmes used in Catholic primary or secondary schools throughout New Zealand.
 - Recognise how Catholic character permeates every aspect of school life, decisions and relationships.
- **Catholic Character qualifications:**
Level of Accreditation as a Religious Education teacher:
 - Classroom Level (2 years teaching RE, 100 hours study)
 - Leadership Level (Additional 3 years teaching RE +75 additional hours study)
 - Graduate level (5 years teaching RE + a graduate diploma)
 - Endorsement (Every 5 years certificate needs to be signed)

Has done one or more of the following: Diocesan courses, Christian Family Life Education course, Walk by Faith course, Catechetical Studies course, Graduate Diploma, Bachelor of Theology, Masters in Religious Education or equivalent.
- **Previous Catholic character experience:**
 - In Catholic primary or secondary schools
 - In primary or secondary CCD groups
 - In parish sacramental programmes (e.g. First Reconciliation, First Eucharist, Confirmation).
- **Leadership re Catholic character**
 - Ability to carry out religious, pastoral and professional responsibilities in a Catholic school and community
 - Ability to integrate Catholic character with decision making and school climate
 - Be a suitable role model for staff, students and parents in a Catholic school
 - Assume an appropriate leadership role in liturgies.

PROFILE OF A PRINCIPAL

Key tasks of a principal are:

- To maintain and enhance the special character of the school
- To promote bicultural sensitivity and awareness
- To give policy advice to the Board of Trustees
- To work within the policies set by the Board of Trustees
- To manage curriculum delivery and assessment practices
- To manage pastoral care
- To make recommendations to the Board on the appointment of staff
- To oversee staff performance management systems
- To manage financial and material resources
- To maintain relationships with associated organisations
- To put in place strategies to advance and enhance the school's public profile in the community especially vis a vis special character
- To establish and maintain positive links between school and parish.

Qualities of an Effective Principal

The following qualities may assist with the preparation of the person specification and criteria for appointment:

Personal Qualities

Fully committed Catholic; integrity; flexibility; ability to relate to young people and adults; interest in cultural activities and sport; sense of humour; ability to chair meetings; a well articulated philosophy of education; dedication to the job; ability to continue to learn and develop; ability to listen; approachable.

School Leadership:

- Ability to maintain and enhance the Special Character of the school
- Guidance and leadership in Religious Education and religious observances throughout the school
- Awareness of and commitment to Catholic social teaching
- Strong administrative example
- Support for staff
- Creation of an environment in which teachers can work effectively
- High levels of parent / teacher and principal / parent contact
- Balance between strong leadership and maximum autonomy for teachers.
- Strong instructional leadership in effective teaching skills, classroom management and professional development

- Firm positive discipline and behaviour model for teachers and pupils
- Ability to create an atmosphere of order, purpose and pleasure in learning
- Control over the school programme
- Collaborative leadership and senior management team.

Basic Skills

- Ability to embody the mission of the school
- Ability to foster pastoral care in the school and community
- Ability to articulate a clear purpose and direction
- Ability to foster a positive image of the school
- Consensus-style decision making
- Professional skills
- Ability to engender high expectations of quality

Human Leadership: the best use of human and material resources; building and maintaining morale; encouraging personal growth and creativity; support for staff and maximising skills; delegate to those with individual skills to manage the school.

Professional Skills: sound management techniques; planning; organising and co-ordinating skills.

Educational Leadership: expert knowledge about education; capacity to diagnose pupil needs, develop curriculum, provide supervision and conduct evaluation; love of learning and young people.

Symbolic Leadership: focus on priorities for school; touring the school; visiting classrooms; presiding at ceremonies; knowing students; providing a unified vision.

Cultural Leadership: the building of unique, strong school culture and high standards of service to the school and its mission to the community.

Bicultural and Multicultural: awareness and sensitivity.

Appendix 5

Position Description

Most schools will already have a Principal Job Description, but some may wish to review it at this time. Boards of Trustees should ensure that appropriate clauses from the following are included.

The following requirements must be included in the position description:

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 Catholic Community. The person appointed must therefore be a fully committed Catholic who is committed to Catholic religious practices and to the furtherance of Catholic Education.
- A willingness and ability to take part in religious instruction appropriate to a Catholic school is a condition of appointment.
- To recognise and accept a responsibility to maintain and preserve the Special Character of the school.

Samples of other Special Character clauses:

The principal shall:

- Abide by all relevant requirements of the school's Integration Agreement and the charter
- Be responsible to the Board of Trustees for ensuring that the school provides a structured and systematic course in religious education in accordance with the syllabuses published by the National Centre for Religious Studies and approved by the New Zealand Catholic Bishops' Conference and by the Bishop of the Diocese.
- Be responsible to the Board of Trustees for developing in the school a community of faith through daily prayer, the sacraments and especially the celebration of the Mass. The principal is expected to take an active leadership role in liturgies that involve the whole school.
- Take, in consultation with the Board of Trustees, whatever steps are necessary or useful to enhance the school's Special Character.
- Be required to report to the Board of Trustees each month on the above matters.

Appendix 6

CURRICULUM VITAE CRITIQUE FORM

Rate the Curriculum Vitae on the points shown below, scoring from a low of 1 to a high of 3 in each of the categories listed. Then score and compare your rating against the highest possible total score of 30. Write comments for each category.

ITEM	SCORE			COMMENTS
	1	2	3	
1 Overall appearance. Do you want to read it?				
2 Layout. Does the C.V. look professional, well typed and printed, with good margins, etc? Do the key points stand out?				
3 Length. Could the C.V tell the same story if it was shortened?				
4 Relevance. Has extraneous material been eliminated?				
5 Writing Style. Is it easy to get a picture of the applicant?				
6 Action Orientation. Do sentences and paragraphs begin with active verbs?				
7 Specificity. Does C.V. avoid generalities and focus on specific information about experience, projects, initiatives, etc?				
8 Accomplishments. Are applicant's accomplishments and problem-solving skills emphasised?				
9 Completeness. Is all important information included?				
10 Bottom line. How well does the C.V. accomplish its ultimate purpose of getting the appointments committee to invite the applicant in for an interview?				

Rating Point Total: (Out of a maximum of 30)

Can you recommend that this applicant be short listed?

DECISION MAKING

Definition: “The meeting point of prayer and action”

- Thomas *Green*

Background: From the time of Solomon, discernment has been associated with wise leadership. The Ignatian model of discernment was developed by a group of active people already involved in a busy lifestyle. They accepted the additional requirements for personal and communal preparation for important decisions.

Personal preparation:

- Make a commitment to personal prayer and reflection throughout the appointments process.
- Agree not to discuss information about applicants with any other member at the early point in the process so as not to be persuaded by each other.
- Consider all the material available to be as fully informed as possible.
- Be clear about your own preference/s and be prepared to share your point of view.

Communal preparation: Sharing, hearing and treasuring wisdom are critical at this stage

Use the Group Decision Making Sheet

- Gather and pray together for the guidance of the Holy Spirit
- Each member shares the negative factors for each applicant
- Each member shares the positive factors for each applicant
- Take time to reflect and pray about all the reasons given for and against the decision
- Discuss the reasons for and against the decision
- Take a vote about the decision.

Finally: embrace the conclusion reached by the majority.

Appendix 8

**SAMPLE LETTER TO BE SENT WITH
SCHOOLS APPOINTMENTS PACKAGE**

Date

Applicant’s address

Dear Applicant

I wish to thank you for your interest in applying for the position of principal at our school.

Please find enclosed the following items:

- Description of the school
- Relevant sections of the school’s Charter
- Job Description
- Application Form
- ‘S’ Form
- Referees’ report forms
- Appointment Process Timeline

Applications close with the
.....
.....

By (date)

Your application should include the completed application form plus any Curriculum Vitae material you wish to include to support your application. Personal material will be returned to you at the completion of the appointment process.

Please endorse application envelope with the words “Job Application”.

Yours sincerely

Name
Chairperson, Appointments Committee

SAMPLE SHORT-LISTING LETTER

Date

Applicant's Address

Dear (Applicant)

RE: Interview for Principal Position

I wish to advise you that you have been short listed to be interviewed for the position of principal at school.

Your attendance is requested at an interview at (place and address)..... at (date and time) You will be met on arrival.

The interview panel will consist of members and the interview is expected to last 40-45 minutes.

The Board of Trustees plans to confirm the appointment promptly after the interviews. All applicants interviewed will be contacted by telephone within days of the interview. This will be followed by a letter.

If you are unable to attend at the stated time, or have any other enquiries please contact as soon as possible.

We thank you for the time and effort you put into presenting your application and look forward to meeting with you.

Yours sincerely

Name
Chairperson, Appointments Committee

FOR THE BOARD – NOTICE OF APPOINTMENT

1. **Vacancy Designation:** _____
Grade: _____
Salary Range: _____

2. **Selection Panel:** (Ideally full Board)

a.	b.
c.	d.
e.	f.
g.	h.

3. **Reason for vacancy** e.g. transferred, promoted, resigned, newly established position, etc

4. **Critical Factors**

Weighting

- a. _____
b. _____
c. _____
d. _____
e. _____
f. _____
g. _____
h. _____
i. _____
j. _____

Total: _____

5. **Shortlisting**

- a. Number of applications received: _____
b. Number of applicants interviewed: _____

6. **Applicant interviewed**

Either a full written submission or, if critical factors are being used as part of the submission, only the following details: position, grade, educational qualifications and equity factors.

Name	Position	Grade	Qualifications	Gender	Age

7. **Recommendation**

It is recommended that _____ is the person best suited to the position and that he/she be appointed to the position of _____

Approved by:

Date:

Chairperson:

Principal:

Appendix 11

Letter of Appointment – Position [*Name of School*]
Section 65 Private Schools Conditional Integration Act 1975
Religious Instruction appropriate to Special Character of the School
PRINCIPAL

[Date]

[Name & Address of Applicant]

Dear

1. **LETTER OF APPOINTMENT – OFFER OF THE POSITION OF PRINCIPAL AT [NAME OF SCHOOL] ("School")**

1.1 Appointment: It is with pleasure that I offer you on behalf of **[Name of Board of Trustees]** ("Board"), the following Position at the School as advertised in the **Education Gazette** of **[Date]**:

(a) Position: []

(b) Starting Date: [REDACTED]

This offer of the Position supersedes any previous negotiations, communications and commitments whether written or oral.

1.2 Duties: Your duties are set out in **schedule one** of this letter of appointment.

1.3 Special Position: The Position as advertised, requires 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, as provided in section 65 of the Private Schools Conditional Integration Act 1975, and in the School's Integration Agreement, which specifies that the person appointed principal "accept and recognise a responsibility to maintain and preserve the Special Character of the school." The principal therefore must be able to assume leadership of the religious aspects of the school and be a suitable role model for staff, students and parents in a Catholic School. On your acceptance of the Position, these conditions of appointment shall be incorporated as part of your "Terms and Conditions of Employment". A definition of "Religious Instruction" is provided at **schedule three** of this letter of appointment.

1.4 Education with a Special Character: One of your duties is to support and uphold the School's "Special Character". The School's "Special Character" is defined in its Integration Agreement. **Schedule two** of this letter of appointment provides an overview of the School's "Special Character" and the expectations for staff.

1.5 Handbook: To the extent that it applies to staff, you are expected to comply with the Handbook for Boards of Trustees, Principals and Staff of New Zealand Catholic Integrated Schools ("the Handbook"). The Handbook can be downloaded from:
<http://www.nzceo.catholic.org.nz/media/resources/BoT-handbook-2013.pdf>

2. TERMS AND CONDITIONS OF EMPLOYMENT

2.1 The Terms and Conditions of Employment are covered by the **[INSERT APPLICABLE UNION ("the Union")]** current **[INSERT APPLICABLE COLLECTIVE EMPLOYMENT AGREEMENT ("the Collective Agreement")]**. The Collective Agreement covers the work that you will undertake and applies to employees who are or become members of the Union. If you are already a member of the Union, the Collective Agreement applies to you from the date of appointment.

2.2 If you are not a member of the Union, you have the option of joining the Union and being covered by the terms and conditions of the Collective Agreement. If you wish to join the Union, you should contact the Chair of the Local Branch.

- 2.3** Joining the Union or any other union is your choice. If you choose to join the Union, the Collective Agreement will apply to you as long as you remain a Union member.
- 2.4** If you do not wish to join the Union, your conditions for the first 30 days of your employment will be those in the Collective Agreement in accordance with Section 63 of the Employment Relations Act 2000. After the 30-day period, if you have not joined the Union, your terms of employment will continue unaltered, and you will be provided with and covered by an Individual Employment Agreement. If you are not a member of the Union, and you agree to my doing so, I am required to inform the Union promptly after you have started work. Please advise me, either directly or on the acceptance form, whether you consent to the Union being informed that you have started work at this School.
- 2.5** You can find a copy of the Collective Agreement or the applicable Individual Employment Agreement at:

<http://www.education.govt.nz/school/running-a-school/employing-and-managing-staff>

3. PRACTISING CERTIFICATE/LIMITED AUTHORITY TO TEACH

- 3.1** The Board of the School may only appoint a teacher who has a current Practising Certificate issued by the Education Council (Teachers Council). This offer is made on the basis that you have the appropriate certificate and it is produced to the Board.
- 3.2** The offer of appointment is conditional until such time as that occurs. It is therefore a requirement that you enclose a photocopy of your Practising Certificate with your acceptance of this Letter of Appointment.
- 3.3** Continued employment is contingent on your maintaining a current Practising Certificate issued by the Education Council (Teachers Council).

4. CONFIRMATION OF ACCEPTANCE

- 4.1** Please sign and return the enclosed copy of this Letter of Appointment acknowledging your acceptance of the Position. If you are not a member of the Union, upon receipt of your confirmation of acceptance you will be provided with and required to sign an Individual Employment Agreement.
- 4.2** We look forward to having you join the staff of the School. If you have any questions, please do not hesitate to contact me.

Yours sincerely

Board of Trustees

SCHEDULE ONE – POSITION DESCRIPTION

[For guidance in putting together a position description, please see appendix 14 of the Handbook]

Title:

STATUS:

SALARY RANGE:

THE SCHOOL:

PURPOSE:

REQUIREMENTS:

The Position as advertised, requires 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, as provided in section 65 of the Private Schools Conditional Integration Act 1975, and in the school's Integration Agreement, which specifies that the person appointed principal "accept and recognise a responsibility to maintain and preserve the Special Character of the school." The principal therefore must be able to assume leadership of the religious aspects of the school and be a suitable role model for staff, students and parents in a Catholic School. A definition of "Religious Instruction" is provided at **schedule three** of this letter of appointment.

EDUCATION WITH A SPECIAL CHARACTER: The appointee shall support and uphold the school's "special character" as defined in the school's integration agreement and meet the expectations outlined in **schedule two** of the letter of appointment and appendix 15 of the Handbook for Boards of Trustees, Principals and Staff of New Zealand Catholic Integrated Schools.

WORKING RELATIONSHIPS:

EXTENT OF AUTHORITY:

FINANCIAL

STAFF/STUDENTS

PROPERTY

RESULTS:

KEY TASKS:

SCHEDULE TWO - THE SPECIAL CHARACTER OF A CATHOLIC SCHOOL EXPECTATIONS FOR STAFF EMPLOYED IN A CATHOLIC SCHOOL

- 1.0 This statement is to be read in association with the School Charter, a copy of which is available from the school.
- 2.0 The Catholic Church has developed an international network of schools because it believes the Church has a pivotal single intention: "that God's kingdom may come, and that the salvation of the whole human race may come to pass." (Gaudium et Spes, 45a: Second Vatican Council.)
- 3.0 The Special Character of a Catholic school is defined in the school's Integration Agreement as follows:
- 'The school is a Roman Catholic School in which the whole school community, through the general school programme and in its religious instructions and observances, exercises the right to live and teach the values of Jesus Christ. These values are as expressed in the Scriptures and in the practices, worship and doctrine of the Roman Catholic Church, as determined from time to time by the Roman Catholic Bishop of the Diocese.'
- 3.1 Most schools also have a particular charism, which may be specified in the school's Integration Agreement.
- 4.0 A person applying for a position in a Catholic school needs to understand the commitment this involves.
- 4.1 All staff, whether Catholic or not, are part of the whole school community. Each staff member is therefore expected to use his or her specific strengths and skills to support the mission of the school.
- 4.2 A Catholic school shares the mission of the Church by developing students with knowledge, faith and values, all of which are in harmony. It is expected that teaching will be infused with a Catholic world view.
- 4.3 The curriculum and specific subjects are taught for their own value and with their own objectives. Seeking truth, wherever it is found, is fundamental to a Catholic school.
- 4.4 The Religious Education programme is an integral part of the curriculum. The principles, truths and ethics of this programme permeate the whole life of the school. The students are taught that:
- God is creator
 - Jesus Christ is God-made-man
 - Humankind's ultimate goal is heaven
 - Authority to teach and interpret God's revelation was entrusted to the Church by Christ and is exercised by the Pope and Bishops.
- 4.5 The school as a whole subscribes to the Apostles' Creed which is the oldest of the formulas used by the Christians to express their faith. It accepts the two-fold commandment of Christ, love of God and neighbour and the other values expressed by Christ as norms for living. The focal point of the whole school is Christ.
- 5.0 No staff member will be required to act against their own conscience or personal philosophy of life. Such a requirement would not be in keeping with Catholicism and is contrary to the aims of the school.
- 6.0 However, in accepting a position in a Catholic school it is assumed that staff members realise that:
- Staff work as a team. Therefore, all staff are expected to contribute, according to their individual strengths and within their personal convictions, to the total purpose of the school. No school can operate successfully if any staff member undermines the positive efforts of others.
 - Staff are expected to support, uphold and be actively involved in the total life of the school and its special character irrespective of their personal beliefs.

- Staff are role models for students, colleagues and parents/caregivers in living the mission and values of the school.
- Staff who do not profess Catholicism are expected to promote the Catholic Character of the school, and to refrain from doing or saying anything that would be antithetical to the school's Catholic Character.
- Staff are expected to abide by the Code of Ethics for Staff and Boards of New Zealand Catholic Schools, a copy of which can be found at Appendix 9 of the Handbook.
- In schools with a particular charism staff are also expected to uphold that charism.
- New staff will find others who are willing to assist them in gaining a fuller understanding of the school and its Catholic Character, and in solving any difficulties that may arise in the course of their work. In addition, the following resources which can be obtained from your School's Diocesan Catholic Education Office will be helpful:
 - Sharing the Gospel Today: NZ Catechetical Directory (NZ Catholic Bishops Conference, 2012)
 - The Catholic School (Congregation for Catholic Education, 1977)
 - Lay Catholics in Schools: Witnesses to Faith (Congregation for Catholic Education, 1982)
 - The Church's Confession of Faith: A Catholic Catechism for Adults (German Bishops' Conference, St Ignatius Press, 1987, San Francisco)
 - The Religious Dimension of Education in a Catholic School (Congregation for Catholic Education, 1988).
 - Understanding Faith Religious Education curriculum for Catholic Secondary Schools Year 9-13 Aotearoa New Zealand (NCRS, revised 2010)
 - Catechism of the Catholic Church (June 1994)
 - Religious Education Curriculum Statement for Catholic Primary Schools in Aotearoa New Zealand (NCRS, 1996)
 - The Catholic School on the Threshold of the Third Millennium (Congregation for Catholic Education, July 1998)
 - The Declaration (New Zealand Council of Proprietors of Catholic Integrated Schools, 1997, revised 2007)

SCHEDULE THREE - FURTHER COMMENTS ON THE DEFINITION OF RELIGIOUS INSTRUCTION AND TAGGED POSITIONS

Religious Instruction is evangelisation – it is the passing on of faith, through the ongoing establishment and support of a Christian community which lives out its faith, witnessing to the Gospel in daily action and attitudes. It includes teaching or explaining the doctrines and practices of the faith, not only through Religious Education classes but also through the indirect teaching which occurs through role modelling and witness to Catholic values, behaviour, and generally Catholic life. All teachers in tagged positions carry out religious instruction outside the Religious Education curriculum and are effective in so far as they contribute to the whole evangelizing function of the school, assisting in promoting the faith education of those in the school community. They teach “what it means to be human. ... A teacher who has a clear vision of the Christian milieu and lives in accord with it will be able to help young people develop a similar vision and will give them the inspiration they need to put it into practice.” (*The Religious Dimension of Education in a Catholic School*, pp 76-77). Teachers in tagged positions respond to a call: to witness to the Gospel, to continue and deepen their commitment to the Church, to foster Christian community, to seek out ways to serve the Christian community and to continue acquiring the knowledge, skills and abilities needed to communicate the Gospel message effectively.

ACCEPTANCE OF POSITION OF PRINCIPAL [NAME OF SCHOOL]

1. **Acceptance:** I am pleased to accept appointment to the Position as advertised at the School on the basis of the offer made in this Letter of Appointment.
2. **Special Position:** I acknowledge and accept that the Position as advertised and referred to in this Letter of Appointment, requires that a willingness and ability to take part in Religious Instruction appropriate to the Special Character of the School and that a responsibility to maintain and preserve the Special Character of the School, which includes assuming leadership of the religious aspect of the School and being a suitable role model for staff, students and parents, are conditions of my appointment and shall be part of my "Terms and Conditions of Employment".
3. **Education with a Special Character:** I acknowledge and accept that the Position requires me to support and uphold the School's "Special Character", which is described in the Integration Agreement for the School and schedule two of this Letter of Appointment.
4. **Duties and Responsibilities:** I acknowledge and accept that duties and responsibilities of the Position are as set out at Schedule One of this Letter of Appointment.
5. **Independent Advice:** Before accepting the Position, I confirm that I have had the opportunity to obtain appropriate independent advice on the Terms and Conditions of Employment as detailed in this Letter of Appointment.
6. **Employment Agreement:** I understand from this Letter of Appointment, that I have a choice between being employed under a Collective Employment Agreement or an Individual Employment Agreement. **"Tick the box"** indicating your choice.

☐

Collective Employment Agreement

☐

Individual Employment Agreement

Union Membership: "Tick the box" indicating your position.

☐

I am a member of [INSERT APPLICABLE UNION]

☐

I am not a member of [INSERT APPLICABLE UNION]

☐

I agree to you advising the [INSERT APPLICABLE UNION] that I have been employed by the Board of the School.

☐

I do not agree to you advising the [INSERT APPLICABLE UNION] that I have been employed by the Board of the School.

Name: _____
[Employee – Full Name]

Signature _____ **Date:** _____