

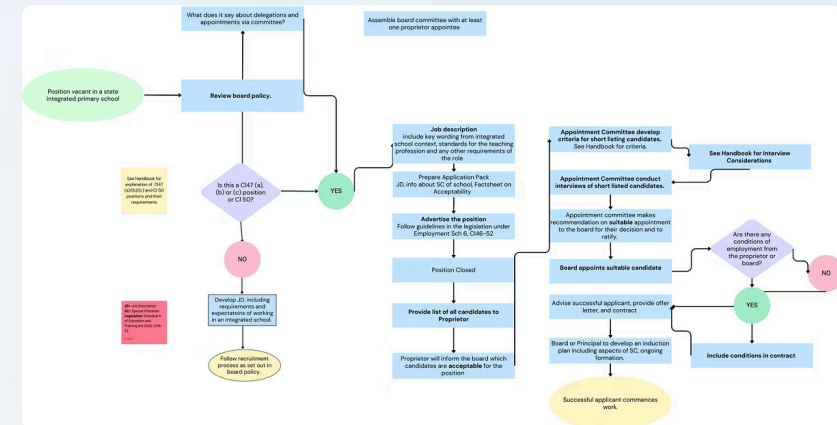
Employment Process

State Integrated Primary School

A step-by-step guide to recruiting and appointing in a state integrated primary school, in accordance with Schedule 6 of the Education and Training Act 2020, Clauses 46–52.

SOURCE:

SCHEDULE 6 · ETA 2020



Employment in State Integrated Schools: Key Considerations



Special Character - Tagged Positions

Know how many positions are tagged as special character positions in your integration agreement. Your integration agreement specifies the exact number and type of positions that must be tagged—typically including the principal, Director of Religious Studies, and a proportion of teaching roles (often around 60% for primary schools, 40% for secondary schools). These positions carry special responsibility for religious instruction/education philosophy and sustaining the special character of the school community.



Legal Advertising

Understand the legal requirements for advertising tagged positions using exact wording from the Act. Schedule 6 requires specific language to be used when advertising special character positions. Using the exact wording protects the school legally and ensures candidates understand the nature of the role. Failure to use the correct wording can expose the board to legal challenge and compromise the appointment process.



Acceptability vs Suitability

Understand the difference: acceptability (determined by proprietor for primary schools) comes before suitability assessment. Acceptability relates to whether a candidate meets the special character requirements—for tagged positions. Suitability relates to whether the candidate has the skills, experience, and qualities to perform the role effectively. For primary schools, the proprietor determines acceptability first; the board then assesses suitability from the acceptable pool.



Appointments Committee

Ensure any appointments committee includes a Proprietor's Appointee as required under Schedule 6. The Proprietor's Appointee brings essential perspective on special character matters and ensures the appointment process properly considers the special character identity of the school. This is a legal requirement, not optional. Secondary schools should also seek advice and support from the proprietor's education resources for special character appointments.

Important Reminders

- **All staff** are required to uphold the school's special character
- This expectation should be clearly explained in application packs and during interviews
- Job descriptions for principal and DRS must explicitly include leadership of special character (where applicable)
- Contact NZSBA for advice on appointment processes
- The proprietor's education advice will provide guidance on special character appointments
- Maintain a formal register of all tagged position appointments

Review the appointment process flowchart in the NZCEO handbook resources for step-by-step guidance.

Step 1: Position Becomes Vacant

Starting Point

A position becomes vacant in a state integrated primary school. The board must first **review board policy** before taking any further action.

Why This Matters

Integrated schools operate under specific legislative obligations. Reviewing board policy ensures the recruitment process aligns with both the school's Special Character and legal requirements from the outset.

- ❑ All recruitment must comply with Schedule 6, Education and Training Act 2020, CI46–52.



Step 2: Identify the Position Type

The critical first decision — **Is this a CI47 (a), (b) or (c) position, or a CI50 position?** — determines the entire recruitment pathway that follows.

NO — Standard Position

Develop a Job Description that includes requirements and expectations of working in an integrated school. Then follow the recruitment process as set out in board policy.

YES — CI47 or CI50 Position

A more detailed process applies. Proceed to prepare a tailored Job Description, Application Pack, and advertise under legislative guidelines. See Handbook for full explanation.

See the Handbook for a full explanation of CI47 (a)/(b)/(c) and CI50 positions and their specific requirements.

Step 3: Prepare the Job Description

For CI47 or CI50 positions, the Job Description must be carefully crafted to reflect the integrated school context.

Integrated School Context

Include key wording that reflects the school's Special Character and mission.

Teaching Standards

Reference the Standards for the Teaching Profession as required.

Role Requirements

Include any other specific requirements of the role beyond teaching duties.



Step 4: Prepare the Application Pack & Advertise

Application Pack Contents

- Job Description (JD)
- Information about the Special Character (SC) of the school
- Factsheet on Acceptability criteria

Advertising the Position

Advertise following the guidelines set out in the legislation: **Employment Schedule 6, CI46–52** of the Education and Training Act 2020.



Step 5: Position Closes — Proprietor Review

Once the position closes, the process moves into a collaborative review phase between the board and the proprietor.

1

Position Closed

Applications are received and the position officially closes.

2

List to Proprietor

Provide a full list of all candidates and applications to the Proprietor.

3

Acceptability Confirmed

The Proprietor informs the board which candidates are **acceptable** for the position.



Step 6: Appointment Committee – Shortlisting & Interviews

The Appointment Committee plays a central role in selecting the **suitable** candidate for the integrated school context.

01	02	03
Assemble the Committee	Develop Shortlisting Criteria	Conduct Interviews
Form a board committee that includes at least one proprietor appointee . See Handbook for guidance on delegations and committee appointments.	The Appointment Committee develops criteria for shortlisting candidates. Refer to the Handbook for the required criteria.	The Appointment Committee conducts interviews of all shortlisted candidates.



Step 7: Recommendation & Board Appointment

Committee Recommends

The Appointment Committee makes a recommendation on the **suitable** appointment to the board for their decision and ratification.

Board Appoints

The board formally appoints the suitable candidate following the committee's recommendation.

Offer & Contract

Advise the successful applicant, provide an offer letter and contract. Include any conditions of employment from the proprietor or board.

Step 8: Induction & Commencement

Induction Plan

The Board or Principal develops an induction plan that includes aspects of the school's **Special Character (SC)** and ongoing formation — essential in an integrated school context.

Successful Applicant Commences Work

Once the induction plan is in place and all contractual conditions are met, the successful applicant officially commences work at the school.



Key Definitions & Handbook Reference

Definitions

JD = Job Description

SC = Special Character

Legislation

Schedule 6 of the Education and Training Act 2020, CI46–52

Handbook Notes

- See Handbook for explanation of **CI47 (a)/(b)/(c)** and **CI50** positions and their requirements
- See employment process flowchart [here](#)
- Review what the Handbook says about **delegations and appointments via committee**
- Assemble board committee with **at least one proprietor appointee**

📄 Reference: Schedule 6, Education and Training Act 2020