

Job Description

For Non-Streamlined Positions

This form is used to provide a complete description of the specific job (or role) and defines the skills, knowledge and abilities required to undertake the specific and generic role profile.

Section A: Specific Role Profile

The specific role profile provides key information relating to the salary and working conditions e.g. location of a job, along with the current focus of the job role and a brief description of the main duties.

Role Details

Job Title:	Clerk to Governing Body	JEID	M0499
Salary Grade:	Scale E		
Team:	Warwickshire Governor Services		
Service Area:	Education & Learning		
Primary Location:	Assigned School/Schools		
Political Restriction	This position is not politically restricted.		
Responsible to:	Chair of Governors		
Responsible for:	N/A		

Role Purpose

- Provide advice to the governing board on governance, constitutional, and procedural matters. The 2013 regulations require governing boards to have regard to advice from the clerk as to the nature of the governing board functions.
- Provide effective administrative support to the governing board and its committees.
- Ensure the governing board is properly constituted.
- Manage information effectively in accordance with legal requirements.

Role Responsibilities

1. Providing advice to the governing board

- Advise the governing board on procedural matters and governance legislation before, during, and after meetings;
- Act as the first point of contact for governors with queries on procedural and legal matters;
- Where necessary seek advice, support, and guidance from third parties on behalf of the governing board;
- Advise on the annual calendar of governing board meetings and tasks.
- Offer advice on good/best practice in governance, including on committee structures and self-

evaluation;

- Inform the governing board of any changes to its responsibilities as a result of a change in school status or changes in legislation.
- Send new governors induction materials and ensure they have access to appropriate documents, including any agreed Code of Practice.
- Contribute to the induction of governors taking on new roles, in particular chair or chair of a committee.

2. Effective administration of meetings

- With the chair and head teacher prepare a focused agenda for governing board meetings and committee meetings;
- Liaise with those preparing papers to make sure they are available on time; distribute the agenda and papers as required by legislation or other regulations;
- Ensure meetings are quorate;
- Draft minutes of governing board meetings, evidencing the GB performing its 3 roles, and indicating who is responsible for any agreed action with timescales, and send drafts to the chair and (if agreed by the governing board), the head teacher for review;
- Circulate the reviewed draft to all governors (members of the committee), the head teacher (if not a governor) and other relevant bodies, such as the local authority/diocese/foundation/trust as agreed by the governing board and within the timescale agreed with the governing board;
- Follow-up any agreed action points with those responsible, liaising as necessary with governors and others.

3. Membership

- Advise governors and appointing bodies in advance of the expiry of a governor's term of office, so elections or appointments can be organised in a timely manner;
- Chair that part of the meeting at which the chair is elected, giving procedural advice concerning the conduct of this and other elections;
- Maintain a register of governing board pecuniary interests and ensure the record of governors' business interests is reviewed regularly and lodged within the school;
- Ensure a Disclosure and Barring Service (DBS) check has been carried out on any governor when it is appropriate to do so;
- Maintain a record of training and development undertaken by members of the governing board;
- Record the attendance of governors at meetings (including apologies and whether or not they have been accepted), and take appropriate action in relation to absences, including advising the chair of potential disqualifications through lack of attendance;
- Advise the governing board on succession planning (of all roles, not just the chair.)

4. Manage Information

- Maintain up to date records of the names, contact information, and category of governing board members and their term of office, and inform the governing board and any relevant authorities of any changes to its membership;
- Maintain copies of current terms of reference and membership of any committees and working parties and any nominated governors e.g. child-protection, SEND.

- Maintain a record of signed minutes of meetings in school, and ensure copies are sent to relevant bodies on request and are published as agreed at meetings;
- Maintain records of governing board correspondence;
- Ensure that statutory policies are adopted, published as required, and revised when necessary with the assistance of staff;

5. Personal

- Observe the rules of confidentiality, and uphold any code of practice adopted by the governing board;
- Undertake appropriate and regular training and development to maintain knowledge and improve practice;
- Keep up to date with current educational developments and legislation affecting school governance;
- Participate in regular performance appraisal.

Additional Services

The clerk may be asked to undertake the additional duties such as:

- Clerk any statutory appeal committees/panels the governing board is required to convene: if the clerk is not contracted to set up and clerk these panels, the governing board will have to make an alternative arrangement;
- Assist with the elections of parent and staff governors;
- Participate in, and contribute to the training of governors in areas appropriate to the clerking role;
- Maintain a file of relevant Department for Education (DfE), local authority and church authorities (if appropriate) guidance documents;
- Maintain archive materials;
- Prepare briefing papers for the governing board, as necessary;
- Conduct skills audits and advise on training requirements and the criteria for appointing new governors relevant to vacancies;
- Perform such other tasks as may be determined by the governing board from time to time.

Section B: Person Specification

The person specification provides a list of essential and desirable criteria (skills and competencies) that a candidate should have in order to perform the job.

Each of the criteria listed below will be measured through; the application form (A), a test / exercise (T), an interview (I), a presentation (P) or documentation (D).

Essential Criteria

Assessed By:

Be at ease with procedures, regulations and legislation.	A, I
Good numeracy and excellent writing skills, including being able to take notes at meetings and prepare minutes.	I, T, D
Good communications skills, including the ability to liaise with senior school staff and support lay people in a professional way.	A, I
Effective IT skills, including word processing, email, web, and file storage/retrieval.	A, I
Create / process, manage, store and retrieve documents with ease.	A, I
Experience of researching, handling and processing manual or computerised information, and be able to clearly articulate it in person and in writing.	A, I
Access to own IT equipment and internet.	A, I
Able to work unsupervised and use initiative to solve problems.	A, I
The ability to work under pressure, meeting deadlines and handling interruptions.	A, T
Desire to learn and share learning, and openness to appraisal.	A, I
Understanding of the importance of confidentiality and integrity.	A, I
Flexibility about working hours, which will include twilight and evening work.	A, I

Desirable Criteria

Assessed By:

Awareness of safeguarding issues.	A, I
An understanding of school governance and how schools operate.	A, I
Ability to get to schools, which may not be local to where you live.	A, I

Section C: Working Conditions

The working conditions relate to those non-contractual elements of the job that may impact on the holder of the position, as well as those workplace-based responsibilities that are part of this job. These are not contractual but provide a guide to the working conditions and the potential hazards and risks that may be faced.

Health & Safety at Work

To take responsibility for your own health, safety and wellbeing, and undertake health and safety duties and responsibilities for your role as specified within Warwickshire County Council's Health and Safety Policy, and all other relevant health and safety policies, arrangements, procedures, systems of work as specified for the post / role.

Potential Hazards & Risks

The potential significant hazard(s) and risk(s) for this job are identified below (those ticked). The purpose of recording this information on the job description is so that the health status of the potential and actual post-holders can be assessed with regard to the significant hazards and risks. These hazards and risks should be based on the appropriate activity, process and/or operation risk assessment whereby all of the significant risks are identified, recorded and appropriately controlled. The list below is therefore not an exhaustive list because it is the risk assessment that details all significant risks that could arise out of or in connection with the work activity, but any others will be identified in the 'other' section.

<input type="checkbox"/> Provision of personal care on a regular basis	<input type="checkbox"/> Driving HGV or LGV for work
<input type="checkbox"/> Regular manual handling (which includes assisting, manoeuvring, pushing and pulling) of people (including pupils) or objects	<input type="checkbox"/> Any other frequent driving or prolonged driving at work activities (e.g. long journeys driving own private vehicle or WCC vehicle for work purposes)
<input type="checkbox"/> Working at height/ using ladders on a regular/ repetitive basis	<input type="checkbox"/> Restricted postural change – prolonged sitting
<input type="checkbox"/> Lone working on a regular basis	<input type="checkbox"/> Restricted postural change – prolonged standing
<input type="checkbox"/> Night work	<input type="checkbox"/> Regular/repetitive bending/ squatting/ kneeling/crouching
<input type="checkbox"/> Rotating shift work	<input type="checkbox"/> Manual cleaning/ domestic duties
<input type="checkbox"/> Working on/ or near a road	<input type="checkbox"/> Regular work outdoors
<input type="checkbox"/> Significant use of computers (display screen equipment)	<input type="checkbox"/> Work with vulnerable children or vulnerable adults
<input type="checkbox"/> Undertaking repetitive tasks	<input type="checkbox"/> Working with challenging behaviours
<input type="checkbox"/> Continual telephone use (call centres)	<input type="checkbox"/> Regular work with skin irritants/ allergens
<input type="checkbox"/> Work requiring hearing protection (exposure to noise above action levels)	<input type="checkbox"/> Regular work with respiratory irritants/ allergens (exposure to dust, fumes, chemicals, fibres)
<input type="checkbox"/> Work requiring respirators or masks	<input type="checkbox"/> Work with vibrating tools/ machinery
<input type="checkbox"/> Work involving food handling	<input type="checkbox"/> Work with waste, refuse
<input type="checkbox"/> Potential exposure to blood or bodily fluids	<input type="checkbox"/> Face-to-face contact with members of the public
<input type="checkbox"/> Other (please specify):	