

# 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:	School Governance Professional (formally LA Clerk to the Governing Board)	JEID	M0499
Salary Grade:	Scale F		
Team:	Warwickshire Governor Services		
Service Area:	Education & Learning		
Primary Location:	Assigned School / Schools		
Political Restriction	This position is / is not politically restricted.		
Responsible to:	Chair of the Governing Board		
Responsible for:	N/A		

#### Role Purpose

Provide advice and guidance to the governing board on governance, constitutional and procedural matters. A professional clerk is an integral part of the leadership structure of the school and will contribute towards the efficient functioning of a governing board and its committees by providing:

- administrative and organisational support;
- guidance to ensure that the board works in compliance with the appropriate legal and regulatory framework, and understands the potential consequences for non-compliance; and
- advice on procedural matters relating to the operation of the board

#### Role Responsibilities

##### 1. Providing advice to the governing board

- Advise the board members on its core functions and Department for Education (DfE) governance advice, adhering to the Governance Handbook and Competency Framework for Governance
- Advise the governing board on relevant legislation and procedural matters where necessary before, during and after meetings

- Know where to access appropriate legal advice, support and guidance, and if appropriate seek advice and guidance from third parties on behalf of the governing board
- Inform the governing board of any changes to its responsibilities as a result of a change in school status or changes in the relevant legislation or statutory or non-statutory guidance
- Advise the board on the regulatory framework for governance (including acts, regulations, Instrument of Government and Constitution of the Governing Board)
- Offer advice on best practice in governance, including on committee structures and self-evaluation
- Ensure that statutory policies are in place, and a policy review schedule to adhered to
- Advise on the annual calendar of governing board meetings and tasks
- Provide newly appointed governors with appropriate induction information and signpost to additional resources, including any agreed Code of Conduct
- Contribute to the induction of governors taking on new roles, in particular chair of the board or chair of a committee
- Identify priorities, anticipate issues which may arise, and draw these matters to the chair's attention, proposing recommendations

## **2. Effective administration of meetings**

- With the chair and headteacher, prepare a focused agenda for governing board meetings and committee meetings
- Liaise with those preparing papers to ensure they are available on time, and distribute the agenda and documents as required by legislation
- Ensure all meetings are quorate
- Record the attendance of governors at meetings (including any apologies, minuting whether they have been accepted), and follow appropriate agreed action in relation to non-attendance
- Draft minutes of meetings, indicating actions, responsibilities and time scales. Forward draft copies for approval to the chair/head teacher
- Circulate the reviewed draft to all governors/members of the committee, the headteacher (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 and inform the chair of progress

## **3. Membership**

- Advise governors and appointing bodies in advance of the expiry of a governor's term of office and the impact of this on the board's capacity and skills mix
- Establish, in discussion with the board, open and transparent vacancy filling processes and procedures for election and appointment / reappointment, so elections or appointments can be organised in a timely manner
- Chair the part of the meeting at which the chair is elected, giving procedural advice concerning conduct of this and other elections
- Collate and maintain information about governors such as any pecuniary interests and, where required, ensure this information is published on the school's website and GIAS database

- Liaise with school administrators and governors to ensure Disclosure and Barring Service (DBS) and other relevant checks are carried out on any members of the board where it is appropriate to do so
- Maintain a record of training undertaken by members of the governing board
- Maintain governor meeting attendance records and advise the chair of potential disqualification 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, addresses 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 governing board membership records including terms of office and report any changes to the relevant authority in a timely manner.
- Maintain copies of current terms of reference and membership of any committees, working parties and any governors with specific oversight of an area e.g. 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 copies of statutory policies and other school documents approved by the governing board are kept in the school and published as agreed, for example, on the website.

#### **5. People and relationships**

- Develop and maintain effective professional working relationships with the chair, the board and executive leaders
- Contribute to the coordination of effective learning and development opportunities for those involved in governance, including induction and continuing professional development
- Ability to influence and persuade stakeholders of an appropriate course of action, in line with statutory regulations, including complaint/grievance and exclusion panels.
- Ensure the Chair is aware of, and support the Chair with, the responsibility of the governing board to question and effectively challenge the school leadership team.

#### **6. Personal Development**

- Undertake appropriate and regular training to maintain his/her knowledge and improve practice
- Keep up to date with current educational developments and legislation affecting school governance
- Participate in regular performance management

#### **7. Additional Services**

The clerk may be asked to undertake the following additional duties:

- Clerk any statutory appeal committees/panels the governing board is required to convene
- Assist with the elections of parent and staff governors
- Maintain a file of relevant 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
- 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:

Ability to work with detailed information, such as DfE governance regulations and provide detailed and accurate advice on this to governing boards and education professionals, seeking further advice where necessary.	I, T
Good numeracy and excellent written skills, including being able to identify relevant information, take accurate notes at meetings and summarise information when preparing minutes.	I, T, D
Excellent communications skills, including the ability to liaise, and build effective relationships with senior school staff and support them in a professional way.	A, I
Ability to influence and persuade stakeholders of an appropriate course of action, in line with statutory regulations, including complaint/grievance and exclusion panels.	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 the 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
A flexible approach to working hours, which will include twilight and evening work.	A, I
To have a broad range of practical and procedural knowledge of office administration or to hold a relevant qualification at NVQ level 3 or equivalent.	A, I, D
Satisfactory completion of an enhanced check through the Disclosure and Barring Service (this will be taken up if offered the post)	D

### Desirable Criteria

Assessed By:

Awareness of safeguarding issues.	A,I
An understanding of school governance and how schools operate.	A,I
Ability to travel 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 Councils 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):	