



Cheney School
Think for yourself; act for others



JOB INFORMATION PACK
Clerk to Governors

HEADTEACHER'S WELCOME

We are a school: we will educate a new generation to view the world critically, make their own decisions, and act in a way that benefits the wider community, not just themselves.

This is summed up in our motto, "think for yourself; act for others."

Cheney is a genuinely comprehensive school, in the best sense of the term, with a fully inclusive intake, which represents not just our catchment area, but also modern Britain.

The ideals of the comprehensive movement have been met in Cheney, in a way that is very rare.

We value creativity over conformity; education over league tables; the needs of students over data; self-discipline over sanctions; nuance over simplification; curiosity over acceptance; honesty over

reassurance; the judgement of our community over the judgement of the official world.

We value emotional intelligence equally to academic intelligence; well-being equally to success; self-knowledge to factual knowledge; humanity to rigour.

This is not to say that the things we value less are worthless; in their place, and in their time, quite the reverse.

In fact, we believe if we get the first things right, the second will follow.

Please contact us if you have any questions or would like to visit.

While you are here, you might like to visit the Rumble Museum, the only Arts Council-accredited museum in a state school, and a great example of what creativity and curiosity looks like at Cheney.





GREAT REASONS TO WORK AT CHENEY



Noticeable warmth and friendliness of staff and students



Employee Assistance Programme – free counselling and practical advice



Genuine priority of staff workload in decision making



Comprehensive support programme for ECTs



Positive commitment to the environment (Sustainable Secondary of the Year 2024)



Thoughtful and extensive CPD offer for all teaching and support staff



Cycle to work scheme, E-bike loan scheme and EV charging



Staff social events, sport and other activities

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TESTIMONIALS FROM STAFF

“Everyone is encouraging and wants you to succeed and fulfill your potential.”

“I feel valued and feel part of something beautiful.”

“The staff really make the school, it is because of them that the school is such a nice place to work.”

“The school obviously cares about its pupils, but it cares about its staff just as much.”

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RIVER LEARNING TRUST

Cheney School is part of River Learning Trust (RLT), a multi-academy trust responsible for primary and secondary schools across Oxfordshire and Swindon, and a school-centred initial teacher training provider that serves Oxfordshire, Berkshire and Wiltshire.

OUR VISION

Education has the power to change lives, communities and society for the better.

At the River Learning Trust we believe that we can achieve more for our pupils, trainees, staff and communities by working together rather than alone.

All of the schools in the River Learning Trust are united by a common belief in the benefits of working together, and by our commitment to our shared principles. Our vision is for our schools and SCITT to improve rapidly, continuously and sustainably: to be better faster together.

Our 'Why?' is that children and young people 'only get one go' in school and our schools should improve faster and be better as part of RLT to ensure the best possible 'go' for our pupils.

Our 'How' is through the highest possible support and challenge for our schools and each other, underpinned by our three principles. We use the principles of 'aligned autonomy' to empower colleagues in schools to perform well; we rarely direct from the centre but rather support leaders and other colleagues to do their work exceptionally well in their own context.

The schools and SCITT are united by their commitment to the principles of the trust and a common belief in the benefits of everything that is gained by working together.

WHAT MATTERS TO US

The River Learning Trust is a community of children, young people and adults with shared principles.

These principles are:

- Commitment to Excellence; striving for the best educational experience through continuous improvement.
- Everyone Learning; creating and taking opportunities that enhance lives through evidence-based practice supporting adult and pupil learning.
- Respectful Relationships; acting with care, integrity, and fairness in all we do.

THE POWER OF PEOPLE

High-performing organisations have the right organisational culture, effective processes and well-trained, motivated colleagues in the right roles.

We focus a great deal on people and the importance of continuous professional learning and development.

THE TRUST'S SCHOOLS

We currently educate around 16,000 pupils and have around 2,200 colleagues working in the trust. The SCITT (school-centred initial teacher training provider) trains around 110 trainees a year in Oxfordshire, Berkshire and Wiltshire.

SECONDARY SCHOOLS

Cheney School
Chipping Norton School
Gillotts School
Gosford Hill School
Kingsdown School
The Cherwell School
The Marlborough CofE School
The Oxford Academy
The Swan School
Wheatley Park School

Horspath CofE Primary School
Larkrise Primary School
Madley Brook Primary School
Middle Barton Primary School
New Marston Primary School
Rose Hill Primary School
Sandhills Primary School
Seven Fields Primary School
Tower Hill Primary School
Witney Community Primary School
Windrush CofE Primary School
Wolvercote Primary School

PRIMARY SCHOOLS

Barton Park Primary School
Bayards Hill Primary School
Beckley CofE Primary School
Charlbury Primary School
Cutteslowe Primary School
Edith Moorhouse Primary School
Edward Field Primary School
Garsington CofE Primary School

ALTERNATIVE PROVISION

Meadowbrook College

TEACHER TRAINING

OTT SCITT

TEACHING SCHOOL HUB

Oxfordshire Teaching School Hub



JOB DESCRIPTION

Title of Post:

Clerk to Governors

Contract Terms:

Permanent, part time, 195 hours split across an academic year

Grade:

Grade 8, Scale Point 18 - 23

Accountable to:

Governing Body through the Chair of Governors

Job Purpose:

To act as the administrative and procedural backbone of a school's governing board. To ensure the board operates efficiently, complies with legal and statutory regulations, and receives expert guidance to fulfill its strategic duties

Main Responsibilities:**Meetings:**

- To work effectively with the Chair of Governors (or committee) and head teacher before every LGB (Local Governing Body) meeting or committee meeting to prepare a purposeful agenda which takes account of RLT and DfE requirements, and is focused on school improvement.
- To work with the Chair of Governors (or committee) and others to produce agenda papers on time. To produce, collate and distribute the agenda and papers so that recipients receive them at least seven days before the meeting.
- Record attendance of governors at the meeting and take appropriate action as regards absences.
- Advise the governing body on governance legislation (including the Trust's Scheme of Delegation) and procedural matters where necessary before, during and after the meeting. Take notes of the governing body meetings to prepare minutes, as agreed at meetings.

- indicating who is responsible for any action agreed. Record all decisions accurately and objectively with timescales for actions.
- Send drafts to the Chair (of Governors or committee) and head teacher for amendment/approval by the Chair. Copy and circulate the approved draft to all governors within the timescale agreed with the governing body. Keep a file of signed minutes as an archive record.
- Liaise with the Chair, prior to the next meeting, to receive an update on progress of actions agreed previously by the governing body.
- Chair that part of the meeting at which the Chair is elected.
- 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.

Membership:

- Maintain a database of names, addresses and categories of governing body members and their term of office. Initiate a welcome pack/letter being sent to newly appointed governors including details of terms of office.

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- Maintain copies of current terms of reference and membership of committees and working parties and nominated link governors. Advise governors and appointing bodies of expiry of the term of office before the term expires so elections or appointments can be organised in a timely manner.
 - Inform the governing body of any changes to its membership. Maintain governor meeting attendance records and advise the governing body of non-attendance of governors. Ensure this information is kept up-to-date on the school's website.
 - Ensure a register of governing body pecuniary interests is maintained, reviewed annually and lodged within the school and posted on its website. Confirm with the school that DBS (Disclosure and Barring) checks have been successfully carried out on all new appointees and re-appointees.
 - Maintain a record of training undertaken by members of the governing body.
- Advice and Information:**
- Advise the governing body on procedural issues. Have access to appropriate legal advice, support and guidance and ensure that new governors have all the relevant information required to carry out their role.
 - Take action on the governing body's agreed policy to support new governors, taking account of the guidance provided by RLT.
 - Ensure that governing body review of statutory and non-statutory policies is up to date (in liaison with school staff using the school's Policy Tracker) and that a file is kept in school of policies and other school documents approved by the governing body. Maintain records of governing body correspondence.
 - Professional Development:
 - 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.
 - Other duties including Panel and Advisory Support:
 - Assist with the elections of parent and staff governors.
 - Clerk complaints and permanent exclusion panels with support from the RLT central team.
 - Give advice and support to governors taking on new roles such as Chair of Governors or chair of committee. Participate in, and contribute to, the training of governors in areas appropriate to the clerking role.

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- Maintain a file of relevant DfE, local authority and RLT documents and of archive materials.
- Prepare briefing papers for the governing body, as necessary. Leading on the production of schedules of business including the cycle of agenda items for the meetings of the governing body and committees as appropriate.
- Other duties compatible with the post as agreed with the head teacher or Chair of Governors.

General Responsibilities:

- At all times act in accordance with agreed local and national policies and procedures;
- Contribute to the overall ethos of Cheney School and the River Learning Trust;
- Appreciate and support the role of other professionals;
- Attend and participate in relevant meetings as required;

- Participate in training and other learning activities and performance development as required;
- Carry out other duties as required from time to time by line manager;
- Follow the Trust's Health and Safety rules and procedures and adhere to safeguarding principles.
- Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.
- Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.

PERSON SPECIFICATION

(E) Essential

(D) Desirable

Qualifications & Training

- Excellent literacy skills with excellent attention to detail. (E)

Experience, Skills and Knowledge

- General clerical/administrative work. (E)
- Effective use of ICT packages. (E)
- Keyboard/computer skills. (E)
- Knowledge of relevant policies/codes of practice & awareness. (D)
- of relevant legislation. (E)
- Participate in development and training opportunities. (E)

Personal Attributes

- Ability to relate well to a range of adults. (E)
- Work constructively as part of a team, understanding school. (E)
- roles and responsibilities and your own position within these. (E)

Safeguarding

- Understanding of current statutory processes, procedures and associated documentation (E)

Safeguarding Statement

Cheney School and The River Learning Trust are committed to safeguarding and promoting the welfare of all children and preventing extremism; all staff must ensure that the highest priority is given to following the guidance and regulations to safeguard children and young people.

The successful candidate will be required to undergo an Enhanced Disclosure from the Disclosure and Barring Service (DBS) and obtain any other statutorily required clearance. Employment will also be conditional on the receipt of at least two acceptable references (1 from current/latest employer) and evidence of the formal qualifications required for the role.



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