

Job Description

POST:	Clerk to Governors
RESPONSIBLE TO:	Governing body
SALARY:	£29,269 (£15.17 per hour) to £31,364 (£16.25 per hour) (pay award pending)
LOCATION:	Windmill Primary School
WORKING PATTERN:	To attend 1 meeting per term - Plus one Business meeting each year. Permanent Contract - (7.5 hours paid per meeting, admin time to process and circulate minutes plus holiday entitlement). Additional hours paid on agreed ad hoc basis
DISCLOSURE LEVEL:	Enhanced

MAIN PURPOSE:

Accountable to the Governing Body, be responsible for advising the Governing Body of constitutional matters, duties and powers.

Responsible for providing advice and guidance to the governing board on governance, constitutional and procedural matters. Contribute towards the efficient and effective functioning of the 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
- advice on procedural matters relating to the operation of the board

SPECIFIC RESPONSIBILITIES:

Advisory Support to Governors

Organising meetings, hearings and appeals:

The clerk prepares for and administers meetings, allowing the board to make effective use of their time and focus on strategic matters. The clerk supports the effective running of meetings by:

- working with others to prepare agendas and liaising with those preparing papers to make sure they are available on time
 - convening meetings and distributing papers as required by legislation
 - ensuring meetings are quorate, inclusive and well-structured
 - overseeing election of officers
 - recording attendance/apologies and taking appropriate action in relation to absences
 - taking minutes indicating who is responsible for any agreed actions with timescales, and circulate as agreed with the governing board
 - circulating draft and approved minutes to all governors of the committee, the headteacher and other relevant bodies within the timescale agreed with the board
 - following up on agreed action points with those responsible and informing the chair of progress

Providing advice and guidance:

- advising on legal duties and governing practice
- advising on constitutional requirements
- advising on board procedures
- advising on statutory guidance and policies
- advising on annual tasks and decisions
- advising on governor CPD
- accessing external advice as appropriate
- supporting issue resolution

Administration and record keeping:

The clerk supports the board in maintaining records of policies and procedural documents and ensures these are accessible. This includes:

maintaining membership records including contact details of board members, terms of office and informing any relevant authorities, including the Multi Academy Trust, of changes to membership details

- advising 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, diversity and skills mix
- establishing, in discussion with the board, open and transparent vacancy filling processes and efficient procedures for election and appointment
- giving procedural advice and assisting with the management of governor elections
- advising the board on succession planning for all board roles
- maintaining governing documents such as terms of reference and signed minutes
- collating, maintaining and ensuring correct publication of information about governors such as any pecuniary interests
- maintaining a record of board CPD
- ensuring 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
- maintaining records of board correspondence
- maintaining governance communication on the Shared Drive
- drafting correspondence on behalf of the board

Maintaining relationships and communication:

- maintaining professional working relationships with the chair, the board, school and Trust leaders
- communicating on board matters outside of meetings
- where appropriate, liaising on behalf of the board (such as for external reviews of governance)
- liaising with the Trust regarding matters including compliance and advice
- contributing to the coordination of learning and development opportunities for those involved in governance, including induction and continuing professional development
- participating in regular performance management with the chair

Ensuring compliance:

- ensuring meetings are quorate
- overseeing the schedule for reviewing of required policies with the School Business Manager
- overseeing the publication of governance information on school and Trust website with the School Business Manager
- advising on data protection requirements
- overseeing board recruitment processes
- co-ordinating safeguarding checks on board members with school HR Administrator
- monitoring eligibility of board members to serve, including on committees
- notifying disqualifications, expiry of office etc
- statutory registers and filing returns with the School Business Manager

- keeping up to date with current educational developments and legislation affecting school governance

May also be required to:

- Give advice and support to governors taking on new roles such as Chair or Chair of a committee.

Support to School (this list is not exhaustive and should reflect the ethos of the school)

Promote and safeguard the welfare of children and young persons you are responsible for or come into contact with.

- Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- Be aware of, support and ensure equal opportunities for all.
- Contribute to the overall ethos/work/aims of the school.
- Appreciate and support the role of other professionals.
- Attend and participate in relevant meetings as required.
- Participate in annual online clerking training and other learning activities and performance development as required.
- Assist with pupil needs as appropriate during the school day.

Safeguarding Children

The trust is committed to safeguarding and promoting the welfare of children and young people. We expect all staff to share this commitment and to undergo appropriate checks, including enhanced DBS checks.

The above responsibilities are subject to the general duties and responsibilities contained in the Statement of Conditions of Employment. The duties of this post may vary from time to time without changing the general character of the post or level of responsibility entailed.

The person undertaking this role is expected to work within the policies, ethos and aims of the Trust and to carry out such other duties as may reasonably be assigned by the Line Manager. The post holder will be expected to have an agreed flexible working pattern to ensure that all relevant functions are fulfilled through direct dialogue with employees, contractors and community members.

English Duty -

This role is covered under part 7 of the Immigration Act 2016 and therefore the ability to speak fluent spoken English is an essential requirement for this role.

Person Specification

Our Values and Vision

These are our values. They can be thought of as our ‘non-negotiables’ - beliefs, expectations and standards that underpin how we work with the young people in our care, and the community we serve. We believe that if we work in the context of these values, students will achieve more than they ever thought possible. They are also values that have evolved following a sustained period of success for our school.

Our Young People

We value three main types of achievement for our young people, and the vision for our school is that we ensure our students are empowered to achieve to a consistently outstanding level.

Achievement - Academic: We believe all young people have the potential to achieve great things. Intelligence can be developed regardless of emotional and social background, given appropriate teaching and bespoke, individualised support.

Young people should be encouraged to develop autonomy and meta-cognitive control (‘knowing what to do when they don’t know what to do’) in their learning and to gain inspiration from learning. They should be equipped with a crucial sense of possibility based on a well-developed self-awareness and ambition - ambition not only for themselves but for the communities in which they live and work.

Achievement - ‘letting your light shine’: All young people achieve things they can be proud of every day in addition to academic success and outside our school’s planned curriculum. We have a vital role in ensuring individuals develop their own talents and interests and have a responsibility to instil in them a sense of pride in who they are and what they achieve. We must recognise and celebrate these achievements.

Achievement - relationships (Starfish Principle): Excellent relationships for learning are a prerequisite for all other achievements. Relationships that result in mutual respect between young people and all other members of our school community will ensure learning can be fun in a disciplined and caring environment where the highest expectations are the norm.

Our Staff

Our Values extend to how we challenge, support and work with each other. All staff (support and teaching) play a crucial role in the education of young people. We all understand how our work has a direct influence on the life chances of the young people in our care. In the same way that we all have a duty of care to them, we have a duty of care to each other and have regard for each other’s professional and personal wellbeing.

The Trust Board sees all members of the Trust’s staff community as learners. They are empowered to make decisions, be creative and to lead. Mutual respect pervades all relationships working together to enhance professional learning and practice and collaboration; collegiality and a sense of team identifies how all staff work together. Staff co-operate with each other and are not in competition with each other - they are part of a team that ensures the academies throughout the Trust strengthen their positions among the best academies in the country.

	Essential	Desirable
Qualifications	Numeracy and literacy skills GCSE level or equivalent? Must have already attended or make a commitment to attend the national training programme for Clerks or its equivalent.	
Experience, Skills and knowledge	Effective written, verbal communication and ICT skills including effective minute taking skills Excellent planning and organisational skills with the ability to meet deadlines and manage competing demands Ability to work effectively with others and build strong working relationships Ability to provide advice within the scope of the role and advise on potential risks	Knowledge of the schools system: structures, accountability and funding Knowledge of governance legislation, procedures and regulations relevant to the school Knowledge of the core functions of a school governing board as they apply to the school Knowledge of elements of effective governance and board practice as they apply to the school

Personal Qualities	Has a friendly yet professional and respectful approach which demonstrates support and shows mutual respect. Open, honest and an active listener. Takes responsibility and accountability. Committed to the needs of the pupils, parents and other stakeholders and challenge barriers and blocks to providing an effective service. Demonstrates a “can do” attitude including suggesting solutions, participating, trusting and encouraging others and achieving expectations. Is committed to the provision and improvement of quality service provision. Is adaptable to change/embraces and welcomes change. Acts with pace and urgency being energetic, enthusiastic and decisive. Communicates effectively. Has the ability to learn from experiences and challenges. Is committed to the continuous development of self and others by keeping up to date and sharing knowledge, encouraging new ideas, seeking new opportunities and challenges, open to ideas and developing new skills.	
Other	• Commitment to safeguarding and promoting the welfare of children and young people • Willingness to undergo appropriate checks, including enhanced DBS Checks • Motivation to work with children and young people • Ability to form and maintain appropriate relationships and personal boundaries with children and young people	