

## Job Profile comprising Job Description and Person Specification

### Job Description

<b>Job Title:</b> Clerk to School Governing Boards	<b>Grade:</b> PO1
<b>Section:</b> School Participation and Performance	<b>Directorate:</b> Children's Services
<b>Responsible to Following Manager:</b> Governor Services Manager	<b>Responsible for Following Staff:</b> None
<b>Post Number/s:</b> 2 and 2 casuals	<b>Last Review Date:</b> 7 January 2022

#### Working for the Richmond/Wandsworth Shared Staffing Arrangement

This role is employed under the Shared Staffing Arrangement between Richmond and Wandsworth Councils. The overall purpose of the Shared Staffing Arrangement is to provide the highest quality of service at the lowest attainable cost.

Staff are expected to deliver high quality and responsive services wherever they are based, as well as having the ability to adapt to sometimes differing processes and expectations.

The Shared Staffing Arrangement aims to be at the forefront of innovation in local government and the organisation will invest in the development of its staff and ensure the opportunities for progression that only a large organisation can provide.

### Job Purpose

The clerk will be responsible for advising the governing boards on constitutional matters, duties and powers and will work within the broad current legislative framework. He/she will secure the continuity of governing board business and observe confidentiality requirements. The clerk reports to the Governor Services Manager and needs to be able to work effectively with the chair of governors, the headteacher and other governors in the schools to which he/she is appointed.

### Specific Duties and Responsibilities:

#### 1. Meetings

The clerk to the governing board will:

- work effectively with the chair and headteacher before the governing board meeting to prepare a purposeful agenda which takes account of DfE, local authority and church authority (if appropriate) issues, actions agreed at the previous meeting and that is focused on school improvement.
- encourage the headteacher and others to produce agenda papers on time.
- produce, collate, and distribute the agenda and papers so that recipients receive them at least seven clear calendar days before the meeting.
- record the attendance of governors at the meeting and take appropriate action re absences.
- advise the governing board on governance legislation and procedural matters where necessary before, during and after the meeting.
- take notes of the governing board meetings to prepare minutes, including indicating who is responsible for any agreed actions.
- record all decisions accurately and objectively with timescales for actions.
- send drafts to the chair and Headteacher for amendment /approval by the chair within a set time frame.
- copy and circulate the approved draft to all governors within the timescale agreed.
- chair that part of the meeting at which the chair is elected.
- advise on conflicts of interest, and how to manage and avoid these.
- challenge the board if concerned about non-compliance or the conduct of meetings.
- escalate concerns where necessary to the appropriate party within the local authority.

## 2. Membership

The clerk will:

- maintain the central system database of names, addresses and category of governing board members and their term of office.
- maintain copies of current terms of reference and membership of committee and working parties and nominated governors e.g., Safeguarding, SEN.
- advise governors and appointing bodies of expiry of the term of office before term expires so elections or appointments can be organised in a timely manner.
- inform the governing board, local authority, and church authority (if appropriate) of any changes to its membership.
- advise that a register of governing board pecuniary interests is maintained, reviewed annually, and lodged within the school.

## 3. Advice and Information

The clerk will:

- advise the governing board on procedural issues & support the chair in identifying priorities and upcoming issues when planning meetings.
- keep the board updated on changes to legal or statutory requirements.
- have access to appropriate legal advice, support and guidance.
- act on governing board's agreed policy to support new governors.
- advise on the requisite content of the school website.

- ensure that statutory policies are in place, and that the school understands its responsibilities for maintaining a file of these, all governing board documents and other school documents approved by the governing board.
- keep the board informed about training and development opportunities.
- help the board to create a culture in which challenge is welcomed.

#### 4. Professional Development

The clerk will:

- attend clerks' briefings (twice per term) & the annual clerk training day and participate in professional development opportunities.
- keep up to date with current educational developments and legislation affecting school governance.
- have the opportunity to complete the NGA Training Programme for Clerks to Governing Boards, or its equivalent.

#### 5. Additional Tasks

The clerk may be asked to perform as part of their duties any of the following.

- give advice on the elections of parent, teacher, and staff governors.
- give advice and support to governors taking on new roles such as chair or chair of a committee.
- participate in and contribute to the training of governors in areas appropriate to the clerking role.
- prepare briefing papers for the governing board, as necessary.
- advise on the Governing Board Year Planner, which includes an annual calendar of meetings and the cycle of agenda items for meetings of the governing board and its committees.

#### 6. Other requirements

In order to take on the clerking role a clerk must:

- Have the flexibility to accommodate the working hours which will vary according to the allocated school's calendar of meeting dates.
- Be able to attend evening meetings and early morning meetings;
- Be able to travel to meetings;
- Be available to be contacted at mutually agreed times;
- Be able to work flexibly and effectively at home to write minutes and contact governors and LA staff;
- Have the appropriate IT availability (a good wi-fi signal for example) to ensure effective home working (a Wandsworth laptop and remote system access will be provided).

#### Generic Duties and Responsibilities

- To contribute to the continuous improvement of the services of the Boroughs of Wandsworth and Richmond.

- To comply with relevant Codes of Practice, including the Code of Conduct and policies concerning data protection and health and safety.
- To adhere to security controls and requirements as mandated by the SSA's policies, procedures and local risk assessments to maintain confidentiality, integrity, availability and legal compliance of information and systems
- To promote equality, diversity, and inclusion, maintaining an awareness of the equality and diversity protocol/policy and working to create and maintain a safe, supportive and welcoming environment where all people are treated with dignity and their identity and culture are valued and respected.
- To understand both Councils' duties and responsibilities for safeguarding children, young people and adults as they apply to the role within the council.
- The Shared Staffing Arrangement will keep its structures under continual review and as a result the post holder should expect to carry out any other reasonable duties within the overall function, commensurate with the level of the post.

**Current Team Structure:**

Reports to the Governor Services Manager

## Person Specification

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### Our Values and Behaviours<sup>1</sup>

The values and behaviours we seek from our staff draw on the high standards of the two boroughs, and we prize these qualities in particular –

- Being open: Being open means we share views openly, honestly and in a thoughtful way. We encourage new ideas and ways of doing things. We appreciate and listen to feedback from each other.
- Being supportive: Being supportive means we drive the success of the organisation by making sure that our colleagues are successful. We encourage others and take account of the challenges they face. We help each other to do our jobs.
- Being positive and helpful: Being positive and helpful means we keep our goals in mind and look for ways to achieve them. We listen constructively and help others see opportunities and the way forward. We have a 'can do' attitude and are continuously looking for ways to help each other improve.

<b>Person Specification Requirements</b>	<b>Assessed by <del>A</del> &amp; <del>A</del> - <del>I</del> &amp; <del>I</del> / T/ C (see below for explanation)</b>
<b>Knowledge</b>	
1. Knowledge of governing body procedures and of education legislation and guidance.	<b>A/I</b>
2. Knowledge of the respective roles and responsibilities of the governing board, the Headteacher, the LA, Church Authorities and the Department for Education.	<b>A/I</b>
<b>Experience</b>	
3. Experience of clerking formal meetings.	<b>A/T</b>
4. Research skills; being able to source data and information.	<b>A/T</b>

<sup>1</sup> These values and behaviours will be developed further as the SSA becomes established.

5. Evidence of successful examples of taking initiative and showing self-motivation.	<b>A/I</b>
6. Evidence of successfully working in a team	<b>A/I</b>
<b>Skills</b>	
7. Good listening, oral and literacy skills	<b>A/I/T</b>
8. Ability to organise time and work to deadlines	<b>A/I/T</b>
9. Organisational skills in terms of organising meetings, planning agendas and storing documents.	<b>A/I/T</b>
10. Ability to maintain confidentiality, remain impartial and display integrity	<b>A/I</b>
11. Good interpersonal skills and successful experience of working with a broad cross section of people	<b>A/I</b>
<b>Qualifications</b>	
12. Qualified to degree standard or similar	<b>A/C</b>
13. Ability to demonstrate a willingness to attend appropriate training and development, including the NGA Training Programme for Clerks or equivalent.	<b>A/I</b>
<b>Equal Opportunities</b>	
14. Understanding of the multi-racial community in Wandsworth and the implications for service delivery.	<b>A/I</b>
<b>Safeguarding</b>	
15. A general understanding of 'safeguarding vulnerable adults and young people and its relevance to staff working in schools and a willingness to attend training as required.	<b>A/I</b>

**A – Application form****I – Interview****T – Test****C – Certificate**