

 <b>WOKINGHAM BOROUGH COUNCIL</b>	<b>Job Description</b>		Job Reference
Job Title	Clerk to Governing Body		
Service		Team	
Location			
Reports to	Chair of Governors		
Grade:	5	Type of position:	Hours per Week:
	Permanent Immediate start		132 hours per annum

This job description has been designed to indicate the general nature and level of work performed by employees within this post. It is not designed to contain or be interpreted as an inventory of all duties, responsibilities and outputs required of employees assigned to the role.

#### **Service Purpose**

The purpose of the school is to meet the educational needs of children and young people within the local community.

#### **General Description of the job**

To provide advice and guidance to the governing board on governance, constitutional and procedural matters. A professional clerk will contribute towards the efficient and effective 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
- advice on procedural matters relating to the operation of the board
- adhering to diplomacy and confidentiality at all times

#### **Main Accountabilities of the post**

1	<p><b>Advice and guidance</b></p> <p>The clerk provides independent and expert advice to the governing board on its duties and functions, contributing to the efficient conduct of the board by:</p> <ul style="list-style-type: none"> <li>• advising the board on its core functions and Department for Education (DfE) governance advice, including the Governance Handbook and Competency Framework for Governance</li> <li>• advising the full governing board, and committees where appropriate, on relevant legislation</li> </ul>
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	<p>and procedural matters where necessary before, during and after meetings</p> <ul style="list-style-type: none"> <li>• knowing where to access appropriate legal advice, support and guidance, and where necessary seeking advice and guidance from third parties on behalf of the governing board</li> <li>• informing the governing board of any changes to its responsibilities as a result of a change in school status or changes in the relevant legislation</li> <li>• advising the board on the regulatory framework for governance (relevant acts and regulations, instruments of government)</li> <li>• offering advice on governance best practice, including on committee structures and self-evaluation</li> <li>• ensuring that statutory policies are in place, and highlight when staff need to review them</li> <li>• advising on the annual calendar of governing board meetings and tasks</li> <li>• facilitating new governor induction and ensuring they have access to appropriate documents, including any agreed code of conduct</li> <li>• contributing to the induction of governors taking on new roles, in particular, chair of the board or chair of a committee</li> <li>• anticipating issues which may arise, and drawing these matters to the chair’s attention, proposing recommendations</li> </ul>
2	<p><b>Organisation and administration of meetings</b></p> <ul style="list-style-type: none"> <li>• The clerk prepares for and administrates meetings, allowing the board to make effective use of their time and focus on strategic matters. The clerk supports the smooth and effective running of meetings by:</li> <li>• working with the chair and headteacher to prepare a focused agenda for governing board meetings and committee meetings</li> <li>• liaising with those preparing papers to make sure they are available on time, and distribute the agenda and papers as required by legislation</li> <li>• ensuring meetings are quorate, inclusive and well structured</li> <li>• recording the attendance of governors at meetings (including any apologies, minuting whether they have been accepted or not), and take appropriate action in relation to absences</li> <li>• drafting minutes of meetings, indicating who is responsible for any agreed actions with timescales, and circulate as agreed with the governing board</li> <li>• circulating the reviewed minutes to all governors/members of the committee, the headteacher and other relevant bodies within the timescale agreed with the governing board</li> <li>• following-up on any agreed action points with those responsible and informing the chair of progress</li> </ul>
3	<p><b>Governing board membership</b>  Effective boards need members with the right skills, experience, qualities and capacity. In order to support the board’s proper constitution, it is the responsibility of the clerk to:</p>

	<ul style="list-style-type: none"> <li>• 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, diversity and skills mix</li> <li>• establish, in discussion with the board, open and transparent vacancy filling processes and efficient procedures for election and appointment</li> <li>• give procedural advice concerning conduct of governor elections and assist with election procedures</li> <li>• collate, maintain and ensure correct publication of information about governors such as any pecuniary interests</li> <li>• 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</li> <li>• maintain a record of training undertaken by members of the governing board</li> <li>• maintain governor meeting attendance records and advise the chair of potential disqualification through lack of attendance</li> <li>• advise the governing board on succession planning for all governing board roles</li> </ul>
4	<p><b>Managing information</b></p> <p>The clerk supports the board in maintaining records of policies and procedural documents and ensures these are accessible. This requires the clerk to:</p> <ul style="list-style-type: none"> <li>• 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, including updating the DfE ‘Getting Information About Schools’, of any changes to its membership</li> <li>• 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</li> <li>• 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</li> <li>• maintain records of governing board correspondence</li> <li>• 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</li> </ul>
5	<p><b>Relationships and development</b></p> <p>Good relationships between the clerk and members of the board are essential for open communication. Clerks also have a role to play in supporting and advising the governing board on their self-review and development. The clerk should fulfil these responsibilities, whilst maintaining independence, by:</p> <ul style="list-style-type: none"> <li>• developing and maintaining professional working relationships with the chair, the board and school leaders</li> <li>• contributing to the coordination of learning and development opportunities for those involved in governance, including induction and continuing professional development</li> <li>• The clerking competency framework supports individuals in assessing their own practice, skills</li> </ul>

and knowledge and identifying their development needs. Continuing professional development in the role of clerk should include:

- undertaking appropriate and regular training to maintain knowledge and improve practice
- keeping up to date with current educational developments and legislation affecting school governance
- participating in regular performance management, led by the chair

<b><u>Additional Corporate Responsibilities</u></b>		
1	<b>High Support, High Challenge:</b> To ensure that you bring forward your good ideas, to challenge areas where the Council can improve, and to contribute to the Council's ongoing success	
2	<b>Values Profile:</b> To follow the principles set out in the <u>Employee Values Profile</u>	
3	<b>Health and Safety:</b> Take reasonable care for the health and safety of yourself and of other persons who may be affected by your acts or omissions at work; and co-operate with the Council to enable the Council to perform or comply with its duties under statutory health and safety provisions..	
4	<b>Equal Opportunities:</b> To take positive action to ensure a thorough understanding of and positive commitment to equality in both service delivery and employment practices. To promote equality as an integral part of the role, treating everyone with fairness and dignity.	
5	<b>Safeguarding responsibilities:</b> At all times to demonstrate and positively reinforce our commitment to safeguarding and promoting the welfare of children and vulnerable adults. To ensure LSCB safeguarding and information sharing procedures are adhered to and confidentiality is maintained at all times in relation to the role.	
6	<b>Special Factors:</b> The post holder may be required to visit other services in Wokingham in order to establish and maintain working relationships	
<b><u>Scope</u></b>		
<b>Resources</b>		
<b>DBS Check required</b>	?	

<b><u>Person Specification</u></b>		
Should focus here on describing the qualifications, skills, knowledge and experience an individual will require to successfully undertake the role. These should be split between essential and desirable. There is no need to repeat value requirements or corporate responsibilities.		
<b>Qualifications</b>	<b>Essential</b>	<b>Desirable</b>
<ul style="list-style-type: none"> <li>• NVQ Level 2/3 or equivalent</li> <li>• GCSE or equivalent level in English</li> <li>• Knowledge of educational legislation, guidance and legal requirements relevant to the governing body</li> <li>• Knowledge of the roles, responsibilities and procedures of the governing body, the Headteacher, the LA and Church Authorities and the DfES</li> <li>• Good IT skills including office software such as Microsoft Word and Excel</li> </ul>		

Technical Skills.	Essential	Desirable
<ul style="list-style-type: none"> <li>• Excellent communication and interpersonal skills – e.g. writing skills, telephone manner</li> <li>• Excellent, accurate and concise writing skills</li> <li>• Ability to accurately input data and maintain records, carry out information retrieval and dissemination of governing body data/documentation</li> <li>• Ability to understand and advise on statutory requirements and frameworks</li> <li>• Ability to speak with confidence and accuracy, and to use tact, diplomacy, sensitivity and confidentiality as appropriate.</li> <li>• Strong organisation and prioritization skills</li> <li>• Ability to use appropriate IT equipment as required by the governing body</li> <li>• A positive approach to personal development and training</li> </ul>		
Knowledge	Essential	Desirable
<ul style="list-style-type: none"> <li>• A sound understanding of current education settings and frameworks</li> </ul>		
Experience	Essential	Desirable