

# Job Description

This form is used to provide a complete description of the specific job and defines the required skills, knowledge, behaviours, qualifications, and experience.

## Section A: Job Profile

The job profile provides key information relating to the salary and working conditions e.g., location of a job, along with the current focus of the role and a brief description of the main duties.

### Job Details

Job Title:	Clerk to Governing Board
Salary:	£27,344 - £30,151 pro rota
Grade:	8
Hours:	Contract type: Permanent, part-time Minimum 16 hours per term
Primary Location(s):	At school and at home
Budget responsibility:	None
Responsible to:	Head Teacher & Chair of Governors

### Job Purpose

This is a brief overview of the key objectives of the job including the context within the team/department.

Effective governance provides strategic direction and control to schools. It creates robust accountability, oversight and assurance for their educational and financial performance and is ambitious for all children and young people to achieve the best outcomes.

The DfE recognises that professional-quality clerking is critical to the effectiveness of a governing board in fulfilling its core strategic functions

The Clerk/Governance Professional 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

## Job Responsibilities

This is a bullet point list of the main duties or tasks that the post holder will be expected to undertake.

### **Advice and Guidance**

The clerk provides expert advice to the governing board on its duties and functions, contributing to the efficient conduct of the board by:

- advising the board on its core functions and Department for Education (DfE) governance advice, including the Governance Handbook and Competency Framework for Governance
- advising the governing board on relevant legislation and procedural matters where necessary before, during and after meetings
- knowing where to access appropriate legal advice, support and guidance, and where necessary seeking advice and guidance from Governor Services on behalf of the governing board
- informing the governing board of any changes to its responsibilities because of a change in school status or changes in the relevant legislation
- advising the board on the regulatory framework for governance (instruments of government, articles of association and relevant acts)
- offering advice on governance best practice, including on committee structures and self-evaluation
- ensuring that statutory policies are in place
- advising on the Annual Schedule of Board Business
- ensure new governors have access to appropriate documents, including any agreed code of conduct and access to GovernorHub if appropriate
- anticipating issues which may arise, and drawing these matters to the chair's attention, proposing recommendations
- can explain clearly, when required, the legal and contractual duties and responsibilities of the board
- is aware of the potential consequences of non-compliance and knows how to intervene and/or escalate where there are concerns about non-compliance which may not have been addressed by the board
- has the confidence and credibility to speak out, or alert the chair, when the board is at risk of overstepping its strategic role or where board behaviour is not in line with the code of conduct

### **Organisation and administration of meetings**

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 smooth and effective running of meetings by:

- working with the chair and headteacher to prepare a focused agenda for governing board meetings and committee meetings
- liaising with those preparing papers to make sure they are available on time, and distribute the agenda and papers as required by legislation
- ensuring meetings are quorate, inclusive, and well structured
- recording the attendance of governors at meetings on GovernorHub if appropriate (including any apologies, minuting whether they have been accepted or not), and take appropriate action in relation to absences
- drafting minutes of meetings, indicating who is responsible for any agreed actions with timescales, and circulate as agreed with the governing board

- circulating the reviewed minutes to all governors/members of the committee, the executive leader and other relevant bodies within the timescale agreed with the governing board
- following-up on any agreed action points with those responsible and informing the chair of progress

### **Governing board membership**

Effective boards need members with the right skills, experience, qualities, and capacity. To support the board's proper constitution, it is the responsibility of the clerk to:

- 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
- establish, in discussion with the board, open and transparent vacancy filling processes and efficient procedures for election and appointment
- give procedural advice concerning conduct of governor elections and assist with election procedures
- collate, maintain and ensure correct publication of information about governors such as pecuniary interests
- 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 on GovernorHub the meeting attendance records and advise the chair of potential disqualification through lack of attendance
- advise the governing board on succession planning for all governing board roles

### **Managing Information**

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

- 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 membership
- 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 (Special Educational Needs and Disabilities) and Safeguarding
- ensure signed minutes of meetings are kept at school and are available on public request
- ensure signed copies of confidential minutes are kept securely and separately from the public minutes

### **Relationships and development**

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:

- developing and maintaining professional working relationships with the chair, the board and school leaders
- demonstrate a commitment to developing and improving their own knowledge and skills; learning from others to improve their own practice; sharing their skills with others; including the board members; and understanding relevant training and development opportunities
- uses appropriate influencing skills to gain the board's confidence
- is aware of the importance of robust, constructive challenge both in meetings and in the wider organisation, and supports the board in developing a culture where challenge is welcomed

- establishes clear channels of communication within, and external to, the organisation where required by the board
- uses knowledge of governance to contribute to board discussions on design of governance, committee structures that are fit for purpose and appropriate to the scale and complexity of the organisation, ensuring that decisions on structure are recorded and shared across the organisation
- establishes, in discussion with the board, open and transparent vacancy filling processes and procedures for election and appointment, and records the outcome

### **Safeguarding**

The board needs to be committed to safeguarding and promoting the welfare of children. The Clerk can support the governing board by:

- ensure a Safeguarding Governor has been appointed
- ensure governors have read and understood the latest version of Keeping Children Safe in Education
- include Safeguarding as an agenda item at every meeting
- ensure all governors have completed a DBS and section 128 check
- ensure all staff and governor safeguarding training is in place

### **Legislation and Regulations**

A sound understanding of the board's duties and responsibilities; governance legislation and procedures; and the wider context in which the board is operating.

- Governance Handbook
- Competency Framework for governance
- Clerking competency framework
- School governance regulations
- Constitution of Governing bodies of maintained schools
- Governance structure and role
- Keeping children safe in education
- What maintained schools, academies, free schools, and colleges should publish online
- the key themes of national education policy and the local education context
- the relevant duties on boards under education and employment legislation and related guidance
- the board's responsibilities about Equalities and Health and Safety legislation

## **Section B: Selection Criteria**

This section provides a list of essential and desirable criteria that detail the skills, knowledge, behaviours, qualifications, and experience that a candidate should have to perform the job. The selection criteria provide a list of essential (no more than 8-10) and desirable criteria (no more than 4).

Each of the criteria listed below will be measured through the application form (A) and optionally - a test / exercise (T), an interview (I), a presentation (P) or documentation (D). You must provide a supporting statement as part of your application which includes examples and evidence of when you have demonstrated the criteria listed below. You will be expected to address each point separately and, in the order, listed. If you do not complete a full supporting statement in the requested format your application may be rejected.

<b>Essential Criteria</b>	<b>Assessed By:</b>
IT skills including use of Microsoft office	A,I
Experience of taking precise, accurate minutes	A,I
Education to A level standard or equivalent qualifications/experience	A, I
A proven ability to prioritise and work under own initiative	I
Strong organisational and time management skills	I
Excellent communication skills – both oral and written	A,I
Proven administrative and organisational abilities	A,I
Excellent literacy skills including spelling	A, I
Ability to work with diplomacy and tact, showing a respect for confidentiality	A, I
Flexible approach to tasks and an ability to use initiative	A, I
Commitment to customer service	A, I
Access to car and ability to travel independently to various locations within the county	A, I
Knowledge of Educational Legislation and school governance	A,I
Demonstrate the ability to build strong relationships	A,I
<b>Desirable Criteria</b>	<b>Assessed By:</b>
Excellent presentation skills	I
Commitment to continuing personal development	I
Experience as a clerk to a governing board	I
Ability to maintain confidentiality and remain impartial	I
Maintain awareness and comply with OCC (Oxfordshire County Council) procedures and policies	I

## Section C: Pre-employment Checks

All appointments are subject to standard pre-employment screening. This will include identity, references, proof of right to work in the UK, medical clearance, and verification of certificates. Further information can be found here [Pre-employment checks](#)

Additional pre-employment checks specific to this role are identified below (those ticked).

<input checked="" type="checkbox"/>	Enhanced Disclosure and Barring Service check with Children's and Adults Barred List	<input type="checkbox"/>	Enhanced Disclosure and Barring Service check without an Adult/Children's barred list check
<input type="checkbox"/>	Enhanced Disclosure and Barring Service check with Children's Barred List	<input type="checkbox"/>	Enhanced Disclosure and Barring Service check with Adults Barred List
<input type="checkbox"/>	Standard Disclosure and Barring Service check	<input type="checkbox"/>	Basic Disclosure
<input type="checkbox"/>	Disqualification for Caring for Children (Education)	<input type="checkbox"/>	Overseas Criminal Record Checks
<input type="checkbox"/>	Prohibition from Teaching	<input type="checkbox"/>	Professional Registration
<input type="checkbox"/>	Non police personnel vetting	<input type="checkbox"/>	Disqualification from Caring
<input type="checkbox"/>	Other (please specify):		

## Section D: Working Conditions

This is a guide to the working conditions and the potential hazards and risks that may be faced by the post-holder.

### Health and Safety at Work

You are responsible for your own health, safety, and wellbeing, and undertaking health and safety duties and responsibilities for your role as specified within Oxfordshire County Councils Health and Safety Policy.

The potential significant hazard(s) and risk(s) for this job are identified below (those ticked).

<input type="checkbox"/>	Provision of personal care on a regular basis	<input type="checkbox"/>	Driving HGV (Heavy Goods Vehicles) 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 a council 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 checked="" 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):		

## Agile Working

All staff may be required to work from a different base or in a different location at some point in the future in line with any Council or school needs. Such changes will be made after proper consultation and shall be deemed to be reasonable after considering any personal requirements.