

# Job Description and Person Specification



This authority has a responsibility for, and is committed to, safeguarding and promoting the welfare of children, young people and adults at risk, and requires all staff and volunteers to share this commitment.

Solihull Council is committed to equal opportunities and expects all staff and volunteers to recognise and value differences.

## SECTION A: Specific Role Profile

<b>Post Title</b>	Clerk to the Governing Board	<b>Post No</b>	
<b>Band and Salary</b>	Band B - £24,027 to £24,790 per annum. Incremental progression is subject to performance.		
<b>Responsible to</b>	Chair of Governors & Headteacher		
<b>Location</b>	Greswold Primary School, Buryfield Road, Solihull, West Midlands, B91 2AZ		
<b>DBS Check</b>	Enhanced Check		
<b>Special Conditions</b>	Tuesday night attendance at meetings.		

### Role Purpose

The Clerk will provide comprehensive administrative support to the Governing Body by preparing Agendas, providing comprehensive minutes of meetings that record the board's discussions and decisions, and records of attendance and the actions that have been taken.

The Clerk to the Governing Body will work effectively with the Chair of Governors, Headteacher and other Governors, and will be responsible for advising the Governing Body on constitutional matters, duties and powers working within the broad current legislative framework.

They will be responsible for:

- Providing effective administrative and organisational support to the governing board and its committees.
- Ensuring the governing board is properly constituted, recording the structure, membership and terms of reference of each committee and ensuring these are available to everyone involved in governance.
- Guidance to ensure that the board works in compliance with the appropriate legal and regulatory framework, and understanding the potential consequences for non-compliance with the relevant legal framework, contractual obligations and governance requirements of the organisation; and
- Managing information effectively, advising on procedural matters relating to the operation of the board.
- Providing impartial advice and support to the chair and board on appropriate governance structures and schemes of delegation.

## Role Responsibilities

### 1. **Effective Administration of meetings**

- With the chair and head teacher prepare a focused agenda for the governing board meeting and committee meeting.
- Liaise with those preparing papers to make sure they are available on time, and distribute/upload the agenda and papers as required by legislation and articles of association;
- Ensure meetings are quorate;
- Record the attendance of governors at meetings (and any apologies – whether they have been accepted or not), and take appropriate action in relation to absences, including advising absent governors of the date of the next meeting;
- Draft minutes of governing board meetings, indicating who is responsible for any agreed action with timescales;
- Informs the board's accountability to others through minutes that provide evidence of challenge within the confines of confidentiality and sensitivity and scrutiny of the executive, and the board's overall ability and capacity to govern the organisation/school well..
- Send drafts to the chair and (if agreed by the governing board), the head teacher;
- Circulate the reviewed draft to all governors/members of the committee, the head teacher (if not a governor) and other relevant body, such as the local authority/diocese/foundation/trust as agreed by the governing board and within the timescale agreed with the governing board;
- Follow-up any agreed action points with those responsible and inform the chair of progress.
- Prepare briefing papers for the governing board, as necessary;
- Help produce the Governing Body Planner, which includes an annual calendar of meetings and the cycle of agenda items for meetings of the governing board and its committees.
- Be prepared to challenge due process during meetings to ensure that all statutory regulations are followed.

### 2. **Maintain Information**

- Maintain up to date records of the names, addresses and category of governing board members and their terms of office, and inform the governing board and any relevant authorities of any changes to its membership;
- Be accountable for supporting the board to hold executive leaders to account. Provide guidance to the chair and board to help them identify the information they require and the questions they should ask of senior leaders.
- Maintain copies of current terms of reference and membership of any committees and working parties and any nominated governors e.g. Child-Protection, SEND;
- 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;
- Maintain records of governing board correspondence;
- Ensure the school maintain a file of relevant Department for Education (DfE), local authority and church authorities (if appropriate) guidance documents;
- Assist with the maintenance of archive materials;
- 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.
- Maintain accurate registers (e.g. register of interests, gifts and hospitality) and able to access these or provide relevant information from them when asked by the board.
- Maintain archived materials.
- Behaves with discretion and maintains appropriate confidentiality at all times.

### 3. **Provide advice to the governing board.**

- Advise the board on its core functions and Department for Education governance advice, including the Governance Handbooks and Competency Framework for Governance.
- Advise the governing board on governance legislation and procedural matters where necessary, seeking advice where necessary.
- Know where to access appropriate legal advice, support and guidance, and where necessary seek advice and guidance from third parties on behalf of the governing board.
- Act as the first point of contact for governors with queries on procedural matters;
- Inform the governing board of any changes to its responsibilities as a result of a change in school status or changes in the relevant legislation;
- Inform advice on best practice in governance, and assist with committee structures and self evaluation.
- Advise the board on the regulatory framework for governance (Maintained School Regulations/Academies, Company Law, Charity Law, Articles of Association and Funding Agreement).
- Ensure that statutory policies are in place, and that staff revise these when necessary.
- Advise on the annual calendar of governing board meetings and tasks;
- Send new governors induction materials and ensure they have access to appropriate documents, websites including any agreed Code of Practice;
- Contribute to the induction of governors taking on new roles, in particular chair of board or chair of a committee.
- Identify priorities, anticipates issues which may arise and draws these matters to the chair's attention and proposes recommendations.
- Participate in, and contribute to the training of governors in areas appropriate to the clerking role.
- Establish, in discussion with the board, open and transparent vacancy filling processes and procedures for the elections of parent and staff governors, facilitate these where required and record the outcome.
- Conduct skills audits and advise on training requirements and the criteria for appointing new governors relevant to vacancies;
- Clerk any statutory appeal committees/panels the governing board requires e.g. discipline hearings or exclusion panels.
- Perform such other tasks as may be determined by the governing board from time to time.

#### 4. **Membership**

- Maintain a register of governor pecuniary interests and ensure the record of governors' business interests is reviewed regularly and lodged within the school and publish this information on the school's website.
- Ensure Disclosure and Barring (DBS) has been carried out on any governor when it is appropriate to do so;
- Maintain a record of training undertaken by members of the governing board;
- Maintain governor meetings attendance records and advise the chair of potential disqualification through lack of attendance.
- Advise governors and appointing bodies in advance of the expiry of a governor's term of office, and advise on the impact of this on the board's capacity and skill mix;
- Establish, in discussion with the board, open and transparent vacancy filling processes and procedures for election and appointment so elections or appointments can be organised in a timely manner.
- Chair that part of the meeting at which the chair is elected, giving procedural advice concerning conduct of this and other elections.
- Advise the governing board on succession planning (of all roles, not just the chair).
- Ensure the DfE are kept informed of any changes via Get Information About Schools (previously Edubase).

## **5. People and Relationships**

- Develop and maintain effective professional working relationships with the chair, the board and leaders to give the board confidence in the advice and guidance they provide.
- Use appropriate influencing skills to gain the board's confidence.
- Be aware of the importance of robust, constructive challenge both in meetings and in the wider organisation, and support the board in developing a culture where challenge is welcomed,
- Contribute to the co-ordination of effective learning and development opportunities for those involved in governance, including providing professional clerking support to the board to recruit, induct and train individuals with the right set of skills.
- Maintain a comprehensive register of members; and give efficient notice for removal and other procedural matters.
- Support the board's succession-planning and encourage members of the board to move on when appropriate to do so, and allow the board to act quickly to recruit when a vacancy arises in an open and transparent process.
- Maintain a record of skill audits and the training that has been undertaken to help the board keep its skills up-to-date and build its capacity; and advise the chair and board on skills gaps and strategies for addressing these.
- Understand the value of board self-evaluation and help facilitate this through accurate record-keeping of attendance and non-attendance and knowledge of board members' active participation in governance.

## **7. Creativity and Innovation**

- Work generally carried out within procedure, occasional creativity in dealing with specific issues e.g. arranging meetings or contacting other agencies to deal with issues arising from governors' meetings and support the board in developing a culture where challenge is welcomed,

## **8. Contacts and Relationships**

- Regular contact with the Headteacher, Chair and Governors of the school providing assistance, information or interpretation on readily understood rules.
- Regular contact with governors to ensure they are kept up-to-date.
- Regular contact with SMBC regarding election and appointment and resignation of Governors.
- In addition, some interaction with parents and outside bodies/agencies.

## **6. Personal Development**

- Demonstrate a commitment to developing and improving their own knowledge and skills including through self-review (against agreed objectives where appropriate); learning from others to improve their own practice; sharing their skills with others, including board members; and undertaking relevant training and development opportunities;
- Keep up-to-date with current educational developments and legislation affecting school governance;
- Participate in regular performance management.

## Section B: Person Specification

	<b>Essential Criteria</b>	<b>Desirable Criteria</b>	<b>Measured By</b>
<b>Education &amp; Qualifications</b>	<p>GCSE grade C or equivalent in English and Maths</p> <p>Knowledge of Local Authority Governing Board Procedures</p> <p>Knowledge of the respective roles and responsibilities of the Local Authority, Headteacher and the DfE</p> <p>Willingness to undergo role specific training as required</p>	<p>Qualifications equivalent to NVQ Level 2 in an appropriate discipline and /or other relevant experience</p>	<p>Application Form / Interview / Task</p>
<b>Experience &amp; Knowledge</b>	<p>Experience of working in a regulated environment requiring strict adherence to organisational requirements.</p>	<p>Experience of working within an education setting.</p>	<p>Application Form / Interview / Task</p>
	<p>Experience of writing agendas and accurate, concise, high-quality minutes.</p>	<p>Knowledge of the board's duties and responsibilities; governance legislation and procedures</p>	<p>Application Form / Interview / Task</p>
	<p>Experience of dealing with difficult and sensitive situations in a professional and diplomatic manner.</p>	<p>The board's responsibilities with regard to Equalities and Health and Safety legislation</p>	<p>Application Form / Interview / Task</p>
	<p>Knowledge of responsibilities relating to record-keeping and the provision of data, including the Data Protection Act 1998 and the Freedom of Information Act 2000.</p>	<p>Knowledge of the board's accountability and relationship with others (including DfE, Ofsted, LA/Diocese) and ensuring evidence is available.</p>	<p>Application Form / Interview / Task</p>

	Knowledge of the culture, values and ethos of the organisation.	<p>Knowledge of the board's duties, the organisation's policy and internal procedures and any responsibilities of the board within it, relating, but not limited to:</p> <ul style="list-style-type: none"> <li>- Whistleblowing</li> <li>- Safeguarding</li> <li>- Disclosure and Barring Service (DBS) checks</li> <li>- Companies House records and returns (where applicable)</li> <li>- Get Information About Schools (previously Edubase) entries relating to the governance of the organisation.</li> </ul> <p>The publication of information about governance on the organisation's website.</p>	Application Form / Interview / Task
		Instrument of government for the organisation	Application Form / Interview / Task
		Knowledge of the Code of Conduct of the Board	Application Form / Interview / Task
		Knowledge of the pupil performance and financial management information which the board will use to hold leaders to account.	Application Form / Interview / Task

<b>Skills &amp; Abilities</b>	Experience of taking professional minutes ensuring good judgements about which discussion points to capture and is aware of the importance of recording dissenting voices or challenges from the board, and record all decisions to produce accurate minutes and actions from the meeting.	Knowledge of School Government Regulations	Application Form / Interview / Task
	Keyboard skills – and ability to use technology effectively to streamline planning and administration activity for the board.		Application Form / Interview / Task
	Ability to use word processing software, including GovernorHub and emails.		Application Form / Interview / Task

	Ability to use and update information onto on-line systems such as GovernorHub and the School Website.		Application Form / Interview / Task
	Excellent communication and interpersonal skills.		Application Form / Interview / Task
	Has the confidence to challenge the board in the event that meetings are not conducted in a proper or orderly manner or the programme of work does not embody the principles of good governance.		Application Form / Interview / Task
	Excellent record keeping, information retrieval and dissemination of governing board data/documentation.		Application Form / Interview / Task
	Tact, diplomacy, confidentiality and sensitivity – is aware of the importance of confidentiality and where and how this applies to discussions and documentation.		Application Form / Interview / Task
	Able to travel to meetings.		Application Form / Interview / Task
	Excellent time and project management skills to deliver efficient arrangements for board and/or committee meetings ensuring that agenda and papers are shared in a timely manner.		Application Form / Interview / Task
	Is well prepared for meetings having read all relevant papers and followed up on actions and matters arising from previous meetings.		Application Form / Interview / Task

<b>Core Behaviours</b>	<b>Excellence</b> - With enthusiasm, you work to deliver a high-quality service from your work location, whether that be in a Council building or in a remote working location, to meet customer, organisation and personal expectations. You adopt a 'can do' attitude in all of the work you deliver, ensuring it meets the needs of current and potential customers.	Interview
	<b>Simplicity</b> - You actively seek ways to prevent over-complication or confusion, by adopting the most simplified approach to work. You communicate clearly and concisely, ensuring that the message is understood by all taking into account hybrid working.	Interview
	<b>Trust and Respect</b> - You are aware of your impact on others including confidentiality, team relationships and wellbeing. You value openness and listen carefully to understand the views of others. You promote the values of inclusion and diversity and actively work to minimise any harm caused to others in order to foster an environment of mutual trust and respect	Interview

	<b>Working Together</b> - You work with others to reach a common goal; sharing information, supporting colleagues, both in their work and wellbeing, and searching out expertise and solutions from relevant partners and/or the communities we serve.	Interview
	<b>Responsibility</b> - You take ownership for your own wellbeing, work and working environment and use your initiative to deliver. You are accountable for your own performance and development, and you take responsibility for your actions and decisions.	Interview
	<b>Leadership</b> - Your leadership is demonstrated by delivering outcomes and inspiring your team and individuals to improve and develop within an environment that enables individuals to achieve their potential.	Interview

<b>Other Requirements</b>	A pro-active and self motivated approach.		
	Customer focused can-do attitude.		
	A professional and friendly disposition.		
	Ability to maintain confidentiality.		
	Ability to remain impartial.		
	An openness to learning and change		
	Ability to work at times convenient to the governing board which will often be anti-social hours (i.e. evening work).		

<b>Compiled/Reviewed by</b>	
<b>Date</b>	January 2023



## **Section C: Additional Information**

### **Corporate Parent Responsibilities**

All employees should act as an advocate for our Looked After Children; fulfilling our corporate parenting responsibilities by considering Children and Young People in everything we do.

### **Health and Safety**

Health and safety laws require all employees to help the Council maintain and improve health and safety standards. This means that the post holder must take reasonable care of his/her own and others' health and safety and co-operate with any reasonable request to support the Council, managers and other employees, in meeting their health and safety legal responsibilities. Line managers have additional responsibilities to ensure that policies, procedures and safe systems of work are implemented on a daily basis.

All duties and responsibilities must be carried out in line with the Council's Corporate Health and Safety Policy and any local safety procedures.

### **Information Management**

As an employee of the Council, the post holder will be expected to manage information in accordance with standards outlined in the Corporate Records Management and Information Security policies. They will ensure that information used is held and transmitted securely in a manner commensurate with its sensitivity, and that it complies with the provisions of Data Protection legislation and guidance.

The post holder will be accountable for ensuring that he/she is aware of relevant Council policies and that all duties and responsibilities are carried out in line with the appropriate policies and procedures.

### **Training and Development**

The Council is committed to the personal and organisational development of the individual. The post holder will be encouraged to identify job-related development needs.

### **Solihull Behavioural Framework**

The Council expects all employees to conduct themselves in a way that is consistent with the values and behaviours set out in the Solihull Behavioural Framework.

### **Mobility**

Whilst this post is initially to a specific post, the post holder may be exceptionally required to transfer to any post appropriate to their grade at such a place as in the service of the Council they may be required.

### **Variations to Job Descriptions**

Due to changing customer demands, duties and responsibilities are likely to vary from time to time and the Council therefore retains the right to amend job descriptions to reflect changing requirements.