



**Primary Advantage Federation**

**Governance Manager**

**Application Pack**

# Content

- 03 Welcome
- 04 Why Join the Primary Advantage Federation?
- 07 Application Process
- 08 Our Schools
- 09 Our Background
- 10 Our Commitments
- 11 PA Learning, Development and Partnerships
- 12 Job Description
- 11 Personal Specification
- 12 PA Professional Behaviours
- 14 Contact Details



## Equal Opportunities Statement:

Primary Advantage and its schools strive to be diverse and inclusive communities, places where we can ALL be ourselves without prejudice or bias. We welcome applicants from all cultures and backgrounds to reflect the community we serve and we continue to positively advocate for diverse representation.

## Safeguarding Statement:

Everyone in the Primary Advantage Federation and its schools who comes into contact with children and their families has a role to play in safeguarding. School staff are particularly important in safeguarding and promoting the welfare of children as we are in a position to identify concerns early and to provide help for children. Our school staff form part of the wider safeguarding system for children to prevent concerns escalating. We work with the Children and Families Service, the police, health services and other relevant agencies to support and promote the welfare of children and to protect them from harm. We work in line with statutory guidance for schools and colleagues: Keeping Children Safe in Education (2025).

# Welcome

Dear Applicant,

Thank you for your interest in applying for a post within the Primary Advantage Federation Central Team. I hope this pack supports you in finding out more about Primary Advantage and starting your application.

Primary Advantage is governed through a federation structure, working to the School Governance (Federation) Regulations. As a large federation of seven schools, getting our governance right is crucial to the success of organisation and ability of the Central Governing Board (CGB) to discharge responsibilities and have a clear line of sight into our schools.

The role of the Governance Manager will be fundamental to ensure that the Federation is compliant with all governance legislation and leads on maximising the potential of our governing arrangements. The Manager will act as the bedrock for all the Federation's governance delivery. The Governance Manager will provide core proactive clerking support to our CGB, Business and Finance Committee (BFC), Outcome and Provisions Committee (OPC) and Local Advisory Boards (LABs).

The closing date for this application is: Monday 20th April 16th April 2026 at 9am.  
Interviews for shortlisted candidates will take place on the week beginning: Monday 27th April 2026.

More information about each school can be found on the federation website. If you have any questions or would like to arrange a visit after the Easter break, please contact Venessa Williams on 0207 254 1010 ext 6 or email enquiries to [recruitment@primaryadvantage.hackney.sch.uk](mailto:recruitment@primaryadvantage.hackney.sch.uk).

Kind regards,  
Sian Davies  
Executive Principal



# Why Join the Primary Advantage Federation?

At Primary Advantage, we combine the strength of a collaborative federation with the individuality of each school.

You will work in a school rooted in its community, with its own character and identity - while benefiting from a wider network that strengthens professional development, curriculum expertise and leadership.

We believe that great schools are built through strong relationships, professional trust and a shared commitment to getting better together - informed by research and shaped by practice.

## What makes us different?

### Collaboration that strengthens practice

Our schools work closely together to share expertise, develop curriculum and support one another. Staff contribute beyond their own classrooms — working with colleagues across the federation and engaging with wider professional networks.

This creates a culture where practice is shared thoughtfully and improved collectively.

“There is a strong sense of shared purpose and collective responsibility.” - Staff feedback to governors, 2026

### Professional development that is ongoing and meaningful

We invest in sustained professional development through coaching, mentoring and subject leadership support.

Staff are supported to:

- deepen their subject and pedagogical knowledge
- take on leadership opportunities
- contribute to professional learning across schools
- grow at every stage of their career

“It is also an excellent offer for me and my development as a teacher. So much I can learn and be inspired from.” - Staff survey, 2026

### Research-informed, thoughtfully applied

Our approach to teaching and curriculum is grounded in research - but never applied uncritically.

Staff engage with evidence, test ideas in practice and refine their approach over time. Across the federation, this includes:

- working with research partners and professional organisations
- developing curriculum based on strong subject knowledge and evidence
- using approaches such as coaching and collaborative enquiry to improve teaching



# Why Join the Primary Advantage Federation?

This creates a culture where practice is both informed and adaptive, rather than driven by trends or quick fixes.

## Supportive and open professional culture

Across the federation, staff describe a culture of strong teamwork, accessible leadership and mutual support.

Leaders prioritise clarity, communication and workload, so staff can focus on high-quality teaching.

“Staff reported feeling valued and able to discuss challenges openly with senior leaders.” - Staff feedback to governors, 2026

“Workload described as manageable and purposeful.” - Staff feedback to governors, 2026

## Schools with strong identity and community

Each school reflects its local community and is shaped by the children and families it serves.

Our schools are inclusive, diverse and welcoming, with relationships at the heart of what we do.

“A really wholesome community... a really lovely community.” - Staff survey,, 2026

## What this means for you

When you join Primary Advantage, you can expect:

- **Strong day-to-day support**  
You will work in a team where colleagues help one another, leaders are accessible, and expectations are clear.
- **High-quality professional development**  
Coaching, mentoring and subject leadership opportunities are embedded - not one-off.
- **Opportunities to grow and lead**  
Whether you are early in your career or experienced, there are clear routes to develop, lead and contribute beyond your classroom.
- **A research-informed approach to teaching**  
You will be supported to engage with evidence, reflect on your practice and continually improve - not simply follow prescribed approaches.
- **A manageable and purposeful workload**  
Systems are designed to support teaching, not create unnecessary burden.
- **A sense of belonging**  
You will be part of a school community where relationships matter - with children, families and colleagues.
- **The benefit of a wider network**  
Access to expertise, shared practice and support across multiple schools



# Why Join the Primary Advantage Federation?

## Staff benefits

We offer a comprehensive package that supports both your professional and personal wellbeing:

- Teachers' Pension Scheme / Local Government Pension Scheme
- Employee Assistance Programme (confidential advice and support)
- Cycle to Work scheme
- Retail and lifestyle discounts
- Access to wellbeing services, including counselling, GP support and physiotherapy
- Opportunities to work across schools and broaden your experience
- A culture that prioritises staff development and retention

## Our context

Our schools are based in Hackney - a borough rich in diversity, culture and community.

We are proud to serve our local communities and to provide schools where children are known, valued and supported to succeed. We are committed to our staff representing the diversity of our schools.



# Application Process

01

## Welcome

Please read the application pack thoroughly

02

## Application Form

Complete all details of the application form; CVs will not be accepted

03

## Personal Specification

Ensure you address the criteria outlined in the person specification

04

## Employment History

Candidates are advised that when completing the references section on the application form to ensure that:

- Your first referee is your current or most recent employer
- Your second referee must be from a senior person with appropriate authority

05

## Employment History

Completed application forms must be received by Thursday 16th April, 9am and emailed to [recruitment@primaryadvantage.hackney.sch.uk](mailto:recruitment@primaryadvantage.hackney.sch.uk)

If you would like to arrange a visit or you have any queries, please email and the recruitment team will book this on your behalf. For more details about the timeline, please see the recruitment timeline page.

If you are shortlisted, you will need to complete a Self-Declaration form to share any relevant information regarding convictions, including spent convictions that are not 'protected' under the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (with amendments in 2013 & 2020). This will be discussed and considered during the interview. Any information given will be treated in strict confidence and managed in line with relevant data protection and guidance. An online search will be conducted and we will request details in regards to your social presences online

Candidates must ensure that if they are successful at interview, that they are able to provide evidence of their Right to Work and Remain in the UK. The Federation is not able to employ any person who cannot validate their Right to Work and Remain in the UK in line with the Nationality, Immigration and Asylum Act 2002.

Successful candidates will be required to apply for an enhanced Disclosure and Barring Service (DBS) Check, including children's barred list information. We are committed to safeguarding and promoting the welfare of our children and expect all members of staff to share this commitment.

All qualifications and references will be verified.



# Our Schools

We would encourage you to visit our websites to find out more about individual schools and the federation. The schools are well-positioned within Hackney with access to a range of facilities and transport links.



St John & St James is a one-form entry Church of England Primary School based in Hackney Central. The Headteacher is Grace Gladstone. Our School's motto is to "Learn together, journey together, pray together." For more information about our school, please visit our website: [www.johnjames.hackney.sch.uk](http://www.johnjames.hackney.sch.uk)

Holy Trinity is a one-form entry Church of England Primary School located in Dalston. The Headteacher is Rebecca Mackenzie. Our school motto is "Every child: Empowered. Inspired. Prepared." For more information about our school, please visit our website: [www.holytrinity.hackney.sch.uk](http://www.holytrinity.hackney.sch.uk)



Springfield is a one-form entry Community Primary School located close to the borders of Hackney and Haringey. The Headteacher is Jack Sloan. "Learn together, grow together" is our school motto and is expressed in every aspect of our work. For more information about our school, please visit our website: [www.springfield.hackney.sch.uk](http://www.springfield.hackney.sch.uk)

St Matthias is a one-form entry Church of England School located in Stoke Newington. The Headteacher is Lucy Blewett. Our school motto is "Dream-Believe-Achieve." For more information about our school, please visit our website: [www.st-matthias.hackney.sch.uk](http://www.st-matthias.hackney.sch.uk)



St John the Baptist is a two-form entry Church of England Primary School located in Hoxton. The Headteacher is Toni Mason. Our School motto is "We Achieve We Believe." For more information about our school, please visit our website: [www.st-john.hackney.sch.uk](http://www.st-john.hackney.sch.uk)

Morningside is a two-form entry Community Primary School located in Hackney Central. The Co-Headteachers are Jo Stonehouse and Rachel Smith. Our School motto is "Achieving and Aspiring Together." For more information about our school, please visit our website: [www.morningside.hackney.sch.uk](http://www.morningside.hackney.sch.uk)



Gainsborough is a one-form entry Community Primary School located in Hackney Wick. The Executive Headteacher is Jenna Clark. Our School motto is "Learn Together." For more information about our school, please visit our website: [www.gainsborough.hackney.sch.uk](http://www.gainsborough.hackney.sch.uk)



A young boy with dark hair and blue-rimmed glasses is the central focus. He is wearing a dark blue school jacket over a yellow collared shirt. He has a slight smile and is looking off-camera to the right. The background is blurred, showing other children in similar uniforms. The overall tone is educational and positive.

## Our Background

Our schools gain significant benefits from working collaboratively, we strongly believe that schools can achieve more by working together. We have made a commitment to a shared responsibility to the wider education community, the provision of a high quality education and the improvement of life chances for pupils in the community beyond that of our own schools.

Our journey started in 2000 when St John & St James CE Primary School opened as a Fresh Start School. Since then we have worked alongside many different schools in Hackney, across London and in many different parts of the country and have grown into a Federation of seven schools. We work collaboratively towards a shared vision and agreed commitments but our schools are individual, serving the needs of different communities in creative and innovative ways.

# Our Commitments

**Every teacher is a great teacher; every school is a great school.**

We aim to move incrementally towards excellence in all aspects of our work.

**All pupils will make good or better progress** and will be

properly equipped for the next stage of their schooling.

**Learning environments are of high quality** where pupils feel **safe and secure, known and valued and motivated to learn.**

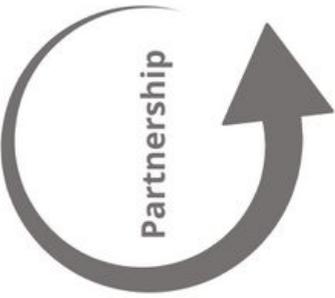
**Curriculum provision is bespoke,** broadens horizons and inspires our pupils to become successful learners, confident individuals and responsible citizens.

**Our learning community provides** opportunities for growth for pupils, staff and families.



## Expectation

We believe passionately in improving the life chances for all our pupils. We have the highest possible standards and will use our resources and expertise to unlock learning in all its facets for all our children. No barrier is too great; no learner is left behind. Skilled teachers use the most effective teaching methods to motivate learners and raise aspirations. Our schools are special places to work. We want to attract and retain staff at all levels that are willing to think flexibly, work with rigour and precision, and go the extra mile.



## Partnership

We work in partnership, pooling our expertise and resources in order to achieve collectively what we may not be able to achieve individually. We promote a collaborative approach whilst developing the capacity of each school to serve its own community and retain its distinct identity. We have developed approaches which we know make the most significant impact on pupil outcomes. These are well considered systems, approaches or policies which can be implemented in a range of settings with the appropriate levels of support.



## Leadership

Our leadership structure aims to make the most of our shared resources, maintain high expectations and secure high standards. We build leadership sustainability by spotting talent and creating opportunities for all staff at all levels to receive high quality training and leadership experiences. We recognise the importance of individuality, spontaneity and creativity in developing innovation. We seek to maximise the efficiency and effectiveness of each school by capitalising on centralised services and sharing systems and procedures.



## Growth

Through the work of the Primary Advantage Learning, Development and Partnership service, we are able to offer excellent professional development for current practitioners, leaders and future recruits to the profession. Teachers have many opportunities for professional growth through our development and masters programmes. Staff, pupils and families have opportunities for growth through links with our partners, schools and a wide range of enrichment activities.

### PRIMARY ADVANTAGE FEDERATION

For many years Primary Advantage has delivered high quality Initial Teacher Training and Professional Development to new and experienced teachers, along with curriculum and leadership support, to schools across Hackney, London and around the country. Our PA Maths Programme, developed by our own teachers, has been used by hundreds of schools across the country.

The strength of Primary Advantage lies in the support and expertise shared by all seven schools. We work closely in partnership with Hackney Education, UCL Institute of Education our regional Maths Hub, English hub, STEM Learning, our regional Teaching Schools Hub and many others.

We work collaboratively to support each other to drive up standards in schools and improve the life chances of children both within our group of schools and beyond.

Previously accredited by the DfE as a group of National Teaching Schools, at PA we are committed to developing your skills and knowledge as a teacher or leader and providing opportunities for you to grow.

As a teacher with PA you will have access to:

- High-quality training and professional development for new and experienced staff
- Rich collaboration and shared learning events with your peers through our Teacher Learning Communities (TLCs), subject leader networks and Federation learning festivals
- Career progression opportunities through a range of leadership programmes

### Reading & SEND INSET - January 2026

Our schools are full of wonderful children from a diverse range of backgrounds and with a wide range of abilities, experiences and needs. Every child is valued and we want every child to succeed and reach their potential. In this, our tenth, annual festival of education, our teachers and teaching assistants were given the opportunity to deepen our practice, share expertise across the federation, and renew our collective commitment to giving every child the transformative power of reading. Reading is also one of the most powerful tools for equity and opportunity. By strengthening early language, embedding high-quality phonics through Read Write Inc (RWI) and Success For All (SFA), and developing rich reading cultures informed by the work of Christopher Such, we are opening the door to opportunity for every pupil.



# Job Description

**Job Title:** Governance Manager

**Salary:** SO1 23 £40,404.00 - 25 £41,637.00 FTE (Actual: £28,282.80- £29,145.90)

**Hours:** 25.2 hours per week (0.7), All year round (52.143 weeks)

**Reports to:** Federation Finance and Business Director

**Liaises with:** Executive Principal, Headteachers, teaching staff, Finance and Administrative staff, Governors, local community representatives, union representatives, and other external agencies

**Location:** Clerking at schools across the federation (online) and central office

## Role Summary

Primary Advantage is governed through a Federation structure, working to the School Governance (Federation) Regulations. As a large federation working across seven schools, getting our governance right is crucial to the success of organisation and ability of Central Governing Board (CGB) to discharge responsibilities and have a clear line of sight into our schools.

The Governance Manager will be fundamental to ensuring that Federation is compliant with all governance legislation and leads on maximising the potential of our governance arrangements. The Manager will act as the bedrock for all the Federation's governance delivery. The Governance Manager will provide core proactive clerking support to our CGB, Business & Finance Committee (BFC), Outcomes & Provisions Committee (OPC) and Local Advisory Boards (LABs). More than this, the post holder will also contribute to the effectiveness of key decision-makers within the organisation by overseeing the governance framework, meeting all compliance and regulatory requirements and providing advisory support to governance stakeholders.

Through developing and delivering a tailored governance model for Primary Advantage, the Governance Manager will enable our governance structures to fully meet the evolving needs of our organisation whilst demonstrating best practice in Federation governance.

The Governance Manager will be responsible for the collation, analysis and presentation of key data from across the Federation schools for monitoring and tracking purposes.

## Key Responsibilities

### Governance Framework

- Overall responsibility to ensure governors act in accordance with, the Primary Advantage Federation Instrument of Government and Scheme of Delegation including undertaking the annual review to ensure these documents are compliant with relevant statute and reflect the distribution of responsibilities throughout the organisation
- Lead on the development of the annual Governance Workplan in conjunction with Chairs and Executive Principal, ensuring alignment with high-level organisational planning
- Responsible for individual Central Governing Body (CGB), Business & Finance Committee (BFC), Outcomes & Provisions Committee (OPC) and Local Advisory Board (LAB) meetings to fall at strategic times to ensure fulfilment of regulator requirements and delegations
- Hold strong understanding of Primary Advantage Federation's internal governance structure, constitution, procedures and delegations including the board code of conduct

### Clerking/Secretariat support

- Translate annual Governance Workplan into standing agendas, report templates and agenda item briefings for CGB, BFC, OPC and LAB
- Deliver high-quality papers and reports in format agreed with key governance stakeholders to meet agreed deadlines, including supporting staff with relevant aspects of reporting
- Oversee smooth delivery of all governance meetings including taking and circulating accurate minutes
- Overall responsibility to ensure timely two-way communication and information flows between all tiers of governance within the Federation, including, on occasion, presenting agenda items at Board, Committee or Advisory Board meetings
- Support relevant governor panels (exclusions, disciplinary, grievance, complaints) in conjunction with other colleagues as required

# Job Description

- Undertake regular skills audits to aid with succession planning activities and assist with annual board evaluation process and ongoing governance quality assurance
- Scheduling and diary management around governance meetings
- Responsibility for diary management for the Executive Principal and the Finance & Business Director

## Induction, training and communications

- Undertake first-line recruitment of new Governors, Committee and LAB Members in line with the overall Primary Advantage approach
- Undertake all aspects of Governor/ Member appointment, record-keeping and membership
- Plan and coordinate Governor and Member induction and training including signposting to opportunities available through Hackney Education and London Diocesan Board for Schools
- Signpost Governors and Members to relevant communications/ newsletters to help fulfil role and ensure that governance stakeholders are briefed on key development in local and national educational policy

## Risk, compliance and regulation

- Maintain Primary Advantage policy framework including ensuring policies are updated in a timely manner in accordance with legislation and key changes are communicated to school
- Carry out practical elements of company secretarial role including ensuring quoracy at all meetings, filing annual returns and maintaining all required registers such as minutes and conflicts of interests
- Support Governors and LAB Members as required around Ofsted and Diocese inspections or other significant events, including providing briefings
- Prepare any briefings requested by Chair/ Executive Principal on governance queries and present in a clear, logical manner
- Keep watching brief on evolving policy and legislation affecting UK education including Federations specifically

## Data collation, analysis and presentation

- Gather data as requested from Federation schools to drive monitoring and reporting to Governors

## Other

- Work with the Chairs, Executive Principal, Federation Finance & Business Director and Headteachers to develop key governance stakeholder relationships for the Primary Advantage Federation in order to foster a strong culture of support and constructive challenge
- Continually identify areas for improvement within the Primary Advantage Federation governance framework
- To undertake any other reasonable additional duties as requested by the Executive Principal and Federation Finance & Business Director
- To engage in relevant training and development as appropriate
- *The Governance Manager must be available to attend all CGB, BFC, OPC and LAB meetings, these are usually held in the early evening.*
- *This post is subject to an enhanced Disclosure and Barring Service (DBS) check.*

# Person Specification

## Qualifications

- Maths and English GCSE or equivalent at grade C or above
- Qualified to degree level or equivalent, or able to demonstrate sufficient relevant work experience (desirable)
- Right to work in the UK

## Knowledge and Experience

- Knowledge of school governance legal/ policy environment (desirable)
- Knowledge of Federation legal/ policy environment (desirable)
- Experience of governance in a school, corporate and/or legal environment (essential)
- Experience of meeting management and minute taking (essential)
- Experience of managing across and upwards to relevant colleagues
- Experience of monitoring systems, processes or projects
- Experience of record-keeping

## Specific Skills

- Strong written and oral communication skills
- Strong interpersonal and stakeholder engagement skills – able to foster relationships
- Strong attention to detail
- Able to write accurately, clearly and concisely and provide succinct reports
- Able to interpret financial and/or school performance data
- Ability to prioritise conflicting demands and balance on going deadlines
- Fully computer literate, with suitable experience of standard office software

## Personal Characteristics

- Fully computer literate, with suitable experience of standard office software
- Personal vision is aligned with the ethos and values of the Primary Advantage Federation and a commitment to ensuring the best possible education for each child
- Adaptable, organised, detail-oriented and systematic in approach to work
- Confident and able to work independently on own initiative, within an overall framework
- Conscientious and takes personal accountability for delivery of goals
- Focused on delivering and regularly reviewing support, solutions and key processes
- Adept at working with others to resolve conflicts or competing priorities
- Committed to on going personal development

## Guidance Briefing: Department for Education Clerking Competency Framework

### Background

- The *Clerking Competency Framework* was released by the Department for Education (DfE) in April 2017 as a piece of non-statutory guidance to outline the 'knowledge, skills and behaviours required to provide professional clerking to the governing boards of maintained schools, academies and multi-academy trusts' in the UK
- The guidance was released by the DfE shortly after the updated Governor Handbook and new 'Competency Framework for Governance' was issued, and shows recognition on behalf of the government on the need to provide guidance on the 'soft skills' and competencies required to make education governance effective
- The Clerking Competency Framework sets out the skills needed by professional clerks into four main areas – 'understanding governance; administration; advice and guidance; and people and relationships'

### Effective clerking and the six key features of effective governance

*The first section of the Clerking Competency Framework outlines how clerking contributes to the six key features of effective governance as laid out in the Governance Handbook*

- **Strategic leadership that sets and champions vision, ethos and strategy** – clerks work with the Chair to focus discussion on strategic rather than operational issues; clerks ensure boards are effective through planning appropriate agendas, submitting timely papers and taking accurate minutes
- **Accountability that drives up educational standards and financial performance** – clerks work with the board to ensure they ask the right questions and are given the answers they want through educational and financial information and data; clerks provide evidence through minutes of the board's scrutiny and challenge in holding the executive to account
- **People with the right skills, experience, qualities and capacity** – clerks support the board to recruit, induct and train new members and oversee appointment and removal; clerks support succession planning, skills audits and the building of strong board relationships
- **Structures that reinforce clearly defined roles and responsibilities** – clerks ensure the board is properly constituted, outlines roles and responsibilities; clerks provide impartial advice on governance structures and schemes of delegation
- **Compliance with statutory and contractual requirements** – clerks provide support to ensure compliance with relevant legal frameworks and contractual obligations; clerks ensure policies and procedural documents are maintained and followed
- **Evaluation to monitor and improve the quality and impact of governance** – clerks provide an audit trail to contribute to reviews of governance effectiveness including minutes, records of actions and attendance

### The competencies of an effective clerk

#### *Competency 1: Understanding Governance*

The Competency Framework highlights 'understanding governance' as an important competency as professional clerking requires 'the board's duties and responsibilities; governance legislation and procedures; and the wider context in which the board is operating'. This understanding means clerks will give better advice and make more accurate records.

Clerks should be aware of:

- The 'key features of Effective Governance' laid out in the Governance Handbook and Competency Framework for Governors
- The content of the organisation's Articles, funding agreement(s)/ Instrument of Government and responsibilities arising from relevant legislation including Equalities, Health & Safety, Data Protection, Freedom of Information (and charity/ company law for SATs and MATs)
- The organisation's culture, values and ethos as well as pupil performance and financial management information
- The organisation's internal governance structure, constitution, procedures and delegations including the board code of conduct, and external local/ national education policy
- Internal procedures for Whistleblowing, Safeguarding, Disclosure and Barring Service (DBS) checks, Companies House returns, Edubase records and requirements to publish information
- Relationships with regulators including DfE, ESFA, Ofsted and LA/ Diocese

# ● Job Description

## *Competency 2: Administration*

The second competency is noted as the foundation for ensuring board members can focus on strategic matters when they know the administration is taken care of well. Clerks should:

- use organisational skills to forward-plan and arrange board papers, minutes, risk registers and other administrative activities and other processes efficiently
- prepare well for meetings, anticipate issues that may arise and have the confidence to intervene should meetings not be conducted in a proper or orderly manner
- take accurate minutes recording any dissenting voices and relevant action points
- ensure legal requirements are met around quoracy, maintenance, retention and publication of registers and filings and any corporate seal(s)
- maintain a 'high standard of work and calm demeanour, even when under pressure'

## *Competency 3: Advice and guidance*

This competency contributes to 'better and more effective decision-making and helps the board manage the risk of non-compliance with legal and regulatory frameworks'. Clerks should:

- be able to source information relevant to the context and circumstances of the board
- put in place processes for systematically identifying, and sharing, changes to relevant legal, regulatory or compliance requirements and internal legal/ contractual duties
- provide the board with impartial, clear, well-organised and logical advice
- be aware of the potential consequences of non-compliance, conflict of interest and loyalty
- have the confidence and credibility to speak out if the board is at risk of overstepping their role, and know with whom outside the organisation to share any concerns of misconduct

## *Competency 4: People and relationships*

This competency highlights the role clerks play in building strong working relationships, communications and information flows amongst the board and stakeholders. Clerks should:

- develop professional working relationships with the chair, board, executive leaders and key contacts, using influencing skills to gain the board's confidence, encourage a culture of constructive challenge and open discussion and design appropriate governance structures
- establish channels of communication for sharing board information
- advice on succession planning and vacancy filling processes including election/appointment
- support skills audits, board evaluation, attendance records, training and CPD opportunities
- demonstrate a commitment to developing and improving their own knowledge and skills

# Primary Advantage Professional Behaviours

Category of Behaviour	Description
<b>Managing self and personal skills</b>	Being aware of own behaviour and how it impacts on others
	Enhancing personal skills to adapt professional practice to business needs
	Being aware of and honest about own areas of strength and development needs
	Taking responsibility for own mistakes and sharing team success
<b>Delivering excellent service</b>	Providing the best experience to pupils, parents and colleagues
	Building strong and trusting working relationships to improve team's delivery
	Ensuring all one's internal and external written communications demonstrate a high level of professionalism (eg. spelling, punctuation, grammar and appropriate language)
<b>Finding solutions</b>	Seeing beyond own area of work to understand departmental or school goals
	Engaging enthusiastically in the purpose of the whole organisation
	Recognising the importance of individuality and creativity in innovating
<b>Working flexibly</b>	Being open to new ideas and ways of working
	Adjusting to unfamiliar situations and shifting demands/needs by thinking flexibly and giving new things a try
	Working with rigour and going the extra mile
<b>Maximising efficiency and effectiveness</b>	Capitalising on centralised services and systems and procedures for sharing resources and practice
	Being mindful of sustainability and reduction of physical waste
	Managing own time effectively to complete directed tasks and activities
	Allocating appropriate time and resources when directing others and setting achievable deadlines
<b>Committing to the organisation</b>	Developing an understanding of the education context in which we work
	Showing commitment to the federation and school's vision and values
	Positively representing the organisation by speaking highly of it inside and outside the workplace
<b>Developing self and others</b>	Showing commitment to own ongoing professional development
	Supporting others to feel safe, secure, known, valued and motivated to reach their full potential
	Spotting talent and creating opportunities for staff at all levels to receive high quality training and leadership experiences
<b>Working together</b>	Working collaboratively with others to achieve organisational goals
	Recognising and valuing the different lived experiences that people contribute to a shared project or activity
	Pooling expertise and resources to achieve collectively what may not be achievable individually
<b>Getting results</b>	Taking personal responsibility for getting things done
	Consistently meeting objectives and success criteria
	Moving incrementally towards excellence in all aspects of one's work

## Contact Details

Primary Advantage Federation

% Holy Trinity Primary School

Beechwood Road

Hackney

London

E8 3DY

Tel: 0207 254 1010

Email: [recruitment@primaryadvantage.hackney.sch.uk](mailto:recruitment@primaryadvantage.hackney.sch.uk)

[www.primaryadvantage.co.uk](http://www.primaryadvantage.co.uk)

Sian Davies

Executive Principal