



WIGMORE SCHOOL ACADEMY TRUST

Job Description



U659 The Governance Professional – Clerk to Trustees

Organisation(s): Wigmore School Academy Trust

Pay Range: HC6

Contract: Annualised hours contract; working 50 core hours (usually during term time) and 50 additional hours

Responsible to: Headteacher and Trustee Board

Responsible for: None

Functional links with: All trustees, school senior leadership, Headteachers, pupils, staff, parents, officers of the LA, and other agencies, as necessary.

Main Purpose of Job:

Provide advice and guidance to the governing board on governance, constitutional and procedural matters. This professional clerk role will contribute towards the efficient functioning 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; and
- advice on procedural matters relating to the operation of the board.

Main responsibilities and tasks:

The clerk to the governing board will:

Act as Company Secretary (where agreed)

1. 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 before, during and after meetings.
- 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.
- 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.
- Advise the board on the regulatory framework for governance (Company Law, Charity Law, Articles of Association and Funding Agreement and Academies Financial Handbook).
- Offer advice on best practice in governance, including on committee structures both at board and academy level.
- Advise the governing board on best practice in relation to its scheme of delegation for governance.
- 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, including any agreed Code of Conduct.
- Contribute to the induction of governors taking on new roles, in particular chair of the board or chair of a committee.
- Identifies priorities, anticipates issues which may arise.

2. Effective administration of meetings

- With the chair and headteacher, 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 the agenda and papers as required by legislation or the 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 governance meetings, indicating who is responsible for any agreed action with timescales, and send drafts to the chair and (if agreed by the governing board), the headteacher.
- Circulate the reviewed draft to all governors/ members of the committee, the headteacher (if not a governor) and other relevant board, 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.

3. Membership

- Advise governors and appointing bodies in advance of the expiry of a trustee's term of office and the impact of this on the board's capacity and skills mix.
- Advise the governing board on the DfE's recommendations and guidance in relation members and trustees.
- 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 the part of the meeting at which the chair is elected, giving procedural advice concerning conduct of this and other elections.
- Collate and maintain information about trustees such as any pecuniary interests and where required publish this information on the school's website.
- Ensure Disclosure and Barring Service checks (DBS) have been carried out on any trustee when it is appropriate to do so.
- Maintain a record of training undertaken by members of the governing board.
- Maintain governor meeting attendance records and advise the chair of potential disqualification through lack of attendance.
- Advise the governing board on succession planning (of all roles, not just the chair).

4. Manage Information

- 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 and working parties and any nominated trustees e.g. 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 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.
- Manage the flow of information from trust board to sub-committees and vice versa.

5. People and relationships

- Develop and maintain effective professional working relationships with the chair, the board and executive leaders.
- Oversee the clerking arrangements at academy committee level.
- Contribute to the coordination of effective learning and development opportunities for those involved in governance, including induction and continuing professional development.

6. Personal Development

- Undertake appropriate and regular training and development to maintain knowledge and improve practice.
- Keep up-to-date with current educational developments and legislation affecting school governance.
- Participate in regular performance management.

7. Additional Services

The clerk may be asked to undertake the following additional duties:

- Clerk any statutory appeal committees/panels the board is required to convene: Maintain a file of relevant Department for Education (DfE), local authority and church authorities (if appropriate) guidance documents.
- Maintain archive materials.
- Prepare briefing papers for the governing board, as necessary.
- Conduct skills audits and advise on training requirements.
- Perform such other tasks as may be determined by the governing board from time to time.

General Information:

This job description summarises the main duties and accountabilities of the post and is not exclusive. The post holder may be required to undertake other duties of similar level of responsibility.

It is anticipated that this job description and hours of employment will change over time in accordance with the needs of the role. The role holder will be consulted on any proposed amendments.

It is a condition of employment that staff will not disclose any information obtained in the course of their duties other than to those entitled to receive it. The postholder must ensure that the confidentiality of personal data remains secure and the terms of the Data Protection Act and relevant Trust policies are met in respect of information held on the Trust's computerised systems.

The Trust is committed to equality of opportunity. All staff are required to comply with current legislation, Trust policies and good practice guidance.

This job description should be read in conjunction with the Staff Induction Policy, Staff Handbook.

All staff are required to participate in the Trust's appraisal process and undertake any necessary training and development, to keep up to date with the requirements of the job.

An annual review of this job description and allocation of particular responsibilities will take place as part of the Performance Management Review.

Under the H&SAWA 1974 the post holder must take reasonable care of their own health and safety and that of any other person who may be affected by their acts or omissions. The post holder must also co-operate with the Trust on all matters concerning health and safety and not interfere with, or misuse, anything provided for the purpose of health, safety or welfare.

All staff are required to undertake child safeguarding training, adhering to policies and established practices. This post is subject to an enhanced disclosure.

Chair of Trust Name: Steve Pollacco (Chair of Trust)

Chair of Trust Signature:

Date:

Executive Headteacher's Name: Dr Rob Patterson (Executive Headteacher)

Executive Headteacher's Signature:

Date:

Employee Name:

Employee Signature:

Date:

Date Job Description reviewed: June 2026

Note: This Job Description covers the main duties and responsibilities of the job. Other activities commensurate with this Job Description may from time to time be undertaken by the Job Holder.



WIGMORE SCHOOL ACADEMY TRUST

Person Specification



Governance Professional/Clerk – Academy Trust		
	ESSENTIAL	DESIRABLE
Qualifications and Training	<ul style="list-style-type: none"> • Be able to demonstrate a willingness to attend appropriate training and development; (AF, I) • Have already attended or make a commitment to attend the National Training Programme for Clerks or its equivalent (AF, I) • Level 2 qualification in numeracy / maths and literacy / English or equivalent. (AF, I) 	<ul style="list-style-type: none"> • NVQ Level 3 in Administration / Business or equivalent qualification or experience. (AF, I)
Knowledge and Experience	<ul style="list-style-type: none"> • Evidence of relevant personal and professional development; (AF, I) • Evidence of working in an environment where experiences included taking initiative and self-motivation; (AF, I) • Working as a member of a team. (AF, I) 	<ul style="list-style-type: none"> • Experience of financial work / administrative. (AF, I) • Knowledge of relevant educational legislation, guidance and legal requirements. (AF, I) • Knowledge of school governance legislation. (AF, I) • Knowledge of the respective roles and responsibilities of the Trust Body, the Headteachers, DfE and other authorities. (AF, I) • Basic awareness of inclusion, especially within a school setting. (AF, I)
Skills and Abilities	<ul style="list-style-type: none"> • Good listening, oral and literacy skills; (I) • Writing agendas and accurate concise minutes; (I) • ICT including keyboarding skills; (I) • Organising their time and working to deadlines; (I) • Organising meetings; (I) • Record keeping, information retrieval and dissemination of Trust Body data/documentation, to the Trust Body and relevant partners; (I) • Using the internet to access relevant information; (I) • Communicates in a clear, accurate and succinct manner to deliver information to the right person, ensuring he / she understands the message. (AF, I) • Maintains open and honest relationships with colleagues and shows sensitivity to the needs and feelings of others. (AF, I) • Actively listens to take account of others' views and opinions. (AF, I) • Works with the team to generate solutions and reach consensus. (AF, I) 	<ul style="list-style-type: none"> • Demonstrates a broad knowledge of the schools' activities within the Academy Trust and how the Trust contributes to performances as a whole. (AF, I) • Is able to describe the current activities in their area and whole-school developments. (AF, I) • Adapts data according to particular needs and presents it appropriately. (AF, I) • Knowledge of the respective roles and responsibilities of the Trust Body, the headteacher, the LA, Church Authorities and the DfE. Knowledge of Equal Opportunities and Human Rights legislation; (I) • Knowledge of Data Protection legislation. (I)

	<ul style="list-style-type: none"> • Is able to use and understand the purpose of Information Communication Technology (ICT) and has the ability to search for and extract information, using a range of technology. (AF, I) • Is able to use ICT securely and safely and supports / encourages Governors to also use ICT technology, linked to the work of the Trust, in a safe and secure manner. (AF, I) • Ability to build and maintain successful relationships with people, treating them consistently with respect and consideration. (AF, I) • Ability to work collaboratively with colleagues and carry out the role effectively, knowing when to seek help and advice. (AF, I) • Ability to organise own time and work to deadlines. (AF, I) • Ability to improve own practice through observation, evaluation and discussion with colleagues. (AF, I) • Be a person of integrity; (I) • Be able to maintain confidentiality; (I) • Be able to remain impartial; (I) • Have a flexible approach to working hours; (I) • Sympathetic to the needs of others; (I) • Have an openness to learning and change; (I) • Have a positive attitude to personal development and training; (I) • Have good interpersonal skills. (I) • Well organised and flexible approach to work. (I) • Ability to work constructively and supportively as part of a team. (I) • Good attention to detail. (I) • Able to work on own initiative but seeks advice from others when necessary(I). 	
Other Factors	<ul style="list-style-type: none"> • Commitment to working with young people. • Willingness to work in support of the inclusive ethos of the school. • Police clearance. (DBS check) 	

Evidence Key:

(AF) – Application Form

(I) – Interview

(R) – References