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| Pay&grading | SCCBLACK |
| **JOB DESCRIPTION** | |

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| **Job Number:** | N/A | |
| **Department:** | Education | |
| **Section:** |  | |
| **Job Title:** | Clerk to the Board of Governors | |
| **Reports To:** | Chair of Governors | |
| **Main Purpose of Job**: *Briefly - what is the job there for and why is it being done? Please attach an organisation chart to show clearly, the department structure and where the job fits with this.* | | |
| Every Board of Governors is required by law to have a clerk.  The clerk to the Board is accountable to the Board, working effectively with the chair of governors, other governors and the headteacher. The clerk will be responsible for advising the board on constitutional matters, duties and powers and will work within the broad current legislative framework. He/she will secure the continuity of board business and observe confidentiality requirements. | | |
| **Main Responsibilities and Duties**: *What needs to be done? - Describe the main responsibilities and duties required of the job. This should include responsibilities for the support or management of clients, employees, budgets, processes and equipment* | | % of Time |
| 1. **Meetings**    * Work effectively with the chair and headteacher before a board meeting to prepare a purposeful agenda which takes account of DfE, LA and church authority issues that are focused on school improvement.    * Encourage the headteacher and others to produce agenda papers for meetings on time.    * Produce, collate and distribute the agenda and papers so that recipients receive them at least seven clear days before the meeting.    * Record the attendance of governors at the meeting and take the appropriate action regarding absences.    * Advise the board on governance, legislation and procedural matters where necessary before, during and after the meeting.    * Take notes of the board meetings to prepare minutes, sending drafts to the chair and headteacher for amendment and approval and copying and circulating to governors within the timescale agreed.    * Advise absent governors of the date of the next meeting.    * Keep a minute book or file of signed minutes.    * Liaise with the chair prior to the next meeting to receive an update on progress of agreed actions.    * Following the approval of the minutes at the next meeting, forward a copy to the LA and, if appropriate, the appropriate church or foundation authority.    * Chair that part of the meeting at which the chair is elected (sometimes the beginning of the first meeting of the new school year). | | %  70% of time for non-optional tasks |

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| 1. **Membership**    * Maintain a database of names, addresses and categories of board members, and their terms of office.    * Initiate welcome/induction materials being sent to newly appointed governors.    * Maintain copies of current terms of reference and membership of committees and working parties and nominated governors, e.g. SEN.    * Advise governors and appointing bodies of expiry of terms of office so elections/appointments can be organised in a timely manner.    * Inform the board of membership changes.    * Maintain governor meeting attendance records and advise the board of non-attendance of governors.    * Maintain the register of governors pecuniary/business interests.    * Ensure that new and re-appointed governors have undertaken necessary disclosures before appointments are confirmed. 2. **Advice and Information**   The clerk will:   * advise the board on procedural issues; * have access to appropriate legal advice, support and guidance; * ensure that new governors receive legally required information and documentation; * take action on the board’s agreed policy to support new governors, taking account of guidance and induction materials made available by the DfE, LA and other organisations; * advise on the requisite contents of the school prospectus and annual report to parents; * ensure that statutory policies are in place and a file of policies and other documentation approved by the board maintained; * maintain records of board correspondence.  1. **Optional Tasks** (for negotiation between the clerk and the chair/board)    * Clerk some or all statutory and non-statutory board committees.    * Assist with the elections of parent and staff governors.    * Give advice and support to governors taking on new roles, such as chair of governors or chair of a committee.    * Participate in and contribute to the development of governors in areas appropriate to the clerking role.    * Maintain a file of relevant DfE and LA documents.    * Maintain archive material.    * Prepare briefing papers for the board as necessary.    * Assist in the production of a Year Planner for the board and its committees. | | 20% of time for non-optional tasks  10% of time for non-optional tasks |
| **Facts and Figures**: *Give facts and figures that help to give a picture of the job. This should include any statistics relevant to the job, for example the number of clients supported, type and value of equipment, resources or premises for which the job has responsibility, size of budgets controlled or which the job has some impact on and, if appropriate, numbers of staff managed* | | |
| * Every full board of governors is required by law to meet once each term. Most will meet twice each term. * Some boards operate non-statutory committees. These also, typically, meet twice each term. * Statutory committees include pupil exclusion considerations, staff dismissal and staff dismissal appeals, staff grievance and staff grievance appeals. In addition, complaints must be heard by a panel of three governors and require clerking. * Meetings are typically held in the evening and last no more than two hours. * Boards comprise a minimum of 7 governors under constitution regulations from September 2012, although there is no stipulated maximum. * Governors serve a term of office of at least one year but no more than four years, as stipulated in the Instrument of government or Articles of Association. | | |
| **SUPPORTING PROCESSES** | | |
| **Problem Solving and Creativity**: *Give examples of the problem solving and creativity involved in the job. This should include resolving issues over interruptions to work deadlines, priorities and changing demands. How often do these issues occur?* | | |
| * The interpretation of the law as it relates to governance. * Best practice advice on governor recruitment and development and the operation of the board. | | |
| **Decision Making**: *Give examples of the types of decisions which the job has responsibilities for making, including where appropriate those relating to resources, budgets and employees. Show where there is authority of freedom to act and where there is an impact via recommendations or advice* | | |
| The position of clerk does not attract a high level of decision-making. Rather, the clerk advises others – principally the chair, other members of the board and the headteacher on legal requirements and good governance practice. | | |
| **Physical Effort and Working Conditions**: *Give details and the frequency of any special effort needed, including the prolonged or frequent use of IT equipment and describe any particular working conditions, other than those encountered in a normal office environment, to which the job holder is subjected eg noise, outside working, unpleasant surroundings* | | |
| 1. Clerking is subject to ‘bursts’ of intensive activity around the time of meetings, publishing required reports, inspection by OFSTED and the activation of statutory committees. 2. Depending on circumstances, some clerks work from home and are expected to have and be able to use effectively IT, including word-processing and email. 3. Most meetings and much of the work of the board, and therefore the clerk, is undertaken in the evening. 4. A clerk may have to travel some distance to meetings at the school. | | |
| **Contacts and Relationships**: *Give details of the range and type of people within the Council or external organisations and including the recipients of services it is necessary to contact in order to carry out the responsibilities of the job. What is the range and purpose of the contact eg providing information or advice, directing, monitoring, influencing, motivating* | | |
| 1. The clerk must establish good relationships with all governors, particularly the chair and committee chairs (if applicable) and the headteacher. The chair/head/clerk relationship is particularly important in effective governance. 2. The clerk also needs to establish good working relationships with the LA, particularly with ‘Governor Services’ staff. | | |
| **Additional Information**: *Anything else which is relevant to the job which is not adequately covered elsewhere* | | |
| A clerk’s relationship with the school and the board varies from school to school.  Some clerks are employed by the school in another capacity – often as secretary or bursar; others have no other relationship with the school other than as clerk. Some of these ‘outside’ clerks have agreed to an honorarium; a few undertake the task as unpaid volunteers. This has probably led, in the past, to wide variations in pay between clerks.  There is a wide variation between schools on the extent of work undertaken by clerks. Some only clerk full meetings of the board. Others take on the full range of responsibilities described above.  The clerk needs to be able to work at times convenient to the governors’, often in the evening, be able to travel to meetings and be available to be contacted at mutually agreed times. | | |
| **Knowledge, Skills and Experience: (To be completed by the Line Manager)** *The minimum general education standard, qualifications, training and level of experience required by the job holder* ***to be fully effective in the job****. Note that this information should relate to the requirements of the job and not what may be available from existing job holders* | | |
| * Knowledge of: board of governors procedures; education legislation, guidance and legal requirements; the respective roles and responsibilities of the governors, headteacher, LA, Church authorities and DfE; Equal opportunities and Human Rights legislation; Data Protection legislation. * Good listening, oral and literacy skills. * Writing agendas and accurate, concise minutes. * ICT, including keyboard skills. * Using the Internet to access relevant information. * Organising their time and working to deadlines. * Organising meetings. * Record keeping, information retrieval and dissemination of data and documentation. * Developing and maintaining contact with outside agencies. * Willingness to attend appropriate training and development. * Willingness to undertake, when available, the National Training Programme for Clerks or its equivalent. * Ability to work in an environment where experiences include taking initiative and self-motivation. * Ability to work as a member of a team. * Personal attributes to include: integrity; confidentiality; impartiality; sympathetic to the needs of others; openness to learning and change; positive attitude to personal development and training; good interpersonal skills; flexible approach to working hours. | | |
| **Agreed** that the Job Description is a fair and accurate statement of the requirements of the job: | | |
| Job Holder: ..………………………………………………….. | Date: ……………………….. | |
| Line Manager: ………………………………………………... | Date: ……………………….. | |
| Designated Senior Manager: ..……………………………… | Date: ……………………….. | |