# Governance professional role description template

## **For governance coordinator level roles**

### How to use the template

This template role description refers to the main professional and individual requirements for those working as governance professionals in schools and trusts at governance coordinator level. Roles at this level include:

* governance coordinator
* senior governance professional
* deputy head of governance

Roles at this level are generally found in multi academy trusts as part of a central support team, local authorities providing governance services to schools and trusts and commercial providers of governance services to schools and trusts.

The template is not designed to serve as a model role description. It should be adapted to reflect specific circumstances, including but not limited to:

* the breadth and depth of governance professional support required for the scale and complexity of the organisation
* the governing structure including schemes of delegation
* the administrative and procedural requirements of the governing board
* alignment with other central support roles and especially those supporting governance
* role descriptions and pay structure of other staff who provide a similar level of professional and skilled service

Before adapting the template role description, we recommend that you refer to:

* the governance professional career pathway: [clerking](https://www.nga.org.uk/Knowledge-Centre/Governance-structure-roles-and-responsibilities/Roles-and-responsibilities/Essential-resources-for-clerks/career-pathway/clerking.aspx) and [governance coordinator](https://www.nga.org.uk/Knowledge-Centre/Governance-structure-roles-and-responsibilities/Roles-and-responsibilities/Essential-resources-for-clerks/career-pathway/governance-coordinator.aspx) levels
* the [competency framework](https://www.gov.uk/government/publications/governance-handbook) published by the Department for Education (DfE) for school governance professionals
* the [competency framework](https://www.cgi.org.uk/assets/files/competency-framework/cgiuki-comp-framework-24pp-rgb.pdf) published by the Chartered Governance Institute for company secretaries and governance professionals

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| Role purpose |
| * Providing clerking level support to governing boards. * Co-ordinating wider governance support activity including line management of those working at [clerking level](https://www.nga.org.uk/Knowledge-Centre/Governance-structure-roles-and-responsibilities/Roles-and-responsibilities/Essential-resources-for-clerks/career-pathway/clerking.aspx) and supporting those working at [lead governance professional level](https://www.nga.org.uk/Knowledge-Centre/Governance-structure-roles-and-responsibilities/Roles-and-responsibilities/Essential-resources-for-clerks/career-pathway/lead-governance-professional.aspx). |

### for **governance coordinator level roles**

### Providing clerking level support – key duties

*Select and adapt the following typical duties to fit the requirements of your board/organisation:*

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| Organising meetings, hearings and appeals |
| * working with others to prepare agendas * convening meetings and distributing papers * overseeing election of officers * recording attendance/apologies * following up non-attendance * taking minutes * circulating draft and approved minutes * following up on agreed action points |
| Providing advice and guidance |
| * advising on legal duties and governing practice * advising on constitutional requirements * advising on board procedures * advising on statutory guidance and policies * advising on annual tasks and decisions * advising on governor/trustee CPD * accessing external advice as appropriate * supporting issue resolution |
| Administration and record keeping |
| * maintaining membership records * maintaining governing documents such as terms of reference and signed minutes * maintaining a record of board CPD * maintaining records of board correspondence * maintaining governance communication portal * drafting correspondence on behalf of the board |
| Maintaining relationships and communication |
| * maintaining professional working relationships with the chair, the board and school leaders * communicating on board matters outside of meetings * where appropriate, liaising on behalf of the board (such as for external reviews of governance) |

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| Ensuring compliance |
| * ensuring meetings are quorate * overseeing the review of required policies * publication of governance information on school websites * advising on data protection requirements * overseeing board recruitment processes * co-ordinating safeguarding checks on board members * monitoring eligibility of board members to serve including on committees * notifying disqualifications, expiry of office etc |

### Coordinating wider governance support activity – common tasks

*Select and adapt the following common tasks to fit the requirements of your board/organisation:*

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| Acting as a central point of contact |
| * providing advisory support to boards * being an expert resource for clerks and the wider organisation * quality assuring advice - acting as a high level resource * responding to service delivery issues including concerns and complaints * facilitating networks and communication between governing boards |
| Line managing clerks |
| * recruitment, management and quality assurance * assigning work and deployments * delivering induction, training and briefings * conducting annual appraisals |
| Delivering wider and targeted support |
| * overseeing recruitment, election/appointment and induction for different governance tiers * overseeing a CPD offer/development programme * organising reviews and self-evaluation * presenting training, briefings and at events * organising targeted support and intervention when circumstances require |
| Compliance monitoring across a group of schools |
| * Maintaining a central records system * Routine reporting, such as regarding board vacancies * Ensuring different tiers of governance are properly constituted * Monitoring compliance with schemes of delegation * Monitoring publication requirements |
| Supporting the lead governance professional |
| * deputising as appropriate * supporting the development and design of governing structures and practice * supporting the ongoing development of service delivery including, where appropriate, delivery and pricing models * support for statutory compliance areas such as admissions or data protection * budget and income monitoring |
| Performing the duties of a company secretary |
| * advising the board of trustees on their role * maintaining statutory registers * ensuring compliance with Companies House filing requirements |

### Person specification

*A relevant clerking qualification such as the*[*Certificate in the Clerking of School and Academy Governing Boards*](https://www.nga.org.uk/LeadingGovernance/Clerks.aspx)*is generally considered to be a prerequisite for working at this level. Those working at governance coordinator level are also more likely to hold or be working towards a level four qualification, such as the*[*level 4 Certificate in Academy Governance.*](https://www.cgi.org.uk/professional-development/short-course-qualifications/academy-governance)*Qualifications should be funded by the employer or built into the cost of a service level agreement.*

*In most cases, employers at this level look for a good standard of education, some experience of clerking governing boards and or coordinating governance support and:*

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| Knowledge |
| * the schools system: structures, accountability and funding * governance legislation, procedures and regulations relevant to the organisation * wider compliance principles, such as data protection. |
| Skills |
| * strong listening, verbal, written communication and IT skills * planning and organisational skills * interpersonal/relationship building/stakeholder engagement skills * interpreting/quality assuring advice and recognising potential risks and issues * line management: planning and coordinating the work of others * presentation and facilitation skills |
| Attributes |
| * personal integrity and commitment to [the principles of public life](https://www.gov.uk/government/publications/the-7-principles-of-public-life/the-7-principles-of-public-life--2) * confidence and influence as a line manager, coach, mentor * ability to take responsibility for own actions * confidence and ability to advise your peers * calmness under pressure * respecting confidentiality * confidence and resilience (to challenge when necessary) * commitment to CPD |