# Governance professional role description template

## **For clerking level roles**

### How to use the template

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

* clerk to a governing board at a school or academy
* clerk to the board of trustees at a multi academy trust

Roles at this level can either be employed directly by schools, academies, multi academy trusts or by a commercial service provider and deployed to work at different schools. A significant proportion of those working at this level are self-employed service providers operating under a service level agreement (SLA).

The template is not designed to serve as a model role description or SLA. 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 level](https://www.nga.org.uk/Knowledge-Centre/Governance-structure-roles-and-responsibilities/Roles-and-responsibilities/Essential-resources-for-clerks/career-pathway/clerking.aspx)
* 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 |
| To contribute towards the efficient and effective functioning of a governing board and its committees. |

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### 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
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| 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
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| 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
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| 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
* statutory registers and filing returns
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### Person specification

*It is recommended that those working at clerking level hold a relevant clerking qualification or obtain one within twelve months of employment. For example, the*[*Certificate in the Clerking of School and Academy Governing Boards*](https://www.nga.org.uk/LeadingGovernance/Clerks.aspx)*. This 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, relevant transferable experience and the following knowledge, skills and attributes.*

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| Knowledge |
| * the schools system: structures, accountability and funding
* governance legislation, procedures and regulations relevant to the organisation
* the core functions of a school governing board as they apply to the organisation
* elements of effective governance and board practice as they apply to the organisation
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| Skills |
| * literacy, numeracy and IT
* written and verbal communication
* minute taking
* planning and organisational
* people and relationship building
* advisory skills - recommending a course of action
* risk aware/able to articulate risk in the context
* problem solving
* time management to meet deadlines and competing demands
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| 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)
* respect for confidentiality
* confidence and resilience (to challenge when necessary)
* commitment to professional development
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