# Governance professional role description template

## **For lead governance professional level roles**

### How to use the template

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

* lead governance professional
* head of governance
* director of governance
* team leader: governor services

Most roles at this level are employed in multi academy trusts as part of the central support team. Outside of trusts, roles at this level are most likely to found leading local authority and commercial providers of school governance support services.

In some organisations, the lead governance professional is also a member of the senior/executive leadership team.

The template is not designed to serve as a model role description. It should be adapted to reflect specific factors, 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: [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)
* 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

## Governance professional role description template

|  |
| --- |
| Role purpose |
| To provide strategic leadership of services that support governance across schools.  *Note: In some organisations the lead governance professional role will include some/all the responsibilities carried out by those working at governance* [*coordinator level*](https://www.nga.org.uk/Knowledge-Centre/Governance-structure-roles-and-responsibilities/Roles-and-responsibilities/Essential-resources-for-clerks/career-pathway/governance-coordinator.aspx) *in larger and geographically dispersed organisations.* |

### for **lead governance professional level roles**

### Strategic leadership of governance across schools

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

|  |
| --- |
| Leading governance services |
| * work with executives, strategic and operational leads to ensure support for governance is compliant, effective and contributes towards strategic priorities being met * act as the lead adviser on issues relating to the governance of schools and or the school organisation (such as a MAT) * developing and implementing the organisation’s strategy for effective governance support services * managing a budget * where appropriate, developing and overseeing delivery models and pricing * designing and monitoring the governance support structure * assessing capacity and developing the structure in line with organisational growth, demand for services etc. * ensuring effective communications are maintained with governing boards, governance professionals and stakeholders such as the DfE * writing and presenting training and briefings |
| Lead adviser for issues relating to the governance of schools/organisation |
| * leading advice on complex, technical issues that relate to governing structures, procedures and the legal framework that underpins them * quality assuring governance advice given by others ensuring that it is informed by an intelligent assessment of risk * risk informed assessments of options for support and interventions to strengthen governance * high level issue resolution * highlight evidenced based best practice, policy and thought leadership in the governance of schools * carrying out the duties of a company secretary (see below) |
| Developing governance |
| * developing governing structures and routines across schools (hubs, locality models etc.) and monitoring their effectiveness * ensuring governing structures are developed in parallel with organisational growth strategies * developing, reviewing and maintaining governance documents, such as articles of association, schemes of delegation, terms of reference, role descriptions, code of conduct etc. * developing record management and communication methods that are fit for purpose * overseeing a strategy and protocol for recruiting governors and trustees that is inclusive and meets the needs of the organisation * leading on the strategy and planning of governance CPD * developing and overseeing systems for board self-evaluation and review, including commissioning of external reviews * conducting due diligence of governance (such as to support academy conversion) |
| Leading on compliance |
| * policies * annual reports and governance statements * data protection compliance and referrals |
| Leadership and management |
| * overseeing recruitment and induction of the governance support team/clerks * briefing and training staff * conducting performance management and appraisals * succession planning for different roles in the structure |
| Maintaining relationships and communication |
| * working collaboratively and holistically with stakeholders in and outside of the organisation * being a role model for effective and ethical governance |

### Providing coordinator level support for governance

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

|  |
| --- |
| 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 |
| Line managing and supporting the governance coordinator |
| * deputising as appropriate * support the development and design of governing structures and practice * support development of service delivery (including delivery and pricing models where appropriate) * support for statutory compliance areas such as admissions or data protection * budget and income monitoring |
| Carrying out 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

#### Qualifications

*Governance professionals at this level are more likely to hold the*[*level 4 Certificate in Academy Governance*](https://www.cgi.org.uk/professional-development/short-course-qualifications/academy-governance)*and be working towards a to postgraduate (degree level) governance qualification.*

*In most cases employers are looking for candidates educated to degree level or equivalent, experience of working in a senior governance/operations role and relevant experience within an education and or service (legal, commercial, charity etc.) environment.*

|  |
| --- |
| Knowledge |
| * extensive knowledge of the schools system * extensive knowledge of governance law, structures, policy and practice in all types of state school * awareness of current issues and thought leadership relating to the governance of schools and academy trusts * understanding of charity law and governance in other sectors |
| Skills |
| * high level communication and IT * high level strategic planning * decision making based on intelligent assessment of risk and benefits * commercial acumen * interpersonal/relationship building/stakeholder engagement skills * leadership and 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) * respecting confidentiality * confidence and influence as a senior leader * can manage and make decisions independently * ability to lead by example, coach, motivate and inspire others * agile thinker * innovator * calm and resilient under pressure * commitment to CPD and modelling this to others |