

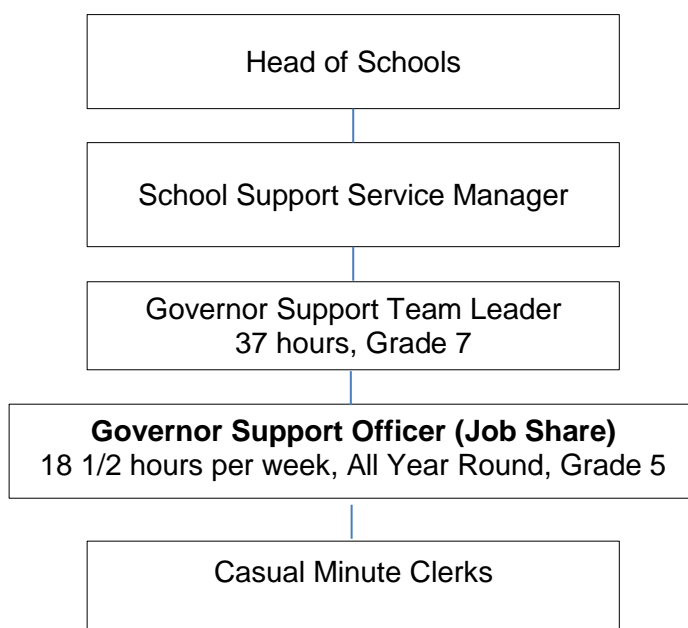
**ROCHDALE BOROUGH COUNCIL**

**JOB DESCRIPTION**

<b>Job Title:</b>	GOVERNOR SUPPORT OFFICER
<b>Service:</b>	Early Help & Schools
<b>Location:</b>	Floor 4, Number One Riverside
<b>Grade:</b>	Grade 5
<b>Responsible to:</b>	Governor Support Team Leader
<b>Responsible for:</b>	Not Applicable
<b>Hours of Duty:</b>	18 1/2 hours per week, All Year Round (Job Share)
<b>Any Special Conditions of Service:</b>	<ul style="list-style-type: none"><li>• The Postholder will be required to attend an allocated number of Governing Board meetings per term to meet the needs of the service (usually held as evening sessions). The number of meetings will be approximately 8 per term but can be varied subject to the needs of the service. Meetings will be part of the weekly 18 1/2 hours as part of the teams agreed flexible hours protocol.</li><li>• The Council operates a Smoke Free Policy for all its employees and applies to any building and associated grounds within the immediate vicinity of the council.</li><li>• The Governor Support team will be required as part of their flexible hours to attend Governing Board meetings as identified. Attendance at Governing Board meetings as part of the identified 'quota' will be worked as part of the officer's 18 ½ hours per week. Appropriate travel time to meetings will be included as part of the flexible working (where officers go straight from work). Officers will be required to have the end of meetings times signed off by either the Head or Chair. Time accrued as a result of attendance at GB meetings should be taken as part of flexible working for that week, wherever possible, or by the settlement period end.</li></ul>
<b>Values and Behaviours</b>	<p>➤ Approach the job at all times using the values set out in the Rochdale Way:</p> <ul style="list-style-type: none"><li>• Valuing our people</li><li>• Focusing on customers</li><li>• Acting with integrity</li><li>• Using time and money wisely</li><li>• Working together</li><li>• Always learning and improving</li></ul> <p>Be aware of and apply the Rochdale Way behaviours at all times.</p>
<b>DBS Disclosure Level:</b>	Not Applicable

**This service is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment.**

## Organisational Chart:



## **PURPOSE AND OBJECTIVES OF THE JOB**

1. Provide advice to Governing bodies on governance, constitutional and procedural matters. The new regulations require Governing bodies to have regard to advice from the clerk in regards to exercising the Governing Board functions.
2. Provide effective administrative support in order to deliver a clerking service to schools.
3. Ensure governing bodies are properly constituted.
4. Manage information effectively and in accordance with legal requirements.

## **CONTROL OF RESOURCES**

### **Personnel**

To be responsible for the direction, support and motivation of self and any staff under postholder's control (where applicable).

### **Financial**

To work in accordance with Financial Regulations and procedures of the Local Authority.

### **Equipment/Materials**

To be responsible for the safe use and maintenance of equipment/materials used by the postholder.

**To adhere to the Authority's rules and regulations relating to the use of ICT, e-mail and intranet/internet access.**

### **Health/Safety/Welfare**

Responsible for the health, safety and welfare of self and colleagues in accordance with Authority/School's Health & Safety policies and procedures and current legislation.

### **Equality and Diversity**

To work in accordance with the Authority's Policy relating to the promotion of Equality and Diversity.

### **Training and Development**

The post holder will be responsible for assisting in the identification and undertaking of his/her own training and development requirements in accordance with the School's arrangement.

### **Relationships (Internal and External)**

**Internal:** Staff of all levels within the Service areas and in schools. Officers of other Services and members of the council.

**External:** Headteachers, governors and others as determined by programme allocation. Liaison with officers of the DfE, other LAs, Diocesan Authorities, representatives of other bodies and internal and external bodies relating to areas of work.

### **RESPONSIBILITIES:**

**The postholder must:**

1. Perform his/her duties in accordance with the Authority's Equal Opportunities Policy.
2. Ensure that the Authority's commitment to public service orientation and care of our customers is provided.
3. Be able to render regular and efficient service to undertake the duties of this post.

### **PRINCIPAL DUTIES**

The Governor Support Officer as clerk to the Governing Board will:

#### **1. Provide advice to the Governing Board**

1. Advise the Governing Board on governance legislation and procedural matters where necessary before, during and after meetings.
2. Act as the first point of contact for governors with queries on procedural matters.
3. Have access to appropriate legal advice, support and guidance, and where necessary seek advice and guidance from third parties on behalf of the Governing Board.
4. 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.
5. Offer advice on best practice in governance, including on committee structures and self-evaluation.
6. Ensure that statutory policies are in place, and are revised when necessary, with the assistance of staff.
7. Advise on the annual calendar of Governing Board meetings and tasks.
8. Send new governors induction materials and ensure they have access to appropriate documents, including any agreed Code of Practice.
9. Contribute to the induction of governors taking on new roles.

#### **2. Effective administration of meetings**

1. With the chair and headteacher prepare a focused agenda for the Governing Board meeting.
2. Read the headteachers termly report and bring to the attention of senior officers in Early Help and Schools Service any issues requiring comment at the Governing Board meeting.
3. Read the committee minutes to identify areas which may have implications on the agenda ie policies agreed; suggested LA items picked up at committee level prior to the GB meeting; areas delegated to committees eg register of business interest that should be covered on an annual basis where delegated to committee.
4. Liaise with those preparing papers to make sure they are available on time, and distribute the agenda and papers as required by legislation or other regulations.
5. Ensure meetings are quorate.

6. 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.
7. Draft minutes of Governing Board meetings, indicating who is responsible for any agreed action with timescales, and send drafts to the chair and the headteacher.
8. Circulate the reviewed draft to all governors, the headteacher (if not a governor) and other relevant body, such as the local authority/diocese/foundation/trust as agreed by the Governing Board and within the timescale agreed with the Governing Board.
9. Follow-up any agreed action points with those responsible and inform the chair of progress.
10. Alert the Governor Support Manager to any items raised at Governing Board meetings which may have wider implications

### **3. Membership**

1. Advise governors and appointing bodies in advance of the expiry of a governor's term of office, so elections or appointments can be organised in a timely manner.
2. Chair that part of the meeting at which the chair is elected, giving procedural advice concerning conduct of this and other elections.
3. Ensure Disclosure and Barring (DBS) has been carried out on any governor when it is appropriate to do so.
4. Maintain governor meeting attendance records and advise the chair of potential disqualification through lack of attendance.
5. Advise the Governing Board on succession planning (of all roles, not just the chair).

### **4. Manage Information**

1. 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.
2. Maintain copies of current terms of reference and membership of any committees and working parties and any nominated governors e.g. Child-protection, SEND.
3. 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.
4. Advice on the production 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.

### **5. Personal Development**

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

### **6. Additional Services**

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

1. Clerk within the terms of the traded service any statutory appeal committees/panels the Governing Board is required to convene.
2. Support the admin function as part of the traded service.
3. Participate in, and contribute to the training of governors in areas appropriate to the clerking role.
4. Maintain a file of relevant Department for Education (DfE), local authority and church authorities (if appropriate) guidance documents.
5. Maintain archive materials.
6. Prepare briefing papers for the Governing Board, as necessary.
7. Support school in conducting skills audits and advise on training requirements and the criteria for appointing new governors relevant to vacancies.
8. Perform such other tasks as may be determined by the Governing Board from time to time within the remit of the traded service.

## **SECONDARY DUTIES**

To undertake such other duties and responsibilities of an equivalent nature as may be determined by the Head of Service (or nominated representative) in consultation with the post-holder and if she/he wishes with her/his trade union representative.

Job Description prepared by: A. Walker

Date: 1<sup>st</sup> November 2017

Agreed by Postholder: \_\_\_\_\_

Date: \_\_\_\_\_

**Rochdale Borough Council  
Person Specification**

<b>Service :</b>	<b>Early Help &amp; Schools</b>	<b>Post:</b>	<b>Governor Support Officer</b>
<b>Section :</b>	<b>Governor Support Team</b>	<b>Post Number :</b>	
<b>Job Ref:</b>		<b>Grade:</b>	<b>Grade 5</b>

**Note to Applicants:**

The *Essential Criteria* are the qualifications, experience, skills or knowledge you **MUST SHOW YOU HAVE** to be considered for the job.

The *How Identified* column shows how the Council will obtain the necessary information about you.

If the *How Identified* column says the **Application Form** next to an *Essential Criteria* you **MUST** include in your application enough information to show **how** you meet this criteria. You should include examples from your paid or voluntary work.

**The Council is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expects staff to share this commitment.**

Criteria	Essential (E) or Desirable (D)	How Identified: AF Application Form I Interview A Assessment
<b>Filter Questions</b>		
1 Are you currently an employee of Rochdale Borough Council, on a permanent or temporary contract, or working as an agency worker with Rochdale Borough Council with more than 13 weeks continuous service?	E	AF
<b>(a) Special Working Conditions</b>		
1 Are you prepared to work outside 'normal working hours' as part of this role?	E	AF and I
2 Are you willing to travel to undertake your duties?	E	AF and I
<b>(b) Qualifications and Experience</b>		
1 Do you possess a National Clerk of Governor Certificate or be willing to work towards the qualification or similar?	D	AF and I
2 Please give details of your experience of working with a range of professionals from different settings, including dealing with a variety of queries/problems	E	AF and I
3 What experience of working with a wide spectrum of individuals dealing with a variety of queries/problems do you have?	E	AF and I
4 Please give details of your experience of communicating effectively both orally and written with a wide range of people	E	AF and I
5 What experience of organisational and administrative skills do you have including your use of Microsoft Packages (e.g. Word, Excel and Access)	E	AF, I and A
6 What experience of prioritising your workload effectively to meet deadlines and effectively manage your own time in a pressurised environment do you have?	E	AF and I
<b>(c) Skills and Knowledge</b>		
1 What is your knowledge and understanding of a School Governing Board?	D	AF and I
2 What abilities do you have to give advice at a meeting and provide adequate challenge?	E	AF and I
3 How would you build and maintain effective working relationships with colleagues and staff in schools?	E	AF and I
4 What abilities do you have to work methodically and record information accurately with attention to detail including the ability to provide concise minutes?	E	AF and I

5	Please detail your ability to maintain confidentiality	<b>E</b>	<b>AF and I</b>
6	How would you contribute and work within a team environment?	<b>E</b>	<b>AF and I</b>
7	How would you demonstrate a flexible approach to the demands of the service?	<b>E</b>	<b>AF and I</b>
8	What abilities do you have to exercise judgement, i.e. when to seek advice?	<b>E</b>	<b>AF and I</b>
<b>(d) Behaviours and Values</b>			
1	<p>Approach the job at all times using the values set out in the Rochdale Way:</p> <ul style="list-style-type: none"> <li>• Valuing our people</li> <li>• Focusing on customers</li> <li>• Acting with integrity</li> <li>• Using time and money wisely</li> <li>• Working together</li> <li>• Always learning and improving</li> </ul> <p>Please confirm you are willing to adhere to these values and behaviours.</p>	<b>E</b>	<b>AF and I</b>
	As part of the Armed Forces Scheme: Please confirm your last long term employer was the Armed Forces.	<b>D</b>	<b>AF, I</b>
	As part of the Armed Forces Scheme: Please confirm you have been looking for a job for 6-24 months since you left the Armed Forces.	<b>D</b>	<b>AF,I</b>