



Governors Code of Conduct

(including Role Descriptions for the role of Governor;
Chair; Safeguarding Link Governor; SEND Link
Governor; and Clerk.)

Approved by	
Name:	Clem Coady Steve Cook
Position:	Head Teacher Chair of Governors
Signed:	<i>Clem Coady</i> <i>Steve Cook</i>
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'Living and learning together to care for each other and our world.'

REVIEW SHEET

Each entry in the table below summarises the changes made to this document since the last review.

Version Number	Version Description	Date of Revision
01	New document based on NGA templates.	23/01/2023
02	NGA template checked & includes some updates.	17/01/2024
03	Checked and personalised.	13/06/2024

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INTRODUCTION

1. Definitions

For the purposes of this Policy and procedures a child, young person, pupil or student is referred to as a 'child' or a 'pupil' and they are normally under 18 years of age.

Wherever the term 'parent' is used this includes any person with parental authority over the child concerned e.g. carers, legal guardians etc.

Wherever the term 'Head teacher' is used this also refers to any Manager with the equivalent responsibility for children.

The term 'school' refers to Stoneraise School. The term 'school' also includes wrap around care, such as Breakfast Clubs and After School Clubs.

2. NGA Guidance

This Governor's Code of Conduct for our school is based on the Model Code of Conduct issued by the [National Governance Association](#) (NGA), for use by governing bodies in local authority maintained schools, and has been adopted by the school.

The NGA recommends that governing bodies should use a code of conduct alongside role descriptions to ensure that all governors and governance staff understand what is expected of them. Our governance role descriptions are set out in the section titled [Role Descriptions](#). These cover the role of governor, chair, safeguarding link governor, SEND link governor, and clerk to the governors.

Our code of conduct is anchored in the Seven Nolan Principles of Public Life. The code is also aligned with the [Framework for Ethical Leadership in Education](#) which outlines principles that support ethical decision-making and challenge unethical behaviour.

We will review our code of conduct annually, normally at the first meeting of the autumn term, and when reviewing the code we will reflect on the events of the previous year and consider if any changes are required.

In accordance with the NGA recommendation, we will publish this document on our school website.

3. How we will use our governor's code of conduct and role descriptions

3.1 To support induction and development

When [recruiting new volunteers](#), we will refer prospective candidates to our code of conduct, and role descriptions, to ensure that potential new members have a good understanding of the role they are taking on, before they are appointed. New members will be asked to agree to our code of conduct on their appointment, as part of their [induction programme](#).

We will also use our code of conduct and role descriptions in discussions that we have with each other, to help us develop our governance practice.

3.2 To support effective teamwork

Effective governance requires effective teamwork – working collaboratively as colleagues with understanding and respect for each other's roles. We are proud of the teamwork that our governance team achieves. This code of conduct and role descriptions will help us to further improve what we are able to achieve.

4. Governance role descriptions

The school have adopted the following governance role descriptions: [Governor](#); [Chair of Governors](#); [Safeguarding Link Governor](#); [SEND Link Governor](#); and [Clerk to the Governors](#). Each of these is shown below:

GOVERNORS CODE OF CONDUCT

Once this code has been adopted by the governing body, all members of the governing body agree to faithfully abide by it. We understand that potential or perceived breaches of this code will be taken seriously and that a breach could lead to formal sanctions.

1. We agree to abide by the Seven Nolan Principles of Public Life:

1.1 Selflessness

We will act solely in terms of the public interest.

1.2 Integrity

We will avoid placing ourselves under any obligation to people or organisations that might try inappropriately to influence us in our work. We will not act or take decisions in order to gain financial or other material benefits for ourselves, our family, or our friends. We will declare and resolve any interests and relationships.

1.3 Objectivity

We will act and take decisions impartially, fairly and on merit, using the best evidence and without discrimination or bias.

1.4 Accountability

We are accountable to the public for our decisions and actions and will submit ourselves to the scrutiny necessary to ensure this.

1.5 Openness

We will act and take decisions in an open and transparent manner. Information will not be withheld from the public unless there are clear and lawful reasons for so doing.

1.6 Honesty

We will be truthful.

1.7 Leadership

We will exhibit these principles in our own behaviour. We will actively promote and robustly support the principles and be willing to challenge poor behaviour wherever it occurs.

2. We will focus on our core governance functions:

1. ensuring there is clarity of vision, ethos and strategic direction;
2. holding the Head teacher to account for the educational performance of the school and its pupils and the performance management of staff; and
3. overseeing the financial performance of the school and making sure its money is well spent.

NGA and our School also recognise the following as the fourth core function of governance:

4. ensuring the voices of stakeholders are heard.

3. As individual governors, we agree to:

3.1 Fulfil our role & responsibilities

1. We accept that our role is strategic and so will focus on our core functions rather than involve ourselves in day-to-day management.
2. We will develop, share and live the ethos and values of our school.
3. We agree to adhere to school policies and procedures as set out by the relevant governing documents and law.
4. We shall fully cooperate with individual requests that are necessary to ensure organisational compliance, such as disclosure and barring checks.
5. We will work collectively for the benefit of the school.
6. We will be candid but constructive and respectful when holding the Head teacher to account.
7. We will consider how our decisions may affect the school and local community.
8. We will stand by the decisions that we make as a collective.
9. Where decisions and actions conflict with the Seven Principles of Public Life or may place pupils at risk, we will speak up and bring this to the attention of the relevant authorities.
10. We will only speak or act on behalf of the governing body if we have the authority to do so.
11. We will fulfil our responsibilities to school staff, ensuring a safe working environment, support for their wellbeing, and acting fairly and without bias.
12. When making or responding to complaints we will follow the established procedures.
13. We will strive to uphold the school's reputation in our private communications (including on social media).
14. We will have regard to our responsibilities under [The Equality Act](#) and will work to advance equality of opportunity for all.

3.2 Demonstrate our commitment to the role

1. We will involve ourselves actively in the work of the governing body, and accept our fair share of responsibilities, serving on sub-committees or working groups where required.
2. We will make every effort to attend all meetings and where we cannot attend explain in advance why we are unable to.
3. We will arrive at meetings prepared, having read all papers in advance, ready to make a positive contribution and observe protocol.
4. We will get to know the school well and respond to opportunities to involve ourselves in school activities.
5. We will visit the school and when doing so will make arrangements with relevant staff in advance and observe school and governing body protocol.
6. When visiting the school in a personal capacity (for example, as a parent), we will continue to honour the commitments made in this code.
7. We will participate in induction training, prioritise training in required areas (such as safeguarding) and commit to developing our individual and collective skills and knowledge on an ongoing basis.

3.3 Build and maintain relationships

1. We will develop effective working relationships with the Head teacher, staff, parents, other members of the governance team, and other relevant stakeholders from our local community.
2. We will respect the remit of, and engage constructively with, relevant authorities and other schools.

3. We will express views openly, courteously and respectfully in all our communications with governors and staff both inside and outside of meetings.
4. We will work to create an inclusive environment where each governor's contributions are valued equally.
5. We will support the chair in their role of leading the governing body and ensuring appropriate conduct.

3.4 Respect confidentiality

1. We will observe complete confidentiality both inside and outside of school when matters are deemed confidential or where they concern individual staff, pupils or families.
2. We will not reveal the details of any governing body vote.
3. We will ensure all confidential papers are held and disposed of appropriately.
4. We will maintain confidentiality even after we leave office.

3.5 Declare conflicts of interest and be transparent

1. We will declare any business, personal or other interest that we have in connection with the governing bodies' business, and these will be recorded in the Register of Business Interests, which is held by the Clerk to the governors.
2. We will also declare any conflict of loyalty/interests at the start of any meeting should the need arise.
3. If a conflicted matter arises in a meeting, we will offer to leave the meeting for the duration of the discussion and any subsequent vote.
4. We accept that the Register of Business Interests will be published on the school's website.
5. We will act as a governor; not as a representative of any group.
6. We accept that in the interests of open governance, our full names, date of appointment, terms of office, roles on the governing body, attendance records, relevant business and pecuniary interests, category of governor and the body responsible for appointing us will be published on the school website.
7. We accept that information relating to governors will be collected and recorded on the DfE's national database (Get Information about Schools), some of which will be publicly available.

4. Further reading available

The Clerk to the Governors will provide Governors with the log in details to access the following NGA documents:

- [What governing bodies and school leaders should expect from each other](#)
- [Governing body skills audit](#)
- [Model role descriptions for chairs, governors and governance professionals](#)
- [Effective teamwork: a guide for governing bodies](#)

ROLE DESCRIPTION – GOVERNOR

1. Governors work together to carry out their core functions:

1. ensuring there is clarity of vision, ethos and strategic direction;
2. holding the Head teacher to account for the educational performance of the school and its pupils and the performance management of staff; and
3. overseeing the financial performance of the school and making sure its money is well spent.

NGA and our School also recognises the following as the fourth core function of governance:

4. ensuring the voices of stakeholders are heard.

Governors must also ensure that the governing body complies with all legal and statutory requirements.

Governors should seek the advice of the clerk to the governing body and other professional advice as appropriate.

2. Governing body strategic responsibilities

Governing bodies work closely with Head teachers. Head teachers are responsible for day-to-day management whereas the role of the governing body is strategic. As such, governors are responsible for:

- determining the mission, values and long-term ambitious vision for the school;
- deciding the principles that guide school policies and approving key policies;
- working with the Head teacher to develop a strategy for achieving the vision;
- ensuring that parents, pupils, staff and the wider community are involved, consulted and informed as appropriate;
- ensuring that all pupils have access to a broad and balanced curriculum so that pupils are well prepared for the next stage of their education;
- setting the school's budget and ensuring it is managed effectively together with premises and other resources;
- agreeing the school's staffing structure and keeping it under review to ensure it supports delivery of the strategy; and
- ensuring robust risk management procedures are in place and that risk control measures are appropriate and effective.

3. Monitoring and evaluating school performance

Governors must monitor the priorities that have been set to ensure progress is being made by:

- measuring the school's impact and progress towards its strategic objectives;
- ensuring the required policies and procedures are in place and the school is operating effectively in line with these policies;
- evaluating relevant data and feedback provided by the Head teacher and external sources, reporting on all aspects of school performance;
- asking challenging questions of the Head teacher in order to hold them to account;
- holding the Head teacher to account for standards, financial probity and compliance with agreed policies;

- visiting the school to monitor implementation of the strategy and reporting back to the governing body; and
- ensuring that there are policies and procedures in place to deal with complaints effectively.

4. Panels and committees

When required, governors will also serve on sub-committees, or panels, (and act in line with the delegated authority which has been granted to it) in order to:

- consider matters that have been assigned to a particular sub-committee/panel (e.g. the Curriculum sub-committee, and/or the Finance, Staffing, Safeguarding & Health & Safety sub-committee, and/or any other sub-committee/panel appointed by the governing body);
- appoint the Head teacher and other senior personnel;
- appraise the Head teacher and make pay recommendations;
- hear staff grievances and disciplinary matters;
- review decisions to exclude pupils; and
- deal with formal complaints

5. Contribution to the governing body

Governors should ensure that they are making a positive and meaningful contribution to the governing body by:

- attending meetings(*), reading papers and preparing questions for the Head teacher/others in advance;
- establishing and maintaining professional relationships with the Head teacher and colleagues on the governing body;
- getting to know the school, including visiting the school occasionally during school hours; and
- undertaking induction training and developing knowledge and skills on an ongoing basis.

(*) As a guide, in a year there will normally be 4 full governing body meetings; 3 Curriculum sub-committee meetings; and 3 Finance, Staffing, Safeguarding & Health & Safety sub-committee meetings – but these numbers may vary.

6. Expenses

If they wish to do so, governors are able to claim out of pocket expenses incurred as a result of fulfilling their role as governor, in accordance with the School's Governors' Allowances Policy. The purpose of that Policy is to ensure that anyone, (irrespective of their financial circumstances) is able to become a School Governor. Many governors choose not to claim allowances, but the Policy enables them to do so, if required.

Payments can cover incidental expenses, such as travel and dependency care, but not loss of earnings.

ROLE DESCRIPTION & PERSON SPECIFICATION – CHAIR OF GOVERNORS

Role purpose

To provide leadership to the governing body, ensuring that it fulfils its functions well, and to work closely with the Head teacher to support, advise, and help shape proposals to be discussed at governing body meetings, ensuring the focus is strategic.

Duties

1. Leading governance

- ensure the governing body and Head teacher have a shared vision and sense of purpose;
- ensure the governing body sets a clear vision and strategy for the school;
- lead the governing body in monitoring the implementation of the strategy;
- set the culture of the governing body, balancing and valuing the support and challenge responsibilities,
- to ensure the governing body and Head teacher strive for good governance by varying their mode of operation, as needed, (to include any of the following approaches):
 - The fiduciary operating mode – this means: protecting the assets, ensuring resources are deployed efficiently and effectively; and ensuring that the governing body and Head Teacher always act in the best interests of the school.
 - The strategic operating mode – this means: the governing body and Head Teacher think together to discover strategic priorities and drivers; behaviour mirrors enquiring minds, is open to challenge based on strategic data and the focus is the "ends" rather than the "means"
 - The generative operating mode – this means: being creative, challenging the norm, applying a robust deliberative process, playing a key role in the framing of issues and the development of strategic options and plans. In this mode the governing body gets involved sooner rather than later and becomes a valuable part of the solution – a very different role to that of the fiduciary and strategic operating modes.
- ensure the governing body acts as a team;
- where required, represent the governing body in its dealings with external partners and be an advocate for the school; and
- attend school functions (performances / sports days / prize-giving etc.) as appropriate and encourage other governors to do the same.

2. Leading and developing the team

- ensure the governing body has the required skills and commitment to govern well, and that identified skills gaps are filled ;
- ensure a diverse team that reflects the community served with a mix of new and experienced members and a variety of backgrounds;
- ensure all members of the governing body have a thorough understanding of their role and receive appropriate induction and training as required;
- encourage the governing body, and individual governors, to conduct annual self-evaluation (and model this approach to others through a chair's 360 review);
- ensure that governing body members are involved and feel valued;

- carry out a performance review of each member of the governing body (or delegate this to the vice-chair);
- encourage the development of governors;
- model and reinforce the governing bodies' agreed code of conduct;
- develop a good working relationship with the vice-chair, ensuring they are kept fully informed and delegating tasks as appropriate; and
- ensure that there is a plan for succession for the chair, vice chair and any committee chairs.

3. Working with the Head teacher

- build a professional relationship with the Head teacher that allows for honest conversations, acting as a sounding board and ensuring there are no surprises at meetings;
- meet regularly (at least monthly) with the Head teacher;
- ensure there are transparent and effective processes for the recruitment and induction of the Head teacher;
- ensure appropriate governor involvement in the recruitment of other senior staff;
- ensure all governors concentrate on their strategic role and hold the Head teacher to account;
- ensure that the Head teacher provides information that allows the governing body to fulfil its function;
- oversee and participate in the Head teacher's appraisal ensuring that appropriate continuing professional development (CPD) is provided;
- ensure the workload and wellbeing of the Head teacher is considered;
- ensure the Head teacher provides staff with an understanding of the role of the governing body and acts as link between the two; and
- play a lead role in any decision to suspend the Head teacher.

4. Leading improvement

- ensure the governing body is involved at a strategic level in the school's self-evaluation process and that this feeds into its key priorities;
- ensure the governing bodies' business is focused on the strategic priorities;
- ensure the governing body has the information it needs to monitor the progress of pupils and consider appropriate actions to improve outcomes;
- ensure the governing body has good knowledge of the school; and
- ensure there are mechanisms in place to listen to the views of parents, pupils and staff.

5. Leading governing bodies business

- ensure the governing body appoints a governance professional capable of advising the governing body on its functions and relevant procedure and that they are appraised and developed;
- collaborate with the governance professional to establish effective working procedures and, where relevant, sound sub-committee structures;

- work with the governance professional and the Head teacher to plan for governing body meetings, ensuring that agendas focus on the governing bodies' key responsibilities and strategic priorities and avoid unnecessary paperwork;
- chair meetings effectively, promoting an open culture that allows ideas and discussion to thrive while ensuring clear decisions are reached as quickly as possible;
- ensure that decisions taken at the meetings of the governing body are implemented;
- ensure that effective arrangements are in place for dealing with complaints made to the governing body under the adopted complaints procedure; and
- ensure that effective arrangements are in place for dealing with employment matters, (for example, grievance, disciplinary, capability) under the adopted procedures of the school.

6. Person specification

Candidates for the role of chair should be able to demonstrate a good number of the following skills and attributes:

- commitment to the school and its mission;
- personal integrity;
- good understanding of the environment in which the school is operating;
- good understanding of the role and legal responsibilities of the governing body and its members;
- strong relationship-building and communication skills;
- negotiation and diplomacy skills with the ability to have courageous conversations;
- ability to think strategically and objectively, take the long view and prioritise;
- capacity to process information quickly and understand relevant data, drawing valid conclusions with a considered approach to risk;
- ability to chair meetings well, encouraging debate and facilitating decision-making;
- ability to build and get the best out of a team while addressing any skills or experience gaps; and
- ability and willingness to delegate and trust others.

ROLE DESCRIPTION – SAFEGUARDING LINK GOVERNOR

Role purpose

One of the most important duties that a governing body fulfils is to ensure that their school is creating safe environments for pupils through robust safeguarding practices.

Governing bodies must appoint a governor to take leadership responsibility for their school's safeguarding arrangements.

The appointed governor should take the lead on safeguarding. However, the governing body retains collective responsibility for making sure that safeguarding procedures are properly followed.

Duties:

1. Work with the designated safeguarding lead

The designated safeguarding lead (DSL) is a senior member of the school management team who takes lead responsibility for safeguarding and child protection. The safeguarding governor is the governing bodies' main point of contact with the DSL and so they should:

- build an effective relationship with the DSL that allows for appropriate support and challenge
- arrange monitoring visits with the DSL to learn about the school's context and how this influences the approach to safeguarding
- through discussion with the DSL (and other stakeholders within the school community), understand the school's safeguarding strengths and areas for development
- meet with the DSL termly to discuss (without specific pupil details) any safeguarding incidents; conversation should be around the suitability of policies and whether any amendments are necessary
- use meetings and visits with the DSL to monitor progress on any strategic safeguarding priorities
- ensure the DSL has received the training they need and is well supported to carry out their role
- talk to the DSL about staff safeguarding training, seeking assurance that staff are up to date with policy and practice and know what steps to take if they have concerns about a pupil

2. Understand how safeguarding works in practice

The safeguarding governor should be aware of the legal duties that schools, and their governing bodies, must comply with to keep pupils safe. It's also important to build an understanding of how safeguarding procedures work in practice. This should focus around:

- reading and understanding Keeping Children Safe in Education (KCSiE), the DfE's statutory safeguarding guidance (this is a requirement for all governors)
- building a knowledge and understanding of the school's safeguarding policies and procedures, ensuring these are effective, regularly reviewed and updated

- observing (through arranged visits) how the culture of safeguarding is working within the school
- understanding how safeguarding is built into the school curriculum and how pupils are taught about staying safe (including online safety)
- using any safeguarding assessments or audits (sometimes conducted by local authorities) to help ascertain the robustness of safeguarding procedures and systems
- using data (often supplied within DSL safeguarding reports) to spot trends, for example, absence rates for looked-after children
- **ensuring that all governors have undertaken safeguarding training** so that everyone has the knowledge and information needed to perform their functions and understand their responsibilities.

3. Report back to the governing body to keep them up to date

As the governing bodies' specialist on safeguarding and child protection, the safeguarding link governor should:

- stay up to date on relevant guidance and policy (including local guidance), ensuring the governing body are made aware of any changes to their safeguarding responsibilities
- report to the governing body following monitoring meetings with the DSL and any visits/interactions with staff and pupils
- ensure safeguarding is given suitable coverage and prominence within the governing bodies' strategic discussions
- feed in to governing body discussions, ensuring that decision making is based on a sound understanding of both the legal requirements and the school procedures and culture
- ensure that the results of safeguarding audits are shared with the governing body and any concerns addressed
- support the governing bodies' oversight of the school record of pre-appointment checks (the single central record) and scrutinise the single central record at least once per term.

ROLE DESCRIPTION – SEND LINK GOVERNOR

Role purpose

- To lead on the governing bodies' monitoring of SEND arrangements, ensuring that all pupils with SEND get the support they need.
- To act as the governing bodies' specialist on SEND and champion the needs of pupils with SEND at governing body level.

The appointed governor should take the lead on monitoring SEND provision. However, the governing body retains collective responsibility.

Duties

1. Working with the Head teacher and SENCO

The Head teacher is the named 'first point of contact' within the school for day-to-day matters and/or queries regarding pupils with SEND.

The special educational needs co-ordinator (SENCO) is the lead member of staff for SEND, with responsibility for overseeing the day-to-day operation of the SEN policy and co-ordinating provision for children with SEN. The link governor for SEND should engage with the Head teacher and SENCO on a regular basis in order to:

- Develop an effective working relationship that allows for appropriate support and challenge.
- Conduct monitoring visits to learn about the school's context and the needs of pupils with SEND.
- Discuss SEND provision, focusing on how policies are applied and whether any changes are needed.
- Understand the school's strengths in relation to SEND provision and areas for development.
- Ensure that the SENCO has received appropriate training and is well supported.
- Seek assurance that staff receive effective and up to date SEND training.

The link governor should report to the governing body on their meetings with the Head teacher and SENCO.

2. Understanding and monitoring effective SEND practice

The SEND link governor should have a good understanding of the legal duties of schools and governing bodies in relation to pupils with SEND. They also need to learn how SEND provision works in their own setting. This should focus around:

- Investing time in appropriate development and learning: attending regular training on SEND and inclusion, and reading and understanding chapter 6 of the SEND Code of practice.
- Understanding the views of all key stakeholders in relation to SEND (pupils, families, staff, and local partners).

- Checking that the school makes good use of financial resources (including the notional budget) to support pupils with SEND.
- Ensuring the school publishes the necessary documentation detailing their SEND provision.

3. Supporting the governing body to monitor SEND provision

As the Governing bodies' SEND specialist, the link governor should:

- Champion an inclusive culture, reminding the governing body to consider the impact of their decisions on pupils with SEND (particularly during budget discussions).
- Use their specialist knowledge to challenge senior executive leaders about SEND provision.
- Ensure all members of the governing body have the knowledge and understanding they need to make informed decisions – all governors should be familiar with Chapter 6 in the SEND Code of Practice 2015.
- Make sure that the school and governing body comply with their statutory duties around SEND.

ROLE DESCRIPTION – CLERK TO THE GOVERNORS

Role purpose

To provide advice and guidance to the governing body on governance, constitutional and procedural matters.

A professional clerk will contribute towards the efficient and effective functioning of a governing body and its committees by providing:

- administrative and organisational support;
- guidance to ensure that the governing body works in compliance with the appropriate legal and regulatory framework and understands the potential consequences for non-compliance; and
- advice on procedural matters relating to the operation of the governing body.

Key duties

1. Organising meetings, hearings and appeals

The clerk prepares for and administrates meetings, allowing the governing body to make effective use of their time and focus on strategic matters. The clerk supports the effective running of meetings by:

- working with others to prepare agendas and liaising with those preparing papers to make sure they are available on time
- convening meetings and distributing papers as required by legislation
- ensuring meetings are quorate, inclusive and well structured
- overseeing election of officers
- recording attendance/apologies and taking appropriate action in relation to absences
- taking minutes indicating who is responsible for any agreed actions with timescales, and circulate as agreed with the governing body
- circulating draft and approved minutes to all governors/members of the committee, the Head teacher and other relevant bodies within the timescale agreed with the governing body
- following up on agreed action points with those responsible and informing the chair of progress

2. Providing advice and guidance

- advising on legal duties and governing practice
- advising on constitutional requirements
- advising on governing body procedures
- advising on statutory guidance and policies
- advising on annual tasks and decisions
- advising on governor CPD
- accessing external advice as appropriate
- supporting issue resolution

3. Administration and record keeping

The clerk supports the governing body in maintaining records of policies and procedural documents and ensures these are accessible. This includes:

- maintaining membership records including contact details of governing body members, terms of office and informing any relevant authorities of changes to membership details
- advising governors and appointing bodies in advance of the expiry of a governor term of office and the impact of this on the governing body's capacity, diversity and skills mix
- establishing, in discussion with the governing body, open and transparent vacancy filling processes and efficient procedures for election and appointment
- giving procedural advice and assisting with the management of governor elections
- advising the governing body on succession planning for all governing body roles
- maintaining governing documents such as terms of reference and signed minutes
- collating, maintaining and ensuring correct publication of information about governors such as any pecuniary interests
- maintaining a record of governing body CPD
- ensuring Disclosure and Barring Service (DBS) and other relevant checks are carried out on any members of the governing body where it is appropriate to do so
- maintaining records of governing body correspondence
- maintaining governance communication portal
- drafting correspondence on behalf of the governing body

4. Maintaining relationships and communication

Good relationships between the clerk and members of the governing body are essential for open communication. Clerks also have a role to play in supporting and advising the governing body on their self-review and development.

The clerk should fulfil these responsibilities, whilst maintaining independence, by:

- maintaining professional working relationships with the chair, the governing body and school leaders
- communicating on governing body matters outside of meetings
- where appropriate, liaising on behalf of the governing body (such as for external reviews of governance)
- contributing to the coordination of learning and development opportunities for those involved in governance, including induction and continuing professional development
- participating in regular performance management with the chair

5. 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 governing body recruitment processes

- co-ordinating safeguarding checks on governing body members
- monitoring eligibility of governing body members to serve, including on committees
- notifying disqualifications, expiry of office etc
- statutory registers and filing returns
- keeping up to date with current educational developments and legislation affecting school governance

Person specification

Knowledge

- the schools system: structures, accountability and funding
- governance legislation, procedures and regulations relevant to the organisation
- the core functions of a school governing body as they apply to the organisation
- elements of effective governance and governing body practice as they apply to the organisation

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

Attributes

- personal integrity and commitment to the principles of public life
- respect for confidentiality
- confidence and resilience (to challenge when necessary)
- commitment to professional development to maintain knowledge and improve practice