



Governance Clerk

Attain Academy Partnership

Job Description

Introduction from the CEO

I am delighted to be CEO of Attain and Director of the Chelmsford Teaching Schools Alliance (CTSA), and it is wonderful to work with talented and conscientious staff and trustees who have the outcomes for all our children at heart.



Attain Academy Partnership is a multi-academy trust formed in 2016. Our vision is to create a community of outstanding Trusts with the highest aspiration and dedication to achieving the best outcomes for all our learners.

The dedicated staff, Trustees across all our Trusts form a team, which is creative, collaborative and supportive of one another, enabling the sharing of expertise and opportunities for outstanding professional development.

Attain Academy Partnership is so-named because we believe that committed, co-operative, professional partnerships will secure the best outcomes for all pupils in the future. Attain is committed to delivering high quality educational provision across all our academies whilst reflecting and responding to the individual needs of local communities.

Our aim in all our Trusts is to ensure that every child is a happy and successful learner, a confident individual and a responsible citizen who can develop their skills, abilities, talents and interests in order to fulfil their true potential and achieve what they want to do.

Our ethos is to grow a collaboration of Trusts that work together with a shared desire to be innovative, inclusive and inspirational.

Our Aims and Ethos: 'Working together towards success for all'

- An unshakeable belief in the intrinsic value of every individual within our community based on mutual respect.
- A moral code and high behavioural expectations which are based on Christian values and recognise and respect those beliefs held by different denominations.
- Exciting and creative climates for learning within a safe and supportive environment.
- Sustainable collaboration and sharing of best practice.
- Personal and professional development for all members of staff.
- Accountability based on honesty and responsibility in all our relationships.

We believe:

- That every pupil deserves a good education that enables them to be the best they can possibly be.
- That every individual in our community of Trusts (our pupils, staff, families and friends) is important and has something to contribute.
- In building an exciting and creative climate for learning within a safe and supportive environment.
- In working together and sharing best practice.
- In ensuring the personal and professional development for all members of staff so that they have a rewarding and a fulfilling career within our community of Trusts.
- In accountability based on honesty and responsibility in all our relationships.

Every pupil can expect to:

- Experience a caring and supportive culture in which every individual is safe and can thrive.
- Build positive relationships with the staff in their Trust.
- Experience an aspirational culture in which we refuse to accept barriers to achievement.
- Have ambitious targets and access to appropriate resources to support their learning.
- Meet and talk with our staff regularly about their learning and progress.
- Learn within the classroom with appropriate support and to receive extra help when necessary.
- Have their learning and progress and that of their peers effectively tracked.
- Experience peer-to-peer support within the classroom rather than having total reliance on adults.

Learning will:

- Embrace creative and innovative approaches that engage all learners.
- Reflect planning between experts and teachers to ensure the accessibility of the work.
- Have pace and a continuous focus on progress both academic and social.
- Use modern technology and the virtual learning environment to ensure relevance in the 21st century.
- Be personalised so it is relevant to each pupil and ensure challenge.
- Be tailored to the needs of key groups, for whom appropriate programmes of study will be devised.
- Reflect a balanced but challenging curriculum.
- Enable progress to higher education and/or employment.

Collaboration will ensure that:

- The areas of greatest need are well supported and show rapid and sustained improvement
- The Trust produces flexible and experienced professionals capable of career progression
- Staff within the Trust are well-supported and receive an excellent introduction
- Resources are shared, and economies of scale are achieved

Professional development will:

- Deliver outstanding professionals to work across our trust.
- Ensure that all teachers remain at the forefront of creative and innovative practice.
- Be tailored to meet different standards and needs.
- Focus on outstanding teaching and learning and on developing future leaders who impact on Trust improvement and outcomes.
- Support the needs of our pupils and take account of the stage of development of each Trust.
- Be delivered by inspirational experts.
- Enrich collaborative and reflective working relationships between and within Trust.

Accountability:

- Pupils and staff will understand what they must achieve and how to do this.
- Performance will always be measured against the most ambitious targets.
- Pupils and staff will be held to account for their targets and progress towards them.
- Pupil premium will be used to accelerate the progress of vulnerable pupils.
- Every member of staff will undergo performance management regularly.
- Good and outstanding teaching will be the norm.
- Leaders are proactive in addressing issues and timely, appropriate interventions will be honest and based on objective information.
- Trust bodies will know their Trusts and hold them to account.

The post outlined in this job description is a key role within the Academy and the resource fulfilling the role is expected to achieve the core principles as defined above.

CEO: Susannah Edom-Baker

Pay and Conditions

This is a part time, permanent position working as and when required.

The salary is within Scale 5 (points 8 – 11)

You will also be eligible to join the Local Government Pension Scheme.

Leadership Structure

The structure of the current Senior Leadership Team is as follows:

CEO, CFO, COO, FOO, Head teachers/Heads of School



Job Title	Governance Clerk
Grade	2020 Scale 5
Reports to	Governance Professional
Liaison with	Headteacher, other senior staff, Governance Professional and Governing Body
Job Purpose	To undertake the administrative and clerical work related to the meetings of the Local Governing Bodies.
Duties	<ul style="list-style-type: none"> • To liaise with the trust's Governance Professional to prepare the schedule of Local Governing Board (LGB) meetings annually for the year ahead and keep the LGB up-to-date with the annual calendar of meetings. • To attend appropriate meetings of the LGBs and to take notes of the meeting. • Provide the LGB with information on procedural matters before, during and after meetings, ensuring this is in line with the articles of association. • Ensure all meetings are quorate. • To prepare, subsequent to the meeting, formal minutes including who is responsible for the agreed action and, having cleared these with the Chairman, to arrange for these to be typed, reproduced and circulated as appropriate. • To deal with correspondence as required by the LGB and/or the Chairman and to follow up matters raised at LGB meetings. • To maintain records of all Governors' attendance at meetings and general correspondence files. • To attend, as authorised, any training/briefing sessions for School Governing Body Clerks • To carry out all routine administration tasks before and after the meetings at the request of the LGB or Governance Professional. • Demonstrate an awareness of confidentiality when recording sensitive discussions and decisions, and ensure that confidential minutes are recorded and distributed appropriately. • Support the trust's Governance Professional in implementing transparent processes for the election and appointment of Governors and maintain accurate records of the outcome. • Chair the meeting where the official chair is to be elected, providing information and guidance on the election processes and procedures. • Ensure that all business is undertaken within the articles of association and scheme of delegation.
General	<ul style="list-style-type: none"> • To participate in the performance and development review process, taking personal responsibility for identification of learning, development and training opportunities in discussion with line manager. • To comply with individual responsibilities, in accordance with the role, for health & safety in the workplace • Ensure that all duties and services provided are in accordance with the School's Equal Opportunities Policy • The Governing Body is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share in this commitment • The duties above are neither exclusive nor exhaustive and the post holder may be required by the Governance Professional to carry out appropriate duties within the context of the job, skills and grade

Clerk to Governors Specification

General heading	Detail	Examples
Qualifications & Experience	Specific qualifications & experience	Experience in a senior administrative role in a busy office environment Educated to NVQ Level 3 or equivalent Qualification or experience in financial management
	Knowledge of relevant policies and procedures	Detailed knowledge of school policies and procedures Knowledge of Governing Body Committee Roles
	Literacy	NVQ Level 3 in English or equivalent
	Numeracy	NVQ Level 3 in Maths or equivalent Ability to undertake complex financial/budgetary calculations
	Technology	Ability to use word processor and wide range of financial and administrative IT packages
Communication	Written	Ability to write complex letters and reports
	Verbal	Ability to exchange complex verbal information clearly and sensitively
	Languages	Seek support to overcome communication barriers with children and adults
	Negotiating	Ability to negotiate effectively to achieve best outcomes Ability to manage difficult or controversial exchanges
Working with children	Behaviour Management	Understand and implement the school's behaviour management policy
	SEN	Understand and support the differences in children and adults and respond appropriately
	Curriculum	Understanding of the learning experience provided by the school relevant to the role
	Child Development	Understanding of the way in which children develop relevant to the role
	Health & Well being	Understand the importance of physical and emotional wellbeing Ability to support children who may be unwell
Working with others	Working with partners	Establish effective relationships with those working in and with the school
	Relationships	Ability to establish rapport and respectful and trusting relationships with children, their families and carers and other adults
	Team work	Ability to make an distinctive contribution to the work of a team
Responsibilities	Organisational skills	Good organisational skills Ability to work accurately with attention to detail
	Line Management	Ability to lead and motivate a team
	Time Management	Ability to manage own time effectively
	Creativity	Ability to follow instructions
General	Equalities	Demonstrate a commitment to equality
	Health & Safety Child Protection	Basic understanding of Health & Safety Understand and implement child protection procedures
	Confidentiality/Data Protection	Understand procedures and legislation relating to confidentiality
	CPD	Demonstrate a clear commitment to develop and learn in the role Ability to effectively evaluate own performance