

GOVERNANCE PROFESSIONAL PERSON SPECIFICATION

| Person Specification | | |
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| Criteria | Essential | Desirable |
| <u>KNOWLEDGE</u> | | |
| A good knowledge of Business Administration and several years' practical experience of administrative processes | ✓ | ✓ |
| Knowledge of the law and procedural requirements pertaining to school governance | | ✓ |
| English and Maths to GCSE Grade C or equivalent | ✓ | |
| Business Administration qualification to NVQ level 3 or equivalent | | ✓ |
| Evidence of providing comprehensive administrative and clerical service | ✓ | |
| Able to advise and update on regulatory framework for school governance (relevant acts and regulations, legislation etc) | | ✓ |
| To demonstrate a good level of numeracy and literacy | ✓ | |
| To provide the business knowledge and theoretical context for school administration | | ✓ |
| Willing to undertake further training as required for the role. | ✓ | |
| <u>MENTAL SKILLS</u> | | |
| Evidence of using own judgement and interpretation skills to interpret information | ✓ | |
| Ability to provide advice to Governors on matters of law and procedure | | ✓ |
| <u>INTERPERSONAL & COMMUNICATION SKILLS</u> | | |
| Ability to communicate information and ideas effectively to a range of audiences, through excellent written and oral communication skills | ✓ | |
| Evidence of being able to effectively liaise with strategic boards and provide them with advice | ✓ | |
| To produce clear, accurate and concise minutes of meetings | ✓ | |

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| <p>Evidence of holding effective (agenda) planning meetings with senior leaders (Headteacher and Chair of Governors)</p> <p>Evidence of being able to develop and maintain effective working relationships with stakeholders of the school.</p> | <p>✓</p> <p>✓</p> | |
| <p><u>PHYSICAL SKILLS</u></p> | | |
| <p>Excellent ICT skills</p> <p>Ability to use Microsoft Office programmes effectively, effective use of email and cloud-based systems.</p> <p>Confident with being able to use Microsoft Teams / Zoom or Google meets as required and to organise meetings.</p> <p>Ability to update School and DfE Systems such as GIAS as required.</p> | <p>✓</p> <p>✓</p> <p>✓</p> | <p>✓</p> |
| <p><u>INITIATIVE & INDEPENDENCE</u></p> | | |
| <p>Ability to work on own initiative & to plan & organise own workload</p> <p>Ability to work independently, mainly from home to carry out the role. Attend meetings in school as required and to use effective communication with governors between meetings to ensure that actions are followed up.</p> <p>Liase with other organisations (Governor services) regularly and attend training and (governance professional) forums as required.</p> <p>Evidence of effective yearly planning - Produce annual calendar of meetings, coordinate with others electronically as needed.</p> <p>Evidence of good time management – (Distribution of documents within a timely manner to the governing board.)</p> <p>Evidence of keeping effective statutory records.</p> | <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> | <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> |
| <p><u>PHYSICAL DEMANDS</u></p> | | |
| <p>Ability to work in a constrained position for regular periods of time</p> <p>Evidence of being able to take minutes of meetings, either by hand or electronically and to be able to attend both in person and virtual meetings.</p> | <p>✓</p> <p>✓</p> | <p>✓</p> |

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| <u>MENTAL DEMANDS</u> | | |
| Ability to concentrate for lengthy periods of time | ✓ | |
| Evidence and ability to ensure that effective minutes are taken and governors remain strategic in their meetings. To be confident enough to interject when governors are not following legislation or procedure. | ✓ | |
| <u>RESPONSIBILITY FOR PEOPLE</u> | | |
| Understanding of key safeguarding issues and procedures | | ✓ |
| To ensure correct reporting and monitoring of any safeguarding issues arising across the school. | | ✓ |
| Be willing to attend Safeguarding training as required. | ✓ | |
| To maintain appropriate levels of confidentiality and data security in respect of personal / pupil / colleague information | ✓ | |
| <u>RESPONSIBILITY FOR PHYSICAL RESOURCES</u> | | |
| Evidence of being responsible for maintaining and updating records: e.g. Governor details, school statutory information. The majority of information is now stored in cloud-based systems. Ability to ensure these remain secure. | ✓ | |
| Understanding of GDPR. | ✓ | |
| <u>WORKING CONDITIONS</u> | | |
| Ability to work from home, with internet access and access to own computer / laptop | ✓ | |
| To work from home the majority of the time and attend school for meetings as required. | ✓ | |

Core Behaviours

To follow the Nolan Principles of Public Life in a position of transparency and trust supporting the governing board.
Confidentiality and professionalism is required at all times and an understanding of Safeguarding and GDPR procedures within the school.

Additional Requirements

Home based role, access to IT, ability to attend meetings in school and virtually through Microsoft Teams / zoom as required.

You will be required to follow the Clerking Competency Framework as part of your Governance Professional Role

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| DBS | Standard <input type="checkbox"/> Enhanced <input checked="" type="checkbox"/> N/A <input type="checkbox"/> |
| Basic Disclosure | Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> |