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|  | JOB DESCRIPTION | FormJD1 |
| JOB TITLE: Governance Support Officer | **POST NUMBER:**  |
| **REPORTS TO** (Job Title):  | Head of Governor Services (Education) |
| **DEPARTMENT:** Children, Education and Communities / Governance Support and Development Service | GRADE: 6 |
| **JE REF:** | 3000 | PANEL DATE: | 10/03/2020 |
| **1.** | **MAIN PURPOSE OF JOB** To support governors within both maintained schools and academy structures to make informed decisions, mindful of all regulatory impacts and with reference to the relevant governance legislation and regulation. This will involve provision of:* High-quality procedural advice, sometimes of a complex and sensitive nature, relating to governance;
* Guidance on and examples of good practice;
* Administrative and organisational support including the development and maintenance of procedures to support effective governance; and
* Guidance to ensure that governors work in accordance with the appropriate legal framework and comply with necessary regulations and the implications of any failure to comply.

Contribute to the development of CYC’s specialist governance support services, including:* The volunteer training package;
* Volunteer communication strategies; and
* York Education / Services to Schools.
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| **2.** | **CORE RESPONSIBILITIES, TASKS & DUTIES:** |
|  | i | **Relationships** - Establish and maintain excellent working relationships of mutual trust with chairs of governing boards, governors, headteachers and colleagues. Encourage, motivate and support boards and their members, enabling communication between levels of governance. |
|  | ii | **Legal framework** - Ensure that all members of governing boards understand the legal framework in which they operate and the procedures they need to follow. Communicate changes to policies and procedures in a timely manner as required.   |
|  | iii | **Structures -** Assist board members to understand the structure in which they operate, particularly how governance functions are organised and delegated, including where decisions are made and accountability sits. Support the development of governance and committee structures that are fit for purpose and appropriate to the scale and complexity of the organisation.  |
|  | iv | **Agenda setting** - Work with the chair and headteacher to prepare a purposeful agenda which focuses on the three strategic functions. Contribute to planning to help ensure that governors use their time effectively in order to address issues which are often complex, technical, sensitive and potentially emotive. Source information to support board decisions.  |
|  | v | **Meeting conduct** - Inform and advise on proper and orderly procedural conduct of board and/or committee meetings. Intervene appropriately on procedural and governance matters as required during meetings.  |
|  | vi | **Accountability and scrutiny** - Ensure discussion points, including challenge of executive leaders, and decisions are captured and accurate minutes of meetings and action points are produced. Ensure actions arising from meetings are conveyed and support completion as required. Track and communicate review timelines for policies and procedures. |
|  | vii | **Advice and guidance** - Prepare for meetings by reading documents and take time to anticipate issues that might arise. Share good practice with governors. Advise the board to seek appropriate professional advice when necessary.  |
|  | viii | **Compliance** - Maintain accurate and up to date registers for attendance, interests, gifts and hospitality. Intervene when concerned about non-compliance where this has not been picked up by the board. Explain the legal, regulatory and financial responsibilities and duties placed on the board and the consequences of non-compliance. Support the board in discharging its statutory reporting duties. Sign post the board as and when specialist third-party advice or guidance is required.  |
|  | ix | **Conflicts of interest** - Identify and advise the chair and board on matters of conflicts of interest and loyalty in line with the law and internally agreed policies. |
|  | x | **Board recruitment, development and succession planning** - Provide advice to boards on terms of office, track individual terms and advise on the process for vacancy filling. Support and monitor election and appointment processes for the board. Encourage governor access to effective learning and development opportunities. Support the chair in addressing induction and ongoing training and development needs. Support the board in reviewing board performance and undertaking a regular skills audit.  |
|  | xi | **Stakeholders** - Support effective communication and flows of information for the board, recognising and respecting different interests.  |
|  | xii | **Administration and record management** - Maintain a high standard of work, including when under pressure, ensuring information is complete and accurate. Demonstrate excellent time management to support the board and their meetings. Effectively manage documentation and processes for retention and retrieval of information, some of a complex and sensitive nature, in accordance with agreed protocols and legal duties. Plan and manage workload to meet objectives. Support and maintain effective communication systems.  |
|  | Xiii | **Exclusions** - Develop a secure understanding of the Statutory Guidance relating to the exclusion of pupils from maintained schools and academies. Provide professional guidance to the governing board to enable them to fulfil their duty to review exclusions where required, including advising on facilitation of the hearing to ensure this is fair and supportive to all parties. Provide professional clerking of review panels to ensure an accurate account of the meeting is recorded. This account may be required in the event of an appeal.  |
|  | xiv | **Additional support** - Arrange and record additional meetings in line with applicable processes, policy and legislation. Such meetings might include HR processes, appeals and complaints, which require detailed minutes due to their particularly sensitive or specialist nature.  |
|  | xv | **Professional development** - Develop awareness of own limitations and seek assistance when appropriate. Identify and undertake suitable training and maintain up-to-date knowledge of good practice in governance.  |
|  | xvi | **Data Protection** -Maintain a high degree of confidentiality whilst handling sensitive information. Develop an understanding of data protection within the context of the role, supporting compliance and reducing risk wherever possible. |
| **3.** | **SUPERVISION / MANAGEMENT OF PEOPLE**Number of staff reporting to jobholder and nature of supervision eg full line management responsibility or day to day supervision of work Direct: none Indirect: noneThe post holder will assist in the training and induction of peers and new recruits. |
| **4.** | **CREATIVITY & INNOVATION**Working with the minimum of supervision within an established framework, the post holder will use their own initiative to:* Contribute to the development and implementation of procedures to support the effective governance of the organisation;
* Design, develop and implement systems to enable the post-holder to manage the work of several governing boards within a portfolio, prioritising where required to meet statutory requirements;
* Support the sharing of good practice relating to governance structures and contribute to the evaluation of effectiveness to ensure that workload is effectively managed and that unclear delegations and/or the duplication of responsibilities are avoided;
* Anticipate issues to be drawn to the chair’s attention;
* Implement systems to support open communication between levels of governance;
* Share good practice relating to governance structures and contribute to the evaluation of effectiveness to ensure that workload is effectively managed and that unclear delegations and/or the duplication of responsibilities are avoided; and identify volunteer training needs and signpost opportunities.

The post will involve the exchange of information, sometimes complex, sensitive and confidential in nature, within a general framework of recognised procedures. Strong interpersonal skills are essential; tact, diplomacy and an awareness of the complexities of the impact of the school governance agenda and its high profile in local communities and the media are critical.  |
| **5.** | **CONTACTS & RELATIONSHIPS*** Internal – Maintain excellent working relationships with colleagues within the Governance Support and Development Team and within York Education, particuarly the appropriate Governance Advisor with whom they will work to deliver services.
* External – Provision of advice to Headteachers / Principals; Chairs of Boards and Local Governing Commitees. Occasional contact with Councillors; stakeholder groups. Regular exchange of information with school leaders, volunteers and members of the public orally, in writing or electronically. This will often include information of a complex and sensitive nature, where tact and discretion may be required. This will on occasion be contentious or complex and require tact, persuasion and sensitivity, within the application of operational guidelines. Outcomes may have material impact on stakeholders including parents and pupils.
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|  **6.** | **DECISIONS – discretion & consequences****Discretion:**The Governance Support Officer should, with reference to statutory and internal governance documents, advise chairs and members of governing boards in such a way that they are in a position to discharge their duties in line with the applicable framework. Tact and discretion are required when intervening during meetings and knowledge and confidence are required to ensure that this is undertaken appropriately and in a way that supports robust, constructive challenge. The role requires use of discretion when working with external partnership to ensure confidential limits are respected. **Consequences:**Failure to give sound advice may mean that a governing board acts outside the requirements of the relevant governance structures or legislation or fail to comply with their statutory responsibilities. An awareness or risk is essential. The role is within a traded service which relies on strong customer relationships and high standards of service delivery. The professional and technical support provided by the post holder will enhance the reputation of the service and help ensure sustainability; failure to do so may have significant implications for the service. The post holder needs to be able to respond flexibly to the demands associated with a range of reputation critical and high risk activities which can arise with little, or no, notice, for example, Ofsted inspections of schools, critical incidents in schools etc. |
| **7.** | **RESOURCES – financial & equipment***(Not budget, and not including desktop equipment.)* Description Value None  |
| **8.** | **WORK ENVIRONMENT – work demands, physical demands, working conditions & work context****Work** demands - Travel to settings on a regular basis, across York and outside city boundaries. Regular evening meetings, often extending beyond core hours. A flexible approach to time management is essential. Tight deadlines requiring highly organised time management. Attention to detail at all times. Tact and diplomacy. Subject to supervision, the post holder will undertake a range of regular tasks with associated deadlines and subject to interruptions and competing demands.**Physical demands** - Long periods using display screen equipment. **Working conditions** – No issues.**Work context** – No issues.  |
| **9.** | **KNOWLEDGE & SKILLS****Knowledge and understanding of:*** Key themes of national education policy and the local education context
* Different governance structures including good practice
* Conflicts of interest and ethical behaviours
* The role of policies and procedures
* Legal duties relating to data protection
* Risk and the role of risk registers
* The importance of robust, constructive challenge and accountability to stakeholders

**Demonstrates skills and effective behaviours:*** Excellent interpersonal skills
* High levels of literacy and numeracy
* Ability to advise the board before, during and after a meeting
* Ability to support effective governance through the efficient administration of meetings
* Strong communication skills in provision of professional advice and guidance of a sometimes complex and sensitive nature
* Ability to capture and record discussion points, decisions and action points from board meetings
* Ability to effectively manage documentation and records in accordance with legal duties
* Ability to work effectively with the chair and senior leaders
* Ability to analyse complex issues, understand their potential impact and identify guidance where appropriate Ability to work effectively within a team
* Time management skills
* Ability to use technology effectively
* An understanding of confidentiality
* A commitment to developing good practice
* Self-awareness and a willingness to seek advice when necessary
* A commitment to the Nolan Principals of Public Life
* A commitment to continuing professional development
* Flexibility to attend evening meetings

**Ability to converse and provide advice and guidance to members of the public, in spoken English, to Common European Framework of Reference for Languages (CEFR) - level C2** - Mastery or proficiency - Can express him/herself spontaneously at length with a natural conversational flow, avoiding or backtracking around any difficulty so smoothly that the person with whom they are conversing is hardly aware of it. Can understand with ease virtually everything heard or read.This post requires the post holder to undertake an enhanced – child workforce (with barred list check) criminal record check via the Disclosure and Barring Service. |
| **10.** | **Position of Job in Organisation Structure**Job reports to: Head of Governor Services (Education)Other jobs at this level; Governance Support and Training ManagerGovernance Advisor**THIS JOB****Governance Support Officer** |