



TASK DESCRIPTIONS FOR GOVERNORS

Dorset Governor Services

In all types of schools, Governing bodies should have a strong focus on three core strategic functions:

- Ensuring clarity of vision, ethos and strategic direction
- Holding the headteacher to account for the educational performance of the school and its pupils, and the performance management of staff
- Overseeing the financial performance of the school and making sure its money is well spent

Effective Governing bodies also think carefully about how they are organised. This includes thinking about whether, and how, to use their powers to delegate functions and decision to committees or individual Governors. Governing bodies may decide to link individual Governors to areas such as SEN, safeguarding and areas of the curriculum. However, there is no legal requirement for either maintained schools or academies to do this.

You should remember that even though some tasks might be delegated it is the overall Governing body that remains accountable in law and to Ofsted for the exercise of its functions. It is expected that every Governing body will focus strongly on its core functions and to retain oversight of them.

Although this guide is mainly for maintained schools hopefully it will also be useful for academies.

All Governors

Role of a school Governor

1. Contribute to the strategic discussions at Governing body meetings which determine:
 - The vision and ethos of the school
 - Clear and ambitious strategic priorities and targets for the school
 - That all children, including those with special educational needs, have access to a broad and balanced curriculum
 - The school's budget, including the expenditure of the pupil premium allocation
 - The school's staffing structure and key staffing policies
 - The principles to be used by school leaders to set other school policies
2. Hold the senior leaders to account by monitoring the school's performance; this includes:



- Agreeing the outcomes from the school self-evaluation and ensuring they are used to inform the priorities in the school development plan
 - Considering all relevant data and feedback provided on request by school leaders and external sources on all aspects of school performance
 - Asking challenging questions of school leaders
 - Ensuring senior leaders have arranged for the required audits to be carried out and receiving the results of those audits;
 - Ensuring senior leaders have developed the required policies and procedures and the school is operating effectively according to those policies
 - Acting as a link Governor on a specific issue, making relevant enquiries of the relevant staff, and reporting to the Governing body on the progress on the relevant priority; and
 - Listening to and reporting to the school's stakeholders; pupils, parents, staff, and the wider community, including local employers
3. Ensure the school staff have the resources and support they require to do their jobs well, including the necessary expertise on business management, external advice where necessary, effective appraisal and CPD (Continuing Professional Development), and suitable premises, and the way in which those resources are used has impact
4. When required, serve on panels of Governors to:
- Appoint the headteacher and other senior leaders;
 - Appraise the headteacher;
 - Set the headteacher's pay and agree the pay recommendations for other staff;
 - Hear the second stage of staff grievances and disciplinary matters
 - Hear appeals about pupil exclusions

The role of Governor is largely a thinking and questioning role, not a doing role.

A Governor does **NOT**:

- Write school policies
- Undertake audits of any sort – whether financial or health and safety – even if the Governor has the relevant professional experience;
- Spend much time with the pupils of the school - if you want to work directly with children, there are many other voluntary roles within the school
- Fundraise – this is the role of the PTA – the Governing body should consider income streams and the potential for income generation, but not carry out fundraising tasks;
- Undertake classroom observations to make judgements on the quality of teaching – the Governing body monitors the quality of teaching in the school by requiring data from the senior staff and from external sources



- Do the job of the school staff – if there is not enough capacity within the paid staff team to carry out the necessary tasks, the Governing body need to consider and rectify this.

As you become more experienced as a Governor, there are other roles you could volunteer for which would increase your degree of involvement and level of responsibility (e.g as a chair of a committee). Further guidance on this is given below:

Time commitment: As an estimate we would expect you to spend around 10 days on Governor responsibilities, with this increasing as and when you take on a bigger role such as link Governor, chair of committee etc. There may be times when this increases, for example when recruiting a new Headteacher.

Under section 50 of the Employment Rights Act 1996, if you are employed you are entitled to “reasonable time off” to undertake public duties which includes governance. The amount is not defined in law, and you will need to negotiate with your employer how much you will be allowed.

Expenses: Governors may receive out of pocket expenses incurred as a result of fulfilling their role. Governing bodies should have a policy that sets out whether expenses will be paid and at what rate. This should cover incidental expenses such as childcare and travel, but not loss of earnings.

Role and responsibilities in addition to those listed at All Governors

Chair of Governors

General

- Ensure the effective organisation of the GB
- Maintain a focus on the predominantly strategic role of the GB and establish a clear understanding of the different roles of Governors and staff in the school
- Ensure that all Governors are clear about their roles through a clear description of their key tasks
- Encourage and develop the GB’s role as critical friend
- Build a team by recognising and using people’s strengths: delegate effectively, clarify objectives and use the whole GB

Meetings

- Work closely with the Headteacher and Clerk to plan effective GB meetings, ensuring relevant and realistic agendas
- Plan the year’s cycle of meetings and a timetable for action and reports



- Chair GB meetings effectively and efficiently: ensure meetings start and end on time, that agenda items are properly introduced, and that people are encouraged to contribute
- Ensure all decisions taken at meetings are understood and minuted and that the necessary action is taken
- Ensure, supported by the Clerk, that the GB's meetings and affairs are conducted in accordance with the law
- Ensure, with the Clerk, that Governors receive relevant information and materials well in advance of meetings
- Emphasise that all Governors must accept collective responsibility for decisions taken at Governors' meetings
- Use committees and smaller groups to meet statutory requirements, develop new ideas and agree plans of action

Other

- Encourage commitment, loyalty and high standards of behaviour by Governors through personal example and the development of clear, written expectations in a Code of Conduct
- Take the lead in managing the GB's accountability to stakeholders
- Act on behalf of the GB in emergencies and report any urgent action taken on behalf of the GB, ensuring it is fully explained and supported
- Co-ordinate the GB's response to new legislation and emerging priorities

Planning

- Work with the GB to provide strategic direction: implement, plan and monitor progress
- Co-ordinate the formulation of an annual GB development plan in sympathy with the school development plan and ensure that all Governors have an opportunity to contribute to school development and target setting
- Work with the Headteacher and Governors on effective school policies
- Take the lead in co-ordinating the work of the Governing body in relation to Ofsted inspection
- Ensure that the processes of Governor recruitment, induction and development are effective

Supporting

- Be seen regularly in the school and attend school functions
- Develop and maintain effective teamwork by the GB
- Be accessible to Governors, staff and parents and keep in touch with Governors between meetings
- Develop working relationships with all Governors, including particularly the Vice Chair and chairs of committees, and ensure that individual Governors' strengths are known and used and their efforts recognised
- Ensure that the efforts of staff are recognised by the GB



- Develop an honest, open and supportive partnership with the Headteacher, making time to listen to concerns and give constructive advice
- Remember that the day to day running of the school is the Headteacher's role
- Develop working relationships with the Children's Services Authority, the diocese and other key partners
- Work in close partnership with the Clerk to manage the work of the GB effectively
- Create opportunities for informal gatherings of Governors and staff
- Discourage cabals and caucuses in the GB
- Meet Governors of other local schools as often as possible
- Be ready to admit failure and accept more than a fair sharer of blame
- Be ready to take on the jobs no-one else will do

Vice Chair of Governors

- Deputise during the absence of the Chair of Governors
- Support the Chair in the conduct of meetings
- Consider attending termly chairs' briefings with the chair
- Work closely with the Chair and take responsibility for agreed areas of work, eg:
 - Support the effective operation of committees
 - Check, with the Chair, that decisions taken by the GB are enacted
 - Co-ordinate the induction of new Governors
 - Co-ordinate training of individual Governors and the Governing body

The Headteacher as Governor

The Headteacher is automatically a member of the GB. Any Headteacher who decides not to be a Governor must let the Clerk know in writing, the place will then remain reserved.

- Support the GB in identifying its role in school development and improvement
- Meet regularly with the Chair (and perhaps the Clerk) to plan, monitor and review meetings and the work of the GB
- Provide information to the GB and its committees, including regular reports on the progress of the school development plan and academic standards ensuring that these are provided in time to go out with the agenda at least seven days before the meeting
- Co-ordinate a programme of Governor visits to the school
- Promote partnership between staff and Governors
- Demonstrate respect for and value the contribution of the GB and individual Governors
- Help Governors with the challenge aspect of critical friendship by encouraging relevant questions and providing clear and accurate explanations

5 Staff Governor



Teaching and support staff paid to work at the school are eligible to stand as staff Governors. Staff Governors are elected by the staff at the school and cannot be removed from office. If staff Governors leave the school they cannot remain on the GB.

- Have the wellbeing of the school as your prime consideration
- Ensure you enjoy the equal treatment to which you are entitled, but be aware of the possible sensitivity of involvement in some staff- or pupil-related matters
- Avoid involvement in discussions or decisions where you have a personal interest in the outcome
- Develop strategies, in consultation with the Headteacher, that enable you to represent staff opinions as well as your personal views at Governors' meetings
- Vote on issues according to your knowledge, experience and conscience
- Visit the school as a Governor on occasion

Relationships

- Share decisions with staff according to protocols on reporting and confidentiality established by the GB in consultation with teacher and staff Governors and the Headteacher
- Ensure that delicate issues are discussed with the Headteacher before meetings

Development

- Develop your role as a Governor, which should include attending relevant Governor training

Parent Governor

Parent Governors are elected by parents or carers of registered pupils attending the school at the time of the election. They do not have to stand down if their child leaves the school but may do so if they wish. They may not be removed from office. If insufficient parents stand for election, the GB can appoint parent Governors and may remove an appointed parent Governor from office. You may not be a parent Governor if you are an elected member of the LEA/Children's Services Authority or if you work at the school for more than 500 hours a year at the time of appointment.

- Have the wellbeing of the school as your prime consideration
- Act as representatives, not delegates, of the school's parent body
- Develop strategies, in consultation with the Headteacher, that enable you to gain the views of parents and report back to them
- Take a particular interest in ensuring effective communication between the GB and parents and also the school and parents
- Ensure the GB manages its accountability to parents effectively
- Ensure that matters of individual or collective parental concern are handled according to policy by staff, the Headteacher, the Chair or the GB



Relationships

- Establish productive links with the parents' association

Development

- Develop your role as a Governor, which should include attending relevant Governor training

Authority Governor

Under current regulations the local authority will nominate a person to serve as an authority Governor with the Governing body then making the appointment.

- Have the wellbeing of the school as your prime consideration
- Act as a representative, not a delegate, of the local authority
- Seek to know and understand the LA's education policies and have views about their impact on the school
- In consultation with the GB, make sure the local authority is aware of matters relating to its policies as they affect local schools
- In consultation with the GB, consider wider issues of education in the area
- Take a particular interest on behalf of the GB in the services provided by or made available to the school by the local authority and relate this to considerations of Best Value
- Contribute to effective links between the local authority and the school
- Develop your role as a Governor, which should include attending relevant Governor training

Foundation Governor

In Foundation, VC or VA schools, foundation Governors are appointed to represent the interests of the church authority or voluntary trust or organisation which established the school. Their terms of office are shown in the Instrument. They can be removed by the people who appointed them with reasonable cause. In some schools there are ex-officio foundation Governors, often the parish priest in church schools. In VA schools there must be enough foundation Governors to outnumber all the other members of the GB. In VC schools and in schools with a charitable, rather than a church foundation, the number of foundation Governors is at least two.

- Have the wellbeing of the school as your prime consideration
- Preserve the distinctiveness of the school through its aims, policies and practice
- Be aware of the distinctive responsibilities of foundation schools and their GBs: for example, regarding staff, admissions and premises
- Ensure you and the GB are aware of issues relating to the church or foundation



Relationships

- Maintain contact with the foundation
- In VA schools, ensure that the majority of foundation Governors does not result in the marginalisation of the views of other Governors

Development

- Develop your role as a Governor, by attending specific Governor training relevant to the roles and responsibilities of church school Governors

Co-opted Governor

Governing bodies can appoint co-opted Governors using the process they have previously decided upon. These should be people, in the opinion of the Governing body, who have the skills required to contribute to the effective governance and success of the school.

Role and responsibilities in addition to those listed at All Governors

- Use your knowledge, skills and interests for the school's benefit

Development

- Develop your role as a Governor, which should include attending relevant Governor training

Associate member

Governing Bodies can benefit from being able to draw on expertise and experience from outside their formal Governor membership. The Governing Body can appoint associate members to serve on one or more committees and attend full GB meetings. Associate members are not Governors but people interested in contributing to the work of the GB, the definition of associate member is wide and can include pupils, school staff and people with a particular area of expertise. Associate members are appointed for between one and four years and can be reappointed. They can be removed by the GB at any time. Provided they are 18 they can be given voting rights within a committee, but not on the full Governing body.

The role of the associate member will vary according to the reason for the appointment, but the list of responsibilities for all Governors shown at the start of this paper should be observed.

Committee chair



The GB appoints committees, sets their terms of reference and agrees any delegated powers.

Role and responsibilities

- Ensure that the terms of reference and delegated powers of the committee are known and understood by all Governors
- Ensure that the committee fulfils relevant legal obligations on behalf of the GB
- Co-ordinate the committee's contribution to the GB's communications policies

Relationships

- Work with the Chair of Governors, other committee chairs and the Headteacher to ensure coherence in the management of the GB and the school
- Promote effective teamwork and good working relationships within the committee

Development

- Formulate a committee development plan at the beginning of each academic year, consistent with the priorities of the school and the GB
- Ensure that members' strengths and interests are recognised and used in achieving the committee's objectives
- Encourage the continued development of committee members' knowledge and understanding, including through training
- Lead an annual review of committee work, making recommendations to the GB

Meetings

- Ensure effective clerking arrangements for the committee
- Plan an annual meetings programme to fit in with the GB and other committees
- Ensure that meetings are effectively planned and chaired, and that follow-up activity is completed
- Ensure that minutes are accurate and published promptly
- Ensure that confidentiality is maintained

Performance management appointed Governor

The Governing body appoints Governors for the Headteacher's performance management. These Governors usually work with an external adviser.

Preparation



- Undertake training to understand the responsibilities of the appointed Governors
- Be aware of any relevant changes in legislation affecting the role
- Ensure that the GB has appointed a lead appointed Governor
- Prepare, with the Headteacher, for the review meeting by ensuring monitoring arrangements for current objectives have been effected as planned and that objectives for the new year are considered and discussed
- Ensure you have a good understanding of pupil performance data, current priorities in the school development plan and emerging priorities to inform suitable and possible objectives for the Headteacher
- Consider any issues arising from the current objectives and the monitoring of those objectives, to inform discussion

Working with the adviser or self evaluation partner (SEP)

- Work with the Headteacher to secure an external adviser, or contact the SEP
- Agree with the Headteacher and adviser/SEP the timing of the review meeting
- Agree with the adviser/SIP and the Headteacher the agenda for the meeting, chairing arrangements, minutes and decisions on current and new objectives
- Decide, advised by the Headteacher and the adviser/SEP, the data, information and forms that will be needed and ensure this is sent out in good time
- Consider, with the Headteacher, the adviser's/SEP's suggestions for the Headteacher's objectives, based on an analysis of the information received
- Gather evidence of the monitoring of current year objectives in preparation for the informal and formal meetings with the adviser/SEP.
- Use the informal meeting with the adviser/SEP to learn and inform about the PM process for the Headteacher, including the review and setting of objectives

The meeting and outcomes

- Ensure that a fair decision is reached, based on evidence, about the satisfactory achievement of the Headteacher's current year objectives
- Seek agreement with the Headteacher on the new objectives, ensuring that at least one objective relates to pupil progress, at least one to leadership and management and that an objective for the head's professional development is considered, taking any advice offered by the EA into consideration
- Ensure that the objectives are relevant and realistic, unambiguously stated and measurable, indicating milestones and monitoring procedures
- Formalise in writing the decision on the achievement of current objectives, with copies to the appointed Governors and the Headteacher. Make copies available on request to the Chair of Governors, pay committee members and the Director of Education/Director of Children's Services
- Ensure the programme of monitoring new objectives is implemented as planned
- Contribute to the annual review of the GB's performance management policy



Training co-ordinator

Governor Services provides a comprehensive programme of training courses for new and experienced Governors. The Governing body is encouraged to appoint one of its members to maintain contact with Governor Services in order to inform the GB of courses available and encourage Governors to develop their skills by attending appropriate training.

The task

- Become familiar with the Governor training available from Governor Services and other providers, including costs, the range of programmes and the quality of provision
- Encourage all Governors to undertake relevant training
- Co-ordinate the annual production of a Governor training plan
- Know the source of funding for Governor training and support and make recommendations on an appropriate budget
- Consider training and support provision from a Best Value perspective
- Provide a good personal example by attending and using the benefits of training
- Focus especially on supporting new Governors, ensuring they know what training is available and relevant and how to apply for courses
- Plan to ensure that the knowledge and understanding gained by an individual Governor or a group of Governors attending training is used as a learning opportunity for the whole GB
- Promote and co-ordinate school-based training and training with neighbouring schools within the cluster and pyramid
- Encourage, where it is appropriate, the attendance of Governors at staff training days
- Maintain a record of the training undertaken by the GB and its members
- Co-ordinate a review of Governor training each year
- Develop systems to gauge the impact of Governor training on the effectiveness of the GB and individual Governors
- Based on the findings of the review and discussion with Governors, seek views on future training needs
- Advise Governor Services, on behalf of the GB, of needs not being met by the current training and support programme
- Promote training as a regular item on agendas for the GB and its committees and taking the lead in preparing reports and providing information for meetings
- Advise the GB on new year training provision from the costs and content of service offered by Governor Services and other providers

Literacy Governor

The GB is encouraged to appoint a literacy Governor, the precise responsibilities of whom are determined by the GB, so may vary from school to school. It follows that the tasks listed here are guidance only: the specific focus will be agreed by the GB.



Role and responsibilities in addition to those listed at All Governors

- Work with the GB to agree a School Literacy Framework and ensure it is known to Governors, staff and parents
- Ensure that the action plan arising out of the framework features in school development planning
- Gather information about the implementation of the framework in the school, including through regular classroom visits
- Support the GB body in understanding the framework through presentations and reports with the Headteacher and Literacy Co-ordinator
- Gain an understanding of benchmarking information on pupil performance in literacy and its implications
- Participate in the process of setting pupil performance targets
- Contribute to the monitoring and evaluation of the implementation of the framework

Relationships

- Liaise regularly with the school Literacy Co-ordinator
- Work with the Headteacher and co-ordinator in presenting information about the framework to parents

Development

- Attend any whole school training days concerned with the framework
- Develop your role as a Governor, including by attending relevant Governor training

Numeracy Governor

The GB is encouraged to appoint a maths or numeracy Governor, the precise responsibilities of whom are determined by the GB, so may vary from school to school. It follows that the tasks listed here are guidance only: the specific focus will be agreed by the GB.

Role and responsibilities in addition to those listed at All Governors

- Work with the GB to agree a School Mathematics Framework and ensure it is known to Governors, staff and parents
- Ensure that the action plan arising out of the framework features in school development planning
- Gather information about the implementation of the framework in the school, including through regular classroom visits



- Support the GB body in understanding the framework through presentations and reports with the Headteacher and Numeracy Co-ordinator
- Gain an understanding of benchmarking information on pupil performance in numeracy and its implications
- Participate in the process of setting pupil performance targets
- Contribute to the monitoring and evaluation of the implementation of the framework

Relationships

- Liaise regularly with the school Numeracy Co-ordinator
- Work with the Headteacher and co-ordinator in presenting information about the framework to parents

Development

- Attend any whole school training days concerned with the framework
- Develop your role as a Governor, including by attending relevant Governor training

Special Educational Needs Governor

The GB has a duty to see that the school identifies and does its best to cater for all pupils who have special educational needs (SEN). A child with special needs is defined as someone who has markedly greater difficulty in learning than most children of the same age, or who has a disability that affects the ability to learn compared with peers. It includes children with emotional or behavioural difficulties.

- Know and understand the GB's responsibilities to pupils with SEN
- Keep informed about developments in SEN within the school and also locally and nationally
- Take opportunities to meet and talk to parents of SEN children
- Support the Headteacher and school's SEN Co-ordinator (SENCO) in their responsibilities for pupils with SEN, including through meetings to discuss the impact of policies and practice, and consider developments, and classroom visits
- With the Headteacher and SENCO, report to Governors and parents on SEN matters
- Support the school's annual review of the SEN policy
- Represent the GB in respect of SEN matters during Ofsted inspections
- Ensure that funds are allocated each year within the school budget specifically to meet the needs of the SEN policy

Development



- Attend any whole school training days concerned with the strategy
- Develop your role as a Governor, including by attending relevant Governor training
- Facilitate any training needs of the GB

Safeguarding Governor

This Governor is also known as the Nominated Governor for Safeguarding and Child Protection. The Education Act 2002 and the accompanying guidance: 'Keeping Children Safe in Education' states that the Governing body is accountable for ensuring the school has effective child protection and other safeguarding procedures in place. In order to do this the local authority recommends that all Governing bodies appoint a Nominated Governor to promote the importance of child protection and safeguarding. This is also a Dorset Safeguarding Children Board (DSCB) Standard and an OFSTED expectation.

- Work closely with the school's Designated Safeguarding Lead to provide scrutiny, challenge and support
- Provide a link between the school and the Governing body
- Be familiar with the child protection policy and ensure it is reviewed annually
- Check all school policies are child focused and do not contradict the child protection policy
- Understand about the school's responsibilities for Looked After Children*
- Be involved with the annual safeguarding audit (DSCB Safeguarding Standard)
- Ensure an annual safeguarding report is presented to the full Governing body (DSCB Safeguarding Standard) by using the completed audit

***NB It is recommended that the person who takes on this role is also the Nominated Governor for Looked After Children**

Development

- Attend both a Safeguarding in Schools Level 1 and Level 2 course
- Ensure all other Governors attend a Level 1 course (even those who work with children) and that the chair of Governors in addition attends a Level 2
- Repeat the Level 2 course every 2 years

Mentor

Some inexperienced Governors can find the complexity, language and legal formalities of GB meetings, often filled with people they don't know, difficult and even overwhelming. The GB may like to appoint a mentor for each new Governor – an experienced and trusted adviser who, as part of induction, can help the new member integrate into the role. This is not only an enormously valuable way of supporting new colleagues, it has been shown in some GBs to reduce early resignation.



- Co-ordinate, on behalf of the GB, the effective induction of new Governors
- Develop an induction pack of materials to familiarise new Governors with the school and the GB
- Be available as a first point of contact for new Governors
- Liaise with the school, the Clerk and Governor Services to ensure that new Governors receive the information the law requires they must have
- Liaise with the Chair and the Headteacher to ensure that new Governors are invited to see round the school and to meet staff and pupils
- Liaise with the Chair to ensure that new Governors are welcomed at their first meeting and introduced to other members and their roles
- Help new Governors to prepare for meetings by explaining the agenda items and discussing accompanying papers – maybe sit with them in meetings
- Encourage new Governors to undertake training and explain the role of the training co-ordinator Governor
- Help the new Governor and the GB to select appropriate committees for new Governors, meeting their interests and using knowledge and skills effectively
- Meet new Governors to evaluate their first year in office

Clerk to the Governing Body

The law requires that the GB appoint a Clerk to the Governing Body. The Clerk is responsible for, among other matters, convening and attending meetings, taking minutes, maintaining a register of GB members and being equipped to offer or access advice on legal and professional issues. All Governors should know how, when and where the Clerk may be contacted.

Meetings

The Clerk will:

- Convene meetings of the GB, including calling emergency meetings
- Work effectively with the Chair and Headteacher before the GB meeting to prepare a purposeful agenda which takes account of DFE, LA/Children's Services Authority and church authority issues and is focused on school development
- Produce, collate and distribute the agenda and papers so that recipients receive them at least seven clear days, and preferably ten days, before the meeting
- Encourage the Headteacher and others to produce agenda papers on time
- Record the attendance of Governors at meetings and take appropriate action on absences. Record Governors arriving later for meetings or leaving early
- Advise the GB on governance legislation and procedural matters where required before, during and after the meeting



- Take notes of GB meetings to prepare minutes, including indicating who is responsible for agreed action. Record all decisions accurately and objectively with timescales for actions
- Send draft minutes to the Chair and Headteacher for amendment/approval by the Chair
- Copy and circulate the approved draft minutes to all Governors within the timescale agreed by the GB
- Keep a minute book, or file of signed minutes, as an archive record
- Advise absent Governors of the date of the next meeting
- Liaise with the Chair prior to the next meeting to receive an update on the progress of actions agreed previously by the GB
- Following approval of the minutes at the next meeting, forward a copy to the LA/Children's Services Authority and, where agreed, to the appropriate church or foundation authority
- Chair that part of the meeting when the Chair is elected
- Clerk the GB's statutory committees
- Liaise on behalf of the GB as appropriate with the LA/Children's Services Authority, church authority, DFE and other outside agencies

Membership

The Clerk will:

- Maintain on file a copy of the GB's instrument of government
- Maintain a database of name, address and category of GB members and their terms of office – including Associate Members
- Send a welcome letter and information to newly-appointed Governors, including details of their terms of office
- Maintain copies of current terms of reference and membership of committees and working parties, and of Governors nominated to specific roles, such as literacy
- Advise Governors and appointing bodies well before the end of Governors' terms of office so that elections or appointments can be made in good time
- Inform the GB of any changes to its membership and inform Governor Services
- Maintain Governor meeting attendance records and advise the GB of non-attendance of Governors
- Advise that a register of GB pecuniary and business interests must be maintained and that it is reviewed annually and kept in the school
- Check with the Children's Services Authority and, where appropriate, the church authority, that Disclosure and Barring Service disclosure has been successfully carried out on all new appointees and re-appointments

Advice and information

The Clerk will:

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- Advise the GB on procedural issues
- Ensure that statutory policies are in place, and that a file is kept in the school of the policies and other school documents approved by the GB
- Have access to appropriate legal advice, support and guidance
- Process and maintain records of GB correspondence

Professional development

The Clerk will:

- Keep up-to-date with current educational developments and legislation affecting school governance
- Attend termly briefings and participate in professional development opportunities

Optional extras

The Clerk may be asked to perform any of these tasks, but these are in addition to the core requirements and may attract additional payment:

- Clerk some GB committees
- Set up Governors' panels for hearings and appeals
- Assist with the elections of Parent and Staff Governors
- Give advice and support to Governors taking on new roles, such as Chair of Governors or committee chair
- Contribute to the training of Governors
- Maintain a file of relevant DFE and Children's Services Authority documents
- Maintain archive materials
- Prepare briefing papers for the GB
- Help produce a GB Year Planner