

Roles and Responsibilities of a Clerk (or governance professional/ officer/ super clerk)

Academies and Maintained Schools

Bath and Wells Diocese Clerks Conference

Friday 12th November 2021

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Agenda

1. Personal Introduction

**2. Roles and Responsibilities of a Clerk - Academies
and Maintained Schools**

3. Summary

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1. Personal Introduction

- 12 years experience as a Governor, (3 as a Chair) before becoming a Clerk
- First Clerking role at Tickenham Church of England Primary School 2012
- Now Clerking at 5 schools
 - 4 academies, 1 maintained
 - 3 Church Schools (2 academies, 1 maintained)
- Lead Clerk for Clevedon Learning Trust (13 schools, 3 church schools)
- Provide Clerking services to CLT Members, Board, its Committees, 3 LGBs
- Work with other Clerks across CLT: consistency, co-ordination, support

2. Roles and Responsibilities of Clerk – Academies and Maintained Schools.

What are the differences?

What is common?

The Major Difference:

- In Maintained Schools, Full Governing Body is the “accountable body”
- In Academies, the “accountable body” is the Trust Board (MAT or SAT)
 - **Local Governing Body**
 - **Academy Committee**
 - **No local body**

Clerking in Maintained Schools: The **Big** Differences:

- Instrument of Government
- Follow all legislative/ statutory requirements
- Appointing body for governors
 - Parent and Staff elected
 - Foundation Governors: Parochial Church Council recommend, FGB support, DBE appoint
- Admissions Authority: Local Authority
- Policies
 - "Academies and free schools, have greater freedom than local authority maintained schools"

Clerking in Academies: The **Big** Differences:

- Articles of Association
- Scheme of Delegation
- Terms of Reference
- Trust Board directives:
 - Agenda Items
 - Job role specifics eg communication
 - Your line manager
 - LGB make up/ structure
- Own Admissions Authority (may buy-in elements from LA)
- **Risk Registers** (mandatory for each academy and MAT)

Clerking in Academies: The **Big** Differences:

- Trust Board initiatives eg Consistent formats
 - Agenda/ Minutes/ Heads report
- Recommend new governors to the Board (Appointed)
- Foundation Governors appointed by DBE (Recommended by LGB, supported by Foundation Directors and DBE Rep. Member)
- Policies: Applicable?
 - Trust wide / school specific
- Academies Handbook
- Companies House
- Independent Review Panels (IRPs)

What is common?

- Advice and guidance....
- Administration
- Induction
- Governor elections (Parent/ staff)
- Meeting arrangements
- Meeting agendas/ minutes
- **Personal Development**
 - Knowledge
 - Professionalism
 - Expertise

What is common?

- Building working relationships
- Panels as required
- GIAS updating
- LGB development/ self evaluation
- Governor Services
- Diocesan support
- NGA, The Key (others are available)
- Competency Framework for Governance
- Governance Handbook
- Clerking Competency Framework

3. SUMMARY

A Approachable, Adaptable, Adding value

G Gregarious, Generous

R Relationships, Reliable,

O Organised, Omniscient