



**governor space**

**Clerking  
Competency  
Framework**  
Self Evaluation

**governor space**

powered by

**entrust**

in partnership with



Department  
for Education

## Clerking Competency Framework: Self Evaluation

Competency 1: Understanding governance		RAG		
		R	A	G
<b>In my role as clerk I have knowledge and understanding of:</b>				
1.a	I have a knowledge of the key features of effective governance and the core functions of the board as set out in the Governance Handbook and the knowledge, skills and behaviours in the Competency Framework for Governance			
1.b	I have an understanding of the specific duties and functions of the clerk as set out in legislation or articles of association as appropriate			
1.c	I have an understanding of the key themes of national education policy and the local education context			
1.d	I have an understanding of the relevant duties on boards under education and employment legislation and any related guidance			
1.e	I understand the requirements of charity and company law and the Academies Financial Handbook for SATs or MATs			
1.f	I have an understanding of the board's responsibilities with regard to Equalities and Health and Safety legislation			
1.g	I have an understanding of the board's duties, the organisation's policy and internal procedures and any responsibilities of the board within it, relating, but not limited to: whistleblowing, safeguarding, DBS checks, <b>Companies House records and returns (where applicable)</b> , Edubase entries, publication of information about governance on the organisation's website.			
1.h	I have an understanding of the board's responsibilities relating to record-keeping and the provision of data, including the Data Protection Act 1998 and the Freedom of Information Act 2000 and how these apply to the recording and retention of information relating to the operation of the board			
1.i	I am aware of the purpose of, and frameworks for, the board's accountability to and relationship with others (including DfE/ESFA, Ofsted, and the LA/Diocese where applicable) and the clerk's role in ensuring evidence is available to support this.			
1.j	In SATs and MATs, I understand the trust's funding agreement(s) and articles of association; in maintained schools, the instrument of government for the organisation and in organisations where this is applicable, the Trust Deeds			
1.k	I have an understanding of the governance structure of the organisation including its legal structure and constitution and procedures relating to the conduct of governance; its scheme of delegation for governance arrangements; and what this means for how and where decisions are made and communicated			
1.l	I am aware of the board's strategic priorities (and where applicable, the charitable objects) for their organisation			
1.m	I understand the culture, values and ethos of the organisation and, where appropriate, that of the foundation trust including in relation to any religious character			
1.n	I have knowledge and understanding of the code of conduct for the board			
1.o	have an understanding of the pupil performance and financial management information which the board will use to hold leaders to account.			

<b>In my role as clerk I have the skills and effective behaviours to:</b>				
2.a	I use excellent time and project management skills to deliver efficient arrangements for board and/or committee meetings ensuring that agenda and papers are shared in a timely manner			
2.b	I can use technology effectively to streamline planning and administration activity for the board			
2.c	I am able to promote effective use of project management tools, including risk registers, to support the chair in planning ahead and preparing for future meetings			
2.d	I can identify priorities, anticipate issues which may arise and draw these matters to the chair's attention and propose recommendations			
2.e	I can use a range of methods for recording and presenting information, deciding which is appropriate for the type of information and the audience			
2.f	I can evaluate the effectiveness of my administrative systems and processes to ensure I am meeting the needs of the board and to make improvements where necessary			
2.g	I pay attention to detail, particularly when reviewing or proof-reading the agenda and board papers for clarity and accuracy before they are circulated			
2.h	I am well prepared for meetings having read all relevant papers and followed up on actions and matters arising from previous meetings			

2.i	I am able to check that meetings will be quorate and if not advise accordingly			
2.j	I can make good judgements about which discussion points to capture in the minutes and is aware of the importance of recording dissenting voices or challenges from the board, and record all decisions to produce accurate minutes and actions from the meeting			
2.k	I have the confidence to challenge the board in the event that meetings are not conducted in a proper or orderly manner or the programme of work does not embody the principles of good governance			
2.l	I am aware of the importance of confidentiality and where and how this applies to discussions and documentation			
2.m	I maintain or assist in the maintenance of accurate registers (e.g. register of interests, gifts and hospitality) and is able to access these or provide relevant information from them when asked by the board			
2.n	I can ensure systematic and organised filing procedures to manage documentation and put in place clear processes for retention and retrieval of information in accordance with legal requirements for records management			
2.o	I am able to maintain a high standard of work and calm demeanour, even when under pressure, ensuring information is complete and accurate			
2.p	I can ensure the safe custody and proper use of any corporate seal(s).			
	<b>Competency 3: Advice and guidance</b>	<b>RAG</b>		
		<b>R</b>	<b>A</b>	<b>G</b>
	<b>In my role as clerk I have the skills and effective behaviours to:</b>			
3.a	I am aware of sources of information relevant to the context and circumstances of the board and can discern what level and type of information it is appropriate to provide to support board discussions			
3.b	I know how to use the internet or other resources to find information and is aware of the importance of checking whether information is from a credible source			
3c	I can put in place processes for systematically identifying, and sharing with their board, any changes to relevant legal, regulatory or compliance requirements			
3d	I can be systematic in my approach to informing the board about training and development opportunities			
3e	I am able to provide the board with impartial advice and guidance that is clear, well-organised and logical before, during and after meetings as necessary			
3f	I can explain clearly, when required, the legal and contractual duties and responsibilities of the board			
3g	I know where and how to access specialist third party advice or guidance, including legal advice, as directed by and on behalf of the board			
3h	I understand how and where conflicts of interest and loyalty (financial, non-financial, real and perceived) may arise and, where appropriate, provides advice to the board on how these can be addressed			
3i	I am aware of the potential consequences of non-compliance and know how to intervene and/or escalate where there are concerns about non-compliance which may not have been addressed by the board			
3j	I have the confidence and credibility to speak out, or alert the chair, when the board is at risk of overstepping its strategic role or where board behaviour is not in line with the code of conduct			
3k	I know how and with whom outside of the organisation to share concerns where they suspect misconduct of the board or individuals on the board.			
	<b>Competency 4: People and relationships</b>	<b>RAG</b>		
		<b>R</b>	<b>A</b>	<b>G</b>
	<b>In my role as clerk I have the skills and effective behaviours to:</b>			
4a	I am able to develop and maintain effective professional working relationships with the chair, the board and executive leaders			
4b	I can use appropriate influencing skills to gain the board's confidence			
4c	I am able to build relationships with key contacts within, and external to, the organisation where required by the board			
4d	I can establish clear channels of communication for sharing board information within the organisation and, where appropriate, with external contacts and partners			

4e	I am aware of the importance of robust, constructive challenge both in meetings and in the wider organisation, and supports the board in developing a culture where challenge is welcomed			
4f	I can use knowledge of governance to contribute to board discussions on design of governance and committee structures that are fit for purpose and appropriate to the scale and complexity of the organisation, ensuring that decisions on structure are recorded and shared across the organisation			
4g	I understand the importance of succession planning and can advise the board on expiry of an individual's term of office and the impact of this on the board's capacity and skills mix			
4h	I can establish, in discussion with the board, open and transparent vacancy filling processes and procedures for election and appointment, facilitate these where required and record the outcome			
4i	I am aware of tools and methods for carrying out evaluation of board skills and co-ordinate the administration of regular board skills audits, collating responses and advising the chair and board on skills gaps and strategies for addressing these.			
4j	I can contribute to the coordination of effective learning and development opportunities for those involved in governance, including induction and continuing professional development.			
4k	I understand the value of board self-evaluation and help facilitate this through accurate record-keeping of attendance and non-attendance and knowledge of board members' active participation in governance.			
4l	I can demonstrate a commitment to developing and improving my own knowledge and skills including through self-review (against agreed objectives where appropriate); learning from others to improve my own practice; sharing my skills with others, including board members; and undertaking relevant training and development opportunities.			