



Person Specification

Governance Professional

Criteria	
Experience:	<p>Essential</p> <ul style="list-style-type: none">• At least 2 years' experience of working in an administrative role• A strong understanding of governance and the governing body's purpose within a school (although this may not necessarily be direct experience) <p>Desirable</p> <ul style="list-style-type: none">• Experience of working in a governance role (school or charity)• Experience of working in a school context
Knowledge and Skills:	<ul style="list-style-type: none">• Ability to communicate effectively and build rapport with others• Attention to detail and ability to produce accurate work• Excellent time management and the ability to organise and prioritise work to meet deadlines• Ability to work at pace when required and to remain calm under pressure• Ability to adapt to changing circumstances• Ability to work independently, exercise judgement confidently and take responsibility for tasks, seeking guidance where appropriate• Ability to listen and understand others' needs and perspectives• Good knowledge of and confidence in using MS Office (including Outlook, Word and Excel)• Ability to develop knowledge of and work with other software products, systems and technology• Strong literacy and numeracy skills• Knowledge and understanding of safeguarding and child protection requirements• Knowledge and understanding of data protection requirements as they relate to working in an administrative role in a school

Personal Qualities:

- Highly effective and sensitive communicator with trustees, school staff, parents and any external agencies
- A professional and 'customer focussed' approach – positive, helpful and friendly with a 'can do' attitude
- Proactive and motivated, seeking solutions to issues as they arise
- Conscientious and reliable with a keen sense of responsibility and excellent attention to detail
- Diplomatic, with a keen awareness of the importance of tact, discretion and confidentiality
- A willingness to undertake relevant training
- An ability to self-identify training needs and take responsibility for meeting these
- A commitment to the safety, wellbeing and safeguarding of pupils
- A commitment to equality and diversity in practice and behaviour