

JOB DESCRIPTION

Education Governance and Operations Officer

Reporting to:	Diocesan Director of Education (DDE)
Line Management:	None
Location:	Church House, Old Cathedral School, Truro TR1 2FQ
Salary:	£36,315 per annum
Standard Working Hours:	35 hours a week (with some evening working) although applications will be considered for a minimum of 28 hours.
DBS check required?	Yes

Background

The aim and the vision of the Diocese of Truro is to be a diocese that reaches out to children, young people, and families. We will be a diocese that is good news for the most disadvantaged, and we will be a diocese that cherishes creation.

The [strategic plan for the Diocesan Board of Education \(DBE\)](#) reflects and complements the [overall strategy](#) for the Truro Diocesan Board of Finance (TDBF). Core aims of the TDBF's strategic plan include working in partnership with the local and national church, promoting and maintaining sound financial structures, supporting and promoting the work of the programme for change and renewal and promoting the work of the DBE. A core role of the Education Governance and Operations Officer will be supporting the DBE and DDE in fulfilling these strategic commitments.

[The Church of England's Vision for Education](#) makes clear its commitment to the common good of the whole human community and its environment, whether national, regional or local. It is hospitable to diversity, respects freedom of religion and belief, and encourages others to contribute from the depths of their own traditions and understandings. It invites collaboration, alliances, negotiation of differences, and the forming of new settlements in order to serve the flourishing of a healthily plural society and democracy, together with a healthily plural educational system. This underpins our strategic commitments for our Diocesan Board of Education and shapes how we work in a **deeply Christian manner, serving the common good** through meaningful partnerships.

OUR AIM IS TO BE A SIGNIFICANT PARTNER IN IMPROVING OUTCOMES FOR ALL CHILDREN IN CORNWALL AND THE ISLES OF SCILLY.

To this end, not only do we work directly with the 44 Church Schools in Cornwall and the Isles of Scilly and their associated Trusts and communities. We also partner with professional and statutory partners and members of congregations who are also school staff and governors and through a variety of partnerships to offer professional development, curriculum support, governance development and school improvement. We are actively involved with other Dioceses, organisations and many more schools and academies across and beyond the Duchy.

Purpose and Nature of the Role

The key responsibilities of this role will be to support the schools, academies, federations and trusts we partner with in the areas of:

- Securing strong governance structures within the school and trusts landscape, ensuring foundation governance is progressed and fit for purpose for the flourishing of all

- Empowering, training and supporting the foundation and wider governance workforce, establishing a culture of confident, consistent leadership leading to deeply Christian governance within our schools and the trusts we partner with
- Strategic and operational support relating to policy development and delivery of the DBE Measure within schools and trusts
- Provide networking, training and information sharing with colleagues in schools and trusts responsible for land and buildings and to support the collection of associated data for the purposes of DBE or statutory collections
- Provide operational support and oversight for schools and trusts relating to admissions to ensure compliance with guidance
- Active participation in the processes of federation and academisation fulfilling the DBE's Academisation Strategy and wider strategic commitments
- To contribute to guidance and policy development and compliance of the DBE

Relating to governance, the role of the Education Governance and Operations Officer (EGOO) is essential in building and strengthening the network of governors, trustees and members we have across the diocese. Foundation and diocese appointed governors will benefit from support, guidance and training to enable them to be more effective in their roles to the benefit of the children they serve. Core to this is the work of the Flourishing Schools Programme (FSP) which sees the EGGO as a key link for those colleagues in trusts who are trained as part of this programme. The role of the EGGO in this area is to link, provide training and support and enable the work of the governance leads in the trusts, schools and dioceses we partner with.

Part of this role also relates to our own internal governance and this role will work closely with the DDE, DBE and Askel Veur to support in the strategic and operational roles of these boards. This will include practical elements such as the organisation of meetings and associated papers as well as providing advice to ensure compliant and legally sound decisions within strategic and operational plans.

Regarding operations, the role of the EGGO will partner closely with those colleagues in schools, academies and trusts who have responsibility for HR, compliance and policy, estates and admissions. Through these partnerships, the EGGO will be a link between the Education Team and those we partner with ensuring support for both in fulfilling our roles and responsibilities in these areas in our schools, academies and trusts. Partnerships in this area also include other dioceses, the National Society for Education and the Department for Education.

As part of the Education Team, this role sees the EGGO representing the Education Team and diocese within the regular routine and life of schools and multi academy trusts which can include public events and services, support during the school inspection process and providing pastoral support to those we partner with.

Key Aspects of Role

This education officer role requires a high degree of proficiency across the domains of:

- Planning, delivery, development and evaluation to build educational capacity
- Expertise in school organisation and in particular the processes involved in federation and academisation
- Expertise in maintained school governance and Trust governance, including governance responsibilities with regard to holding leaders to account for good standards of education
- Partnership working to build strong and collaborative professional relationships with system leaders

- Knowledge of the role of schools and trusts in the context of the work of the Church of England nationally and within the local geography of a diocese
- Facilitating conversations (including potentially challenging conversations) and empowering/supporting others to make informed decisions
- Monitoring and evaluating the impact and progress of work within strategic and operational plans in relation to the role
- Developing others across schools and academies and within the team

Key responsibilities

1. Building Networks and Relationships

- Develop and resource an effective network of trust and school-based colleagues with responsibility for land and buildings and foundation governance across the diocese.
- Lead on improving diocese relationships with governors and directors in a range of Church of England school governance settings, and for that relationship to be a partnership focused on raising standards.
- Support in forming relationships with those in schools and trusts with responsibility for land and buildings and admissions
- Have a positive relationship with those involved in federation and academisation including neighbouring dioceses, the DfE and/or Regional Director's team, LA and trust leaders
- Ensure accurate information on those with responsibility for governance, land and buildings and admissions are maintained.
- Build relationships with governance support providers and networks locally, regionally and nationally.

2. Training and Development

- Develop, implement and deliver a high-quality programme of training, development and support for diocese appointed members, directors and governors in church schools and academies.
- Ensure timely and appropriate sharing of information to relevant parties relating to land and buildings, admissions, governance and associated data collection and monitoring
- Support the training and development of those colleagues in trusts who are part of the Flourishing Schools Programme
- Maintain accurate records of training on the Diocese contact management system
- Signpost high quality training and development opportunities from other providers

3. Governance Strategy and Operations

- To support the DDE and DBE in the strategic planning of the development of governance work within our organisation
- To support the trusts and schools we partner with in the development, review and monitoring of governance
- Lead on development and delivery of training and resources for governance in schools and trusts
- To represent the diocese on committees, boards or other as required
- Manage the recruitment, appointment and resourcing of new governors and directors on behalf of the Diocese Board of Education including responsibility for record keeping of foundation governors in schools and trusts

- Advise and support church- and school-based colleagues, CEOs, governance leads/professionals, head teachers, principals, directors and governors in governance matters
- Hold strategic oversight for the appointment of foundation governance representation at all levels in trusts and schools and maintaining records of these
- Ensure that foundation governance appointment and removal policy documentation and procedures are fit for purpose, protecting and progressing the Church of England foundation
- Support governing bodies and boards of directors in specific services, including head teacher appointments, reviews of governance, change of status, instruments of governance, and admissions.
- Maintain excellent understanding of all relevant legislation and policy relating to governance, incorporating this into the work of the DBE as applicable

4. Diocesan Board of Education and Askel Veur - Strategy and Operations

- To report to and attend Diocesan Board of Education (DBE) and/or Askel Veur (AV) meetings as required
- Provide competent and professional advice and clerking to the DBE and AV
- Support the DDE and DBE in the continued review of the working procedures and related policies for DBE and AV ensuring best practice, efficient and effective working
- Provide training for members of both DBE and AV including induction
- Support the Chairs of both DBE and Askel Veur in their roles
- Ensure that the DBE has robust communication channels, including taking responsibility of web-based and shared documentation meeting the needs of schools and trusts
- Lead on the appointment process of the Corporate Member representatives, their induction, training and resourcing

5. Trust and Schools Landscape - academisation, transfers, mergers and closures

- To support the DDE and DBE in the implementation, review and communication of the Academisation Strategy
- To provide information to support the DDE in decision making for church schools and the wider academy trust landscape
- To ensure the effectiveness of the accountability relationship between Trusts and the DBE, establishing non-negotiables and strong partnership working
- Maintain an excellent understanding of all relevant legislation and government policy relating to the academy trust and federation landscape, incorporating this into DBE practice and policy as applicable
- To communicate the processes involved in the processes relating to academisation, transfers, mergers and closures with all parties involved as necessary
- To lead and support in the review of articles
- To support trusts in preparing to present to AV panels in relation to academisation / mergers / transfers etc

6. Admissions

- Provide high quality support, challenge and guidance to schools in Admissions.
- Maintain an excellent understanding of all relevant legislation relating to admissions, incorporating this into DBE practice and policy as applicable.

- Review and present admissions guidance policy to the DBE and ensure this is disseminated in a timely manner to Diocesan schools and Trusts.
- Ensure that where schools/academies that are their own Admission Authorities receive timely guidance, advice and training to enable them to be compliant with their statutory admission responsibilities.

7. Land and Buildings

- Ensure effective systems for reciprocal sharing and gathering of information pertaining to land and buildings
- Ensure and maintain effective systems for gathering of information relating to capital works to fulfil mutual responsibility towards the DBE Measure
- Support the DDE in the process of gathering information from trusts and schools as part of statutory, non-statutory local and national processes and requirements
- Provide support and advice with partners within the diocese and other agencies in relation to Creation Care portfolio of work
- Maintain a strong knowledge of the developments and policy relating to this aspect of the role
- Support in the development and maintaining of a network for colleagues in schools and trusts to connect with the work of the diocese(s)

8. Deanery and Parish Links

- Work with the diocese among deaneries and parishes to improve and inform their relationship with schools and trusts to improve recruitment to governance roles
- Help deaneries to formulate, review and implement Deanery Education Plans, supporting governors and other stakeholders from parishes and deaneries in community schools and academies

9. Health & Safety

- To carry out health and safety compliance tasks as required in order to contribute to the overall maintenance of good health and safety within the diocese and schools and trusts
- To adhere to the Diocese of Truro's Health and Safety policy and procedure as well as any other related laws and to do all that is reasonable to promote care and safety in the fulfilment of the role and in daily working life.

10. Safeguarding

- Ensure all Diocesan Safeguarding Policies, training expectations and procedures are adhered to
- Undertake own safeguarding training relating to role and any deemed appropriate by the DDE
- Be familiar with and follow safeguarding policies and procedures in Church of England schools, academies, federations and MATs when required

11. Representing the DBE and/or DDE

- To represent the DBE, DDE or wider diocese as needed in a variety of ways which can include, but not limited to, attending events, attending inspection, taking positions on boards or committees or communicating on behalf of the organisation or those within it.

12. General and Team Working

- Undertake other duties as relevant to the role at the request of the Director of Education or other senior leaders within the diocese
- Undertake relevant training and professional development required to best carry out the role if required
- Attend and participate in team and organisation meetings and events
- To keep fully informed of developments in education, particularly in relation to the responsibilities of the role and maintain professional development through appropriate training, courses etc.
- Work alongside colleagues (internal and external) to ensure and safeguard Church of England schools' Christian foundation and to ensure the diocesan family of schools prospers
- Work flexibly as an Education team member ensuring that at all times the needs of the organisation and DBE are respected and prioritised
- Liaise, as required, with other diocesan colleagues, officers and peers from other dioceses.
- Undertake other duties as may reasonably be expected.
- At all times to work respectfully with colleagues and address any differences of opinion with professional courtesy at all times.

This job description is a summary of the key areas of responsibility in the job.

It is not intended as a definitive statement of job content.

This job description will be reviewed periodically, and may be subject to amendment.

PERSON SPECIFICATION

	Essential	Desirable
Qualifications and Training		<ul style="list-style-type: none"> ▪ Educated to degree level or equivalent. ▪ Accredited governance/leadership training. ▪ Legal training in school governance ▪ LLG/NLG (or equivalent) training ▪ CIPD training relating to operations, governance or leadership
Experience	<ul style="list-style-type: none"> ▪ Recent relevant experience of the schools and academies landscape and its implication for foundation governance. ▪ Proven experience in strategic planning, problem solving and delivery. ▪ Experience of planning and delivering high quality training for schools. 	<ul style="list-style-type: none"> ▪ School governance experience. ▪ Coaching, mentoring, and developing others. ▪ Senior leadership experience in schools, Local Government or equivalent (<i>e.g. Governance</i>)

	<ul style="list-style-type: none"> ▪ Extensive experience of collaborative working within a team and/or with external agencies. ▪ Experience of the Ofsted and/or SIAMs process. 	<p><i>professional, Chair/Vice Chair of Governors/Directors, Business Manager, head/deputy or teacher with substantial responsibilities).</i></p> <ul style="list-style-type: none"> ▪ line management experience
Skills	<ul style="list-style-type: none"> ▪ Ability to build strong professional relationships. ▪ Ability to lead difficult conversations and hold leaders to account with sensitivity and understanding. ▪ Able to communicate effectively - excellent verbal, written and presentation skills. ▪ Demonstrates personal and professional credibility, integrity, inspiring trust. ▪ Good IT skills, including competence in Microsoft Office 	
Knowledge	<ul style="list-style-type: none"> ▪ Excellent knowledge and understanding of Church of England school organisation and governance structures and processes, 	<ul style="list-style-type: none"> ▪ Local / National Leader of Governance. ▪ Involvement in national governance and/or admissions networks. ▪ Knowledge of Articles of Association, Academies Handbook and company law ▪ Knowledge of the School Admissions and Appeals codes and legislation pertaining to admissions. ▪ Knowledge of the School Governance Handbook and Constitutional Regulations for Governance and Federations. ▪ Up to date knowledge of national and regional developments that relate to this specialist role, including diocesan legislation.

		<ul style="list-style-type: none"> ▪ Understanding of the Church of England, its parochial system and the wider organisation of the Diocese
General Requirements	<ul style="list-style-type: none"> ▪ Genuine commitment to and knowledge of equality, diversity and inclusion 	
Personal Requirements	<ul style="list-style-type: none"> ▪ Knowledge and proven commitment to safeguarding ▪ A commitment to own professional development. ▪ Committed to and confident in the aims and ethos of the Diocese of Truro and of the mission and ministry of the Church of England. ▪ Commitment to the role that Church Schools play in formal education and to raising standards in Church Schools. ▪ Willing to work outside of normal working hours as required. <p>Ability and willingness to travel across the Diocese</p>	<ul style="list-style-type: none"> ▪ Practicing communicant member of the Church of England or of a church belonging to a member body of Churches Together in Britain and Ireland or Churches Together in England. ▪ A full driving licence and use of a car for work related travel.

ROLE COMPETENCIES

The following impact areas outline the typical strengths, abilities and behaviours expected to fulfil the role.

Setting Direction	Seeing the Big Picture:	<ul style="list-style-type: none"> ▪ Understand how your own work and the work of the Education team drives the strategic development of the DBE and CofE schools across the diocese. ▪ Understand how CofE schools, academies, federations and MATs are affected by and operate in differing socio-economic contexts across the diocese: urban, rural and coastal; areas of deprivation. ▪ Understand the strategies and activities of Local Authorities, statutory bodies and voluntary organisations in education and how they affect Education team services provision. ▪ Be alert to emerging issues and trends which might affect Education services and areas of own work. ▪ Seek to expand, develop and share knowledge across the Education team's key areas of service provision.
	Changing and Improving:	<ul style="list-style-type: none"> ▪ Encourage ideas for change from across a wide range of people to improve overall performance of the team and oversee implementation where appropriate. ▪ Able to work with others to identify areas for improvement, simplifying processes and streamlining procedures to deliver more effective and efficient Education services. ▪ Promote different ways of working with schools, Local Authorities, statutory bodies, training providers and other key personnel and agencies across the diocese. ▪ Clearly explain reasons for change to colleagues and key personnel and how to implement those changes, supporting individuals with different needs adapt to change. ▪ Encourage an environment where colleagues know they can challenge decisions and issues safely. ▪ Be open and responsive to challenges, the ideas of others, and constructive feedback
	Making Effective Decisions:	<ul style="list-style-type: none"> ▪ Understand own level of responsibility and authority within the role and empower others to make decisions where appropriate thus ensuring decision making happens at the right level and in a timely manner. ▪ Gather, analyse and assess a range of relevant and credible information from internal and external sources to support decision making. ▪ Gain accurate understanding of situations, including the needs and expectations of others to allow for the taking of managed risks to improve service delivery. ▪ Make decisions or give recommendations when needed, even when potentially unpopular, involving others as appropriate. Ensure others are consulted to understand the impact of decisions on the Education services end users.

Engaging People	Leadership:	<ul style="list-style-type: none"> ▪ Ensure colleagues and key personnel have a clear understanding of the goals, activities, and timeframes of the Education team to provide Education services. ▪ Work closely with the Director, the Education team and key external personnel and advise senior management in relation to areas of own expertise and responsibility. ▪ Proactively role model and promote high standards of practice and behaviour in the education field and in the workplace. ▪ Model leadership and communication in a Christian manner. ▪ Recognise, respect and praise the achievement and contribution of others; share enthusiasm for the work of the team, helping to build a supportive and cohesive team. ▪ Effectively manage conflict, misconduct and non-inclusive behaviours, raising any issues or concerns with senior managers where appropriate.
	Communicating and Influencing:	<ul style="list-style-type: none"> ▪ Ensure effective written, verbal and IT communications with the Education team, key TDBF employees and across the diocese and with external agencies and contacts. ▪ Ensure communications have a clear purpose and take into account individual needs, share information as appropriate and check understanding. ▪ Communicate with others in a clear, honest and positive way to build trust and choose appropriate styles to maximise understanding and impact. ▪ Listen to and value different ideas, views and ways of working, respond constructively and objectively to comments, questions and feedback. ▪ Handle challenging conversations with confidence and sensitivity.
	Working Together:	<ul style="list-style-type: none"> ▪ Build and maintain effective professional relationships with key personnel and agencies across the diocese, especially schools leadership teams and members of the TDBF and DBE. ▪ Encourage joined up teamwork within own team and across the diocese. ▪ Collaborate with key personnel to share information, resources and provide advice and support. ▪ Respectfully build on the ideas of others and disagree well. ▪ Invest time to develop and maintain the focus of the team, create a positive team spirit, and remain approachable to colleagues. Prioritise team meetings. ▪ Lead by example and make clear to all team that bullying, harassment and discrimination are unacceptable. Also, exhibit diplomacy, tact, patience, flexibility, understanding and a sense of humour with the team. ▪ Put in place wellbeing support and help colleagues when in need, and also consider own wellbeing.
Delivering Results	Developing Self and Others:	<ul style="list-style-type: none"> ▪ Able to identify gaps in own skills and knowledge and of the team; take responsibility for personal professional development. ▪ Reflect on own work, continuously seeks and act on feedback to improve own and team's delivery of quality services.

	<ul style="list-style-type: none"> ▪ Ensure personal development plan objectives are set to address any gaps which affect the delivery of current and future work and ensure training objectives are achieved. ▪ Take time to coach, mentor and develop other colleagues to support improvement of service delivery and succession planning. ▪ Develop and deliver training and other support resources for Education Services provision, for use across the diocese. ▪ Able to recognise signs of stress in oneself and in others and provide/seek the appropriate support.
Supporting a Quality Delivery of Support:	<ul style="list-style-type: none"> ▪ Develop, implement, maintain and review procedures, processes and services to ensure delivery of professional excellence within those areas. ▪ Work with senior management and key personnel across the diocese to set priorities, goals and timescales for service provision. ▪ Understand the varying needs of the Education team, CofE schools and other key agencies to provide appropriate quality and timely advice and support. ▪ Successfully deliver high quality Education Services provision, and help the team work towards raising standards of education across diocese CofE schools. ▪ Establish ways of eliciting feedback from key personnel and Education services users and respond appropriately. ▪ Advise on and/or adapt relevant policies, processes and procedures to improve Educations services as appropriate to improve delivery of quality and timely Education services.
Delivering at Pace	<ul style="list-style-type: none"> ▪ Help keep the Education Team’s focus on team goals and priorities and promote a culture of following the appropriate procedures to ensure results are achieved on time whilst still enabling innovation. ▪ Maintain own levels of performance and ensure the most appropriate resources are available for colleagues to use to do their job effectively. ▪ To manage own time effectively. ▪ Regularly review own and team’s work against key goals and service delivery expectations and act promptly to reassess workloads and priorities when managing conflicting demands. ▪ Allow colleagues the space and authority to meet goals, providing additional support where necessary whilst maintaining overall delegated responsibility.

Diversity

We understand the benefits of employing individuals from a range of backgrounds, with diverse cultures and talents. We aim to create a workforce that:

- values difference in others and respects the dignity and worth of each individual
- reflects the diversity of the nation that the Church of England exists to serve
- fosters a climate of creativity, tolerance and diversity that will help all staff to develop to their full potential.

We are committed to being an equal opportunities employer and ensuring that all employees, job applicants, stakeholders and other persons with whom we deal are treated fairly and are not subjected to discrimination. We want to ensure that we not only observe the relevant legislation but also do whatever is necessary to provide genuine equality of opportunity. We expect all of our employees to be treated and to treat others with respect. Our aim is to provide a working environment free from harassment, intimidation, or discrimination in any form which may affect the dignity of the individual.

Standards of Behaviour and Conduct

Staff are expected to act at all times with due consideration for others and in a manner befitting their position as employees of the Church and as professionals, whatever their job.