



**DUKE'S**  
ALDRIDGE ACADEMY

# APPLICATION PACK

<b>POST OF</b>	<b>Clerk to Governors</b>
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<b>DETAILS ABOUT THE POST</b>	
<b>GRADE</b>	£17 per hour/£255 per meeting
<b>TYPE OF POST</b>	Permanent
<b>START DATE</b>	September 2020
<b>REASON FOR VACANCY</b>	Vacancy

<b>INFORMATION PROCESS</b>	
<b>CLOSING DATE</b>	6 <sup>th</sup> July 2020
<b>INTERVIEW DATE</b>	10 <sup>th</sup> July 2020
<b>INTERVIEW PANEL</b>	Principal, Chair of Governors, Aldridge Head Governance

<b>EMPLOYMENT CHECKS REQUIRED</b>	
<ul style="list-style-type: none"><li>• Completed application form</li><li>• Employment history including explanation of any gaps</li><li>• Proof of academic and professional qualifications</li><li>• Receipt of two professional references</li></ul>	

## Contents:

1. Principal's Letter to Candidates
2. Job Description
3. Person Specification
4. How to Apply / Process of Selection
5. Our Mission, Vision and Values
6. Safeguarding Strategy Statement
7. Ofsted Outcome Letter - November 2019



June 2020

Dear Applicant,

**RE: Clerk to Governors**

Thank you for expressing interest in the above vacancy we have here at Duke's Aldridge Academy.

Please find enclosed an application form and information about the post. I hope this provides the information that you need in order to decide whether to apply. If you would like any further information, do please contact Clea Holmes – Human Resources Manager on 020 8275 4851 or [recruitment@dukesacademy.org.uk](mailto:recruitment@dukesacademy.org.uk)

The academy enjoys a rich mix of culturally diverse students drawn from one of London's most ethnically vibrant wards. This socio-economic profile shields a positive and vital aspect of our academy's community. The academy's specialism is for the arts (Drama, Media and Art). The academy is fully integrated with the secondary base of the Vale Special Academy for children with physical disabilities and complex needs which share the campus and buildings.

Duke's Aldridge Academy is a member of the Aldridge Education family of academies. The link to the website is as follows: <http://aldridgeeducation.org/>

Duke's Aldridge Academy was judged as 'good' in its last Ofsted inspection in November 2019. We have set ourselves the goal of moving from being good to being outstanding in all aspects.

Duke's Aldridge Academy places teaching and learning at the heart of everything we do and continuously supports and trains its teachers to become excellent. The academy has achieved a dramatic improvement in achievement over the past few years, breaking through the presumptions that social deprivation limits attainment. We intend to continue to raise achievement beyond national averages and that of academy's whose children and families are in more fortunate circumstances, as for our children more than others, education and achievement is a vital basis for their future life chances.

Trulock Rd, London N17 0PG | Headteacher: Ms M Duncan M.Ed | T: 0208 801 0091 | F: 0208 801 9022 | E: [admin@dukesacademy.org.uk](mailto:admin@dukesacademy.org.uk) | [www.dukesacademy.org.uk](http://www.dukesacademy.org.uk)



When staff, students and families walk through our gates and onto our site, they belong to the Duke's Aldridge Academy. In this community, we build meaningful relationships based on trust and mutual respect. Our classrooms, corridors and the academy environment are safe spaces where nobody is judged and everyone is valued. Our ethos, driven by our commitment to Duke's values, is built on inclusion and our dedication to care for each member of our community as an individual. We put learning and learners first in every decision we make. We are proud of our academy and committed to supporting all staff and students to "be the best you can be".

Once appointed, we expect that all staff will continue with their professional development which emphasises teamwork and the sharing of good practice. Our programmes for trainees and NQTs are particularly strong and have been highly praised by HMI. Staff are valued highly, morale is high and there is strong recognition that all play an important role to enable our academy to succeed.

In completing your application please note the details of the application process and the closing date in the pack. If you have not heard from us by the interview date stated in the applicant's information sheet, I am sorry to say that your application will have been unsuccessful on this occasion.

If you feel that you have the necessary skills and commitment to work at Duke's and relish the opportunity to contribute and make a difference then I look forward to hearing from you.

Yours sincerely,



Monica Duncan  
**Principal**

**Additional information about our academy can be found on the academy's website:**

[www.dukesacademy.org.uk](http://www.dukesacademy.org.uk)



**DUKE'S**  
ALDRIDGE ACADEMY

## **JOB DESCRIPTION: Clerk to Governors**

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**Grade:** £17 per hour/£255 per meeting

There will be a total of 5 planned meetings per academic year plus additional meetings relating to exclusions, appeals, staff panel and other parent meetings.

### **Main Purpose of Role**

Provide advice to the Local Governing Committee (LGC) on governance, constitutional and procedural matters. The new regulations require LGCs to have regard to advice from the clerk regarding exercising the local governance functions:

- Provide effective administrative support to the governing committee and its committees.
- Ensure the LGC is properly constituted
- Manage information effectively in accordance with legal requirements

### **Main Responsibilities**

The clerk to the governing committee will:

- I. Provide advice to the governing committee
  - Advise the LGC on governance legislation and procedural matters where necessary before, during and after meetings
  - Act as the first point of contact for governors with queries on procedural matters;
  - Have access to appropriate legal advice, support and guidance, and where necessary seek advice and guidance from third parties on behalf of the governing committee;
  - Inform the governing committee of any changes to its responsibilities because of a change in academy status or changes in the relevant legislation
  - Offer advice on best practice in governance, including on committee structures and self-evaluation
  - Ensure that statutory policies are in place, and are revised when necessary, with the assistance of staff
  - Advises on the annual calendar of governing committee meetings and tasks
  - Send new governors induction materials and ensure they have access to appropriate documents, including any agreed Code of Practice
  - Contribute to the induction of governors taking on new roles, in particular chair or chair of a committee
  - Provide clerking for permanent exclusion panel and other parent meetings
  - Create and maintain accurate files for audit purposes and in the event of appeals

## **2. Effective administration of meetings**

- With the chair and Principal prepare a focused agenda for the governing committee meeting and committee meeting
- Liaise with those preparing papers to make sure they are available on time, and distribute the agenda and papers as required by legislation or other regulations;
- Ensure meetings are quorate
- Record the attendance of governors at meetings (and any apologies – whether they have been accepted or not), and take appropriate action in relation to absences, including advising absent governors of the date of the next meeting
- Draft minutes of governing committee meetings, indicating who is responsible for any agreed action with timescales, and send drafts to the chair and (if agreed by the governing committee), the Principal
- Circulate the reviewed draft to all governors (members of the committee), the Principal (if not a governor) and other relevant body, such as the local authority/diocese/foundation/trust as agreed by the governing committee and within the timescale agreed with the governing committee
- Follow-up any agreed action points with those responsible and inform the chair of progress

## **3. Membership**

- Advise governors and appointing bodies in advance of the expiry of a governor's term of office, so elections or appointments can be organised in a timely manner;
- Chair that part of the meeting at which the chair is elected, giving procedural advice concerning conduct of this and other elections
- Maintain a register of governor pecuniary interests and ensure the record of governors' business interests is reviewed regularly and lodged within the academy;
- Ensure Disclosure and Barring (DBS) has been carried out on any governor when it is appropriate to do so
- Maintain a record of training undertaken by members of the governing committee; and
- Maintain governor meeting attendance records and advise the chair of potential disqualification through lack of attendance
- Advise the governing committee on succession planning (of all roles, not just the chair)

## **4. Manage Information**

- Maintain up to date records of the names, addresses and category of governing committee members and their term of office, and inform the governing committee and any relevant authorities of any changes to its membership
- Maintain copies of current terms of reference and membership of any committees and working parties and any nominated governors e.g. Child-protection, SEND
- Maintain a record of signed minutes of meetings in academy, and ensure copies are sent to relevant bodies on request and are published as agreed at meetings;
- Maintain records of governing committee correspondence

- Ensure copies of statutory policies and other academy documents approved by the governing committee are kept in the academy and published as agreed, for example, on the website

## **5. Personal Development**

- Undertake appropriate and regular training and development to maintain his/her knowledge and improve practice
- Keep up-to-date with current educational developments and legislation affecting academy governance
- Participate in regular performance management

## **6. Additional Services**

The clerk may be asked to undertake the following additional duties:

- Clerk any statutory appeal committees, exclusion and other panels the governing committee is required to convene to include: working with all attendees to agree suitable times and dates, liaising with the academy to ensure appropriate paperwork is circulated in a timely manner, taking the minutes and sending out letters to relevant people (including the local authority) after the meeting providing the outcome
- Assist with the elections of parent and staff governors
- Participate in, and contribute to the training of governors in areas appropriate to the clerking role
- Maintain a file of relevant Department for Education (DfE), guidance documents
- Maintain archive materials
- Prepare briefing papers for the governing committee, as necessary
- Conduct skills audits and advise on training requirements and the criteria for appointing new governors relevant to vacancies
- Perform such other tasks as may be determined by the governing committee from time to time

# PERSONAL SPECIFICATIONS

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	Sections	
1	Skills, knowledge and aptitudes	<p>The clerk should be able to provide evidence of the following:</p> <ul style="list-style-type: none"> <li>• good listening, oral and literacy skills;</li> <li>• writing agendas and accurate concise minutes;</li> <li>• ICT including keyboarding skills;</li> <li>• organising their time and working to deadlines;</li> <li>• organising meetings;</li> <li>• record keeping, information retrieval and dissemination of governing committee data/documentation, to the governing committee and relevant partners;</li> <li>• using the internet to access relevant information;</li> <li>• developing and maintaining contacts with outside agencies e.g. departments of the LA, Church Authorities and the DfES;</li> <li>• knowledge of governing committee procedures;</li> <li>• knowledge of educational legislation, guidance and legal requirements;</li> <li>• knowledge of the respective roles and responsibilities of the governing committee, the Principal, the LA, Church Authorities and the DfES;</li> <li>• knowledge of Equal Opportunities and Human Rights legislation;</li> <li>• knowledge of Data Protection legislation.</li> </ul>
2	Qualifications and training	<p>The clerk should:</p> <ul style="list-style-type: none"> <li>• be able to demonstrate a willingness to attend appropriate training and development;</li> <li>• have already attended or make a commitment to attend the National Training Programme for Clerks or its equivalent.</li> </ul>
3	Experience	<p>Clerks should be able to produce evidence of:</p> <ul style="list-style-type: none"> <li>• relevant personal and professional development;</li> <li>• working in an environment where experiences included taking initiative and self-motivation;</li> <li>• working as a member of a team.</li> </ul>



4	Personal attributes	<p>The clerk should:</p> <ul style="list-style-type: none"><li>• be a person of integrity;</li><li>• be able to maintain confidentiality;</li><li>• be able to remain impartial;</li><li>• have a flexible approach to working hours;</li><li>• be sympathetic to the needs of others;</li><li>• have an openness to learning and change;</li><li>• have a positive attitude to personal development and training;</li><li>• have good interpersonal skills.</li></ul>
5	Special Requirements	<p>The clerk should:</p> <ul style="list-style-type: none"><li>• be able to work at times convenient to the governing body including evening meetings;</li><li>• be able to travel to meetings;</li><li>• be available to be contacted at mutually agreed times.</li></ul>

# HOW TO APPLY / PROCESS OF SELECTION

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If after reading the details you would like to apply for this post, please:

1. Complete the application form in full online
2. Shortlisted candidates will be sent a DBS declaration form which **must** be completed and returned

Your completed application forms should be sent to:

**Mrs U. Japaul** - Human Resources  
Duke's Aldridge Academy  
Trulock Road, Tottenham  
London, N17 OPG

**OR**

[recruitment@dukesacademy.org.uk](mailto:recruitment@dukesacademy.org.uk)

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## Completing the application

Candidates are asked to complete all the standard information required on the application form and to submit a support statement addressing the job requirements.

## References

Candidates are advised that references will be taken up immediately after shortlisting. Candidates are asked to ensure that their referees are aware of the need to respond within the timescale set. In all cases two professional references are required.

## Safeguarding children

Prior to appointment, formal checks will be made in accordance with the current requirements relating to child protection, this will include an enhanced DBS check.

## Feedback

Please note that we do not confirm receipt of applications.

## Selection process

Candidates who are shortlisted will be contact and invited in to participate in the selection process. We do not inform candidates if they have not been shortlisted.

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We look forward to receiving your application.

## Our Mission

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Inspire to Excel

## Our Vision

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Duke's Aldridge Academy provides an outstanding education within a vibrant community where the expectation is to excel. For each individual we promote achievement, success, strength of character, tolerance and a love for learning. We provide the support, challenge and breadth of experience which ensure our students become creative, resilient and successful adults.

## Our Values

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We are a values-driven organisation with a commitment to non-selective, inclusive academies providing children and young people with an exceptional educational experience.

### We value:

- our students, their potential, their contributions and their aspirations
- the community we serve and its right to locally provided, high quality education
- the cultural diversity and richness of our community within the context of British Values
- academic rigour at all stages to create a learning environment that provides challenge, engagement and achievement
- respect, fairness, courtesy and the right to equality of opportunity as the entitlement of each member of the academy community
- 'professional integrity' and transparency
- our staff and their right to professional development and growth

# SAFEGUARDING STRATEGY STATEMENT

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Duke's Aldridge Academy Safeguarding Strategy forms a fundamental part of our approach to providing excellent pastoral care to all students. We believe that all students, regardless of age, special needs or disability, racial/cultural heritage, religious belief and sexual orientation have the right to protection from all types of harm and abuse.

The objective of the Safeguarding Strategy is to help keep our students safe by providing a safe environment for them and to educate them about keeping themselves safe.

The Safeguarding Strategy consists of:

1. Adridge Education Trust Safeguarding Policy
2. Duke's Aldridge Academy Procedures
3. Training to equip staff and volunteers to carry out their responsibilities in relation to safeguarding and promoting the welfare of students

The Safeguarding Strategy provides a clear framework within which individual academies will develop systems and local procedures to:

- Prevent unsuitable people working with children
- Identify students who are at risk of, and/or are likely to suffer significant harm and take appropriate action with the aim of making sure they are safe
- Record and share information appropriately
- Respond to allegations against staff and volunteers
- Promote safe practice and challenge poor and unsafe practice

Adherence to the Duke's Aldridge Academy Safeguarding Strategy is mandatory for **all** staff and volunteers.

We recognise that Safeguarding covers much more than child protection and so this strategy will operate in conjunction with related policies and procedures, such as effective whole academy policies on: health and safety, anti-bullying, behaviour management, IT and academy security.

Our approach to safeguarding is based on, and reflects the current principles recognised in UK legislation, including those around maintaining confidentiality and reporting concerns about students likely to suffer significant harm to the child protection agencies.

We are committed to working in partnership with parents; child protection agencies and diverse communities, to continuously develop and improve the Safeguarding Culture within our academy.

**September 2019**

# Inspection of a good school: Duke's Aldridge

Trulock Road, Tottenham, London N17 0PG

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Inspection dates:

5–6 November 2019

## Outcome

Duke's Aldridge Academy continues to be a good school.

## What is it like to attend this school?

Pupils, parents and carers, staff and governors work together to provide a safe and nurturing environment in the school. Everyone is 'inspired to excel'. Pupils are proud of their school. They like coming to school and appreciate the support and encouragement they receive.

Pupils behave well in lessons because teachers plan interesting activities and provide individual support. Teachers constantly check pupils' understanding, which helps keep pupils focused. Pupils told me that 'teachers encourage you to learn and want you to learn'. Pupils achieve particularly well in English, mathematics, science, modern foreign languages and humanities, which make up the EBacc qualification.

The headteacher and her committed staff have high expectations that pupils will succeed in every area of their lives, as well as academically. An example of this is the help given to pupils who join after the start of the school year, often with little knowledge of English. The school ensures that all pupils leave with qualifications in English and mathematics.

Pupils said that they feel safe at school and on their journeys to and from school. Pupils value staff supervision outside school at the end of the day. Pupils state that bullying is not a problem at school. If it did occur, they know who to talk to and said that it would be dealt with quickly.

## What does the school do well and what does it need to do better?

Leaders ensure that there are well-designed plans for how each subject should be taught. Pupils are motivated to learn because teachers challenge and support them. Teachers use resources and thoughtful questioning to help pupils understand new ideas. Pupils stated that during lessons 'everyone was willing to learn'. Pupils' behaviour rarely disrupts learning.

Subject plans ensure that pupils know more and remember more. The plans show how pupils can apply their knowledge to different situations. For example, Year 11 pupils told us how the science experiments they had carried out in Year 10 helped them with this term's work. In a few subjects, such as English, leaders' plans are not carried out as successfully. Leaders have organised appropriate training and support to make the necessary improvements.

Leaders have not ensured that pupils have access to the full range of national curriculum subjects during Years 7 to 9. Leaders have recently reviewed this. They are putting plans in place so that all pupils study a broad range of subjects for as long as possible. A small proportion of pupils gain qualifications in the full range of EBacc subjects. However, the number of pupils studying humanities subjects and a modern foreign language in Years 9 and 10 is increasing.

Leaders are ambitious for pupils with special educational needs and/or disabilities (SEND). Most pupils with SEND follow the school's usual curriculum. Leaders identify pupils' needs accurately and check on their achievement. This means that pupils receive appropriate and timely support. Teachers receive the right information and training to help pupils with SEND to succeed.

Leaders and staff provide many opportunities for pupils to develop their character. Pupils told us about the valuable support they receive. For example, Year 7 pupils enjoy working with mentors discussing the move from primary to secondary school. Year 10 pupils told us how their work experience helped them to be more confident and ambitious. They said that it gave them the courage to seek further employment. Pupils explained how they add to the wall in 'purple lane'. This is a space which hosts events that support the many diverse aspects of life, such as LGBT. The wall displays the results of pupils' reflections and their inclusive attitudes.

Pupils' attendance is currently below the national average. Leaders support pupils to improve their attendance. They do this by involving pupils in programmes such as 'hit my target', by tracking attendance and asking for support from other agencies.

We noticed how respectful staff and pupils are towards each other. Pupils said that everyone was friendly and that during breaktimes the playground was 'tension-free'.

## **Safeguarding**

The arrangements for safeguarding are effective.

Pupils, staff, parents and governors all agree that the school is a safe place to be. Staff are well trained and are aware of current safeguarding rules and regulations. Staff and pupils know how to report concerns. Leaders act straightaway to keep pupils safe.

Staff work with families when their children's attendance is low. They work with the local authority and other organisations to keep pupils safe.

Pupils are taught how to keep themselves safe online and out and about. For example, Year 7 watched a theatre presentation on road safety. Pupils told us it was a useful reminder about the dangers of using mobile phones as they cross roads.

## **What does the school need to do to improve?**

### **(Information for the school and appropriate authority)**

- Pupils do not achieve as well in a few subjects as they do in most. Leaders should continue their work to ensure that their plans for how subjects, such as English, should be taught are put into practice.
- Leaders should act on the findings of their curriculum review for key stage 3, so that pupils study a broad range of subjects for as long as possible.
- Some pupils need to attend school more regularly. Leaders need to continue their focus on reducing persistent absence and on increasing attendance. The newly introduced attendance monitoring system will support the work of leaders in this area.
- The school's curriculum is not sufficiently broad in Years 7 to 9. However, it is clear from the actions that leaders have already taken to plan next year's curriculum and the training staff are receiving that they are in the process of bringing this about.

## **Background**

When we have judged a school to be good we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good school or non-exempt outstanding school. We do not give graded judgements on a section 8 inspection. However, if we find some evidence that the school could now be better than good or that standards may be declining, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will convert the section 8 inspection to a section 5 inspection immediately.

This is the second section 8 inspection since we judged the predecessor school, Northumberland Park Community School, to be good on 18–19 January 2012.

## **How can I feed back my views?**

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

## Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.



## School details

<b>Unique reference number</b>	144900
<b>Local authority</b>	Haringey
<b>Inspection number</b>	10124650
<b>Type of school</b>	Secondary
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	11 to 16
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	1019
<b>Appropriate authority</b>	Board of trustees
<b>Chair of governing body</b>	Malcom Weston
<b>Principal</b>	Monica Duncan
<b>Website</b>	<a href="http://www.dukesacademy.org.uk">www.dukesacademy.org.uk</a>
<b>Date of previous inspection</b>	Not previously inspected

## Information about this school

- Northumberland Park Community School converted to become an academy school on 1 September 2017. When its predecessor school, Northumberland Park Community School, was last inspected by Ofsted, it was judged to be good overall.
- The school does not currently send any of its pupils to alternative provision.

## Information about this inspection

- We carried out this inspection under section 8 of the Education Act 2005. Inspectors held meetings with the headteacher, senior and subject leaders, the chief executive officer of the multi-academy trust, and governors.
- On the first day of the inspection, we did deep dives in these subjects: English, science, mathematics, geography and history. In each subject, we met with subject leaders, talked to pupils, visited lessons, spoke to teachers and looked at pupils' work.
- We considered the views of staff from two meetings with groups of staff and feedback from the Ofsted staff questionnaire.

- Inspectors reviewed safeguarding records, including the central record of recruitment checks on staff and two external review reports.
- Inspectors considered the views of 48 parents who responded to the Ofsted parental questionnaire.

### **Inspection team**

Hayley Follett, lead inspector

Ofsted Inspector

Ian Morris

Ofsted Inspector

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