

JOB DESCRIPTION

Post Title: School Governance and Data Protection Officer	Group: Children's Services		Office Use
Band: 7	Workplace: County Hall/WFH and must be able to travel county wide.		JE ref: 4210 HRMS ref:
Responsible to: School Governance and Data Protection Manager	Date: August 2022	Manager Level:	
Job Purpose: 1. Manage and influence the development of effective relationships with multiple Schools, Trusts, Academy leaders and key LA internal colleagues. 2. Provide specialist strategic advice and guidance on all Governance related matters, ensuring it is robust and effective. 3. Lead on resolving issues relating to Governance and related management matters in all educational establishments. 4. Lead on the Local Authority's role in developing School Governing Boards to promote high standards in all educational establishments. 5. Interpret law and legislation, incorporating it into the delivery of school governance and data protection services. 6. Lead on and manage the effective compliance of the General Data Protection Regulations (GDPR) to all educational establishments. 7. Promote, develop, and deliver both the Governance Support, Advice and Development SLA and the GDPR Compliance and Data Protection Officer SLA and work collaboratively with the wider education department.			
Resources Staff	Advise and direct Educational Leaders and Governors in relation to managing risks around legislative and statutory requirements, and the General Data Protection Regulations. Advise, train, mentor and collaborate with Educational Leaders, Governors, team members and other LA colleagues on all matters relating to School Governance and Data Protection. Manage and support the workload of admin support.		
Finance	Responsible for the generation of sufficient funding from SLA buy back and additional services to support the operation of the team and the delivery and development of the services. Manage risk to schools and the LA in relation to GDPR sanctions - maximum fine 20 million Euro (increase from previous £500,000 under DPA).		
Physical	The handling and processing of considerable amounts of manual and computerised information, where care, accuracy, confidentiality, and security are paramount across multiple systems. Significant lone and remote working which includes travelling across the County during the working day which can frequently extend into late evening. (10pm)		
Clients	Head Teachers, Governing Bodies, Chair of Governors, CEO's, COO's, Trust Governance Managers, Chair of the Board of Directors, Diocesan Education Boards, Trust Boards, Local Governing Boards, Parents, School Business Managers, County Councillors, Senior LA Managers and Officers as well as members of the public.		

Governance Support, Advice and Development Duties

1. Lead on Governance within educational settings to ensure the board is focused on its core strategic priorities, provides high quality independent and expert advice and guidance on its duties and functions, and delivers effective support.
2. Interpret law and legislation, incorporating it into the delivery of school governance services and the determination of effective solutions.

3. Fulfil the role of Company Secretary within specified Trusts, satisfying all aspects of compliance as stipulated in the Trusts Articles of Association, The Academies Financial Handbook and Company Law and Charity Commission guidance.
4. Develop and manage annual meeting programmes for all Governing Boards including any committees, maintain action plans and all legal documentation as part of the school development plan (3-5 years)
5. Attend Governing Body meetings to act as the Council's representative; providing specific advice and challenge to influence strategic decision-making to ensure that statutory duties are undertaken.
6. Collate and prepare agendas to meet tight statutory deadlines and take complex accurate minutes which are subject to scrutiny by OFSTED and members of the public.
7. Record meeting attendance and take appropriate action regarding absences.
8. Develop and manage senior relationships at Board of Governors (Board), Committees and executive level, adding more value to the wider corporate picture, and experience of working closely with a range of stakeholders. Sharing best practice relating to school improvement.
9. Lead on and deliver induction processes to new Headteachers and Governors.
10. Lead on and deliver a comprehensive training programme to Governors to enable them to fulfil their Leadership roles.
11. Act as key point of contact for support, advice, and guidance on the school complaints procedure. Regularly lead and design briefs to support Complaint process investigations. Support and advise Nominated Officers/Investigation Officers. Act as Investigation Officer. Liaise with staff/parents, relevant outside agencies and other witnesses. Prepare and write complex and often sensitive reports with clear recommendations, including undertaking detailed accurate witness statements. Provide regular emotional support to Headteachers/Staff/Parents and members of the public. Often subjected to Safeguarding/Child Protection and Child Sexual Exploitation issues/cases.
12. Coordinate and attend Hearing Bodies in relation to Stage 3 Complaints. Act as advisor to the Governing Board, take comprehensive and often sensitive minutes or attend in role as Investigating Officer.
13. Provide mediation services to educational establishments in relation to severely contentious, emotive, and demanding issues around both complaints and Governor Code of Conduct issues.

GDPR Compliance and Data Protection Officer Duties

1. Inform and advise Educational Establishments of their obligations relating to data protection.
2. Interpret law and legislation, incorporating it into the delivery of data protection services.
3. Monitor the educational establishments compliance with data protection law, including the management of data protection policy and activities, awareness raising, training, delivery of audits, and the formulation of annual assurance reports.
4. Provide advice and guidance to the Educational Establishments on delivering best practice in data protection through its various activities.
5. Work with key stakeholders to ensure that the education establishment maintains a proactive approach to data protection in delivering its strategic objectives.
6. The completion of data privacy impact assessments (DPIAs) as and when required.
7. Act as the primary point of contact for the Information Commissioner's Office (ICO) on issues relating to notifications, data processing, and ensuring prompt consultation once a data breach has occurred, or to determine whether a DPIA is necessary.
8. The completion of a data breach report which assesses the risk, determines escalation to the ICO and details specialist advice and guidance on practices and procedures.
9. Handle enquires from data subjects on issues relating to data protection practices, subject access, withdrawal of consent, objections to and restrictions on processing and related rights.
10. Maintain oversight of the Education Establishments data protection related risks, advising Senior Leaders as appropriate.
11. Advise on Records Management: ensuring timely destruction of records.
12. Develop, lead, and deliver specialist GDPR training to Educational Professionals.

Additional duties and responsibilities

1. Ensure effective communication both orally and in writing with colleagues and other groups of the County Council to share information, anticipate potential issues affecting the school and/or the service and achieve efficient and effective joint working and resolution of issues.
2. Develop and undertake lead practitioner responsibilities: -

- Ensuring compliance with Disclosure and Barring Service requirements including the interpretation and application of legislation
- Maintain key regional contact database to ensure joint working and development.
- Assist in the mentoring of colleagues and new starters.
- Maintain considerable theoretical and practical knowledge and undertake relevant training.
- Act as the Contact Officer for staff at risk of redundancy in the case of LA reorganisations as part of the School Organisation Team.

The duties and responsibilities highlighted in this Job Description are indicative and may vary over time. Post holders are expected to identify and undertake other duties and responsibilities relevant to the nature, level and scope of the post and the grade has been established on this basis.

Work arrangements

Physical requirements: Lifting and carrying heavy files, laptops, training materials and I.T. equipment between sites.

Transport requirements: The post involves travelling alone to a wide variety of sites throughout the County on a regular basis. Some travel to training venues throughout the County and further afield on occasion.

Working Patterns: Flexi Hours plus a requirement for lone and remote working and the need to attend a significant number of evening meetings.

Working conditions: Office based with significant pre-arranged and frequent off-site visits with varying degrees of physical suitability (low tables/chairs). Potential threat of harm in specific interpersonal circumstances and frequently subjected to verbal abuse/conflict from parents and members of the public. Intermittent very long days with the need to manage stressful situations within contentious meetings.

PERSON SPECIFICATION

Post Title: School Governance and Data Protection Officer		Group: Children's Services	Ref: 4210
Essential		Desirable	Assess By
Knowledge and Qualifications			
• Educated to Level 5 or above standard of general education and/or a recognised professional qualification. • Advanced procedural knowledge and understanding of education legislation surrounding school governance, policies, and practices. • Data Protection Officer qualification (within 12 months of appointment) • Significant practical and procedural specialist knowledge and understanding of GDPR Regulations in a school context • Knowledge of current requirements and pressures on Educational Establishments, including expected OFSTED Standards • Evidence of continuing personal and professional development.		• NVQ Level 3 Award for Clerks to Governors • Up-to-date knowledge of complaints processes in relation to school Governing Bodies • Understands the diverse functions of a large complex public sector organisation and the relevant professional issues • Experience of working with or within the Education sector • Experience of and Training in Mediation techniques	
Experience			
• At least 2 years relevant experience of at least one of the main disciplines of Governance, Mediation and Data Protection, in Schools or elsewhere, with proven track record in this role. • Good knowledge and understanding of how schools operate on a day-to-day basis. • Experience of leading on the development and management of customer relationships. • Experience of resolving complex queries, concerns, and complaints. • Experience of minute taking during complex meetings for long periods of time. • Experience of dealing with and managing conflict. • Experience of handling sensitive Data.		• Recent experience of advising governing bodies on procedural and regulatory issues • Advising senior managers about issues identified in schools including the application of policies and procedures • Experience of using range of the Microsoft Office software.	
Skills and competencies			
• Ability to recognise, manage & deescalate potentially confrontational situations. • Ability to concentrate for prolonged periods of time, whilst taking thorough minutes relating to highly sensitive and sometimes contentious issues. • Excellent communication skills (oral and written) including presenting analysis of data and report writing • Excellent ICT skills. • Able to establish and maintain high personal and professional credibility with Headteachers, senior managers, colleagues, and partners. • Sound organisation skills with a systematic and flexible approach with attention to detail.		• Understanding of how schools work, day to day as organisations.	

• Achieves goals and deadlines with little supervision, with confidence to make decisions within remit of the role • Demonstrates NCC core competencies and leads by example. • Ability to challenge and successfully influence the work of customers, including Educational Professionals and Governors		
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Physical, mental, and emotional demands		
• Positive attitude to the delivery and development of the team and the service. • Ability to deal with frequent interruptions and conflicting demands. • Attention to detail and ability to complete a task on schedule. • Empathy for people working in and with schools. • Respectful, reflective, and resilient - able to cope with significant pressures, including individuals with challenging, personal issues • Ability to undertake significant amounts of evening work as required for governors' meetings and travel requirements. • Ability to be able to deal with verbal abuse in aggressive situations • Trustworthy, dependable, reliable and keeps good time. • Self-motivated and goal oriented.		
Other		
• Engender trust and engagement to ensure equality of access between parties with perceived disparities in rank or importance • Strong capacity to deliver high quality services across a range of disciplines in a changing environment and tackle issues in a truly corporate manner. • Commitment to continuous improvement. • Flexible approach to service delivery.		

Key to assessment methods; (a) application form, (i) interview, (r) references, (t) ability tests (q) personality questionnaire (g) assessed group work, (p) presentation, (o) others e.g. case studies/visits

Appendix 3

National Qualification Framework

The three regulatory authorities have updated the National Qualifications Framework for England, Wales, and Northern Ireland as part of a review of regulatory arrangements. (The three regulatory authorities are QCA, ACCAC and CCEA).

The NQF is designed to help with career progression and act as a guide to learners to make informed decisions about their training needs.

It aims to:

- promote access, motivation and achievement in education and training, strengthening international competitiveness
- promote lifelong learning by helping people to understand clear progression routes
- avoid duplication and overlap of qualifications while making sure all learning needs are covered
- promote public and professional confidence in the integrity and relevance of national awards.

The following table provides an indication of the new frameworks.

National Qualifications Framework	Framework for Higher Education Qualification levels (FHEQ)
8 Specialist awards	D (doctoral) doctorates
7 Level 7 Diploma Professional qualifications	M (masters) Master's degrees, postgraduate certificates, and diplomas
6 Level 6 Diploma Professional qualifications	H (honours) bachelor's degrees, graduate certificates, and diplomas
5 Level 5 BTEC HND	I (intermediate) diplomas of higher education and further education, foundation degrees, higher national diplomas
4 Level 4 Certificate	C (certificate) certificates of higher education
3 Level 3 Certificate (OND) Level 3 NVQ A level	
2 Level 2 Diploma Level 2 NVQ GCSEs Grades A*-C	
1 Level 1 Certificate Level 1 NVQ GCSEs Grades D-G	
Entry Entry Level Certificate in Adult Literacy	

The use of levels in the NQF is to indicate the generally comparable outcome of an award but does not indicate that different awards share purpose, content, and outcomes.