



# *GOVERNANCE PROFESSIONAL*

## Candidate Information Pack

*"Pupils thrive here. Leaders and staff  
work together to give pupils every possible  
opportunity to do well and enjoy their education"*

'Outstanding' Ofsted judgement  
October 2021

## The Tiffin Girls' School Vision

***'Our community is vibrant, curious, creative and inspires positive change. We dare to be wise.'***

The school's motto *sapere aude* – **dare to be wise**, is embodied in its core values of *Community, Love of Learning* and *Character*.

### **Community:**

- Collaboration
- Active Citizens
- Celebrate Diversity

### **Love of Learning:**

- Inspiration
- Embrace knowledge
- Creative & Critical thinking

### **Character:**

- Integrity & Respect
- Courage & Resilience
- Independence & Initiative



# From the Headteacher

Dear Applicant

## Governance Professional post at The Tiffin Girls' School

Thank you for your interest in the post of Governance Professional. We are looking for a highly organised and self-motivated individual to play a key role in the school trust and governance working closely with myself, Headteacher and the Chair of Governors.

Now in my tenth year as Headteacher at Tiffin Girls', I am still in awe of the wonderful culture and ethos that permeates this remarkable school. Our motto, *sapere aude - dare to be wise*, has been shared by generations of students, especially when singing the school song, and this motto underpins our vision: **'Our community is vibrant, curious, creative and inspires positive change. We dare to be wise.'**

Central to achieving this vision are the school's core values of **Community**, celebrating our diverse and inclusive community, promoting a culture of giving and encouraging students to be active citizens in society; a **Love of Learning**, inspiring students to be curious and to pursue their passions with freedom of intellect whilst being challenged to think creatively and critically; and **Character**, building resilience, confidence and independence with integrity and respect for others. With our students' commitment to these core values, we aim to be regarded as much for our academic results, as for being a school community that nurtures collaboration and giving back to society, and encourages engagement in a wide and diverse range of extra curricular activities. These three values are all considered in the opportunities we provide, the standards we set, and through our daily interactions with the students.

Every member of staff has a role to play in implementing the aims of the school and seeking to make a positive impact in everything they do. We empower staff to take the initiative and make changes that will benefit all the students. It is this collective desire to make a difference as a community that makes this school so unique.

This year we have launched our new digital strategy and we have a staff digital working party. More information can be found on our website [here](#).

Alongside this, every member of this community is committed to safeguarding and promoting the welfare of all our students. We demonstrate our commitment through:

- maintaining an attitude of 'it could happen here';
- when concerned about the welfare of a student, always acting in the interests of the student;
- establishing and maintaining an ethos where students feel secure and are encouraged to talk and are always listened to;
- ensuring that all students know there is an adult in the school whom they can approach if they are worried or in difficulty; and
- including in the curriculum opportunities which will equip students with the skills and knowledge they need to stay safe from harm, to make informed decisions and to know to whom they should turn for help.

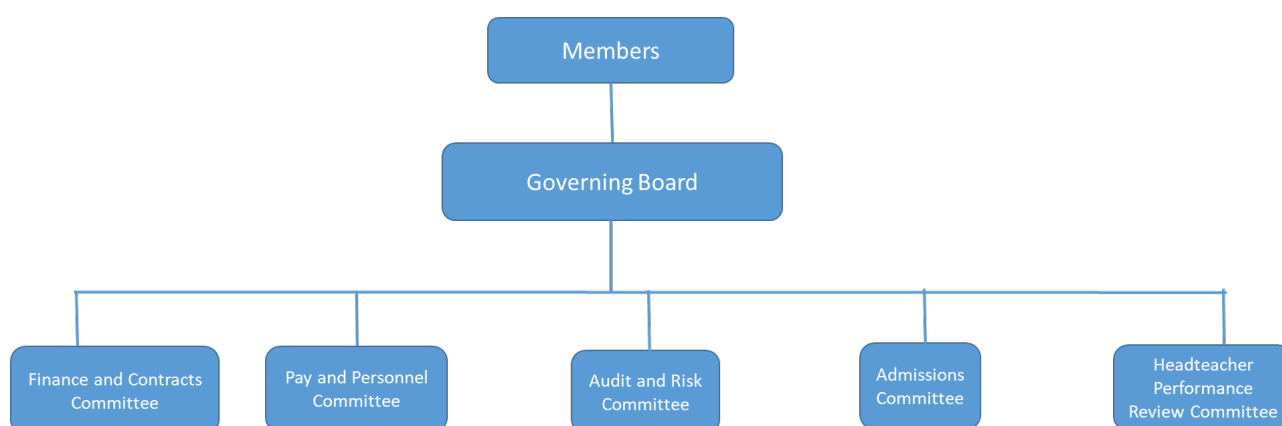
I hope that you are excited by what you read and see on the school's website, and that the opportunity to contribute to the school in such a direct way is an appealing one. I look forward to receiving your application.

Ian Keary  
Headteacher



# Governance at The Tiffin Girls' School

- There are six Members of the Academy Trust, of whom four are not Governors.
- There are 14 Governors, of whom nine are appointed by Members (including the Headteacher), two are elected parent Governors, two are co-opted by Governors and one is elected staff Governor.
- The Governing Board meets three times per term.
- The Finance and Contracts, Pay and Personnel, and Audit and Risk Committees meet once a term.
- The Admissions and Headteacher Performance Review Committees meet twice a year
- There are two Governor visits during the School day each year.
- Further information can be found on our website <https://www.tiffingirls.org/about-us/governance/> including the Annual Report and further details on the Governor responsibilities and committees.



## Our School



The Tiffin Girls' School, a selective state school and stand-alone Academy, is a vibrant and happy community where the students take centre stage. The school is currently home to 1,250 students, aged between 11 and 18, and is now into its 145<sup>th</sup> year. The school prides itself on encouraging students to aspire to excellence in everything they do, whether that be: academic excellence, a passion and enthusiasm for the creative and performing arts, sporting prowess, or student leadership. A broad and challenging curriculum sits alongside a stimulating and rewarding range of extracurricular activities, many of which are student-led, and these elements of school life combine to develop inquisitive, confident, dynamic and successful young people ready for their future lives as global citizens.

The students achieve highly because they are incredibly motivated, hardworking and focused. It is, however, the caring and strong pastoral system, complemented by the development of strong friendship groups, which makes them feel happy and safe, allowing them to flourish in their time here. The school also benefits greatly from a very positive relationship with parents, working together in our common aim which is to encourage and support the students.

The school is a six form entry selective school, with 180 students in each year group and over 350 in the Sixth Form.

There are spacious yet functional premises, which provide extensive facilities in all areas of the curriculum. Specialist teaching areas include thirteen science laboratories, three art rooms, two drama studios, Learning Resource Centre, music suite and a computer suite of two computer rooms, with bookable chromebooks and clusters of machines in design technology, music and science. There is a large assembly hall and a separate dining hall. Sports facilities include a Sports Centre, opened September 2022, two gyms, an astro turf, resurfaced netball and tennis courts. Students in years 7 to 13 bring their own chromebooks to school to ensure a seamless transition between home and school learning.

The school's proximity to London makes it possible for students of all ages to attend concerts, plays, theatre workshops, lectures, exhibitions, one-day conferences and international matches. The school makes good use of this facility as trips and activities outside of school form an essential part of the students' educational experience.

Parental contributions and fundraising have greatly enhanced the accommodation in the school. In the recent past, a new teaching block and Sports Centre have been added thanks to the support of our parents, which have provided significant funding when submitting successful capital bids.

### **Ofsted**

In October 2021, the school was inspected by Ofsted using the new inspection framework introduced in September 2021 and judged to be 'Outstanding' across all categories with an Overall Effectiveness

judgement of 'Outstanding'. Governors were delighted with this result which reflects the valued contribution made by every member of staff at the school. The full report is available on the school website here <https://www.tiffingirls.org/Our-School/Key-Documents.aspx>

## **Staff**

The strong team of highly qualified staff has extensive and varied experience. Both teaching and non-teaching staff share a commitment to high standards of learning, discipline and care for the personal wellbeing of each student. Good liaison is cultivated with local feeder schools, community services, employers and with universities.

Opportunities for professional development are essential and care is taken to ensure all staff have access to training and new experiences through CPD based on needs identified through appraisal, or for whole school development. Where relevant, non-teaching staff are encouraged to join working parties, recent groups include Equality, Diversity and Inclusion and Behaviour for Learning. This year we have a digital working party with 4 sub-groups focusing on Teaching and Learning (Curriculum), Engagement of Stakeholders (CPD), Safeguarding, data management, privacy and policy and Collaboration and Partnerships.

Staff wellbeing is a priority within the school. There is an active Wellbeing Working party, supported by the Senior Leadership team, who identify and implement initiatives to support the positive and inclusive working environment. The latest initiative was focused on the refurbishment of the staffroom, which was completed last summer.

There is an active staff association, which arranges social activities throughout the year.

## **Admissions**

The school operates a two-stage testing process for admission to Year 7. The Determined Admissions Arrangements for 2025 entry are available to read on the website.

In recent years, Governors changed the admissions criteria, promoting greater social responsibility by giving a priority to those living in the inner area and designated area who are from a disadvantaged background.

We anticipate continuing to be heavily oversubscribed each year, receiving a large number of applications from academically able students.

## **Curriculum**

The school provides a wide range of subjects that meet the learning and destination choices of our highly able students. Lessons are taught in one-hour periods over a 25 period week.

Our Key Stage 3 curriculum develops students' knowledge, skills and understanding, and lays the foundations for the courses students will then follow at Key Stage 4. All subject areas are enriched with a wide range of creative and stretch and challenge opportunities that are designed to enable students to reach their full potential.

In Years 10 and 11, subjects are taught across two periods per week. The exceptions to this are Maths (three periods per week) and English (four periods per week). The core curriculum includes English, Maths, Biology, Chemistry, Physics and a language with students then choosing three further options. All students receive a private study lesson and two PE lessons as part of their broader curriculum.

In Years 12 and 13, subjects follow A Level specifications, choosing 4 in Year 12 dropping to 3 in Year 13..

In Year 12, we offer a Higher Education Programme and a pastoral programme of activities designed to broaden their education, including compulsory PE lessons.

Staff care passionately about the students, and we are acutely aware of the pressures that many high achieving students face. We have therefore developed a comprehensive evidence based pastoral curriculum, one period a week, which has been specifically written for our context and includes many guest speakers.

### **Sixth Form**

Sixth Form students have many opportunities to enrich their educational and social experiences over the two years and many participate in charity and not for profit enterprises. They compete at national level in the Young Enterprise Company Programme – 2 teams with approximately 50 students, enrol on the Duke of Edinburgh Award Scheme Gold award, and take part in Chemistry and Biology Olympiads, Engineering Education Scheme, UKMT, debating, university challenge, Model United Nations and a wide range of other clubs and societies. Sixth Form students support and/or are extensively involved in contributing to Black History Month, our Time to Talk activities and lead on the extensive range of charity work the students are involved in. Alongside this, the students are encouraged to conduct work experience to support their personal development and UCAS applications.

Student leadership is actively encouraged and many Sixth Form students are school officers, prefects, subject associates and mentors for younger students in the school. Sixth Form students, for example, mentor and coach a large number of students in debating clubs covering all three key stages; all year groups compete in local and national competitions such as ESU and University Schools events.

While many of our students go on to Oxbridge (15 in 2024) and other Russell Group universities, a small number are choosing to study abroad or to take up degree level apprenticeships.

### **Location**

The school is located in spacious and attractive grounds in a pleasant residential area which is bordered by the River Thames and Richmond Park. It is situated on the northernmost edge of the Royal Borough of Kingston upon Thames with easy access to road and rail networks. The nearest railway stations are at Kingston upon Thames (Zone 6), a fifteen minute walk away, or Richmond upon Thames.

### **Equality and Diversity**

The school celebrates the diversity of its students and staff, and is fully committed to an ongoing programme of review of our equality and diversity practices to ensure all members of the school community are fully accepted and equally valued. We have a Stonewall award and as part of our commitment to an anti-racist strategy, the school is currently working towards an anti-racist school accreditation through the Centre for Race, Education and Decoloniality at Leeds Beckett University.

### **Safeguarding at The Tiffin Girls' School**

In support of our safeguarding commitment, we undertake rigorous pre-employment, online searches and enhanced Disclosure and Barring service (with Barred List) checks on appointment. The school complies with the DBS Code of Practice and with the statutory guidance, Keeping Children Safe in Education, as updated from time to time. We provide regular safeguarding training and expect staff to be aware of, understand and act in accordance with school policies. On appointment, staff will be asked to sign up to our E-Safety, Health & Safety, Data Protection and Secure Data Handling policies and to our various Safeguarding documents. In addition, on appointment, all staff are required to sign their agreement to complying with the school's Code of Conduct. If any of the above raises any queries when you are considering your application, please do not hesitate to contact Claire Russam, HR Director on [recruitment@tiffingirls.org](mailto:recruitment@tiffingirls.org).

Our safeguarding policy is available for you to read on our website at [www.tiffingirls.org](http://www.tiffingirls.org) under the tab 'Our School' and the page headed 'Key Documents'.



# Job Description: Governance Professional

<b>TITLE OF POST</b>	GOVERNANCE PROFESSIONAL
<b>RESPONSIBLE TO</b>	GOVERNING BOARD and HEADTEACHER
<b>JOB PURPOSE</b>	Oversee all aspects of governance effectiveness within the academy trust, ensuring governance adheres to good practice and meets all statutory and regulatory requirements

## RESPONSIBILITIES

### Overall

- Manage and coordinate the efficient and effective operation of the Members of the Academy Trust, the Governing Board (GB) and its committees
- Lead on development of the governance framework and drive improvements to its systems, processes and structures
- Ensure Member, GB and committee meetings are efficient, effective and properly recorded
- Prepare annual company reports compliant with both financial and legal requirements
- Provide advice to Members and Directors on constitutional and procedural matters
- Communicate with other professionals (e.g. lawyers and auditors) and stakeholders (e.g. students, parents, staff, wider public)
- Keep up to date with policy, legal and statutory requirements and managing information effectively. Updating the board on changes to legal or statutory requirements.
- Communicate GB decisions and ensure actions are implemented by those required to undertake them, reporting back as necessary
- Establish and monitor procedures to ensure compliance with the articles of association, the Academy Trust Handbook, Company law and Charity Commission guidance, and in accordance with arrangements agreed by the GB (terms of reference)
- Maintain confidentiality and the security of information and documents as required
- Lead the process of non-financial compliance with the articles of association, including management of any membership and governance reporting requirements
- Review, propose and implement approved changes to the articles of association
- Ensure safeguarding checks are completed for Members and Directors
- Oversee organisation of the Governing Board and Link Governor visits, supporting lead governors with the production of evaluation reports
- Provide clear, logical and impartial advice to the board

### Effective organisation and administration of Member and Director meetings

- Organise Member, GB and Committee meetings ensuring proper and appropriate co-ordination of meetings and an effective flow of information
- Collect, organise and distribute documents for meetings, ensuring they are clear and accurate.
- Keep the GB focused on its core strategic priorities
- Produce a planner for the annual cycle of GB and committee meetings and prepare focused agendas
- Ensure all meetings are inclusive and well structured
- Satisfy all aspects of meeting compliance as stipulated in the articles of association and the Academy Trust Handbook, and in accordance with terms of reference agreed by the GB
- Ensure all meetings are quorate and if not advise on how to proceed.

### Manage statutory information and governance documentation

- Maintain appropriate records of GB and committee membership, along with any terms of reference

- Maintain company registers, including register of interests and register of persons of significant control
- Ensure that governance-specific risks are included in the trust's risk register
- Coordinate preparation, publication, distribution and presentation of the annual report and governance statement published with the trust's annual accounts
- Ensure that formal documentation is filed with appropriate bodies as required
- Maintain the online governance portal

#### Oversee governance membership and structure

- Ensure the Member meetings, GB and its committees are properly constituted
- Advise the GB on succession planning
- Support the Members and GB in developing effective and inclusive recruitment practices which promote diversity
- Oversee Member and Director recruitment as required, advising on election and appointment procedures
- Develop and implement an induction process for Members and Directors
- Inform and maintain a record of attendance at meetings and training sessions by Members and Directors

#### People and relationships

- Work collaboratively with other key trust functions including senior leadership so that governance supports and enables the operational delivery of strategic objectives
- Work closely with the chair of governors and committee chairs to ensure strong links between the Directors and Members
- Maintain effective communications with relevant stakeholders

#### Evaluation and development

- Coordinate a programme of regular evaluation of the quality of governance, including skills audits and individual reviews for those governing
- Coordinate and provide input to the annual Governor self-evaluation report
- Support the commissioning of external reviews of governance
- Facilitate training and development opportunities for those governing as required

#### Professional development

- Liaise with relevant professional organisations and networks
- Keep up-to-date with policy developments affecting academy trust governance
- Undertake appropriate and regular training and development to maintain knowledge and improve practice
- Attend briefings and participate in professional development opportunities
- Participate in regular performance management, led by the Headteacher

#### Other duties

- Clerk panels as required, e.g. complaints, disciplinary, capability
- Undertake the role of Complaints Coordinator as set out in the school's Complaints Policy
- Provide information, advice and guidance to the Headteacher regarding the school's response to complaints
- Coordinate and provide administrative support to adhoc working parties as required
- Perform any other duties as may reasonably be required by the Headteacher which are considered to be commensurate with the job purpose and responsibility levels of the post

# Why choose The Tiffin Girls' School?

**Mrs Karin Austin**  
Careers Lead



“ When I applied, my sons were still at school so it suited me not to work during school holidays and I wanted to work somewhere local. No two days are ever the same – you are able to get involved in lots of different aspects of the school and you’re constantly learning new things. When I came to interview, straight away I was impressed by the buzzy atmosphere and decided it would be a lovely place to work. My colleagues are really supportive and friendly, and I enjoy getting to know the students themselves. I joined as a cover supervisor, then spent a number of years running the school library, before moving into a careers role and the school funded me, and allowed me the time, to study a professional careers qualification. I also ran the DofE programme for five years. I loved doing that as it gave me the opportunity to get to know the students and other colleagues in a more informal environment. It’s the people that make it special here – my colleagues and the students are lovely. ”

**Mr Jim Bellingham**  
Physics Technician



“ I needed a job with flexible hours to fit around family commitments. Before coming here, I worked at UCL as a post-doctoral research fellow, and I’ve worked in a research lab for about 30 years. And while it’s a different type of working, it’s still science. There’s always fun and exciting experiments and I get to play with interesting equipment, and tinker with things, problem-solve. Last year I was learning the curriculum. It’s a very good atmosphere, it’s relaxed, I don’t have the pressure I used to have. I appreciate the long holidays and the people I work with. It was a real eye-opener discovering how busy the Richmond Road gets at the end of the day – my advice to anyone joining is avoid leaving at 10 past 3!! ”

**Mrs Hoi Yee Kwan**  
Learning Support Assistant



“ I was a speech and language therapist for over 20 years in Hong Kong, when I came to this country I missed this type of work. The job really appealed as I hadn’t worked with high achieving SEND students before, so it was a new challenge and a different type of exposure. As a mother with a small child, I also wanted to spend more time with my family, working in term time and part time is a dream job for me – I can work professionally and take care of my family – something I couldn’t do in Hong Kong. It’s a better work-life balance. The atmosphere is more ‘human’. The school is open-minded and welcoming to someone who has the ability to do the job and is willing to learn, even if it’s not in exactly the same field. I’m getting used to the language and the system here. My colleagues are very supportive. I’m learning something new every day. I enjoy interacting with the students and can draw on my SaLT and counselling background to support them. ”

## Benefits of working at Tiffin Girls'

All of our non-teaching staff enjoy a range of benefits:

- Free tea and coffee in the staffroom – available all day
- Free on-site parking
- Pleasant working environment on the outskirts of the busy town of Kingston upon Thames with easy access to London and the surrounding Surrey countryside
- An Employee Assistance Programme including free at the point of use counselling
- Cycle to Work Scheme (salary sacrifice)
- Enhanced Family and Parental Leave and consideration given to flexible working where possible
- Free lunch and refreshments on Inset days
- A busy Staff Association who arrange social events throughout the year
- Membership of the Local Government Pension Scheme (either through auto-enrolment or opting in to the scheme, depending on earnings) – *the school currently contributes 21.8% of employee salary*

The Tiffin Girls' School  
Richmond Road Kingston upon Thames Surrey KT2 5PL  
020 8546 0773 | [contact@tiffingirls.org](mailto:contact@tiffingirls.org) | [www.tiffingirls.org](http://www.tiffingirls.org)