

**Skills Audit - Pottery Primary School, Board of Governors**  
Date: 1 March 2019

**Questions to consider:**

- Do these responses match expectations?
- Are there any implications for our role description or code of conduct?
- Do any of the responses have implications for our recruitment strategy?
- Do any of the responses raise questions about our induction strategy?
- Are the lower scoring competencies issues that could be dealt with by training?
- Could we improve any of the lower scoring competencies by mentoring and coaching?
- Do we need to review our committee membership based on these responses?
- Are there any implications for succession planning?

Level of experience/skill: 1 =none, 5 = extensive

A 'D' denotes a skill that is desirable to have in the governing board, and an 'E' denotes a skill that is essential within the governing board.

	Desirable or essential?	OVERALL	Governor 1	Governor 2	Governor 3	Governor 4	Governor 5	Governor 6	Governor 7	Governor 8	Governor 9	Governor 10	Governor 11
<b>Essential for all governors/trustees</b>													
Commitment to improving education for all pupils	E	5	5	5	5	5	5	5	4	4	5	5	5
Ability to work in a team and take collective responsibility for decisions	E	5	5	5	5	5	5	5	5	5	5	5	5
Willingness to learn	E	5	5	5	5	5	5	5	5	5	5	5	5
Commitment to the school's vision and ethos	E	5	5	5	5	5	5	5	5	4	5	5	5
Has basic literacy and numeracy skills	E	5	5	5	5	5	5	5	4	5	5	5	5
Has basic IT skills (i.e. word processing and email)	E	5	5	5	5	5	5	4	5	5	5	5	5
<b>Should exist across the governing board</b>													
<b>Understanding/experience of governance</b>													
Previous experience of being a board member in another sector or a governor/trustee in another school	D	3	5	5	2	4	3	5	4	1	1	1	4
Experience of chairing a board/ governing board or committee	D	4	5	5	5	4	4	5	5	1	1	1	4
Experience of professional leadership	D	4	5	4	5		4	5	3	4	5	4	3
<b>Vision and strategic planning</b>													
Understanding and experience of strategic planning	E	4	5	4	5	3	4	5	3	3	5	4	4
Ability to analyse and review complex issues objectively	E	5	5	4	5	4	4	5	5	4	5	4	4
Ability to identify problems	E	5	5	5	5	4	4	5	4	4	5	4	4
Ability to propose and consider innovative solutions	E	5	5	5	5	4	4	5	4	4	5	4	4
Experience reviewing the impact of new ideas and initiatives	D	5	5	5	5	4	4	5	3	4	5	5	4
Ability to learn from failure	E	5	5	5	5	4	4	5	5	4	5	5	4
Ability to make difficult decisions in the best interests of pupils	E	4	5	5	5	4	4	5	3	3	5	5	4
Change management (e.g. overseeing a merger or an organisational restructure, changing careers)	D	4	4	5	5	4	3	5	4	4	5	3	4
Understanding of current education policy	E	4	5	5	4	4	4	5	4	2	1	5	4
<b>Holding the head to account</b>													
Communication skills, including being able to discuss sensitive issues tactfully	E	5	5	5	5	4	4	5	4	4	5	5	4
Ability to analyse data	E	5	5	5	5	4	4	5	5	4	5	5	4
Ability to question and challenge	E	5	5	5	5	4	4	5	4	4	5	5	4
Experience of project management	D	4	5	5	4	4	4	5	3	5	5	4	3
Performance management/ appraisal of someone else	E	5	5	5	5	4	4	5	3	5	5	4	4
Experience of being performance managed/appraised yourself	D	5	5	5	4	4	4	5	4	5	5	5	5
<b>Financial oversight</b>													
Financial planning/management ( e.g. as part of your job)	E	4	5	5	4	3	4	5	4	3	5	4	4
Experience of procurement/purchasing	D	4	5	5	4	4	4	4	2	4	4	4	1
Experience of premises and facilities management	D	4	5	5	4	4	3	5	1	3	4	1	3
<b>Knowing your school and community</b>													
Links with the community	D	4	5	4	5	4	3	5	5	4	4	3	4
Links with local businesses	D	4	5	3	3	4	4	4	3	3	3	3	3
Knowledge of the local/regional economy	E	4	5	5	3	4	3	5	5	3	4	4	4
Working or volunteering with young people (e.g. teaching/social work/youth work/sports coaching/health services for young people)	D	4	5	3	4	3	4	5	5	5	3	5	5
Understanding of special educational needs	E	4	5	5	4	3	4	5	4	4	1	5	4