

Skills Audit 2019/20 Primary School Governing Board (April 2020)		Pottery											
Level of experience/skill: 1 = none, 5 = extensive		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?											
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 A	Governor B	Governor C	Governor D	Governor E	Governor F	Governor G	Governor H	Governor I	Governor J	Governor K
1. Strategic leadership													
Experience of being a trustee/governor in another school or being a board member in another sector.	D	3	5	5	5	1	1	3	2	1	5	5	3
Experience of chairing a board/governing board or committee.	D	3	5	5	5	2	1	5	5	1	5	1	3
Awareness of the key aspects of national education policy e.g. school funding, curriculum, teaching, learning etc.) and education locally e.g. the types of school, local education issues etc.	E	4	5	5	5	3	5	2	5	2	3	3	3
Knowledge and or experience of the community or communities served by schools in the trust can be useful to the board.	E	4	5	5	5	3	5	3	4	3	4	1	4
Experience of strategic planning and translating a vision into to clear objectives.	E	4	5	4	5	5	5	4	5	3	3	1	2
Experience of engaging and working with stakeholders (e.g. parents, community groups, local business etc.) within or outside of the school sector.	D	4	5	5	5	5	5	4	4	3	4	3	3
Understand the principles of risk management and how to prioritise, assess and mitigate against risks.	E	4	5	4	5	5	4	5	4	4	4	1	3
Experience and or involvement in change management activities e.g. planning a re-structure or reorganisation	E	3	5	5	5	4	4	1	4	4	3	1	1
2. Accountability													
Experience of working with leaders to establish expectations for improvement, outcomes and of how progress is to be reported.	E	4	5	5	5	3	5	4	5	4	3	2	3
Knowledge of the elements that make up a broad and balanced school curriculum and how the attainment and progress of pupils is assessed and measured.	D	4	5	5	4	3	5	2	4	2	3	4	4
Ability to interpret data and statistics presented in a range of formats relating to the progress and outcomes achieved by pupils and using it to identify strengths, weaknesses and areas for development.	E	4	5	5	5	2	5	4	5	3	4	3	4
Ability and confidence to ask questions and challenge leaders in an appropriate way on matters relating to the educational outcomes, behaviour, welfare and wellbeing of all pupils.	E	4	5	5	5	5	5	3	5	2	4	2	3
General experience of financial planning, monitoring, decision making, compliance and control.	D	4	5	5	5	5	4	4	4	3	4	1	3
Experience of financial planning, monitoring, decision making, compliance and control within the school sector.	E	3	5	5	5	2	4	2	4	3	4	1	3
General experience of human resource (HR) policy and processes.	D	3	5	5	4	3	4	1	5	4	3	1	1
Experience of human resource (HR) policy and processes within the school sector.	E	3	5	4	4	1	5	2	5	2	3	1	1
General experience of preparing for and responding to inspection and oversight.	D	4	5	5	5	1	5	4	5	3	3	2	3
Experience of inspection and oversight within the schools sector.	E	3	5	5	4	1	5	3	5	2	3	2	3
3. People													
Ability to listen, reflect and learn from a range of viewpoints and consider impartial advice before reaching my own view.	E	5	5	5	5	5	5	4	5	4	4	5	3
Capable of working alongside and of building strong, collaborative relationships with a range of personalities.	E	5	5	5	5	5	5	4	5	4	4	4	4
The skills, tact and diplomacy required when discussing issues that are of a sensitive nature and are used to bring people together in adversarial situations.	E	5	5	5	5	4	5	4	5	5	4	5	4
4. Structures													
Familiar with the strategic nature of the board's functions and how this differs from and works with others including executive leaders and academy or regional committees.	E	4	5	5	5	5	5	4	5	3	4	1	2

<i>Experience of reviewing governance structures appropriate to the size and complexity of the trust and diversity of its stakeholders.</i>	E	4	5	4	5	5	4	3	4	2	4	1	2
5. Compliance													
<i>Experience of complying with legal, regulatory and financial frameworks and statutory guidance.</i>	E	4	5	5	5	5	5	5	5	3	4	3	4
<i>Working knowledge of the legal duties and responsibilities of a trustee e.g. in relation to the safeguarding of children and in respect of pupils with special educational needs and disabilities (SEND).</i>	E	4	5	5	5	3	5	3	5	3	4	1	3
<i>Understand the importance of adhering to organisation policies e.g. on parental complaints or staff-discipline issues.</i>	E	4	5	5	5	5	5	5	4	4	4	2	3
6. Evaluation													
<i>Experienced in the process of evaluating the working practices of a team and of applying the learning to make improvements.</i>	E	4	5	5	5	5	5	3	4	3	4	1	3
7. Positive contribution													
<i>Aware of strengths, weaknesses and committed to personal development.</i>		5	5	5	5	5	4	4	5	4	5	5	4
<i>Able to work as part of a team and build positive working relationships with different personality types.</i>		5	5	5	5	5	5	4	5	4	4	5	5
<i>Honest, transparent and acts with integrity.</i>		5	5	5	5	5	5	5	5	5	5	5	5
<i>The ability and confidence to speak up when I have concerns e.g. about non-compliance.</i>	D	5	5	4	5	5	5	5	5	4	4	5	5