

Governing body skills audit

Model from National Governors' Association

(May 2016)



Essential for all governors/trustees					
	Rate on scale of 1(none)to 5 (extensive)				
	1	2	3	4	5
Commitment to improving education for all pupils					8
Ability to work in a professional manner as part of a team and take collective responsibility for decisions					8
Willingness to learn					8
Commitment to the school's vision and ethos					8
Basic literacy and numeracy skills				1	7
Basic IT skills (i.e. word processing and email)				1	7
Should exist across the governing body					
Understanding and/or experience of governance					
Experience of being a board member in another sector or a governor/trustee in another school	1	1		1	4
Experience of chairing a board/ governing body or committee	2	1		1	4
Experience of professional leadership	1			3	4
Vision and strategic planning					
Understanding and experience of strategic planning			3	1	4
Ability to analyse and review complex issues objectively			3	1	4
Problem solving skills			3	1	4
Ability to propose and consider innovative solutions			3	1	4
Change management (e.g. overseeing a merger or an organisational restructure, changing careers)			1	4	2
Understanding of current education policy			4	1	2
Holding the head to account					
Communication skills, including being able to discuss sensitive issues tactfully				5	3
Ability to analyse data	1		2	2	3
Ability to question and challenge			2	3	3
Experience of project management	1	1		2	4
Performance management/appraisal of someone else	1		2	2	3
Experience of being performance managed/appraised yourself	1			4	3
Financial oversight					
Financial planning/management (e.g. as part of your job)	1	1	1	2	3
Experience of procurement/purchasing	1	2	1	3	1
Experience of premises and facilities management	1	3	2	1	1
Knowing your school and community					
Links with the community	2	2	1	1	2
Links with local businesses	3	2	2		1
Knowledge of the local/regional economy	3	1	2		2
Working or volunteering with young people (e.g. teaching/social work/youth work/sports coaching/health services for young people)	2			1	5
Understanding of special educational needs	2			3	3

<p>What contribution do you feel you have made to the governing body over the past year?</p>	
<ul style="list-style-type: none"> • Not enough! Supporting our excellent new headteacher in setting up a strong admin team to support teachers and parents; reviewing our outcomes for spending money and looking after school assets; ensuring proper scrutiny of school resources through Resources Committee; keeping abreast of THE partnership as a possible supplier of school improvement services. • Over the past year I have contributed to the governing body in a variety of ways in my role as Chair of Governors. I have attended and chaired meetings, visited the school regularly and held regular meeting with the head teacher and other staff, particularly in my role as link governor for literacy, RE, geography and history and Safeguarding and as one of the Performance Management governors for the Head Teacher. I have also attended assemblies and other school events including taking part in the judging of DT Structures challenge day (joint activity with Cayley School). I have met parents at school events wherever possible. Of particular importance in the last year has been my role in the appointment process of our new headteacher and more recently, her new PA. • As a headteacher I have made a significant contribution to the governing body. As an LA officer I have had much experience of a range governing bodies. I was Chair of a nursery school and a governing body member of a secondary school . • Engagement in governing body meetings and committee meetings and link subject visits. • Attending and contributing to governing body meetings; being liaison between Governors and Staff – feeding back to staff; updating governors on what has been happening in school; helping to recruit members of staff – on interview panels for midday meals supervisors and Teaching Assistants. • To be available for parents in the school and have the ability to bring things to the attention of the headteacher. • I have contributed to the governing body meetings – given perspective of parents; by being more aware of the school policies and knowing the headteacher a little better I have been able to act as a voice for parents by reassuring parents of any concerns. 	
<p>Please give brief details of courses you have undertaken in the past year – include governor training, work based training/development and/or any other development/training activities.</p>	
<ul style="list-style-type: none"> • 9 July 2015, Ben Jonson - Preparing for Ofsted: training for BJ Governors led by Andrew Dodge; 19 January 2016 PDC - Workshop on local safeguarding children board (focus on prevent); 15 March 2016, Ben Jonson - Workshop on schools Finance (Introduction to Schools Finance Abdul Kayoum , and introduction to Consultation on proposed National Funding Formula); 26 April 2016 PDC - Workshop on Future funding for schools Sajeed Patni; 26 April 2016 PDC -The Education White Paper – Educational Excellence Everywhere Layla Richards PDC; 24 May, 2016 Ben Jonson - Prevent training for BJ Governors; Various meetings on proposals for Tower Hamlets Education Partnership. • Prevent; Safeguarding , SIMS, Finance Training, visits to different schools; monitoring others; being monitored; Ofsted awareness; SEND – new code of conduct/LA review 	

<ul style="list-style-type: none"> • Prevent; Educational research methods; developing leadership and reflective practice; educational research projects. • Prevent strategy training • Understanding the role of parent governors • Prevent strategy training 	
<p>Are there any additional areas of the governing body 's responsibilities to which you would like to contribute in the future?</p>	
<ul style="list-style-type: none"> • Prevent Agenda • Governing Body action plan • Curriculum; teachers plan • I would like to be involved in helping the school raise its standards; interested in school finances; developing better communication between school and parents. 	