

| Skills Audit - xx Governing Board <date>   |   | QUESTIONS TO CONSIDER:<br>Do these responses match expectations?<br>Are there any implications for our role description or code of conduct?<br>Do any of the responses have implications for our recruitment strategy?<br>Do any of the responses raise questions about our induction strategy?<br>Are the lower scoring competencies issues that could be dealt with by training?<br>Could we improve any of the lower scoring competencies by mentoring and coaching?<br>Do we need to review our committee membership based on these responses?<br>Are there any implications for succession planning? |         |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |
|--|---|---|---------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|
| Level of experience/skill: 1 = none, 5 = extensive<br>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 | Governor L | Governor M | Governor N | Governor O | Governor P |
| <b>1. Strategic leadership</b>   |   |   |         |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |
| I am committed to improving education and welfare for all pupils.  | E | 5   | 5       | 5          | 5          | 5          | 5          | 3          | 5          | 5          |            |            |            |            |            |            |            |            |            |
| I understand current national education policy and the local education context.  | E | 5   | 5       | 5          | 5          | 5          | 4          | 4          | 4          | 5          |            |            |            |            |            |            |            |            |            |
| I have experience of charity law and governance  |   | 3   | 5       | 4          | 3          | 3          | 5          | 3          | 1          | 3          |            |            |            |            |            |            |            |            |            |
| I have previous experience of being a board member in another sector or a governor/trustee in another school.  | D | 4   | 5       | 4          | 1          | 3          | 5          | 4          | 1          | 5          |            |            |            |            |            |            |            |            |            |
| I have experience of chairing a board/governing board or committee.  | D | 3   | 5       | 5          | 4          | 1          | 5          | 3          | 1          | 4          |            |            |            |            |            |            |            |            |            |
| I have experience of strategic planning and applying this to set and preserve the culture of the organisation.   | E | 4   | 5       | 5          | 4          | 3          | 5          | 1          | 5          | 5          |            |            |            |            |            |            |            |            |            |
| I am committed to the organisation's vision and ethos.   | E | 5   | 5       | 5          | 4          | 5          | 5          | 5          | 5          | 5          |            |            |            |            |            |            |            |            |            |
| I am able to question and challenge, working as part of a team to identify viable options through collective decision making.  | E | 5   | 5       | 5          | 4          | 4          | 5          | 4          | 5          | 5          |            |            |            |            |            |            |            |            |            |
| I am able to work in a professional manner, avoiding conflicts, acting with transparency and integrity.  | E | 5   | 5       | 5          | 5          | 5          | 5          | 5          | 5          | 5          |            |            |            |            |            |            |            |            |            |
| I am confident I can identify when to seek independent/professional advice.  | E | 4   | 5       | 5          | 4          | 4          | 5          | 4          | 5          | 3          |            |            |            |            |            |            |            |            |            |
| I have experience of stakeholder management and engagement including communicating with and taking account of the views of parents and pupils.   | E | 4   | 4       | 5          | 4          | 4          | 4          | 4          | 4          |            |            |            |            |            |            |            |            |            |            |
| I have experience of promoting community cohesion.   | D | 3   | 4       | 5          | 3          | 3          | 2          | 2          | 5          |            |            |            |            |            |            |            |            |            |            |
| I am proficient in prioritising, assessing and mitigating risk.  | D | 4   | 4       | 5          | 3          | 3          | 5          | 3          | 5          |            |            |            |            |            |            |            |            |            |            |
| I have experience of school sector risk management, including managing conflicts of interest/loyalty.  | D | 3   | 4       | 5          | 3          | 2          | 5          | 4          | 1          |            |            |            |            |            |            |            |            |            |            |
| <b>2. Accountability</b>   |   |   |         |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |
| I understand the importance of collecting high quality data and have expertise using data to interpret/evaluate performance and identify trends to target improvement.   | E | 5   | 5       | 5          | 5          | 3          | 5          | 3          | 5          | 5          |            |            |            |            |            |            |            |            |            |
| I have expertise in curriculum development, school assessment and progress/attainment.   | D | 3   | 5       | 5          | 3          | 4          | 2          | 2          | 2          | 5          |            |            |            |            |            |            |            |            |            |
| I have experience of working with leaders to establish expectations for improvement and outcomes.  | E | 4   | 5       | 5          | 5          | 3          | 4          | 3          | 5          | 3          |            |            |            |            |            |            |            |            |            |
| I have experience of agreeing the range and format of information and data needed in order to hold leaders to account.   | D | 4   | 5       | 5          | 4          | 2          | 3          | 2          | 4          | 4          |            |            |            |            |            |            |            |            |            |
| I have experience of providing challenge to leaders on strategies for monitoring and improving behaviour and safety.   | E | 3   | 4       | 5          | 3          | 2          | 4          | 2          | 4          | 5          |            |            |            |            |            |            |            |            |            |
| I have an understanding of the board's duties in relation to safeguarding including Prevent  | E | 4   | 5       | 5          | 3          | 2          | 3          | 4          | 5          | 5          |            |            |            |            |            |            |            |            |            |
| I have an understanding of special education needs and disabilities (SEND).  | E | 4   | 5       | 5          | 3          | 4          | 2          | 4          | 5          | 3          |            |            |            |            |            |            |            |            |            |
| I have financial management expertise, with experience of funding allocation/budget monitoring and contributing to financial self-evaluation and efficiency drives.  | E | 3   | 4       | 5          | 1          | 3          | 5          | 3          | 1          | 3          |            |            |            |            |            |            |            |            |            |
| I have experience of basing funding decisions on organisational priorities and the ability to interpret financial data and question financial performance against strategic priorities.  | E | 3   | 4       | 5          | 3          | 2          | 5          | 3          | 1          | 3          |            |            |            |            |            |            |            |            |            |
| I have experience of procurement/purchasing.   | D | 3   | 2       | 5          | 1          | 4          | 5          | 4          | 1          | 2          |            |            |            |            |            |            |            |            |            |
| I have experience of property and estate management.   | D | 3   | 2       | 5          | 3          | 1          | 5          | 3          | 1          | 2          |            |            |            |            |            |            |            |            |            |
| I have experience of HR policy and processes, including employment legislation, recruitment, performance management and pay.   | E | 3   | 4       | 5          | 2          | 1          | 4          | 3          |            | 3          |            |            |            |            |            |            |            |            |            |
| I have experience of school sector HR policy and processes.  | D | 3   | 4       | 5          | 1          | 1          | 3          | 2          |            | 3          |            |            |            |            |            |            |            |            |            |
| I have experience of change management (overseeing a merger or an organisational restructure).   | D | 3   | 4       | 5          | 4          | 1          | 5          | 2          | 1          | 4          |            |            |            |            |            |            |            |            |            |
| I have experience of preparing for and responding to external oversight.   | D | 3   | 4       | 5          | 5          | 1          | 5          | 2          | 1          | 3          |            |            |            |            |            |            |            |            |            |
| I have experience of inspection and oversight in the school sector.  | D | 3   | 5       | 5          | 1          | 1          | 3          | 3          | 1          | 4          |            |            |            |            |            |            |            |            |            |
| <b>3. People</b>   |   |   |         |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |
| I am willing to devote time, enthusiasm and effort to the duties of and responsibilities of a governor/trustee.  | E | 5   | 5       | 5          | 5          | 5          | 5          | 4          | 5          | 5          |            |            |            |            |            |            |            |            |            |
| I am a strong communicator and committed to building strong collaborative relationships.   | E | 5   | 5       | 5          | 5          | 4          | 4          | 5          | 4          | 5          |            |            |            |            |            |            |            |            |            |
| I am able to discuss sensitive issues with experience of conflict resolution and influencing consensus.  | E | 5   | 5       | 5          | 4          | 4          | 4          | 5          | 4          | 5          |            |            |            |            |            |            |            |            |            |
| I am able to demonstrate a commitment to ethical behaviour and values, honesty, independence of thought and sound judgement.   | E | 5   | 5       | 5          | 4          | 5          | 5          | 5          | 5          | 5          |            |            |            |            |            |            |            |            |            |
| I am committed to equal opportunities and the promotion of diversity.  | E | 5   | 5       | 5          | 5          | 5          | 5          | 4          | 5          | 5          |            |            |            |            |            |            |            |            |            |
| I am willing to reflect, listen and learn from a diversity of views, to receive and provide feedback and accept impartial advice.  | E | 5   | 5       | 5          | 5          | 4          | 5          | 4          | 5          | 5          |            |            |            |            |            |            |            |            |            |
| <b>4. Structures</b>   |   |   |         |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |
| I am familiar with the strategic nature of the board's functions and how this differs from and works with others including senior leaders.   | E | 4   | 5       | 5          | 4          | 4          | 5          | 2          | 5          | 4          |            |            |            |            |            |            |            |            |            |
| I have experience of reviewing governance structures.  | D | 4   | 5       | 5          | 4          | 3          | 5          | 2          | 1          | 4          |            |            |            |            |            |            |            |            |            |
| <b>5. Compliance</b>   |   |   |         |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |
| I have experience of complying with legal, regulatory and financial frameworks and statutory guidance.   | E | 4   | 5       | 5          | 4          | 3          | 5          | 2          | 4          | 3          |            |            |            |            |            |            |            |            |            |
| I understand and accept the legal duties, responsibilities of a governor/trustee.  | E | 5   | 5       | 5          | 4          | 5          | 5          | 4          | 5          | 4          |            |            |            |            |            |            |            |            |            |
| Governing boards are responsible for ensuring schools comply with a whole range of legal responsibilities. I have experience ensuring legal compliance in this way and a commitment to understanding the full range of legal responsibilities. | E | 4   | 5       | 5          | 3          | 3          | 4          | 4          | 1          | 4          |            |            |            |            |            |            |            |            |            |
| I understand the importance of adhering to organisation policies e.g. on parental complaints or staff discipline issues.   | E | 5   | 5       | 5          | 4          | 5          | 5          | 5          | 5          | 5          |            |            |            |            |            |            |            |            |            |
| I have the confidence and ability to speak up when concerned about non-compliance.   | E | 5   | 5       | 5          | 5          | 4          | 5          | 5          | 4          | 5          |            |            |            |            |            |            |            |            |            |
| <b>6. Evaluation</b>   |   |   |         |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |

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| I am aware of my own strengths and weaknesses and committed to personal development.               | E | 5 | 5 | 5 | 4 | 5 | 4 | 5 | 5 | 5 |  |  |  |  |  |  |  |  |
| I have experience of evaluating board decisions and am willing to contribute to board self-review. | D | 4 | 5 | 5 | 4 | 3 | 5 | 3 | 5 | 5 |  |  |  |  |  |  |  |  |