

Skills Audit - Cestria Primary

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.

Questions to consider:

- Are the responses supported by evidence?
- 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 the governing board?
- Could we improve any of the lower scoring competencies by mentoring?
- Do we need to review our committee membership based on these results?
- Are there any implications for succession planning?

	Desirable or essential?	OVERALL	Governor A	Governor B	Governor C	Governor D	Governor E	Governor F
1. Strategic leadership								
I understand current national education policy and the local education context.	E	4	4	3	5	2	2	5
I have previous experience of being a Governor/Trustee in another School or being a Board member in another sector.	D	3	5	4	1	1	2	5
I have experience of chairing a Board/Governing Board or committee.	D	2	5	3	1	1	3	1
I have experience of strategic planning and applying this to set and preserve the culture of the School.	E	4	5	2	5	2	4	5
I am committed to the School's vision and ethos.	E	5	5	5	5	5	4	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	5	5	4	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

2. Accountability

I understand the importance of collecting high quality data and have experience using data to interpret/evaluate performance and identify trends to target improvement.	E	4	5	4	1	5	4	5
I have expertise in curriculum development, assessment and progress/attainment.	D	3	3	3	4	1	2	5
I have experience of working with leaders to establish expectations for improvement and outcomes.	E	4	5	4	4	5	3	5
I have experience of agreeing the range and format of information and data needed in order to hold leaders to account.	D	3	5	3	1	4	2	3
I have experience of providing challenge to leaders on strategies for monitoring and improving behaviour and safety.	E	3	4	3	1	4	2	4
I have an understanding of the Board's duties in relation to safeguarding including PREVENT	E	4	4	3	4	5	3	5
I have an understanding of Special Education Needs and Disabilities (SEND).	E	4	4	3	5	5	2	5
I have financial management experience including funding allocation/budget monitoring and contributing to financial self-evaluation and efficiency drives.	E	3	5	3	4	3	3	1

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	5	3	1	3	3	1
I have experience of procurement/purchasing.	D	4	4	5	5	4	3	3
I have experience of property and premises management.	D	3	4	4	4	1	2	4
I have experience of HR policy and processes, including employment legislation, recruitment, performance management and pay.	E	3	4	4	4	5	2	3
I have experience of school sector HR policy and processes.	D	3	4	3	1	1	2	3
I have experience of change management (overseeing a merger or an organisational restructure).	D	3	5	5	1	5	2	1
I have experience of preparing for and responding to external oversight e.g. external audit.	D	3	5	4	1	5	1	5
I have experience of inspection and oversight in the school sector e.g. Ofsted.	D	4	4	2	4	2	3	5

3. People

I am committed to the role of Governor/Trustee, demonstrated by good attendance (at meetings, monitoring visits and training)	E	5	4	5	5	5	5	5
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	5
I am committed to my own professional development as a Governor/Trustee and understand the impact professional development has on my role.	E	5	5	5	5	5	5	5

I am a good communicator and committed to building strong collaborative relationships.	E	5	5	5	5	5	5	5
I understand the need for and am committed to upholding the Governors/Trustees Code of Conduct.		5	5	5	5	5	5	5
I am able to discuss sensitive issues.	E	5	5	5	5	5	5	5
I am able to demonstrate a commitment to ethical behaviour and values, honesty, independence of thought and sound judgement.	E	5	5	5	5	5	5	5
I am committed to equal opportunities and the promotion of diversity.	E	5	5	5	5	5	5	5
I am willing to reflect, listen and learn from views of others and accept impartial advice.	E	5	5	5	5	5	5	5

4. Structures

I am familiar with the strategic nature of the Board's responsibilities and how this differs from and works with others including senior leaders.	E	4	5	5	1	2	3	5
I have experience of reviewing governance structures.	D	3	5	5	5	5	2	1

5. Compliance

I have experience of complying with legal, regulatory and financial frameworks and statutory guidance.	E	4	5	5	1	5	3	5
I understand and accept the legal duties and responsibilities of a Governor/Trustee.	E	5	5	5	5	5	3	5

I have experience ensuring legal compliance and a commitment to understanding the full range of legal responsibilities.	E	4	5	5	3	5	3	4
I understand the importance of adhering to School policies e.g. on parental complaints, staff-discipline issues, safeguarding.	E	5	5	5	5	5	5	5
I have the confidence and ability to speak up when concerned about non-compliance.	E	5	5	5	5	5	5	5
6. Evaluation								
I am aware of my own strengths and weaknesses and committed to personal development.	E	5	4	5	5	5	5	5
I have experience of evaluating Board decisions and am willing to contribute to Board Self-Review.	D	3	5	4	5	4	2	2

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