

## Governing Body Skills Audit

A skills audit is a useful way of assessing the skills, knowledge and experience of the governing board. It helps to identify training needs and is also a means of identifying the qualities, skills, experience and knowledge needed in recruiting to vacancies on the governing board.

The purpose of the audit is to ensure that each of the skills is covered across the governing board. **It is not to be expected that any individual is going to have all the skills listed**, however some skills and attributes are considered 'core skills' for effective governance and these are listed in the first part of the form. These could also form the starting point for any recruitment materials the governing board develops.

The audit can be completed individually but it may also be used as a 'getting to know you' exercise – as part of a training session or before a governing board meeting. One idea is to pair up governors and ask them to complete it on behalf of the other person. People often undervalue their own skills and an outside view can help with this.

The audit can also be used as part of the annual governing board self-evaluation, or as a focus for individual governor review meetings with the chair.

**It is important to understand that overall, governing is a 'thinking' rather than a 'doing' role.** The specialist skills identified are intended to be used for the purposes of enabling governors to scrutinise information and ask challenging questions, not to carry out work which should be done by the senior management team. Governors should avoid becoming involved in operational matters. This is not to say that governors cannot also volunteer in the school, but this is not part of their governing role.

This is a suggested model which can be adapted to develop a bespoke version for your governing board. The model is based on the National Governors' Association role description and reflects current DfE statutory guidance.

The outcome of the skills audit should be used as a basis for identifying skills gaps and to inform decisions about future training and development for both individual governors and the governing board as a whole. A matrix for collating responses can be provided.

## SKILLS AUDIT

<b>NAME:</b>	
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### ESSENTIAL FOR ALL GOVERNORS

Eligibility to serve as a governor or trustee	
Understanding and acceptance of the legal duties of governance	
Understanding of the importance of attending meetings regularly and taking a share of the workload	

### CORE SKILLS

<b>Communication</b>	<b>Yes</b>	<b>No</b>
Basic level of skills in literacy and numeracy		
Basic IT skills (e.g. ability to use email and the Internet)		
Speaking and listening skills		
<b>Strategic planning</b>		
Understanding of the school's vision and ethos		
Awareness of the context of the school in the community		
<b>Building positive relationships</b>		
Ability to maintain confidentiality and abide by the code of conduct		
Ability to work as a member of a team, to make collective decisions and stand by them		
Ability to respect the boundaries between management and governance functions		
<b>Valuing diversity</b>		
Willingness to recruit to the governing body and staff to reflect the context of the school's population		
Understanding and observation of the principles of the law relating to equality		
<b>Engagement with stakeholders</b>		
Willingness to promote the school in the community		
Ability to engage with all stakeholders of the school community		
<b>Ambition for improvement</b>		
A strong commitment to improving the education of every child		
Readiness to ask challenging questions and to monitor and evaluate the impact of decisions taken		
Willingness to undertake own self-evaluation		
Willingness to undertake training and to develop own skills, expertise and knowledge		
Readiness to give additional time (where possible) during critical periods		

## SPECIALIST SKILLS/EXPERIENCE

Governors will bring a variety of technical and specialist skills and experience to the governing body. Please provide information about any skills you have to assist in the allocation of roles across the governing body.

Please tick the appropriate box	Level of experience: 0 (none) to 4 (extensive)			
	0	1	2	3
<b>Understanding and experience of governance</b>				
Experience of board membership in another sector or as a governor/trustee in another school				
Experience of chairing meetings				
Experience of professional leadership				
<b>Strategic and policy role</b>				
Understanding/experience of strategic planning				
Ability to analyse complex issues				
Legal experience				
Problem solving skills				
Experience of change management (e.g. organisational restructures, career changes)				
Political awareness (e.g. education policy)				
<b>Support and challenge</b>				
Ability to analyse data				
Ability to question and challenge constructively				
Experience of project management				
Experience of performance management/appraisal of self and/or others				
<b>Financial oversight</b>				
Financial management/planning				
Experience of procurement/purchasing				
Experience of premises/facilities management including health and safety				
Experience of fundraising, grants, contract management				

<b>Community engagement</b>				
Links with the community				
Links with local businesses				
Knowledge of the local/regional economy				
Working or volunteering with children/young people				
Understanding of special needs and disability				

Is there any training or support you would like to enable you to develop your role? What kind of training or support would this be? (e.g. leadership skills)

What training have you undertaken in the past year? Please include any work-based training, governor training or other relevant activities.