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**St Peter’s CE (VA) Primary School**

**Governor Skills Audit Name:**

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| **Area of expertise** | **Level of****Experience:****‘None,****basic,****moderate,****extensive’** | **Evidence, including any training attended** | **Any training required** |
| **Generic skills, knowledge and experience**No single governor is expected to have all of these, but across the team of governors these should appear and can be considered as essential for the governing body as a whole. |
| Experience of governance (including in other sectors) |  |  |  |
| Strategic planning |  |  |  |
| Self-evaluation and/or impact assessment |  |  |  |
| Data analysis |  |  |  |
| Experience of staff recruitment |  |  |  |
| Performance management1. Staff
2. Organisation
 |  |  |  |
| Community relations |  |  |  |
| Chairing |  |  |  |
| Leadership |  |  |  |
| Coaching/mentoring or CPD |  |  |  |
| Negotiation and mediation |  |  |  |
| Communication skills, including listening |  |  |  |
| Problem solving and/or creativity |  |  |  |
| Ability to influence |  |  |  |
| Handling complaints, grievances or appeals |  |  |  |
| Risk assessment |  |  |  |
| Knowledge of this school |  |  |  |
| Parent’s perspective: current of school |  |  |  |
| Knowledge of the local community |  |  |  |
| Knowledge of sources of relevant information/data |  |  |  |
| Knowledge of the local/regional economy |  |  |  |
| **Specialist knowledge or experience** |
| Essential for GB as a whole:Financial management/accountancy |  |  |  |

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| The following are useful or in some case desirable, but not necessarily essential for a GB to contain. These are useful in order to be able to challenge, monitor and scrutinise effectively. They are not required in order to carry out operational tasks or to take the place of external expertise. |
| Premises and facilities management |  |  |  |
| Human resources expertise |  |  |  |
| Procurement/purchasing |  |  |  |
| Legal |  |  |  |
| IT and/or management information systems |  |  |  |
| PR and marketing |  |  |  |
| Work placements/career planning |  |  |  |
| Teaching and pedagogy |  |  |  |
| Special educational needs |  |  |  |
| Children’s and young people’s services oractivities (in any sector) |  |  |  |
| Health services (particularly relevant in special schools) |  |  |  |
| Safeguarding |  |  |  |
| Secondary – FE and HE |  |  |  |
| Project management |  |  |  |
| Health and safety |  |  |  |
| Quality assurance |  |  |  |
| Surveying, consultation and/or research |  |  |  |
| Other: please specify |  |  |  |

No individual is going to have all these skills! The governing body is a team, and we need to ensure that between us, all the necessary skills and knowledge are covered around the table. Governors are not there to provide pro-bono professional services. If a skills gap is identified, then the next vacancy which occurs should be used if at all possible to fill that gap.