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| **Governing Body Skills Audit Updated January 2016** | | | | | | |
| **Experience, skills and other attributes**  **Level of experience/skill is rated on a scale of 1 (none) to 5 (extensive)** | | | | | | |
| **D = Desirable E = Essential** | **D or E** | **1** | **2** | **3** | **4** | **5** |
| **Essential for all governors/trustees** | | | | | | |
| Commitment to improving education for all pupils | E |  |  |  |  |  |
| Ability to work in professional manner as part of a team and take collective responsibility for decisions | E |  |  |  |  |  |
| Willingness to learn | E |  |  |  |  |  |
| Commitment to the school’s vision and ethos | E |  |  |  |  |  |
| Has basic literacy and numeracy skills | E |  |  |  |  |  |
| Has basic IT skills (i.e. word processing and email) | E |  |  |  |  |  |
| **Should exist across the governing board** | | | | | | |
| **Understanding and/or experience or governance** | | | | | | |
| Previous experience of being a board member in another sector or a governor/trustee in another school | D |  |  |  |  |  |
| Experience of chairing board/governing board or committee | D |  |  |  |  |  |
| Experience of professional leadership | D |  |  |  |  |  |
| **Vision and strategic planning** | | | | | | |
| Understanding and experience of strategic planning | E |  |  |  |  |  |
| Ability to analyse and review complex issues objectively | E |  |  |  |  |  |
| Ability to identify problems | E |  |  |  |  |  |
| Ability to propose and consider innovative solutions | E |  |  |  |  |  |
| Experience reviewing the impact of new ideas and initatives |  |  |  |  |  |  |
| Ability to learn from failure |  |  |  |  |  |  |
| Ability to make difficult decisions in the best interests of pupils |  |  |  |  |  |  |
| Change management (e.g. overseeing a merger or an organisational restructure, changing careers) | D |  |  |  |  |  |
| Understanding of current education policy | E |  |  |  |  |  |
| **Holding the head to account** | | | | | | |
| Communication skills, including being able to discuss sensitive issues tactfully | E |  |  |  |  |  |
| Ability to analyse data | E |  |  |  |  |  |
| Ability to question and challenge | E |  |  |  |  |  |
| Experience of project management | D |  |  |  |  |  |
| Performance management/appraisal of someone else | E |  |  |  |  |  |
| Experience of being performance managed/appraised yourself | D |  |  |  |  |  |
| **Financial oversight** | | | | | | |
| Financial planning/management (e.g. as part of your job) | E |  |  |  |  |  |
| Experience of procurement/purchasing | D |  |  |  |  |  |
| Experience of premises and facilities management | D |  |  |  |  |  |
| **Knowing your school and community** | | | | | | |
| Links with the community | D |  |  |  |  |  |
| Links with local businesses | D |  |  |  |  |  |
| Knowledge of the local/regional economy | E |  |  |  |  |  |
| Working or volunteering with young people (e.g. teaching/social work/youth/sports coaching/health services for young people) | D |  |  |  |  |  |
| Understanding of special educational needs | E |  |  |  |  |  |