**Governing Board Skills Audit**

| **Governing Board Skills Audit**Governors, trustees & academy committee members of single schools Knowledge, experience, skills and behaviours | Level of knowledge or skills/behaviour, rate on scale of:No 🡪 🡪 🡪 Yes |
| --- | --- |
|  | 1 | 2 | 3 | 4 | 5 |
| 1. Strategic leadership
 |
| I am committed to improving education and welfare for all pupils. |  |  |  |  |  |
| I understand current national education policy and the local education context. |  |  |  |  |  |
| I have previous experience of being a board member in another sector or a governor/trustee in another school.  |  |  |  |  |  |
| I have experience of chairing a board/governing board or committee. |  |  |  |  |  |
| I have experience of strategic planning and applying this to set and preserve the culture of the organisation. |  |  |  |  |  |
| I am committed to the school’s vision and ethos of the trust. |  |  |  |  |  |
| I am able to question and challenge, working as part of a team to identify viable options through collective decision making. |  |  |  |  |  |
| I am able to work in a professional manner, avoiding conflicts, acting with transparency and integrity. |  |  |  |  |  |
| I am confident I can identify when to seek independent/professional advice.  |  |  |  |  |  |
| I have experience of stakeholder management and engagement including communicating with and taking account of the views of parents and pupils.  |  |  |  |  |  |
| I have experience of promoting community cohesion. |  |  |  |  |  |
| I am proficient in prioritising, assessing and mitigating risk.  |  |  |  |  |  |
| I have experience of school sector risk management, including managing conflicts of interest/loyalty.  |  |  |  |  |  |
| 2. Accountability |
| I understand the importance of collecting high quality data and have expertise using data to interpret/evaluate performance and identify trends to target improvement. |  |  |  |  |  |
| I have expertise in curriculum development, school assessment and progress/attainment. |  |  |  |  |  |
| I have experience of working with leaders to establish expectations for improvement and outcomes.  |  |  |  |  |  |
| I have experience of agreeing the range and format of information and data needed in order to hold leaders to account.  |  |  |  |  |  |
| I have experience of providing challenge to leaders on strategies for monitoring and improving behaviour and safety. |  |  |  |  |  |
| I have an understanding of the board’s duties in relation to safeguarding including Prevent.  |  |  |  |  |  |
| I have an understanding of special education needs and disabilities (SEND). |  |  |  |  |  |
| I have financial management expertise, with experience of funding allocation/budget monitoring and contributing to financial self-evaluation and efficiency drives. |  |  |  |  |  |
| I have experience of basing funding decisions on organisational priorities and the ability to interpret financial data and question financial performance against strategic priorities.  |  |  |  |  |  |
| I have experience of procurement/purchasing. |  |  |  |  |  |
| I have experience of property and estate-management. |  |  |  |  |  |
| I have experience of HR policy and processes, including employment legislation, recruitment, performance management and pay. |  |  |  |  |  |
| I have experience of school sector HR policy and processes. |  |  |  |  |  |
| I have experience of change management (overseeing a merger or an organisational restructure). |  |  |  |  |  |
| I have experience of preparing for and responding to external oversight.  |  |  |  |  |  |
| I have experience of inspection and oversight in the school sector.  |  |  |  |  |  |
| 3. People |
| I am willing to devote time, enthusiasm and effort to the duties of and responsibilities of a governor/trustee.  |  |  |  |  |  |
| I am a strong communicator and committed to building strong collaborative relationships.   |  |  |  |  |  |
| I am able to discuss sensitive issues with experience of conflict resolution and influencing consensus. |  |  |  |  |  |
| I am able to demonstrate a commitment to ethical behaviour and values, honesty, independence of thought and sound judgement.  |  |  |  |  |  |
| I am committed to equal opportunities and the promotion of diversity. |  |  |  |  |  |
| I am willing to reflect, listen and learn from a diversity of views, to receive and provide feedback and accept impartial advice.  |  |  |  |  |  |
| 4. Structures |
| I am familiar with the strategic nature of the board’s functions and how this differs from and works with others including senior leaders.  |  |  |  |  |  |
| I have experience of reviewing governance structures.  |  |  |  |  |  |
| 5. Compliance |
| I have experience of complying with legal, regulatory and financial frameworks and statutory guidance.  |  |  |  |  |  |
| I understand and accept the legal duties, responsibilities of a governor/trustee. |  |  |  |  |  |
| 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.  |  |  |  |  |  |
| I understand the importance of adhering to organisation policies e.g. on parental complaints or staff-discipline issues.  |  |  |  |  |  |
| I have the confidence and ability to speak up when concerned about non-compliance.  |  |  |  |  |  |
| 6. Evaluation |
| I am aware of my own strengths and weaknesses and committed to personal development. |  |  |  |  |  |
| I have experience of evaluating board decisions and am willing to contribute to board self-review.  |  |  |  |  |  |

**Signed: Print Name: Date:**