

## Skills Audit - HCP Governing Board May 16

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:

- Do these responses match expectations?
- 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 training?
- Could we improve any of the lower scoring competencies by mentoring and coaching?
- Do we need to review our committee membership based on these responses?
- Are there any implications for succession planning?

|   |   | Desirable or essential? | OVERALL | Governor A | Governor B | Governor C | Governor D | Governor E | Governor F | Governor G | Governor H | Governor I | Governor J | Governor K | Governor L | Governor M | Governor N | Governor O | Governor P | Governor Q | Governor R |
|---|---|-------------------------|---------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|
| <b>Essential for all governors/trustees</b>   |   |                         |         |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |
| Commitment to improving education for all pupils  | E | 5                       | 5       | 5          | 5          | 4          | 5          | 5          | 5          | 5          | 5          | 5          | 5          | 5          | 5          |            |            |            |            |            |            |
| Ability to work in a team and take collective responsibility for decisions                            | E | 5                       | 5       | 5          | 5          | 5          | 5          | 5          | 5          | 5          | 5          | 5          | 5          | 5          | 5          |            |            |            |            |            |            |
| Willingness to learn  | E | 5                       | 5       | 5          | 5          | 5          | 5          | 5          | 5          | 5          | 5          | 5          | 5          | 5          | 5          |            |            |            |            |            |            |
| Commitment to the school's vision and ethos   | E | 5                       | 5       | 5          | 5          | 5          | 5          | 5          | 5          | 5          | 5          | 5          | 5          | 5          | 5          |            |            |            |            |            |            |
| Has basic literacy and numeracy skills  | E | 5                       | 5       | 5          | 5          | 5          | 5          | 4          | 5          | 5          | 5          | 5          | 5          | 5          | 5          |            |            |            |            |            |            |
| Has basic IT skills (i.e. word processing and email)  | E | 5                       | 5       | 5          | 5          | 5          | 5          | 4          | 5          | 5          | 5          | 5          | 5          | 5          | 5          |            |            |            |            |            |            |
| <b>Should exist across the governing board</b>  |   |                         |         |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |
| <b>Understanding/experience of governance</b>   |   |                         |         |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |
| Previous experience of being a board member in another sector or a governor/trustee in another school | D | 3                       | 1       | 5          | 1          | 4          | 1          | 5          | 1          | 3          | 1          | 5          |            | 1          | 5          |            |            |            |            |            |            |
| Experience of chairing a board/ governing board or committee  | D | 3                       | 5       | 4          | 5          | 5          | 1          | 3          | 2          | 3          | 1          | 1          |            | 1          | 1          |            |            |            |            |            |            |
| Experience of professional leadership   | D | 3                       | 5       | 3          | 3          | 4          | 2          | 3          | 4          | 5          | 1          | 5          |            | 1          | 5          |            |            |            |            |            |            |
| <b>Vision and strategic planning</b>  |   |                         |         |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |
| Understanding and experience of strategic planning  | E | 5                       | 5       | 4          | 5          | 5          | 4          | 4          | 4          | 5          | 5          | 5          |            | 5          | 5          |            |            |            |            |            |            |
| Ability to analyse and review complex issues objectively  | E | 5                       | 5       | 5          | 5          | 4          | 4          | 4          | 4          | 5          | 5          | 5          |            | 5          | 5          |            |            |            |            |            |            |
| Ability to identify problems  | E | 5                       | 5       | 5          | 5          | 5          | 4          | 3          | 5          | 5          | 5          | 5          |            | 5          | 5          |            |            |            |            |            |            |
| Ability to propose and consider innovative solutions  | E | 4                       | 5       | 5          | 5          | 4          | 3          | 3          | 4          | 4          | 5          | 5          |            | 5          | 5          |            |            |            |            |            |            |
| Experience reviewing the impact of new ideas and initiatives  | D | 5                       | 5       | 5          | 5          | 5          | 4          | 4          | 4          | 5          | 5          | 5          |            | 5          | 5          |            |            |            |            |            |            |
| Ability to learn from failure   | E | 5                       | 5       | 5          | 5          | 5          | 3          | 5          | 5          | 5          | 5          | 5          |            | 5          | 5          |            |            |            |            |            |            |
| Ability to make difficult decisions in the best interests of pupils                                   | E | 4                       | 5       | 5          | 3          | 5          | 1          | 5          | 2          | 5          | 5          | 5          |            | 5          | 5          |            |            |            |            |            |            |
| Change management (e.g. overseeing a merger or an organisational restructure, changing careers)       | D | 4                       | 5       | 4          | 4          | 4          | 4          | 5          | 4          | 5          | 4          | 4          |            | 5          | 5          |            |            |            |            |            |            |
| Understanding of current education policy   | E | 4                       | 5       | 5          | 4          | 5          | 2          | 4          | 5          | 3          | 5          | 5          |            | 5          | 5          |            |            |            |            |            |            |
| <b>Holding the head to account</b>  |   |                         |         |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |

|   |   |   |   |   |   |   |   |   |   |   |   |   |  |   |   |  |  |  |  |
|---|---|---|---|---|---|---|---|---|---|---|---|---|--|---|---|--|--|--|--|
| Communication skills, including being able to discuss sensitive issues tactfully  | E | 5 | 5 | 5 | 5 | 5 | 3 | 5 | 4 | 5 | 4 | 5 |  | 5 | 5 |  |  |  |  |
| Ability to analyse data   | E | 4 | 5 | 2 | 4 | 4 | 4 | 4 | 3 | 5 | 4 | 5 |  | 5 | 5 |  |  |  |  |
| Ability to question and challenge   | E | 5 | 5 | 4 | 5 | 5 | 3 | 4 | 4 | 5 | 4 | 5 |  | 5 | 5 |  |  |  |  |
| Experience of project management  | D | 4 | 5 | 2 | 3 | 4 | 4 | 4 | 5 |   | 4 | 4 |  | 5 | 5 |  |  |  |  |
| Performance management/ appraisal of someone else   | E | 4 | 5 | 4 | 3 | 4 | 4 | 4 | 5 |   | 4 | 5 |  | 5 | 4 |  |  |  |  |
| Experience of being performance managed/appraised yourself  | D | 5 | 5 | 5 | 5 | 4 | 4 | 4 | 5 |   | 3 | 5 |  | 5 | 5 |  |  |  |  |
| <b>Financial oversight</b>  |   |   |   |   |   |   |   |   |   |   |   |   |  |   |   |  |  |  |  |
| Financial planning/management ( e.g. as part of your job)   | E | 3 | 5 | 2 | 5 | 4 | 5 | 3 | 4 |   | 2 | 1 |  | 1 | 3 |  |  |  |  |
| Experience of procurement/purchasing  | D | 3 | 4 | 1 | 5 | 4 | 3 | 3 | 4 |   | 2 | 2 |  | 5 | 3 |  |  |  |  |
| Experience of premises and facilities management  | D | 3 | 4 | 1 | 5 | 4 | 1 | 3 | 4 |   | 1 | 1 |  | 1 | 4 |  |  |  |  |
| <b>Knowing your school and community</b>  |   |   |   |   |   |   |   |   |   |   |   |   |  |   |   |  |  |  |  |
| Links with the community  | D | 4 | 5 | 4 | 5 | 5 | 2 | 5 | 4 |   | 5 | 3 |  | 5 | 3 |  |  |  |  |
| Links with local businesses   | D | 4 | 4 | 2 | 4 | 5 | 2 | 3 | 4 |   | 5 | 4 |  | 5 | 3 |  |  |  |  |
| Knowledge of the local/regional economy   | E | 4 | 5 | 3 | 5 | 4 | 4 | 3 | 3 |   | 5 | 2 |  | 5 | 4 |  |  |  |  |
| Working or volunteering with young people (e.g. teaching/social work/youth work/sports coaching/health services for young people) | D | 4 | 5 | 5 | 3 | 5 | 1 | 5 | 3 |   | 5 | 5 |  | 5 | 5 |  |  |  |  |
| Understanding of special educational needs  | E | 4 | 5 | 5 | 4 | 5 | 1 | 5 | 2 |   | 5 | 4 |  | 5 | 5 |  |  |  |  |