## Skills Audit - Bournmoor Primary Governing Board 2020 to 2021

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:

Are the responses supported by evidence?

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?

Do these responses match expectations?

|   | Desirable or essential? | o <sup>th</sup> | ERALL COVER | Govern | GOVETT | or 3 Covern | Coveri | covere | Coneur Coneur | Covern | or o Govern | Conference Conference | or 10 Column | COMMU | Columb<br>Columb | Column | Column | Column | Column | Column | Sure 2 |
|---|-------------------------|-----------------|-------------|--------|--------|-------------|--------|--------|---------------|--------|-------------|-----------------------|--------------|-------|------------------|--------|--------|--------|--------|--------|--------|
| 1. Strategic leadership   |                         |                 |             |        |        |             |        |        |               |        |             |                       |              |       |                  |        |        |        |        |        |        |
| I understand current national education policy and the local education context.   | Е                       | 4               | 5           | 5      | 1      | 4           | 5      | 4      | 3             | 5      | 5           | 5                     |              |       |                  |        |        |        |        |        |        |
| I have previous experience of being a Governor/Trustee in another School or being a Board member in another sector.   | D                       | 3               | 5           | 1      | 1      | 1           | 5      | 5      | 2             | 5      | 1           | 1                     |              |       |                  |        |        |        |        |        |        |
| I have experience of chairing a Board/Governing Board or committee.   | D                       | 3               | 5           | 5      | 1      | 1           | 5      | 4      | 2             | 3      | 1           | 1                     |              |       |                  |        |        |        |        |        |        |
| I have experience of strategic planning and applying this to set and preserve the culture of the School.  | E                       | 4               | 5           | 5      | 1      | 3           | 5      | 5      | 2             | 5      | 5           | 4                     |              |       |                  |        |        |        |        |        |        |
| I am committed to the School's vision and ethos.  | E                       | 5               | 5           | 5      | 5      | 5           | 5      | 5      | 5             | 5      | 5           | 5                     |              |       |                  |        |        |        |        |        |        |
| l am able to question and challenge, working as part of a team to identify viable options through collective decision making.   | E                       | 5               | 5           | 5      | 5      | 5           | 5      | 5      | 5             | 5      | 5           | 5                     |              |       |                  |        |        |        |        |        |        |
| I am able to work in a professional manner, avoiding conflicts, acting with transparency and integrity.   | E                       | 5               | 5           | 5      | 5      | 5           | 5      | 5      | 5             | 5      | 5           | 5                     |              |       |                  |        |        |        |        |        |        |
| 2. Accountability   |                         |                 |             |        |        |             |        |        |               |        |             |                       |              |       |                  |        |        |        |        |        |        |
| I understand the importance of collecting high quality data and have<br>experience using data to interpret/evaluate performance and identify trends to<br>target improvement. | E                       | 5               | 5           | 5      | 4      | 5           | 5      | 5      | 4             | 5      | 5           | 5                     |              |       |                  |        |        |        |        |        |        |
| I have expertise in curriculum development, assessment and progress/attainment.   | D                       | 4               | 5           | 5      | 1      | 5           | 5      | 3      | 3             | 5      | 5           | 5                     |              |       |                  |        |        |        |        |        |        |
| I have experience of working with leaders to establish expectations for improvement and outcomes.   | E                       | 5               | 5           | 5      | 3      | 5           | 5      | 5      | 4             | 5      | 5           | 5                     |              |       |                  |        |        |        |        |        |        |
| I have experience of agreeing the range and format of information and data needed in order to hold leaders to account.  | D                       | 4               | 5           | 5      | 1      | 4           | 5      | 4      | 4             | 5      | 5           | 4                     |              |       |                  |        |        |        |        |        |        |
| I have experience of providing challenge to leaders on strategies for monitoring and improving behaviour and safety.  | E                       | 4               | 5           | 5      | 1      | 4           | 5      | 4      | 4             | 5      | 4           | 4                     |              |       |                  |        |        |        |        |        |        |
| I have an understanding of the Board's duties in relation to safeguarding including PREVENT   | E                       | 5               | 5           | 5      | 3      | 5           | 5      | 4      | 4             | 5      | 5           | 5                     |              |       |                  |        |        |        |        |        |        |
| I have an understanding of Special Education Needs and Disabilities (SEND).   | Е                       | 5               | 5           | 4      | 2      | 5           | 5      | 4      | 4             | 5      | 5           | 5                     |              |       |                  |        |        |        |        |        |        |

| I have financial management experience including funding allocation/budget monitoring and contributing to financial self-evaluation and efficiency drives.                              | Е | 4 | 5 | 5 | 1 | 4 | 5 | 5 | 3 | 4 | 2 | 4 |  |  |  |  |  |
|---|---|---|---|---|---|---|---|---|---|---|---|---|--|--|--|--|--|
| I have experience of basing funding decisions on organisational priorities and the ability to interpret financial data and question financial performance against strategic priorities. | E | 4 | 5 | 5 | 1 | 5 | 5 | 5 | 3 | 3 | 2 | 4 |  |  |  |  |  |
| I have experience of procurement/purchasing.  | D | 3 | 5 | 3 | 1 | 5 | 5 | 5 | 1 | 2 | 3 | 4 |  |  |  |  |  |
| I have experience of property and premises management.  | D | 3 | 5 | 4 | 1 | 3 | 5 | 3 | 1 | 3 | 3 | 2 |  |  |  |  |  |
| I have experience of HR policy and processes, including employment legislation, recruitment, performance management and pay.  | E | 4 | 5 | 4 | 5 | 4 | 5 | 4 | 4 | 2 | 4 | 4 |  |  |  |  |  |
| I have experience of school sector HR policy and processes.   | D | 3 | 5 | 4 | 1 | 4 | 4 | 4 | 3 | 3 | 3 | 3 |  |  |  |  |  |
| I have experience of change management (overseeing a merger or an organisational restructure).  | D | 4 | 5 | 4 | 2 | 4 | 5 | 5 | 4 | 4 | 4 | 2 |  |  |  |  |  |
| I have experience of preparing for and responding to external oversight e.g. external audit.  | D | 4 | 5 | 4 | 3 | 4 | 5 | 4 | 5 | 5 | 5 | 4 |  |  |  |  |  |
| I have experience of inspection and oversight in the school sector e.g. Ofsted.   | D | 4 | 5 | 5 | 1 | 4 | 5 | 4 | 5 | 5 | 5 | 5 |  |  |  |  |  |
| 3. People   |   |   |   |   |   |   |   |   |   |   |   |   |  |  |  |  |  |
| I am committeed to the role of Governor/Trustee, demonstrated by good attendance (at meetings, monitoring visits and training)  | E | 5 | 5 | 5 | 5 | 4 | 5 | 4 | 5 | 5 | 5 | 5 |  |  |  |  |  |
| I am willing to devote time, enthusiasm and effort to the duties of and responsibilities of a Governor/Trustee.   | Е | 5 | 5 | 5 | 5 | 5 | 5 | 4 | 5 | 5 | 5 | 5 |  |  |  |  |  |
| I am committed to my own professional development as a Governor/Trustee and understand the impact professional development has on my role.  | E | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 4 | 5 | 5 | 5 |  |  |  |  |  |
| I am a good communicator and committed to building strong collaborative relationships.  | E | 4 | 5 | 5 | 5 | 5 | 5 | 4 | 4 | 5 | 5 | 5 |  |  |  |  |  |
| I understand the need for and am committed to upholding the Governors/Trustees Code of Conduct.   | Е | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 |  |  |  |  |  |
| I am able to discuss sensitive issues.  | E | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 |  |  |  |  |  |
| I am able to demonstrate a commitment to ethical behaviour and values, honesty, independence of thought and sound judgement.  | E | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 |  |  |  |  |  |
| I am committed to equal opportunities and the promotion of diversity.   | E | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 |  |  |  |  |  |
| I am willing to reflect, listen and learn from views of others and accept impartial advice.   | E | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 |  |  |  |  |  |
| 4. Structures   |   |   |   |   |   |   |   |   |   |   |   |   |  |  |  |  |  |
| I am familiar with the strategic nature of the Board's responsibilities and how this differs from and works with others including senior leaders.                                       | Е | 4 | 5 | 5 | 3 | 5 | 5 | 5 | 4 | 4 | 4 | 4 |  |  |  |  |  |
| I have experience of reviewing governance structures.   | D | 4 | 5 | 5 | 1 | 4 | 5 | 5 | 3 | 4 | 3 | 3 |  |  |  |  |  |

| 5. Compliance  |   |   |   |   |   |   |   |   |   |   |   |   |  |  |  |  |  |  |
|--|---|---|---|---|---|---|---|---|---|---|---|---|--|--|--|--|--|--|
| I have experience of complying with legal, regulatory and financial frameworks and statutory guidance.                         | Е | 4 | 5 | 5 | 4 | 5 | 5 | 5 | 4 | 5 | 5 | 3 |  |  |  |  |  |  |
| I understand and accept the legal duties and responsibilities of a Governor/Trustee.   | Е | 5 | 5 | 5 | 5 | 5 | 5 | 4 | 5 | 4 | 5 | 5 |  |  |  |  |  |  |
| I have experience ensuring legal compliance and a commitment to<br>understanding the full range of legal responsibilities.     | E | 4 | 5 | 4 | 2 | 4 | 5 | 4 | 4 | 4 | 4 | 3 |  |  |  |  |  |  |
| I understand the importance of adhering to School policies e.g. on parental complaints, staff-discipline issues, safeguarding. | Е | 5 | 5 | 5 | 5 | 5 | 5 | 4 | 5 | 5 | 5 | 5 |  |  |  |  |  |  |
| I have the confidence and ability to speak up when concerned about non-<br>compliance.   | E | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 |  |  |  |  |  |  |
| 6. Evaluation  |   |   |   |   |   |   |   |   |   |   |   |   |  |  |  |  |  |  |
| l am aware of my own strengths and weaknesses and committed to personal development.   | Е | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 4 | 5 | 5 | 5 |  |  |  |  |  |  |
| I have experience of evaluating Board decisions and am willing to contribute to Board Self-Review.                             | D | 4 | 5 | 5 | 2 | 5 | 5 | 5 | 4 | 5 | 4 | 4 |  |  |  |  |  |  |