Skills Audit: Sir Thomas Boteler Church of England High School

Name: Date:

Current Committee/ Governor Role(s):

|  |  |  |  |
| --- | --- | --- | --- |
| Area of expertise | Level of experience:**None(1) Basic (2)****Moderate (3)****Extensive (4**)*(Please insert number in boxes below)* | 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 & mediation |  |  |  |
| Communication skills, including listening |  |  |  |
| Problem solving &/or creativity |  |  |  |
| Ability to influence |  |  |  |
| Handling complaints, grievances or appeals |  |  |  |
| Risk assessment |  |  |  |
| Local Knowledge |
| 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 |  |  |  |
| 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 & facilities management |  |  |  |
| Human resources expertise |  |  |  |
| Procurement/purchasing |  |  |  |
| School Assessment Data / RAISE Online |  |  |  |
| Legal |  |  |  |
| ICT &/or management information systems |  |  |  |
| PR & marketing |  |  |  |
| Work placements/career planning |  |  |  |
| Teaching & pedagogy |  |  |  |
| Special educational needs |  |  |  |
| Curriculum KS3 |  |  |  |
| Curriculum KS4 |  |  |  |
| Children’s & young people’s services or activities (in any sector) |  |  |  |
| Health services (particularly relevant in special schools)  |  |  |  |
| Safeguarding |  |  |  |
| Primary schools – Nursery sectorSecondary – FE and HE  |  |  |  |
| Project management |  |  |  |
| Health & safety  |  |  |  |
| Quality assurance |  |  |  |
| Surveying, consultation &/or research  |  |  |  |
| Other: please specify |  |  |  |

No individual is going to have all these skills! The way in which this exercise is introduced is crucial so that no governors feel undermined; it is important to value all perspectives. 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. If you don’t have local connections, you should approach School Governors One-Stop Shop. This same list of criteria could also be used during the recruitment purposes to ascertain if the applicants do have the skills being sought.

Please complete the form and return to Jane Morris, Clerk to the Governors by Tues 22nd April 2014.

Many thanks