

Skills Audit - Crofton Hammond Governing Board Dec 19

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

Paul Harris

Sam Higginbottom

Duncan Baird

Lucie Collins

Tanya Dasgupta Hudson

Phil Hodges

Margaret Hyde

Shelie Morris

Craig Pollard

Stefanie Read

Wayne Shirley

1. Strategic leadership

Experience of being a governor/trustee in another school or being a board member in another sector.	D	2	1	4	3	1	1	1	1	4	1	1	1
Experience of chairing a board/governing board or committee.	D	2	5	3	3	1	1	3	1	2	1	3	4
Awareness of the key aspects of national education policy and education locally.	E	3	4	4	3	2	3	2	3	5	3	3	2
Knowledge and or experience of the community served by the school.	E	4	4	5	4	4	5	4	5	4	4	4	3
Experience of strategic planning and translating a vision into clear objectives.	E	4	3	4	4	2	4	4	4	4	4	4	4
Experience of engaging and working with stakeholders.	D	4	3	4	4	4	4	4	4	4	4	4	4
Understand the principles of risk management.	E	4	4	4	5	3	4	4	4	4	4	4	4
Experience or involvement in change management activities.	E	4	4	4	5	3	4	4	4	4	4	5	5

2. Accountability

<i>Experience of working with leaders to establish expectations and reporting.</i>	E	4	4	5	5	4	4	4	4	4	5	5	4
<i>Knowledge of the elements that make up a broad and balanced school curriculum and how the attainment and progress of pupils is assessed and measured.</i>	D	3	4	4	2	2	3	1	4	5	3	3	1
<i>Ability to interpret and use data and statistics presented in a range of formats.</i>	E	4	5	5	5	3	5	4	3	4	4	3	3
<i>Ability and confidence to ask questions and challenge leaders in an appropriate way.</i>	E	4	4	4	5	4	5	4	4	4	4	4	4
<i>General experience of financial planning, monitoring and decision making.</i>	D	3	4	5	2	2	2	4	2	4	4	4	4
<i>Experience of financial planning, monitoring, decision making and compliance in the school sector.</i>	E	3	5	5	1	1	1	1	1	4	4	4	1
<i>General experience of human resource (HR) policy and processes.</i>	D	3	2	3	2	5	3	3	2	3	3	3	3
<i>Experience of human resource (HR) policy and processes in the school sector.</i>	E	2	3	3	1	3	1	1	1	3	1	2	1
<i>General experience of inspection and oversight.</i>	D	3	5	4	3	1	3	3	4	4	2	3	4
<i>Experience of inspection and oversight in the school sector.</i>	E	2	4	4	1	1	1	1	3	4	2	2	1

3. People

<i>Ability to listen, reflect and learn from a range of viewpoints and consider impartial advice.</i>	E	4	4	4	5	5	5	4	4	4	4	4	3
<i>Ability to work alongside and build strong, collaborative relationships with a range of personalities.</i>	E	5	3	4	5	5	5	5	5	4	5	5	4
<i>Skills, tact and diplomacy required to discuss sensitive issues and deal with adversarial situations.</i>	E	4	3	4	5	5	5	4	4	4	4	5	4

4. Structures

<i>Clear and practical understanding of the strategic role of a governing board.</i>	E	3	5	4	2	3	3	2	4	4	4	4	2
<i>Experience of reviewing governance structures.</i>	D	3	3	3	2	2	2	3	3	3	3	3	2
5. Compliance													
<i>Experience of complying with legal, regulatory and financial frameworks and statutory guidance.</i>	E	4	3	5	5	3	4	3	3	3	5	3	3
<i>Working knowledge of the legal duties and responsibilities of a governor/trustee.</i>	E	3	4	3	2	3	2	2	3	3	3	3	3
<i>Understanding of the importance of adhering to organisation policies.</i>	E	4	4	4	5	5	4	4	5	4	5	5	3
6. Evaluation													
<i>Experience of evaluating the working practices of a team and of applying the learning.</i>	D	4	4	4	4	4	5	4	4	4	4	4	4
7. Positive contribution													
<i>Awareness of strengths, weaknesses and a commitment to personal development.</i>	E	4	4	4	5	4	4	4	4	4	4	5	4
<i>Able to work as part of a team and build positive working relationships with different personality types.</i>	E	4	4	4	5	5	5	4	4	4	5	5	4
<i>Honesty, transparency and integrity.</i>	E	5	5	5	5	5	5	5	5	5	5	5	5
<i>Confidence and ability to speak up when concerned.</i>	E	5	5	5	5	5	5	4		5	5	5	4