## Governing body skills audit

## **National Governors' Association**

The National Governors' Association aims to improve the wellbeing of children and young people by promoting high standards in all our schools and improving the effectiveness of their governing bodies. NGA represents governors and trustees across England in both LA maintained schools and academies.

The NGA is a membership organisation: governing bodies can join at a standard (£75 for 2013/14) or GOLD rate (£260). To join NGA and receive regular updates, contact us:

Website: www.nga.org.uk · Telephone: 0121 237 3780 · Email: membership@nga.org.uk

## Introduction

This audit is a useful way of assessing the skills, knowledge and experience of your governing body. In the 2013 NGA/TES survey, 80% of respondents said their governing body uses a skills audit. Of these, 78% used it to identify training needs and 45% used it when recruiting new governors.

NGA would like to see more governing bodies using the results of the skills audit to help them identify any skills and knowledge they still need to deliver their functions – particularly their core functions – effectively.

No individual is going to have all the skills listed in the audit. The governing body is a team, and the purpose of the audit is to ensure that each of the skills below are covered by at least one of the governors around the table. Therefore, we have also produced a skills matrix in which governors' responses can be collated – this can be found on the **NGA website**. If there are any gaps, these can be filled when recruiting new governors or training existing governors. The way in which this exercise is introduced is crucial – the intention is to enable all members of the governing body to set out their skills and experience whatever their backgrounds, and make clear that the essential and desirable skills for governance can be acquired through a range of life experiences. As such, the experience and skills below may come from either governors' professional or personal lives.

When considering the skills listed, it is important to understand that governance is a 'thinking' not a 'doing' role. This means that the skills and knowledge sought are those which enable governors to ask the right questions, analyse data and have focussed discussions which create robust accountability for school leaders. For example, a governor might work in the construction industry, but it would not be appropriate for him/her to carry out a health and safety check at the school. Similarly, a lawyer should not be asked to give free legal advice. Governance is a strategic role and governors must not be tempted to do the staff's job: management must be left to the school leadership team.

**Your Name** 



Experience, skills and other attributes	Level of experience/skill: rate on scale of 1 (none) to 5 (extensive) Do remember to think about all the situations in which you may have developed/used these skills						
	1	2	3	4	5		
Essential for all governors/trustees							
Commitment to improving education for all pupils							
Ability to work in a professional manner as part of a team and take collective responsibility for decisions							
Willingness to learn							
Commitment to the school's vision and ethos							
Basic literacy and numeracy skills							
Basic IT skills (i.e. word processing and email)							
Should exist across the governing body							
Understanding and/or experience of governance							
Experience of being a board member in another sector or a governor/trustee in another school							
Experience of chairing a board/ governing body or committee							
Experience of professional leadership							
Vision and strategic planning							
Understanding and experience of strategic planning							
Ability to analyse and review complex issues objectively							
Problem solving skills							
Ability to propose and consider innovative solutions							
Change management (e.g. overseeing a merger or an organisational restructure, changing careers)							
Understanding of current education policy							
Holding the head to account		_	_				
Communication skills, including being able to discuss sensitive issues tactfully							
Ability to analyse data							
Ability to question and challenge							
Experience of project management							
Performance management/appraisal of someone else							
Experience of being performance managed/appraised yourself							



Experience, skills and other attributes	Level of experience/skill: rate on scale of 1 (none) to 5 (extensive) Do remember to think about all the situations in which you may have developed/used these skills							
	1	2	3	4	5			
Financial oversight								
Financial planning/management (e.g. as part of your job)								
Experience of procurement/purchasing								
Experience of premises and facilities management								
Knowing your school and community								
Links with the community								
Links with local businesses								
Knowledge of the local/regional economy								
Working or volunteering with young people (e.g. teaching/social work/youth work/sports coaching/health services for young people)								
Understanding of special educational needs								
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## Existing governors only

What contribution do you feel you have made to the governing body over the past year?

Please give brief details of courses you have undertaken in the past year - include governor training, work based training/development and/or any other development/training activities.

Are there any additional areas of the governing body's responsibilities to which you would like to contribute in the future?

