Skills Audit - Fourlanesend Governing Board Feb 2016

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	Jackie Eason	Gail Kelleher	Simon King	Helen Marks	Rebecca Ginger	Rebecca Norton	Jo Dennehy	Andy Down	Governor J	Governor K	Governor L	Governor M	Governor N	Governor O	Governor P	Governor Q	Governor R
Essential for all governors/trustees																			
Commitment to improving education for all pupils	E	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										
Willingness to learn	E	5	5	5	5	5	5	5	5										
Commitment to the school's vision and ethos	E	5	5	5	4	5	5	5	5										
Has basic literacy and numeracy skills	E	5	5	5	5	5	5	5	5										
Has basic IT skills (i.e. word processing and email)	E	5	5	5	5	4	5	5	5										
Should exist across the governing board																			
Understanding/experience of governance																			
Previous experience of being a board member in another sector or a governor/trustee in another school	D	3	5	1	1	4	1	5	4										
Experience of chairing a board/ governing board or committee	D	3	5	1	3	4	1	5	3										
Experience of professional leadership	D	4	5	3	5	5	1	5	4										
Vision and strategic planning																			
Understanding and experience of strategic planning	E	4	4	4	3	4	2	5	5										
Ability to analyse and review complex issues objectively	E	4	4	3	4	4	3	5	5										
Ability to identify problems	E	4	4	4	4	4	3	5	5										
Ability to propose and consider innovative solutions	E	4	4	3	5	3	3	5	5										
Experience reviewing the impact of new ideas and initiatives	D	4	4	4	4	3	3	5	5										
Ability to learn from failure	E	4	4	5	5	3	3	5	5										
Ability to make difficult decisions in the best interests of pupils	E	4	5	4	5	4	3	5	5										

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