



# Governing body skills audit for Church of England Schools

This information was taken from the skills audit produced by the National Governors Association, but with the addition of skills for governors or Church of England schools. As the tool has been substantially lifted from the NGA document, the invitation to join the NGA has been included at the end as a courtesy.

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)					
<b>Should exist across the governing body</b>					
<b>Understanding and/or experience of governance</b>					
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					

<b>Experience, skills and other attributes</b>	<b>Level of experience/skill: rate on scale of 1 (none) to 5 (extensive)</b> Do remember to think about all the situations in which you may have developed/used these skills				
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Vision and strategic planning</b>					
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					
<b>Holding the head to account</b>					
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					
<b>Financial oversight</b>					
Financial planning/management (e.g. as part of your job)					
Experience of procurement/purchasing					
Experience of premises and facilities management					
<b>Knowing your school and community</b>					
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					
<b>Additional skills for governors of Church of England schools (these skills are not necessarily held just by foundation governors)</b>					
Ability to be theologically reflective					
Providing a prophetic voice; disrupting 'group think'					
Acting as peacemaker; helping people to find solutions					
Connectivity to school, church and local community					
Understanding of formation; how what we experience, shapes our attitudes and habits					
Knowledge of SIAMS framework					

Understanding of children's spirituality and/or theology of childhood					
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**Existing governors:**

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?

**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](http://www.nga.org.uk) · Telephone: 0121 237 3780 · Email: [membership@nga.org.uk](mailto:membership@nga.org.uk)