

How to use it

To take account of differing roles of MAT trustees and those governing in other contexts, NGA has developed **two separate models**. This model is to be used by maintained school governors, trustees of single academy trusts and academy committee members (often referred to as local governing bodies). Trustees of multi-academy trust should use our other model [here](#).

No individual is going to have all the skills listed in the audit. The governing board is a team, and the purpose of the audit is to ensure that each skill below is covered by at least one of the governors/trustees around the table. A skills matrix in which responses can be collated can be found on the NGA website. If there are any gaps, these can be used to inform further recruitment to the board.

This exercise is designed to enable all members of the governing board 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. 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.

Each Knowledge, experience, skill or behaviours should be rated on a scale of 1-5, with 1 indicating no experience or knowledge in this area, and 5 indicating strong expertise.





§	Level of knowledge or skills/behaviour, rate on scale of:				
	No	→	→	→	Yes
	1	2	3	4	5
1. Strategic leadership					
I am committed to improving education and welfare for all pupils.					✓
I understand current national education policy and the local education context.					✓
I have experience of charity law and governance.					✓
I have previous experience of being a governor/trustee in another school or being a board member in another sector					✓
I have experience of chairing a board/governing board or committee.					✓
I have experience of strategic planning and applying this to set and preserve the culture of the organisation.					✓
I am committed to the organisation's vision and ethos.					✓
I am able to question and challenge, working as part of a team to identify viable options through collective decision making.					✓
I am able to work in a professional manner, avoiding conflicts, acting with transparency and integrity.					✓
I am confident I can identify when to seek independent/professional advice.					✓
I have experience of stakeholder management and engagement including communicating with and taking account of the views of parents and pupils.					✓
I have experience of promoting community cohesion.					✓
I am proficient in prioritising, assessing and mitigating risk.					✓
I have experience of school sector risk management, including managing conflicts of interest/loyalty.					✓
2. Accountability					
I understand the importance of collecting high quality data and have expertise using data to interpret/evaluate performance and identify trends to target improvement.					✓
I have expertise in curriculum development, school assessment and progress/attainment.				✓	
I have experience of working with leaders to establish expectations for improvement and outcomes.					✓
I have experience of agreeing the range and format of information and data needed in order to hold leaders to account.					✓
I have experience of providing challenge to leaders on strategies for monitoring and improving behaviour and safety.					✓
I have an understanding of the board's duties in relation to safeguarding including Prevent.					✓
I have an understanding of special education needs and disabilities (SEND).					✓
I have financial management expertise, with experience of funding allocation/budget monitoring and contributing to financial self-evaluation and efficiency drives.					✓



I have experience of basing funding decisions on organisational priorities and the ability to interpret financial data and question financial performance against strategic priorities.					✓
I have experience of procurement/purchasing.					✓
I have experience of property and estate-management.					✓
I have experience of HR policy and processes, including employment legislation, recruitment, performance management and pay.					✓
I have experience of school sector HR policy and processes.					✓
I have experience of change management (overseeing a merger or an organisational restructure).					✓
I have experience of preparing for and responding to external oversight.					✓
I have experience of inspection and oversight in the school sector.					✓
3. People					
I am willing to devote time, enthusiasm and effort to the duties of and responsibilities of a governor/trustee.					✓
I am a strong communicator and committed to building strong collaborative relationships.					✓
I am able to discuss sensitive issues with experience of conflict resolution and influencing consensus.					✓
I am able to demonstrate a commitment to ethical behaviour and values, honesty, independence of thought and sound judgement.					✓
I am committed to equal opportunities and the promotion of diversity.					✓
I am willing to reflect, listen and learn from a diversity of views, to receive and provide feedback and accept impartial advice.					✓
4. Structures					
I am familiar with the strategic nature of the board's functions and how this differs from and works with others including senior leaders.					✓
I have experience of reviewing governance structures.					✓
5. Compliance					
I have experience of complying with legal, regulatory and financial frameworks and statutory guidance.					✓
I understand and accept the legal duties, responsibilities of a governor/trustee.					✓
Governing boards are responsible for ensuring schools comply with a whole range of legal responsibilities. I have experience ensuring legal compliance in this way and a commitment to understanding the full range of legal responsibilities.					✓
I understand the importance of adhering to organisation policies e.g. on parental complaints or staff-discipline issues.					✓
I have the confidence and ability to speak up when concerned about non-compliance.					✓
6. Evaluation					
I am aware of my own strengths and weaknesses and committed to personal development.					✓



I have experience of evaluating board decisions and am willing to contribute to board self-review.					✓
--	--	--	--	--	---

Existing governors/trustees only

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

supported/ inducted the Deputy Headteacher in her acting up role as Headteacher for a term.
interview panel for Deputy Headteacher.
researched and implemented appropriate acting up pay arrangements for Acting Head / Deputy
led the Headteacher recruitment process.
undertaken an LSA Exit interview.
involved in member of staff's informal grievance
developed the FGB Policy Register and delegated timetabled policy reviews to Committees to ensure we effectively and consistently meet legal obligations.
reviewed SEN Policy and provision, met with HIAS SEN Inspector
supported the new Headteacher Induction process.
supported the new FGB Clerk Induction process.
regularly met with the Deputy Head (when Acting Head and the Headteacher).
reviewed the FGB Handbook
actively participated in FGB and Committee Meetings.
hosted a number of FGB social events
made the buffet for the Headteacher's Recruitment ☺ and managed 'on the day' assessment activity timetable
undertaken several Governor visits to school related to School Development Plan
attended the school Queen's tea party
initiated framework for FGB skills audit
wrote letter to parents re new headteacher and 2016 results
wrote article for local community magazine about school to seek new governors.
contributed to article for school newsletter to write article to recruit parent governor and update parents on governor actions and plans.
undertook website management training and updated website with Governor information and to encourage parents / carers to have an interest in becoming a governor.
undertook Clerks Valuing Performance review
undertook Acting Headteachers performance review
followed up DBS checks with school PA to all had enhanced DBS checks
attended meeting at school with local MP
initiated Safeguarding Audit by Acting HT and signed it off
undertook audit of single register for safeguarding audit
instigated school email addresses for staff
arranged FGB training and development evening and FGB self evaluation / researched and circulated reference information on outstanding governance
regularly communicated with and updated FGB members
met with LLP to review schools SDP with HT and DHT report circulated to FGB
contributed to vision and values day upon arrival of new headteacher
attended Early Years Project meeting
attended actions to address financial deficit meeting



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

Strategic Use of Pupil Premium and Measuring its Impact - 08.11.2016

SMSC in the Primary Curriculum – 27.02.2017

Protecting Children - 14.03.2017

Communicating with the Community – 23.05.2017

Chalk Ridge School website management

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

I hope to be involved in :

promoting Chalk Ridge to be the first choice school for parents / carers.

driving Chalk Ridge to be 'outstanding in all we do'.

review of SMSC curriculum and activities.

