



ST HUGH'S SCHOOL



Working together for Success

Bushfield Road, Scunthorpe, North Lincolnshire, DN16 1NB

Tel: (01724) 842960, Fax: (01724) 747249

e-mail: admin.sthughs@northlincs.gov.uk

Head Teacher: Tracy Millard



Conducting an effective governing body skills audit: template

Before completing the audit

The combined skills of your governors need to enable the governing body as a whole to fulfil its core functions, which are defined in the Governors' Handbook as:

- ensuring clarity of vision, ethos and strategic direction;
- holding the headteacher to account for the educational performance of the school and its pupils; and
- overseeing the financial performance of the school and making sure its money is well spent.

Before completing this skills audit, headteachers, senior leaders and governing body members should first take some time to collectively reflect upon the specific needs of the school and what skills or experience would be useful in their current situation. There are some blank sections at the end of the form below to add any particular skills or experience that the school may need.

Next, take some time to reflect on the personal and professional experience that supports you as a governor. You are going to be asked to give examples of relevant experience or times when you have used particular skills. If you can't think of any examples just leave that section blank, but this should be reflected in the way you score yourself for that section. The examples can be drawn from any area of life, and don't have to relate to an employment context.

You will be asked to give yourself a score for each area, where 1 means 'no experience or skills in this area' and 4 means 'highly skilled and/or experienced'. You will then be asked to explain this score and give a brief example of a time you have effectively used this skill or demonstrated this experience.





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Governance and leadership skills/experience – useful for all governors to possess

Questioning – the ability to ask searching questions in a non-confrontational way

1	2	3	4
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Please give a brief explanation of this score below, including an example if possible

Empty box for explanation of score for Questioning

Assimilating information – the ability to understand the relevant points from written and verbal information received, and to draw appropriate conclusions

1	2	3	4
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Please give a brief explanation of this score below, including an example if possible

Empty box for explanation of score for Assimilating information

Assertiveness – the confidence and ability to make a point, or stand your ground, without being abrasive or damaging relationships with other

1	2	3	4
---	---	---	---

Please give a brief explanation of this score below, including an example if possible

Empty box for explanation of score for Assertiveness





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Strategic planning – an understanding of long term plans and how these will best be realised in the current environment

1	2	3	4
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Please give a brief explanation of this score below, including an example if possible

Empty box for explanation of score

Influencing – the ability to get other people to consider your perspective, while taking their views and opinions into account

1	2	3	4
---	---	---	---

Please give a brief explanation of this score below, including an example if possible

Empty box for explanation of score





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Specific skills and experience – useful for some governors to possess (e.g., all governing bodies need some governors to have financials skills and skills in analysing data)

Chairing skills – the ability to chair meetings in a way that ensures that all business is covered in a timely way, that everyone has the opportunity to contribute and that appropriate decisions are made and properly recorded

1	2	3	4
---	---	---	---

Please give a brief explanation of this score below, including an example if possible

Data analysis – an understanding of data in a range of formats and the ability to assimilate and analyse this, drawing appropriate conclusions

1	2	3	4
---	---	---	---

Please give a brief explanation of this score below, including an example if possible





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Financial awareness – understanding of and experience of managing a budget and an understanding of accounting processes

1	2	3	4
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Please give a brief explanation of this score below, including an example if possible

Empty box for explanation of score for Financial awareness.

Recruitment – experience of drawing up person specifications, job descriptions, advertisements and of conducting interviews and making recruitment decisions

1	2	3	4
---	---	---	---

Please give a brief explanation of this score below, including an example if possible

Empty box for explanation of score for Recruitment.





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Performance management – an understanding of what effective performance management involves and experience of conducting appraisal interviews and drawing up performance objectives

1	2	3	4
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Please give a brief explanation of this score below, including an example if possible

Dealing with difficult situations – the ability to deal with emotive or potentially confrontational situations calmly, and to bring them to an appropriate conclusion

1	2	3	4
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Please give a brief explanation of this score below, including an example if possible

Experience of conducting formal hearings, e.g., complaints/staffing hearings/pay appeals

1	2	3	4
---	---	---	---

Please give a brief explanation of this score below, including an example if possible





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School-specific skills – add any additional skills you have identified below

Empty box for school-specific skills

Table with 4 columns labeled 1, 2, 3, 4

Please give a brief explanation of this score below, including an example if possible

Empty box for explanation of score 1

Empty box for explanation of score 2

Table with 4 columns labeled 1, 2, 3, 4

Please give a brief explanation of this score below, including an example if possible

Empty box for explanation of score 1

Empty box for explanation of score 2

