

| Skills Audit - Wilson Stuart IS College 2020   |   | <b>Questions to consider:</b><br>Do these responses match expectations?<br>Are there any implications for our role description or code of conduct?<br>Do any of the responses have implications for our recruitment strategy?<br>Do any of the responses raise questions about our induction strategy?<br>Are the lower scoring competencies issues that could be dealt with by training?<br>Could we improve any of the lower scoring competencies by mentoring and coaching?<br>Do we need to review our committee membership based on these responses?<br>Are there any implications for succession planning? |         |    |    |    |    |    |    |            |
|--|---|--|---------|----|----|----|----|----|----|------------|
| Level of experience/skill: 1 = none, 5 = extensive<br><br>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. |   | Desirable or essential?  | OVERALL | DB | PD | SH | CH | DR | AL | Governor G |
| <b>1. Strategic leadership</b>   |   |  |         |    |    |    |    |    |    |            |
| Experience of being a governor/trustee in another school or being a board member in another sector.  | D | 5  | 5       | 5  | 5  | 5  | 5  | 5  | 5  |            |
| Experience of chairing a board/governing board or committee.   | D | 5  | 4       | 4  | 5  | 5  | 5  | 5  | 5  |            |
| Awareness of the key aspects of national education policy and education locally.   | E | 4  | 2       | 5  | 5  | 4  | 5  | 5  | 5  |            |
| Knowledge and or experience of the community served by the school.   | E | 4  | 3       | 4  | 5  | 3  | 5  | 4  | 4  |            |
| Experience of strategic planning and translating a vision into clear objectives.   | E | 5  | 5       | 5  | 5  | 5  | 5  | 4  | 4  |            |
| Experience of engaging and working with stakeholders.  | D | 5  | 5       | 5  | 4  | 5  | 5  | 4  | 4  |            |
| Understand the principles of risk management.  | E | 5  | 5       | 5  | 5  | 5  | 5  | 5  | 5  |            |
| Experience or involvement in change management activities.   | E | 5  | 5       | 5  | 5  | 5  | 5  | 5  | 5  |            |
| <b>2. Accountability</b>   |   |  |         |    |    |    |    |    |    |            |
| Experience of working with leaders to establish expectations and reporting.  | E | 5  | 5       | 5  | 5  | 5  | 5  | 5  | 5  |            |
| Knowledge of the elements that make up a broad and balanced school curriculum and how the attainment and progress of pupils is assessed and measured.  | D | 4  | 2       | 3  | 5  | 4  | 4  | 5  | 5  |            |
| Ability to interpret and use data and statistics presented in a range of formats.  | E | 5  | 3       | 5  | 5  | 5  | 4  | 5  | 5  |            |
| Ability and confidence to ask questions and challenge leaders in an appropriate way.   | E | 5  | 4       | 5  | 5  | 4  | 5  | 5  | 5  |            |
| General experience of financial planning, monitoring and decision making.  | D | 5  | 5       | 5  | 5  | 5  | 5  | 4  | 4  |            |
| Experience of financial planning, monitoring, decision making and compliance in the school sector.   | E | 4  | 1       | 4  | 5  | 3  | 5  | 4  | 4  |            |
| General experience of human resource (HR) policy and processes.  | D | 4  | 4       | 4  | 2  | 5  | 4  | 4  | 4  |            |
| Experience of human resource (HR) policy and processes in the school sector.   | E | 3  | 1       | 3  | 5  | 2  | 4  | 4  | 4  |            |
| General experience of inspection and oversight.  | D | 4  | 2       | 4  | 5  | 4  | 4  | 5  | 5  |            |
| Experience of inspection and oversight in the school sector.   | E | 4  | 1       | 3  | 5  | 3  | 4  | 5  | 5  |            |

