**Guildford Diocesan Board of Education**

# Foundation Governor Skills Audit form (to be completed by the nominee)

Governing bodies have a vital and demanding role as the strategic leaders of our schools. No matter what constituency governors are recruited from, all governors must govern in the best interest of pupils, and need to have or develop the skills required to contribute to the effective governance and success of the school.

**Nominee Name:……………………………………………………………………………….. Date:………………………………..**

## Personal Qualities:

## The grid below serves as checklist to record your personal qualities, behaviours and experience:

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|  **PERSONAL QUALITIES** |  |
| Christian commitment  |    |
| Commitment to improving education for all pupils  |    |
| Honesty and integrity  |    |
| Objectivity  |    |
| Team player  |    |
| Reliability  |    |
| Ability to question and challenge  |    |
| Decisive  |    |
| Problem solver  |    |
| Good communicator  |    |
| Ability to mentor  |    |
| Ability to lead  |    |
| Willingness to learn  |    |

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## Experience and knowledge required by Foundation governors:

Use the grid below to indicate where you feel you have experience or knowledge which would support your application/nomination as a Foundation Governor.

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| **LEVEL OF EXPERIENCE & KNOWLEDGE**   | **NOT CONFIDENT OR** **NO EXPERIENCE (****)**  | **GOOD KNOWLEDGE** **PREVIOUS EXPERIENCE (****)**  | **PROFESSIONAL KNOWLEDGE (****)**  |
| Governance in any sector, roles and duties   |   |   |   |
| Church schools and Christian distinctiveness   |   |   |   |
| SIAMS Framework   |   |   |   |
| Ofsted Framework   |   |   |   |
| Chairing meetings   |   |   |   |
| Strategic planning   |   |   |   |
| Management of Change   |   |   |   |
| Analysis of strengths and weaknesses   |   |   |   |
| Risk Assessment   |   |   |   |
| Recruitment and employment law   |   |   |   |
| Interviewing skills   |   |   |   |
| Performance management and appraisal   |   |   |   |
| Handling complaints, grievances, appeals   |   |   |   |
| Primary education   |   |   |   |
| Secondary education   |   |   |   |
| Further education   |   |   |   |
| Academies & Education Reform   |   |   |   |
| Education and curriculum policy/issues   |   |   |   |
| Safeguarding/child protection   |   |   |   |

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| **LEVEL OF EXPERIENCE & KNOWLEDGE**   | **NOT CONFIDENT OR** **NO EXPERIENCE (****)**  | **GOOD KNOWLEDGE** **PREVIOUS EXPERIENCE (****)**  | **PROFESSIONAL KNOWLEDGE (****)**  |
| SEN and disability (access and inclusion)  |   |   |   |
| Financial management  |   |   |   |
| Pupil premium/ sports grants  |   |   |   |
| Securing best value  |   |   |   |
| Litigation  |   |   |   |
| Public /community relations  |   |   |   |
| Contracting services  |   |   |   |
| Procurement/purchasing  |   |   |   |
| Equality and diversity  |   |   |   |
| Health and safety  |   |   |   |
| Building or Estate management  |   |   |   |
| Project Management  |   |   |   |
| Data Protection  |   |   |   |
| Health and well-being  |   |   |   |
| Company Law  |   |   |   |
| Charity Law  |   |   |   |
| Marketing  |   |   |   |
| IT – website  |   |   |   |
| Research skills  |   |   |   |

**Details of any other experience likely (including links to local businesses and communities): please continue over page if required**

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