

Charlton Park Academy

Skills Audit for Governors based on the DfE Competency Framework

Key

Y – Yes

N – No

U - Unsure

Governors

GH - Graham Harknett

LH - Lynda Hage

JF - Joan Firth

SG - Sergio Goncalves

ML - Mostyn Lewis

SR – Steve Richardson

SM – Sarah Mctigue

1. Strategic Leadership

SETTING DIRECTION							
DO YOU UNDERSTAND...?	GH	LH	JF	SG	ML	SR	SM
National and local education policy and news	Y	Y	Y		Y	Y	Y
What the key features of good governance should be	Y	Y	Y		Y	U	Y
The difference between strategic and operational decisions	Y	Y	Y		Y	Y	Y
How to carry out strategic planning, and what tools you need to do this	Y	Y	Y		Y	Y	Y
CAN YOU...?							
Think strategically about your school's development	Y	Y	Y		Y	Y	Y
Explain your school's strategic priorities and goals, and how these will be monitored	Y	Y	Y		Y	Y	Y
Champion the reasons for changes, and explain how these benefit the school's community	U	Y	Y		Y	U	Y

CULTURE, VALUES AND ETHOS							
DO YOU UNDERSTAND...?	GH	LH	JF	SG	ML	SR	SM
Your school's values and ethos	Y	Y	Y		Y	Y	Y
Your school's strategic improvement plan	Y	Y	Y		Y	U	Y
Your governing body's code of conduct, and how it reflects the school's vision and ethos	Y	Y	Y		Y	U	Y
CAN YOU...?							
Act in a way that reflects your school's culture and values, and ensure that policies are in line with these	Y	Y	Y		Y	Y	Y
Agree the school's distinctive characteristics and culture	Y	Y	Y		Y	Y	Y

DECISION MAKING							
DO YOU UNDERSTAND...?	GH	LH	JF	SG	ML	SR	SM
Identify the decisions that are likely to achieve your school's goals	Y	Y	Y		Y	Y	Y
Put aside your own interests to make decisions in the best interests of the school	Y	Y	Y		Y	Y	Y
Act with honesty, objectivity, and integrity	Y	Y	Y		Y	Y	Y
Ensure that your decisions are well-informed and impartial	Y	Y	Y		Y	Y	Y
Recognise when your governing body will require external advice	Y	Y	Y		Y	Y	Y
Stand by the decisions of the governing body, and respect collective decision making	Y	Y	Y		Y	Y	Y
Accept challenge, and encourage open discussions	Y	Y	Y		Y	Y	Y

COLLABORATIVE WORKING WITH STAKEHOLDERS AND PARTNERS							
DO YOU UNDERSTAND...?	GH	LH	JF	SG	ML	SR	SM
Who your main stakeholders are	Y	Y	Y		Y	Y	Y
How to work with stakeholders, and members of the school community	Y	Y	Y		Y	Y	Y
CAN YOU...?							
Proactively consult with a range of views, and welcome feedback and challenge	Y	Y	Y		Y	Y	Y
Work with other organisations where necessary	Y	Y	Y		Y	Y	Y
Be clear, honest and open when communicating with parents, pupils and staff	Y	Y	Y		Y	Y	Y
Consider how the decisions governors make affect the school community	Y	Y	Y		Y	Y	Y
Act as an ambassador for your school	Y	Y	Y		Y	Y	Y
Support community cohesion, and challenge your school's leadership team to do the same	Y	Y	Y		Y	Y	Y

RISK MANAGEMENT							
DO YOU UNDERSTAND...?	GH	LH	JF	SG	ML	SR	SM
What risk management is, and how it applies to your school	Y	Y	Y		Y	Y	Y
How risks are managed in your school, and how concerns are escalated	Y	Y	Y		Y	Y	Y
How conflicts of interest, and breaches in confidentiality, lead to risks for the school	Y	Y	Y		Y	Y	Y
CAN YOU...?							
Identify the main risks facing your school, and the contingency measures that are in place	Y	Y	Y		Y	Y	Y
Ensure that your school's risk management systems are robust, and regularly reviewed	Y	Y	Y		Y	Y	Y
Advise on how to achieve the right balance of risk, and how to mitigate the impact of risks	Y	Y	Y		Y	Y	Y
Actively avoid and manage conflicts of interest	Y	Y	Y		Y	Y	Y

2. Accountability for educational standards and financial performance

	EDUCATIONAL IMPROVEMENT						
DO YOU UNDERSTAND...?	GH	LH	JF	SG	ML	SR	SM
How teaching and learning is evaluated in your school	Y	Y	Y		Y	U	U
The importance of a broad and balanced curriculum	Y	Y	Y		Y	Y	Y
How the curriculum in your school promotes the school's ethos and values	Y	Y	Y		Y	Y	U
Relevant national standards and assessment systems for your school	Y	Y	Y		Y	Y	U
The rationale behind your school's assessment procedures	Y	Y	Y		Y	U	Y
How behaviour and safety are monitored in your school	Y	Y	Y		Y	Y	Y
CAN YOU...?							
Set expectations for school improvement with your school leadership team (SLT)	Y	Y	Y		Y	U	Y
Let your SLT know what data you need to fulfil your role	Y	Y	Y		Y	U	Y
Request evidence of the effectiveness of proposed improvement initiatives	Y	Y	Y		Y	U	Y

RIGOROUS ANALYSIS OF DATA							
DO YOU UNDERSTAND...?	GH	LH	JF	SG	ML	SR	SM
The DfE's performance tables and school comparison tool	Y	Y	Y		Y	U	U
Analyse School Performance (ASP) for school and pupil data	Y	Y	Y		Y	U	U
Your school's context on a local and national basis	Y	Y	Y		Y	U	U
Where the data you receive comes from and is quality assured	Y	Y	Y		Y	Y	U
Information about attendance and exclusion in your school	Y	Y	Y		Y	Y	U
How you should use a range of sources of information, such as guidance parents or staff members	Y	Y	Y		Y	Y	Y

RIGOROUS ANALYSIS OF DATA							
CAN YOU...?	GH	LH	JF	SG	ML	SR	SM
Analyse and interpret data to evaluate how pupils in your school are performing	Y	Y	Y		Y	Y	U
Use data to inform decisions about school improvement	Y	Y	Y		Y	Y	U
Challenge the SLT to ensure that the data you receive is valuable and efficiently collected	Y	Y	Y		Y	Y	Y

FINANCIAL FRAMEWORKS AND ACCOUNTABILITY							
DO YOU UNDERSTAND...?	GH	LH	JF	SG	ML	SR	SM
Your school's financial policies, funding arrangements and methods of assuring financial accountability	Y	Y	Y		Y	U	Y
Your school's internal control processes, and how value for money is secured	Y	Y	Y		Y	U	U
Your school's financial health and efficiency, and how it compares with other schools	Y	Y	Y		Y	Y	U
CAN YOU...?							
Be confident in the financial information you receive	Y	Y	Y		Y	Y	N
Interpret budget monitoring information, and communicate this to others	Y	Y	Y		Y	Y	N
Take part in financial self-evaluation activities	Y	Y	Y		Y	Y	N
Rigorously question how the school is approaching financial efficiency	U	Y	Y		Y	Y	N

FINANCIAL MANAGEMENT AND MONITORING							
DO YOU UNDERSTAND...?	GH	LH	JF	SG	ML	SR	SM
How your school receives funding, and how this funding is spent	Y	Y	Y		Y	U	U
The importance of a robust financial strategy and plans to ensure sustainability	Y	Y	Y		Y	Y	Y
How your school allocates resources, and how these translate into outcomes for pupils	Y	Y	Y		Y	Y	N
How the budget is set and monitored	Y	Y	Y		Y	U	N
CAN YOU...?							
Make decisions about funding, based on your school's priorities	Y	Y	Y		Y	Y	N
Interpret data relating to finances	Y	Y	Y		Y	Y	N
Ask informed questions about income and spending	Y	Y	Y		Y	Y	Y

STAFFING AND PERFORMANCE MANAGEMENT							
DO YOU UNDERSTAND...?	GH	LH	JF	SG	ML	SR	SM
What your school spends on staffing, and how to benchmark this against other schools	Y	Y	Y		Y	Y	N
How staff are recruited	Y	Y	Y		Y	Y	Y
How staff performance management and pay progression works in your school	Y	Y	Y		Y	U	N
CAN YOU...?							
Ensure that staffing structures are fit for purpose	Y	Y	Y		Y	Y	Y
Take responsibility for maintaining a robust pay policy	Y	Y	Y		Y	Y	N
Be confident in how you apply procedures to the performance management of senior staff members	Y	Y	Y		Y	Y	N
Identify how pay decisions will affect the budget	Y	Y	Y		Y	Y	N
Have due regard to the work-life balance of staff members	Y	Y	Y		Y	Y	N

EXTERNAL ACCOUNTABILITY							
DO YOU UNDERSTAND...?	GH	LH	JF	SG	ML	SR	SM
The purpose of formal scrutiny and accountability (for example, by Ofsted)	Y	Y	Y		Y	Y	Y
How national performance measures are monitored and reported, and the minimum standards at which intervention is triggered	Y	Y	Y		Y	Y	Y
CAN YOU...?							
Ensure appropriate structures are in place to support external scrutiny	Y	Y	Y		Y	Y	Y
Ensure that the board is open and accessible to members of the school community	Y	Y	Y		Y	Y	Y
Use your understanding of data to inform responses to external scrutiny	Y	Y	Y		Y	Y	Y

3. People

BUILDING AN EFFECTIVE TEAM							
CAN YOU...?	GH	LH	JF	SG	ML	SR	SM
Show your commitment to your role through active participation	Y	Y	Y		Y	Y	Y
Find the information you need to support you in your role	Y	Y	Y		Y	Y	Y
Accept constructive challenge and feedback	Y	Y	Y		Y	Y	Y
Raise doubts and differences of opinions in an appropriate way, and encourage others to do the same	Y	Y	Y		Y	Y	Y
Acknowledge your mistakes, and the lessons learnt from these	Y	Y	Y		Y	Y	Y
Influence others, and build consensus through persuasion	Y	Y	Y		Y	Y	Y
Demonstrate professional ethics and values, and sound judgement	Y	Y	Y		Y	Y	Y
Recognise the importance of the clerk's position and advice	Y	Y	Y		Y	Y	Y

4. Structures

ROLES AND RESPONSIBILITIES							
DO YOU UNDERSTAND...?	GH	LH	JF	SG	ML	SR	SM
The role of the board, and its three core functions	Y	Y	Y		Y	Y	Y
How the strategic role of governance is different to operational leadership	Y	Y	Y		Y	Y	Y
For academies , the role of members and how this is different to the role of trustees	Y	Y	Y		Y	Y	Y
The governance structure of your school, and how decisions are delegated	Y	Y	Y		Y	Y	Y
How the governing body and its committees are constituted	Y	Y	Y		Y	Y	Y
CAN YOU...?							
Help your governing body design a committee structure that is appropriate to your school, and make changes where appropriate	Y	Y	Y		Y	Y	Y

5. Compliance

STATUTORY AND CONTRACTUAL REQUIREMENTS							
DO YOU UNDERSTAND...?	GH	LH	JF	SG	ML	SR	SM
The governing body's legal, regulatory and financial duties	Y	Y	Y		Y	Y	Y
The importance of having regard to statutory guidance, such as the Governance Handbook	Y	Y	Y		Y	Y	Y
The governing body's obligations under: <ul style="list-style-type: none"> • Education and employment legislation • For academies, the Academies Financial Handbook and their own funding agreements • Equalities and health and safety legislation • Data protection and freedom of information legislation 	Y	Y	Y		Y	U	Y
The governing body's duties with relation to safeguarding and the Prevent Duty	Y	Y	Y		Y	Y	Y
The governing body's duties with regard to pupils with special educational needs and disabilities (SEND)	Y	Y	Y		Y	Y	Y
Your instrument of government, or in academies, your articles of association	Y	Y	Y		Y	Y	Y
Your school's whistleblowing policy, and how these relate to the governing body's responsibilities	Y	Y	Y		Y	Y	Y
The importance of observing the school's policies, for example with regard to parental complaints	Y	Y	Y		Y	Y	Y

STATUTORY AND CONTRACTUAL REQUIREMENTS							
DO YOU UNDERSTAND...?	GH	LH	JF	SG	ML	SR	SM
CAN YOU...?							
Speak out when you are concerned about non-compliance	Y	Y	Y		Y	Y	Y
Explain the governing body's legal responsibilities	Y	Y	Y		Y	Y	Y
Recognise when the governing body may need specialist advice	Y	Y	Y		Y	Y	Y

6. Evaluation

MANAGING REVIEW AND SELF-DEVELOPMENT							
DO YOU UNDERSTAND...?	GH	LH	JF	SG	ML	SR	SM
Your own strengths and areas for development	Y	Y	Y		Y	Y	Y
CAN YOU...?							
Be 'outward facing', and learn from others	Y	Y	Y		U	Y	Y
Maintain your own personal development plan	Y	Y	Y		Y	Y	Y
Be ready to accept opportunities for training and development	Y	Y	Y		Y	Y	Y
Accept a wide range of feedback, and use this to inform your development	Y	Y	Y		Y	Y	Y
Carry out self-reviews, and reflect on your own performance	Y	Y	Y		Y	Y	Y

MANAGING AND DEVELOPING THE BOARD'S EFFECTIVENESS							
CAN YOU...?	GH	LH	JF	SG	ML	SR	SM
Evaluate how the governing body's decisions affect pupil outcomes	Y	Y	Y		Y	Y	Y
Use feedback from inspections to inform decisions about the governing body's development	Y	Y	Y		Y	Y	Y
Contribute to the board's self-evaluation	Y	Y	Y		Y	Y	Y