

Skills Audit - St. Joseph's Primary (3506) November 2016

Questions to consider:
 Do these responses match expectations?
 Are there any implications for our role description or code of conduct?
 Do any of the responses have implications for our recruitment strategy?
 Do any of the responses raise questions about our induction strategy?
 Are the lower scoring competencies issues that could be dealt with by training?
 Could we improve any of the lower scoring competencies by mentoring and coaching?
 Do we need to review our committee membership based on these responses?
 Are there any implications for succession planning?

Level of experience/skill: 1 =none, 5 = extensive
 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.

	OVERALL	Paul Francis (Ch)	Frian Jackson (Ch)	Marie-Louise Blake (MT)	Joanne Baker	Lisa Tullet	Claire Bambrough	Kayleigh Loring	Carol Close	Lynnda Rhodes	Sarah Cox	Lisa Cockburn (Obs)	Foundation Governor Vacancy	Staff Governor Vacancy
Essential for all governors/trustees														
Understanding the mission of a Catholic school and Catholic education generally	4	4	5	5	5	3	3	3	4	4	3	4		
Understanding of catechesis and religious education	4	3	5	5	5	3	3	3	4	4	3	4		
Understanding of the liturgical and sacramental life of the school	4	3	5	5	5	3	3	3	4	4	3	4		
Understanding of the history of the Catholic Church's involvement in the provision of schools in England and Wales	4	3	5	5	5	3	3	3	3	3	3	4		
Ecclesiology: understanding the role of the Bishop and the Trustees and the governing body's relationship with them	4	3	5	5	5	3	3	3	3	3	3	4		
Ability to evaluate the Catholic life of the school	4	3	5	5	5	3	3	3	3	3	3	4		
General and specialist skills, knowledge and experience:														
Governance														
Experience of governance (including in other sector)	4	5	5	5	5	3	2	2	3	2	4	5		
Chairing	3	5	5	5	3	3	2	2	3	2	2	4		
Leadership	3	5	5	5	5	3	2	2	3	2	2	4		
Taking meeting minutes	3	5	4	5	5	2	2	2	3	3	2	5		
Staff Matters														
HR expertise	4	5	4	4	5	3	2	5	3	3	3	4		
Experience of staff recruitment	4	5	5	5	5	3	2	4	3	4	2	4		
Performance management/ appraisal of someone else	4	5	5	5	5	3	2	4	4	4	4	4		
Data														
ICT and / or management information systems	4	5	4	4	5	3	2	4	4	4	3	5		
Data analysis	4	5	4	5	5	3	2	4	3	4	2	4		
Knowledge of sources of relevant information, Raiseonline, Ofsted's Data Dashboard and other educational software programmes.	3	4	4	5	5	3	2	2	3	3	2	4		
Community Matters														
Community relations	5	4	5	5	5	4	5	4	4	4	5	5		
Knowledge of the school and local community	5	5	5	5	5	4	5	4	4	4	5	5		
Knowledge of the local/regional economy and local government	4	4	5	5	5	4	4	2	3	4	4	5		
Parents perspective: current of the school	4	5	5	5	5	3	5	4	3	4	5	5		
Networks/Alliances	4	5	4	5	5	3	3	3	3	3	4	5		
Handling Conflict														
Conflict resolution	4	5	4	5	5	4	5	5	4	3	4	4		
Handling complaints, grievances and appeals	4	5	4	5	5	4	3	5	3	4	3	5		
Skills particular to an educational setting														
Experience of an educational setting	4	4	5	5	5	3	2	3	3	3	4	5		
Teaching and pedagogy	3	3	4	5	5	3	2	2	3	2	2	3		
Safeguarding	4	3	4	5	5	4	3	3	4	3	3	5		
SEN and disability	4	3	4	5	5	4	5	2	3	2	5	4		
Phase - Primary/nursery/secondary/FE and HE	4	3	4	5	5	3	5	2	3	3	3	5		
School in category	3	4	4	5	4	3	2	2	3	2	2	4		
Professional skills														
Financial management / accountancy	3	5	4	4	4	3	2	2	3	3	2	5		
Legal	3	2	4	4	5	3	2	2	3	3	2	4		
Other skill, knowledge and experience														
Strategic planning	4	5	4	5	5	3	2	4	3	3	4	4		
Coaching/mentoring and/or continued professional development	4	5	4	5	5	4	4	4	4	4	4	4		
Communication skills, including listening	5	5	4	5	5	4	5	5	4	4	4	5		
Problem solving and/or creativity	4	5	4	5	5	4	5	4	4	4	4	5		
Negotiation and mediation	4	5	4	5	5	4	5	4	3	4	4	5		
Ability to influence	4	5	4	5	5	4	5	4	3	4	4	5		
Ability to work as part of a team	5	5	4	5	5	3	5	5	4	5	5	5		
Equal opportunities / equality and diversity	5	5	4	4	5	4	5	5	4	5	5	5		
Change management (particularly in respect of potential academy conversion)	4	5	4	3	5	3	4	4	3	4	4	5		
Carrying out surveys, consultation and research	4	5	4	5	5	3	4	5	3	3	4	5		
Quality assurance	4	5	4	5	5	3	4	5	3	4	3	5		
Health and Safety	4	5	5	5	5	4	5	3	4	4	4	5		
Risk assessment	4	5	5	5	5	4	5	3	4	4	4	5		
Project Management	4	5	4	5	5	3	4	2	3	3	4	5		
PR and marketing and/or working with the media	3	3	4	4	5	3	3	2	3	2	4	5		
Work placements/career planning	4	3	4	5	5	3	4	3	3	2	4	4		
Procurement and purchasing	4	3	4	4	4	3	4	2	3	3	4	5		
Premises and facilities management	4	4	5	5	4	3	4	2	4	2	3	5		
Fundraising	4	3	5	5	5	4	5	3	3	3	5	5		
Children's and young people's services/activities (any sector)	4	3	4	5	5	3	4	2	4	3	5	5		
Health services (particularly relevant in special schools)	4	2	4	5	5	4	4	2	3	3	5	5		
Self evaluation and/or impact assessment	4	3	4	5	5	4	3	3	4	3	4	5		