

Skills Matrix - <xx> Governing Board <date >

**Instructions:**

1. All governors on the board will need to complete a skills audit
2. Enter individual skills audit results into the below table (the skills matrix)  
(Level of experience/skill: 1 = none, 5 = extensive)
3. Review the overall board's average score shown in the highlighted column (this score will be calculated for you, there is no need to e  
Note: 'D' denotes a desirable skill and 'E' denotes an essential skill for the board
4. Evaluate the scores and make an appropriate plan for the board's ongoing development  
(read the NGA guide that accompanies the skills audit and matrix tools, available from nga.org.uk for more information)

		Desirable or essential?	OVERALL	Governor A	Governor B
<b>1. Strategic leadership</b>					
1	I am/have been a governor or trustee in another school or board member in another sector	D	35	5	1
2	I am/have been chair of a board or committee	D	39	5	5
3	I have an awareness of national education policy (e.g. school funding, curriculum, teaching and learning)	E	39	3	4

4	I have experience of the school's local community	E	38	1	5
5	I understand the difference between strategic and operational decisions	E	44	5	3
6	I have experience and expertise in strategy development	E	38	3	4
7	I understand the principle of stakeholder engagement, e.g. seeking views and evaluating feedback from parents and staff to support the decision-making process	E	49	5	4
8	I understand the principles of risk management: how to prioritise, assess and mitigate against risks	E	42	5	3
<b>2. Accountability</b>					
1	I have worked with leaders to establish expectations for improvement	E	47	4	5
2	I understand the elements that make up a broad and balanced school curriculum	D	44	3	5
3	I can interpret data and statistics relating to pupil progress and outcomes and use it to identify areas for development	E	43	3	5

4	I am confident I know enough to ask questions and challenge leaders on matters relating to educational outcomes	E	47	5	4
5	I have experience of financial planning: budgeting, monitoring and compliance	D	36	3	3
6	I understand how the financial efficiency of schools is measured and compared to similar schools	E	35	3	3
7	I know how staff are recruited to schools	E	42	5	4
8	I understand how staff pay decisions impact the school's budget	E	45	5	4
9	I have experience of preparing for and responding to inspection and oversight	D	37	4	3
10	I understand the national performance measures that are used to monitor school performance	E	41	3	4
<b>3. People</b>					
1	I regularly refer to professional advice to inform my own judgements	E	43	4	5

2	I know how to build the knowledge I need to be effective in my governance role	E	45	5	4
3	I seek to resolve misunderstanding at the earliest opportunity in order to avoid conflict	E	50	5	5
4	I can build consensus through clearly presenting my views	E	45	5	4
5	I have built strong collaborative relationships with members of the board	E	42	3	4
<b>4. Structures</b>					
1	I understand how the strategic role of a governing board differs from the management responsibilities carried out by senior leaders in schools	E	45	5	4
2	I understand the distinct responsibilities of the board's committees	E	45	5	4
<b>5. Compliance</b>					
1	I am aware of the legal duties and responsibilities of a governor/trustee, e.g. the safeguarding of children and in respect of pupils with special educational needs and disabilities	E	48	5	5

2	I feel able to speak up if I am concerned about non-compliance	E	48	5	4
<b>6. Evaluation</b>					
1	I have identified the areas where I need to develop my knowledge and skills as a governor/trustee	E	45	5	4
2	I seek out opportunities to improve my practice (attending training, learning from others)	E	47	5	5



Enter any information into the highlighted column)

Questions to consider:

- Do these responses match expectations?
- Are there any implications for our role description or code?
- Do any of the responses have implications for our recruitment?
- Do any of the responses raise questions about our induction?
- Are the lower scoring competencies issues that could be discussed?
- Could we improve any of the lower scoring competencies?
- Do we need to review our committee membership based on these responses?
- Are there any implications for succession planning?

	Governor B	Governor C	Governor D	Governor E	Governor F	Governor G	Governor H	Governor I	Governor J	Governor K	Governor L	Governor M
	1	5	1	2	5	5	4	5	1			
	5	5	1	5	5	5	1	1	1			
	4	5	3	4	4	5	2	3	2			

4	3	3	5	1	5	1	5	5		
4	5	3	5	5	5	3	3	3		
3	5	1	4	4	5	3	3	3		
5	4	4	5	5	5	4	4	4		
3	4	3	4	4	5	4	3	4		
Dark blue bar										
5	5	3	4	5	5	4	4	3		
5	5	3	3	5	5	2	4	4		
5	4	3	3	4	4	5	4	3		

4	5	4	3	5	5	5	4	3		
2	5	1	5	4	5	3	3	2		
2	5	2	4	4	5	3	3	2		
4	5	2	5	5	5	1	3	3		
5	5	4	5	5	5	1	3	3		
5	5	1	3	5	5	1	3	2		
5	5	2	4	5	5	2	3	3		
Dark blue bar										
5	4	4	4	5	5	1	3	3		



5	5	3	4	4	5	2	4	4		
5	4	4	5	4	5	5	4	4		
4	5	3	4	4	5	4	4	3		
4	4	4	5	4	4	4	3	4		
5	5	4	5	4	5	2	3	3		
5	5	3	4	4	5	3	3	4		
4	5	4	5	4	5	3	4	4		

4	5	4	5	5	5	3	4	4		
[Dark Blue Bar]										
5	4	4	4	4	5	3	3	4		
5	4	5	4	4	5	4	3	3		

of conduct?  
ient strategy?  
on strategy?  
ealt with by training?  
oy mentoring and coaching?  
on these responses?

Governor N	Governor O	Governor P	Governor Q	Governor R






