



GOVERNOR'S INDUCTION PACK 2022/2023

Author: Steph Beale

Date: September 2022



Ellesmere College Description

Ellesmere College is a special school located in Leicester providing education for up to 426 children and young people aged between 4 – 19 years. Students have a range of complex learning and communication needs, including ASD and associated behaviours, hearing and visual impairments and a wide range of learning difficulties both moderate and severe. Our Aylestone Meadow site on Braunstone Lane East caters for 306 students with a range of needs. Our Knighton Fields Centre caters for 60 students between the ages of 5 – 19 who have complex needs in the areas of communication, interaction and autism (Knighton Fields Centre, Herrick Road). A further 60 place Post-16 provision for students with a range of needs with an emphasis on preparation for adulthood, work related learning and enterprise is in the planning phase.

Ellesmere College is one of eight special schools serving Leicester City, each with their own individual specialisms. The college has a strong ethos and sense of purpose based on respect for staff, pupils and visitors.

OFSTED

Ofsted last inspected the school in May 2022 and was rated as good with many outstanding features.

PUPILS

Pupils live across the City, Rutland and Leicestershire, and most pupils are transported into school by minibuses or taxis. We currently have 173 pupils who have a free school meal.

Pupils are taught in the following phases: -

Primary (EYFS, KS1, KS2)	147 Pupils
Key stage 3	128 Pupils
Key stage 4	75 Pupils
Post 16	64 Pupils

COLLEGE STRUCTURE AND STAFFING

The college is led by the following a senior leadership team: -

- Executive Principal
- 2 x Executive Vice Principals
- Vice Principal
- 5 x Assistant Principals
- Strategic Resources Manager

We employ approximately 259 staff as detailed below: -



Teachers (including SLT)	72	Admin Staff	16
Teaching Assistants	143	Premises Staff	6
Student Support Officers	5	Cleaners	9
Behaviour Mentors	4	Lunchtime Supervisors	4

FACILITIES

Ellesmere College moved into a fantastic new building in August 2014. It provides excellent facilities for our learners and we have extensive grounds. In addition to classrooms and offices we also have on our Aylestone Meadow site: -

- Multi-purpose hall for assemblies, staff meetings, lunches and drama productions
- Café area
- ICT suite
- Two soft play areas
- Outdoor play areas for all key stages
- Large gym
- Medical room
- Meeting rooms
- Horticultural area
- D & T workshop
- Cookery Room
- Sensory Rooms
- BMX track and cycle track
- Outdoor learning areas
- Access to 4G pitch.

At our Knighton Fields Centre, we have excellent classroom facilities alongside a sensory room, immersive therapy room and a soft play room.

Extensive use is made of local facilities, for example, further education colleges, off site providers, swimming pools, theatres, museums and other venues in the city/county.

ASSESSMENT

Ellesmere College uses classroom monitor as a formative and summative assessment system which allows us to benchmark our pupils' progress against national expectations. This assessment is supplemented by individual targets established through EHCP's, PEP's and other formal systems.

PARENTS

The overwhelming majority from parents in our last parent survey said that they were really pleased with the college.



Comments from that survey include: -

“My child is happy, enjoys coming to school”

“Best news we have had on her progress”

“My child feels cared for by everyone”

“I think the school is excellent”

COMMUNITY

Ellesmere College has a strong and vibrant community programme which includes local community groups accessing the facilities during the evening, joint partnership arrangements for the management of the 3G pitch, and a PE and sport outreach programme across Leicester City, Leicestershire County Council and Rutland.

MISSION STATEMENT

Be your best, be happy, believe.

WEBSITE

Further information regarding the college can be obtained by visiting our website which is found at www.ellesmerecollege.org.uk.

The website contains information on:-

- Executive Principal’s Welcome
- Mission Statement
- Curriculum
- Key Information
- School Organisation
- Governors
- Safeguarding
- Policies
- Staffing
- News and Events

Governors Induction Pack – 2022/2023
Author: Jo M Marshall
Version: 1.0



- Photos around school
- Useful Links
- Resources
- Vacancies



Governing Body Key Functions

The governing body has the following core strategic functions:

Establishing the strategic direction, by:

- Setting the vision, values, and objectives for the school
- Agreeing the school improvement strategy with priorities and targets
- Meeting statutory duties

Ensuring accountability, by:

- Appointing the principal
- Monitoring progress towards targets
- Performance managing the principal
- Engaging with stakeholders
- Contributing to school self-evaluation

Ensuring financial probity, by:

- Setting the budget
- Monitoring spending against the budget
- Ensuring value for money is obtained
- Ensuring risks to the organisation are managed

Governor Code of Conduct

As individuals on the body we agree to the following:

Roles & Responsibilities

1. We accept that our role is strategic and so will focus on our core functions rather than involve ourselves in day-to-day management.
2. We will develop, share and live the ethos and values of our school.
3. We agree to adhere to school policies and procedures as set out by the relevant governing documents and law.
4. We will work collectively for the benefit of the school.
5. We will be candid but constructive and respectful when holding senior leaders to account.
6. We will consider how our decisions may affect the school and local community.
7. We will stand by the decisions that we make as a collective.



8. Where decisions and actions conflict with the Seven Principles of Public Life or may place pupils at risk, we will speak up and bring this to the attention of the relevant authorities.
9. We will only speak or act on behalf of the governing body if we have the authority to do so.
10. We will fulfil our responsibilities as a good employer, acting fairly and without prejudice.
11. When making or responding to complaints we will follow the established procedures.
12. We will strive to uphold the school's reputation in our private communications (including on social media).
13. We will have regard to our responsibilities under [The Equality Act](#) and will work to advance equality of opportunity for all.

Commitment

1. We will involve ourselves actively in the work of the governing body, and accept our fair share of responsibilities, serving on committees or working groups where required.
2. We will make every effort to attend all meetings and where we cannot attend explain in advance why we are unable to.
3. We will arrive at meetings prepared, having read all papers in advance, ready to make a positive contribution and observe protocol.
4. We will get to know the school well and respond to opportunities to involve ourselves in school activities.
5. We will visit the school and when doing so will make arrangements with relevant staff in advance and observe school and governing body protocol.
6. When visiting the school in a personal capacity (for example, as a parent or carer), we will continue to honour the commitments made in this code.
7. We will participate in induction training and take responsibility for developing our individual and collective skills and knowledge on an ongoing basis.

Relationships

1. We will develop effective working relationships with school leaders, staff, parents and other relevant stakeholders from our local community/communities.
2. We will express views openly, courteously and respectfully in all our communications with governors and staff both inside and outside of meetings.
3. We will work to create an inclusive environment where each governor's contributions are valued equally.
4. We will support the chair in their role of leading the governing body and ensuring appropriate conduct.

Confidentiality

1. We will observe complete confidentiality both inside and outside of school when matters are deemed confidential or where they concern individual staff, pupils or families.
2. We will not reveal the details of any governing body vote.



3. We will ensure all confidential papers are held and disposed of appropriately.
4. We will maintain confidentiality even after we leave office.

Conflicts of interest

1. We will declare any business, personal or other interest that we have in connection with the governing body's business, and these will be recorded in the register of business interests.
2. We will also declare any conflict of loyalty at the start of any meeting should the need arise.
3. If a conflicted matter arises in a meeting, we will offer to leave the meeting for the duration of the discussion and any subsequent vote.
4. We accept that the Register of Business Interests will be published on the school's website.
5. We will act as a governor; not as a representative of any group.
6. We accept that in the interests of open governance, our full names, date of appointment, terms of office, roles on the governing body, attendance records, relevant business and pecuniary interests, category of governor and the body responsible for appointing us will be published on the school website.
7. We accept that information relating to governors will be collected and recorded on the DfE's national database (Get Information about Schools), some of which will be publicly available.

Breach of this code of conduct

- If we believe this code has been breached, we will raise this issue with the chair and the chair will investigate; the governing body will only use suspension/removal as a last resort after seeking to resolve any difficulties or disputes in more constructive ways.
- Should it be the chair that we believe has breached this code, another governor, such as the vice chair will investigate.

The Seven Principles of Public Life

We agree to abide by the Seven Nolan Principles of Public Life:

Selflessness

We will act solely in terms of the public interest.

Integrity

We will avoid placing ourselves under any obligation to people or organisations that might try inappropriately to influence us in our work. We will not act or take decisions in order to gain financial or other material benefits for ourselves, our family, or our friends. We will declare and resolve any interests and relationships.



Objectivity

We will act and take decisions impartially, fairly and on merit, using the best evidence and without discrimination or bias.

Accountability

We are accountable to the public for our decisions and actions and will submit ourselves to the scrutiny necessary to ensure this.

Openness

We will act and take decisions in an open and transparent manner. Information will not be withheld from the public unless there are clear and lawful reasons for so doing.

Honesty

We will be truthful.

Leadership

We will exhibit these principles in our own behaviour. We will actively promote and robustly support the principles and be willing to challenge poor behaviour wherever it occurs.

We review our code of conduct on an annual basis.



What Does a Governor Do?

This is a short extract from *Welcome to Governance 6th Edition* – the essential guide for newly appointed governors of state schools, published by the National Governor’s Association ©2014. The document can be found in full by going to nga.org.uk and clicking on “Be a Governor”.

Role of school governor: To contribute to the work of the governing body in ensuring high standards of achievements for all children and young people in the school by:

- Setting the school’s vision, ethos and strategic direction
- Holding the head teacher to account for the educational performance of the school and its pupils
- Overseeing the financial performance of the school and making sure its money is well spent.

Chair: Steve White

Vice Chair: Joe Crofton

Clerk: Martin Smith

Activities: As part of the governing body team, a governor is expected to:

1. Contribute to the strategic discussions at governing body meetings.
2. Hold the senior leaders to account by monitoring the school’s performance.
3. Ensure the school staff have the resources and support they require to do their jobs well.
4. When required, serve on panel of governors e.g. to appoint the head teacher and other senior leaders.

The role of governors is largely a thinking and questioning role, not a doing role.

A governor does NOT:

- Write school policies.
- Undertake audits of any sort.
- Spend much time with the pupils of the school.
- Fundraise.
- Undertake classroom observations to make judgements on the quality of teaching.
- Do the job of the school staff.



Membership of Governing Body

Martin Smith	Clerk to Governors	martinglynsmith@aol.com
Steve White	Chair	stevewhite1946@hotmail.com
Joe Crofton	Vice-Chair	joe@soft-touch.org.uk
Martin Bell	Local Authority	martin.bell27@ntlworld.com
Sally Donald-Deacon	Parent	Sallydonald-deacon@virginmedia.com
Mahjabeen Gangat	Parent	Mahjabeen.gangat@gmail.com
Julia Bates	Co-Opted	Julia.bates@rainbows.co.uk
Franki Williams	Co-Opted	fw@directcare.uk.com
Steph Beale	Principal	sbeale@ellesmere.leicester.sch.uk



Debbie Shaw	Staff	dshaw@ellesmere.leicester.sch.uk
Jo Marshall	Associate Member	srm@ellesmere.leicester.sch.uk

COMMITTEE STRUCTURE/TERMS OF REFERENCE

Finance/Personnel Committee

Martin Bell (chair)
 Steph Beale
 Debbie Shaw
 Julia Bates
 Kate Bullock (Associate)
 Jo Marshall (Associate)

Strategic Committee

Joe Crofton (chair)
 Steve White
 Martin Bell
 Mahjabeen Gangat
 Steph Beale
 Ange Smith (Associate)
 Rebecca Tobitt (Associate)

Buildings, Site and Health & Safety

Franki Williams (Chair)
 Steph Beale
 Matt Favell (Associate)
 Sally Donald-Deacon
 Jo Marshall (Associate)
 Rebecca Tobitt (Safeguarding)

Student/Staff Discipline Committees

The membership of the Committee will be drawn from eligible members of the main Governing Body.

Governors with Lead Responsibilities

Maths
 English
 Physical Development (KFC/Aylestone Meadows)
 Understanding the World
 Creative Arts
 PSHE
 Technology
 Independence/Prep for Adulthood
 Science
 Primary Creative Curriculum
 EYFS

Steve White
 Mahjabeen Gangat
 Julia Bates
 Martin Bell
 Joe Crofton
 Julia Bates
 Franki Williams
 Franki Williams
 Steve White
 Joe Crofton
 Sally Donald-Deacon



Terms and Reference for the Governors

Finance/Personnel Committee

Membership

The Governors at Ellesmere College shall determine, and review annually at the first meeting of the school year, the terms of reference and membership of the committee. Associate members may be members of the committee, but the majority of committee members shall be governors from the full governing body.

Membership shall include: -

- 4 Governors
- Executive Principal
- Associated members as appropriate

Chairing

A chair of the committee will be appointed by this committee. If no chairperson is in place, a temporary chair will be elected for each meeting.

Attendance

Members of the committee may allow other persons to attend meetings as appropriate.

Quorum

There must be at least three governors to be quorum on this committee.

Meeting Schedule

The committee shall meet three times per year, and will take place the week prior to the full governor's meetings. The finance committee does not meet before the first full meeting in the academic year.

FUNCTION

The main purpose of the committee is to advise the Governing Body and Executive Principal on general financial and staffing matters relating to the College.

1. Financial Matters

The committee is responsible for:



- Drawing up spending plans with the assistance of the Executive Principal for approval by the Governing Body, within the framework of financial procedures.
- Monitoring Expenditure.
- Monitoring Income
- Delegating to the Executive Principal the authority to approve spending on non-recurrent items up to £10,000 and recurrent items up to a maximum £10,000. In exceptional circumstances only, the executive Principal may request verbal authorisation from committee members if outside this amount.

The Committee has three specific annual tasks: -

1. During the Autumn Term, consider the financial out-turn figures for the previous financial year and to draw up a projective plan for the forthcoming financial year.
2. During the Spring Term, prepare the provisional budget in accordance with any principles set by the Governing Body or information received from the LA.
3. By the end of May to have submitted to the Governing Body for agreement the budget for the forthcoming year.

In addition, the committee will:

- Receive monthly reports from the Bursar as to the accumulative monthly spend;
- Advise the Executive Principal and the Governing Body on measures to be taken to correct variations where appropriate.
- Review levels of expenditure delegated to the Executive Principal as part of Annual Plan.
- Alert the governing body of any major elements of expenditure.
- Receive regular in-house training on financial matters and legislation.
- Adopt and maintain the Financial Management Policy.

2. Personnel Issues

The Committee will meet to discuss and make decisions on issues relating to recruitment, staff welfare, staff development and performance management. The committee will ensure that we are working towards current employee legislation at all times.

All members on this committee must maintain strict confidentiality.



In particular the committee will work with the Executive Principal on the following issues: -

- To maintain and keep under review the college staffing structure.
- To advise on appointments, posts and salaries within the overall staffing structure, including the consideration of job sharing and part-time working, within the financial restraints of the college budget.
- To adopt and maintain policies relating to the resource committee i.e. Whole School Pay Policy, GDPR, Safeguarding Children, Performance Management.
- To keep under review the College's arrangements for the well-being of staff.
- To review the patterns of staff absences and to consider requests for staff leave of absence.
- To advise the Governing Body of any changes relating to Performance Management.
- To ensure that capability and competency procedures are updated.
- To ensure that staff induction training and professional development are carried out to a satisfactory standard.
- To review and approve the Executive Principal's salary on an annual basis, in conjunction with the School Advisor.
- To ensure appropriate appeals and grievance systems are in line with the Local Authority.
- Apply fairly all areas of pay as identified in the policy, and the Leicester approved Pay Structure, including the discretionary elements.
- On an annual basis, in line with agreed timetable, carry out salary reviews for teaching staff in line with performance reviews as per the appraisal policy.
- Determine salary, at the time of first appointment, for all new staff.
- Ensure that all statutory and contractual requirements are complied with.
- Ensure that full and accurate records of decisions are kept.
- Ensure that the Executive Principal advise staff in writing about the outcome of the pay reviews.

The quorum for all meetings is at least three Governors and a clerk must be appointed to the committee.

There will be a further three independent Governors should there be an appeal.



The Governing Body agrees the College budget and will ensure that appropriate funding is allocated for performance pay progression on all levels. The Governing Body recognises that funding cannot be used as a criterion to determine Upper Pay Range progression.

This committee will report to the full governing body three times annually.



Terms of Reference for the Governors Buildings, Site and Health & Safety Committee

Membership

The Governors at Ellesmere College shall determine, and review annually at the first meeting of the school year, the terms of reference and membership of the committee. Associate members may be members of the committee, but the majority of committee members shall be governors from the full governing body.

Membership shall include: -

- 3 Governors - minimum
- Executive Principal
- Site Manager
- Associated members as appropriate

Chairing

A chair of the committee will be appointed by this committee. If no chairperson is in place, a temporary chair will be elected for each meeting.

Attendance

Members of the committee may allow other persons to attend meetings as appropriate.

Quorum

There must be at least three governors to be quorum on this committee.

Meeting Schedule

The committee shall meet three times per year, and will take place the 2 weeks prior to the full Governors meetings.

TERMS OF REFERENCE

Buildings

- To review the security requirements of the school annually.
- To place proposals to the Governing Body for expenditure on Capital Funding and Maintenance expenditure and ensure that maintenance and decoration, in line with the agreed financial allocations is carried out.



- To monitor the conditions of the College premises and grounds regularly and report to the Governing Body on general repair and maintenance.
- To be fully informed of any necessary insurance and liaising with the Finance Committee to ensure that premiums are paid when required.
- To consider the Lettings Policy and charges and advise the Governing Body on such matters.
- To use comparative statistical data in order to compare the school with similar sized schools for costs on electricity/water/telephone costs.
- To monitor the work of Leicester City Council and external contractors in the preparation and implementation of contracts.
- To liaise with the Local Authority about any matters concerning the school premises and grounds.
- The check that the College Inventory is maintained to a satisfactory standard on an annual basis.

Health & Safety

- To assist in the formulation and review of the College Health & Safety Policy, associated arrangements and codes of practice including those dealing with college security and safety and ensure that procedures for implementing the Health & Safety Policy are in place and are followed.
- To ensure that an annual risk assessment of the premises is carried out, to make regular assessments of any risk factors which may put the health, safety and welfare of staff, students and visitors at risk and to monitor and evaluate safety outcomes, i.e. risk assessment, reports/accidents statistics/near misses.
- To ensure that a fire drill/evacuation is carried out at least once per term.
- To ensure that any policy amendments put to the Governing Body comply with legislation and the Local Education Authority guidance.
- To closely monitor all safeguarding aspects of the college for students, staff and visitors.

Accessibility

- To recommend to the Governing Body reasonable adjustments to allow access and use of the premises by the disabled.

This committee will report to the full governing body three times annually.



Terms of reference for the Governors' strategic development group

Purpose of the strategic development group

To monitor, develop and influence the strategic direction of the college and ensure that the different strands of the remit interlink with each other in order to ensure a cohesive approach to the college's strategic development

Constitution

The Governing Body of Ellesmere College has established a committee to the Governing Body to be known as the Strategic development Committee. The committee has no executive powers other than those specifically delegated in these terms of reference

Membership

The Governors of Ellesmere College shall determine, and review annually at the first meeting of the academic year, the terms of reference and membership of the committee. Associate members may be members of the committee, but the majority of committee members shall be governors from the full governing body.

Membership will include:

Voting members:

4 Governors
Executive Principal

Non-voting members:

Associated members, as appropriate

Chair

A Chair of the committee will be appointed by this committee. If no chair is in place, a temporary chair will be elected for each meeting

Attendance

Members of the committee may allow other persons to attend meetings as appropriate

Quorum

Business will only be conducted if the meeting is quorate. There must be at least three governors to be quorate on this committee



Frequency

The committee will meet a minimum of three times per year, and will take place the two weeks prior to the full governing body meeting.

Accountability

Members will be invited to declare any interests they might have in any issues arising at the meeting that might conflict with the business of the Governing Body.

Clerking

A member of the college administration team.

Objectives:

- To consider and advise the governing body on standards and other matters relating to the school's curriculum, including statutory requirements and the School's Curriculum Policy
- Ensure the school has a curriculum that satisfies statutory requirements and meets the students' needs including extension and enrichment activities
- To consider curricular issues which have implications for Finance and Personnel decisions and to make recommendations to the finance and personnel committee or the Governing Body
- To agree and monitor the school's curriculum policy
- To ensure that strategies are in place to raise achievement for all students
- To ensure that there is high quality teaching and learning across all year groups
- To oversee appraisal arrangements for staff
- To receive the executive principal's report on staff appraisal and make recommendations to the governors' finance committee
- To ensure there is reliable assessment and high quality tracking information for all learners and to receive and discuss pupil progress reports
- To make arrangements for the Governing Body to be represented at college Improvement discussions with the LA and for reports to be received by the Governing Body
- To oversee arrangements for individual governors to take a leading role in specific areas of provision, e.g. teaching and learning and to receive regular reports from them and advise the Governing Body.
- To oversee the implementation of the college's policy for educational visits and learning outside of the classroom, including the appointment of a named co-ordinator



- To establish a charging and remissions policy for activities
- To monitor pastoral issues including agreeing and monitoring the school's behaviour for learning policy
- To receive reports on exclusions and other behaviour data
- To receive reports on attendance
- To establish and keep under review arrangements for Governors' visits to school
- To consider teaching and learning issues which have implications for finance and staffing decisions and to make recommendations to the Governing Body and relevant committees.
- To ensure that any recommendations from OFSTED are implemented and that appropriate governors are fully involved in the process by supporting the relevant staff members.
- To arrange and oversee a review cycle for all relevant policies.



GOVERNORS MEETING SCHEDULE 2022/2023

Meeting	Date	Time	Location
Full Meeting	28 th Sept 2022	4.30pm – 6.30pm	Room 5, AM Site
Strategic	9 th Nov 2022	8am – 9.30am	TEAMS
Health & Safety	9 th Nov 2022	10am – 11.30am	TEAMS
Finance & Personnel	10 th Nov 2022	8am – 9.30am	TEAMS
Full Meeting	7 th Dec 2022	4.30pm – 6.30pm	Room 5, AM Site
Strategic	8 th March 2023	8am – 9.30am	TEAMS
Health & Safety	8 th March 2023	10am – 11.30am	TEAMS
Finance & Personnel	9 th March 2023	8am – 9.30am	TEAMS
Full Meeting	22 nd March 2023	4.30pm – 6.30pm	Room 5, AM Site
Strategic	14 th June 2023	8am – 9.30am	TEAMS
Health & Safety	14 th June 2023	10am – 11.30am	TEAMS
Finance & Personnel	15 th June 2023	8am – 9.30am	TEAMS
Full Meeting	28 th June 2023	4.30pm – 6.30pm	Room 5, AM Site



Governing body skills audit

National Governors' Association

The National Governors' Association aims to improve the wellbeing of children and young people by promoting high standards in all our schools and improving the effectiveness of their governing bodies.

NGA represents governors and trustees across England in both LA maintained schools and academies.

The NGA is a membership organisation: governing bodies can join at a standard (£75 for 2013/14) or GOLD rate (£260). To join NGA and receive regular updates, contact us:

Website: www.nga.org.uk • Telephone: **0121 237 3780** • Email: membership@nga.org.uk

Introduction

This audit is a useful way of assessing the skills, knowledge and experience of your governing body. In the 2013 NGA/TES survey, 80% of respondents said their governing body uses a skills audit. Of these, 78% used it to identify training needs and 45% used it when recruiting new governors.

NGA would like to see more governing bodies using the results of the skills audit to help them identify any skills and knowledge they still need to deliver their functions – particularly their core functions – effectively.

No individual is going to have all the skills listed in the audit. The governing body is a team, and the purpose of the audit is to ensure that each of the skills below are covered by at least one of the governors around the table. Therefore, we have also produced a skills matrix in which governors' responses can be collated – this can be found on the [NGA website](http://www.nga.org.uk). If there are any gaps, these can be filled when recruiting new governors or training existing governors. The way in which this exercise is introduced is crucial – the intention is to enable all members of the governing body to set out their skills and experience whatever their backgrounds, and make clear that the essential and desirable skills for governance can be acquired through a range of life experiences. As such, the experience and skills below may come from either governors' professional or personal lives.

When considering the skills listed, it is important to understand that governance is a 'thinking' not a 'doing' role. This means that the skills and knowledge sought are those which enable governors to ask the right questions, analyse data and have focussed discussions which create robust accountability for school leaders. For example, a governor might work in the construction industry, but it would not be appropriate for him/her to carry out a health and safety check at the school. Similarly, a lawyer should not be asked to give free legal advice. Governance is a strategic role and governors must not be tempted to do the staff's job: management must be left to the school leadership team.



Your Name:

National Governors' Association

Ground Floor, 36 Great Charles Street, Birmingham, B3 3JY



Experience, skills and other attributes	Level of experience/skill rate on scale 1 (none) 5 (extensive) Think about all the situations in which you may have developed /used these skills.				
	1	2	3	4	5
Essential for all Governors/trustees					
Commitment to improving education for all pupils					
Ability to work in a professional manner as part of a team and take collective responsibility for decisions					
Willingness to learn					
Commitment to the school's vision and ethos					
Basic literacy and numeracy skills					
Basic IT skills (i.e. word processing and email)					
Should exist across the governing body understanding and/or Experience of governance					
Experience of being a board member in another sector or a Governor/trustee in another school					
Experience of chairing a board / governing body or committee					
Experience of professional leadership					
Vision and strategic planning					
Understanding and experience of strategic planning					
Ability to analyse and review complex issues objectively					
Problem solving skills					
Ability to propose and consider innovative solutions					
Change management (e.g. overseeing a merger or organisational Restructure, changing careers)					
Understanding of current education policy					
Holding the head to account					
Communication skills, including being able to discuss sensitive issues tactfully					
Ability to analyse data					
Ability to question and challenge					
Experience of project management					
Performance management / appraisal of someone else					
Experience of being performance managed / appraised yourself					



Experience, skills and other attributes	Level of experience/skill: rate on scale of 1 (none) to 5 (extensive) Do remember to think about all the situations in which you may have developed/used these skills				
	1	2	3	4	5
Financial oversight					
Financial planning/management (e.g. as part of your job)					
Experience of procurement/purchasing					
Experience of premises and facilities management					
Knowing your school and community					
Links with the community					
Links with local businesses					
Knowledge of the local/regional economy					
Working or volunteering with young people (e.g. teaching/social work/youth work/sports coaching/health services for young people)					
Understanding of special educational needs					

Existing governors only

What contribution do you feel you have made to the governing body over the past year?

Please give brief details of courses you have undertaken in the past year - include governor training, work-based training/ development and/or any other development/training activities.

Are there any additional areas of the governing body’s responsibilities to which you would like to contribute in the future?

