**NGA skills dashboard**

**For maintained school and federation governors, trustees of single academy trusts and academy committees**

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|  | **Skills audit statement** | **Average board scores****Scores calculate automatically** | **Your comments and proposed actions** | **Open access NGA resources** |  **NGA member resources****NGA membership/learning link subscription required** |
|  | **1a. Strategic leadership** |  |  |  |  |
| **1** | **I have governing experience in a school or in a different sector** |  **4** | **This might include participating in training, making use of NGA resources and/or recruiting new board members to help you to fill any gaps** |  | **NGA guidance: developing your induction programme** |
| **2** | **I am/have been the chair of a board or committee** |  **3** |  | **NGA guidance: successful planning** |  |
| **3** | **I have experience and expertise in developing a strategy** |  **3** | **Other sources of support and development include those provided by your local authority, diocese or trust** | **NGA guidance: Being strategic** |  |
| **4** | **I know what the school’s strategic priorities are** |  **4** | **We recommend that you identify up to three priority areas for the board in order to ensure your plans are manageable.** |  | **Learning Link e-learning: strategy** |
| **5** | **I can identify key risks and evaluate their potential impact** |  **3** |  | **NGA guidance: risk management** |  |
|  | **1b. Accountability** |  |  |  |  |
| **6** | **I am aware of how the school is funded and what the funding is spent on** |  **4** |  |  | **NGA financial oversight resources** |
| **7** | **I can interpret budget monitoring reports and ask relevant questions** |  **3** |  |  | **Learning Link e-learning: effective financial governance** |
| **8** | **I understand how the school’s curriculum meets the needs of all pupils** |  **4** |  |  | **NGA guide to curriculum effectiveness** |
| **9** | **I understand how my governing board engages with stakeholders – pupils, parents, staff and the wider community – and how this informs decisions** |  **3** |  |  | **Learning Link e-learning module: stakeholder engagement** |
| **10** | **I feel confident being part of the panel that conducts the headteacher’s appraisal!** |  **3** |  | **NGA guide to executive leader appraisal** |  |
|  | **1c. People** |  |  |  |  |
| **11** | **I know how to build the knowledge I need to be effective in my governance role** |  **4** |  |  |  |
| **12** | **I can build positive, collaborative relationships with members of my board** |  **4** |  |  | **NGA guide to effective teamwork** |
|  | **1d. Structures** |  |  |  |  |
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| **13** | **I understand the strategic nature of the board’s role and what governing boards and school leaders should expect from each other** |  **4** |  | **NGA guidance: what governing boards and school leaders should expect from each other** |  |
| **14** | **I know what the governing board’s core functions are** |  **4** |  |  | **NGA training session: understanding your role and responsibilities** |
| **15** | **I understand how the board delegates it’s work** |  **4** |  |  | **Learning Link e-learning: your role, responsibilities and organisation** |
| **16** | **I feel confident serving on a panel** |  **4** |  |  | **Learning Link e-learning: an introduction to panel work** |
| **17** | **I am aware of the board’s legal and compliance responsibilities** |  **4** |  |  | **Learning Link e-learning: compliance modules** |
|  | **1e. Compliance** |  |  |  |  |
| **18** | **I feel able to speak up if I am concerned about non-compliance and unethical behaviour** |  **4** |  | **NGA ethical leadership resources: framework, podcast and e-learning** |  |
| **19** | **I recognise when independent, expert advice may be required** |  **4** |  |  |  |
| **20** | **I know, and can identify with, the community served by the school** |  **4** |  | **NGA research report: increasing representation in school and trust governance** |  |
| **21** | **I understand the legal responsibilities of governing boards in relation to equalities** |  **4** |  |  | **NGA guidance: equality and diversity** |
|  | **2. Equality, diversity and inclusion** |  |  |  |  |
| **22** | **I have influenced an organisation’s culture of equality and diversity (through communication, appropriate challenge, awareness raising or developing policy and practice)** |  **4** |  |  | **Learning Link e-learning programme: equality, diversity and inclusion** |
| **23** | **I have knowledge, experience or training that will help me to promote diversity and inclusion** |  **4** |  |  |  |
| **24** | **I can confidently challenge behaviour, attitudes and practices which are detrimental to creating an inclusive culture** |  **4** |  |  |  |
| **25** | **I can interpret relevant data and insight to identify issues and ask questions relating to equality and inclusion** |  **4** |  |  |  |
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| **26** | **Is there any training or support you would like to increase your contribution to promoting equality and diversity in your school?** | **See respondent’s comments** |  |  |  |
|  | **3. Self-evaluation** |  |  |  |  |
| **27** | **What do you need to do over the next 12 months to increase your governance knowledge and skills?** | **See respondent’s comments** |  |  |  |
| **28** | **What specific shills or experience do you have that could be utilised by the board?** | **See respondent’s comments** |  |  |  |