

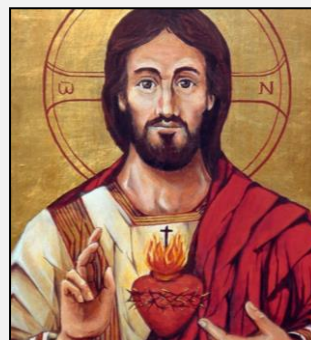
### Diocese of Salford Governor Skills Audit

*‘Those who are in charge of Catholic schools are to ensure, under the supervision of the local Ordinary, that the formation given in them is, in its academic standards, at least as outstanding as that in other schools in the area.’ (Canon 806, part ii)*

#### Strategic Catholic Leadership

“...in Catholic schools...the much-discussed Catholic ethos...needs to inform every aspect of school life. This extends far beyond the self-evident requirement that the content of the teaching should always be in conformity with Church doctrine. It means that the life of faith needs to be the driving force behind every activity in the school, so that the Church’s mission may be served effectively, and the young people may discover the joy of entering into Christ’s ‘being for others’ (Spe Salvi, 28)”.

*Pope Benedict, September 2010.*



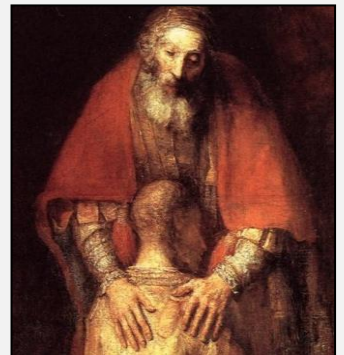
Area of expertise	1	2	3
<i>Please tick from 1 – 3 where 1 is having a sound knowledge and 3 having little or no knowledge</i>			
Understanding the mission of the Catholic school and Catholic education generally			
Understanding of catechesis and religious education			
Understanding of the liturgical and sacramental life of the school			
Understanding the history of the Catholic Church’s involvement in the provision of schools in England and Wales			
Ecclesiology: Understanding the role of the Bishop and the Trustees and the Governing Board’s relationship with them			
Having the ability to evaluate the Catholic life of the school			
Having a commitment to improving education and welfare for all pupils			
I understand current national education policy and the local education context			
I have previous experience of being a board member in another sector or a governor/trustee in another school			
I have experience of chairing a board/governing board or committee			
I have experience of strategic planning and applying this to set and preserve the culture of the organisation			

Area of expertise	1	2	3
I am committed to the school's vision and ethos			
I am able to question and challenge, working as part of a team to identify viable options through collective decision making			
I am able to work in a professional manner, avoiding conflicts, acting with transparency and integrity			
I am confident I can identify when to seek independent/professional advice			
I have experience of stakeholder management and engagement including communicating with and taking account of the views of parents and pupils			
I am proficient in prioritising, assessing and mitigating risk			
I have experience of school sector risk management, including managing conflicts of interest/loyalty			
I am familiar with the strategic nature of the board's functions and how this differs from and works with others including senior leaders			
I have experience of reviewing governance structures			


### Welcome

"Jesus welcomed them, He told them about the Kingdom of God and He healed those who needed healing". (Luke 9:11)

"Members of a community should pray for this gift of welcome. For it is truly a gift. Our hearts must be opened to welcome. This gift is love, and love for the different and the unexpected. And this love comes from the Father. We must ask for this love and expect it to be given. Genuine welcome is an energy of peace felt and appreciated. And of course we can only welcome someone as a gift of God if we have come to the awareness that we too are loved by God just as we are; that we too are a gift for the community." Vanier, Jean (1979)



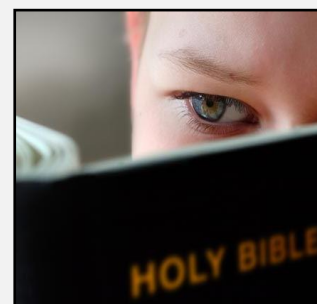
Area of expertise	1	2	3
I have knowledge of the local community			
I have experience in community relations			
I have knowledge of Special Educational Needs and Disabilities			
I have knowledge of PR and marketing			
I have Human Resources expertise			

Area of expertise	1	2	3
I have experience of premises and facilities management (environment)			
My experience is: Nursery/Primary/Secondary/Tertiary schools/colleges (Delete as appropriate)			
<div> <div> <b>Welfare</b> <p>           "...the Catholic school has continued to share responsibility for the social and cultural development of the different communities and peoples to which it belongs, participating in their joys and hopes, their sufferings and difficulties, their efforts to achieve genuine human and communitarian progress"         </p> <p>           (Congregation for Catholic Education, The Catholic School on the Threshold of the Third Millennium, 5).         </p> </div> <div>  </div> </div>			
Area of expertise	1	2	3
I am willing to devote time, enthusiasm and effort to the duties of and responsibilities of a governor/trustee			
I am a strong communicator and committed to building strong collaborative relationships			
I am able to discuss sensitive issues with experience of conflict resolution and influencing consensus			
I am able to demonstrate a commitment to ethical behaviour and values, honesty, independence of thought and sound judgement			
I am committed to equal opportunities and the promotion of diversity			
I am willing to reflect, listen and learn from a diversity of views, to receive and provide feedback and accept impartial advice			
I have an understanding of health and safety within a school context			
I have an understanding of the board's duties in relation to safeguarding including Prevent			
I have an understanding of special education needs and disabilities (SEND)			
I have experience of complying with legal, regulatory and financial frameworks and statutory guidance			
I understand and accept the legal duties, responsibilities of a governor/trustee			
Governing boards are responsible for ensuring schools comply with a whole range of legal responsibilities I have experience ensuring legal compliance in this way and a commitment to understanding the full range of legal responsibilities			
I understand the importance of adhering to organisation policies e.g. on parental complaints or staff-discipline issues			
I have the confidence and ability to speak up when concerned about non-compliance			
I have good knowledge about safer recruitment			

Area of expertise	1	2	3
I have experience of negotiation & mediation			
I am aware of my own strengths and weaknesses and committed to personal development			
I have experience of evaluating board decisions and am willing to contribute to board self-review			
I have experience of handling complaints, grievances or appeals			
I have experience of being Designated governor for Child Protection			
I have experience of being Designated governor for Safeguarding			
I have experience of being Designated governor for Looked After Children			

### Word

**“Something which has existed since the beginning, that we have heard, and we have seen with our own eyes; that we have watched and touched with our hands: the Word, who is life – this is our subject. That life was made visible: we saw it and we are giving our testimony, telling you of the eternal life which was with the Father and has been made visible to us. What we have seen and heard we are telling you so that you too may be in union with us as we are in union with the Father and with his Son Jesus Christ. We are writing this to you to make our own joy complete”**  
(1 John 1:1-4)



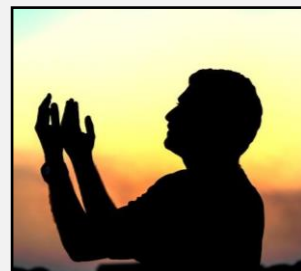
Area of expertise	1	2	3
I understand the importance of collecting high quality data and have expertise using data to interpret/evaluate performance and identify trends to target improvement			
I have expertise in curriculum development, school assessment and progress/attainment			
I have experience of working with leaders to establish expectations for improvement and outcomes			
I have experience of agreeing the range and format of information and data needed in order to hold leaders to account			
I have experience of providing challenge to leaders on strategies for monitoring and improving behaviour and safety			
I have financial management expertise, with experience of funding allocation/budget monitoring and contributing to financial self-evaluation and efficiency drives			
I have experience of basing funding decisions on organisational priorities and the ability to interpret financial data and question financial performance against strategic priorities			
I have experience of procurement/purchasing			
I have experience of property and estate-management			

Area of expertise	1	2	3
I have experience of HR policy and processes, including employment legislation, recruitment, performance management and pay			
I have experience of change management (overseeing a merger or an organisational restructure)			
I have experience of preparing for and responding to external oversight			
I have experience of inspection and oversight in the school sector			

### Worship

**“But the hour will come-- in fact it is here already-- when true worshippers will worship the Father in spirit and truth”. (John 4:23)**

**“We know that prayer works miracles....when we don’t pray, what we’re doing is closing the door to the Lord. And not praying is this: closing the door to the Lord, so that He can do nothing. On the other hand, prayer, in the face of a problem, a difficult situation, a calamity, is opening the door to the Lord so that He will come. So that He builds things, He knows to arrange things, to reorganize things. This is what praying is: opening the door to the Lord.” (Pope Francis, Homily, 7<sup>th</sup> October 2013)**



Area of expertise	1	2	3
I have experience of pupil leadership and Chaplaincy			
I have experience of Worship, Liturgy and celebration			
I have been involved in Sacramental preparation			

### Witness

**“...we must remember that teachers and educators fulfil a specific Christian vocation and share an equally specific participation in the mission of the Church, to the extent that ‘it depends chiefly on them whether the Catholic school achieves its purpose’ “**

**(Congregation for Catholic Education, The Catholic School on the Threshold of the Third Millennium, 19).**



Area of expertise	1	2	3
I am able to articulate the Mission and Vision of the school			
I have experience in encouraging school and Parish working together			
I have knowledge of work placements and career planning			

**Existing governors/trustees only :**

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

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

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

No individual is going to have all these skills! The way in which this exercise is introduced is crucial so that no governors feel undermined; it is important to value all perspectives. The governing body is a team, and we need to ensure that between us, all the necessary skills and knowledge are covered around the table. Governors are not there to provide pro-bono professional services. If a skills gap is identified, then the next vacancy which occurs should be used if at all possible to fill that gap. If you don't have local connections, you should approach School Governors One-Stop Shop. This same list of criteria could also be used during the recruitment purposes to ascertain if the applicants do have the skills being sought.

**Name:**

**Signature:**

**Date:**