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Leaders**  
Self Evaluation

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## A competency framework for governance

The Competency Framework for Governance is made up of 16 competencies underpinned by a foundation of important principles and personal attributes. The Governors Handbook sets out effective governance based on six key features:

1. Strategic leadership that sets and champions vision, ethos and strategy.
2. Accountability that drives up educational standards and financial performance.
3. People with the right skills, experience, qualities and capacity.
4. Structures that reinforce clearly defined roles and responsibilities.
5. Compliance with statutory and contractual requirements.
6. Evaluation to monitor and improve the quality and impact of governance.

The first two features are the core pillars of the board's role and purpose and as such they have a far greater weighting in the competencies. The second two are about the way in which governance is organised, and the last two are about ensuring and improving the quality of governance.

1. Strategic leadership		Why it's important: Effective boards provide confident, strategic leadership to their organisations; they lead by example and 'set the tone from the top'. These competencies relate to the core function of boards to set vision, ethos and strategic direction.		RAG Rating		
1a. Setting direction		The knowledge and skills required for effectiveness in setting the strategic direction of the organisation, planning and prioritising, monitoring progress and managing change.		Red	Amber	Green
1a.01	Everyone on the board	Knowledge	Governors are aware of the key themes of national education policy and the local education context			
1a.02	Everyone on the board	Knowledge	Governors are aware of the key features of effective governance			
1a.03	Everyone on the board	Knowledge	Governors know the strategic priorities (and where appropriate, charitable objects) for their organisation			
1a.04	Everyone on the board	Knowledge	Governors are aware of the tools and techniques for strategic planning			
1a.05	Everyone on the board	Knowledge	Governors have an understanding of the principles of effective change management			
1a.06	Everyone on the board	Knowledge	Governors are clear on the difference between strategic and operational decisions			
1a.07	Everyone on the board	Skills and effective behaviours	Governors think strategically and contribute to the development of the organisation's strategy			
1a.08	Everyone on the board	Skills and effective behaviours	Governors can articulate the organisation's strategic priorities (and where appropriate, charitable objects) and explain how these inform goals			
1a.09	Everyone on the board	Skills and effective behaviours	Governors can put in place plans for monitoring progress towards strategic goals			
1a.10	Everyone on the board	Skills and effective behaviours	Governors support strategic change having challenged as appropriate so that change is in the best interests of children, young people and the organisation (and aligned with charitable objects, where appropriate)			
1a.11	Everyone on the board	Skills and effective behaviours	Governors are able to champion the reasons for, and benefits of, change to all stakeholders			
1a.12	The chair	Knowledge	The Chair is aware of the national and regional educational priorities and the implications of these for the board and the organisation			
1a.13	The chair	Knowledge	The Chair is aware of leadership and management processes and tools that support organisational change			
1a.14	The chair	Skills and effective behaviours	The Chair thinks strategically about the future direction of the organisation and can identify the steps needed to achieve goals.			
1a.15	The chair	Skills and effective behaviours	The Chair leads the board and executive leaders in ensuring operational decisions contribute to strategic priorities			
1a.16	The chair	Skills and effective behaviours	The Chair adopts and strategically leads a systematic approach to change management, that is clear, manageable and timely			
1a.17	The chair	Skills and effective behaviours	The Chair provides effective leadership of organisational change even when this is difficult			
1b. Culture, values and ethos		The knowledge and skills required to set the culture, values and ethos of the organisation successfully; demonstrate these in the conduct and operation of the board; embed them through the whole organisation; and monitor the impact on outcomes for children and young people and on the reputation of the organisation in the wider community.		Red	Amber	Green
1b.01	Everyone on the board	Knowledge	Governors understand the values of the organisation and how these are reflected in strategy and improvement plans			
1b.02	Everyone on the board	Knowledge	Governors are aware of the ethos of the organisation and, where appropriate, that of the foundation trust including in relation to any religious character			
1b.03	Everyone on the board	Knowledge	Governors are familiar with the code of conduct for the board and how this embodies the culture, values and ethos of the organisation			
1b.04	Everyone on the board	Skills and effective behaviours	Governors can set and agree the distinctive characteristics and culture of the organisation or, in schools with a religious designation, preserve and develop the distinctive character set out in the organisation's trust deed			
1b.05	Everyone on the board	Skills and effective behaviours	Governors act in a way that exemplifies and reinforces the organisation's culture, values and ethos			
1b.06	Everyone on the board	Skills and effective behaviours	Governors ensure that policy and practice align with the organisation's culture, values and ethos			
1b.07	The chair	Skills and effective behaviours	The Chair is able to recognise when the board or an individual member is not behaving as expected and take appropriate action to address this			
1b.08	The chair	Skills and effective behaviours	The Chair leads board meetings in a way which embodies the culture, values and ethos of the organisation			
1c. Decision-making		Boards which operate effectively as strategic decision-makers are able to provide the foundation for creativity, innovation and improvement in the organisation. Effective decision-making is about moving from free and frank discussion to specific, measurable actions.		Red	Amber	Green
1c.01	Everyone on the board	Skills and effective behaviours	Governors identify viable options and those most likely to achieve the organisation's goals and objectives			
1c.02	Everyone on the board	Skills and effective behaviours	Governors put aside vested or personal interests to make decisions that are in the best interests of all pupils/students			
1c.03	Everyone on the board	Skills and effective behaviours	Governors act with honesty, frankness and objectivity taking decisions impartially, fairly and on merit using the best evidence and without discrimination or bias			
1c.04	Everyone on the board	Skills and effective behaviours	Governors bring integrity, and consider a range of perspectives and diverse ways of thinking to challenge the status quo, reject assumptions and take nothing for granted			
1c.05	Everyone on the board	Skills and effective behaviours	Governors identify when to seek the advice of an independent clerk/governance professional for guidance on statutory and legal responsibilities and ethical aspects of the board's decision-making			

1c.06	Everyone on the board	Skills and effective behaviours	Governors abide by the principle of collective-decision making and stand by the decisions of the board, even where their own view differs				
1c.07	Everyone on the board	Skills and effective behaviours	Governors encourage transparency in decision making and are willingly answerable to, and open to challenge from, those with an interest in decisions made				
1c.08	The chair	Skills and effective behaviours	The Chair ensures the board understands the scope of issues in question and are clear about decisions they need to make				
1c.09	The chair	Skills and effective behaviours	The Chair summarises the position in order to support the board to reach consensus where there are diverging views				
1c.10	The chair	Skills and effective behaviours	The Chair ensures that different perspectives, viewpoints and dissenting voices are properly taken into account and recorded				
1c.11	The chair	Skills and effective behaviours	The Chair facilitates decision-making even if difficult and manages the expectations of executive leaders when doing so				
1c.12	The chair	Skills and effective behaviours	The Chair recognises the limits of any discretionary chair's powers and uses them under due guidance and consideration and with a view to limiting such use				
1c.13	The chair	Skills and effective behaviours	The Chair ensures the board seeks guidance from executive leaders or others in the senior leadership team and from the clerk/governance professional before the board commits to significant or controversial courses of action				
<b>1d. Collaborative working with stakeholders and partners</b>		<b>Effective boards are well-informed about, and respond to, the views and needs of key stakeholders, particularly parents and carers. They enable productive relationships, creating a sense of trust and shared ownership of the organisation's strategy, vision and operational performance.</b>			<b>Red</b>	<b>Amber</b>	<b>Green</b>
1d.01	Everyone on the board	Knowledge	Governors are aware of the key stakeholders and their relationship with the organisation				
1d.02	Everyone on the board	Knowledge	Governors have knowledge of the principles of effective stakeholder management				
1d.03	Everyone on the board	Knowledge	Governors are aware of tools and techniques for stakeholder engagement, particularly with regard to engaging parents and carers				
1d.04	Everyone on the board	Skills and effective behaviours	Governors are proactive in consulting, and responding to, the views of a wide group of stakeholders when planning and making decisions				
1d.05	Everyone on the board	Skills and effective behaviours	Governors anticipate, prepare for and welcome stakeholder questions and ensure that these are answered in a relevant, appropriate and timely manner				
1d.06	Everyone on the board	Skills and effective behaviours	Governors strive to work in partnership with outside bodies where this will contribute to achieving the goals of the organisation				
1d.07	Everyone on the board	Skills and effective behaviours	Governors use clear language and messaging to communicate to parents and carers, pupils/students, staff and the local community				
1d.08	Everyone on the board	Skills and effective behaviours	Governors are credible, open, honest and appropriate when communicating with stakeholders and partners including clear and timely feedback on how their views have been taken into account				
1d.09	Everyone on the board	Skills and effective behaviours	Governors consider the impact of the board's decisions and the effect they will have on the key stakeholder groups and especially parents and carers and the local community				
1d.10	Everyone on the board	Skills and effective behaviours	Governors are ambassadors for the organisation				
1d.11	Everyone on the board	Skills and effective behaviours	Governors support and challenge leaders to raise aspiration and community cohesion both within the wider community and with local employers				
1d.12	The chair	Knowledge	The Chair is aware of links that the organisation needs to make with the wider community				
1d.13	The chair	Knowledge	The Chair is aware of the impact and influence that a leader in the community has particularly on educational issues				
1d.14	The chair	Skills and effective behaviours	The Chair communicates clearly with colleagues, parents and carers, partners and other agencies and checks that their message has been heard and understood				
1d.15	The chair	Skills and effective behaviours	The Chair considers how to tailor their communications style in order to build rapport and confidence with stakeholders				
1d.16	The chair	Skills and effective behaviours	The Chair is proactive in seeking and maximising opportunities for partnership working where these are conducive to achieving the agreed strategic goals				
1d.17	The chair	Skills and effective behaviours	The Chair is proactive in sharing good practice and lessons learned where these can benefit others and the organisation				
1d.18	The chair	Skills and effective behaviours	The Chair demonstrates how stakeholder concerns and questions have shaped board discussions if not necessarily the final decision				
1d.19	The chair	Skills and effective behaviours	When appropriate, the Chair seeks external professional advice, knowing where this advice is available from and how to go about requesting it				
<b>1e. Risk management</b>		<b>Effective boards play a key role in setting and managing risk appetite and tolerance. They are able to ensure that risks are aligned with strategic priorities and improvement plans and intervention strategies provide a robust framework for risk management. These competencies enable those on the board to identify, evaluating and prioritise organisational risks and ensure appropriate action is taken to mitigate against them.</b>			<b>Red</b>	<b>Amber</b>	<b>Green</b>
1e.01	Everyone on the board	Knowledge	Governors are aware of the principles of risk management and how these apply to education and the organisation				
1e.02	Everyone on the board	Knowledge	Governors know the the process for risk management in the organisation and especially how and when risks are escalated through the organisation for action				
1e.03	Everyone on the board	Knowledge	Governors are aware of the risks or issues that can arise from conflicts of interest or a breach of confidentiality				
1e.04	Everyone on the board	Skills and effective behaviours	Governors are able to identify and prioritise the organisational and key risks, their impact and appropriate countermeasures, contingencies and risk owners				
1e.05	Everyone on the board	Skills and effective behaviours	Governors ensure risk management and internal control systems are robust enough to enable the organisation to deliver its strategy in the short- and long-term				
1e.06	Everyone on the board	Skills and effective behaviours	Governors can advise on how risks should be managed or mitigated to reduce the likelihood or impact of the risk and on how to achieve the right balance of risk				
1e.07	Everyone on the board	Skills and effective behaviours	Governors ensure the risk management and internal control systems are monitored and reviewed and appropriate actions are taken				
1e.08	Everyone on the board	Skills and effective behaviours	Governors actively avoid conflicts of interest or otherwise declare and manage them				
1e.09	The chair	Skills and effective behaviours	The Chair leads the board and challenges leaders appropriately in setting risk appetite and tolerance				
1e.10	The chair	Skills and effective behaviours	The Chair ensures that the board has sight of, and understands, organisational risks and undertakes scrutiny of risk management plans				
1e.11	The chair	Skills and effective behaviours	The Chair leads by example to avoid, declare and manage conflicts of interest				

1e.12	The chair	Skills and effective behaviours	The Chair knows when the board needs external expert advice on risk management			
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2. Accountability for educational standards and financial performance:		Why it's important: These are the competencies that the board needs in order to deliver its core functions of holding executive leaders to account for the educational and financial performance of the organisation.		RAG Rating		
<b>2a. Educational improvement</b>		<b>These competencies enable the board to know that the information that they are receiving about the educational performance of children and young people is accurate, to challenge appropriately where necessary and to hold leaders to account for improving outcomes for all young people. Holding leaders to account is about establishing clear expectations, ensuring clear lines of responsibility, putting in place systems for monitoring appropriately, ensuring evaluation and taking action in response to that evaluation.</b>		Red	Amber	Green
2a.01	Everyone on the board	Knowledge	Governors understand the importance and impact of high-quality teaching to improving outcomes and the systems, techniques and strategies used to measure teaching quality, pupil progress and attainment			
2a.02	Everyone on the board	Knowledge	Governors appreciate the importance of a broad and balanced curriculum			
2a.03	Everyone on the board	Knowledge	Governors know the rationale for the chosen curriculum and how this both promotes the ethos of the organisation and meets the needs of the pupils/students			
2a.04	Everyone on the board	Knowledge	Governors are aware of the relevant national standards for the phase and type of education and how these are used for accountability and benchmarking			
2a.05	Everyone on the board	Knowledge	Governors have a knowledge of the relevant statutory testing and assessment regime			
2a.06	Everyone on the board	Knowledge	Governors know the purposes and principles of assessment outlined in the final report of the Commission on Assessment Without Levels.			
2a.07	Everyone on the board	Knowledge	Governors understand the rationale behind the assessment system being used to monitor and measure pupil progress in the organisation			
2a.08	Everyone on the board	Knowledge	Governors know the key principles, drivers and cycle of school improvement			
2a.09	Everyone on the board	Knowledge	Governors are aware of the relevant indicators for monitoring behaviour and safety including information about admissions, exclusions, behaviour incidents, bullying and complaints			
2a.10	Everyone on the board	Knowledge	Governors understand the role of behaviour in maintaining a safe environment and promoting learning			
2a.11	Everyone on the board	Skills and effective behaviours	Governors establish clear expectations for executive leaders in relation to the process of educational improvement and intended outcomes			
2a.12	Everyone on the board	Skills and effective behaviours	Governors define the range and format of information and data they need in order to hold executive leaders to account			
2a.13	Everyone on the board	Skills and effective behaviours	Governors seek evidence from executive leaders to demonstrate the appropriateness and potential impact of proposed improvement initiatives			
2a.14	Everyone on the board	Skills and effective behaviours	Governors question leaders on how the in-school assessment system in use, effectively supports the attainment and progress of all pupils, including those with a Special Educational Need or Disability (SEND)			
2a.15	Someone on the board	Knowledge	<i>At least one governor understands the requirements relating to the education of children with Special Educational Needs and Disabilities (SEND)</i>			
2a.16	Someone on the board	Knowledge	<i>At least one governor knows the requirements relating to the safeguarding of children in education including the Prevent duty</i>			
2a.17	Someone on the board	Knowledge	<i>At least one governor understands the duties and responsibilities in relation to health and safety in education</i>			
2a.18	Someone on the board	Skills and effective behaviours	<i>At least one governor is confident in their challenge to executive leaders on strategies for monitoring and improving the behaviour and safety of pupils/students</i>			
<b>2b. Rigorous analysis of data</b>		Board members are required to develop specific knowledge to allow the monitoring of school performance and improvement. It will also assist them in holding leaders to account.		Red	Amber	Green
2b.01	Everyone on the board	Knowledge	Governors have knowledge of the DfE performance tables and school comparison tool			
2b.02	Everyone on the board	Knowledge	Governors have knowledge of how to analyse School Performance (ASP) for school and pupil data			
2b.03	Everyone on the board	Knowledge	Governors understand the evidence base that data is derived from e.g. pupil attainment and progress data and how it is collected, quality assured and monitored across the organisation			
2b.04	Everyone on the board	Knowledge	Governors understand the context of the school and in relation to other schools			
2b.05	Everyone on the board	Knowledge	Governors understand information about attendance and exclusions in the school, local area and nationally			
2b.06	Everyone on the board	Knowledge	Governors understand the importance of triangulating information about pupil progress and attainment with other evidence including information from, executive leaders (e.g. lesson observations, work scrutiny and learning walks), stakeholders including parents, pupils, staff) and external information (benchmarks, peer reviews, external experts)			
2b.07	Everyone on the board	Skills and effective behaviours	Governors have the skills to analyse and interpret data in order to evaluate performance of groups of pupils/students			
2b.08	Everyone on the board	Skills and effective behaviours	Governors have the skills to analyse and interpret progression and destination data to understand where young people are moving on to after leaving the organisation			
2b.09	Everyone on the board	Skills and effective behaviours	Governors can utilise published data to understand better which areas of school performance need improvement and is able to identify any further data that is required			
2b.10	Everyone on the board	Skills and effective behaviours	Governors are able to question leaders on whether they are collecting the right data to inform their assessment and challenges appropriately when data collection is not adding value			
2b.11	Everyone on the board	Skills and effective behaviours	Governors can challenge senior leaders to ensure that the collection of assessment data is purposeful, efficient and valid			
2b.12	Someone on the board	Skills and effective behaviours	<i>Governors can review and analyse a broad range of information and data in order to spot trends and patterns</i>			
2b.13	The chair	Skills and effective behaviours	The Chair can work with the clerk, to ensure the right data is provided by executive leaders, which is accessible to board and open to scrutiny			

2b.14	The chair	Skills and effective behaviours	The Chair promotes the importance of data interrogation to hold executive leaders to account				
2c. Financial frameworks and accountability		These are the skills, knowledge and behaviours which enable the board to ensure that the organisation is in a strong and sustainable financial position to achieve its strategic goals. It is about ensuring the sustained financial health and efficiency of the whole organisation.			Red	Amber	Green
2c.01	Everyone on the board	Knowledge	The Governors have knowledge of the financial policies and procedures of the organisation, including its funding arrangements, funding streams and its mechanisms for ensuring financial accountability				
2c.02	Everyone on the board	Knowledge	The Governors understand the organisation's internal control processes and how these are used to monitor spend and ensure propriety to secure value for public money				
2c.03	Everyone on the board	Knowledge	The Governors understand the financial health and efficiency of the organisation and how this compares with similar organisations locally and nationally				
2c.04	Everyone on the board	Skills and effective behaviours	The Governors have a basic understanding of financial management in order to ensure the integrity of financial information received by the board and to establish robust financial controls				
2c.05	Everyone on the board	Skills and effective behaviours	The Governors have confidence in the arrangements for the provision of accurate and timely financial information, and the financial systems used to generate such information				
2c.06	Everyone on the board	Skills and effective behaviours	The Governors can interpret budget monitoring information and communicate this clearly to others				
2c.07	Everyone on the board	Skills and effective behaviours	Governors can participate in the organisation's self-evaluation of activities relating to financial performance, efficiency and control				
2c.08	Everyone on the board	Skills and effective behaviours	Governors are rigorous in their questioning to understand whether enough being done to drive financial efficiency and align budgets to priorities				
2c.09	Someone on the board	Knowledge	Someone on the governing board knows the organisations' current financial health and efficiency and how this compares with similar organisations both locally and nationally				
2c.10	Someone on the board	Skills and effective behaviours	Someone on the governing board can use their detailed financial knowledge and experience, which is appropriate for the scale of the organisation, to provide advice and guidance to the board				
2c.11	The chair	Skills and effective behaviours	The Chair ensures the board holds executive leaders to account for financial and business management, as much as educational outcomes				
2c.12	The chair	Skills and effective behaviours	The Chair leads the board to identify when specialist skills and experience in audit, fraud or human resources is required either to undertake a specific task or more regularly to lead committees of the board				
2d. Financial management and monitoring		The competencies required will ensure that the board is able to make sufficiently informed and effective decisions on the use of resources and allocation of funds to improve outcomes for children and young people. It will also ensure that public money is utilised efficiently and in the best interest of the organisation.			Red	Amber	Green
2d.01	Everyone on the board	Knowledge	The Governors know and understand the organisation's process for resource allocation and the importance of focussing allocations on impact and outcomes				
2d.02	Everyone on the board	Knowledge	The Governors know the importance of setting and agreeing a viable financial strategy and plan which ensure sustainability and solvency				
2d.03	Everyone on the board	Knowledge	The Governors know how the organisation receives funding through the pupil premium and other grants e.g. primary sport funding, how these are spent and how spending has an impact on pupil outcomes				
2d.04	Everyone on the board	Skills and effective behaviours	Governors understand budget setting, audit requirements and timescales for the organisation and checks that they are followed				
2d.05	Everyone on the board	Skills and effective behaviours	Governors understand the principles of budget management and how these are used in the organisation				
2d.06	Everyone on the board	Skills and effective behaviours	Governors can assimilate the financial implications of organisational priorities and use this knowledge to make decisions about allocating current and future funding				
2d.07	Everyone on the board	Skills and effective behaviours	Governors can interpret financial data and asks informed questions about income, expenditure and resource allocation and alignment with the strategic plan priorities				
2e. Staffing and performance management		The knowledge and behaviours required by the board to oversee executive leaders in their responsibility to ensure that the organisation has the right staff who are managed and incentivised to perform to the best of their abilities.			Red	Amber	Green
2e.01	Everyone on the board	Knowledge	Governors know the organisation's annual expenditure on staff and resource and any data against which this can be benchmarked against				
2e.02	Everyone on the board	Knowledge	Governors know how staff are recruited to the organisation and how this compares to good recruitment and retention practice				
2e.03	Everyone on the board	Knowledge	Governors know how staff performance management is used throughout the organisation in line with strategic goals and priorities and how this links to the criteria for staff pay progression, objective setting and development planning				
2e.04	Everyone on the board	Knowledge	Governors know the remuneration system for staff across the organisation				
2e.05	Everyone on the board	Skills and effective behaviours	Governors ensure that the staffing and leadership structures are fit for purpose				
2e.06	Everyone on the board	Skills and effective behaviours	Governors take full responsibility for maintaining, updating and implementing a robust and considered pay policy				
2e.07	Everyone on the board	Skills and effective behaviours	Governors feel confident in approving and applying the system for performance management of executive leaders				
2e.08	Everyone on the board	Skills and effective behaviours	Governors can identify and consider the budgetary implication of pay decisions and consider these in the context of the spending plan				
2e.09	Everyone on the board	Skills and effective behaviours	Governors pay due regard to ensuring that leaders and teachers are able to have a satisfactory work life balance				
2e.10	Someone on the board	Knowledge	Someone on the governing board understands human resource (HR) education policy and the organisation's processes in relation to teachers' pay and conditions and the role of governance in staffing reviews, restructuring and due diligence				
2e.11	Someone on the board	Skills and effective behaviours	Someone on the governing board monitors the outcome of pay decisions, including the extent to which different groups of teachers may progress at different rates and check processes operate fairly				
2e.12	The chair	Knowledge	The Chair knows the process and documentation needed to make decisions related to leadership appraisal				
2e.13	The chair	Skills and effective behaviours	The Chair is confident and prepared in undertaking leadership appraisal				
2e.14	The chair	Skills and effective behaviours	The Chair is able to explain to the board their proposals on leadership pay awards for approval				

<b>2f. External accountability</b>		<b>This section is about managing the organisation's relationship with those who have a formal or informal role in holding it to account. It enables the board to use their skills and knowledge confidently and effectively to be accountable for the delivery of the organisation's strategic plan, their own decision-making and their oversight of executive leaders.</b>		<b>Red</b>	<b>Amber</b>	<b>Green</b>
2f.01	Everyone on the board	Knowledge	The Governors know the purpose, nature and processes of formal accountability and scrutiny (e.g. DfE, Ofsted, EFA etc.) and what is required by way of evidence			
2f.02	Everyone on the board	Knowledge	The Governors know the national performance measures used to monitor and report performance – including the minimum standards that trigger eligibility for intervention			
2f.03	Everyone on the board	Skills and effective behaviours	Governors ensure appropriate structures, processes and professional development are in place to support the demands of internal and external scrutiny			
2f.04	Everyone on the board	Skills and effective behaviours	Governors value the ownership that parents and carers and other stakeholders feel about 'their school' and ensures that the board makes itself accessible and answerable to them			
2f.05	Everyone on the board	Skills and effective behaviours	Governors have an understanding of relevant data and information to present verbal and written responses to external scrutiny (e.g. inspectors/RSCs/EFA)			
2f.06	The chair	Skills and effective behaviours	The Chair is confident in providing strategic leadership to the board during periods of scrutiny			
2f.07	The chair	Skills and effective behaviours	The Chair ensures the board is aware of, and prepared for, formal external scrutiny			

<b>3. People</b>		<b>Why it's important:</b> People that govern need to form positive working relationships with their colleagues to function well as part of a team. They need to be able to relate to staff, pupils/students, parents and carers and the local community and connect to the wider education system in order to enable effective delivery of the organisations strategic priorities.			<b>RAG Rating</b>		
<b>3a. Building an effective team</b>		<b>These are the skills and behaviours necessary to ensure effective relationships and dynamics around the table. They help to foster a learning culture where constructive challenge is welcomed; thinking is diverse; a variety of experiences and perspectives are welcomed; and continuous improvement is the norm.</b>			<b>Red</b>	<b>Amber</b>	<b>Green</b>
3a.01	Everyone on the board	Skills and effective behaviours	Governors demonstrate commitment to their role and to active participation in governance				
3a.02	Everyone on the board	Skills and effective behaviours	Governors have the ability to acquire the basic knowledge that they need to be effective in their role				
3a.03	Everyone on the board	Skills and effective behaviours	Governors use active listening effectively to build rapport and strong collaborative relationships				
3a.04	Everyone on the board	Skills and effective behaviours	Governors welcome constructive challenge and are respectful when challenging others				
3a.05	Everyone on the board	Skills and effective behaviours	Governors provide timely feedback and are positive about receiving feedback in return				
3a.06	Everyone on the board	Skills and effective behaviours	Governors seek to resolve misunderstanding at the earliest stage in order to prevent conflict				
3a.07	Everyone on the board	Skills and effective behaviours	Governors can raise doubts and encourage the expression of differences of opinion				
3a.08	Everyone on the board	Skills and effective behaviours	Governors are honest, reflective and self-critical about mistakes made and lessons learned				
3a.09	Everyone on the board	Skills and effective behaviours	Governors influence others and build consensus using persuasion and clear presentation of their views				
3a.10	Everyone on the board	Skills and effective behaviours	Governors demonstrate professional ethics, values and sound judgement				
3a.11	Everyone on the board	Skills and effective behaviours	Governors recognise the importance of, and value the advice provided by, the clerk/governance professional role in supporting the board.				
3a.12	The chair	Knowledge	The Chair understand the importance of succession planning to the ongoing effectiveness of both the board and the organisation				
3a.13	The chair	Skills and effective behaviours	The Chair ensure that everyone understands why they have been recruited and what role they play in the governance structure				
3a.14	The chair	Skills and effective behaviours	The Chair ensures new people are helped to understand their non-executive leadership role, the role of the board and the vision and strategy of the organisation enabling them to make a full contribution				
3a.15	The chair	Skills and effective behaviours	The Chair sets high expectations for conduct and behaviour for all those in governance and is an exemplary role model in demonstrating these				
3a.16	The chair	Skills and effective behaviours	The Chair creates an atmosphere of open, honest discussion where it is safe to constructively challenge conventional wisdom				
3a.17	The chair	Skills and effective behaviours	The Chair creates a sense of inclusiveness where each member understands their individual contribution to the collective work of the board				
3a.18	The chair	Skills and effective behaviours	The Chair promotes and fosters a supportive working relationship between the: board, clerk/governance professional, executive leaders, staff of the organisation and external stakeholders				
3a.19	The chair	Skills and effective behaviours	The Chair identifies and cultivates leadership within the board				
3a.20	The chair	Skills and effective behaviours	The Chair recognises individual and group achievements, not just in relation to the board but in the wider organisation				
3a.21	The chair	Skills and effective behaviours	The Chair takes a strategic view of the skills that the board needs, identifies gaps and takes action to ensure these are filled				
3a.22	The chair	Skills and effective behaviours	The Chair develops the competence of the vice-chair to act as chair should the need arise.				
3a.23	The chair	Skills and effective behaviours	The Chair builds a close, open and supportive working relationship with the vice-chair which respects the differences in their roles				
3a.24	The chair	Skills and effective behaviours	The Chair values the importance of the clerk/governance professional and their assistance in the coordination of leadership and governance requirements of the organisation				
3a.25	The chair	Skills and effective behaviours	The Chair listens to the clerk/governance professional and takes direction from them on issues of compliance and other matters				

<b>4. Structures</b>		<b>Why it's important:</b> Understanding and designing the structures through which governance takes place is vital to avoid unclear and overlapping responsibilities that can lead to dysfunctional or ineffective governance arrangements.			<b>RAG Rating</b>		
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4a. Roles and responsibilities				Red	Amber	Green
4a.01	Everyone on the board	Knowledge	Governors know the role, responsibilities and accountabilities of the board, and its three core functions			
4a.02	Everyone on the board	Knowledge	Governors know the strategic nature of the board's role and how this differs from the role of executive leaders and what is expected of each other			
4a.03	Everyone on the board	Knowledge	In academy trusts, Governors know the role and powers of Members and how these relate to those of the board			
4a.04	Everyone on the board	Knowledge	Governors understand the governance structure of the organisation and particularly how governance functions are organised and delegated, including where decisions are made			
4a.05	Everyone on the board	Knowledge	Governors know how the board and any committees (including local governing bodies in a MAT) are constituted			
4a.06	Everyone on the board	Skills and effective behaviours	Governors are able to contribute to the design of governance and committee structures that are fit for purpose and appropriate to the scale and complexity of the organisation			
4a.07	Everyone on the board	Skills and effective behaviours	Governors are able to adapt existing committee structures as necessary in light of learning/ experience including evaluation of impact			
4a.08	The chair	Knowledge	<b>The Chair understands the importance of their non-executive leadership role, not just in their current position but in terms of their contribution to local and, where appropriate, national educational improvement priorities</b>			
4a.09	The chair	Skills and effective behaviours	<b>The Chair lead discussions and decisions about what functions to delegate</b>			

5. Compliance				Why it's important: to ensure all those involved in governance understand the legal frameworks and context in which the organisation operates and all of the requirements with which it must comply.			RAG Rating		
5a. Statutory and contractual requirements				Red	Amber	Green			
5a.01	Everyone on the board	Knowledge	Governors know and understand the legal, regulatory and financial requirements on the board						
5a.02	Everyone on the board	Knowledge	Governors understand the need to have regard to any statutory guidance and government advice including the Governance Handbook						
5a.03	Everyone on the board	Knowledge	Governors know and understand the duties placed upon them under education and employment legislation, and, for academy trusts, the Academies Financial Handbook and their funding agreement(s)						
5a.04	Everyone on the board	Knowledge	Governors have knowledge of the articles of association or instrument of government and where applicable, the Trust Deeds						
5a.05	Everyone on the board	Knowledge	Governors have knowledge of the Ofsted inspection/regulatory framework						
5a.06	Everyone on the board	Knowledge	Where applicable, Governors have knowledge of denominational inspection carried in accordance with s.48 of the Education Act 2005						
5a.07	Everyone on the board	Knowledge	Governors know and understand the board's responsibilities in regard to Equalities and Health and Safety legislation						
5a.08	Everyone on the board	Knowledge	Governors know and understand duties relating to safeguarding, including the Prevent Duty; duties related to special education needs and disabilities (SEND); and duties related to information, including in the Data Protection Act 1998 and the Freedom of Information Act 2000						
5a.09	Everyone on the board	Knowledge	Governors understand the school's whistleblowing policy and procedures and any responsibilities of the board within it						
5a.10	Everyone on the board	Knowledge	Governors understand the importance of adhering to organisation policies e.g. on parental complaints or staff discipline issues						
5a.11	Everyone on the board	Skills and effective behaviours	Governors are able to speak up when concerned about non-compliance where it has not been picked-up by the board or where they feel it is not being taken seriously						
5a.12	Everyone on the board	Skills and effective behaviours	Governors are able to explain the board's legal responsibilities and accountabilities						
5a.13	Everyone on the board	Skills and effective behaviours	Governors are able to identify when specialist advice may be required						
5a.14	The chair	Skills and effective behaviours	<b>The Chair sets sufficiently high expectations of the clerk/governance professional, as applicable, ensuring the board is compliant with the regulatory framework for governance and, where appropriate, Charity and Company Law</b>						
5a.15	The chair	Skills and effective behaviours	<b>The Chair ensures the board receives appropriate training or development where required on issues of compliance</b>						

6. Evaluation				Why it's important: Monitoring the boards effectiveness is a key element of good governance. The board needs to assess its effectiveness and efficiency and ensure ongoing compliance with its statutory and legal duties under review. Individuals should also reflect on their own contribution helping to create a stronger and more motivated board.			RAG Rating		
6a. Managing self-review and development				The skills and behaviours that help individuals on the board to reflect on how they personally are demonstrating the agreed values and culture of the organisation and what impact their individual contribution to making to effective governance.			Red	Amber	Green
6a.01	Everyone on the board	Knowledge	Governors recognise their own strengths and areas for development and seek support and training to improve knowledge and skills where necessary						
6a.02	Everyone on the board	Skills and effective behaviours	Governors are outward facing and focused on learning from others to improve practice						
6a.03	Everyone on the board	Skills and effective behaviours	Governors can maintain a personal development plan to improve his/her effectiveness and link this to the strategic aims of the organisation						
6a.04	Everyone on the board	Skills and effective behaviours	Governors are open to taking-up opportunities, when appropriate, to attend training and any other opportunities to develop knowledge, skills and behaviours						
6a.05	Everyone on the board	Skills and effective behaviours	Governors can obtain feedback from a diverse range of colleagues and stakeholders to inform their own development						
6a.06	Everyone on the board	Skills and effective behaviours	Governors undertake self-review, reflecting on their personal contributions to the board, demonstrating and developing their commitment to improvement, identifying areas for development and building on existing knowledge and skills						
6a.07	The chair	Skills and effective behaviours	<b>The Chair actively invites feedback on their own performance as chair</b>						
6a.08	The chair	Skills and effective behaviours	<b>The Chair puts the needs of the board and organisation ahead of their own personal ambition and is willing to step down or move on at the appropriate time</b>						

<b>6b. Managing and developing the board's effectiveness</b>		<b>It is essential for the board to reflect on its own effectiveness including the effectiveness of its processes and structures. This will assist in building relationships and improving accountability, and will enable the board to ensure that there is a clear distinction between strategic and operational leadership. It will also assist in setting the tone and culture of the board.</b>		<b>Red</b>	<b>Amber</b>	<b>Green</b>
6b.01	Everyone on the board	Skills and effective behaviours	Governors evaluate the impact of the board's decisions on pupil/student outcomes			
6b.02	Everyone on the board	Skills and effective behaviours	Governors utilise inspection feedback fully to inform decisions about board development			
6b.03	Everyone on the board	Skills and effective behaviours	Governors contribute to self-evaluation processes to identify strengths and areas for board development			
6b.04	The chair	Knowledge	The Chair understands different leadership styles and applies these appropriately to enhance their personal effectiveness			
6b.05	The chair	Skills and effective behaviours	The Chair recognises skills and effective behaviours			
6b.06	The chair	Skills and effective behaviours	The Chair sets challenging development goals and works effectively with the board to meet them			
6b.07	The chair	Skills and effective behaviours	The Chair leads performance review of the board and its committees			
6b.08	The chair	Skills and effective behaviours	The Chair undertakes open and honest conversations with board members about their performance and development needs, and if appropriate, commitment or tenure			
6b.09	The chair	Skills and effective behaviours	The Chair recognises and develops talent in board members and ensures they are provided with opportunities to realise their potential			
6b.10	The chair	Skills and effective behaviours	The Chair creates a culture in which board members are encouraged to take ownership of their own development			
6b.11	The chair	Skills and effective behaviours	The Chair promotes and facilitates coaching, development, mentoring and support for all members of the board			
6b.12	The chair	Skills and effective behaviours	The Chair is open to providing peer support to other chairs and takes opportunities to share good practice and learning			