Regional Governance Conference

A Competency Framework for Governance

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Who would have thought…………………

BREXIT
LEICESTER CITY
TRUMP
SIR ANDY MURRAY

A COMPETENCY FRAMEWORK FOR GOVERNANCE

Context of Competency Framework

- Transformation of educational landscape: school structures, assessment, curriculum, statutory testing

- Implications: shift towards tighter requirements for boards and even greater "professionalism".....capacity of governors

- Our bar as well: Greater transparency, self-evaluation and professional development

- *Improving governance* (Ofsted 2016)

Improving governance

Key Findings: Call for Evidence 2015

- 2000 responses – GB lacked the confidence, knowledge and skill required to hold school leaders to account
- 1960 responses – governors need more clarity about expectations of the strategic leadership role

Role of a governor (Governance Handbook)

To contribute to the work of the governing board in ensuring high standards of achievement for all children and young people in the school by:

- **Ensuring clarity of vision, ethos and strategic direction;**

- **Holding executive leaders to account for the educational performance of the organisation and its pupils, and the performance management of staff; and**

- **Overseeing the financial performance of the organisation and making sure its money is well spent.**

Expert Group

- Chaired by Sir David Carter: National Schools Commissioner
- RSC: E Midlands & Humber
- Chair: Cabot Learning Federation academy trust
- Chair: Reach4 academy trust
- Chair: Kelsall Primary School academy trust and NLG
- Chair: Fylde Coast Teaching School Alliance and NLG
- Chair: Diocese of Bath and Wells academy trust
- Chair: E-ACT academy trust
- NGA: Governance training & development Lead
- DfE: Education Adviser and governance consultant
- Me!

Competency Framework (DfE Jan 17)

2. Accountability

- Educational Improvement
- Rigorous analysis of data
- Financial frameworks and accountability
- Financial management and monitoring
- Staffing & performance management
- External accountability

2b. Rigorous analysis of data

Everyone on the board
Knowledge
☐ the DfE performance tables and school comparison tool
☐ RAISEOnline for school and pupil data
☐ 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
☐ the context of the school and in relation to other schools
☐ information about attendance and exclusions in the school, local area and nationally
☐ 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)

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2b. Rigorous analysis of data

Skills and effective behaviours

☐ analyses and interprets data in order to evaluate performance of groups of pupils/students

☐ analyses and interprets progression and destination data to understand where young people are moving on to after leaving the organisation

☐ uses published data to understand better which areas of school performance need improvement and is able to identify any further data that is required

☐ questions leaders on whether they are collecting the right data to inform their assessment and challenges appropriately when data collection is not adding value.

☐ challenges senior leaders to ensure that the collection of assessment data is purposeful, efficient and valid.

2b. Rigorous analysis of data

Someone on the board
Skills and effective behaviours
☐ reviews and analyses a broad range of information and data in order to spot trends and patterns

The chair
Skills and effective behaviours
☐ works with the clerk, to ensure the right data is provided by executive leaders, which is accessible to board and open to scrutiny
☐ promotes the importance of data interrogation to hold executive leaders to account

# It's not just about the individual……..

Provide a framework of expectations and a checklist of practice for work of Board

1a: can put in place plans for **monitoring progress towards strategic goals**

1d: **tools and techniques** for stakeholder engagement, particularly with regard to engaging parents and carers

1e: ensures the risk management and internal control systems are **monitored & reviewed**

2b: analyses and interprets data in order to **evaluate performance** of groups of students/pupils

July

June

Sept

Termly

Oct

May

Termly

Termly

Nov

February

Dec
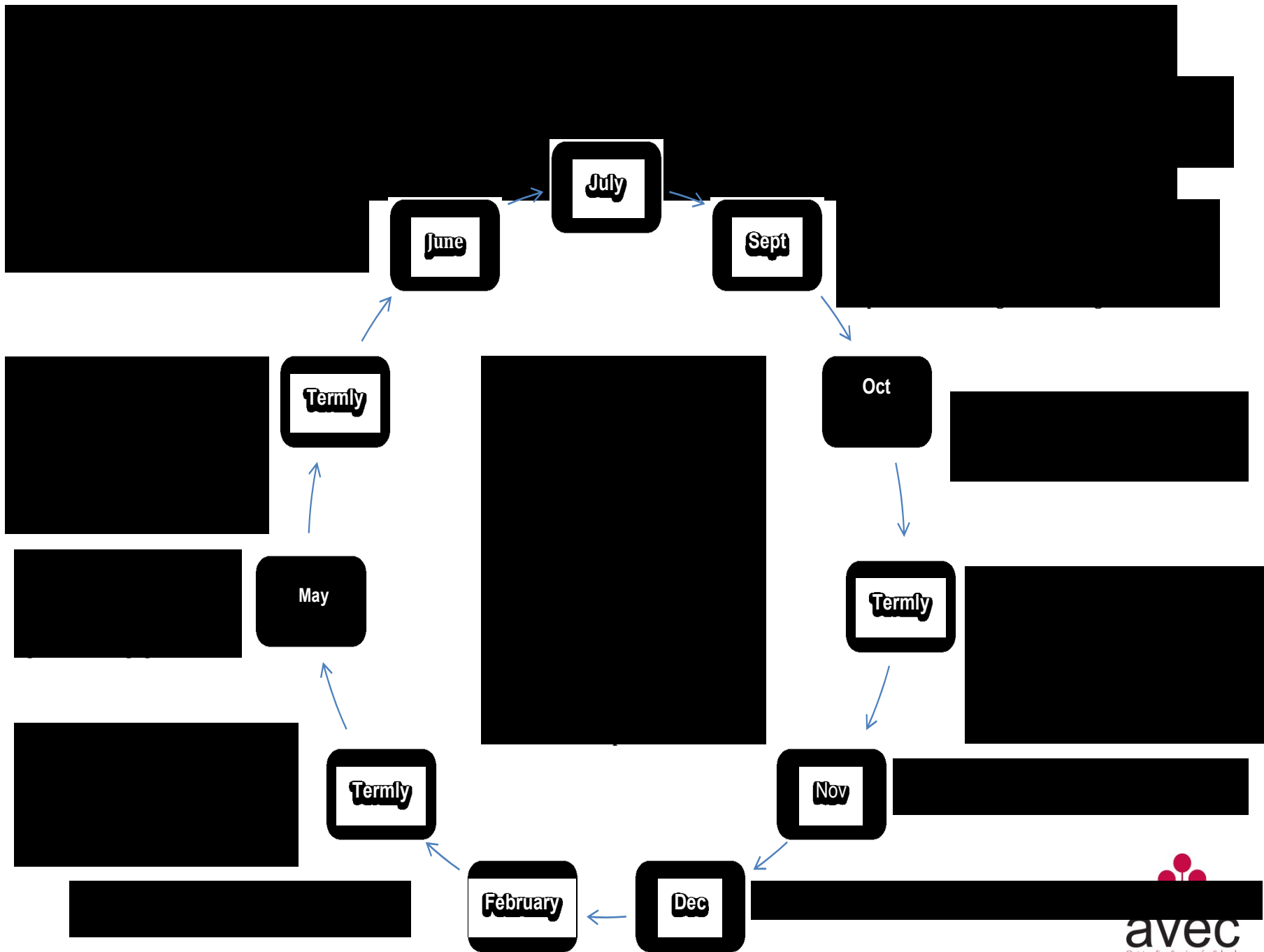
Competency Framework will help boards in:

- informing how they carry out a skills audit (NGA model)
- in individual performance review discussions, identifying training needs and/or developing a training and development programme
- putting together a role specification and determining interview questions for recruiting to the board and/or in selecting or recruiting a chair
- planning induction for people new to the board
- supporting a review of the board's effectiveness and identifying strengths and areas for development
- demonstrating the key characteristics and expectations of their role to others
- ensuring the expected behaviours are included in the board's code of conduct.

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Leadership is not just a set of skills. It is a hunger to learn, to listen , to challenge, to support and to improve yourself as well as the others around you.