1: you have no prior governing experience. 4: you have more than 4 years' experience chairing governing boards and or committees in schools or trusts. 2 or 3 (depending on your level of experience): you have some chairing experience, including being a vice-chair or acting I am/have been the chair of a board or committee as chair for meetings. This may include chairing experience outside the schools sector. 1: you have no chairing experience. 4: you have experience of strategy development in a school (such as leading a governing board strategy development I have experience and expertise in developing a strategy 3: you have equivalent strategy development experience outside the schools sector. 2: your experience is less extensive. 1: you have no experience of developing a strategy. 4: you know what your school's strategic priorities are, what they mean for pupils and other stakeholders, and can confidently discuss these priorities with others. I know what the school's strategic priorities are 2 or 3: you are aware of your school's strategic priorities but don't feel confident discussing them. 1: you don't know what your strategic priorities are – perhaps you have recently joined the board or haven't been involved in developing the strategy.
4: you have experience of evaluating and managing risk in a governance role – you have contributed to discussions about the school's risk register, potential impact and mitigation. I can identify key risks and evaluate their potential impact 2 or 3: you have some understanding of how risk management works in practice. NGA members may wish to read our risk management guidance to help achieve a score of 2 as a minimum. 1: you have no experience of risk management and do not feel able to contribute. 4: you have a good understanding of how funding is allocated under different budget headings and how spending I am aware of how the school is funded and what the impacts on pupil outcomes. 2 or 3: you have some awareness of your schools's funding and allocation but do not feel confident providing examples funding is spent on of how spending impacts on pupil outcomes. 1: you are not aware of what the kev information is. 4: you can confidently use these reports to ask relevant questions which help provide assurance that the budget is being I can interpret budget monitoring reports and ask relevant managed effectively. Your questions focus on any changes to planned spending and the explanations for such changes. 2 or 3: you have evaluated financial data in a school or another organisation; your experience informs your contribution to relevant discussions. 1: you have no experience of using financial data and so do not feel able to contribute to relevant discussions. You can find out about the principles upon which your curriculum is based on your school's website. 4: you have read and understood the curriculum principles and feel confident discussing this with colleagues. I understand how the school's curriculum meets the needs 2 or 3: you have read the curriculum principles but do not yet feel confident discussing this. 1: you are not aware of what the curriculum principles are. NGA members can use our quide to curriculum effectiveness to explore this topic.

2: you have more limited governing experience outside the school sector.

1: you have not been part of an appraisal process. 

> NGA guidance on what governing boards and school leaders should expect from each other should be understood and applied to your own context.

4: you have been involved in your board's stakeholder engagement activity, which may include: evaluating parent survey

responses, attending pupil forums, or meeting with staff and outside organisations (such as the local authority).

3: you have experience of stakeholder engagement on another governing board.

4: you have been a member of the panel that conducts the headteacher's appraisal

2 or 3: you have conducted an appraisal in an organisation outside the schools sector.

2: you have experience of stakeholder engagement outside the schools sector.

1: you have no experience of stakeholder engagement.

4: you have read and understood the guidance. 2 or 3: you have read the guidance but require further clarity. from each other 1: you have not read or understood the guidance.

questions

of all pupils

headteacher's appraisal

I understand how my governing board engages with stakeholders – pupils, parents, staff and the wider

I feel confident being part of the panel that conducts the

community – and how this informs decisions

in relation to equalities

I understand the legal responsibilities of governing boards 4: you have read and understood <u>Department for Education guidance on The Equality Act</u> (and or Equality and diversity

guidance for NGA members).

2 or 3: you have some understanding of the responsibilities that schools have under The Act but require further clarity0. 7(3) THC3h(t)22ID 11 BC 0.02 0.25 0.47 rg7T0 1 Tf0 Tc 0 Tw 10.1559 03v