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|  **Competency Framework for Governance**  **3. People** **Building an effective team****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.** **Using the bullet points from the “people” competency evaluate your own progress.**

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| ***Everyone on the board - Skills and effective behaviours***

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| ***Are you a governor who?*** | ***Not developed*** | ***Developing*** | ***Competent*** | ***Highly Competent***  |
| demonstrates commitment to their role and to active participation in governance |  |  |  |  |
| has the ability to acquire the basic knowledge that they need to be effective in your role |  |  |  |  |
| uses active listening effectively to build rapport and strong collaborative relationships |  |  |  |  |
| welcomes constructive challenge and is respectful when challenging others |  |  |  |  |
| provides timely feedback and is positive about receiving feedback in return |  |  |  |  |
| seeks to resolve misunderstanding at the earliest stage in order to prevent conflict |  |  |  |  |
| raises doubts and encourages the expression of differences of opinion |  |  |  |  |
| is honest, reflective and self-critical about mistakes made and lessons learned |  |  |  |  |
| influences others and build consensus using persuasion and clear presentation of their views |  |  |  |  |
| demonstrates professional ethics, values and sound judgement |  |  |  |  |
| recognises the importance of, and values the advice provided by, the clerk/governance professional role in supporting the board |  |  |  |  |

**What do you think has gone well this year? What could have gone better and what would you do differently?****What focussed school visits have you carried out and what has been their impact to you and school improvement?** **Any other comments?**  |
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| **The chair**  |
| ***Knowledge -*** the importance of succession planning to the ongoing effectiveness of both the board and the organisation |
| As the chair of governors consider the bullet points below to evaluate your own performance  |
| ***Skills and effective behaviours***  |
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| ***Are you a chair who?*** | ***Not developed*** | ***Developing*** | ***Competent*** | ***Highly Competent***  |
| ensures that everyone understands why they have been recruited and what role they play in the governance structure  |  |  |  |  |
| 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  |  |  |  |  |
| sets high expectations for conduct and behaviour for all those in governance and is an exemplary role model in demonstrating these |  |  |  |  |
| creates an atmosphere of open, honest discussion where it is safe to constructively challenge conventional wisdom  |  |  |  |  |
| creates a sense of inclusiveness where each member understands their individual contribution to the collective work of the board |  |  |  |  |
| promotes and fosters a supportive working relationship between the: board, clerk/governance professional, executive leaders, staff of the organisation and external stakeholders |  |  |  |  |
| identifies and cultivates leadership within the board |  |  |  |  |
| recognises individual and group achievements, not just in relation to the board but in the wider organisation |  |  |  |  |
| takes a strategic view of the skills that the board needs, identifies gaps and takes action to ensure these are filled |  |  |  |  |
| develop the competence of the vice-chair to act as chair should the need arise |  |  |  |  |
| builds a close, open and supportive working relationship with the vice-chair which respects the differences in their roles |  |  |  |  |
| values the importance of the clerk/governance professional and their assistance in the coordination of leadership and governance requirements of the organisation |  |  |  |  |
| listens to the clerk/governance professional and takes direction from them on issues of compliance and other matters |  |  |  |  |

**Personal Action Points**  |
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