**Governing Board Skills Audit 2019 version**

For trustees of **Multi-academy trusts**

**Why this is important**

The governance handbook 2019 says that boards should identify the skills they need having regard to the department's Competency framework for governance published in 2017 that sets out the knowledge, skills and behaviours required for effective governance. This skills audit is a useful way of assessing the needs of your governing board to inform recruitment, succession planning and the training that governors/trustees require.

**Format and structure of the skills audit**

This skills audit is based on the six features of effective governance that are referred to in the competency framework and additional skills and competences required that enable a positive contribution to the board of trustees. It does not attempt to replicate all 200 plus competencies that are listed in the framework.

The skills audit is based on the principle that trusts are best placed themselves to individually assess which areas outlined in the framework are most important for them. Therefore it combines the core aspects of the framework with the priceless experience and feedback of our members to inform the skills, experiences and knowledge included.

**The skills audit does not ask potential or serving governors or trustees to rate their commitment to their, school, its ethos, vision and to improving education and welfare for all pupils. Nor does it ask them to evaluate their willingness to devote time and enthusiasm to the role. It is assumed that this has been established from the outset.**

**How to use it**

Each area should be rated on a scale of 1-5, with 1 indicating no experience or knowledge in this area, and 5 indicating strong expertise. A skills matrix in which responses can be collated can be found on the NGA website.

See our guidance for governing boards on making the best use of skills audits.

The skills and knowledge sought are those which enable governors to ask the right questions, analyse data and have focussed discussions which create robust accountability for school leaders.

No individual is going to have all the skills listed in the audit. The governing board is a team, and the purpose of the audit is to ensure that each skill below is covered by at least one of the governors/trustees around the table.

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| Trustee of a multi-academy trust –  Knowledge, experience, skills and behaviours | **Level of knowledge or skills/behaviour: rate on scale of**  No 🡪 🡪 🡪 Yes | | | | |
|  | **1** | **2** | **3** | **4** | **5** |
| 1. **Strategic leadership** | | | | | |
| Experience of being a trustee/governor in another school or being a board member in another sector. |  |  |  |  |  |
| Experience of trusteeship or management of a complex organisation with multiple sites/subsidiaries. |  |  |  |  |  |
| Experience of chairing a board/governing board or committee. |  |  |  |  |  |
| Awareness of the key aspects of national education policy e.g. school funding, curriculum, teaching, learning etc.) and education locally e.g. the types of school, local education issues etc. |  |  |  |  |  |
| Knowledge and or experience of the community or communities served by schools in the trust can be useful to the board. |  |  |  |  |  |
| Experience of strategic planning and translating a vision into clear objectives. |  |  |  |  |  |
| Experience of engaging and working with stakeholders (e.g. parents, community groups, local business etc.) within or outside of the school sector. |  |  |  |  |  |
| Understand the principles of risk management and how to prioritise, assess and mitigate against risks. |  |  |  |  |  |
| Experience and or involvement in change management activities e.g. planning a re-structure or reorganisation |  |  |  |  |  |
| **2. Accountability** | | | | | |
| Experience of working with leaders to establish expectations for improvement, outcomes and of how progress is to be reported. |  |  |  |  |  |
| Knowledge of the elements that make up a broad and balanced school curriculum and how the attainment and progress of pupils is assessed and measured. |  |  |  |  |  |
| Ability to interpret data and statistics presented in a range of formats relating to the progress and outcomes achieved by pupils and using it to identify strengths, weaknesses and areas for development. |  |  |  |  |  |
| Ability and confidence to ask questions and challenge leaders in an appropriate way on matters relating to the educational outcomes, behaviour, welfare and wellbeing of all pupils. |  |  |  |  |  |
| General experience of financial planning, monitoring, decision making, compliance and control. |  |  |  |  |  |
| Experience of financial planning, monitoring, decision making, compliance and control within the school sector. |  |  |  |  |  |
| Experience and expertise in business development. |  |  |  |  |  |
| General experience of human resource (HR) policy and processes. |  |  |  |  |  |
| Experience of human resource (HR) policy and processes within the school sector. |  |  |  |  |  |
| General experience of preparing for and responding to inspection and oversight. |  |  |  |  |  |
| Experience of inspection and oversight within the schools sector. |  |  |  |  |  |
| Experience of marketing, media and PR. |  |  |  |  |  |
| **3. People** | | | | | |
| Ability to listen, reflect and learn from a range of viewpoints and consider impartial advice before reaching my own view. |  |  |  |  |  |
| Capable of working alongside and of building strong, collaborative relationships with a range of personalities. |  |  |  |  |  |
| The skills, tact and diplomacy required when discussing issues that are of a sensitive nature and are used to bring people together in adversarial situations. |  |  |  |  |  |
| **4. Structures** | | | | | |
| Familiar with the strategic nature of the board’s functions and how this differs from and works with others including executive leaders and academy or regional committees. |  |  |  |  |  |
| Experience of reviewing governance structures appropriate to the size and complexity of the trust and diversity of its stakeholders. |  |  |  |  |  |
| **5. Compliance** | | | | | |
| Experience of complying with legal, regulatory and financial frameworks and statutory guidance. |  |  |  |  |  |
| Working knowledge of the legal duties and responsibilities of a trustee e.g. in relation to the safeguarding of children and in respect of pupils with special educational needs and disabilities (SEND). |  |  |  |  |  |
| Understand the importance of adhering to organisation policies e.g. on parental complaints or staff-discipline issues. |  |  |  |  |  |
| **6. Evaluation** | | | | | |
| Have experienced the process of evaluating the working practices of a team and of applying the learning to make improvements. |  |  |  |  |  |
| **7. Positive contribution** | | | | | |
| Aware of my strengths, weaknesses and am committed to personal development. |  |  |  |  |  |
| Able to work as part of a team and build positive working relationships with different personality types. |  |  |  |  |  |
| Honest, transparent and act with integrity. |  |  |  |  |  |
| The ability and confidence to speak up when I have concerns e.g. about non-compliance. |  |  |  |  |  |

**Existing MAT trustees only**

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

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

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