

**BRENTWOOD DIOCESAN EDUCATION SERVICE**

*“Supporting Catholic schools to provide excellent education where pupils flourish, and Christ is made known to all.”*

# Skills Audit

##

## The purpose of the skills audit:

Effective governance requires a board with a range of skills. These skills enable governors and trustees to ask the right questions, analyse data and have discussions which create robust accountability for school leaders. This skills audit is a way of assessing the board’s breadth and depth of skills, knowledge and behaviour.

## 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 [DfE’s competency framework](https://www.gov.uk/government/publications/governance-handbook). The audit is designed to cover a broad range of skills, knowledge and behaviour but does not attempt to replicate the 200 plus competencies listed in the framework.

No individual will 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.

## How to complete the skills audit:

The skills audit consists of a series of statements. Rate your level of agreement with each statement on a scale of 1-5, with 1 indicating strong disagreement and 5 indicating strong agreement.

|  |  |
| --- | --- |
| **Name of person completing the form:** |  |
| **School / Trust:** |  |

| **Knowledge, experience, skills and behaviours** | **strongly disagree - strongly agree** |
| --- | --- |
|  |  | **1** | **2** | **3** | **4** | **5** |
|  | 1. **Strategic leadership**
 |
| 1 | I am/have been a governor or trustee in another school or board member in another sector |  |  |  |  |  |
| 2 | I am/have been chair of a board or committee |  |  |  |  |  |
| 3 | I have an awareness of national education policy (e.g. school funding, curriculum, teaching and learning) |  |  |  |  |  |
| 4 | I have experience of the school’s local community  |  |  |  |  |  |
| 5 | I understand the difference between strategic and operational decisions |  |  |  |  |  |
| 6 | I have experience and expertise in strategy development |  |  |  |  |  |
| 7 | I understand the principle of stakeholder engagement, e.g. seeking views and evaluating feedback from parents and staff to support the decision-making process |  |  |  |  |  |
| 8 | I understand the principles of risk management: how to prioritise, assess and mitigate against risks |  |  |  |  |  |
|  | **2. Accountability** |
| 1 | I have worked with leaders to establish expectations for improvement |  |  |  |  |  |
| 2 | I understand the elements that make up a broad and balanced school curriculum  |  |  |  |  |  |
| 3 | I can interpret data and statistics relating to pupil progress and outcomes and use it to identify areas for development |  |  |  |  |  |
| 4 | I am confident I know enough to ask questions and challenge leaders on matters relating to educational outcomes |  |  |  |  |  |
| 5 | I have experience of financial planning: budgeting, monitoring and compliance  |  |  |  |  |  |
| 6 | I understand how the financial efficiency of schools is measured and compared to similar schools |  |  |  |  |  |
| 7 | I know how staff are recruited to schools |  |  |  |  |  |
| 8 | I understand how staff pay decisions impact the school’s budget  |  |  |  |  |  |
| 9 | I have experience of preparing for and responding to inspection and oversight |  |  |  |  |  |
| 10 | I understand the national performance measures that are used to monitor school performance |  |  |  |  |  |
|  | **3. People** |
| 1 | I regularly refer to professional advice to inform my own judgements |  |  |  |  |  |
| 2 | I know how to build the knowledge I need to be effective in my governance role |  |  |  |  |  |
| 3 | I seek to resolve misunderstanding at the earliest opportunity in order to avoid conflict |  |  |  |  |  |
| 4 | I can build consensus through clearly presenting my views |  |  |  |  |  |
| 5 | I have built strong collaborative relationships with members of the board |  |  |  |  |  |

| **Knowledge, experience, skills and behaviours** | **strongly disagree - strongly agree** |
| --- | --- |
|  | **1** | **2** | **3** | **4** | **5** |
| **4. Structures** |
| 1 | I understand how the strategic role of a governing board differs from the management responsibilities carried out by senior leaders in schools |  |  |  |  |  |
| 2 | I understand the distinct responsibilities of the board’s committees  |  |  |  |  |  |
| **5. Compliance** |
| 1 | I am aware of the legal duties and responsibilities of a governor/trustee, e.g. the safeguarding of children and in respect of pupils with special educational needs and disabilities |  |  |  |  |  |
| 2 | I feel able to speak up if I am concerned about non-compliance |  |  |  |  |  |
| **6. Evaluation** |
| 1 | I have identified the areas where I need to develop my knowledge and skills as a governor/trustee |  |  |  |  |  |
| 2 | I seek out opportunities to improve my practice (attending training, learning from others) |  |  |  |  |  |

**Existing governors/trustees only:**

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

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

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