**Skills Audit**

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| For a potential member of a Local Academy Executive Board or Academy Council |

*This audit tool is designed to enable potential members to set out their skills and experience whatever their backgrounds, and make clear that the essential and desirable skills for governance acquired through a range of life experiences. 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.*

*It can also be used to inform and determine what skills need to be sought in new appointments by the Board or Council by reviewing each member’s skills and collating the results.*

*Each knowledge, experience, skill or behaviours should be rated on a scale of 1-5, with 1 indicating no experience or knowledge in this area, and 5 indicating strong expertise.*

| Knowledge, experience, skills and behaviours | Level of knowledge or skills/behaviour, rate on scale of:  No 🡪 🡪 🡪 Yes | | | | | |
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|  | 1 | 2 | 3 | 4 | | 5 |
| 1. Strategic leadership | | | | | | |
| I am committed to improving education and welfare for all pupils. |  |  |  |  | |  |
| I understand current national education policy and the local education context. |  |  |  |  | |  |
| I have previous experience of being a board member in another sector or in another school. |  |  |  |  | |  |
| I have experience of chairing a board/governance board or committee. |  |  |  |  | |  |
| I have experience of strategic planning and applying this to set and preserve the culture of the organisation. |  |  |  |  | |  |
| I am committed to the school’s vision and ethos of the trust. |  |  |  |  | |  |
| I am able to question and challenge, working as part of a team to identify viable options through collective decision making. |  |  |  |  | |  |
| I am able to work in a professional manner, avoiding conflicts, acting with transparency and integrity. |  |  |  |  | |  |
| I am confident I can identify when to seek independent/professional advice. |  |  |  |  | |  |
| I have experience of stakeholder management and engagement including communicating with and taking account of the views of parents and pupils. |  |  |  |  | |  |
| I have experience of promoting community cohesion. |  |  |  |  | |  |
| I am proficient in prioritising, assessing and mitigating risk. |  |  |  |  | |  |
| I have experience of school sector risk management, including managing conflicts of interest/loyalty. |  |  |  |  | |  |
| 2. Accountability | | | | | | |
| I understand the importance of collecting high quality data and have expertise using data to interpret/evaluate performance and identify trends to target improvement. |  |  |  |  | |  |
| I have expertise in curriculum development, school assessment and progress/attainment. |  |  |  |  | |  |
| I have experience of working with leaders to establish expectations for improvement and outcomes. |  |  |  |  | |  |
| I have experience of agreeing the range and format of information and data needed in order to hold leaders to account. |  |  |  |  | |  |
| I have experience of providing challenge to leaders on strategies for monitoring and improving behaviour and safety. |  |  |  |  | |  |
| I have an understanding of the board’s duties in relation to safeguarding including Prevent. |  |  |  |  | |  |
| I have an understanding of special education needs and disabilities (SEND). |  |  |  |  | |  |
| I have financial management expertise, with experience of funding allocation/budget monitoring and contributing to financial self-evaluation and efficiency drives. |  |  |  |  | |  |
| I have experience of basing funding decisions on organisational priorities and the ability to interpret financial data and question financial performance against strategic priorities. |  |  |  |  | |  |
| I have experience of procurement/purchasing. |  |  |  |  | |  |
| I have experience of property and estate-management. |  |  |  |  | |  |
| I have experience of HR policy and processes, including employment legislation, recruitment, performance management and pay. |  |  |  |  | |  |
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| Knowledge, experience, skills and behaviours | Level of knowledge or skills/behaviour, rate on scale of:  No 🡪 🡪 🡪 Yes | | | | | |
| I have experience of school sector HR policy and processes. |  |  |  |  | |  |
| I have experience of change management (overseeing a merger or an organisational restructure). |  |  |  |  | |  |
| I have experience of preparing for and responding to external oversight. |  |  |  |  | |  |
| I have experience of inspection and oversight in the school sector. |  |  |  |  | |  |
| 3. Church of England Academy | | | | | | |
| I am used to thinking and discussing about the interface of faith and social issues such as education. |  |  |  |  | |  |
| I bring strong links with a local church and/or the Diocese. |  |  |  |  | |  |
| If I am appointed as a Foundation member I will be able to sign the declaration on the application form with integrity. |  |  |  |  | |  |
| I will be committed to upholding the Christian ethos and values of both DSAMAT and the academy, including in my participation at all times. |  |  |  |  | |  |
| 4. People | | | | | | |
| I am willing to devote time, enthusiasm and effort to the duties of and responsibilities of a governor/trustee. |  |  |  |  | |  |
| I am a strong communicator and committed to building strong collaborative relationships. |  |  |  |  | |  |
| I could be described as a listener, and have patience – especially when dealing with people |  |  |  |  | |  |
| I am able to discuss sensitive issues with experience of conflict resolution and influencing consensus. |  |  |  |  | |  |
| I am able to demonstrate a commitment to ethical behaviour and values, honesty, independence of thought and sound judgement – see the Nolan Principles below. |  |  |  |  | |  |
| I am committed to equal opportunities and the promotion of diversity. |  |  |  |  | |  |
| I am willing to reflect, listen and learn from a diversity of views, to receive and provide feedback and accept impartial advice. |  |  |  |  | |  |
| I am more of an activist – preferring to do rather than wait. |  |  |  |  | |  |
| I can always be depended upon to fulfil any promise or duty even at a cost (time etc.) to myself. |  |  |  |  | |  |
| I am known as someone who is able to keep a confidence and recognise the importance of confidentiality in this role. |  |  |  |  | |  |
| 5. Structures | | | | | | |
| I am familiar with the strategic nature of the board’s functions and how this differs from and works with others including senior leaders. |  |  |  |  | |  |
| I have experience of reviewing governance structures. |  |  |  |  | |  |
| I am committed to personal and profession development and have a record of attending relevant training for the roles I have undertaken. |  |  |  |  | |  |
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| Knowledge, experience, skills and behaviours | Level of knowledge or skills/behaviour, rate on scale of:  No 🡪 🡪 🡪 Yes | | | | | |
| 6. Compliance | | | | | | |
| I have experience of complying with legal, regulatory and financial frameworks and statutory guidance. |  |  |  |  | |  |
| I understand and accept the legal duties, responsibilities of a school/academy board/council member |  |  |  |  | |  |
| The board/Council will be responsible for ensuring the academy complies with a whole range of legal responsibilities. I have experience ensuring legal compliance in this way and a commitment to understanding the full range of legal responsibilities. |  |  |  |  | |  |
| I understand the importance of adhering to organisation policies e.g. on parental complaints or staff-discipline issues. |  |  |  |  | |  |
| I have the confidence and ability to speak up when concerned about non-compliance. |  |  |  |  | |  |
| 7. Evaluation | | | | | | |
| I am aware of my own strengths and weaknesses and committed to personal development. |  |  |  |  | |  |
| I have experience of evaluating board decisions and am willing to contribute to board self-review. |  |  |  |  | |  |
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| Please sign below if you are able to agree with the following sets of guiding principles: |

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| 7 Principles of Public Life  *(Nolan Principles)* |
| 1. Selflessness |
| 1. Integrity |
| 1. Objectivity |
| 1. Accountability |
| 1. Openness |
| 1. Honesty |
| 1. Leadership |

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| Core values to influence behaviour (based on the Beatitudes) may be summarised as: |
| 1. Faithfulness and integrity |
| 1. Dignity and compassion |
| 1. Humility and gentleness |
| 1. Truth and justice |
| 1. Forgiveness and mercy |
| 1. Purity and holiness |
| 1. Tolerance and peace |
| 1. Service and sacrifice |

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| Full Name (Capitals): | | Title: |
|  | | Mr/Mrs/Ms/Dr/Rev |
| Signed | | |
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| Which role are you applying for *(tick one)* | | |
| Local Academy Executive Board | Local Academy Council | |

*Please also complete the next page if appropriate for you.*

**Only for those who have served on a school governing board previously**

What contribution do you feel you have made to the governing board in your final year?

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Please give brief details of courses you have undertaken - include governor training, work based training/development and/or any other development/training activities.

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