

Education Board Skills Audit 2021

This skills audit allows the Board to gain a greater understanding of the breadth of skills and expertise of its Membership, allowing any potential gaps to be identified and prioritised in the search for a new Co-Opted Member or relevant training opportunities provided.

This is adapted from a skills matrix recommended by the National Governance Association, as used by the City of London Academies Trust. It is based on the six features of effective governance that are referred to in the NGA competency framework and additional skills and competences, identified by City of London officers, that would enable a positive contribution to the Board. Please note it is neither an official audit nor does it attempt to replicate all competencies or expertise that may be useful in serving on the Board.

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. Responses will then be collated and analysed by the Nominations Sub-Committee of the Education Board, using a skills matrix.

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

No individual is going to have all the skills listed in the audit. The Education Board is to be viewed as a whole, and the purpose of the audit is to ensure that each skill below is covered by at least one Member of the Board, either internal or external.

If you have any queries regarding the statements or process please feel free to contact Emily Garland, Clerk to the Education Board at emily.garland@cityoflondon.gov.uk or 0207 332 1416.

Education Board Competency / Skill / Experience	Level of knowledge or skills/behaviour, rate on scale of:				
	No	→	→	→	Yes
	1	2	3	4	5
1. Strategic leadership					
I am/have been a governor or trustee in a school or board member in another sector					
I am/have been chair of a board or committee					
I have an awareness of national education policy (e.g. school funding, curriculum, teaching and learning)					
I have an awareness of the local communities of schools in the City of London Family of Schools (henceforth "family of schools")					
I understand the difference between strategic and operational decisions					
I have experience and expertise in strategy and policy development					
I understand the principle of stakeholder engagement, e.g. seeking views and evaluating feedback from schools, employers, cultural venues and other partners to support the decision-making process					
I understand the principles of risk management: how to prioritise, assess and mitigate against risks					
2. Accountability					
I have worked with leaders to establish expectations for improvement					
I understand the elements that make up a broad and balanced school curriculum					
I can interpret data and statistics relating to pupil progress and outcomes and use it to identify areas for development					
I am confident I know enough to ask questions and challenge leaders on matters relating to educational outcomes					
I have experience of financial planning: budgeting, monitoring and compliance					
I understand how the financial efficiency of schools is measured and compared to similar schools					
I have had experience of recruitment to management and operational roles in education or otherwise					
I understand the process of grant management, including application, decision-making and evaluation, and how this supports the board's strategies for education, cultural and creative learning and skills					
I have experience of preparing for and responding to school inspection and oversight					
I understand the national performance measures that are used to monitor school performance					
3. People					
I regularly refer to professional advice to inform my own judgements					
I know how to build the knowledge I need to be effective in my role as a board member					
I seek to resolve misunderstanding at the earliest opportunity in order to avoid conflict					
I can build consensus through clearly presenting my views					
I have built or feel able to build strong collaborative relationships with members of the Board					
4. Governance					
I understand the role of the Education Board and its sub-committees Education Board Terms of Reference					
I understand the distinct responsibilities of the Education Board in relation to the Family of Schools, other committees of the Corporation and the City of London Academies Trust					

5. Compliance

I am aware of the duties and responsibilities of board members in relation to the Education Board's terms of reference , including the role of the City Corporation in acting as a sponsor of a MAT					
I feel able to speak up if I am concerned about non-compliance					

6. Charitable Duties - City of London Corporation Combined Education Charity (312836) and City of London Educational Trust Fund (290840)

I understand the Board's role in discharging the City Corporation's functions as a Trustee of the two charities (listed above) - specifically to administer each charity effectively and further each charity's purposes					
I understand the requirement to comply with each charity's governing document and the law					
I feel able to take decisions which are consistent with each charity's charitable purposes and within the powers contained in each charity's governing document and conferred by law					
I understand my role for the Trustee as a member of the Board to act in good faith and only in the best interests of each charity (which includes managing any potential conflicts of interest or loyalty, including any conflict that may arise in relation to the City Corporation's other business)					
I understand my role for the Trustee as a member of the Board to manage each charity's assets responsibly (also known as 'the duty of prudence')					
I understand my role for the Trustee as a member of the Board to act with reasonable care and skill in administering each charity and making decisions that affect each charity (also known as 'the duty of care')					

7. Evaluation

I have identified the areas where I need to develop my knowledge and skills as a board member					
I seek out opportunities to improve my practice (attending training, learning from others)					
Honest, transparent and act with integrity					
The ability and confidence to speak up when I have concerns e.g. about non-compliance					

8. Other

I understand the role that the Education Board can play in supporting and leading cultural and creative learning and arts education delivered through the family of schools and wider partnerships					
I feel able to use my own networks to support and lead cultural and creative learning and arts education					
I understand the role that the Education Board can play in supporting and leading careers and work related learning delivered through the family of schools and wider partnerships					
I feel able to use my own networks to support and lead careers and work related learning					
I understand the role that the Education Board can play in supporting and leading diversity and inclusion delivered across the family of schools and its partnerships					
I can support the Board to consider how promoting good mental health and wellbeing can be embedded in the Board's activities and decisions					
I can support the Board to give due thought to equalities, following the principles of the Equalities Act, in its activities and decision making					