Skills Matrix - Education Board 2021 Questions to consider: Do these responses match expectations? Instructions: Are there any implications for our role description or code of conduct? 1. All board members will need to complete a skills audit Do any of the responses have implications for our recruitment strategy? 2. Enter individual skills audit results into the below table (the skills matrix) Do any of the responses raise questions about our induction strategy? (Level of experience/skill: 1 = none, 5 = extensive) Are the lower scoring competencies issues that could be dealt with by training? 3. Review the overall board's average score shown in the highlighted column (this score will be calculated for you, there is no need to enter any information into the highlighted column) Could we improve any of the lower scoring competencies by mentoring and coaching? Note: 'D' denotes a desirable skill and 'E' denotes an essential skill for the board Do we need to review our committee membership based on these responses? 4. Evaluate the scores and make an appropriate plan for the board's ongoing development Are there any implications for succession planning? (read the NGA guide that accompanies the skills audit and matrix tools, available from nga.org.uk for more information)

		Desirable or essential?	OWE	all Gover	not A Gover	tors construct cons	TOT D GOVE	nort Gover	not ^k Governot G	Covernor 1	Governor'	contended contended contended to	Governor N	GOVERNOT O	Screenia S Screenia C Screenia A
	1. Strategic leadership									· · · · · ·					
1	l am/have been a governor or trustee in a school or board member in another sector	D	-												
2	I am/have been chair of a board or committee	D	-												
3	I have an awareness of national education policy (e.g. school funding, curriculum, teaching and learning)	E	-												
4	I have an awareness of the local communities of schools in the City of London Family of Schools (henceforth "family of schools")	E	-												
5	I understand the difference between strategic and operational decisions	E	-												
6	I have experience and expertise in strategy and policy development	E	-												
7	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	E	-												
8	I understand the principles of risk management: how to prioritise, assess and mitigate against risks	E	-												
	2. Accountability														
1	I have worked with leaders to establish expectations for improvement	D	-												
2	I understand the elements that make up a broad and balanced school curriculum	D	-												
3	I can interpret data and statistics relating to pupil progress and outcomes and use it to identify areas for development	D	-												
4	I am confident I know enough to ask questions and challenge leaders on matters relating to educational outcomes	D	-												
5	I have experience of financial planning: budgeting, monitoring and compliance	D	-												
6	I understand how the financial efficiency of schools is measured and compared to similar schools	D	-												

7	I have had experience of recruitment to management and operational roles in education or otherwise	D	-													
8	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	D	-													
9	I have experience of preparing for and responding to school inspection and oversight	D	-													
10	I understand the national performance measures that are used to monitor school performance	E	-													
	3. People															
1	I regularly refer to professional advice to inform my own judgements	E	-													
2	I know how to build the knowledge I need to be effective in my role as a board member	E	-													
3	I seek to resolve misunderstanding at the earliest opportunity in order to avoid conflict	E	-													
4	I can build consensus through clearly presenting my views	E	-													
5	I have built or feel able to build strong collaborative relationships with members of the Board	E	-													
	4. Governance															
1	I understand the role of the Education Board and its sub-committees	E	-													
2	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	E	-													
	5. Compliance															
1	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	E	-													
2	I feel able to speak up if I am concerned about non-compliance	E	-													
	6. Charitable Duties - City of London Corporation Combined	Education	Charity (312836)	and City o	of Londoi	n Educational Trus	t Fund (2	90840)							
1	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	D	-													
2	I understand the requirement to comply with each charity's governing document and the law	D	-													
3	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	D	-													
4	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)	D	-													
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5	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')	D	-							
6	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')	D	-							
	7. Evaluation									
1	I have identified the areas where I need to develop my knowledge and skills as a board member	E	-							
2	I seek out opportunities to improve my practice (attending training, learning from others)	E	-							
	8. Other									
1	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	D	-							
2	I feel able to use my own networks to support and lead cultural and creative learning and arts education	D	-							
3	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	D	-							
4	I feel able to use my own networks to support and lead careers and work related learning	D	-							
5	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	D	-							
6	I can support the Board to consider how promoting good mental health and wellbeing can be embedded in the Board's activities and decisions	D	-							
7	I can support the Board to give due thought to equalities, following the principles of the Equalities Act, in its activities and decision making	D	-							