

## Skills Audit

### For trustees of multi academy trusts

A skills audit for governors, trustees of single academy trusts and academy committee members can be found on the [NGA website](#)

### The purpose of the skills audit

Effective governance requires a board with a range of skills. These skills enable 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.

The skills audit should be completed together with the accompanying skills matrix as part of an evaluation process. See our guidance on [how to use the NGA skills audit and matrix](#).

### 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](#). 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 board is a team, and the purpose of the audit is to ensure that each skill listed is covered by at least one of the 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.

Audit responses should be collated in a skills matrix which is available from [www.nga.org.uk](http://www.nga.org.uk).

#### National Governance Association

The National Governance Association (NGA) is the membership organisation for governors, trustees and clerks of state schools in England.

We are an independent, not-for-profit charity that aims to improve the educational standards and wellbeing of young people by increasing the effectiveness of governing boards and promoting high standards. We are expert leaders in school and trust governance, providing information, advice and guidance, professional development and e-learning.

We represent the views of governors, trustees and clerks at a national level and work closely with, and lobby, UK government and educational bodies.

[www.nga.org.uk](http://www.nga.org.uk)



Knowledge, experience, skills and behaviours		strongly disagree → strongly agree				
		1	2	3	4	5
<b>1. Strategic leadership</b>						
1	I am/have been a trustee or governor in another school or board member in another sector					
2	I have experience providing oversight of a complex organisation with multiple sites					
3	I am/have been chair of a board or committee					
4	I have an awareness of national education policy (e.g. school funding, curriculum, teaching and learning)					
5	I have experience of communities local to schools within the trust					
6	I understand the difference between strategic and operational decisions					
7	I have experience and expertise in strategy development					
8	I understand the principle of stakeholder engagement, e.g. seeking views and evaluating feedback from parents and staff to support the decision-making process					
9	I understand the principles of risk management: how to prioritise, assess and mitigate against risks					
<b>2. Accountability</b>						
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 school budgets					
9	I have experience of preparing for and responding to inspection and oversight					
10	I have experience of marketing, media and PR					
<b>3. People</b>						
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
<b>4. Structures</b>						
1	I have experience of reviewing governance structures					
2	I understand how the strategic role of trustees differs from the management responsibilities carried out by senior leaders in a trust					
3	I understand the distinct responsibilities of the academy and regional committees					
<b>5. Compliance</b>						
1	I have experience of complying with legal, regulatory and financial frameworks and statutory guidance					
2	I am aware of the legal duties and responsibilities of a trustee e.g. the safeguarding of children and in respect of pupils with special educational needs and disabilities					
3	I feel able to speak up if I am concerned about non-compliance					
<b>6. Evaluation</b>						
1	I have identified the areas where I need to develop my knowledge and skills as a trustee					
2	I seek out opportunities to improve my practice (attending training, learning from others)					

**Existing MAT trustees only:**

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

Please give brief details of courses you have undertaken in the past year - include trustee 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?