Dear Advisor

Thank you for being willing to fill in this skills matrix. You will see that it is similar to the NGA skills audit that you may have completed in the past and the NMR skills audit completed by some previously. It is the version which has been used by the Circle Trust Trustees.

Once completed can you please forward to the Clerk of Nine Mile Ride via email to [bwojna@nmrhub.net](mailto:bwojna@nmrhub.net) , For ease please rename file with your initials skills audit 2019 eg BW Skills Audit 2019

Thank you for your co operation

Barbara Wojna

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| --- | --- | --- | --- |
| Name |  | Date |  |
| School | Nine Mile Ride | | |

Give your assessment of your knowledge, competence and experience against each statement, by entering a score of 1 to 5, where: 1 is no knowledge or experience; 2 is limited knowledge or experience but further training/support required; 3 is adequately competent but further support/training desirable; 4 is very competent with further training/support not required and 5 is expert, able to advise others. Rather than asking you to give evidence and examples for each skill, we have provided a box at the end of the skills section for you to supply relevant evidence and examples to justify your higher scores. Experience could come from employment, voluntary work, governorship – please give as much detail as you can as this helps to give more background to the numerical ratings.

Score 1-5

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| --- | --- | --- |
| 1 | Understanding of education |  |
| 2 | Assimilating information – the ability to understand written and verbal information received, and identify key points |  |
| 3 | Analysis and drawing conclusions – the ability to assess and choose between options, and to draw appropriate conclusions |  |
| 4 | Communication – the ability to express yourself clearly and unambiguously, and to listen to and understand others |  |
| 5 | Confidence – to state your view, ask the naïve question and have courageous conversations about challenging issues |  |
| 6 | Questioning - the ability to ask searching questions in a non-confrontational way |  |
| 7 | Assertiveness – the ability to make a point, or stand your ground, without being abrasive or damaging relationships with others |  |
| 8 | Influencing – the ability to get other people to consider your perspective, while taking their views and opinions into account |  |
| 9 | Negotiation and agreement – the ability to navigate differences of opinion and identify common ground and points of agreement or consensus |  |
| 10 | The ability to manage conflicts of interest and maintain confidentiality |  |

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| 11 | Experience of governance (in education or other sectors, charity, business etc) |  |
| 12 | Experience / skills in maintaining a strategic focus, setting the vision and strategic objectives. |  |
| 13 | Experience / skills in self-evaluation and/or impact assessment |  |
| 14 | Experience / skills in data analysis |  |
| 15 | Experience / skills in performance management, setting targets, monitoring and evaluation |  |
| 16 | Experience / skills in risk assessment |  |
| 17 | Experience / skills in financial monitoring, understanding of accounts |  |
| 18 | Experience / skills in chairing, team leadership |  |
| 19 | Experience / understanding of the perspectives of stakeholders, e.g. students, parents, partners |  |
| 20 | Experience / understanding of safeguarding, child safety |  |
| 21 | Experience / skills in premises and facilities management |  |
| 22 | Experience / skills in human resources / personnel |  |
| 23 | Experience / skills in legal matters |  |
| 24 | Experience / skills in public relations & marketing |  |
| 25 | Experience / skills in health and safety |  |
| 26 | Experience / skills in project management |  |
| 27 | Experience / skills in ICT and management information systems |  |
| 28 | Experience of handling complaints, grievances or appeals |  |

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| 29 | Knowledge of secondary education, locally or nationally |  |
| 30 | Knowledge of nursery and/or primary education, locally or nationally |  |
| 31 | Knowledge of further and higher education, locally or nationally |  |
| 32 | Knowledge of special educational needs, including health and disability |  |
| 33 | Knowledge of other children’s and young people’s services (please specify) |  |
| 34 | Knowledge of the local and/or regional economy, employers, careers |  |
| 35 | Other relevant specialist knowledge – please describe: |  |

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| Evidence and Examples for high scoring skills in the responses above |