

Appendix C – Skills Audit



Please indicate your level of experience in respect of each of the categories of skills, knowledge and experience in Sections A and B below. Where you consider that you would benefit from training in a particular category of skill, please tick the relevant box.

Skills Audit undertaken by: <i>(Name of Governor)</i>	
Name and postcode of School:	
Date:	

Section A: Skills, knowledge and experience relating to the Catholic Character of the School:

Category of skill, knowledge or experience	Level: Extensive	Level: Moderate	Level: Basic	Level: None	Training required?
a) Understanding the mission of a Catholic school and Catholic education generally					
b) Understanding of catechesis and religious education					
c) Understanding of the liturgical and sacramental life of the school					

d) Understanding the history of the Catholic Church's involvement in the provision of schools in England and Wales					
e) Ecclesiology: understanding the role of the Bishop and the Trustees and the governing body's relationship with them					
f) Ability to evaluate the Catholic life of the school					

Section B: General and specialist skills, knowledge or experience:

Category of skill. Knowledge or experience	Level: Extensive	Level: Moderate	Level: Basic	Level: None	Training required?
Governance					
a) Experience of Governance (including in any other sector)					
b) Chairing					
c) Leadership					
d) Taking meeting minutes					
Staff Matters					
e) HR expertise					
f) Experience of staff recruitment					
g) Performance management and appraisal of (i) staff and/or (ii) organisation					
Data					
h) ICT and/or management information systems					
i) Data analysis					

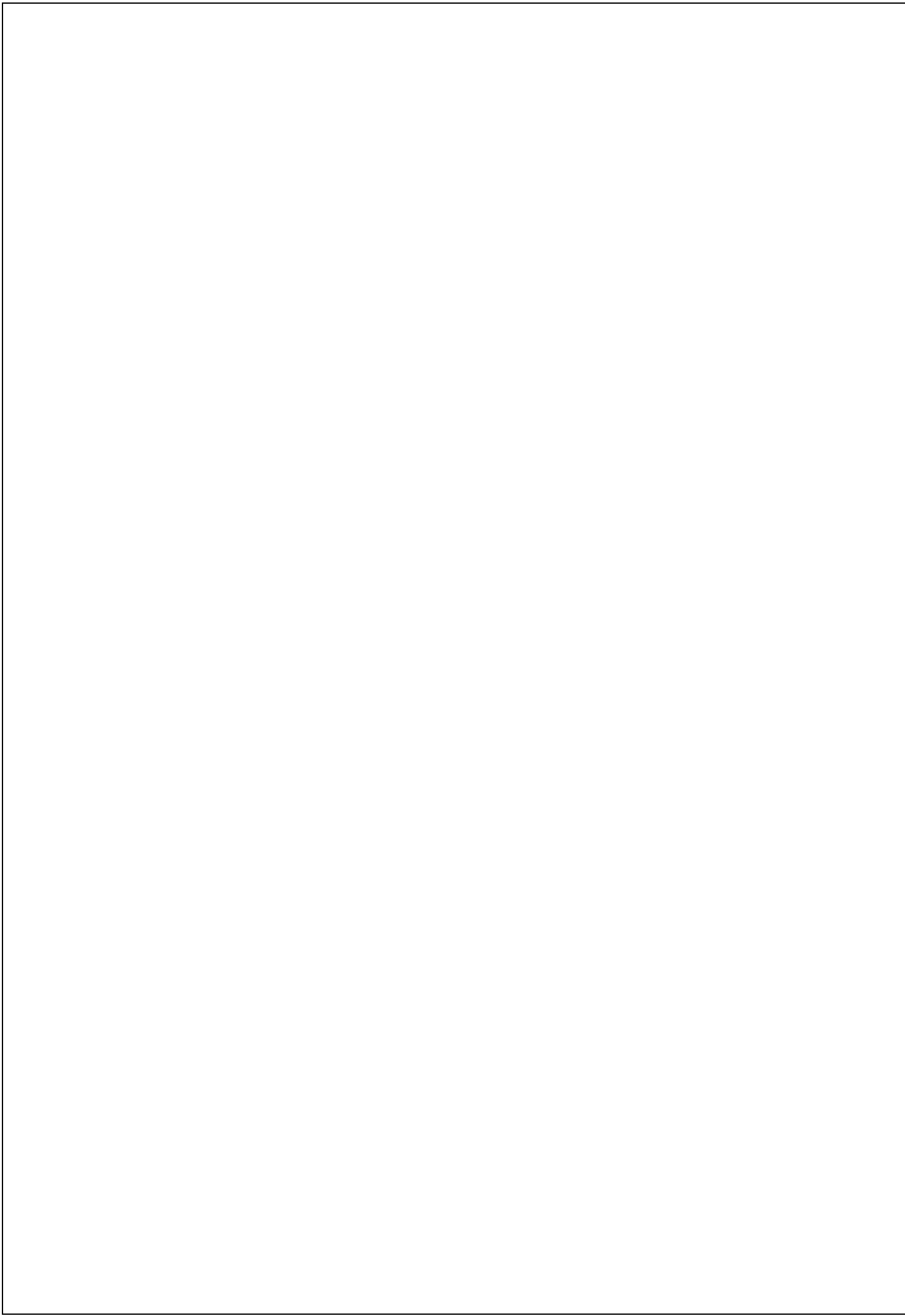
j) Knowledge of sources of relevant information/data e.g. Raise online, Ofsted's Data Dashboard and other educational software programmes					
Community Matters					
k) Community relations					
l) Knowledge of school and local community					
m) Knowledge of the local/regional economy and local government					
n) Parents perspective: current of the school					
o) Networks/alliances					
Handling Conflict					
p) Conflict resolution					
q) Handling complaints, grievances and appeals					
Skills particular to an educational setting					
r) Experience of an educational setting					
s) Teaching and pedagogy					
t) Safeguarding					
u) SEN and disability					
v) Phase – primary/nursery/secondary/FE and HE					
w) School in category					
Professional Skills					
x) Financial management/accountancy					
y) Legal					
Other skills, knowledge and experience					
z) Strategic planning					
aa) Coaching/mentoring and/or continued professional development					

bb) Communication skills, including listening					
cc) Problem solving and/or creativity					
dd) Negotiation and mediation					
ee) Ability to influence					
ff) Ability to work as part of a team					
gg) Equal opportunities /equality and diversity					
hh) Change management (particularly in respect of potential academy conversion)					
ii) Carrying out surveys, consultation and/or research					
jj) Quality assurance					
kk) Health & safety					
ll) Risk assessment					
mm) Project management					
nn) PR and marketing and/or working with the media					
oo) Work placements/career planning					
pp) Procurement/purchasing					
qq) Premises and facilities management					
rr) Fundraising					
ss) Children's and young people's services/ activities (any sector)					
tt) Health services (particularly relevant in special schools)					
uu) Self-evaluation and/or impact assessment					

Once completed, please submit to:

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(Name of person at the school to whom completed forms should be submitted)



Appendix D – Useful Resources

The following resources should be made available to all Governors (links are provided below where that is possible):

- The Diocesan Protocols
- Diocesan Directives
- Diocesan Trust Deed
- The Occupation of premises Document
- Church Scheme Rules for the Risk Protection Arrangement
(<https://www.gov.uk/guidance/make-a-claim-through-the-risk-protection-arrangement-rpa>)
- The Academy Trust's Articles of Association
- Guidance on the Role of Members in Catholic Academy Trusts
(<https://www.catholiceducation.org.uk/resources/the-role-of-members>)
- The Academy Trust Handbook
- (<https://www.gov.uk/government/publications/academy-trust-handbook/academy-trust-handbook-2025-effective-from-1-september-2025>)
- The Academy Trust's funding agreement
- The supplemental funding agreement
- The Bishops' Memorandum on the Appointment of Staff in Catholic Schools
(<https://www.catholiceducation.org.uk/resources/bishops-memorandum-1>)
- CES model employment contracts and policies
(<https://www.catholiceducation.org.uk/guidance/employment>)
- CES guidance on recruitment of staff for governing boards
(<https://www.catholiceducation.org.uk/resources/recruitment>)
- Diocesan Guidance on admissions, including model admission arrangements
- CES resources on Relationships and Sex Education
(<https://www.catholiceducation.org.uk/resources/relationship-and-sex-education>)
- CES model governance documents
- (<https://www.catholiceducation.org.uk/guidance>)
- DfE Academy Trust Governance Guide
- (<https://www.gov.uk/guidance/-governance-in-academy-trusts>)
- Flourishing together. A collective vision for the education system (CST, CES, National Society for Education)
- (<https://www.catholiceducation.org.uk/news/church-vision-for-trusts-within-the-education-system>)
- Called to flourish in faith and hope (CES)
- (<https://www.catholiceducation.org.uk/news/church-vision-for-trusts-within-the-education-system>)

If Governors are unable to locate any of the above documents, they should seek the advice of the Clerk to the Board.