

## Trust Skills Gap Analysis - SPA (2017 - 18)

			A Fielding	M Riches	T Stonehouse	P Smith	J Stephens	T Guy	S Fox	T Rowland	H Ranson	K McCamley	A Desborough	B Sale	K James	C Riberaud	M Greener	R Jefferson	S Kane	C Watters		
1	1 - Required	School Governance	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	18
2	1 - Required	Cluster links					1	1				1	1	1	1	1			1	1		9
3	1 - Required	Health and Safety	1			1	1		1			1	1	1	1	1			1			10
4	1 - Required	Safeguarding Children			1	1	1	1		1		1	1	1	1	1			1	1		12
5	1 - Required	Marketing		1			1				1			1	1		1		1			7
6	1 - Required	Looked After Children	1	1	1		1			1		1	1	1	1	1			1	1		12
7	2 - Preferred	Law								1		1							1	1		4
8	2 - Preferred	Finance	1							1		1					1		1	1		6
9	2 - Preferred	HR and Employment Law				1	1					1					1		1	1		6
10	2 - Preferred	EYFS (Early Years Foundation Stage) knowledge								1		1							1			3
11	2 - Preferred	Communications & PR		1			1				1	1							1			5
12	2 - Preferred	Special Educational Needs								1		1	1	1	1	1						6
13	2 - Preferred	Quality					1					1	1				1		1			5
14	2 - Preferred	School Governance Clerking																	1	1		2
15	3 - Aspirational	People Management		1	1	1	1		1	1	1	1		1	1	1	1		1	1		14
16	3 - Aspirational	Organisation			1		1				1	1		1	1	1	1		1	1		10
17	3 - Aspirational	Auditing				1						1	1	1	1	1	1		1	1		9
18	3 - Aspirational	Procurement							1	1		1					1		1			5
19	3 - Aspirational	Chairing Meetings	1			1	1			1	1	1		1		1	1		1	1		11
20	3 - Aspirational	Active in the local Community	1			1	1					1	1				1		1	1		8
21	3 - Aspirational	Active in Local politics				1																1
22	3 - Aspirational	Social Media	1	1	1		1				1			1	1				1			8
23	3 - Aspirational	Website Management									1				1							2
24	3 - Aspirational	Data Management and Manipulation			1							1		1	1	1			1			6
25	3 - Aspirational	Fund Raising	1		1	1						1	1	1	1				1			8
26	3 - Aspirational	Project Management		1	1	1			1	1	1	1		1	1		1		1			11

*In compliance with the Academies Financial Handbook, the Trust undertakes an annual review of the composition of the Board of Trustees and the skills they possess.*

*In doing so, the Trust considers the elements of effective governance as defined in the Department for Education Governance Handbook and Competency Framework.*

*This is performed to compare the skills and experience possessed against the needs of the Trust, to organise the delegation of tasks to individual governors, and ultimately improve the outcomes for pupils.*

*Arising from this review, the Trust assesses how best to strengthen its governance. This can be achieved by a variety of means such as formal training and on site experience for existing governors, or (wherever possible) recruitment of additional governors with appropriate skills or experience.*

*Pursuant to the withdrawal of the Academy's funding agreement, the Trust is acutely conscious of the needs of its governing body as it nears closure, and is working with governors to ensure the Trust continues to operate effectively and consistently in all respects up to that point in time.*