



QUICK READ

Competency framework for governance

The Department for Education withdrew the [competency framework for governance](#) on **7 March 2024**.

Much of the information is now covered in the governance guides for [maintained schools](#) and [academies](#), and the [Academy Trust Handbook](#). Multi-academy trusts can also refer to the [trust quality descriptions](#).

However, even though the guidance has been withdrawn, it still offers a useful structure for the competencies required.

The competency framework sets out the knowledge, skills and behaviours needed for effective governance in maintained schools and academies. It's divided into 2 parts:

1. Principles and personal attributes

To make an active contribution to effective governance, everyone on the board should:

- Conduct themselves in line with the [Nolan principles of public life](#)
- Be mindful of their responsibilities under [equality legislation](#) and encourage diversity and inclusion
- Understand the impact of effective governance on the quality of education and on outcomes for all children and young people

Everyone involved in governance should also be the 7 Cs: committed, confident, curious, challenging, collaborative, critical and creative.

2. Knowledge and skills

There are 6 core features of effective governance:

- Strategic leadership
- Accountability
- People
- Structures
- Compliance
- Evaluation

This part of the guidance outlines which skills are needed by everyone on the board and the specific skills required of the chair. There are also some specialised areas that only require 1 or 2 specialists on the board to provide advice and guidance to the rest of the board.

3. How should we use the framework?

Boards can choose how to use the framework in ways that make sense for them. For example, you could use it for:

- **Professional development** e.g. identifying training needs or developing a skills audit
- **Recruitment** e.g. creating a role specification for recruiting specific skills to the board