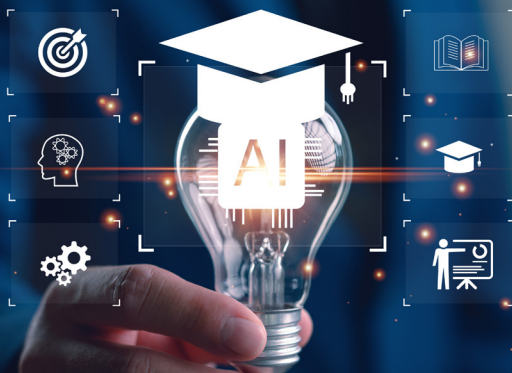


# AI Readiness Audit for Schools and Trusts

A practical, top level self audit to help school and trust leaders spot safe AI opportunities and put the right safeguarding in place.



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# AI is already being used in schools

The question is whether it's being used safely and strategically.

According to the National Education Union, 76% of school staff are currently using AI to support their day-to-day role, with the usage primarily being for resource creation, lesson planning and administrative tasks. However, many schools are still asking important questions:

- Who should oversee AI use?
- What tools are safe to use?
- How do we avoid GDPR and safeguarding risks?
- Where can AI genuinely save time?
- How do we move from experimentation to meaningful improvement?

**This assessment is designed to help school and trust leaders evaluate their current position and identify practical next steps.**

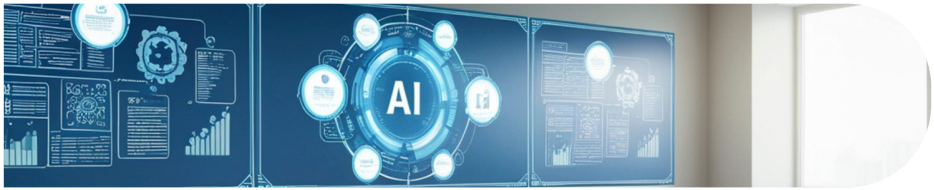
## Discover:

- ✓ How AI-ready your school is
- ✓ Where AI could safely reduce workload
- ✓ What governance and compliance gaps exist
- ✓ Which processes offer the greatest opportunity for improvement
- ✓ Whether your school would benefit from an AI Practitioner

Estimated completion time: 20 minutes

AI Practitioner





# Section 1: AI Readiness Assessment

Score each statement:

| Score | Meaning               |
|-------|-----------------------|
| 0     | Not in place          |
| 1     | Limited               |
| 2     | Partially established |
| 3     | Fully established     |

| Statement                                    | Score |
|----------------------------------------------|-------|
| We have someone responsible for AI oversight |       |
| We have discussed AI at leadership level     |       |
| We have agreed which AI tools staff may use  |       |

| Statement                                                       | Score |
|-----------------------------------------------------------------|-------|
| Staff understand what data must never be entered into AI tools  |       |
| AI use has been considered within our data protection processes |       |
| We have clear expectations around human review and oversight    |       |

| Statement                                           | Score |
|-----------------------------------------------------|-------|
| Staff understand the benefits and limitations of AI |       |
| Staff know how to use AI safely                     |       |
| Staff know who to ask for support or guidance       |       |

Total Score\_\_\_\_/27

# Your AI Readiness Score

## 0–9: Foundation Stage

AI use is likely happening informally

Priority actions:

- Establish governance
- Create basic guidance
- Identify approved tools
- Begin staff awareness conversations

## 10–18: Developing Stage

You have started exploring AI but may lack consistency

Priority actions:

- Introduce pilot projects
- Strengthen oversight
- Build staff confidence
- Define ownership

## 19–27: Advancing Stage

You have strong foundations in place

Priority actions:

- Scale successful pilots
- Measure impact
- Develop internal expertise
- Create long-term strategy



# Section 2: AI Opportunity Audit

Identify where AI could have the biggest impact in your school

For each area below, score:

## Time Pressure

How much staff time does this process currently consume?

## Improvement Opportunity

How much could this process benefit from better systems, automation or AI support?

| Score | Meaning     |
|-------|-------------|
| 1     | Low         |
| 2     | Limited     |
| 3     | Moderate    |
| 4     | High        |
| 5     | Significant |

| Process Area                 | Time Pressure | Improvement Opportunity | Total |
|------------------------------|---------------|-------------------------|-------|
| Parent communications        |               |                         |       |
| Staff onboarding             |               |                         |       |
| Meeting administration       |               |                         |       |
| Policy review and compliance |               |                         |       |
| Data quality and reporting   |               |                         |       |
| Behaviour monitoring         |               |                         |       |
| HR administration            |               |                         |       |
| Operations workflow          |               |                         |       |
| General administration       |               |                         |       |

Total Score \_\_\_\_/90

# What Your Score Means

## 18-35 | Low Opportunity

Current processes may already be manageable, or AI may not yet be a strategic priority.

## 36 - 60 | Moderate Opportunity

There are likely several areas where AI or automation could improve efficiency, consistency or workload.

## 8-10 | High Opportunity

Your school may have significant potential for operational improvement through AI-supported workflows, automation and better systems.

High-scoring areas are often strong starting points for an AI Practitioner project because they combine:

- repetitive workload
- process inefficiencies
- and measurable improvement opportunities

## Your High Priority Areas

1.

---

2.

---

3.

---

# Identify Your Top 3 Opportunities

## Opportunity 1

Current Process

---

Estimated time spent each week:

---

Potential benefit:

---

## Opportunity 2

Current Process

---

Estimated time spent each week:

---

Potential benefit:

---

## Opportunity 3

Current Process

---

Estimated time spent each week:

---

Potential benefit:

---

# Safe AI Checklist

Before introducing any AI solution, ask:

## Governance

- ☐ Who owns this initiative?
- ☐ Who approves the tool?
- ☐ Who evaluates success?

## Data Protection

- ☐ Could personal data be exposed?
- ☐ Is a Data Protection Impact Assessment (DPIA) required?
- ☐ Have safeguarding implications been considered?

## Human Oversight

- ☐ Who checks outputs?
- ☐ What decisions must remain human-led?
- ☐ How will errors be identified?

## Impact

- ☐ What problem are we solving?
- ☐ How will we measure success?
- ☐ Will this genuinely save time?



# Does Your School Need an AI Practitioner?

You may benefit from an AI Practitioner if:

- ☐ Staff are already using AI but there is no clear ownership
- ☐ You want to reduce administrative workload
- ☐ You are exploring automation opportunities
- ☐ You need stronger governance and compliance
- ☐ You want to improve processes across departments
- ☐ You want measurable outcomes rather than isolated experiments
- ☐ Multiple teams are interested in AI but nobody is coordinating activity

## Tick Count

### 0-2 ticks

You may only need basic awareness and guidance

### 3-5 ticks

You could benefit from a designated AI lead

### 6-7 ticks

Developing an AI Practitioner is likely to deliver significant value

# Next Step: Build Internal AI Capability

Schools that achieve the greatest long-term impact from AI typically move beyond individual tool use and develop internal expertise.

## The AI Practitioner for Schools Level 4

**Apprenticeship** is a fully funded development route for school and trust staff who want to coordinate the ethical and effective use of AI and automation across education settings.



**Apply Today**

## Benefits

- ✓ Coordinate the ethical and responsible use of AI and automation within school and trust environments
- ✓ Identify opportunities to reduce workload through automation of administrative and operational processes
- ✓ Improve data quality, reporting and information flow across school systems
- ✓ Design, build and manage low-code automation solutions using commonly used school technologies
- ✓ Lead change safely and effectively, including staff engagement, risk management and compliance
- ✓ Apply safeguarding, data protection and GDPR principles to the use of AI and digital tools in schools
- ✓ Deliver a substantial workplace project that creates measurable impact for their school or trust

## Eligibility

To be eligible for the programme, participants must:

- Be currently employed in a school or trust setting and have employer support to complete the programme
- Have a role that involves systems, data, operations or administrative responsibility
- Be able to complete a workplace project as part of the apprenticeship
- Have the right to work and study in England

## AT A GLANCE



**Course duration**  
14 months



**This course awards**  
AI and Automation  
Practitioner Apprenticeship



**Access to**  
Cross-sector leadership  
resources & expertise



**Growth and Skills Levy  
Funding**  
Fully-funded through the  
Growth and Skills Levy

~~£18,000~~

£0 with Growth and Skills  
Levy funding



Best  
Practice  
Network

## Step Into the Future of Education Leadership

Equip yourself and your school with the skills to lead practical, ethical and effective AI and automation that makes a real difference to your school every day.



**Learn more and register at** [bestpracticenet.co.uk/  
AI-Practitioner -for-schools-apprenticeship-level-4](https://bestpracticenet.co.uk/AI-Practitioner-for-schools-apprenticeship-level-4)

**Learn. Share. Grow.**

+44 (0) 117 920 9428  
[enquiries@bestpracticenet.co.uk](mailto:enquiries@bestpracticenet.co.uk)  
[bestpracticenet.co.uk](https://bestpracticenet.co.uk)



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