



# Academy Advisory Committee

## Purpose and role of the Co-opted education governor

### **Primary and Secondary Academies**

March 2025

## Purpose

To support the Trust Board within their remit for directing the affairs of the Trust and delivering the educational outcomes for the benefit of the pupils / students and community in furtherance of the Objects of the Trust as set out in its articles of association (as may be amended from time to time).

## Roles and responsibilities

- Act as Chair of the academy advisory committee **which meets at least once per term**
- To be lead governor on curriculum and education
- **To bring specialist knowledge, experience, or skills that benefit the governing board and school community.**
- Evaluate and provide recommendations to improve curriculum planning, individual lessons and teaching methods at one or more grade levels
- Ensure the CEO and Trustees are aware of effective Academy Advisory Committee performance **and attending the termly Chairs forum meeting with the Trust's CEO**
- Be readily available for Ofsted inspections
- Coordinate and communicate expectations and progress amongst Academy Advisory Committee members / parents / guardians / teachers

Education Specialists are expected to familiarise themselves with the Ofsted common [school inspection handbook](#) and framework, basing their findings on the following principles: -

### Effectiveness of leadership and management

- Sources of evidence
- Safeguarding (including the Single Central Record)
- Governance
- Use of the pupil premium (and sports premium where applicable)

### Quality of teaching, learning and assessment

- Sources of evidence
- Inspecting the impact of the teaching of: -
  - literacy including reading
  - mathematics
  - science
  - a broad curriculum (humanities, arts, PE, technology, ICT etc)

## Outcomes for pupils

- Sources of evidence
- Disadvantaged pupils
- 'Most able' pupils
- Lower-attaining pupils
- Pupils who have special educational needs and / or disabilities (SEND)
- Incomplete key stages
- Off-site provision

## Inspecting the effectiveness (where applicable)

- of the nursery and reception early years provision: quality and standards
- of the 16 to 19 study programmes

## Termly cycle

Utilising the support of the co-opted community and parent governors of the academy as appropriate, the co-opted education governor should: -

- liaising with the governance support team as appropriate, agree meeting agenda items or any projects for the term and / or the academic year(s)
- liaise with and agree / assign tasks for the parent and co-opted community governors to perform (be that school visits, reviews or assisting with that terms assessment and review)
- assign community focussed tasks to governors of the Academy Advisory Committee, which will assist with termly assessments of each academy
- receive any visit / report findings from the parent and co-opted community governors and a copy of the head teacher's report
- collate any findings / appropriate actions from visits or meetings and present these to the Chief Executive Officer at the regular Chairs meeting

## Skills and experience

- current or previous teaching role as a senior leader (e.g. head teacher, head of school, deputy head teacher, vice principal) or commitment to improving school standards and a willingness to learn and contribute effectively.
- degree level qualification (or demonstrable equivalent) with experience in leadership, management, or governance in education, business or public service

- excellent interpersonal and communication skills including use of information technology (e.g. TEAMS / Zoom)
- broad knowledge and understanding of current education issues (such as inclusion, SEND and pastoral care) and of the key stakeholders in education.
- a demonstrable respect for equality and diversity and the ability to promote equal opportunity practices with an ability to relate to, motivate and empathise with a range of people from different backgrounds.
- the ability to work independently, making decisions and using initiative to support problems.
- ability to use data and other evidence to formulate hypotheses and questions.
- setting targets, monitoring and evaluating performance and programmes
- ability to produce clear written records and reports expressing written judgements cogently and precisely
- a flexible approach and the ability to cope with change.
- ability to hold others to account for priorities and swiftly respond to changing requirements.
- ability to weigh up complex and conflicting evidence, reach robust judgements and record these.
- ability to assess the impact of evidence on likely outcomes for pupils and suggest appropriate solutions taking into account the wider context.