



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.