



Academy Advisory Committee

Purpose and role of the Co-opted education governor

Primary and Secondary Academies

March 2020

Purpose

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

Roles and responsibilities

- Act as Chair of the academy advisory committee
- To lead on curriculum and education
- 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
- 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 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
- 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

For each term of the academic year, working alongside and utilising the support of the co-opted community and parent governors of the academy as appropriate, the co-opted education governor will: -

- At the start of term, liaising with the governance support team as appropriate, agree the purpose and date(s) for that term's assessment and review (including the date of the termly governors evening feedback meeting)
- 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 the findings of the termly review and present this to the Chief Executive Officer

Skills and experience

- current or previous teaching role as a senior leader (e.g. head teacher, head of school, deputy head teacher, vice principal)
- Degree level qualification or equivalent.
- Leadership, setting targets, monitoring and evaluating performance and programmes
- A secure, deep and broad knowledge and understanding of current education issues gained in a suitably wide range of settings.
- An understanding of the key stakeholders in education, and the operational and political context of each Computers and information technology.

- Excellent interpersonal and communication skills.
- The ability to relate to, motivate and empathise with a range of people from different backgrounds.
- A demonstrable respect for equality and diversity and the ability to promote equal opportunity practices.
- The ability to work independently, making decisions and using initiative to support problems.
- Ability to produce clear written records and reports expressing judgements cogently and precisely in writing
- 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 use data and other evidence to formulate hypotheses and questions.
- 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 identify an appropriate plan taking into account the wider context.