# **Are you interested in joining an Interim Executive Board?**

Birmingham City Council (BCC) is seeking to hear from experienced and effective professionals who are interested in serving on Interim Executive Boards (IEB).

**Purpose of an IEB**

Where a school is eligible for intervention under the Education and Inspections Act 2006 (“the Act”), one of the powers which the Local Authority (LA) or the Secretary of State may use to drive improvement is to replace the existing Governing Board with an IEB.

An IEB’s main function is to provide interim expertise and high quality governance to support future improvement in a maintained school, and this should include the promotion of high standards of educational achievement.

When in place, an IEB will qualify as the governing board of the school. Any reference in the Education Acts to a governor or foundation governor has effect as a reference to an IEB member. It will take on the responsibilities of a normally constituted governing board and will be required to fulfil the 3 core functions of:

* Ensuring clarity of vision, ethos and strategic direction;
* Holding executive leaders to account for the educational performance of the organisation and its pupils, and the effective and efficient performance management of staff; and
* Overseeing the financial performance of the organisation and making sure its money is well spent.

**Skills and experience required to be an IEB member**

When in place, IEB members carry out a unique and crucial role in improving the school for our children and young people.

Members of an IEB are appointed on a case-by-case basis, depending on the needs of the school, and we welcome expressions of interest from those who demonstrate expertise and sufficient capacity to contribute towards a school making necessary progress in a timely manner.

**Personal Attributes**: The attached extract from the Governance Competency Framework (Appendix I) outlines the qualities that are desirable and applicable to all those involved in governance.

**Skills & Knowledge:** Particular examples of knowledge, skills and experience for those serving on IEB include:

* Experience in delivering improvement in a governance or other leadership role
* Experience in transformational educational improvement.
* Strategic leadership.
* Knowledge and understanding of a specific area such as finance, HR, safeguarding, SEND, health and safety, data analysis etc. to support the IEB’s role in holding school leaders to account.
* Change/project management.
* Working in complex situations.

**The IEB member role**

An IEB is a focussed group, usually of 5 members, that combines the non-executive role of the governing board with a more operational role in order to bring about rapid improvement. Being an IEB member is an important and challenging role which involves:

* Working with key stakeholders such as the LA, Birmingham Education Partnership, commissioned support and taking specific direction provided by the LA on matters relating to the general conduct of the school and school improvement.

* Attending and participating in meetings (which may be held at short notice) of the IEB to evaluate critical issues that require decisions and need resolving without delay.
* Being willing to take on a specific role to support the board’s strategic work.
* Getting to know the school, conducting visits during school hours and gaining a good understanding of the school’s strengths and weaknesses.
* Working in complex situations such as staff capability, grievance, recruitment issues etc with the support of LA officers providing technical advice.
* Communicating with parents, staff and stakeholders.

All IEBs are expected to adopt the BCC Model Code of Conduct and abide by the Seven Principles of Public Life.

**Term of office and meetings**

IEB members hold office for the period that the IEB is in existence, which is typically between 12 to 24 months. The role is voluntary, and members may resign at any time.

Whilst it is for the IEB to determine the regularity of meetings, it is anticipated that the Board will meet regularly during term time, to ensure the pace of improvement is maintained and to monitor improvement. IEB members will commit to attending all meetings, unless due to personal circumstances – in which case the Governance Professional/Clerk will be informed in advance of the meeting.

**Training, support and expenses**

BCC will:

* assign a Liaison Officer to each IEB;
* arrange an initial induction briefing for IEB members; and
* provide ongoing support including training as and when required by the IEB.

Employees who hold specified public positions have a statutory right under the Employment Rights Act 1996 to ‘reasonable’ [time off work](https://www.gov.uk/time-off-work-public-duties) to carry out their duties. There is no requirement for the employer to pay for this time off, although the individual contract of employment may provide for this.

IEB members are entitled to claim from the school necessary expenditure on subsistence for the purpose of performing approved duties as a member of an IEB.

**For a more detailed conversation and to express an interest in becoming an IEB member please contact:**

**Alison Hicks, Governance Oversight Officer on 07736 454460**

**or email** [**governanceoversight@birmingham.gov.uk**](mailto:governanceoversight@birmingham.gov.uk)**.**

APPENDIX I

**Taken from the Competency Framework for Governance: The knowledge, skills and behaviours needed for effective governance in maintained schools, academies and multi-academy trusts**

**Principles and personal attributes**

The principles and personal attributes that individuals bring to the board are as important as their skills and knowledge. These qualities enable board members to use their skills and knowledge to function well as part of a team and make an active contribution to effective governance.

All those elected or appointed to boards should fulfil their duties in line with the seven principles of public life (the Nolan principles). They should also be mindful of their responsibilities under equality legislation, recognising and encouraging diversity and inclusion. They should understand the impact of effective governance on the quality of education and on outcomes for all children and young people. In addition, all those involved in governance should be:

**Committed** Devoting the required time and energy to the role and ambitious to achieve best possible outcomes for young people. Prepared to give time, skills and knowledge to developing themselves and others in order to create highly effective governance.

**Confident** Of an independent mind, able to lead and contribute to courageous conversations, to express their opinion and to play an active role on the board.

**Curious** Possessing an enquiring mind and an analytical approach and understanding the value of meaningful questioning.

**Challenging** Providing appropriate challenge to the status quo, not taking information or data at face value and always driving for improvement.

**Collaborative** Prepared to listen to and work in partnership with others and understanding the importance of building strong working relationships within the board and with executive leaders, staff, parents and carers, pupils/students, the local community and employers.

**Critical** Understanding the value of critical friendship which enables both challenge and support, and self-reflective, pursing learning and development opportunities to improve their own and whole board effectiveness.

**Creative** Able to challenge conventional wisdom and be open-minded about new approaches to problem-solving; recognising the value of innovation and creative thinking to organisational development and success.