

## 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 maintained 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 (GB) 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 qualifies as the GB of the school. Any reference in the Education Acts to a governor or foundation governor has effect as a reference to an IEB member. An IEB will take on the responsibilities of a normally constituted GB and will be required to fulfil the core functions of a GB as set out in Regulation 6 of the Act, which includes, but is not limited to ensuring:

- That the vision, ethos and strategic direction of the school are clearly defined.
- That the headteacher performs their responsibilities for the educational performance of the school.
- The sound, proper and effective use of the school’s financial resources.

An IEB must:

- Act with integrity, objectivity and honesty and in the best interests of the school.
- Be open about the decisions they make and the actions they take and shall be prepared to explain their decisions and actions to interested parties.

An IEB also has legislative responsibility and strategic oversight for the school’s safeguarding arrangements.



## 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 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:** IEB members in schools should possess a blend of personal attributes, including a willingness to contribute their time and skills, curiosity and analytical thinking, a commitment to building positive relationships and work collaboratively with a range of stakeholders including the LA, critical thinking, and a creative approach to problem-solving. They should also be strategic thinkers, and comfortable in complex situations, ultimately driven by a desire to make a difference in children's lives.

**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 a 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 and 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.
- 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](#) 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, School & Governor Support on 07736 454460  
or email [governanceoversight@birmingham.gov.uk](mailto:governanceoversight@birmingham.gov.uk).**

