

Proposal to establish a Southend  
Education Board  
Executive Briefing 13<sup>th</sup> June 2016

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# Rationale

- To draw together education professional to act as a central strategic vehicle to inform on education matters
- To strengthen the partnership with key stakeholders with an interest in education across Southend
- To improve the visibility and leverage of education performance politically within the Council
- To ensure a mechanism that will continue to improve the outcomes for learners “after” the White Paper
- To embed school to school support (alongside residual LA statutory functions) in Southend

# Education Board

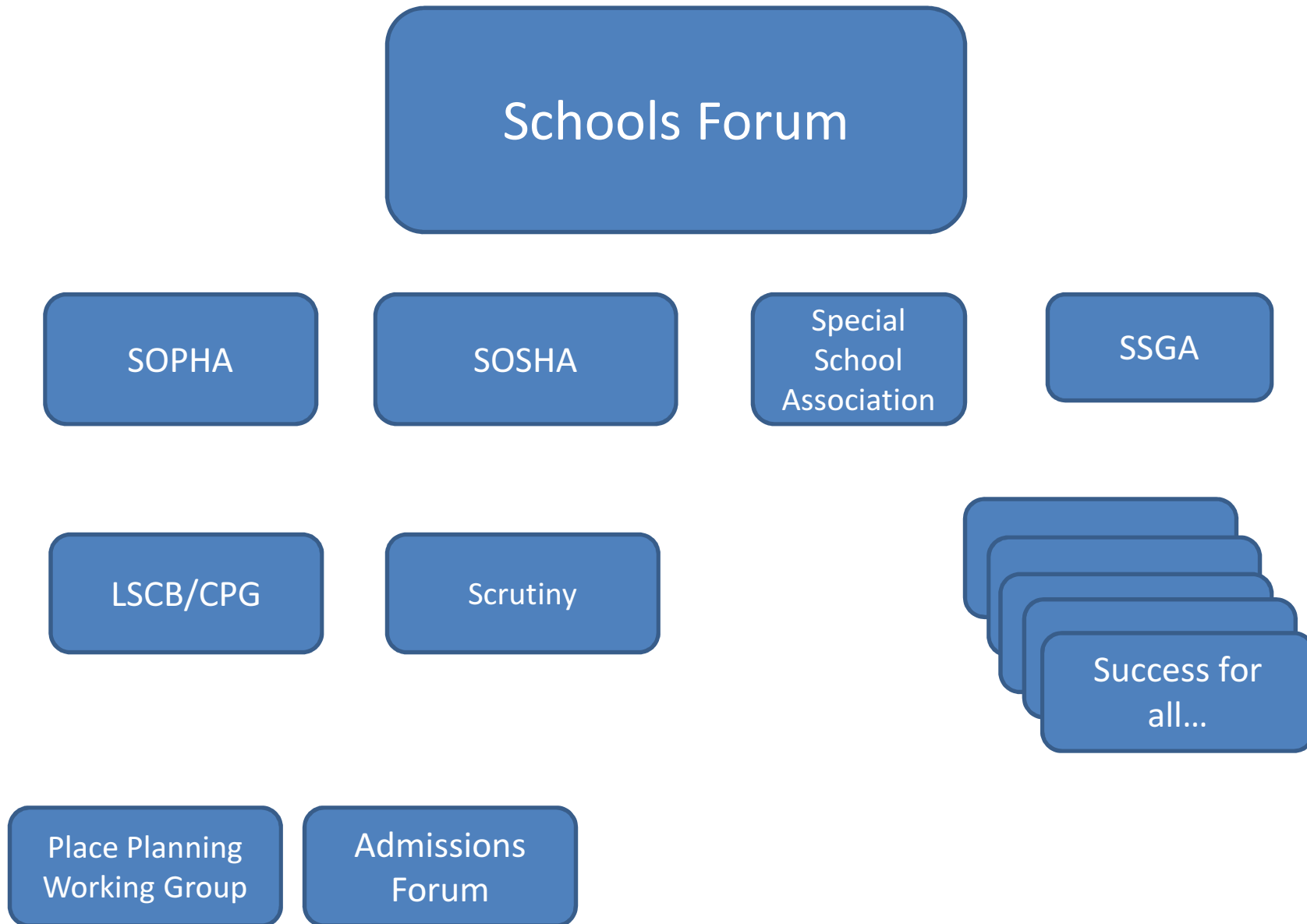
## Principles:

- Discharge statutory functions of Schools Forum
- Single, overarching consultation and engagement body
- Membership elected from constituent groups/stakeholders
- Non political, not part of Southend formal constitution

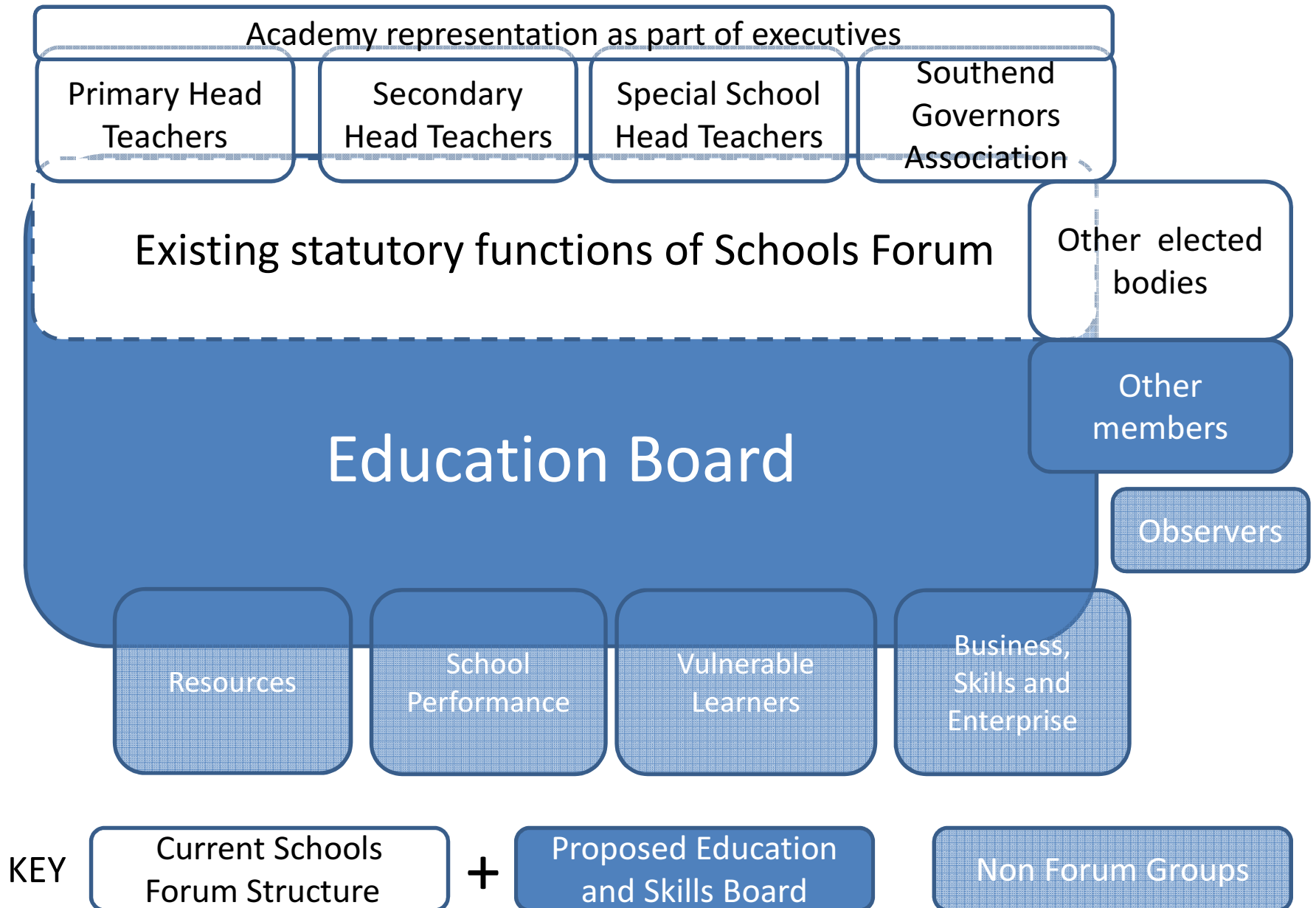
## Remit:

- Retain current School Forum specific statutory decisions
- Advise/recommend to Council on education matters
- Monitor agreed education priorities, performance, plans, resourcing and outcomes
- Consultation on policy and strategy

# Existing relationships



# Possible structure for an Education Board



# Proposed Board Membership

Statutory constitution representation:

Proportionate representation from primary secondary and special school representatives

Governor representation

Early Years representatives;

16-19 provider representative;

Professional association representative.

Additional representation for the Board :

Universities

Business , Employers and Commerce;

Health

Director People\*

Head of Learning\*

Officer lead representation from sub groups\*

Executive Councillor for Children and Learning \*

Observer status\*:

Chairman Corporate Parenting Group\*;

Chairman Southend Local Safeguarding Children's Board\*

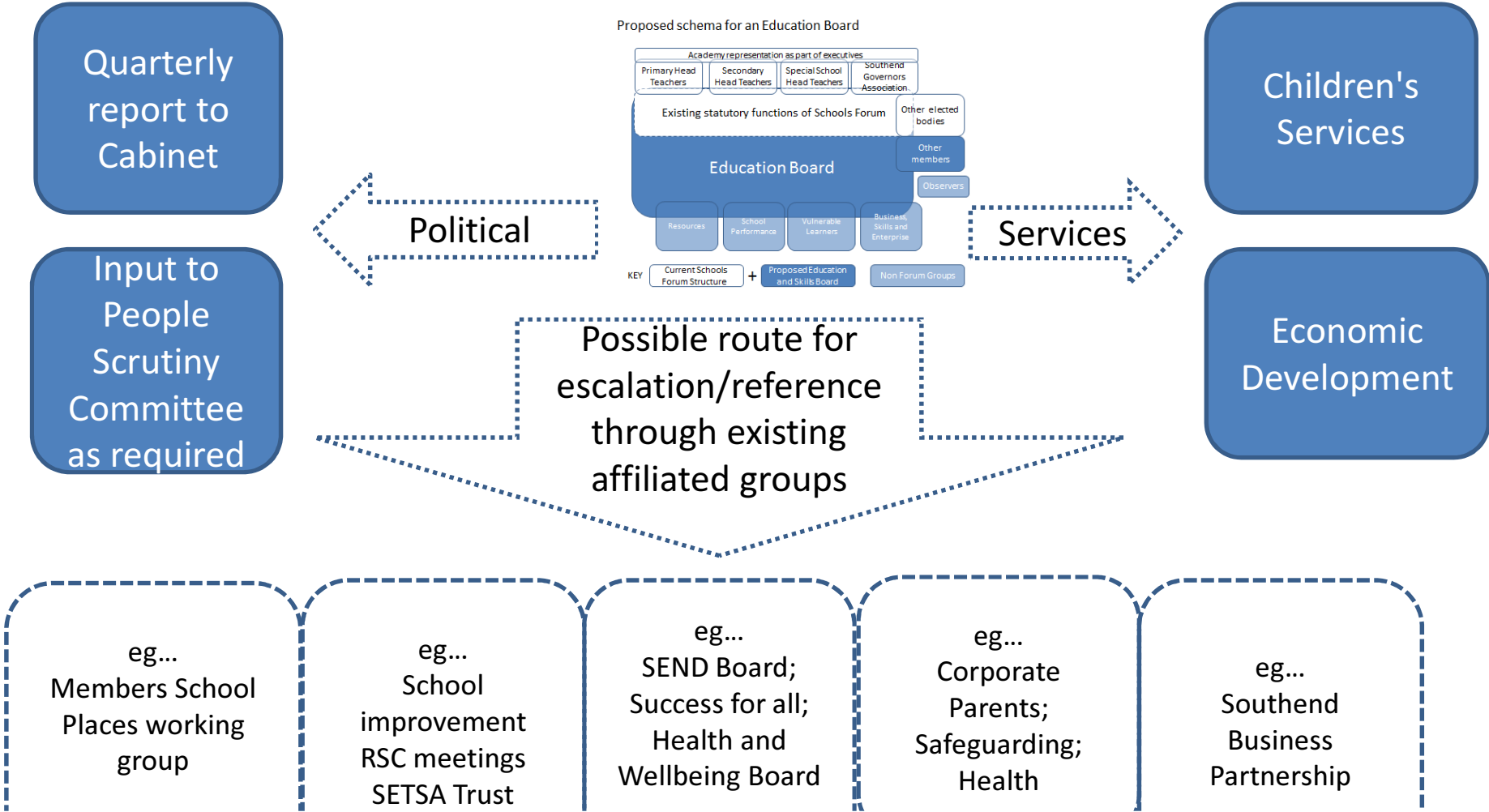
Clerk/Administration\*;

Press;

Public.

\*non voting

# Relationships to other bodies/boards/Services



# Possible sub group generic remit

- To both receive from and escalate to the Board;
- To undertake detailed operational scrutiny and reporting required by the Board;
- To undertake further work in relation to Board commissions, including potential task and finish groups;
- To monitor the performance outcome measures determined by Board in their area;
- To ensure clear linkage across sub group agendas and chairs;
- To actively engage with their constituent bodies;
- To ensure effective coordination of message and action from affiliated groups.



# School Improvement...

EEE April 17

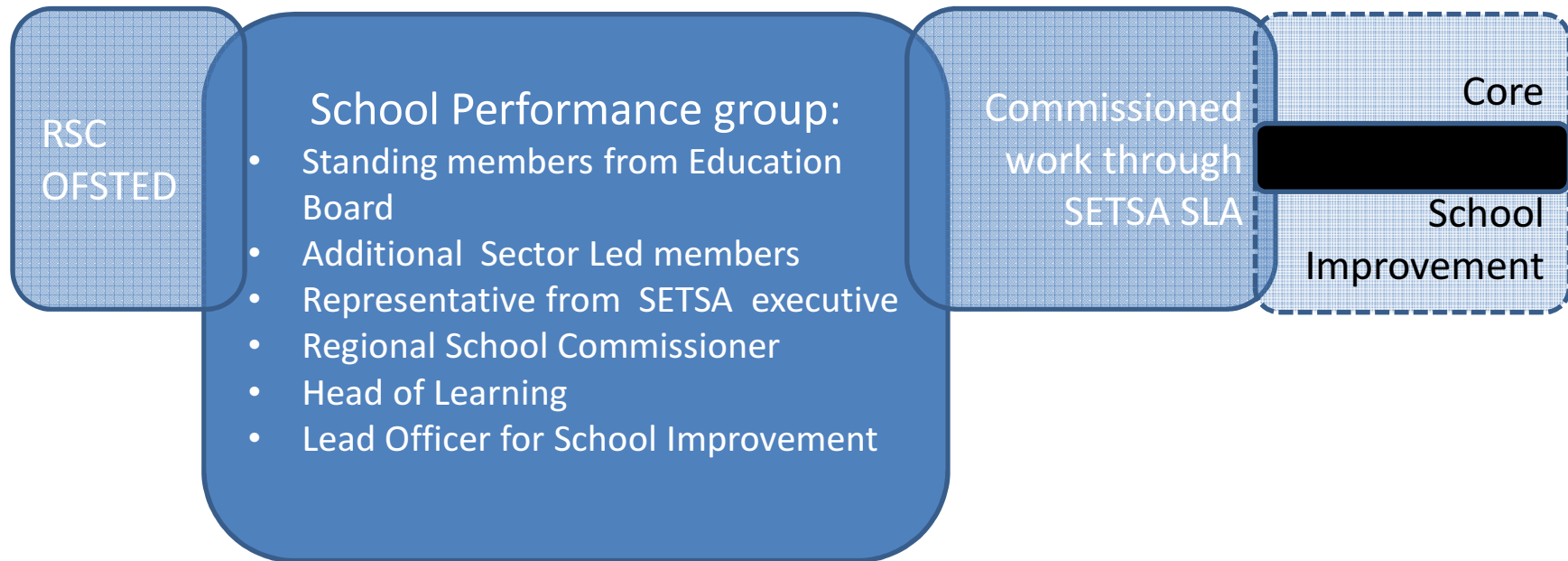
“ We will enable the best leaders to play a wider role by **transferring responsibility for school improvement from Local Authorities to school and system leaders...**”

EEEp73

Minister May 17

The academy programme **puts control of running schools in the hands of teachers and school leaders** - the people who know best how to run their schools... This system will allow us to tackle underperformance far more swiftly than in a local-authority-maintained system where many schools have been allowed to languish in failure for years.

# School performance sub group



## Outputs:

- Data collection and analysis leading to identification of priorities;
- Ownership of school improvement strategy and outcomes;
- Transparent categorisation of schools;
- Commissioning generic improvement activity **and** interventions;
- Monitoring, reporting, impact and evaluation review to Board

# Timeline

- Socialising the agenda with key stakeholder groups  
April/May 16
- Formal Consultation June 2016
- Cabinet 28<sup>th</sup> June 2016
- Formal establishment of Board Sept 2016
- First meeting of Board October 12<sup>th</sup> 2016
- **Phased** establishment of subgroups as soon as possible thereafter

# Recommendations

- That Executive Briefing note, comment upon, and approve the establishment of the Education Board
- That they require officers work with Schools Forum to ensure efficient transition to a new Board