



WILBERFORCE
sixth form college

Wilberforce Sixth Form College Governor's Handbook

Approved: July 2021

Updated: Oct 2023

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Section 1 - Overview

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1.1 Introduction

The purpose of this document is to provide Governors with a handbook compiling and summarising useful information, which supplements the contents of the Instruments and Articles of Government and the Standing Orders.

The handbook will be reviewed and updated regularly.

1.2 Welcome

Firstly, thank you to all Governors, whether you are newly elected or have been in post for many years. Your commitment to Wilberforce is essential to the success of the College, and we greatly value your continued support as we strive to become an 'outstanding' College.

The last few years have been challenging for education, yet in the face of adversity Wilberforce has continued to provide the best possible education and opportunities for our students, adapting and innovating to ensure we uphold our ethos and achieve our strategic objectives. As strategic leaders for the College, the Governing Body has played a significant and vital role in this success, and through such challenges we appreciate your dedication.

We understand that the strength of our Governing Body comes not only from combined skills, expertise and experience of its members, but also from the passion and commitment to improving the lives of the young people in community. We will continue to build upon this strength by offering training and development opportunities for all Governors, as well as opportunities to return to the campus for events and activities.

We hope that you continue to enjoy your term of office and you find your time as a governor to be fulfilling and rewarding.

Section 2 – The College

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2.1 About the College

Wilberforce Sixth Form College is one of two Sixth Form Colleges in Hull, and works in close federal partnerships with other Sixth-Form Colleges around the Humber. The strength of Wilberforce comes from our focus as a specialist sixth form College, delivering exclusively to 16-19 year olds. This means the courses we offer, our staffing and resources are all targeted at helping our students achieve their full potential, in an environment designed especially for them. Wilberforce offers a wide-range of courses and offers Advanced Level work, as well as boasting an extensive vocational curriculum, including the introduction of new T-Level programmes from 2021/22.

Whether our students have set their sights on university, training or work, they are given the very best chance of success. We offer fantastic opportunities and experiences and have a dedicated student support team to provide support and advice when students need it. We ensure that our students grow in confidence, and get great results which allows them to progress onto their chosen career pathway.

In addition to our fantastic staff, campus and resources, in June 2020 we were named as a national leader in digital learning by The Department for Education as a DfE EdTech Demonstrator College. In early 2021 we became the first sixth form College in the UK to be awarded Microsoft Showcase status. As a Microsoft Showcase and DfE Demonstrator College we use our expertise to support teachers around the country to deliver digital learning in their schools and Colleges. As a result of our success, we have been awarded further funding to continue our role as a DfE EdTech Demonstrator College to June 2022.

2.2 Vision, Mission and Core Values

College Vision

To be an outstanding College, with an innovative curriculum that supports all students to achieve the best possible life chances.

College Mission

1. Support and grow a broad and flexible curriculum with provision for academic, vocational and mixed pathways, to include technical education.
2. Design and deliver an inclusive, engaging, and high-quality curriculum experience that inspires high achievement, progression and serves the Hull and East Riding community.
3. Deliver and support life skills that inspire, educate, and inform all students on how to progress well and become informed contributing citizens.
4. Invest in industry standard facilities to meet business and employer needs now and in the future and prepare students for employment and lifelong learning.
5. Develop linked employer skill networks to align relevant curriculum experiences and high-level knowledge to inform positive progression options.
6. Partner with local education professionals to align and steer a green education framework, factoring renewable for all for green aware leaders and professionals of the future.
7. Be the educator of choice for students and employees, with high level support structures and investment in people with dedicated social and ethical college culture for all.

Core Values:

- We conduct ourselves with integrity and respect for all.
- We make students' experience central.
- We value individuals and promote self-esteem.
- We work as a team.
- We encourage innovation, creativity and enjoyment.
- We aim for excellence in everything we do.

2.3 Strategic Objectives

Vision

To be an outstanding college, with an innovative curriculum that supports all students to achieve the best possible life chances.

Priorities

1. Outstanding outcomes

- 1.1. A fully ambitious, challenging curriculum that provides students with first rate qualifications.
- 1.2. Aspirational and stimulating teaching and learning that engages all students at all levels.
- 1.3. Stretch and challenge of all groups of students to ensure that all reach their potential, and there are no significant gaps.
- 1.4. A student support framework that proactively removes barriers to learning.

2. Outstanding progression

- 2.1. A curriculum that is aligned to local and national priorities that enables all students to progress to their chosen destinations.
- 2.2. Students are equipped with the skills, knowledge and behaviours needed to progress in education and employment – including proficiency in English and Mathematics.
- 2.3. Students are educated and supported to make decisions that ensures their long-term health and well-being.

3. Outstanding experience

- 3.1. Students have access to a wide, rich set of experiences through the curriculum, tutorial and the upskilling programme.
- 3.2. High expectations of behaviours and attitudes ensure all students develop a strong work ethic, resilience, and determination.
- 3.3. Sustainable growth in student numbers that maintains a vibrant, interactive learning environment, in which students are highly challenged.
- 3.4. A College environment with first class facilities, welcoming, accessible and a place enjoy being in.

2.4 The Senior Leadership Team

Wilberforce is led by a very strong Senior Leadership Team who are dedicated and committed to the success of the College and its students. Members of SLfT have shared and individual responsibilities for across the College and regularly attend meetings of the Corporation and its Committees to provide reports and updates, and give Governors opportunity to constructively challenge and scrutinise the College.



Principal

Colin Peaks
Member of the Corporation

Colin Peaks joined the College in 2010, and was first appointed as Assistant Principal, then Vice Principal Curriculum and subsequently Deputy Principal before taking the role of Principal in 2018. As Principal, Colin is a member of the Corporation and is supported by the Senior Management Team.



Deputy Principal

Susanna May

Susanna joined Wilberforce in 2022 as Deputy Principal from Hull College. Susanna's responsibilities include:

- Deputising for the Principal
- Quality of Outcomes Assessment
- Curriculum Management and Development
- Staff performance and accountability
- Timetabling
- Ofsted Nominee
- Exams
- Marketing and Liaison
- Admissions



Vice Principal

Ben Wallis

Ben joined Wilberforce in 2014 as Assistant Principal before taking up the role of Vice Principal in 2018.

Ben's responsibilities include:

- Student Services and Safeguarding
- Study Support
- Tutorial
- Careers and Progression
- Attendance
- Behaviour for Learning
- Pathways Programme
- Student Enrichment Experience
- Student Celebration
- Student Wellbeing



Assistant Principal

Rachel Hitchenor

Rachel joined Wilberforce in 2022 as Assistant Principal from Wyke College. Rachel's responsibilities include:

- Teacher Development including NQT/ ECT/NPQs
- Quality of Teaching, Learning and Assessment/ eLearning
- Quality Assurance and Improvement
- Student Voice



Assistant Principal

Stewart Edwards

Stewart joined Wilberforce in 2013 as Head of Department for Health, Caring and Early Years, before progressing to Head of Faculty, Associate Principal in 2019 and finally, Assistant Principal in 2020. Stewart's responsibilities include:

- T Level development
- Upskilling
- Student Union
- Employer Engagement / Partnership Development
- Data Protection Officer
- Health, Safety and Sustainability
- Project Development



Business Manager

Gary Parkinson

Gary joined in 2018 as Business Manager. Gary is responsible for:

- Catering
- Estates
- Finance
- Funding
- Human Resources, inc Staff Wellbeing
- IT & Library Services
- MIS

2.5 Public Benefit Statement

Wilberforce Sixth Form College

Public Benefit Statement

2022

1. Legal Status

The Corporation of Wilberforce Sixth Form College was established under the Further and Higher Education Act 1992. The Corporation has the status of an exempt charity for the purposes of Part 3 of the Charities Act 2011.

Wilberforce Sixth Form College is regulated by the Secretary of State for Education and its members of the Governing Body, who are trustees of the Charity, are disclosed within the Report of the Governing Body and on the College's [Governance webpage](#).

2. Public Benefit

In setting and reviewing the College's strategic objectives, the Governing Body has had due regard for the Charity Commission's guidance on public benefit and particularly upon its supplementary guidance on the advancement of education. The guidance sets out the requirement that all organisations wishing to be recognised as charities must demonstrate explicitly that their aims are for the public benefit.

In delivering its mission, the College provides the following identifiable public benefits through the advancement of education:

- High quality teaching and excellent student achievement.
- Widening participation and tackling social exclusion.
- Excellent employment record for students.
- Strong student support systems.
- Partnerships with Higher Education.
- Links with employers, industry and commerce.
- Links with Local Enterprise Partnerships (LEPs).
- Partnership working with other Sixth Form colleges to improve opportunities for all students.

3. Core Values, Mission and Strategic Priorities

Wilberforce College's mission is to be an outstanding College, with an innovative curriculum that supports all students to achieve the best possible life chances.

The College's Strategic Priorities for 2021-22 are:

Outstanding outcomes

- A fully ambitious, challenging curriculum that provides students with first rate qualifications.
- Aspirational and stimulating teaching and learning that engages all students at all levels.
- Stretch and challenge of all groups of students to ensure that all reach their potential, and there are no significant gaps.
- A student support framework that proactively removes barriers to learning.

Outstanding progression

- A curriculum that is aligned to local and national priorities that enables all students to progress to their chosen destinations.
- Students are equipped with the skills, knowledge and behaviours needed to progress in education and employment – including proficiency in English and Mathematics.
- Students are educated and supported to make decisions that ensures their long-term health and well-being.

Outstanding experience

- Students have access to a wide, rich set of experiences through the curriculum, tutorial and the upskilling programme.
- High expectations of behaviours and attitudes ensure all students develop a strong work ethic, resilience, and determination.
- Sustainable growth in student numbers that maintains a vibrant, interactive learning environment, in which students are highly challenged.
- A College environment with first class facilities, welcoming, accessible and a place enjoy being in.

The College continues to have a set of core values that underpin the work of the College. The College's Core Values are:

- We conduct ourselves with integrity and respect for all.
- We make students' experience central.
- We value individuals and promote self-esteem.
- We work as a team.
- We encourage innovation, creativity and enjoyment.
- We aim for excellence in everything we do.

4. Wilberforce College's Stakeholders

Wilberforce College has many stakeholders, these include:

- Students, Parents and Staff.
- Local Authorities and Government Offices.
- The Humber LEP.
- Local employers and the local community.
- Other FE and HE institutions.
- Trade Unions.
- Professional bodies.
- Bondholders.
- Sixth Form Commissioner and Education Sector funding bodies.

5. Wilberforce College's Beneficiaries

We believe that the strength of Wilberforce comes from its focus as a specialist Sixth Form College, delivering exclusively to 16-19 year olds. This means the courses offered, the staffing and resources are all targeted at helping young people achieve their full potential, in an environment designed especially for them.

Wilberforce provides a supportive learning environment, with student services, careers and teaching departments working in partnership. The College's strategy is to consolidate student numbers whilst remaining responsive to the demands of the community, Wilberforce is therefore proud to boast one of the highest retention and success rates in the UK. Wilberforce is committed to enabling all students achieve their full potential in a supportive and inclusive environment, and as such, the College demonstrates its commitment to Equality and Diversity through its Single Equality Scheme and associated annual report.

Since opening, Wilberforce has recognised that the needs of its beneficiaries and the wider community are not static. As such, the College has demonstrated innovation and agility in ensuring it continues to meet these changing needs, through innovative teaching strategies supporting high quality and relevant curriculums. In 2000, Wilberforce introduced its first vocational courses to its curriculum and with the continued success of the vocational curriculum, from September 2021 the College launched its first T-level programmes, focusing on Health.

5.1 Students

Wilberforce's key beneficiaries are the students. As such, the College is committed to ensuring that student experience is central to its core aims. Wilberforce measures its success in terms of student progression, retention, achievement, employability and satisfaction.

The College seeks to improve the qualifications, skills and employability of the students it engages with through our;

- High quality teaching and curriculum.
- Upskilling programme.
- Excellence Programme.
- Sports Academy.
- Enrichment activities.
- Pastoral Support.
- Careers Services.
- Academic Mentor and Tutorial Programme.

The College also works closely with the Students' Union to ensure students have opportunities for personal development, enrichment and volunteering with charities and local organisations during their time at Wilberforce.

5.2 Further and Higher Education Institutions, Partners and Employers

Further and Higher Education institutions and employers are also beneficiaries of Wilberforce through the advanced qualifications and skillset its alumni. Student destinations demonstrate the success in this measure, with alumni successfully moving into Higher Education, Apprenticeships and employment.

Wilberforce also measures its success in delivering the qualifications and skills sought by Higher Education institutions and employers through our broad, active partnerships with local and national organisations and employers, as well as with Further and Higher Education providers, including the Universities of Hull, Lincoln, Coventry (Scarborough Campus), York and Leeds Trinity.

Wilberforce is member of the Advance Colleges Trust (ACT), a partnership between three independent, incorporated Sixth Form colleges: Franklin, John Leggott and Wilberforce. The ACT is based on firm history of collaboration and partnership working, and has already made significant strides in raising standards in teaching and learning. As such, Wilberforce continues to provide benefit to the partner colleges of the ACT through its active membership, coordination and collaboration.

In 2021, Wilberforce College lead the ACT College Collaboration Fund (CCF) bid and was successful in securing substantial funds to complete its project focusing on increasing attainment level, progression to level 3 and beyond, student engagement, and to enhance the blended learning experience of students.

As part of the ACT, Wilberforce has also jointly launched the '**ACT 360**' programme in 2021/22, funded through the Skills Accelerator Project, 'ACT 360' offers 360-degree support for students and young entrepreneurs, developing an innovative, new immersive learning space in 2022. The space will be used not only by students, but also young entrepreneurs aged 18-25 developing green energy ideas.

In conjunction with the eleven other providers who form the **TEC Partnership**, Wilberforce was successful in its bid to join the Skills Accelerator Programme and won a Skills Development Fund in 2021. The investment will provide the College with funds to respond to local priorities for skills and innovation focusing on future industries and green energy, and expanding career opportunities for students into the Green Port Hull and Logistics.

5.3 The Local and Wider Community

The College also benefits the local and wider community, not only as an employer for approximately 155 staff and volunteers, but also by upskilling and raising the educational aspirations of the young-people in the region. As such, the College reduces dependency on public services and helps to address the regional issues of social deprivation and poverty.

In 2018, the College became one of only 21 post-16 institutions in England to establish a **Maths Centre for Excellence**, tasked with improving the quality of GCSE maths provision for young people in the region. Wilberforce College is one of only three colleges named as Maths Centre for Excellence in Yorkshire and the Humber.

Named as an **EdTech Demonstrator College** in 2020, Wilberforce has become a national leader in digital learning, providing professional development and support to schools and colleges locally and nationally. Following its success in this field, Wilberforce was the first college in the UK to be awarded **Microsoft Showcase College** status in 2021. In leading the way in online and remote learning for schools and colleges, Wilberforce has worked with education providers locally, nationally and internationally, in implementing a transformative digital platforms.

Wilberforce College also works in close partnership with the fellow members of the Advance College Trust (ACT), who work in collaboration to provide strategic leadership within Education across the region. Wilberforce genuinely values being part of the local and wider community, and this passion to service the community is felt throughout the College, from the Board of Governors to the teachers, and support staff. The College is proud to support the local community through staff and student involvement with community work, charities and organisations. As well as by providing low-cost facilities to community groups for events and activities, offering accessible and affordable community theatre, and health and beauty treatments in our hair and beauty salons.

6. How we Measure and Monitor our Progress

- The College's most recent Ofsted Inspection report can be found [HERE](#)
- The College's Annual Report and Financial Statements.
- Achievement results in published performances tables.
- Public records and minutes of Board meetings.

- Student and staff surveys.
- The College seeks engagement from its stakeholders and wider community on the progress made by the College in meeting the current and future educational and training needs.

2.6 Curriculum Offer 2023-24

The College curriculum offer is determined by the College's Vision, Mission and Core Values. This is expressed in the College's accountability statement which aligns the curriculum development and planning with the Local /Skills Improvement Plan.

College Vision and Purpose

To be an outstanding college, with an innovative curriculum that supports all students to achieve the best possible life chances.

The College has three key priorities:

- Outstanding outcomes
- Outstanding progression
- Outstanding experience

Delivery of the College Vision is through the following mission statements:

- Support a broad and flexible curriculum with provision for academic, vocational and mixed pathways from level two.
- Design and deliver an inclusive, engaging, and high-quality curriculum experience that ensures high achievement and progression, whilst serving Hull and East Riding communities.
- Teach life skills that inspire, educate, and inform all students to progress and become informed citizens.
- Invest in industry standard facilities to prepare students for future employment, servicing the business and industry needs of the future.
- Develop employer skills networks to align curriculum experiences with industry, informing positive progression choices.
- Be the educator of choice for students and employees, utilising high level support structures and investment in people whilst maintaining a high social, ethical and moral College culture.

The effectiveness of this offer will deliver high student grades in addition to strong College retention rates, positive progression data, including NEET figures and the expected standards of behaviour and attitudes across the College.

College Core Values

In delivering the Vision and Mission the College will do so using a set of values:

- We conduct ourselves with integrity and respect for all.
- We make students' experience central.
- We value individuals and promote self-esteem.
- We work as a team.
- We encourage innovation, creativity and enjoyment.
- We aim for excellence in everything we do.

Determinants of the College Curriculum Offer

1. Response to Local Economic Priorities

The College curriculum offer reflects local and regional economic priorities, particularly those expressed in:

- Economic Growth & Workforce Wellbeing Strategy (2021-2026)
- The Hull & East Yorkshire LSIP Delivery Plan (Pending June 2023)

The Hull & Humber Chamber of Commerce is the designated employer representative body for the Hull & East Yorkshire Local Skills Improvement Plan (LSIP), funded by the Department for Education.

The LSIPs intends to set out the key priorities and changes needed in a local area to make post-16 technical education or training more responsive and closely aligned to local labour market needs.

The following LSIP priorities will inform and impact Wilberforce Colleges accountability statement that drives the curriculum planning.

- LSIP will provide an agreed set of actionable priorities that employers, providers, and stakeholders in a local area can get behind to drive change.
- The agreed priorities will be informed by evidence of unmet and future skills needs and meaningful engagement between employers and providers.
- The priorities set will look up to three years ahead.
- Duties in respect to LSIPs have been placed upon specific providers that deliver English-funded post-16 technical education or training. These duties apply to Sixth Form Colleges where they deliver post-16 technical education for example T-Levels and BTECs.
- The LSIP will describe how skills, capabilities and expertise required in relation to jobs that directly contribute to or indirectly support Net Zero targets, adaptation to Climate Change or meet other environmental goals.

With the release of the report Wilberforce will map out a three-year development plan for curriculum need.

Curriculum updates for 2023/24:

1. T Level focus is core areas Health, Engineering and Digital
2. T level 2024 in Media, Business, Hair & Beauty
3. Applied Science Level 3
4. Level 2 Childcare
5. Tourism course development
6. Further Maths

2. Enabling transition from year 11

The College curriculum is also designed to ensure continuity with the course offer and teaching approaches in Year 11, in order to facilitate progression and maintain pathways. This is informed by:

- Membership of the Hull Secondary Heads Forum

- Membership of the Post 16 Education Partnership
- Liaison and partnership with partner schools
- Membership of Norvic, SFCA

3. Curriculum Development

Specific determinants of curriculum planning are:

1. Introduction of T levels
2. A Level specification and demands.
3. Awarding Body developments ie UAL meeting student leaning cycle needs
4. Reduction and rules of coverage for Ext. certificate qualifications.
5. Reduction in Full time Vocational qualification offer.
6. Academisation links to Secondary

4. Curriculum Offer 2023/24

We will be making the following changes to our 2023/24 curriculum offer:

- Introduction of T Levels in Digital
- Reduction in Btec IT and Engineering
- Introduction of Level 2 Pathway programme and Transition course in Business.
- Growth of year two courses for new 2022 curriculum in ESports, T level Health and Engineering.
- L2 Childcare
- L4 Art and Design (Media) Foundation

Curriculum responses meant we introduced three new courses for 2021/22:

7. T Level Health
8. Level 2 transition Health
9. A level Politics

The development of the Health T-level course and partnership development with the City Health Care Partnership to help support and deliver placements. Expansion and revision of the range of Care courses to ensure that they provide a range of vocational experiences and meet professional standards including 'licence to practice'.

5. Enabling transition from year 11

The College curriculum is also designed to ensure continuity with the course offer and teaching approaches in Year 11, in order to facilitate progression and maintain pathways. This is informed by:

- Membership of the Hull Secondary Heads Forum
- Membership of the Post 16 Education Partnership
- Liaison and partnership with partner schools, including joint curriculum meetings
- Membership of Norvic, SFCA and ACT

6. Curriculum Development

Specific determinants of curriculum planning are:

7. Introduction of T levels
8. A Level specifications
9. Y Plan opportunities for example Psychology
10. Major changes to Applied General qualifications including RQF, and T Level replacements
11. ACT collaboration work

7. Curriculum Offer 2022/23

We will be making the following changes to our 2022/23 curriculum offer:

- Introduction of T Levels in Digital, Business Administration and Engineering.
- Introduction of Level 2 Pathway programme and Transition courses in Health, Digital and Business.
- Btec Diploma Esports
- UAL Extended Diploma Creative Media and Production
- UAL Extended Diploma Music Performance and Production

2.7 Partnerships

Wilberforce is proud to partner with a range of local and regional networks and stakeholders to develop curriculum and provision to serve the future of the communities. These include:

PARTNERSHIP NETWORKS



CURRICULUM FOCUS NETWORKS SHAPING PROVISION



2.8 Ofsted

Wilberforce's mission is to become an 'outstanding' College.

Wilberforce was inspected by Ofsted in 2015 and 2018, and judged on both occasions as being 'Good' in all categories.

Our 2018 Ofsted report can be found here:

<https://reports.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/130580>

Section 3 – The Corporation

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3.1 Introduction to the Corporation

The Corporation has an active board of Governors who play an integral role in the continuing development of the College. The Governing body, together with the Principal, constitutes the highest level of decision-making in the College, having overall responsibility for the strategic direction and financial health of the institution.

Our Governors have a critical role in:

- Ensuring the financial well-being of the College and monitoring the effective and efficient use of resources and the quality of its services
- Assuring that the College's educational character meets the needs of the community which the College serves
- Ensuring that the College mission and vision both reflects the needs of the community it serves and informs and directs every aspect of the College's activities
- Monitoring the ethos of the College

The Corporation has a membership of 19, consisting of:

- 13 Independent Governors
- 1 Principal
- 1 Support Staff Governor
- 1 Teaching Staff Governor
- 2 Student Governors
- 1 Parent Governor

All memberships are outlined in the Instrument and Articles of Government, including the procedures for appointment and replacement. A full list of current members and terms of office are detailed in the following pages.

3.2 The Chair and Vice Chair of the Corporation

Pat Mould, Chair of the Corporation

Email: GVPM@wilberforce.ac.uk

Pat Mould first joined the Corporation in 1995, and over the last 25 years she has demonstrated exceptional and diligent service and dedication to the College and Community, as well as strong leadership for the Corporation as Chair since 1998.

Pat was re-elected in December 2021 as Chair of the Corporation for a further period of two-years.



"The Corporation's Governors work hard to fulfil Wilberforce College's mission to raise aspirations and serve the educational needs of our community.

We provide the strategic direction for the College, and we consider all aspects of our students' education - from their achievement to their well-being. We work with the College and its community to enable all our students to fulfil their potential.

We are all volunteers and do the job because we care. We are open and honest in conducting our business, and I am proud to be a governor and Chair of the Corporation."

Pat Mould

Alan Foster, Vice-Chair of the Corporation

Email: GVAF@wilberforce.ac.uk

Alan Foster first joined the Corporation in 2008, and over the last 13 years Alan has demonstrated tireless dedication and commitment to the College and Corporation.

Alan was re-elected in December 2020 as Vice Chair of the Corporation for a further period of two-years.



"The faces of the corporation have changed many times since the College's inception. However the modus operandi has steadfastly remained. The needs and aspirations of children within the community – past, present and in the future – are at the heart of all we do! And as the Vice-Chair / Governor of the Corporation I am proud to be a guardian of the continuing ethos."

Alan Foster

3.3 Clerk to the Corporation

It is a statutory requirement for the Corporation to appoint a Clerk. The Clerk is responsible for ensuring that all activities of the Corporation are conducted in a professional manner, following the agreed procedures. The Clerk has an advisory role and ensures that the Corporation operates within its powers.

The Clerk is Laura Skarratt, who works on a part-time basis (term-time) and reports to the Chair of the Corporation and also works closely with the Principal.



Laura Skarratt
Clerk to the Corporation
Wilberforce College
Saltshouse Road
Kingston upon Hull
HU8 9HD

Email: laura.skarratt@wilberforce.ac.uk

Tel: 01482 711688

Information about the College's governance and key documents can be found: [HERE](#)

3.4 The Role and Responsibilities of the Governor

The role of the Governor carries a number of responsibilities and requirements, and these are set out the **Instruments and Articles of Government** and **Standing Orders**.

Instruments and Articles of Government

The Instruments and Articles of Government set out the regulatory framework within which the Corporation operates. They define the responsibilities of the governing body, ensuring it meets its legal requirements. These are reviewed by the Corporation annually.

- The **Instrument** outlines the constitution of the Corporation, including the appointment and dismissal of members, membership numbers, appointment of the Chair and Vice Chair and the conduct of meetings.
- The **Articles** define the powers and duties of the Corporation, Principal and Clerk. The Articles also cover the responsibilities and role of the Committees.

Standing Orders

The Standing Orders are the rules that set out how the business of the Corporation is conducted, proceeding of meetings, memberships of the Corporation and Committees and terms of reference. These are reviewed by the Corporation annually.

Code Of Conduct

All Governors are asked to agree and abide by the College's **Code of Conduct** and complete a declaration of interest form annually. The declaration of interest form covers any financial or other interests relating to the College and is held by the Clerk. Governors must also agree to adhere to both **The Seven Principles of Public Life** and the **Six Core Principles of Good Governance** which set out the standards of behaviour expected.

Disclosure and Barring Service

All Governors are required to complete a DBS check upon appointment, this can be carried out through the College's Human Resources team. Guidance about this process can be found in by contacting the Clerk.

Remuneration of Governors

The College is not allowed to remunerate Governors for their services as members of the Corporation, but does have the power to reimburse them for costs that have been incurred in the execution of their duties.

As set out in the Standing Orders, members of the Corporation are actively encouraged to claim **travelling, subsistence** or other allowances in accordance with the remuneration policy approved in respect of the College staff. All claims are authorised by the Clerk.

Time Commitment

The Corporation meets approximately four times per year, with additional meetings being called if required. Meetings are usually scheduled for Wednesday afternoons, commencing at 4.30pm. Governors also serve on one or two of the Corporations' Committees, which usually meet once per term. Meetings are usually scheduled for Wednesday afternoons, commencing at 4.30pm. Governors are asked to attend training sessions which are scheduled prior to the Corporations' meetings (4pm) and are provided with other training opportunities throughout the year. A very high attendance is expected at all meetings.

Governor Training and Professional Development

As a member of the Corporation, all our Governors are invited to attend regular training and are given opportunities for continuing professional development. The Governor Training Plan is updated annually to ensure that all Governors receive appropriate training so that they can be effective and carry out their role to the best of their ability.

Before each Corporation meeting, Governors are all invited to attend a 30 minute training session, with topics ranging from Safeguarding and Prevent to Governance, IT training to SFCAs sector updates.

A training record for each member of the Corporation is maintained by the Clerk, who can be contacted to discuss and arrange any specific training requirements.

The Corporation completes a skills survey twice per year to review and inform training needs.

3.5 Appointment to the Corporation

The Governing Body values and promotes equality and diversity and as such, appointments are made on merit, taking account of the need to fill any identified skills gaps.

Advertised vacancies are listed on the College’s vacancy page and any interested persons are encouraged to complete the relevant application form.

The full Search Committee Procedures for appointment of new and re-appointment of existing Governors, including staff and students can be found on the [governance webpage](#).

In summary, the Membership of the Corporation is defined by the Instruments and Articles of Governance (Clauses 2-5, 9-10) with the Corporation agreeing the following membership for 2021-22:

Membership Category	Number	Term of office	Appointment process
Independent Governor	13	2 years / 4 years	Recommended by the Search Committee to the Corporation
Support Staff Governor	1	2 years / 4 years	Elected by members of Support Staff
Teaching Staff Governor	1	2 years / 4 years	Elected by members of Teaching Staff
Student Governor	2	With office 1 year	Elected by Students
Parent Governor	1	2 years	Self nomination to the Search Committee, subsequent interview as required and recommendation to the Corporation
Principal	1	With office	Appointment with post
Co-opted External Governors	Variable	2 years / 4 years	Recommended by the Search Committee to the Corporation

3.6 Governor Profiles

The Corporation benefits from Governors who are committed and dedicated to the College and its students, with a wealth of knowledge and expertise from across the education and private sectors.

All Governors receive an induction into the role, as well as being allocated with a mentor to guide them through their first year. Our Governors benefit from training and opportunities for professional development throughout their term of appointment.



Pat Mould

Chair of the Corporation

Member of Finance and General Purposes Committee
Member of Quality and Standards Committee
Member of Remuneration Committee
Chair of Search and Governance Committee

Pat retired as a Senior Lecturer in Accounting and Finance at the University of Hull. She is a long-serving Governor and has been the Chair of the Corporation since 1998. Pat is a chartered Accountant and holds a BA in Modern Languages and MSc in Psychology. Pat's industrial experience includes Financial Director for J Townend & Sons (Hull) Ltd and Corporate Finance Manager – Spicer and Oppenheim. Pat brings considerable financial accounting, managerial and educational experience to the Corporation.



Alan Foster

Vice-Chair of the Corporation

Member of Finance and General Purposes Committee
Member of Quality and Standards Committee
Member of Remuneration Committee
Member of Search and Governance Committee
SFCA – Vice Chair of Council and
NorVIC Governor Representative

Alan was previously General Manager of a very large supermarket in Hull and has been a member of the Corporation since March 2008, and Vice Chair of the Corporation since 2014. Alan brings considerable managerial and financial expertise to the Corporation. Alan was appointed the NorVIC Governor Representative for the SFCA in 2012/13 and elected as Vice Chair of the Council in 2022. Alan is an active member, attending numerous Council and Committee meetings as well as being an active member of the NJC.



Jo Brownlee

Member of Finance and General Purposes Committee
Staff Governor (Support)

Jo was originally elected as Support Staff Governor in 2011, and was re-elected again in 2013, 2017, and in 2023. Jo has worked at Wilberforce College since 2004 and has been the Student Services Manager since 2009. Jo is the college's Lead Person for Child Protection.



Steve Cook

Chair of Audit Committee
Member of Search and Governance Committee
Member of Remuneration Committee

Steve has been a member of the Corporation since January 2008. He retired in 2012 having served as a Headteacher in several challenging secondary schools in Hull, Scunthorpe and Cleethorpes. Steve still lives in East Hull and has, over the years, served as a governor in two primary, one secondary and one special school. Steve is a qualified teacher and holds a M.A. in Organisation and Management in Education.



Diana Hoskins

Chair of Quality and Standards Committee
Member of Search and Governance Committee
Member of Remuneration Committee

Diana was appointed as a Governor in 2004 and is also the Chair of Governors at a local primary school. Diana worked as a qualified Social Worker for Humberside and Hull City Council for over 12 years. Diana was an East Riding of Yorkshire Councillor for many years and is also Company Secretary for a local medical firm. Diana is the Chair of Quality & Standards Committee and brings considerable experience and knowledge in Governance and Child Care.



**Dr Geetha
Karunanayake**

Member of Audit Committee

Geetha was appointed to the Corporation in April 2022 and is a member of the Audit Committee. Geetha completed her PhD at the University of Hull (Management) and has been a Lecturer in the Business School since 2012. Geetha was Diversity Champion for the Business School 2015-2017 and brings to the Corporation her business, management and education expertise. Geetha's research interests lie in identity scholarship, leadership and cross-cultural issues in management. She is particularly interested in exploring how social realities are constructed in workplaces through social interactions and discourses.



Bob Overment Member of Finance and General Purposes Committee

After gaining a single honours degree in Astronomy and Astrophysics at the University of Newcastle upon Tyne in 1976, Bob worked in London and Hull supplying electronic equipment to merchant and fishing vessels. In 1980 he qualified as a teacher of mathematics and taught at Riley High School in Hull until 1988 when he joined Wilberforce Sixth Form College. He retired in 2017 having spent the previous 20 years on the Senior Management Team with responsibilities for management information and finance. He brings great experience of further education and the sixth form college sector in particular.



Colin Peaks

Principal

Member of Finance and General Purposes Committee
Member of Quality and Standards Committee
Member of Search and Governance Committee
Chair of NorVIC
Vice Chair of Post-16 Partnership Group Hull
Vice Chair of Humber Principals Group.

Colin joined the college in August 2012 as Deputy Principal and was appointed as Principal in September 2018. He holds a BEd (Hons) in Physical Education with Art from Liverpool John Moores University and a National Professional Qualification for Headship (NPQH). Colin has held several teaching posts in both Manchester and Hull since qualification but has been connected with Wilberforce College since 1991 where he studied A-level Art and Design. Colin is also a governor at Kingswood Academy.



Dr Hadiza Sa'id

Member of Finance and General Purposes Committee

Hadiza joined the University of Hull Business School in July 2010, and is the Programme Director for the BSc Accounting and Subject Recruitment Officer. She is actively involved in conducting research on themes in the fields of management accounting, financial economics and financial risks management and is conducting research on accounting issues patterning to Islamic banking and finance. Hadiza joined the college as in Independent Governor in November 2020.



Cllr Denise Thompson

Member of Audit Committee
Member of Remuneration Committee
Member of Search and Governance Committee

Councillor Denise Thompson was appointed to the Corporation in 2016. She took early retirement from Hull City Council in 2011 having been a Training and Development Officer specialising in Supervisory and Management Development. She is a Fellow of the Chartered Institute of Personnel and Development (FCIPD) She was elected as a Councillor with Hull City Council following the local elections in May 2016. Since her election to the Council she has been appointed as the Chair of the East Area Committee, Deputy Chair of the Appeals Committee and is a member of the Planning Committee, the Economy and Regeneration Scrutiny Commission and the Energy and Infrastructure Scrutiny Commission. Denise lives close to the College and is an active member of the local community.



Lois Thorley

Member of Quality and Standards Committee
Staff Governor (Teaching)

Lois was appointed as Teaching Staff Governor in October 2020. She has worked at the college since 2006, teaching across a number of subjects but primarily in PE and Science. Lois is also the College's TLA Co-ordinator, delivering staff training in all aspects of teaching and learning.



Paul Waltham

Member of Quality and Standards Committee
Careers & Local Skills Link Governor

Paul was appointed as an Independent Governor in 2023. Since 2007, Paul has worked in a number of general further education colleges across the Humber region in a number of management and teaching positions. Paul was recently a member of the UCAS College Higher Education Advisory Board, he is also a Senior Fellow of the Higher Education Academy. Since 2021, Paul has worked within professional support services at the University of Hull. Paul brings great experience of both further education and higher education, particularly focussed on the widening participation agenda.



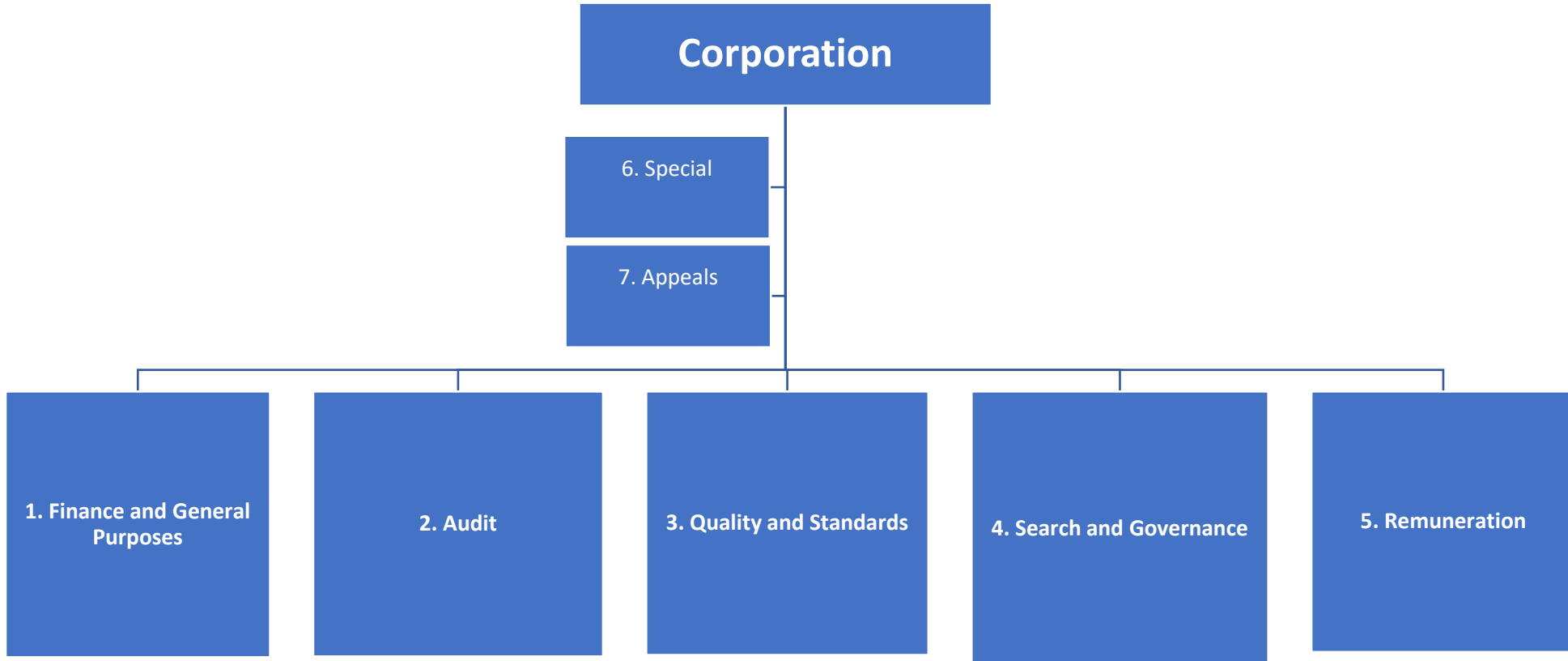
Trevor Wray

Member of Audit Committee
Safeguarding Link Governor

Trevor was appointed as an Independent Governor in 2022. He has a wealth of experience in schools and colleges and held a number of senior leadership positions, including the Principal ship of both Franklin Sixth Form College and Hartlepool SFC. A qualified secondary school teacher, Trevor has worked extensively within the post-16 sector and has a strong commitment to improving the life chances of young people and their families. Trevor. He was for many years Chair of the Norvic Federation and, after retiring from the Principal role at Franklin in 2018, was Director of both the Venn Group and the Advance Colleges Trust. Trevor brings extensive experience of leadership and governance; has for many years worked with schools, universities and employers to develop the skills of young people; and is a firm believer in the benefit of collaborative working.

3.7 Corporation Committee Structure

The Corporation has 7 Committees:



Summary of Committee Work

The full powers of the Committees can be found in the Standing Orders.

1. Finance and General Purposes Committee

To advise the Corporation on the effective and efficient use of resources, including recommending the College's annual budget, financial regulations and procedures, as well as capital expenditure. The Finance and General Purposes Committee meets approximately four times per year.

2. Audit Committee

To assess and provide the Corporation with opinion on the adequacy and effectiveness of the College's internal and external audit arrangements, framework of governance, risk management and control. The Audit Committee usually meets once per term.

3. Quality and Standards Committee

To advise the Corporation and make recommendations relating to the quality and performance of the College and targets relating to recruitment, achievement and destinations. The Quality and Standards Committee is also responsible for monitoring the College's Development plan. The Quality and Standards Committee usually meets four times per year.

4. Search and Governance Committee

To consider and advise on all matters relating to governance, appointments to the Corporation, Committee structures and memberships, as well as amendments to the Instruments and Articles of Government and the Standing Orders. The Search and Governance Committee meet once per term, with additional meetings called as required.

5. Remuneration Committee

To advise the Corporation on the remuneration, conditions of service and appraisal of the Principal, Senior Management Team and Clerk. The Remuneration Committee usually meets once per year.

6. Special Committee

Full details of the powers of the Special Committee can be found within the Standing Orders. This Committee is called only as required.

7. Appeals Committee

Full details of the powers of the Appeals Committee can be found within the Standing Orders. This Committee is called only as required.

3.8 Committee Membership 2023-24

Updated October 2023

<p>Corporation</p> <p>19 members: 13 Independent 1 Principal 2 Staff 2 Students 1 Parent</p> <p>In attendance: SLT as appropriate External Auditor as appropriate</p>	<p>Jo Brownlee (Staff Support Governor) Steve Cook Alan Foster (Corporation Vice-Chair) Diana Hoskins Dr Geetha Karunanayake Pat Mould (Corporation Chair) Bob Overment Colin Peaks (Principal) Dr Hadiza Sa'íd Cllr Denise Thompson Lois Thorley (Teaching Staff Governor) Paul Waltham (Careers Link Governor) Trevor Wray (Safeguarding Link Governor)</p> <p>2 x Student Governors</p> <p>1 x Parent Governor vacancy 3 x Independent Governor Vacancies</p>
<p>Finance and General Purposes</p> <p>7 members</p> <p>In attendance: SLT as appropriate</p>	<p>Jo Brownlee Alan Foster (Committee Chair) Pat Mould Bob Overment Colin Peaks (Principal) Dr Hadiza Sa'íd</p>
<p>Quality and Standards</p> <p>7 members</p> <p>In attendance: SLT as appropriate</p>	<p>Alan Foster Diana Hoskins (Committee Chair) Pat Mould Colin Peaks (Principal) Lois Thorley Paul Waltham</p>
<p>Audit</p> <p>Min 5 members, max 6 members</p> <p>In attendance: SLT as appropriate External Auditor as appropriate</p>	<p>Steve Cook (Committee Chair) Dr Geetha Karunanayake Cllr Denise Thompson Trevor Wray</p>
<p>Remuneration</p> <p>Up to 7 members</p>	<p>Audit Chair F&GP Chair Q&S Chair Pat Mould (Search & Governance Chair) Cllr Denise Thompson Steve Cook</p>

Search and Governance Up to 7 members In attendance: SLT as appropriate	Audit Chair F&GP Chair Q&S Chair Pat Mould (Chair / Committee Chair) Colin Peaks (Principal) Cllr Denise Thompson
Special Committee 3 members	Appointed as required
Appeals Committee 3 members	Appointed as required

With the exclusion of Search and Governance Committee, the Chair of each Committee will be elected annually and usually at the first meeting of the term in accordance with Standing Orders Clause 14.

Committee Chairs when elected also serve on the Remuneration Committee and Search and Governance Committee.

3.9 Corporation and Committee Meeting Schedule 2023-24

Autumn Term

7th September 2023 – 22nd December 2023

Half Term: Monday 30th October – Friday 3rd November 2023

Meeting	Date	Time
Finance & General Purposes Committee	27 September 2023	16:30
Quality & Standards Committee	4 October 2023	16:30
Search & Governance Committee	18 October 2023	16:30
Quality & Standards Committee	8 November 2023	16:30
Audit Committee	15 November 2023	16:30
Finance & General Purposes Committee	22 November 2023	16:30
Corporation Meeting	13 December 2023	16:00 (training) 16:30 (meeting)

Spring Term

8th January 2024 – 22nd March 2024

Half Term: Monday 12th February – Friday 16th February 2024

Meeting	Date	Time
Remuneration	24 January 2024	10:00
Corporation Strategy Meeting	24 January 2024	12:00
Quality & Standards Committee	7 February 2024	16:30
Search & Governance Committee	21 February 2024	16:30
Audit Committee	28 February 2024	16:30
Finance & General Purposes Committee	6 March 2024	16:30
Corporation Meeting	20 March 2024	16:00 (training) 16:30 (meeting)

Summer Term

8th April 2024 – 16th July 2024

Half Term: Monday 27th May – Friday 31st May 2024

Meeting	Date	Time
Quality & Standards Committee	1 May 2024	16:30
Search & Governance Committee	22 May 2024	16:30
Audit Committee	5 June 2024	16:30
Finance & General Purposes Committee	12 June 2024	16:30
Search and Governance Committee <i>to be called only if required</i>	3 July 2024	Pre-Corporation
Corporation	3 July 2024	16:00 (training) 16:30 (meeting)

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