



WILBERFORCE
sixth form college

Wilberforce Sixth Form College Governor's Handbook

Approved: July 2021

Updated: July 2025

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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

We are delighted to welcome you to the Governing Body of Wilberforce Sixth Form College. As a governor, you play a vital role in shaping the strategic direction of the College, supporting and challenging leadership, and ensuring the best possible outcomes for all our students.

This handbook is designed to provide you with key information, guidance, and resources to help you carry out your role effectively. Whether you are new to governance or bringing prior experience, your time, insight, and commitment are greatly valued.

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 look forward to welcoming you to the board, and wish to warmly thank you, for taken the decision to be part of our college community.

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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 partnerships with other Sixth-Form Colleges around the Humber and north-east.

The strength of Wilberforce comes from our focus as a specialist sixth form College, delivering exclusively to 16–19-year-olds. We offer a board, inclusive, and forward-thinking curriculum, designed to meet the needs and aspirations of our students. Giving them the very best opportunity to achieve their full potential, in an environment designed especially for them.

With a wide range of academic, vocational, and technical pathways—including A Levels, T Levels, BTECs, UAL, and City & Guilds qualifications— the curriculum is closely aligned with local and national priorities, including the Humber region’s Local Skills Improvement Plan, and is underpinned by a commitment to outstanding experiences, progression, and outcomes.

Through strong employer links, life skills development, and a focus on sustainability, Wilberforce prepares students not only for further education and employment but also for lifelong success and responsible citizenship.

Whether our students have set their sights on university, apprenticeships, further training or work, they are given the very best chance of success at Wilberforce. We offer fantastic opportunities and experiences for all students, and have an outstanding 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.

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 strong Senior Leadership Team who are dedicated and committed to the success of the College and its students. Members of SLT have shared and individual responsibilities for across the College and regularly attend meetings of the Corporation and its committees to provide reports and give Governor's opportunity to directly, constructively challenge and scrutinise.



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 Leadership Team.



Deputy Principal

Susanna May

Susanna joined Wilberforce in 2022 as Deputy Principal from Hull College.



Assistant Principal

Rachel Hitchener

Rachel joined Wilberforce in 2022 as Assistant Principal from Wyke College.

**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.

**Business Manager**

Gary Parkinson

Gary joined as 2018 as Business Manager.

2.5 Public Benefit Statement

Wilberforce Sixth Form College

Public Benefit Statement

2025

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 work with post 14 providers through the Local Skills Plan (LSIP).
- 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 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 Mission of the College:

- Support and grow a broad and flexible curriculum with provision for academic, vocational and mixed pathways, to include technical education.
- Design and deliver an inclusive, engaging, and high-quality curriculum experience that inspires high achievement, progression and serves the Hull and East Riding community.
- Deliver and support life skills that inspire, educate, and inform all students on how to progress well and become informed contributing citizens.
- Invest in industry standard facilities to meet business and employer needs now and in the future and prepare students for employment and lifelong learning.
- Develop linked employer skill networks to align relevant curriculum experiences and high-level knowledge to inform positive progression options.
- 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.
- 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.

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. | • Other FE and HE institutions. |
| • Local Authorities and Government Offices. | • Trade Unions. |
| • The Humber LEP. | • Professional bodies. |
| • Local employers and the local community. | • 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 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. The destination statistics for the College highlight positive social mobility trends, and students with SEND (Special Educational Needs and Disabilities) consistently have low NEET and Not Known figures.

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, in September 2021 the College launched its first T level programmes, focusing on Health, followed by the introduction of Engineering and Manufacturing and Digital Services T Levels in 2022.

Each faculty supports both technical and academic education to meet local and national skills priorities. In developing our curriculum, the College collaborates closely with a range of local, regional, and national networks and stakeholders to ensure it continues to serve the community both now and in the future.

The broad and balanced curriculum sees Level 3 students access three pathway types: 16% study A Levels only, 52% Advanced General Vocational courses and 14% study a combination of A Level and vocational. Overall, 84% of all students (Levels 2/3) undertake at least one vocational qualification. In addition to a student's main programme of study, 34% of students study GCSE in Maths or/and English and 4.8% a functional skill in English. Wilberforce is proud to offer the largest course range in the area.

We recognise our sustainability responsibility and seek to improve our environmental sustainability performance and minimise the negative environmental impact of our activities for the benefit of our learners, our staff, and to the wider community. As such, we recognise that a sustainable, efficient, and fit-for-purpose estate is vital in meeting the current and long-term needs of all our stakeholders, and that the college campus must be a healthy and productive setting for learners to fulfil their potential. As such the College has made significant modernisation and investment in the campus estate, including an investment of £1.75 million in Health, IT, and Engineering facilities. The investment across the campus ensures that students benefit from a spacious campus, industry-standard workshops, and state-of-the-art equipment.

5.1 Students

Wilberforce's key beneficiaries are the students. As such, the College is committed to ensuring that outstanding student experience, progression and outcomes are 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 (USP).
- Excellence Programme.
- Student Ambassador Programme.
- Sports Academy (Hull KR and North Ferriby FC).
- Enrichment activities.
- Pastoral Support.
- Careers Services.
- Academic Mentor and Tutorial Programme.
- International trips and visits.
- Placements and workplace experience opportunities.

The College recognises the importance of the Student Voice and ensures that it works collaboratively with the Student Union, Student Ambassadors and wider student population to ensure that their needs, priorities and voice is heard and that they are able to enact positive changes across the College for the benefit of current and future learners. The College also works closely with the Students' Union and Student Ambassadors 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. In recent years, an increase in technical provision has seen more of our leavers moving directly into high quality apprenticeships and employment. The HE destinations for our leavers are consistently varied, however the majority of Wilberforce leavers elect to stay within the local area and attend the University of Hull.

Wilberforce also measures its success in delivering the qualifications and skills sought by Higher Education institutions and employers through our broad, active partnerships and internships 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 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. As part of this project, the College invested in an innovative, immersive learning space which offers a 360-degree screen. The space is used not only by students, but also by young entrepreneurs aged 18-25 developing green energy ideas. The College has been successful in securing

a second year of funding for 2023-24, which will be invested in curriculum resources for engineering and renewables, contributing to the local and national skills priorities.

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 provided 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. Wilberforce has renewed its membership with the Chamber of Commerce to ensure that the College can continue to positively contribute to the needs of the Local Skills Improvement Plan (LSIP) and develop its constructive links with local business and industry. The College's contribution action plan can be found within our Accountability Statement.

Wilberforce College is proud to be a member of the Humber Post-16 Partnership Group, a dynamic and collaborative network of local post-16 education providers. This group is dedicated to supporting students as they transition from secondary education to further education and on to employment. By working together, the member institutions share expertise and best practices to create cohesive support for all students within the local area.

The College provides students with a variety of internship opportunities through partnerships through organisations such as DFN Project Search. Stakeholders include Wilberforce College, ASDA, CHCP, Hull City Council, and East Riding Council. These internships offer students practical experience in their chosen fields, enhances their employability, and provides valuable opportunities to develop life skills in the real world and significantly increases their chances of employment or apprenticeship.

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.

The College demonstrates its commitment to continuous professional development for its Teachers and Support Staff by offering a range of in-house and external training opportunities. Recent achievements include a 100% success rate for the NPQLTD and NPQSL programmes in 2023-24 and the appointment of the Assistant Principal as the Programme Lead for the NPQSL programme in the Yorkshire and Humber Region in 2024-25. These achievements not only enhance the reputation of the College as a leader in education and training within the region, attracting talented educators and leaders and creating career advancement opportunities, but also enhance teaching quality and enrich the learning environment for students. By collaborating with other providers and professionals within the region, the College strengthens its ties with the community it serves.

Wilberforce College 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](#)s
- The College's Annual Report and Financial Statements.

- Wilberforce College Accountability Statement including Local Needs Duty
- 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

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 (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.

Curriculum updates for 2024/25:

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

Curriculum Development

Specific determinants of curriculum planning are:

1. T level Developments
2. A Level specification and demands

3. Awarding Body developments, i.e. UAL meeting student learning 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

Curriculum Offer 2024/25

We will be making the following changes to our 2024/25 curriculum offer:

- Introduction of BTEC Level 2 Esports
 - o This will replace L2 IT
- Introduction of BTEC Extended Certificate Marketing
- Introduction of A Level Philosophy, Ethics and Religious Studies
 - o This will replace the A level in Politics
- Introduction of BTEC Extended Certificate Childcare L3
 - o This will replace the BTEC Dip. Children's Learning & Development (EYE)
- Introduction of BTEC Ext. Cert. Health and Social Care
 - o This will replace the BTEC Extended Diploma in Health and Social Care
- T Level Health will be replaced with two strands:
 - o Health T-Level Adult Nursing
 - o Health T-Level Therapy Teams
- Introduction of A Level Dance, Drama and Theatre Studies
 - o This will replace the BTEC Extended Certificate in Performing Arts (Theatre)
- Withdrawal of A Level Spanish
- Withdrawal of BTEC Diploma Art & Design Graphics
 - o Students can pick up Graphics in Extended Diploma in Art and Design

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 Sixth Form College was judged as a 'Good' provider in the 2024 full inspection.

This grade of Good reflects the hard work and dedication of the College's colleagues and partners in providing outstanding experience, progression and outcomes.

We offer our students a varied curriculum that addresses local and national priorities, providing skills and enrichment opportunities that help our students gain employment as well as places on apprenticeships and at universities across the country.

The overall outcome of the inspection on 23 April 2024 was: Good

Quality of education: **Good**

Behaviour and attitudes: **Good**

Personal development: **Outstanding**

Leadership and management: **Good**

Education programmes for young people: **Good**

Provision for learners with high needs: **Outstanding**

You can access the full report here: [Wilberforce College - Open - Find an Inspection Report - Ofsted](#)

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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 2023 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

Trevor Wray, Vice-Chair of the Corporation

Email: GVTW@wilberforce.ac.uk



Trevor Wray joined the Corporation in 2022 as an Independent Governor, and quickly became a key member of the Corporation taking on the role of Safeguarding Link Governor. Trevor has worked extensively within the post-16 sector with significant leadership experience. Trevor was appointed as Vice Chair of the Corporation in December 2024 for a period of two-years.

3.3 Clerk to the Corporation / Governance Professional

It is a statutory requirement for the Corporation to appoint a Governance Professional (Clerk to the Corporation). The Governance Professional plays a critical role in supporting the effectiveness of the Corporation by ensuring that governance processes are robust, transparent, and compliant with legal and regulatory requirements. Acting as an advisor, the Governance Professional provides expert guidance on matters of policy, procedure, and best practice, while also facilitating the smooth operation of meetings through the preparation of agendas, minutes, and documentation. They serve as a key link between the board and senior leadership, helping to ensure informed decision-making, accountability, and strategic oversight. Their work underpins the integrity and efficiency of governance across the organisation. The Governance Professional has delegated functions and powers as set out within the Instruments and Articles of Governance and detailed within the Scheme of Delegation.



Laura Skarratt
Governance Professional (Clerk to the Corporation)
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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 Instrument and Articles of Government provide the legal foundation and governance framework for the Corporation. The **Instrument** sets out the constitution of the board, including its composition and appointment procedures, while the **Articles** define the board's powers, responsibilities, and how it operates in practice. Together, they ensure that the board functions within a clear legal structure, supports effective decision-making, and upholds accountability, transparency, and good governance across the organisation.

Standing Orders

The Standing Orders set out the formal rules and procedures that govern the operation of the Corporation. They provide a clear and concise framework for how the business of the Corporation is conducted, including how meetings are conducted, how decisions are made, and how responsibilities are delegated, ensuring consistency, transparency, and accountability in governance. By defining roles, voting procedures, quorum requirements, and protocols for handling conflicts of interest, standing orders help the board function efficiently and in accordance with legal and regulatory expectations. They are an essential reference for maintaining good governance and supporting effective decision-making.

Scheme of Delegation

The Scheme of Delegation outlines how authority and decision-making responsibilities are distributed within the Corporation, clearly defining which decisions are reserved for the Corporation and which can be delegated to committees, the Chair and Vice Chair, and other individuals such as Principal and Governance Professional (Clerk). This ensures accountability and transparency by enabling appropriate levels of oversight while allowing day-to-day operations to be managed effectively. The scheme supports good governance by aligning decision-making with roles, expertise, and statutory responsibilities and must be read in conjunction with the Instruments and Articles of Governance.

Code Of Conduct, Declarations of Eligibility and Interests

The **Code of Conduct** sets out the standards of behaviour, integrity, and professionalism expected of all members of the Corporation. It provides a clear framework for ethical governance, promoting accountability, respect, and transparency in all board activities. By outlining principles such as confidentiality, collective responsibility, and the avoidance of conflicts of interest, the Code helps to build trust and ensure that board members act in the best interests of the organisation at all times. All Governors are asked to agree and abide by the College's adopted Code of Conduct and complete a declaration annually.

The Corporation members must adopt and abide by the **Seven Principles of Public Life**—selflessness, integrity, objectivity, accountability, openness, honesty, and leadership—which provides a strong ethical foundation for the work of the Corporation. These principles, originally set out by the Nolan Committee, guide Governors in maintaining high standards of conduct and decision-making. By embedding these values into our governance practices, the Corporation demonstrates its commitment to transparency, public trust, and acting in the best interests of the organisation and its stakeholders. Governors must also agree to adhere to the **Six Core Principles of Good Governance** which set out the standards of behaviour expected.

To uphold transparency and good governance, all governors are required to complete **annual eligibility** checks to confirm they remain eligible to hold office. In addition, governors must declare any personal, financial, or professional interests that could conflict with their role. These declarations help ensure accountability, maintain public trust, and support informed, impartial decision-making by the board.

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 Governance Professional.

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 Governance Professional in accordance with the practices set out within the College's Financial Regulations and Procedures.

Time Commitment

The Corporation Board 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 SFCA sector updates.

A training record for each member of the Corporation is maintained by the Governance Professional 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 Corporation is the appointing authority (Instrument 5, Instruments of Government) for all appointments to the Corporation and will take advice from the Search and Governance Committee on the appointment and re-appointments of Independent, Parent and Co-Opted Governors.

The Search and Governance Committee has a clear remit as per the Committee Terms of Reference to oversee the effectiveness of appointments and the appointments process (See Standing Orders).

The Corporation is committed to promoting equality and diversity and seeks to constitute the membership of the Corporation as closely as possible to the balance of the community it serves and particularly welcomes applications from candidates from underrepresented groups.

The Corporation will seek members who have the necessary skills to ensure the Corporation carries out its functions under article 3 (1) of the Articles of Government and who share a passionate commitment to the local community. The Corporation has agreed the following determination of membership:

Membership Category	Total Number	Term of office	Appointment process
Independent Governor	13	First term of office: two-years Re-appointments: up to four-years	Application and interview with the Search and Governance Committee. Recommendation by the Search and Governance Committee to the Corporation.
Support Staff Governor	1	two years	Elected by members of Support Staff. Appointment approved by the Corporation.
Teaching Staff Governor	1	two years	Elected by members of Teaching Staff. Appointment approved by the Corporation.
Student Governor	2	With office 1 academic year (ending 31 July)	Elected by Students. Appointment approved by the Corporation.
Parent Governor	1	two years	Self-nomination and interview with the Search and Governance Committee. Recommendation by the Search and Governance Committee to the Corporation.

Principal	1	With office	Appointment with post.
Co-opted External Governors	Variable	First term of office: two-years Re-appointments: up to four-years	Application and interview with the Search and Governance Committee. Recommendation by the Search and Governance 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.

Sara Atkinson

Photo to follow

Appointed: 04/12/2024

Reappointments:

Member of the Audit Committee
Parent Governor

Biography to follow



Jo Brownlee

Appointed: 10/10/2011

Reappointments: 2013,2017,2023

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 then again 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.



Alan Foster

Appointed: 19/03/2008

Reappointments: 2010, 2014, 2018, 2022

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 2014 -2024. 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.



Diana Hoskins

Appointed: 22/09/2004

Reappointments: 2006, 2010, 2014, 2018, 2020, 2022, 2023, 2024

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

Appointed: 06/04/2022

Reappointments: 2024

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, gaining promotion to Senior Lecturer in 2024. 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.



Pat Mould

Appointed: 28/06/1995

Reappointments: 1999, 2003, 2007, 2001, 2015, 2019, 2023

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 was a Senior Lecturer in Accounting and Finance at the University of Hull before her retirement. 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.



Andrea Page

Appointed: 13/12/2023

Reappointments:

Member of Quality and Standards Committee

Member of the Finance and General Purposes Committee

Biography to follow



Principal

Appointed: 01/09/2018 (appointed with role)

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

Appointed: 06/11/2020

Reappointments: 2022

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 an Independent Governor in November 2020 and was reappointed for a further four-year term in 2022.



Cllr Denise Thompson

Appointed: 07/12/2016

Reappointments: 2018, 2022

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

Appointed: 06/10/2020

Reappointments: 2022, 2024

Member of Quality and Standards Committee

Staff Governor (Teaching)

Lois was appointed as Teaching Staff Governor in October 2020 and was re-appointed in 2022 and 2024. She has worked at the college since 2006, teaching across a number of subjects but primarily in PE and Science. Lois is the Faculty Head for Health, Care & Internships.



Paul Waltham

Appointed: 05/01/2023

Reappointments: 2024

Member of Quality and Standards Committee
Careers and 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 focused on the widening participation agenda.



Trevor Wray

Appointed: 07/12/2022

Reappointments: 2024

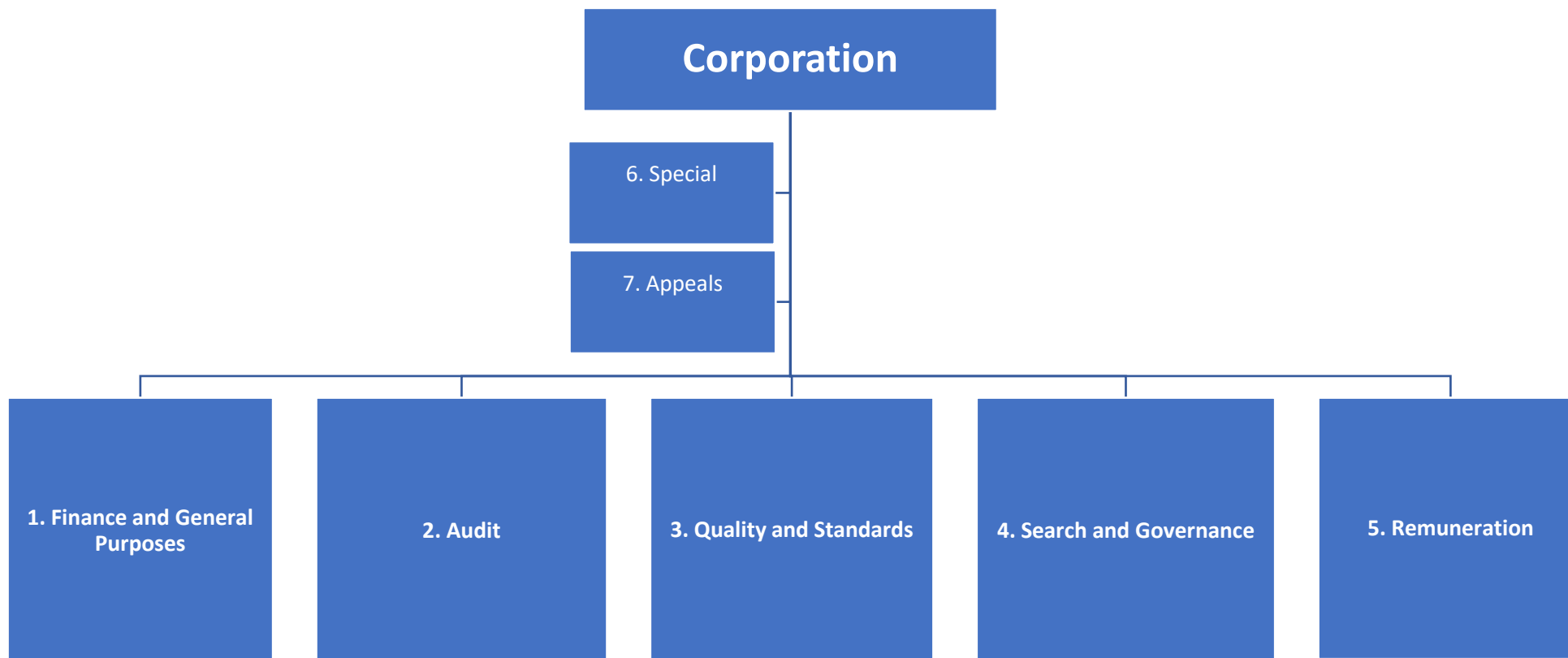
Vice-Chair of the Corporation

Member of Audit Committee
Member of the Remuneration Committee
Member of the Search and Governance 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. Trevor was appointed as Vice-Chair of the Corporation in December 2024.

3.7 Corporation Committee Structure

The Corporation operates a committee structure, with seven committees set out within the Standing Orders:



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 Governance Professional. 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 2025-26

Approved Jul 2025

<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>	<ol style="list-style-type: none"> 1. Sara Atkinson (Parent Governor) 2. Jo Brownlee (Support Staff Governor) 3. Alan Foster 4. Diana Hoskins (SEND Link) 5. Dr Geetha Karunanayake 6. Pat Mould (Chair of the Corporation) 7. Andrea Page 8. Colin Peaks (Principal) 9. Dr Hadiza Sa'id 10. Cllr Denise Thompson 11. Lois Thorley (Teaching Staff Governor) 12. Paul Waltham (Careers and Local Skills Link) 13. Trevor Wray (Safeguarding Link & Corporation Vice-Chair) 14. Student Governor 15. Student Governor 16. Independent Governor vacancy 17. Independent Governor vacancy 18. Independent Governor vacancy 19. Independent Governor vacancy
<p>Finance and General Purposes</p> <p>7 members</p> <p>In attendance: SLT as appropriate</p>	<ol style="list-style-type: none"> 1. Jo Brownlee 2. Alan Foster 3. Pat Mould (Chair of the Corporation) 4. Andrea Page 5. Colin Peaks (Principal) 6. Dr Hadiza Sa'id 7. Vacancy
<p>Quality and Standards</p> <p>7 members</p> <p>In attendance: SLT as appropriate</p>	<ol style="list-style-type: none"> 1. Alan Foster 2. Diana Hoskins 3. Pat Mould (Chair of the Corporation) 4. Andrea Page 5. Colin Peaks (Principal) 6. Lois Thorley 7. Paul Waltham
<p>Audit</p> <p>Min 5 members, max 6 members</p> <p>In attendance: SLT as appropriate External Auditor as appropriate</p>	<ol style="list-style-type: none"> 1. Sara Atkinson 2. Diana Hoskins 3. Dr Geetha Karunanayake 4. Cllr Denise Thompson 5. Trevor Wray (Vice Chair of the Corporation) 6. Vacancy
<p>Remuneration</p> <p>Up to 7 members</p>	<ol style="list-style-type: none"> 1. Audit Chair 2. F&GP Chair 3. Q&S Chair

	4. S&G Chair (Chair of the Corporation) 5. Cllr Denise Thompson 6. Trevor Wray (Vice Chair of the Corporation)
Search and Governance Up to 7 members In attendance: SLT as appropriate	1. Audit Chair 2. F&GP Chair 3. Q&S Chair 4. Pat Mould (Chair / Committee Chair) 5. Colin Peaks (Principal) 6. Cllr Denise Thompson 7. Trevor Wray (Vice Chair of the Corporation)
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 subject to any preclusion within the Instruments and Articles or Standing Orders.

3.9 Corporation and Committee Meeting Schedule 2025-26

Autumn Term

8th September 2025 – 19th December 2025

Half Term: 24th October – 2nd November 2024

Meeting	Date	Time
Finance & General Purposes Committee	24 September 2025	16:30
Quality & Standards Committee	8 October 2025	16:30
Search & Governance Committee	22 October 2025	14:00
Quality & Standards Committee	6 November 2025 (Thursday)	16:30
Audit Committee	12 November 2025	16:30
Finance & General Purposes Committee	19 November 2025	16:30
Corporation Meeting	3 December 2025	16:00 (training) 16:30 (meeting)

Spring Term

5th January 2026 – 27th March 2026

Half Term: 13th February – 22nd February 2026

Meeting	Date	Time
Remuneration	21 January 2026 -tbc	9:30 -tbc
Corporation Strategy Meeting	21 January 2026- tbc	13:00 -tbc
Quality & Standards Committee	4 February 2026	16:30
Search & Governance Committee	11 February 2026	16:30
Audit Committee	4 March 2026	16:30
Finance & General Purposes Committee	11 March 2026	16:30
Corporation Meeting	25 March 2026	16:00 (training) 16:30 (meeting)

Summer Term

13th April 2026 – 14th July 2026

Half Term: 22nd May – 1st June 2026

Meeting	Date	Time
Quality & Standards Committee	6 May 2026	16:30
Search & Governance Committee	20 May 2026	16:30
Audit Committee	10 June 2026	16:30
Finance & General Purposes Committee	16 June 2026 (Tuesday)	16:30
Search and Governance Committee <i>to be called only if required</i>	1 July 2026	Pre-Corporation
Corporation	1 July 2026	16:00 (training) 16:30 (meeting)

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