Wilberforce Sixth Form College
Governor's Handbook

Updated: October 2026

Contents

Section 1 - Overview
1.1 Introduction
1.2 Welcome

Section 2 – The College
2.1 About the College
2.2 Vision, Mission and Core Values
2.3 Strategic Objectives
2.4 The Senior Leadership Team
2.5 Public Benefit Statement
2.6 Curriculum Offer
2.7 Partnerships
2.8 Ofsted

Section 3 – The Corporation
3.1 Chair and Vice-Chair
3.2 Governance Professional (Clerk to the Corporation)
3.3 The Role and Responsibility of the Governor
3.4 New Governor Appointment Process
3.5 Governor Profiles
3.6 Committee Structure
3.7 Committee Memberships
3.8 Corporation and Committee Meeting Schedule

Section 1 - Overview

1.1 Introduction

1.2 Welcome

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 Corporation, and wish to warmly thank you for taking the decision to be part of our college community.

Section 2 – The College

2.1 About the College

2.2 Vision, Mission and Core Values

2.3 Strategic Objectives

2.4 The Senior Leadership Team

2.5 Public Benefit Statement

2.6 Curriculum Offer

2.7 Partnerships

2.8 Ofsted

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 broad, 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.

"I am proud to be Principal at Wilberforce Sixth Form College and even prouder of the inclusive, enriching education that we offer to thousands of young people across Hull and East Yorkshire.
My aim for the College is simple: For all students to receive an outstanding experience, secure outstanding results and progress on to exciting opportunities, either in education or the world of work.
My staff and I place the students at the heart of everything we do, and we are fully committed to support them in reaching their potential and achieving their dreams."



Deputy Principal
Susanna May
- Curriculum

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

"As Deputy Principal I am responsible for the academic and personal journey of every student, ensuring that we develop the curriculum to meets the needs of students and their future employers.

I am passionate about the individual journey and the opportunities and space to develop that colleges provide young learners. A highly supportive and inclusive environment is essential to build confidence and realise potential. Working with the motivated and

talented staff and students at Wilberforce, I know we will continue to celebrate outstanding achievements and destinations year on year."



Assistant Principal
Rachel Hitchenor
- Quality & Progression

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

"As Assistant Principal my main responsibility is to ensure that the teaching, learning and assessment is outstanding at Wilberforce College so all learners can fulfil their potential. I started teaching in 1994, and have taught in a variety of contexts, and have experience of leadership positions in both secondary schools and sixth form colleges.

We are a forward-thinking and innovative college and use technology to enhance the learner experience. As leader of staff development, I am eager to ensure that teaching and learning is based on the latest educational research."



Assistant Principal
Stewart Edwards
- Student Support & Experience

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.

"My Assistant Principal role covers all elements of the 'Student Experience' such as upskilling, enrichment, employability, work experience and student voice.

I am passionate that the student experience at college goes beyond the classroom and that they are given opportunities to undertake extra-curricular activities that promote and develop essential employability skills – be it through the Upskilling Programme or going out on work placement. I am also responsible for the College's Student Voice programme, working with students to gain feedback on their experiences and ensuring that feedback is used to maintain or even improve our provision."

2.5 Public Benefit Statement

Wilberforce College

Public Benefit Statement

2025-26

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.
- 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, inclusive 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.

We recognise our responsibility for environmental sustainability, seeking to improve 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. Investment across the whole college 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.
- IAG and 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.

In 2025 Wilberforce proudly partnered with HETA, a local Engineering training provider. HETA supports skill project development and continued specialist events, whilst the College supports students who need a college qualification before entering the apprenticeship workforce. A partnership with CATCH, based in Grimsby, has been formed to develop skills in energy, process, and engineering sectors. This will strengthen throughout 25/26 to offer secure and dedicated access to the schools' liaison activities for students, developing awareness, opportunities and access.

Wilberforce's ongoing partnerships with Hull KR and NAPA offer both athletic and creative opportunities that enrich students' development. The Hull KR partnership offers students direct access to professional coaching and industry standard facilities at Craven Park, as well as participation in the Hull KR development squads. During 2024/5 up to 50 students participated in the rugby squads, with the boys' team winning the AOC league. The partnership was also highly commended at the Pearsons Teaching Awards. The College's ongoing collaboration with NAPA provides students aspiring to careers in the performing arts with specialist, industry-led training across acting, dance, and vocal performance, delivered in professional studios and theatre spaces. This partnership offers practical experience, expert teaching, and a proven pipeline into higher-level training and the creative industries, supported by NAPA's long-standing reputation for nurturing successful performers. Together, these partnerships give Wilberforce students access to exceptional facilities, expertise, and real pathways into industry.

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 College works collaboratively with other colleges, having been part of both the Venn Federation and ACT Trust, and continues to be an active member of the Northern Sixth Form College Federation (NorVIC), a collaborative group of specialist sixth form colleges in the North of England.

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.

Wilberforce also plays an active role in the East Riding Post-16 Leaders' Group, helping to shape and implement the region's strategic approach to supporting young people. This includes reducing NEET figures, strengthening Alternative Provision pathways, enhancing SEND and Inclusion practices, and responding to wider regional priorities. Through this involvement, Wilberforce helps to ensure that local post-16 education is aligned, responsive, and focused on improving outcomes for all learners.

The College provides students with a variety of internship opportunities through partnerships through organisations such as DFN ProjectSEARCH. 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 changes 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 from 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 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.
- 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.

Wilberforce College offers a curriculum that aligns with the vision, mission and core values, as well as determined by and aligned with the Local Skills Improvement Plan (LSIP) for the Humber region. A key purpose is to predominantly serve the community of East Hull, providing outstanding post-16 education within academic, vocational and technical skills. Wilberforce supports the regional economic growth to develop tomorrow's workforce through innovative and pioneering education, inspiring confident, skilled, employable and entrepreneurial professionals who make a valuable contribution to the local, regional and national priorities.

Contribution, growth and skill alignment for delivery at Wilberforce is seen particularly across Engineering Manufacturing, Digital Technology, Media and Health. Wilberforce supports progression onto Level 4+ studies across all qualifications, with over 44% progressing to Higher Education or Degree Apprenticeships. The College works alongside employers and partners to support student awareness, education and choices. As part of the employer events themed to specific career areas for all students throughout the year, teachers and support access updated information and run pre-events to share curriculum development and gain a steer on changes and focused skills from employers.

The skill development agenda also sees growth in Level 2 provision with over 200 students developing core skills and over 60% continuing into Level 3 programmes. Over 30% of the Wilberforce cohort in year 1 study GCSE re-sits, supporting the core skills need in the community.

2.7 Partnerships

Wilberforce works closely with a range of local and regional networks and stakeholders to develop curriculum and provision, and serve the future of the community. Including;

Civic Partners	Employers	Education	Community
• Hull Chamber of Commerce – LSIP Team • HEY LEP • Hull and East Riding Local Authorities • Employment, Participation and Skills Hull • Transition Team • Supported Internship Team • Workforce Development Team • 11-19 standards and Partnerships • WiME	• CHCP • Humber Teaching NHS • Screen Yorkshire • Ministry of Defence Recruitment • UK STEM Director • Future Ferens • The Loft Beauty • Hull City Football Club • Integrated Care Boards (ICBs) • FR Scott LTD • Hull Kingston Rovers • North Ferriby FC • Clinical Psychologist Adviser • Humberside Police Service • Cranswick Country Foods	• Sixth Form groups • NORVIC • Hull Principals • Hull Secondary Heads • University of Hull • University of Law- Leeds • University of Sunderland • University of Lincoln • University of York • DFN Project Search • Education and Training Foundation • Education Endowment Foundation • NAPA • HETA • Holderness Academy • Aura – University of Hull	• Yorkshire MESMAC • Refresh & Compass (HCC) • ReNew • CAMHs • Yorkshire Water / Living with Water • Hull and East Yorkshire MIND • Yipiyap • Hull Magistrates • Humber Street Sesh • Child Dynamix

2.8 Ofsted

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

Section 3 – The Corporation

3.1 Introduction to the Corporation

3.2 Chair and Vice Chair

3.3 Governance Professional (Clerk to the Corporation)

3.4 The Role and Responsibilities of the Governor

3.5 Appointment to the Corporation

3.6 Governor Profiles

3.7 Committee Structure

3.8 Committee Memberships

3.9 Corporation and Committee Meeting Schedule

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

Trevor Wray, 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, before taking on the role of Interim Chair of the Corporation in July 2026, and being elected Chair of the Corporation in October 2026.

Andrea Page, Vice Chair of the Corporation
Email: GVAP@wilberforce.ac.uk

Andrea Page joined the Corporation in 2023 as an Independent Governor with a background in industry and post-16 education. Andrea was re-appointed in 2025, and in July 2026 appointed as Interim Vice Chair of the Corporation, before being elected Vice Chair of the Corporation in October 2026.

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)
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 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

Appointed: 04/12/2024

Reappointments:

Member of the Audit Committee
Safeguarding Link Governor
Parent Governor

Sara Atkinson is a dedicated parent of three children and brings over 26 years of experience in education to her role as a parent governor. Throughout her career, she has held a variety of positions, including headship, giving her a deep understanding of the challenges and opportunities within the education sector. Currently, Sara works in social care, supporting families and young people, which further strengthens her commitment to safeguarding and wellbeing. She is passionate about helping young people overcome barriers and achieve their full potential, ensuring that every child has access to the opportunities they deserve.



Jo Brownlee

Appointed: 10/10/2011

Reappointments: 2013,2017,2023,2025

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 MBE

Appointed: 19/03/2008

Reappointments: 2010, 2014, 2018, 2022, 2026

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. In addition to his role as Vice Chair, Alan served as Chair for an interim period to cover the Chair's absence, providing continuity and leadership before returning to his Vice Chair responsibilities. 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. Alan was awarded an MBE in the New Year Honours 2026, as recognised by His Majesty King Charles. The honour, awarded as part of the Humber region honours list, recognised Alan's outstanding contribution to education and his long-standing commitment to sixth form colleges both locally and nationally.



Diana Hoskins

Appointed: 22/09/2004

Reappointments: 2006, 2010, 2014, 2018, 2020, 2022, 2023, 2024, 2026

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 lies 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.



Andrea Page

Appointed: 13/12/2023

Reappointments: 2025

Member of Quality and Standards Committee
Member of the Finance and General Purposes Committee
Member of the Search and Governance Committee
Member of the Remuneration Committee
Interim Vice Chair of the Corporation

After completing a Geography degree at the University of Leeds, Andrea had a career in industry, working in Sales and Marketing with Twinings, Britvic Soft Drinks and Bass Brewers. In 2001 she moved into education, working at Luton Sixth Form College, initially as a Business Teacher, moving into a number of different roles heading up SEND, Pastoral provision, Head of the Business Faculty and latterly Director of Curriculum. Andrea joined the governing body in 2023 following retirement and relocation to East Yorkshire. Andrea was also the Chair of Governors at Griffin Primary School in Hull until 2026. Andrea was appointed as Interim Vice - Chair of the Corporation in July 2026 and elected as Vice Chair of the Corporation in October 2026.



Kayla Payne

Appointed: 13/10/2025

Reappointments:

Member of the Finance and General Purposes Committee

After completing her degree in English Literature at University of Aberystwyth, Kayla completed her CIMA finance qualification in 2025. She has worked in finance departments in a variety of industries, such as military catering, universities and meat production. Since 2023, Kayla is a management accountant at Daifuku Airport UK.



Colin Peaks, 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.



Dr Hadiza Sa'id

Appointed: 06/11/2020

Reappointments: 2022

Member of Finance and General Purposes Committee

Dr Hadiza Sa'id joined Hull University Business School in July 2010. She is a Reader in Accounting and Head of the Accounting, Finance and Economics Group. In this senior leadership role, she provides strategic direction for the Group's academic portfolio, research development, staff leadership, student experience, and external engagement.

She conducts research in management accounting, accounting education, sustainability and ESG reporting, financial economics, financial risk management, and Islamic banking and finance. Her work examines accountability, governance, performance measurement, sustainability, and financial decision-making. She is also actively involved in doctoral supervision, research leadership, and international collaborations.

Alongside her university responsibilities, Hadiza has served as an Independent Governor since November 2020 and was reappointed in 2022 for a further four-year term. In this role, she contributes to strategic governance, educational development, and institutional oversight.

Hadiza is dedicated to advancing research excellence, nurturing future academic leaders, supporting student success, promoting internationalisation, and strengthening partnerships with professional bodies, industry, and the wider community.



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. In 2021, Paul worked within professional support services at the University of Hull and then moved into working for Advance HE in 2023 working within the Governance and Inclusion Directorate. Paul brings great experience of both further education and higher education, particularly focused on the widening participation agenda and equality and diversity.

Joshua Wick

Appointed: 25 March 2026

Reappointments:

Member of Audit Committee

Bio to follow.



Trevor Wray

Appointed: 07/12/2022

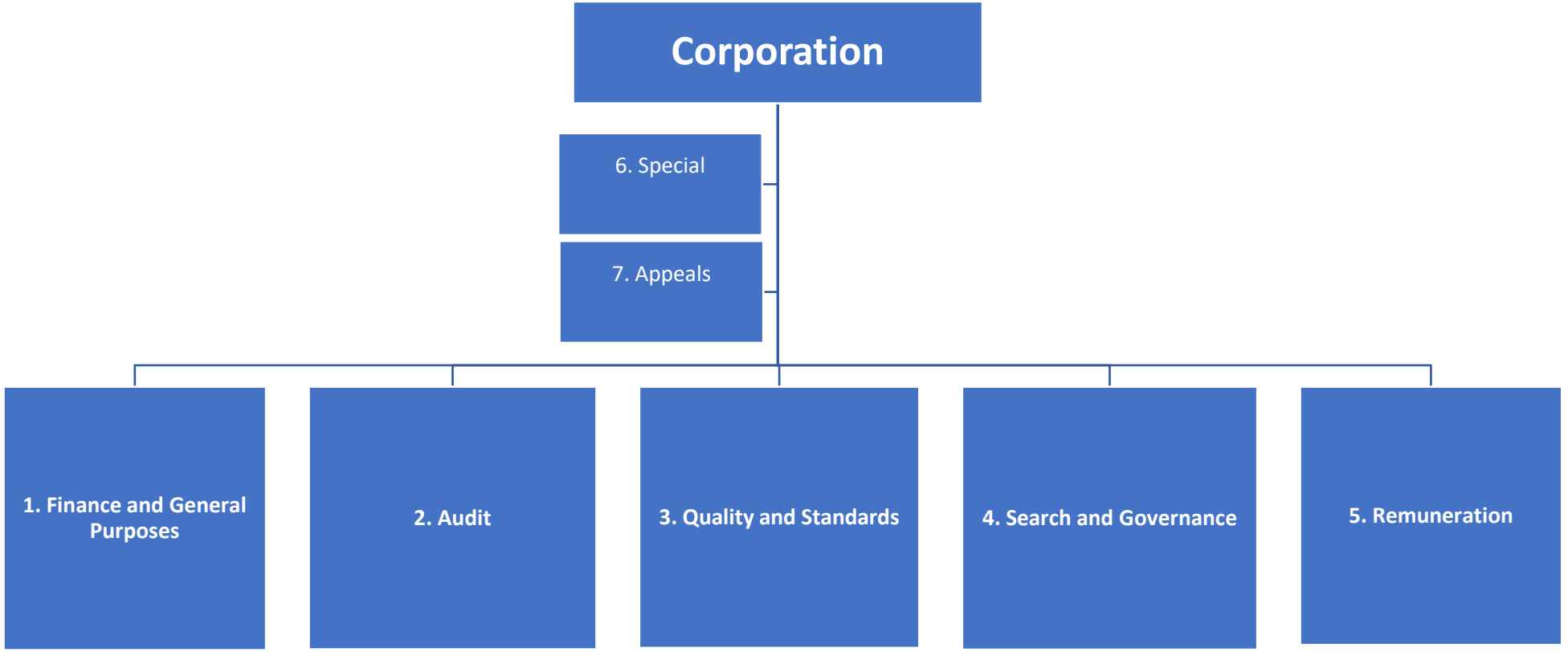
Reappointments: 2024

Interim Chair of the Corporation (appointed Jul 2026)
Member of the Finance & General Purposes Committee
Member of the Quality & Standards Committee
Member of the Remuneration Committee
Member of the Search and Governance Committee

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 for a period of two-years, before taking on the role of Interim Chair of the Corporation in July 2026, and subsequently being elected as Chair of the Corporation in October 2026.

3.7 Corporation Committee Structure

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



Concise 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 2026-27

Approved Jul 2026, Updated September 2026

Corporation 19 members: 13 Independent 1 Principal 2 Staff 2 Students 1 Parent In attendance: SLT as appropriate External Auditor as appropriate	1. Sara Atkinson (Parent Governor, Safeguarding Link Governor) 2. Jo Brownlee (Support Staff Governor) 3. Alan Foster MBE 4. Diana Hoskins (SEND Link) 5. Dr Geetha Karunanayake 6. Andrea Page (Interim Vice Chair of the Corporation) 7. Kayla Payne 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. Joshua Wick 14. Trevor Wray (Interim Chair of the Corporation) 15. Student Governor 16. Student Governor 3 x Independent Governor vacancy
Finance and General Purposes 7 members In attendance: SLT as appropriate	1. Jo Brownlee 2. Alan Foster 3. Andrea Page 4. Kayla Payne 5. Colin Peaks (Principal) 6. Dr Hadiza Sa'id 7. Trevor Wray
Quality and Standards 7 members In attendance: SLT as appropriate	1. Alan Foster 2. Diana Hoskins 3. Andrea Page 4. Colin Peaks (Principal) 5. Lois Thorley 6. Paul Waltham 7. Trevor Wray
Audit Min 5 members, max 6 members In attendance: SLT as appropriate External Auditor as appropriate	1. Sara Atkinson 2. Diana Hoskins 3. Dr Geetha Karunanayake 4. Cllr Denise Thompson 5. Joshua Wick
Remuneration Up to 7 members	1. Audit Chair 2. F&GP Chair 3. Q&S Chair 4. S&G Chair (Chair of the Corporation) 5. Cllr Denise Thompson 6. 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. Chair of Corporation (Committee Chair) 5. Colin Peaks (Principal) 6. Cllr Denise Thompson 7. 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 2nd September 2026 – 18th December 2026 (**Half Term:** 23rd October – 2nd November)

Meeting	Date	Time
Finance & General Purposes Committee	30 September 2026	16:30
Search & Governance Committee	7 October 2026	16:30
Corporation Meeting & Training	21 October 2026	16:00
Quality & Standards Committee	4 November 2026	16:30
Audit Committee	11 November 2026	16:30
Finance & General Purposes Committee	18 November 2026	16:30
Corporation Meeting & Training	2 December 2026	16:00

Spring Term 4th January 2027 – 19th March 2027 (**Half Term:** 5th February – 15th February)

Meeting	Date	Time
Remuneration	20 January 2027 -tbc	9:30 - tbc
Corporation Strategy Meeting	20 January 2027- tbc	12:00 – tbc
Quality & Standards Committee	3 February 2027	16:30
Search & Governance Committee	17 February 2027	16:30
Audit Committee	24 February 2027	16:30
Finance & General Purposes Committee	3 March 2027	16:30
Corporation Meeting & Training	17 March 2027	16:00

Summer Term 5th April 2027 – 16th July 2027 (**Half Term:** 28th May – 7th June)

Meeting	Date	Time
Quality & Standards Committee	5 May 2027	16:30
Search & Governance Committee	19 May 2027	16:30
Audit Committee	9 June 2027	16:30
Finance & General Purposes Committee	16 June 2027	16:30
Search and Governance Committee ***to be called only if required***	30 June 2027	Pre-Corporation
Corporation Meeting & Training	30 June 2027	16:00

Return to First Page