

Governor Role Description & Person Specification

About the College and the Role:

Wilberforce Sixth Form College is a specialist provider for 16–19-year-olds. Everything we do, our courses, teaching and support are focused on helping students to achieve their potential.

Governors play a vital role in this by providing strategic leadership, oversight and accountability. We are committed to a diverse and inclusive Corporation and recognise that effective governance comes from a range of perspectives, backgrounds, and experiences.

Being a governor is a voluntary but rewarding role, offering the opportunity to make a meaningful difference to young people's lives and to the community we serve.

The Role of a Governor:

Governors operate at a **strategic** level, focusing on long-term success rather than day-to-day management.

Collectively, the Corporation is responsible for:

- i. determining the college's educational character,
- ii. setting and communicating the college's strategy and goals,
- iii. holding executive leaders to account for the educational performance and quality of the college, and for the performance of staff,
- iv. exercising effective control to ensure that funds and assets are protected, and the organisation remains solvent and legal obligations are met.

Governors work as a team, making decisions **collectively** and independently of individual interests.

We're committed to supporting our governors throughout their **governor journey** and recognise and value the broad range of experiences, backgrounds and skills that governors contribute. You do not need to have previous experience of being a governor or serving on a board to apply. We are looking for people who are interested, thoughtful and willing to learn.

What Governors Do:

Strategic Leadership

- Contribute to setting the College's mission, values and priorities
- Focus on long-term outcomes and impact for learners
- Provide constructive challenge and support to senior leaders

Board Effectiveness

- Work collaboratively and contribute to discussions
- Support continuous improvement, self-assessment and period governance reviews

Leadership & Integrity

- Uphold the College's values and act with integrity
- Act as an ambassador for the College
- Governors share collective responsibility for decisions

Responsibility & Accountability

- Provide constructive challenge and support to senior leaders
- Use evidence to make decisions about risk, sustainability, financial and educational performance to safeguard the College's assets
- Safeguard the College's assets and solvency

Regularity & Compliance

- Ensure the College meets legal, funding and regulatory requirements (taking advice and expertise as required)
- Promote transparent, ethical and well-informed decision-making

Collaboration and Stakeholder Engagement

- Keep learners at the centre of decision-making
- Take an interest in the experiences of students, staff and the wider community
- Support the College's relationships with its local community and partners

Time Commitment

- Attend approximately 5 Corporation meetings per year.
- Serve on one committee (3–4 meetings per year).
- Prepare for meetings and participate in training and development.
- The role is voluntary and unpaid, however reasonable travel expenses can be claimed.

Governor Person Specification

You do not need to meet every requirement listed below to apply. We are looking for individuals who are willing to learn, contribute, and grow as part of a supportive governing body, and in exchange we will support you across your journey as a governor.

Who we're looking for:

Qualities

- Commitment to improving outcomes for young people
- Alignment with the College's values and ethos
- Ability to think strategically (or willingness to develop this)
- An open, curious mindset with a willingness to provide constructive challenge and support
- Strong communication and teamwork skills
- Integrity, sound judgement and respect for confidentiality

Commitment and Capability

- Prepared to attend meetings and engage fully in the role
- Willing to undertake training and development
- Able to understand reports and contribute to informed decision-making
- Basic IT skills, including use of email, reading electronic documents and using Microsoft applications (i.e. Word, Teams)

Personal Values

- Commitment to safeguarding, equality, inclusion and diversity
 - Adherence to high standards of public conduct (see appendix A: Seven Principals of Public Life)
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Eligibility

Appointments are subject to eligibility checks in line with the Instrument and Articles of Government. All governors must:

- Complete an annual declaration of eligibility
- Undertake an enhanced DBS check upon appointment

Appendix A – The Seven Principals of Public Life

Selflessness

Holders of public office should take decisions solely in terms of the public interest. They should not do so in order to gain financial or other material benefits for themselves, their family, or their friends.

Integrity

Holders of public office should not place themselves under any financial or other obligation to outside individuals or organisations that might influence them in the performance of their official duties.

Objectivity

In carrying out public business, including making public appointments, awarding contracts, or recommending individuals for rewards and benefits, holders of public office should make choices on merit.

Accountability

Holders of public office are accountable for their decisions and actions to the public and must submit themselves to whatever scrutiny is appropriate to their office.

Openness

Holders of public office should be as open as possible about all the decisions and actions that they take. They should give reasons for their decisions and restrict information only when the wider public interest clearly demands.

Honesty

Holders of public office have a duty to declare any private interests relating to their public duties and to take steps to resolve any conflicts arising in a way that protects the public interest.

Leadership

Holders of public office should promote and support these principles by leadership and example.

From the Second Report of the Nolan Committee on Standards in Public Life, May 1996.