

COLLEGE ACCOUNTABILITY STATEMENT 2026-27

1. Purpose and Intent

NETA Training provides high-quality, employer-led engineering and technical education and training that supports learners, employers and communities across Tees Valley and beyond. Through study programmes, apprenticeships, higher technical provision and commercial training, NETA contributes to the development of a skilled workforce for sectors that are central to the region's economy, including advanced manufacturing, clean energy, construction and related technical industries.

The purpose of NETA's provision is to meet current and future skills needs by developing technical knowledge, practical competence and wider employability skills that support progression into employment, apprenticeships and higher-level learning. This reflects the Tees Valley LSIP emphasis on aligning post-16 education and training with employer demand, strengthening work readiness and increasing the supply of technical and specialist skills needed to support regional economic growth.

Our purpose is captured in our commitment to: **"Real Skills, for Real Jobs"**

2. Context and Place

Tees Valley is characterised by persistent skills gaps in key sectors, high youth unemployment, rising NEET levels and low educational attainment. These challenges sit alongside wider economic and social inequalities, including labour market inactivity and long-standing barriers to progression for some residents. The Tees Valley LSIP identifies the region's priority sectors as advanced manufacturing, bio and life sciences, chemical and process, clean energy, construction, and digital and creative, all of which are expected to see significant change in workforce demand over the 2026 to 2029 period.

The Tees Valley economy is undergoing major industrial transition, driven by investment in clean energy, hydrogen, carbon capture, advanced manufacturing, digital technologies and wider industrial decarbonisation. The LSIP highlights that the region has clear sector strengths, but also faces structural challenges including low job density, high unemployment, an ageing workforce and significant outmigration of working-age residents. Employers report that many vacancies are affected not only by shortages of applicants, but also by experience gaps, work-readiness issues and increasing demand for digital, AI, communication and commercial capability.

The clean energy transition is a particular opportunity for the region. The LSIP notes that around 20,000 people are already employed in energy and low carbon activity across Tees Valley, with a further 15,000 workers expected to be needed by 2030 to support renewable energy projects, new technologies and regional development initiatives. This creates significant demand for technical, engineering, digital and project delivery skills, alongside stronger progression routes into the sector for local residents.

NETA Training has an important role within this context. As part of the Education Training Collective, and through its specialist engineering provision, NETA supports the development of the technical skills needed by employers across Tees Valley and beyond. Its contribution is strengthened by the College's Clean Energy Technical Excellence College status and by continued investment in specialist facilities, which enhance the ability to deliver high-quality, industry-relevant training aligned to local, regional and national priorities.

3. Approach

NETA develops its curriculum through close engagement with employers, regional partners and other stakeholders, ensuring that provision remains responsive to current and emerging skills needs. Labour market intelligence, employer feedback, learner outcomes and regional economic priorities all inform curriculum planning and review. This approach reflects the Tees Valley LSIP emphasis on employer-led provision, stronger work readiness and clearer progression pathways across the skills pipeline.

The LSIP identifies the need to address immediate recruitment pressures while also preparing for future demand in emerging industries and technologies. In response, NETA focuses on delivering provision that strengthens practical competence, technical knowledge and wider employability, while supporting progression into priority sectors and higher-level study.

NETA's specialist engineering role is strengthened by the wider investment and strategic direction of the Education Training Collective, including facilities and provision linked to clean energy and advanced technical training. This supports the delivery of high-quality learning in environments that reflect industry practice and helps ensure that learners develop the skills employers require.

Partnership working is central to this approach. NETA works with employers across engineering construction, energy, manufacturing and process industries, alongside regional bodies and strategic partners, to ensure that provision remains aligned to workforce demand and regional priorities. Employer-led provision, apprenticeships, work experience, skills bootcamps and higher technical routes all form part of this response.

The statement also reflects the wider themes identified in the LSIP, including the need to strengthen digital and AI capability, improve communication and commercial awareness, address experience gaps, and support progression into skilled employment. The statement also reflects national policy direction, including the Government's Industrial Strategy and Clean Energy Jobs Plan, which identify engineering, clean energy, advanced manufacturing and digital technologies as priority sectors for future economic growth. NETA's provision is aligned to these priorities through its focus on technical skills, employer-led training and progression into high-value occupations.

4. 2026/27 Objectives

Priority	Target 26/27	LSIP Sector Priorities							Source of Priority:
		1	2	3	4	5	6	7	
Clean Energy Technical Excellence College Lead, collaborate and expand CETEC provision to enhance technical excellence, drive innovation, and increase employer-led opportunities at local and national levels.	Two new programmes launched and full adult CETEC offer in place. Increase apprentice number in engineering by 60%. Expand the number of actively engaged employers by 50%. Increase enrolment on HE Engineering programmes by 30%.	✓		✓	✓			✓	National Regional Strategic
Pathways to Success Embed high-quality progression pathways across the curriculum that enable learners to achieve ambitious next steps in education, employment and careers.	Increase learner destinations into positive sustained destinations to 90%. 100% of Level 1 and Level 2 learners have documented progression plans reviewed annually. Implement Etc. curriculum ladders to provide consistent career pathways, adopting a no 'dead ends' curriculum. At least 85% of learners report that they understand their progression options and feel supported in planning their next steps, as measured by the annual learner survey.	✓		✓	✓			✓	National Regional Strategic
Teaching and Learning Deliver exceptional teaching, learning and assessment by embedding the 'Etc. Pedagogy', grounded in research, to secure excellent learner achievement	At least 90% of teaching, learning and assessment observed is graded as 'Exceptional' or 'Strong' in internal and external reviews. 100% of teaching staff complete annual training and development on the 'Etc. Pedagogy' and research-informed practice. At least 90% of learners meet or exceed their target grades or progress markers. Share good practice across colleges and colleagues.	✓		✓	✓			✓	National Regional Strategic

LSIP Sector Priorities Key

1. Advanced Manufacturing
2. Bio and Life Sciences
3. Chemical and Process
4. Clean Energy
5. Construction
6. Digital and Creative
7. Work Ready Skills

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Curriculum Design Lead innovation in curriculum design and sector reform, ensuring learners are equipped with future-focused skills through the planning and implementation of V Levels, T Levels and Level 2 reforms.	V Levels, T Levels, and Level 2 reforms are considered and fully implemented in all relevant areas, as verified by curriculum audit. Increase enrolment on T Levels by 25% compared to the previous year. 100% of relevant teaching staff complete training on new curriculum reforms and delivery models. Introduction of A Level Science and Mathematics at Redcar and Cleveland College to increase attractiveness of Engineering/Clean Energy provision. Develop a transition plan and deliver curriculum reforms.	✓		✓	✓			✓	National Regional Strategic
Inclusion Deliver an inclusive and aspirational learning experience that increases participation, engagement and outcomes for all learners.	Reduce achievement and attendance gaps between identified learner groups. Increase learner attendance - target 90%. E&M attendance within 5% of main aim attendance. 95% of eligible students participate in work experience activities. Minimum of 6, enhancements embedded in learning experience. Fully embed a pastoral programme, work experience, and work readiness experience activities. 100% of teaching and support staff complete annual training on inclusive practice and supporting diverse learners.	✓		✓	✓			✓	National Regional Strategic

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NETA TRAINING etc.

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Partnerships Build and strengthen meaningful partnerships with stakeholders, employers and communities to drive economic growth, social mobility and learner success.	Establish at least 5 new strategic partnerships with employers, community organisations or sector bodies. Increase the number of actively engaged employers in curriculum design, work placements or events by 30%. Expand collaborative projects with schools, universities and community organisations. Increase the number of learners accessing employer-led opportunities (such as work placements, guest lectures, or live briefs). Deliver at least 1 community-focused event or initiative in partnership with local organisations.	✓		✓	✓			✓	National Regional Strategic
English and maths Improve English and Maths delivery to remove barriers to progression and raise achievement.	Improve attendance to with 5% of main programme, for study programme learners. Improve the percentage of students who make progress scores from -0.11, -0.27 to -0.08 and -0.23 for English and Maths respectively. 100% of learners identified as below target in English and maths receive targeted support or intervention.	✓		✓	✓			✓	National Regional Strategic

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