

COLLEGE ACCOUNTABILITY STATEMENT 2026-27

1. Purpose and Intent

Redcar and Cleveland College inspires, promotes belonging and ensures our people and communities develop the skills, experience and ambition to flourish, grasp opportunities to reach their potential to open doors and build futures both locally and nationally.

2. Context and Place

The college delivers 16–18 study programmes, apprenticeships, adult learning, higher education and employer-led training, with specialist provision in engineering, construction, health and social care, clean energy and service industries. Significant recent investment includes a £3.2m Clean Energy Education Hub, developed with employers such as bp and Northern Gas Networks, alongside enhanced T Level facilities in engineering, health science and early years.

The college serves an area with considerable socio-economic challenges but also major industrial growth opportunities. Redcar and Cleveland has a population of around 136,000 within a wider Tees Valley population of approximately 713,000.

The Tees Valley economy supports around 302,000 jobs and contributes £18.9bn in GDP, with strengths in clean energy, chemicals and process industries, construction, health and social care, and digital industries. However, the area continues to experience lower productivity, lower qualification levels and lower employment rates than national averages; only 56% of residents aged 16–64 hold Level 3 qualifications compared with 61% nationally, while employment rates remain below the UK average. Health inequalities and deprivation also affect participation and progression, particularly in parts of Redcar and Cleveland.

These economic and social characteristics strongly influence local skills demand and curriculum planning. The Tees Valley LSIP and Tees Valley Combined Authority priorities identify key workforce shortages in clean energy, construction, engineering, health and adult social care, digital technologies and professional services. Large-scale regeneration and decarbonisation projects, including Teesworks and net zero initiatives, are increasing demand for technical and higher-level skills linked to retrofit, hydrogen, carbon capture, renewable energy and advanced manufacturing. The college's investment in clean energy and engineering provision, as well as the foundation economy directly reflects these priorities and supports regional ambitions to create a high-value, low-carbon economy.

Provision at the college is therefore shaped by employer engagement, apprenticeships, T Levels and vocational pathways designed to address local labour market shortages,

including the foundation economy and improve social mobility. The curriculum prioritises employability, technical competence and progression into regional growth sectors, while also supporting adult retraining and inclusion for communities affected by industrial decline, deprivation and economic inactivity. This aligns closely with the Tees Valley Strategic Economic Plan and LSIP focus on education, employment and skills as drivers of inclusive regional growth.

Redcar and Cleveland College places a strong emphasis on inclusion, widening participation and community engagement in order to meet the needs of diverse local communities across Redcar and Cleveland and the wider Tees Valley. The area includes communities experiencing high levels of deprivation, economic inactivity and health inequality, alongside learners who may face barriers linked to disability, low prior attainment, unemployment or rural isolation. In response, the college provides extensive learner support services, SEND provision, mental health and wellbeing support, financial assistance and flexible adult learning opportunities designed to improve access, retention and progression. Community-based provision, partnerships with local authorities and employers, and targeted employability programmes help support social mobility and re-engage adults and young people who are furthest from education or employment. The college has well developed and high-quality provision including Foundation Learning, Resolve, Transition, King Trust and NEETS programmes, designed to support re-engagement and inclusion.

Curriculum reforms at post 16 Level 3 and Level 2, provides opportunities for the college and the college will include T Levels, V Levels and A Levels, as well as both Foundation and Occupational Certificates at Level 2.

3. Approach

The development of this College Accountability Statement was informed by the demographic needs of the communities the College serves, underpinned by the Tees Valley Strategic Economic Plan and LSIP. These have been considered, in conjunction with educational sector curriculum reforms, new inspection framework, specifically inclusion and participation.

The Etc. has just been recognised as a Clean Energy Technical Excellence College (CETEC) and is the lead Teesside spoke for the Construction Technical Excellence College (CTEC), both of which have been considered when developing this statement.

The College, also has the opportunity for growth, and this statement outlines our commitment to key objectives to facilitate this and how it will meet the needs of students, communities, employers and key stakeholders.

4. 2026/27 Objectives

Priority	Target 26/27	LSIP Sector Priorities							Source of Priority:
		1	2	3	4	5	6	7	
Growth Drive sustainable growth through agile, responsive provision through the introduction of ISE at Redcar and Cleveland College, A Levels at Redcar and Cleveland College and promotion of flag ship provision aligned to LSIP priority sectors.	Increase overall 16-18 learner enrolment by 10%. Increase apprenticeship income and starts at least 10%. Grow participation in key LSIP priority sectors including Clean Energy and Health. Embedding of ISE at Redcar and Cleveland College. Introduction of A Levels Maths and Science in Engineering pathway.	✓	✓	✓	✓	✓	✓	✓	National Regional Strategic
Inclusion Deliver an inclusive and aspirational learning experience through a beyond the basic's curriculum including qualifications, pastoral programme, work experience, enrichments and enhancements.	Reduce achievement and attendance gaps between identified learner groups. Increase learner attendance – target 92%. E&M attendance within 5% of main aim attendance. 95% of eligible students participate in work experience activities. Minium of 6, enhancements embedded in learning experience. Reengagement of NEETs through expansion of KTs, Resolve, Transition and NEETs provision.						✓		National Regional Strategic
Technical Excellence Lead, collaborate and expand CETEC and CTEC provision to enhance technical excellence, innovation and employer-led opportunities, both locally and nationally.	Increase enrolment and achievement within CETEC and CTEC provision. Additional 2 study programmes and development of full adult offer, Increase apprentice number and engineering by 60% and Construction by 20%. Expand the number of actively engaged employers by 50%. Increase enrolment on HE Engineering programmes by 30%.	✓	✓	✓	✓	✓		✓	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

Priority	Target 26/27	LSIP Sector Priorities							Source of Priority:
		1	2	3	4	5	6	7	
Quality and Progression 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 L1 and L2 learners have progression pathways. Improve progression rates between Levels 1 and Level 2 to 50%. Implement Etc. curriculum ladders to provide consistent career pathways, adopting a no 'dead ends' curriculum.	✓	✓	✓	✓	✓	✓	✓	Strategic
Teaching and Learning Deliver exceptional teaching, learning and assessment, embedding the 'Etc. Pedagogy' that secures exceptional learner achievement and is grounded in research.	Increase the proportion of teaching judged as exceptional or strong to 90%. 100% of curriculum staff to participation in professional development. Demonstrate consistent implementation of the Etc. Pedagogy across curriculum areas. Share good practice across colleges and colleagues.	✓	✓	✓	✓	✓	✓	✓	Strategic
Curriculum Design Lead innovation in curriculum design and sector reforms to ensure learners are equipped with future-focused through the panning and implementations of V Levels, T Levels and Level 2 reforms.	Develop a transition plan to plan and deliver curriculum reforms. Introduce A Levels to Redcar and Cleveland College. Improve T Level retention by 3%.	✓	✓	✓	✓	✓	✓	✓	National Regional Strategic
Partnerships Build and strengthen impactful partnerships with stakeholders, employers and communities to support economic growth, social mobility and learner success.	Increase the number of strategic employer and stakeholder partnerships. Expand collaborative projects with schools, universities and community organisations. Increase employer engagement activities and work placement opportunities. Demonstrate measurable community impact through outreach and engagement initiatives.	✓	✓	✓	✓	✓	✓	✓	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

Priority	Target 26/27	LSIP Sector Priorities							Source of Priority:
		1	2	3	4	5	6	7	
Skills Promote and achieve excellence in skills competitions to raise aspirations, showcase talent and strengthen industry standards, embedding competition pedagogy. Improve English and Maths delivery to remove barriers to progression and raise achievement.	Increase learner competition participation in; • Local - 400 • Regional - 120 • National - 50 Improve learner success rates and medal achievements • Regional • World Skills Embed competition pedagogy across identified curriculum areas. 60 members of staff trained in World Class Teaching (World Skills Centre of Excellence). Increase employer involvement in competition and showcase activity. Raise learner aspirations, confidence and industry readiness through participation opportunities. Attendance to with 5% of main programme, for study programme learners. Improve the percentage of students who make average progress scores from -0.11, -0.27 to -0.08 and -0.23 for English and Maths respectively.	✓	✓	✓	✓	✓	✓	✓	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