

etc.

education
training
collective



ANNUAL ACCOUNTABILITY STATEMENT

2026-2027



Submitted on 31st July 2026

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1. PURPOSE

The Education Training Collective (Etc.) brings together, education, training and employer partnerships across the Tees Valley and beyond. This reach allows the group to do something powerful: develop the workforce for the region's growing and emerging industries while opening pathways into skilled careers for communities across the Tees Valley. By connecting education, industry and place, the Etc. turns regional ambition into thousands of successful futures.

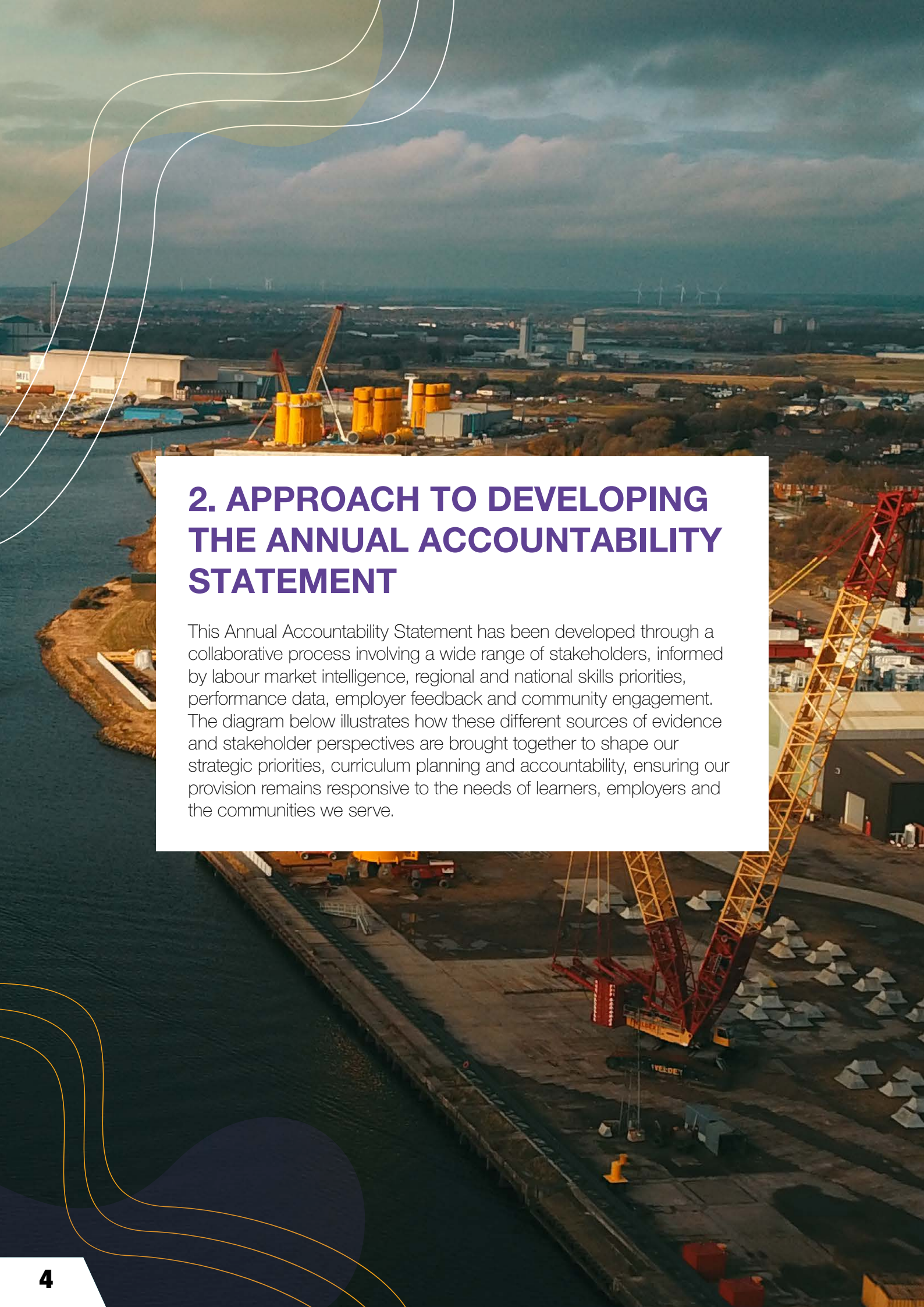
The group includes:

- Bede Sixth Form College
- Innersummit
- NETA Training
- Redcar and Cleveland College
- Stockton Riverside College

Serving around 10,000 learners per year, the Etc. offers a wide range of academic, technical and professional qualifications through:

- A Levels
- T Levels
- Vocational qualifications
- Apprenticeships
- Adult courses
- Higher Education courses
- Commercial training

During the 2025-26 academic year, the Etc. has been working to review and refresh its existing Strategic Plan . Our new plan is called Destination 2030, and our stated purpose is: Build Futures, Open Doors, Connect.

An aerial photograph of an industrial construction site. In the foreground, a large yellow storage tank is being positioned by a red crane. The site is surrounded by water and other industrial buildings. In the background, a city skyline is visible under a cloudy sky. The image is framed by white and yellow curved lines.

2. APPROACH TO DEVELOPING THE ANNUAL ACCOUNTABILITY STATEMENT

This Annual Accountability Statement has been developed through a collaborative process involving a wide range of stakeholders, informed by labour market intelligence, regional and national skills priorities, performance data, employer feedback and community engagement. The diagram below illustrates how these different sources of evidence and stakeholder perspectives are brought together to shape our strategic priorities, curriculum planning and accountability, ensuring our provision remains responsive to the needs of learners, employers and the communities we serve.

3. CONTEXT AND PLACE

Etc. enters this next phase from a position of strength. The group has achieved an Outstanding Ofsted rating, reflecting consistently high-quality teaching, strong learner outcomes and a deep commitment to student experience. It has built trusted relationships with employers and partners and is now playing a leading role in national developments, including its designation as a Clean Energy Technical Excellence College, and the group is already playing an active role as a Representative Spoke for the Tees Valley, for the Northeast Construction Technical Excellence College, led by Sunderland College. Also now serving as one of the Department for Education's Qualifications Pioneers, these achievements provide a strong foundation for the future.

The Tees Valley is undergoing a period of significant economic transformation, with substantial investment creating opportunities across advanced manufacturing, clean energy, offshore wind, hydrogen, carbon capture and storage, digital technologies, logistics and infrastructure. Building on its long-standing industrial strengths, the region's ambition is to become a globally recognised centre for

net zero industries, innovation and high-value manufacturing, while fostering a more productive, resilient and inclusive economy. The combined authority's recently published Local Growth Plan recognises that realising this ambition will depend on developing a highly skilled workforce, increasing productivity, attracting inward investment and ensuring local people are equipped to benefit from new and emerging employment opportunities.

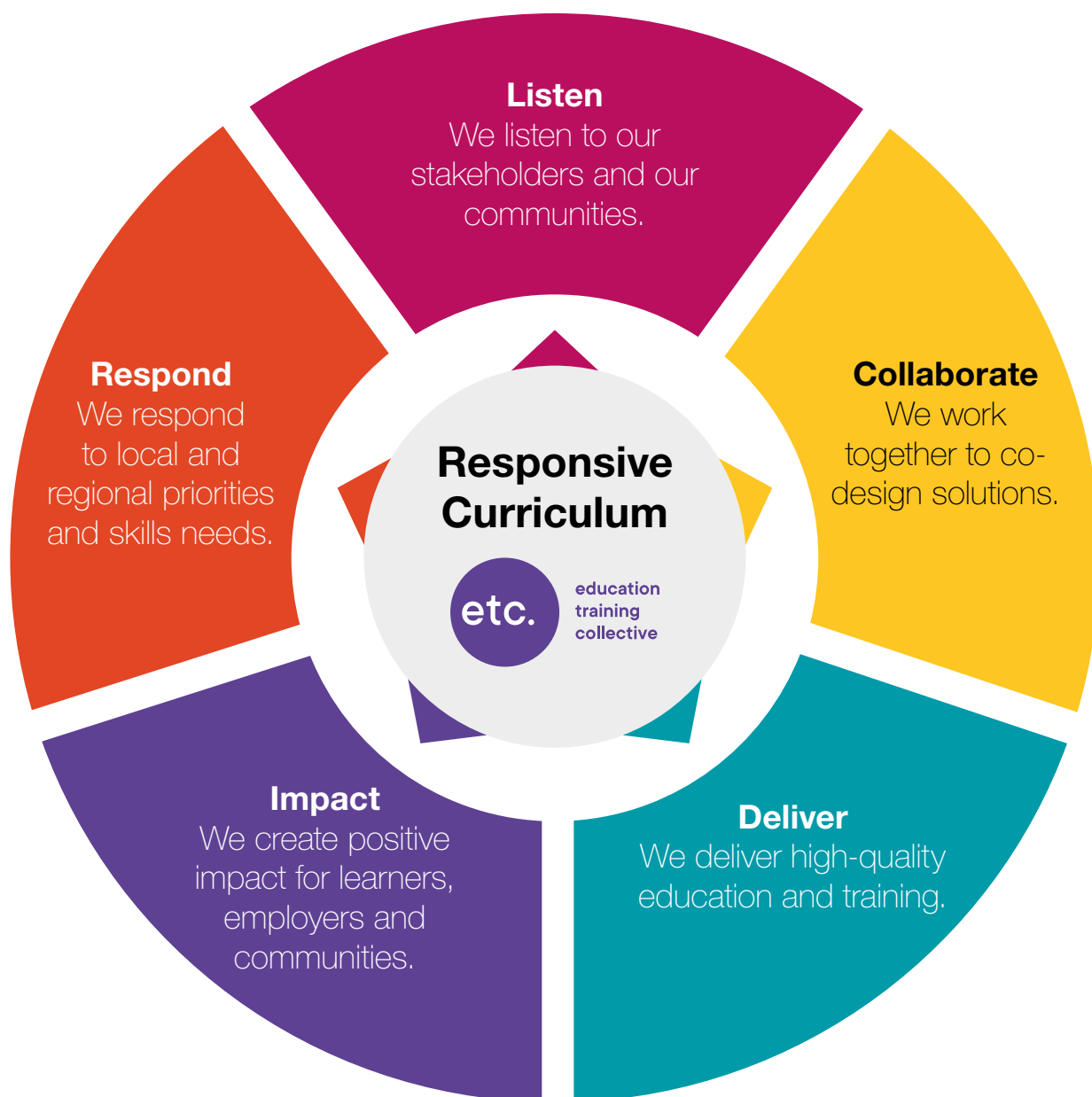
Alongside these significant economic opportunities, the Local Growth Plan acknowledges the need to address persistent challenges including economic inactivity, skills shortages, lower qualification levels in some communities and unequal access to opportunity. It places a strong emphasis on creating inclusive growth by strengthening technical education, supporting people into employment, improving essential skills and ensuring that employers have access to the talent they need. This requires close collaboration between employers, education and training providers, local authorities and other partners to create a responsive skills system that supports both economic growth and social mobility.



4. WORKING WITH OUR STAKEHOLDERS TO CREATE A RESPONSIVE CURRICULUM

A wide variety of stakeholders have considerable input into the Etc.'s curriculum, ensuring it is responsive to skills demand and delivers opportunities and experiences that build employability and enable progression.

Strong relationships ensure accountability to our communities and curriculum that meets skills demand for the region.



Strong relationships and stronger futures

Wide range of stakeholders provide valuable insight and expertise.

Curriculum is relevant, flexible and aligned to skills demand.

Students develop a range of employability skills to enable progression.

Meets skills demand for the region and supports economic growth.

Accountable to our communities and creating opportunities for all.

Local Authorities – Strong Partnerships

- Collaborate on adult learning initiatives and share venues for delivery, including high-street Employment Hubs.
- Lead the skills strand of both Town Deal Boards (Stockton and Redcar).
- Strong reputation for student support has led to a significant increase in commissioned places for High Need students.
- Close working relationships ensure the Etc. is accountable to our communities.



Regional Leadership & Strategic Direction

- Clear direction on local and regional priorities through continual dialogue and commissioning.
- Deliver a range of bespoke, employer-led programmes and Bootcamps for adults wishing to retrain.
- Engaged in the development of the Tees Valley LSIP
Employer insight and findings inform our curriculum and Accountability Statement.



Employers & Business – Shaping Skills to Meet Demand

- Employer Boards in Renewable Energy, Health and Logistics.
- Clean Energy Employer Forum.
- Chairs the National Energy Skills Consortium.
- Engaged with strategic boards in the Tees Valley (e.g. Care and Health Strategy Board for Stockton).
- Extensive employer consultation ensures our curriculum develops the employability skills needed for progression.
- Leaders are members of and regular contributors to business groups such as Tees Business.

Higher Education Partnership

- Largest college partner within the Teesside University College Partnership.
- Collaborating to deliver a range of higher education programmes.
- Aiming to expand Level 4 provision and modular higher education.



Teesside University
College Partnership

FE+ – Stronger Together

- Five FE Colleges across the Tees Valley working collaboratively as “FE+”:
- Meet regularly to share practice and form bidding consortia.
- Engage with local authorities and Employer Representative Bodies.
- Single interface for communication with Tees Valley Combined Authority.
- Proven success in securing Strategic Development Fund and Local Skills Improvement Fund rounds.



Middlesbrough College



Hartlepool College
of Further Education



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Schools & Young People – Inspiring Futures

- Student recruitment teams carry out more than 350 school visits per year across over 50 schools.
- Provide insight and guidance for school staff and pupils about the wealth of careers Net

Zero will bring locally.

- Senior staff members sit on a range of Strategic Education Partnerships across both boroughs.

Technical Excellence Colleges (TECs) – Strong Collaborations

- We lead and partner in TECs to deliver specialist technical education and skills.
- Strong collaborations with colleges and employer partners.
- Work closely with colleges across the region.
- Employer partners co-design and inform the curriculum.
- Deliver high-quality technical education that meets industry needs.



NE CTEC
North East Construction
Technical Excellence College

(Lead College: Etc.)
Hub and Spoke model
across the Tyne, Tees and
Humber.

Representative
spoke of Sunderland
College's TEC.



5. CONTRIBUTION TO NATIONAL, REGIONAL, LOCAL PRIORITIES

The Education Training Collective was judged to be an Outstanding provider in its March 2025 Ofsted inspection. It was given a Strong judgement for its contribution to meeting skills needs:

Leaders work exceptionally closely with stakeholders to understand fully the skills needs in the Tees Valley. In partnership with their stakeholders, they skilfully develop high-quality and ambitious curriculums that are clearly aligned to skills priorities. Leaders have responded particularly well to growth areas, such as renewable energy, health and social care and professional skills.

The following objectives set out the Education Training Collective's key priorities for the 2026 – 2027 academic year ahead in continuing to meet local, regional and national skills needs. They have been developed by synthesising the strategic objectives of each of our colleges and training providers, alongside feedback from employers, stakeholders and labour market intelligence. Together, they represent a coherent set of group-wide commitments that will strengthen our contribution to economic growth, social inclusion and skills development, while ensuring we remain responsive to the evolving needs of learners, employers and our communities.

Education Training Collective Ofsted Inspection Report, March 2025

Objective	Priority	Target 2026/27
Build Futures		
1. Grow participation in priority skills sectors that support regional economic growth.	Increase learner participation across LSIP priority sectors. Increase engineering and construction apprenticeship starts. Increase participation in higher-level technical and professional programmes. Launch new programmes across Clean Energy TEC and Construction TEC priority areas. Increase enrolment on T Levels.	10% growth. 60% in engineering, 20% in construction. 30% growth. 4 new programmes. 25% more T level starts.
2. Strengthen employer engagement and strategic partnerships.	Increase the number of actively engaged employers in construction and clean energy related sectors. Ensure more eligible learners participate in work experience, industry placements or employer-led projects. Increase or secure employer involvement in curriculum design, delivery and assessment across all priority sectors.	10 new employer relationships. 95% of eligible learners. 2 new Employer Fora – Science and Health.
3. Successfully implement curriculum reform and future-focused provision.	As a Qualification Pioneer, convene and engage in regional meetings facilitating transition to reformed T Level, V Level, and L2 curriculum reforms with regional providers. Ensure relevant curriculum staff complete reform-related training. Introduce new pathways in science, engineering, clean energy and other priority sectors to support progression and workforce demand.	Participation in or lead >5 events. 100% appropriate staff receive training. 2 bespoke Science development programmes, >4 new T level pathways.

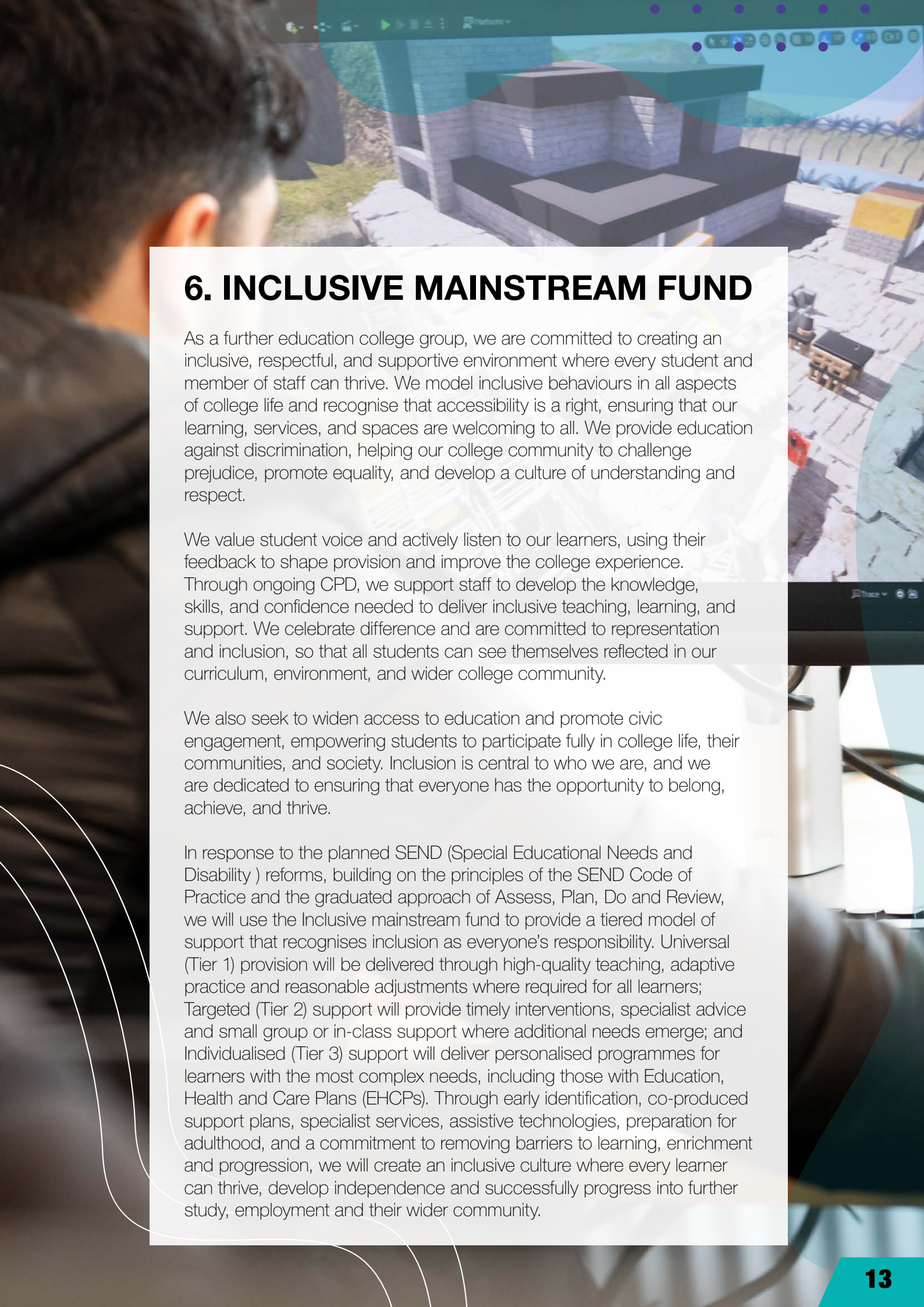
Open Doors

4. Deliver exceptional teaching, learning and achievement.	More teaching, learning and assessment sessions are judged Strong or Exceptional. Develop Etc. evidence-informed pedagogy practice in specific areas: individualised study, context slides, English and maths methods and approaches and increasing high grades. Continue to improve High Grade and Value Added profile for A level programmes, and improve volume and Value Added measures for Technical Qualifications. Maintain or improve our high achievement rates across all learner groups and reduce performance variation between colleges.	Maintain at least 90% of quality-assured teaching, learning and assessment sessions demonstrating strong or exceptional practice, evidenced through triangulated quality assurance. 'Etc. Pedagogy' approaches developed in >4 approaches, and 100% appropriate staff receive training. Value Added at or above 'Average' DfE banding. High Grades >50% for all L3 qualifications. <2% variation in retention and achievement between Redcar and Cleveland College, Stockton Riverside College and NETA for all learner groups.
5. Improve English and Mathematics outcomes.	Improve GCSE High Grades. Improve average progress scores for English and Mathematics. Ensure more learners below target receive timely intervention and support. Increase the proportion of English and Mathematics teaching judged Strong or Exceptional. Improve learner confidence in English and Mathematics.	27% high grades for both English and Mathematics GCSE English: -0.11 to at least -0.08 Mathematics: -0.27 to at least -0.23 100% learners receive support. 85% observed sessions Strong or Exceptional. 80% positive learner feedback.
6. Raise aspirations and develop work-ready skills.	Ensure more learners benefit from enhancement activities during their programme. Increase participation in skills competitions. Appropriate staff are trained in competition-based pedagogy and WorldSkills approaches. Increase learner participation in employer-led activities, guest speakers, live briefs and industry projects.	6 enhancement activities identified for 80% of learners during their programme. 20% increase in participation. 60 staff trained. 10 significant employer-led events.

Connect

7. Ensure learners progress successfully into education and employment.	Maintain positive sustained destinations into employment, apprenticeships or further/higher study. Ensure Level 1 and Level 2 learners have documented progression plans. Increase progression from Level 1 to Level 2 programmes. Fully implement Etc. Curriculum Ladders across curriculum areas.	90% learners provide positive intended destination, and increase number of responses at 6-month check in. 100% of learners. 50% progression recorded. 100% of curriculum areas.
8. Deliver an inclusive, high-attendance learning experience.	Increase overall learner attendance rates. Ensure English and Mathematics attendance is comparable with vocational attendance. Reduce achievement and attendance gaps between identified learner groups. Increase learner retention to prevent drop out. Working with local authorities and strategy groups, increase participation of learners who are NEET or at risk of becoming NEET through targeted programmes, and improved transition from school.	90% for all ages. <5% points variation in attendance rates. Maintain minimal achievement gaps, reducing those for Learners with a Social Worker. Reduce the number of learners leaving before census date by 50%. Increased participation of young people returning after a period of inactivity.





6. INCLUSIVE MAINSTREAM FUND

As a further education college group, we are committed to creating an inclusive, respectful, and supportive environment where every student and member of staff can thrive. We model inclusive behaviours in all aspects of college life and recognise that accessibility is a right, ensuring that our learning, services, and spaces are welcoming to all. We provide education against discrimination, helping our college community to challenge prejudice, promote equality, and develop a culture of understanding and respect.

We value student voice and actively listen to our learners, using their feedback to shape provision and improve the college experience. Through ongoing CPD, we support staff to develop the knowledge, skills, and confidence needed to deliver inclusive teaching, learning, and support. We celebrate difference and are committed to representation and inclusion, so that all students can see themselves reflected in our curriculum, environment, and wider college community.

We also seek to widen access to education and promote civic engagement, empowering students to participate fully in college life, their communities, and society. Inclusion is central to who we are, and we are dedicated to ensuring that everyone has the opportunity to belong, achieve, and thrive.

In response to the planned SEND (Special Educational Needs and Disability) reforms, building on the principles of the SEND Code of Practice and the graduated approach of Assess, Plan, Do and Review, we will use the Inclusive mainstream fund to provide a tiered model of support that recognises inclusion as everyone's responsibility. Universal (Tier 1) provision will be delivered through high-quality teaching, adaptive practice and reasonable adjustments where required for all learners; Targeted (Tier 2) support will provide timely interventions, specialist advice and small group or in-class support where additional needs emerge; and Individualised (Tier 3) support will deliver personalised programmes for learners with the most complex needs, including those with Education, Health and Care Plans (EHCPs). Through early identification, co-produced support plans, specialist services, assistive technologies, preparation for adulthood, and a commitment to removing barriers to learning, enrichment and progression, we will create an inclusive culture where every learner can thrive, develop independence and successfully progress into further study, employment and their wider community.

7. LOCAL NEEDS DUTY

The Education Training Collective's curriculum continues to demonstrate a strong alignment with regional economic priorities and workforce needs. The table below identifies the proportions of provision in the areas defined as priority sectors nationally and regionally.

Priority Area	Entry Level 1 and 2	Level 3	Level 4 and above	2024/25 Delivery	2025/26 Delivery
Advanced Manufacturing		x		0.3%	0.7%
Chemical & Process			x	7.8%	4.9%
Clean Energy Industries	x	x		2.6%	2.9%
Construction	x	x		19.4%	17.1%
Creative Industries	x	x	x	6.9%	6.4%
Defence\Public Services	x	x		1.3%	2.2%
Digital & Technologies	x	x		2.9%	2.2%
Financial Services	x	x		0.3%	0.3%
Health	x	x	x	2.3%	3.7%
Life Science		x		1.5%	1.8%
Professional & Business Services	x	x	x	6.9%	7.3%
Transport & Logistics	x	x		1.7%	3.1%
Engineering	x	x	x	8.5%	9.5%
Employability Skills	x			3.0%	4.9%
Essential Skills	x			10.7%	10.6%
Foundation Skills	x			2.3%	2.8%
Total Delivery in Priority Areas including Inclusion				78.4%	80.4%
Total Delivery in Priority Areas excluding Inclusion				62.4%	62.1%

In 2025/26, 80.4% of our provision supports the priority sectors and inclusion priorities identified within the Local Growth Plan and Local Skills Improvement Plan (approximately 82%). This represents a consistently high level of alignment and reflects a stable curriculum profile over time, with the overall balance of provision remaining largely unchanged year on year.

There have been modest reductions in the proportion of provision within Construction and Chemical and Process Industries, reflecting changes in employer demand, labour market opportunities and the evolving nature of these sectors. These have been balanced by growth in areas including Engineering, Health, Transport and Logistics, Defence and Public Services, and

employability-focused programmes, ensuring that our curriculum continues to respond effectively to regional skills needs.

A significant element of our provision (18.2%) is dedicated to inclusion through English, mathematics, employability and foundation learning. This investment directly supports local priorities to improve social inclusion, raise essential skills, and enable young people and adults to progress into education, training and sustained employment. In particular, it contributes to regional ambitions to prevent and re-engage those who are not in education, employment or training (NEET), ensuring that opportunity is accessible to those who need it most.



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8. CORPORATION / GOVERNING BODY STATEMENT

On behalf of the Education Training Collective Corporation, it is hereby confirmed that the college plan as set out above reflects an agreed statement of purpose, aims and objectives as approved by the Corporation. The Corporation confirms that this document fulfils the statutory Local Needs Duty as set out in Section 52B of the Further and Higher Education 1992, as amended by the Skills and Post 16 Education Act 2022 which came into force 28th June 2022.

The Accountability Statement will be published on the group's website and will be accessed from the following link:

<https://www.the-etc.ac.uk/about/etc-accountability-statement/>

Supporting Documentation

- a) Link to Ofsted Inspection Report March 2025 **HERE**
- b) Link to the Education Training Collective's 2024 - 2025 Financial Statements **HERE**
- c) Link to the Tees Valley Local Growth Plan **HERE**

SOCIAL MEDIA

BEDE SIXTH FORM COLLEGE

 @bedesixthformcollege
 @bedesixthformcollege

REDCAR AND CLEVELAND COLLEGE

 @RedcarCollege
 @RedcarCollege

INNERSUMMIT

 @innersummit
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STOCKTON RIVERSIDE COLLEGE

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