

TAMESIDE COLLEGE

# ANNUAL ACCOUNTABILITY STATEMENT

2025/26



Tameside  
College



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Clarendon  
Sixth Form College



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# MISSION & PURPOSE

Tameside College's mission is to transform lives by offering first class education and training in order to improve employability and generate economic prosperity. This is further demonstrated in the college's strategic aims which strive for excellence in all areas of the business: Excellence in Curriculum, Excellence in People & Culture, Excellence in Professional Services & Infrastructure and Excellence in Performance.

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This Accountability Statement outlines Tameside College's strategic priorities and its response to the Local Needs Duty for the 2025–26 academic year. It has been prepared in alignment with the Greater Manchester Local Skills Improvement Plan (LSIP), the Tameside Local Skills Needs Statement, and national policy priorities set by the Department for Education (DfE). The statement is written in accordance with the DfE's January 2025 guidance on Accountability Agreements.

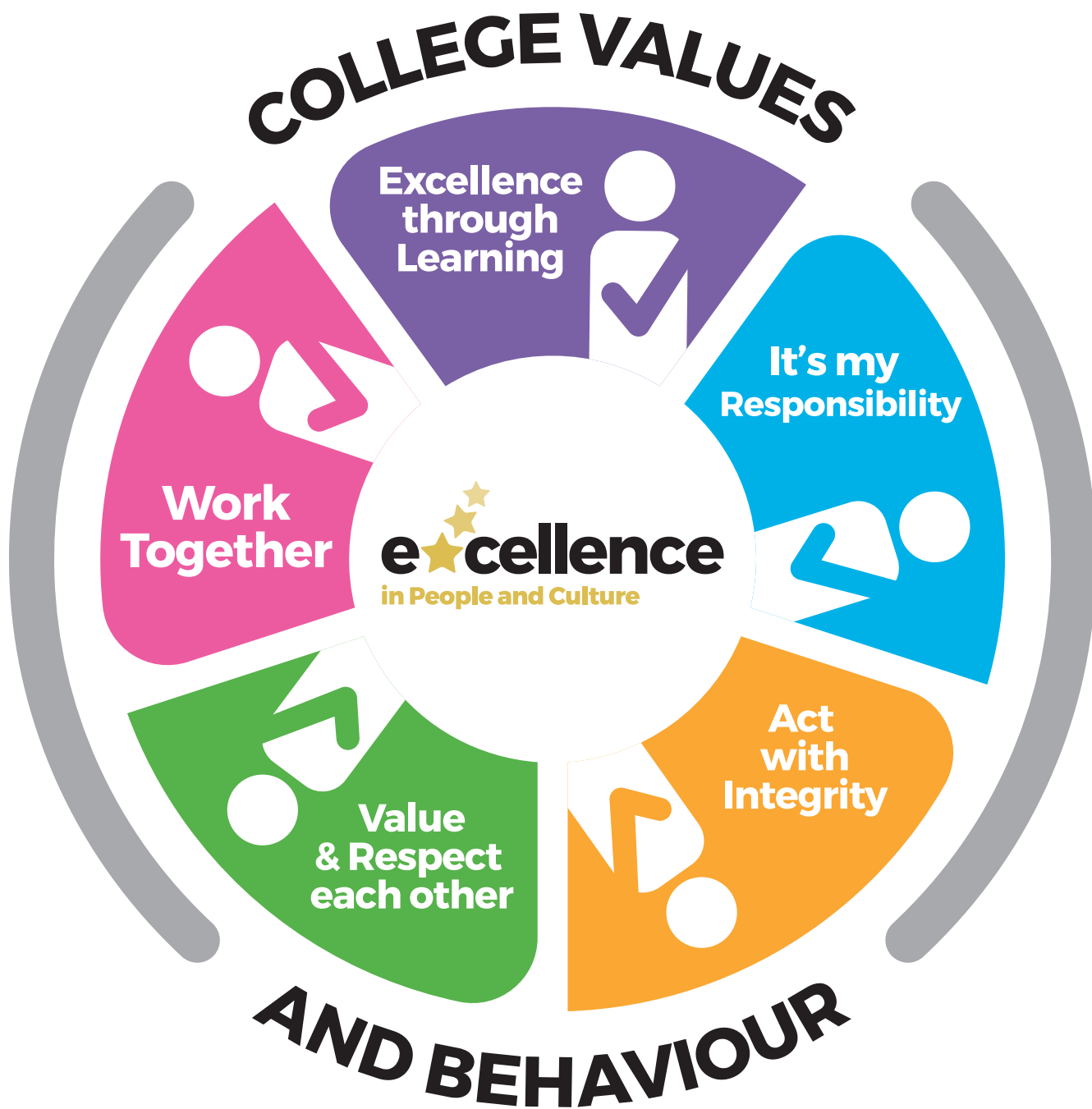
Within this framework, Tameside College has strengthened its approach to stakeholder engagement to ensure that the education and training it delivers meets the evolving needs of learners, communities, and the economy. Through a series of strategic interventions, the College is focused on supporting both its internal strategic goals and the priorities of the Local Authority, Greater Manchester Combined Authority, and the LSIP. These actions are designed to ensure that the skills developed by learners are relevant, high-quality, and directly linked to future career opportunities, enabling individuals to thrive and local employers to prosper.

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## **This Statement is informed by:**

Greater Manchester LSIP (2023-25)  
Accountability Agreement Guidance (January 2025)  
Tameside Local Needs Update (2024)  
Plan for Change: Milestones for Mission-Led Government (December 2024)  
Tameside Public Health Annual Report (2024)  
Skills England Report: Driving Growth and Widening Opportunities (September 2024)  
Tameside Work and Skills Needs Assessment (June 2024)  
Engagement with GMCA, Tameside MBC & employer advisory groups  
Feedback from learners, ACL delivery partners and curriculum teams





**#ICanBe**

## CONTEXT & PLACE

Tameside College is a large General Further Education (GFE) college based in Ashton-under-Lyne, serving over 7,000 learners annually across 16–19, adult, apprenticeship, higher technical, and community-based learning. The college has a strong focus on employer-led provision and inclusive growth, with a mission to deliver “*Excellence Through Learning*.” It provides education through its 4 campuses and community venues located in areas of high deprivation.

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Tameside College operates within the Tameside local authority boundary and is part of the Greater Manchester Combined Authority (GMCA), under the Greater Manchester LSIP. Learners primarily reside in the borough’s nine towns: Ashton-under-Lyne, Hyde, Stalybridge, Denton, Droylsden, Mossley, Audenshaw, Dukinfield, and Longdendale, with additional intake from neighbouring boroughs including Oldham, Stockport, Manchester, and beyond.

The college’s travel-to-learn footprint is facilitated by robust transport links including the Metrolink, bus routes, and rail services. Tameside College also attracts learners into the borough for niche and specialist provision in areas such as engineering, health, and digital. Similarly, many learners progress into employment both locally and regionally, with significant travel-to-work flows from Tameside into Manchester, Salford, Trafford, and Stockport—particularly in the health, digital, logistics, and professional sectors.

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### ECONOMIC AND SOCIAL CHARACTERISTICS:

Tameside’s social and economic landscape presents both challenges and opportunities:

### DEPRIVATION AND ECONOMIC INACTIVITY:

Tameside is ranked as the 23rd most uniformly deprived borough in England, with several wards among the most deprived nationally. Approximately 26% of residents aged 16–64 are economically inactive, higher than regional and national averages. Notably, 37% of this group are classified as long-term sick, compared to 27% nationally.

[tameside.gov.uk](https://tameside.gov.uk)

### EDUCATIONAL ATTAINMENT:

Over 22% of Tameside’s adult population possess no formal qualifications, exceeding the national average of 18%. This educational gap contributes to limited employment opportunities and underscores the need for accessible upskilling programmes.

### HEALTH CHALLENGES:

The borough faces significant health-related issues, with a higher prevalence of long-term health conditions and disabilities compared to national figures. These health challenges contribute to economic inactivity and highlight the need for integrated support services that address both educational and health barriers to employment.

### LABOUR MARKET DYNAMICS:

Tameside has a lower job density compared to regional and national figures, indicating fewer available jobs per working-age resident. Additionally, the local economy is characterised by a predominance of low-skilled, low-wage employment opportunities, which often necessitates residents seeking higher-paying jobs outside the borough.



## DEMOGRAPHIC CONSIDERATIONS:

The borough has an ageing population, with increasing demand for health and social care services. This demographic trend underscores the importance of developing a skilled workforce to meet the growing needs of the health and care sectors.

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**Investment and Growth:** Initiatives like the Eastern Growth Corridor focus on clean growth and advanced manufacturing, presenting opportunities for curriculum development in emerging industries. .

These characteristics shape the college's inclusive and data-driven curriculum strategy. Tameside College continues to respond by widening participation, embedding community learning, and co-designing provision with employers to fill skills gaps, increase progression, and improve employment outcomes. The college's provision mix reflects a commitment to place-based transformation, underpinned by extensive collaboration with local, regional, and national partners.



## APPROACH TO DEVELOPING THE ACCOUNTABILITY STATEMENT AND CONTRIBUTION TO NATIONAL, REGIONAL, LOCAL PRIORITIES

Tameside College's approach to developing this Accountability Statement is rooted in a strong understanding of the borough's economic, social and educational context, and in close alignment with the Greater Manchester Local Skills Improvement Plan (LSIP). The College has drawn on a wide range of evidence, including the Tameside Work, Skills and Health Needs Assessment (2024), labour market intelligence, and extensive employer and stakeholder consultation.

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### FIT WITH REGIONAL PRIORITIES:

The College's strategic aims reflect the aims of Greater Manchester Combined Authority's economic and skills strategies, including the Local Industrial Strategy and LSIP priorities. These include a focus on driving inclusive economic growth, upskilling adults, supporting key sectors including digital, health and construction, and ensuring a workforce fit for the future. The College is a key contributor to the GM technical education landscape and supports delivery of programmes that respond to critical employer demand.

Tameside College's curriculum is underpinned by a place-based strategy, recognising the borough's high levels of deprivation, health inequality, low educational attainment and pockets of long-term unemployment. The curriculum offer spans all levels, with emphasis on:

- Entry and bridging pathways for adults and those furthest from education;
- Responsive technical and vocational training in key growth sectors;
- Higher Education training;
- Apprenticeships and employer-focused training;
- Green and digital skills aligned with regional innovation and sustainability goals.

### CONSULTATION AND ENGAGEMENT:

The development of the Accountability Statement is informed by ongoing engagement with stakeholder contacts across Tameside and Greater Manchester.

Feedback is obtained through:

- Sector-specific employer panels;
- Curriculum and programme co-design sessions;
- Feedback from work placement and apprenticeship partners;
- Community forums and borough-wide outreach.

The College also draws on insights gathered via collaboration with:

- GMCA and GM Colleges Group;
- Local training providers and the Greater Manchester Institute of Technology;
- Tameside Council and the Skills & Employment Board;

## ESTABLISHING OUR PRIORITIES:

Tameside College's priorities have been shaped by the latest intelligence from local, regional, and national sources, and are closely aligned with the Department for Education's national skills priorities for 2025–26. These priorities reflect areas of high vacancy volumes, long-term recruitment and retention challenges, and fast-growing sectors identified through the Skills England report, the Industrial Strategy, and the Plan for Change.

The College has focused its curriculum strategy and investment decisions around:

Persistent vacancies and structural skills shortages in digital, health and care, construction, and education;

Emerging growth sectors including green jobs (such as retrofit) and advanced manufacturing; Long-term barriers to participation in learning due to low attainment, health inequalities and economic inactivity;

The importance of building digital capacity including AI, IT, and digital literacy for all levels; Creating routes into employment and upskilling for Tameside's most deprived communities;

Providing higher technical and flexible training pathways (e.g. HTQs, apprenticeships, HN Flex) to support productivity and progression.

These priorities have been further validated through consultations with employers and local stakeholders, and are designed to contribute meaningfully to both regional and national workforce development goals.

## KEY STAKEHOLDERS:

Tameside College worked closely with key stakeholders during development of the plan:

- Greater Manchester Combined Authority (GMCA);
- Tameside Council (Economic Development, Education, Public Health);
- GM Institute of Technology;
- Local employer networks and advisory boards;
- FE and ACL partners across GM;
- National and regional training funders including DfE and LSIF programme leads.

This collaborative approach ensures the Statement reflects both current and emerging skills demands and creates the framework for tracking progress against shared regional goals.





# STRATEGIC AIMS & OBJECTIVES

1.

Support those furthest from education to gain the entry-level qualifications to enter the workforce and progress into higher technical vocations and study.

2.

Develop a programme of support & development, informed by employer feedback to strengthen learners' soft skills & skills for work

3.

Introduce processes for strengthening our evidence base - supporting curriculum planning and using insight to meet employer need

4.

Support growth and demand sectors (GM LSIP / Skills England) by establishing or strengthening pathways into L3+, apprenticeships and higher education to retain local talent that will drive investment and development in the local and regional growth sectors

- Engineering & manufacturing
- Creative industries
- Digital and technology
- Financial and professional
- Construction & skilled trades
- Health & social care

5.

Destination & Impact tracking -

Track destinations for adult/community learners to evidence impact and shape curriculum





**Corporation /Governing Body statement:**

Confirmation of governance sign off.

Chair of Governors .....  
*John Lyne*

Date .....

**For colleges and designated institutions in scope the statement should explicitly confirm this document as having fulfilled the statutory Local Needs Duty**

On behalf of the Tameside College Corporation, it is hereby confirmed that the college complies with their duty under section 52B of the Further and Higher Education Act 1992 to review provision in relation to local needs, as introduced in the Skills and Post-16 Education Act 2022 (as defined under section 91(3) of the Further and Higher Education Act 1992).

The Corporation has given due regard to this guidance as part of its duty to review how well the education or training provided by Tameside College meets national, regional and local needs and can confirm that the plan as set out above reflects an agreed statement of purpose, aims and objectives approved by the corporation on 20 May 2025.

**Hyperlink:**

[https://www.tameside.ac.uk/pdfs/TC%20Annual%20Accountability%20Statement\\_MAY2023.pdf](https://www.tameside.ac.uk/pdfs/TC%20Annual%20Accountability%20Statement_MAY2023.pdf)

**Links to supporting documentation:**

<https://www.tameside.ac.uk/pdfs/TC%20Strategic%20Priorities%202020%20-%202025.pdf>

<https://www.greatermanchester-ca.gov.uk/media/2132/gm-local-industrial-strategy-web.pdf>

<https://www.gmlsip.co.uk/about>

<https://www.greatermanchester-ca.gov.uk/media/5802/gm-esap-local-skills-report-update-march-2022-final.pdf>

<https://greatermanchester-ca.gov.uk/media/4348/greater-manchester-local-skills-report-and-labour-market-plan-march-2021.pdf>

<https://reports.ofsted.gov.uk/provider/31/130516>