

TAMESIDE COLLEGE

ANNUAL ACCOUNTABILITY STATEMENT



Tameside
College



www.tameside.ac.uk
0161 908 6789



Clarendon
Sixth Form College



www.clarendonsixth.com
0161 908 6800



Annual Accountability Statement

Tameside College & Clarendon Sixth Form College

COLLEGE MISSION & PURPOSE

Our mission is to transform lives by offering first class education and training in order to improve employability and generate economic prosperity. We will achieve this through the following strategic priorities and objectives:

PEOPLE

To enable all our people to develop the skills, knowledge and behaviours they need to play a productive role in the local and regional economy.

- To develop a highly skilled, responsive and committed workforce
- To provide appropriate recognition and reward for our staff and to develop their wellbeing
- To develop learners' skills, knowledge and behaviours to enable their progression into apprenticeships, work and higher education
- To ensure communications with staff and learners and partners influence any future developments
- To maintain a culture which espouses the college values and behaviour framework

FINANCE & BUSINESS GROWTH

To ensure the college is financially resilient and maintains its strong financial health.

- To maintain the very strong financial performance of the college, to ensure a sustainable college which provides value for money
- To maximise course level productivity
- To keep staffing costs to sector norms
- To achieve or exceed learner number targets including 14-16, 16-18, adult, apprenticeships, levy business and higher education

QUALITY

To do the right things, right the first time.

- To develop a holistic quality strategy for the organisation
- To plan to exceed expectations in everything that we do
- To be the first choice for learners and employers
- To sustain a culture of continuous improvement using critical evaluation, for all that we do
- To celebrate and promote our achievements
- To have fit for purpose business systems across the organisation

CURRICULUM

To provide a high quality teaching, learning and assessment experience which leads to outstanding learner attainment and progression.

- To ensure the college's contribution influences the local, regional and national skills agenda through partnership and collaboration
- To build and develop relationships with employers to support local and regional economic prosperity and growth
- To maintain the very high outcomes for all learners, improving any, where necessary, so that the college reflects the very best of providers in the region
- To innovate in curriculum design and intent to ensure all learners develop skills to prosper in their future lives and the employment marketplace or next steps in education
- To secure successful innovation projects to empower learners in our local and regional community

ESTATE & RESOURCES

To ensure everyone is able to access a high quality, safe and secure learning and working environment.

- To complete the construction skills centre, by 2021, on budget
- To agree and plan the strategy for the remainder of the college estate; readying the college for any funding opportunities, redeveloping any accommodation and resources which are not fit for purpose
- To work towards a sustainable environmental strategy including reducing the use of single use plastics
- To develop & innovate in digital resources for learners, staff and other stakeholders

#I Can Be

The agreed College Values Framework is displayed in the diagram below. These values are underpinned by an agreed set of behaviours. These values and associated behaviours are evident within everything we do in our College community and a culture of high expectations and positive attitudes towards learning ensures learners gain knowledge, employability skills and personal attributes so they are prepared for their next steps in further study, work and wider society. This framework ensures all staff and students are accountable for their behaviour.

Find Strategic plan at www.tameside.ac.uk



PURPOSE

Tameside College is committed to supporting and enhancing its offer for the diverse student and stakeholder cohort it serves, thus better enabling them to access the wealth of opportunities available in today's changing world. To that end the College recognises the significant skills challenges facing Tameside and the wider Greater Manchester region and embraces these within its curriculum strategy. The college is proactive and forward thinking in respect of national, regional and local priorities. This is expressed in our strategic plan and contribution to meeting local, regional and national skills needs, recently categorised as 'strong' by Ofsted in February 2024.

At Tameside College we recognise the need to continuously evolve our curriculum and skills offer to meet local, regional and national. The College collaborates with a diverse spectrum of stakeholders, including local, regional, and national employers, community settings, civic institutions, and educational forums. This engagement ensures that the college has a comprehensive understanding of the skills need in all localities and is able to design and shape a responsive curriculum to meet the needs of Tameside and beyond.



Tameside's businesses face challenges in upskilling their existing workforces and in attracting more highly qualified workers. The Greater Manchester Local Skills Improvement Plan (2023) cite key sectors as manufacturing & engineering, financial & professional, digital & technology, creative culture & sport, construction & green economy, education & early years and health & social care for emerging technology and growth.

The Corporation conducts regular review of the college's curriculum thus ensuring its currency and readiness for future skills needs as detailed within this accountability statement. In response to local needs and resulting from the local needs duty to review key sectors including health, Digital, engineering and construction have been prioritised within this year's annual objectives and future strategic plans.

CURRICULUM INTENT

Curriculum Design and Implementation: The College utilises feedback from stakeholders to shape the curriculum, ensuring that it remains relevant and responsive. This approach aligns educational programs with the evolving needs of the job market and society. Each individual curriculum is designed in response to meaningful and valuable feedback which aligns to positive destinations. The College's industry led estate, equipment and technology provide world-class opportunities and ensure that students access the latest developments and approaches in industry. All teachers maintain relevant industry competence through a planned series of professional update events to ensure that their approaches and knowledge remain aligned with the latest developments in the sector

Curriculum Planning: Tameside College follows an annual curriculum planning model that integrates input from stakeholders and specialist knowledge. This ensures that the curriculum offer is dynamic, responsive, and reflective of current trends and demands.

Focus on Local and Regional Needs: The college's curriculum planning is specifically tailored to meet the skills needs of Tameside residents while also considering broader regional and national requirements. This approach ensures that students are prepared for the specific opportunities within the locality and further afield

Values-Driven Education: Excellence through learning' is the heart of the college values. This values-driven approach ensures that students receive a high-quality curriculum offer and as a result, students from Tameside College progress to secure positive destinations.

CONTEXT & PLACE

The borough of Tameside lies to the east of Greater Manchester, stretching eastwards from the urban hub of Manchester to the moors of the Peak District. Tameside shares borders with Oldham, Manchester, Stockport and the Derbyshire Borough of High Peak. Tameside is well connected to the region and beyond by the M60 and M67 motorways and quality rail links to Manchester and Yorkshire. The college attracts school leavers primarily from Tameside schools but also from key 'border' schools in Oldham, Manchester, Derbyshire and Stockport. Adults are recruited from across GM, and in specialist areas, from further afield. Apprentices work with Tameside and GM employers. The college does not actively recruit apprentices outside of GM. The small but developing HE offer ensures our local adults can access qualifications at level 4 and 5 to access the better paid careers in GM. We are the only Further Education College in Tameside and have a responsibility to offer a broad curriculum that empowers our learners to develop the knowledge and skills demanded by the diverse economy in Tameside and GM.

Tameside College merged with Clarendon Sixth Form College in 1999 It relocated to Ashton town centre in a purpose built sixth form building in October 2015 as Clarendon Sixth Form College. Tameside College has its Beaufort Road campus and Tameside One campus (co located with Tameside Local Authority, DWP and Tameside libraries). The Tameside Centre for Enterprise, in Ashton town centre, houses the Tameside Adult and Community Education (TACE) team who merged into the college in 2022 from the local authority.

Employment rates:

The employment rate in Greater Manchester LEP is lower than the national average. It is ranked 33rd of the 36 LEPs.

Employment rates are highest in Bury and lowest in Bolton.

- Bolton 68%
- Wigan 71%
- Salford 72%
- Rochdale 72%
- Tameside 73%
- Manchester 74%
- Trafford 74%
- Oldham 75%
- Stockport 76%
- Bury 78%

Excellence through learning' is the heart of the college values. This values-driven approach ensures that students receive a high-quality curriculum offer and as a result, students from Tameside College progress to secure positive destinations.

Tameside:

- 5% of 16-74yr olds are unemployed (8,052)
- 13.2% employed part time basis (21,377)
- 82.7% do not have L2 qualifications
- 82.5% do not have L4 qualifications

The following table indicates that 71.3% of qualifications are undertaken by students (all ages) from wards that are rated in the top 3 Index of Multiple Deprivation deciles. There are no significant gaps between the achievement rates of students in each decile, although it is noted the achievement of the 2.6% in decile 9 and 10 do perform better. 68% of all students on an A Level study programme are from the top 3 deciles of IMD.

THE COMMUNITIES WE SERVE

Index of Multiple Deprivation Deciles	Retention Rate	Pass Rate	Achievement Rate	21-22 Leavers	21-22 Completers	21-22 Achievers	% of Leavers
1	90.3%	93.6%	84.5%	3,630	3,277	3,068	38.0%
2	89.7%	94.1%	84.4%	2,253	2,020	1,901	23.6%
3	89.8%	96.1%	86.3%	918	824	792	9.6%
4	89.9%	95.3%	85.7%	879	790	753	9.2%
5	89.4%	95.0%	84.9%	650	581	552	6.8%
6	91.3%	94.9%	86.6%	344	314	298	3.6%
7	87.0%	96.9%	84.4%	301	262	254	3.2%
8	91.4%	94.1%	85.9%	313	286	269	3.3%
9	96.8%	96.7%	93.5%	155	150	145	1.6%
10	98.0%	92.0%	90.2%	102	100	92	1.1%
Grand Total	90.1%	94.4%	85.1%	9,545	8,604	8,124	

The College also uses the cohort of learners who are on bursary as an indicator as it is means tested and we have more learners access the bursary than identify as being eligible for free school meals (FSMs). At 84% the achievement rate for 16-18s on bursary is +0.5% slightly higher than of those who do not access bursary. Similarly, at 89% the achievement rate for 19+ learners accessing financial support is +4% above those who do not access financial support. At 82%, the achievement rate for learners receiving FSMs is slightly below the overall 83.5% 16-18 rate.

STUDENTS ON AN A LEVEL PROGRAMME

Index of Multiple Deprivation Deciles	Retention Rate	Pass Rate	Achievement Rate	21-22 Leavers	21-22 Completers	21-22 Achievers	% of Leavers
1	81.0%	100.0%	81.0%	121	98	98	30.7%
2	90.6%	98.7%	89.4%	85	77	76	21.6%
3	77.0%	97.9%	75.4%	61	47	46	15.5%
4	100.0%	100.0%	100.0%	25	25	25	6.3%
5	88.6%	100.0%	88.6%	35	31	31	8.9%
6	79.2%	100.0%	79.2%	24	19	19	6.1%
7	78.3%	100.0%	78.3%	23	18	18	5.8%
8	85.7%	100.0%	85.7%	7	6	6	1.8%
9	72.7%	100.0%	72.7%	11	8	8	2.8%
10	100.0%	100.0%	100.0%	2	2	2	0.5%
Grand Total	84.0%	99.4%	83.5%	394	331	329	

TAMESIDE BOROUGH ECONOMIC RESILIENCE

The population of Tameside (2021 census) is 231,071, an increase of 5.4% since the 2011 census. 19.88% of residents are under 16 and 62.59% of residents are 16 to 64 years old. 10% of residents were born outside of the UK and 3.62% of residents have previously served in the UK armed forces.

Throughout the Greater Manchester area, the number of people neither working nor looking for employment stood at 1,033,219 in December 2022. This is 23% of the working age population. This compares to 21.4% across the UK as a whole.

The median monthly pay adjusted for inflation for Greater Manchester was £2,705 in January compared to £2,178 for the UK AND Tameside has seen a 33% in rising costs (raw materials, staffing etc)

There are 1,771 per 10,000 households in Tameside currently in receipt of council tax support and 9.3% of the Tameside population claiming universal credit support. This is impacting on the health and well-being of residents with 31.6% of residents ranking their anxiousness on a scale of 1-3 out of 10. In January 2022, within Greater Manchester, 21% of 11-year-olds reported that they have money worries and that this was causing them stress and anxiety. 56% of young people reported that the cost of living was a worry for them. In March 2023 1,609 food bank parcels were claimed from That Bread-and-Butter Thing in Tameside and 39% of residents have low or very low food security.

TAMESIDE BOROUGH ECONOMIC RESILIENCE			
Tameside	2020	2023	% Increase
Claimant Count	5,515	6,600	19%
Universal credit Claimants	14,281	26,214	83%
Monthly Job postings	30,529	51,947	70%

APPROACH TO DEVELOPING THE STATEMENT

Tameside College is founded on a commitment to transform lives by offering first class education and training, in order to improve employability and generate economic prosperity. To achieve this, we ensure our curriculum offer is labour market responsive and informed and offers learners viable routes into meaningful and sustainable employment. This is a process of continuous review with employers, stakeholders, local representative groups and local economy intelligence. An annual review is completed and the college is able to pivot to employer demand as necessary.

The college plays an active role in the 'Tameside work, integration and employment board' for the local authority and hosts the Tameside Large Employers forum to ensure that clear links from industry help to shape the curriculum. The college curriculum offer aligns to 'frontier' sectors outlined in the Greater Manchester Local Industrial Strategy & the Tameside Inclusive Growth Strategy including health, engineering / manufacturing, digital & creative technology; as well as providing a range of provision linked to key local and regional employment sectors including construction, hospitality, professional services, social care and sport and tourism.

APPROACH TO DEVELOPING THE STATEMENT

The college collaborates with the local authority in supporting their strategic priorities including wellbeing initiatives, and this has led to the delivery of confident and active learning that will lead to learners becoming active ambassadors within their community. At a city region level, Tameside College works collaboratively with the other eight GFE Colleges known as the Greater Manchester Colleges (GMC) around the relationship with the Local Enterprise Partnership (LEP) and the Mayoral Combined Authority (MCA). This ensures a cohesive and joined up approach to relationships with the GM LEP and MCA as opposed to there being nine separate relationships with the GFE Colleges. The college also works closely and effectively with GMCA around regional skills development. The Principal / CEO at Tameside College is the lead representative for GMC with GMCA. On a local level the college collaborates with other providers to ensure that the SEND strategy and offer is suitable for all young people including the local sixth form college, independent specialist college and the primary and secondary sectors including the virtual head of LAC.

For example, a revised approach to the engineering curriculum through strong links with Siemens and Amazon and as part of the Greater Manchester Institute of Technology have dictated a move to mechatronics and automation. Through a connected curriculum model, bespoke pathways have been designed in both main curriculum and work-based learning pathways to ensure that the college is able to support and develop the engineers of tomorrow. Learners have access to evolving technology, resources and expertise which supports progression into the best jobs.

We utilise curriculum insight data provided by Lightcast and Vector to shape and develop the curriculum plan and delivery model, for example, health related employment vacancies held the most unique active job postings in 21/22 for the Tameside area. As a result, we utilise strong links with the local Health Trust and care employers to create bespoke curriculum pathways which aim to support unemployment in local health and care careers. In collaboration with Tameside and Glossop Integrated Care Trust (TGICT) the college has developed a healthcare cadet and T Level therapy team curriculum to ensure that students have a suitable pathway and access industry standard resources and training to fill the vacancies throughout the borough. A specific pathway to care programme supports students to progress straight into care vacancies and a bespoke social work route, designed with the local authority, ensures that the college is able to train the next generation of local social workers. Further examples include the collaboration between key employers such as Balfour Beatty and other tier 1 employers and construction; Quest Media and the Creative department; Public Services and the Greater Manchester Fire Service & Police & the British Army; Bakery, Catering and hospitality and a number of local and national hospitality employers such as The Midland Hotel, Malmaison, Galvin at Windows, Park Cakes and Nelstrops Bakers. The work-based learning department have cultivated key relationships with key employers such as Whitecroft Lighting, Ford, Toyota and Ashton Pioneer Homes. The Computing department has worked with Manchester Digital for multiple years. Manchester Digital are a collective of digital GM employers and provide updates to the college about industry developments and this influences the curriculum unit choice, and this led to the college choosing the 'HTQ (Higher Technical Qualifications) in Cyber-Security' pathway as this was a growth area. They also facilitate providing guest speakers to discuss employability with learners and provide work experience opportunities. Manchester Digital will be a key partner and advisor to the college with the introduction of the T Level; in September 2023. We work closely with Works4U and The Princes Trust to ensure that there are suitable pathways for High Needs and NEET learners. We have recently introduced a bespoke enrolment system for students who require additional support to ensure that they are well integrated into the education system.

APPROACH TO DEVELOPING THE STATEMENT

Effective partnerships with Higher Education Institutions continue to be developed to provide specific opportunities for student progression. For example, the continued relationship with The University of Huddersfield, working as part of the consortium to further develop Initial Teacher Education (ITE), the majority of the trainees are 'in- service' and are therefore already teaching in schools/colleges, completing the CERT ED/ PGCE (Postgraduate certificate in education) qualification will give them the recognised qualification to teach in the FE/Skills sector and address the regional and national shortage of education professionals. Additionally, the college is a key user of the 'Taking Teaching Further' project funded by the DfE. The college hosts the GM National Centre for Computing Education (NCCE) computing hub, working with school teachers to improve the teaching of computing and encourage entry at key stage 4.

We continue the commitment to offer opportunities to progress by offering clear pathways from education to employment and from entry to degree level, exploiting the college's strong entry level offer and investment in student support and pastoral care. We will continue to invest in specialist staff, facilities and competences to respond to employers' needs, to serve changing and growing markets as well local, regional and national priorities. As part of our curriculum planning process, we ensure that our chosen curricula is planned and developed on local and regional needs and intelligence.

PRIORITIES FOR 2024/25

<p>01_Aim / Target Outcome for 2024/25 Academic Year</p> <p>To guarantee that the college's impact extends to the local, regional, and national skills agenda, it will focus on partnership and collaboration. This involves.</p> <ul style="list-style-type: none"> · Strengthening existing relationships with the NHS Trust, Local Authority, and prominent employers at the local level. · Collaborating with the Greater Manchester Combined Authority (GMCA) to further refine the curriculum in conjunction with top-tier employers at a regional scale. 	<p>Impact and Contribution to Strategic Aims, Skills Priorities and Priorities for Improvement</p> <ul style="list-style-type: none"> · Further develop the relationship with the NHS Trust to ensure the college contributes to the new trust workforce strategy · Collaborate with GMCA and the Local Authority to increase the number of adults upskilling at L4+ in construction and cyber.
<p>02_Aim / Target Outcome for 2024/25 Academic Year</p> <p>Further develop destinations capture for learners, with an external service provider to ensure sustained destinations are fully comprehensive for 16-18s.</p>	<p>Impact and Contribution to Strategic Aims, Skills Priorities and Priorities for Improvement</p> <ul style="list-style-type: none"> · Map and track the number of adult community first steps learners who access further training and gain formal qualifications
<p>03_Aim / Target Outcome for 2023/24 Academic Year</p> <p>Expand the Level 2 and Level 3 adult offer and increase the number of local adults upskilling in L4+</p> <ul style="list-style-type: none"> · Utilising the FCFJ & National Skills fund to improve adults' employability prospects in GM and enabling them to access level 4/5 provision. · Improve level 2 Basic skills · Increase the numbers of adults on AEB GMCA & ESFA funded programmes 	<p>Impact and Contribution to Strategic Aims, Skills Priorities and Priorities for Improvement</p> <ul style="list-style-type: none"> · The college has seen a significant increase in the adult level 3 participation rate since the FCFJ & NSF has started. The adult offer for 24.25 is designed to increase this further. · Excluding covid lockdown periods, the college has consistently grown its AEB funded courses, reaching at least 100% of its allocation annually.
<p>04_Aim / Target Outcome for 2023/24 Academic Year</p> <p>Continue to respond to DWP and employer demand in terms of pre recruitment adult programmes.</p> <ul style="list-style-type: none"> · Co design with employers a range of 'get into' programmes such as 'step into engineering' etc to meet employer demand 	<p>Impact and Contribution to Strategic Aims, Skills Priorities and Priorities for Improvement</p> <ul style="list-style-type: none"> · In 22.23 offered the CSCS card programme and introductory construction, hospitality, bakery and engineering courses to meet employer demand.

05_Aim / Target Outcome for 2024/25 Academic Year	Impact and Contribution to Strategic Aims, Skills Priorities and Priorities for Improvement
<p>Continue to further embed ACL delivery into designated priority community areas and venues to ensure more of our most deprived communities can access first step learning opportunities in their local area and are able to progress onto more formal learning opportunities.</p> <ul style="list-style-type: none"> · Measure distance travelled in terms of progression to formal learning opportunities. 	<ul style="list-style-type: none"> · In 23.24 the ACL was delivered in 11 priority wards · These include; St Peter's, Ashton Hurst, Hyde Godley, Longendale, Dukinfield, Stalybridge, Droylsden and Denton North East.
06_Aim / Target Outcome for 2024/25 Academic Year	Impact and Contribution to Strategic Aims, Skills Priorities and Priorities for Improvement
<p>Review and update the curriculum offer to meet the requirements of the LSIP and other LMI.</p> <ul style="list-style-type: none"> · Annually review the curriculum plan, using all relevant LMI data and the completed LSIP to ensure Tameside residents can access provision at the college leading to employment. Work collaboratively with the ERB, LA & GMCA and GMC to ensure the curriculum offer meets local and regional needs. · Work collaboratively with GMC and the ERC (GMCoc) to further refine the information from the LSIP to ensure the college is meeting local and GM employer needs. · Review the apprenticeships standards offered with particular reference to growth in key areas of construction & engineering. · Ensure all curriculum offer has a lead employer on co design 	<ul style="list-style-type: none"> · Further build on the annual curriculum plan review working in alignment with the ERB. · Continue to work with GMC & ERB to refine outputs from the LSIP to ensure identified needs are planned for and met. · In line with the planned timeline, start to offer increased numbers of T Level qualifications. · Plan for growth in the defined areas of apprenticeships. · As part of the curriculum planning cycle, ensure all of the curriculum offer has employer input where appropriate.

CONTRIBUTION TO NATIONAL, REGIONAL, LOCAL PRIORITIES & LOCAL NEEDS DUTY

Identifying Local Skills Gaps:

The College engages with local employers, community organisations, and other stakeholders to identify skills gaps and shortages within the Tameside area.

Curriculum Intent & Offer:

The College develops and offers a curriculum which aligns with the specific needs of local industries and businesses. This includes vocational training, apprenticeships, and an adult and community offer which addresses local skills shortages and promotes the further training and development of local residents in first steps learning

Community Engagement:

The college actively engages with the local community to understand broader educational needs and aspirations. This involves outreach work, partnerships with local schools and community groups to design and promote education and skills development

Partnerships with Local Employers:

The College collaborates with businesses and employers in the Tameside area to ensure that local residents are equipped with the skills and knowledge required for local employment opportunities. These partnerships involve work placements, industry-led projects, or advisory boards to inform curriculum development.

Monitoring and Evaluation:

We annually and fluidly assess the effectiveness of the curriculum in meeting local needs and amend the offer as necessary. This involves tracking achievement and destinations, gathering feedback and intended destinations, and analysing demographic and economic trends in the Tameside area.

Corporation /Governing Body statement:

Confirmation of governance sign off.

Chair of Governors Date
John Lyne

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

Hyperlink:

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>