



**TYNE COAST COLLEGE**

# **ANNUAL ACCOUNTABILITY STATEMENT**

**2025 - 2026**

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# OUR MISSION BIGGER, BETTER, STRONGER

## OUR VISION: TO TRANSFORM LIVES

### VALUES

The strategic priorities will be achieved through our mission, vision and values. These are developed to reflect our belief in having a strong community presence and that we take **PRIDE** in helping every student to achieve their potential.



#### POTENTIAL

We believe every student should achieve their potential



#### RESPECT

We value the professionalism, commitment and excellence of our staff



#### INCLUSIVE

We believe in having a strong and inclusive community presence, embedding everything we do in the community



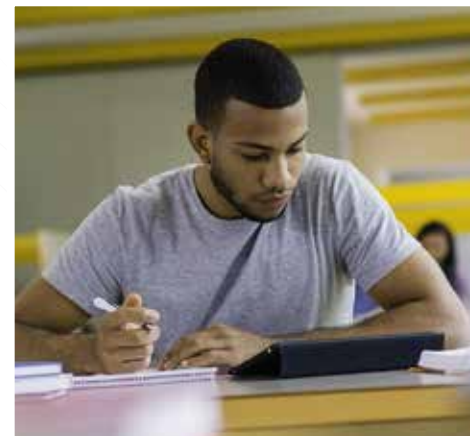
#### DIVERSITY

We believe in celebrating the differences between individuals and diversity in the community



#### EXCELLENCE

We believe in having high standards in ensuring excellence in everything we do



## PURPOSE

Tyne Coast College merged with South Tyneside College and Tyne Metropolitan College in August 2017.

- SOUTH TYNESIDE COLLEGE
- TYNE METROPOLITAN COLLEGE
- SOUTH SHIELDS MARINE SCHOOL, INCLUDING OFSTED “OUTSTANDING” HALLS OF RESIDENCE

Sponsor of Tyne Coast Academy Trust (TCAT).

Secondary schools:

- WALKER RIVERSIDE ACADEMY
- MONKWEARMOUTH ACADEMY
- NORTH EAST FUTURES (UTC)

Two primary schools:

- RIDGEWAY ACADEMY
- REDBY ACADEMY

The college offers courses from entry level to higher education that support every sector of the economy:

- 14-16 PROVISION
- 16-19 STUDY PROGRAMMES
- ADULT COURSES
- APPRENTICESHIP PROVISION
- HIGHER EDUCATION
- TAILORED LEARNING
- SEND PROVISION
- COMMERCIAL/FULL COST

Our purpose is to provide outstanding educational opportunities that will benefit learners and the communities we serve. This drives our ambition to grow further as a world-class educational facility, operating with a focus that transforms lives, placing learners at the heart of what we do and creates equal opportunities for everyone.

Tyne Coast College’s (TCC) mission allows it to play a key role in ensuring the long-term prosperity of local, national and regional priorities. This is achieved through a continuous and evolving curriculum that shows high regard for the Local Skills Improvement Plans (LSIPs) and acts as a delivery partner for Government-backed programmes.

The mission focuses significantly on investments set out in the Post 16 Skills and Education reform, acceptance of the role that colleges will play across the government’s five missions, including Plan for Change and the North East Employment and Skills Strategy which will enable us to put out a coherent offer in collaboration with all relevant stakeholders. We recognise, as a college we play a pivotal role in breaking down barriers to opportunities for people of all ages raising aspirations and life chances.

## CREATION OF A NEW NORTH EAST LOCAL SKILLS IMPROVEMENT PLAN (LSIP) AND STRATEGY FOR A NEW DEAL FOR NORTH EAST WORKERS

The Department for Education (DfE) has confirmed funding for the Local Skills Improvement Plan (LSIP) for the fiscal year 25/26. A new North East LSIP will be created aligning with the North East Combined Authority area from October 2025. A single ERB for the North East LSIP region will be appointed by the DfE at the end of June.

The North East Local Growth Plan will be supported by the key priority themes in the forthcoming New Deal for North East Workers Strategy, which is aimed at transforming employment and skills in the North East of England. The new deal for North East Workers Strategy has four key priorities:

1. TO BUILD A BIGGER, BETTER, SKILLED AND MORE DIVERSE WORK FORCE
2. TO CREATE CAREER PATHWAYS FOR RECRUITMENT AND RETENTION
3. TARGETED SUPPORT TO IMPROVE EMPLOYMENT RATES
4. TO TACKLE BARRIERS TO GETTING IN TO AND PROGRESSING IN WORK

### PRIORITIES AND SECTORS:

- OFFSHORE WIND
- ADVANCED MANUFACTURING
- CREATIVE INDUSTRIES
- LIFE SCIENCES
- TECH
- DEFENCE
- PROFESSIONAL SERVICES

The NECA devolution deal will merge the North of Tyne and North East LSIP regions. The focus is on creating partnerships between employers and providers to address local labour market needs. The college emphasises (throughout its curriculum planning) the importance of collaboration between employers and other stakeholders to address the regions skills needs and economic opportunities. Our ambition is to be a first-choice college.

## STRATEGIC PLAN 2025-2028

The Strategic Plan 2020-2025 emphasised the integration of curriculum and financial planning amidst the uncertainty and intricacy of Further Education funding and delivery. Emphasis was placed around curriculum development, financial health, student experience and technical learning, whilst supporting the external strategies (LSIP and FE reforms). This outlined the relationship between the strategic plan and the content within the Annual Accountability Statement (2023).

A newly developed Strategic Plan for 2025-2028 reflects the post-pandemic environment and focuses heavily on the national context to kickstart economic growth, make Britain a green energy superpower, take back our streets, break down barriers to opportunity and build a NHS for the future. At regional level, the strategic plan recognises that our purpose is to champion the full potential of the region by ensuring:



**A FAIRER NORTHEAST THAT HELPS PEOPLE THRIVE WITH ASPIRATIONAL JOBS**



**A GREENER NORTH EAST CREATING GREEN JOBS IN SUSTAINABLE INDUSTRY AND GREEN ENERGY**



**A CONNECTED NORTH EAST WHERE WE WILL SUPPORT BUSINESSES TO IMPROVE PRODUCTIVITY AND CONNECTIVITY**



**AN INTERNATIONAL NORTH EAST, BUILDING ON OUR ECONOMIC STRENGTH, TO SUPPORT THE REGION'S AMBITION TO ATTRACT VISITORS AND BUILD ON INVESTMENT**



**A SUCCESSFUL NORTH EAST WHERE WE WILL CULTIVATE TALENT, SKILLS AND INNOVATION TO GROW OUR EXISTING ECONOMY**

The Strategy 2025-2028 document builds on the foundations laid by the 2020-2025 plan, expanding its scope to include digital transformation, professional development, and stronger alignment with national and regional strategies. It reflects a more comprehensive approach to addressing the challenges and opportunities in the post-pandemic environment.

Our commitment to financial health and efficient resource utilisation will kickstart economic growth by ensuring the college remains financially resilient and capable of investing in innovative projects. For example, continuous collaboration with NEIoT, LSIP, LSIF (Growth Plan), Special Equipment Allocation and Competitive Buildings and Facilities Improvement Grant through the T level capital fund. New initiatives, for example, will include the collaborative work with the Technical Groups to provide a regional offer to NEETs (Not in Employment, Education and Training) and represent the North East Anti-Racism Coalition, which is a new movement of individuals helping to make the North East anti-racist.

The college will continue the development of social cohesion and stronger community partnerships. Joining forces with colleges in the North East of England will not only promote the North East but will enhance regional prosperity and the quality of life for many. It is our intention and ambition to prioritise key areas using the colleges as talent incubators, helping position the region globally.

By developing state-of-the-art facilities, we will contribute to building an NHS for the future by supporting health-related education and training programmes. Demand led programmes range from entry level to level 3, with opportunities to study at a higher level.

Driving digital transformation enhances teaching, learning, and administrative processes, which can indirectly contribute to safer streets by promoting education and awareness around safety and security. Our 16-19 programme of study incorporates opportunities that prepare younger learners for adult life.

South Shields Marine School will deliver outstanding maritime education and training, further developing our higher education portfolio and supporting Britain's ambition to become a clean energy superpower through innovative curriculum design and cutting-edge resources. The Engineering department at Tyne Coast College also plays a pivotal role in delivering HTQs that meet the needs of local employers in sectors such as Advanced Manufacturing, Offshore Energy, and Green Technologies. These qualifications are designed in collaboration with industry to ensure learners gain the technical expertise required for high-demand roles, supporting both economic growth and net-zero targets.

Whilst the strategic plan sets out high level priorities over the next three years, the core curriculum is reviewed each year along with the Annual Accountability Agreement, sitting alongside our strategic plan and outlining our short-term specific targets for the following academic year.

## STRATEGIC OBJECTIVES 2025-2028



**FINANCIAL HEALTH** - BE FINANCIALLY SOUND, USE AVAILABLE RESOURCES EFFICIENTLY AND BUILD FINANCIAL RESILIENCE



**FACILITIES** - BUILD A COLLEGE FOR THE FUTURE



**DRIVE DIGITAL TRANSFORMATION** - LEVERAGE DIGITAL TECHNOLOGIES TO ENHANCE TEACHING, LEARNING AND ADMINISTRATIVE PROCESSES, ENSURING THE COLLEGE REMAINS AT THE FOREFRONT OF EDUCATIONAL INNOVATION AND EFFICIENCY



**PEOPLE** - WE AIM TO BE AN EMPLOYER OF CHOICE, CREATING A POSITIVE ECONOMIC IMPACT, SUPPORTING THE DEVELOPMENT OF WELL-ROUNDED AND RESPONSIBLE YOUNG PEOPLE AND ADULTS



**FE AND HE CURRICULUM AND PERFORMANCE** - SECURING BETTER OUTCOMES FOR YOUNG PEOPLE, PROVIDING KEY OPPORTUNITIES FOR LOCAL PEOPLE TO UPSKILL AND PROGRESS INTO WORK. INCREASE THE RANGE AND DEPTH OF OUR EDUCATION OFFER - ENGINEERING, MARINE AND DIGITAL.



**MARINE SCHOOL** - DELIVERY OF OUTSTANDING MARITIME EDUCATION AND TRAINING, THROUGH MODERN AND INNOVATIVE CURRICULUM DESIGN WITH CUTTING EDGE RESOURCES. FURTHER DEVELOP OUR HIGHER.



**PARTNERSHIPS** - CONTINUE TO WORK ALONGSIDE PARTNERS TO IDENTIFY OPPORTUNITIES FOR ADDITIONAL FURTHER EDUCATION PROVISION IN LINE WITH THE NORTH EAST EMPLOYMENT AND SKILLS STRATEGY AND LOCAL SKILLS IMPROVEMENT PLAN.

Since November 2023, the Ofsted inspection in February 2024, and throughout the remaining academic year, Tyne Coast College has consulted with employers, secondary head teachers, civic partners, community, educational partners, charities, the Department for Work and Pensions (DWP) and Job Centre Plus, to shape and model a responsive curriculum. We have reviewed and refreshed the strategic plan (2025-2028) to ensure close alignment with emerging local skills' priority themes and the government's five missions.



### GOVERNMENT FIVE KEY MISSIONS

KICKSTART ECONOMIC GROWTH TO SECURE THE HIGHEST SUSTAINED GROWTH IN THE G7 - WITH GOOD JOBS AND? PRODUCTIVITY GROWTH IN EVERY PART OF THE COUNTRY MAKING EVERYONE, NOT JUST A FEW, BETTER OFF

MAKE BRITAIN A CLEAN ENERGY SUPERPOWER TO CUT BILLS, CREATE JOBS AND DELIVER SECURITY WITH CHEAPER, ZERO-CARBON, ELECTRICITY BY 2030, ACCELERATING TO NET ZERO

TAKE BACK OUR STREETS BY HALVING SERIOUS VIOLENT CRIME AND RAISING CONFIDENCE IN THE POLICE AND CRIMINAL JUSTICE SYSTEM TO ITS HIGHEST LEVELS

BREAK DOWN BARRIERS TO OPPORTUNITY BY REFORMING OUR CHILDCARE AND EDUCATION SYSTEMS, TO MAKE SURE THERE IS NO CLASS CEILING ON THE AMBITIONS OF YOUNG PEOPLE IN BRITAIN

BUILD AN NHS FIT FOR THE FUTURE THAT IS THERE WHEN PEOPLE NEED IT, WITH FEWER LIVES LOST TO THE BIGGEST KILLERS, IN A FAIRER BRITAIN, WHERE EVERYONE LIVES WELL FOR LONGER.

## STRATEGIC INVESTMENTS

- **£95 MILLION** INVESTMENT IN A NEW CAMPUS SITUATED IN THE HEART OF A REGENERATED SOUTH SHIELDS TOWN CENTRE
- **£3.2 MILLION** OF BUILDINGS AND FACILITIES IMPROVEMENT GRANT TO IMPROVE EXISTING FACILITIES FOR T LEVELS DELIVERY IN SECTOR PRIORITY AREAS
- SPECIALIST EQUIPMENT ALLOCATION FUNDED DIGITAL, CONSTRUCTION, ENGINEERING, MEDIA, BUSINESS, HEALTH AND EARLY YEARS, TO ALIGN WITH **INDUSTRY-STANDARD EQUIPMENT**
- BECOMING AN ACTIVE PARTNER IN THE NEIOT COLLABORATION **DEVELOPING HTQ QUALIFICATIONS** TO MEET LOCAL NEEDS
- DEVELOPING **T LEVELS** FROM 2023
- WORKING IN PARTNERSHIP WITH OUR EMPLOYER REPRESENTATIVE BODY (ERB) TO DEVELOP A TRAIL BLAZER LSIP AND ASSOCIATED **STRATEGIC DEVELOPMENT FUND PROJECTS**, FOR INSTANCE, HEALTH AND SOCIAL CARE SIMULATION WARD
- LSIP CAPITAL AND REVENUE INVESTMENT WITHIN DIGITAL, ADVANCED MANUFACTURING AND CONSTRUCTION TO GAIN INDUSTRY-STANDARD EQUIPMENT TO SUPPORT THE **LEARNER EXPERIENCE** AND UPSKILL LECTURERS TO INDUSTRY-STANDARD REQUIREMENTS.



# CONTEXT AND PLACE

## TYNE AND WEAR

Tyne Coast College (TCC) is served by the North East Combined Authority (NECA) with adult skills devolution. Specifically, South Tyneside College (which includes South Shields Marine School) is located in South Tyneside, and Tyne Metropolitan College is located in North Tyneside.

Both campuses are within Tyne and Wear. The area served by the college encompasses seven local authorities: Newcastle, Northumberland, Sunderland, Durham, Gateshead, North Tyneside, and South Tyneside.

The North of Tyne Combined Authority area covers Newcastle, North Tyneside, and Northumberland, while the area south of the river Tyne includes Gateshead, South Tyneside, and Sunderland, extending down to the border of the Tees Valley.

TCC was formed in 2017 through a merger of South Tyneside College and Tyne Metropolitan College. The TCC Group includes: South Shields Marine School, South Tyneside College, Tyne Metropolitan College and Tyne Coast Academy Trust. South Shields Marine School is recognised as one of the world's foremost maritime training centres, including Ofsted 'Outstanding' halls of residence. Tyne Coast Academy Trust sponsors secondary and primary schools.



## NORTH EAST REGION

As of the most recent data from early 2025, the North East of England has approximately 1.2 million jobs across all sectors. This figure includes full-time, part-time, and self-employed roles and reflects a relatively stable job market, though the region continues to face challenges such as lower employment rates and higher economic inactivity compared to other UK regions.

The economy in the region has grown by 1.5% and now consists of 820,757 jobs and is expected to grow by a further 16,908 in the next five years. This change fell short of the national growth rate of 6.4% by 3.4%. However, although the average salary has increased by almost £2k during the last two years, the region's average salary of £29.3k is £6.9k below the national average wage.

Long-term unemployment rates in North Tyneside (5.4%) and South Tyneside (6.6%) are higher than the England average (4.5% / 4.1%).

## SOUTH TYNESIDE CONTEXT

As of early 2025, youth unemployment in South Tyneside remains a significant concern, particularly among those aged 18–24. The claimant rate for 18–24-year-olds in South Tyneside rose to 8.9% in February 2025, the highest rate among all North East local authorities. NEET (Not in Education, Employment, or Training) Rates among 16–17-year-olds dropped to 5.3%, the lowest since February 2022.

As of 2025, approximately one-third of children in South Tyneside are living in poverty and reflects both long-standing deprivation and the ongoing impact of the cost-of-living crisis. This level of child poverty is above the national average and among the highest in the North East. The borough also contains several neighbourhoods ranked in the top 10% most deprived areas in England.

Within the South Tyneside area, jobs have grown by 412 over the past 5 years (1%). This is 4.4% lower than the 5.4% national growth rate.

# 72.8%

**OF 16-18-YEAR-OLDS COME FROM THE HIGHEST AREAS OF DEPRIVATION IN BOTH SOUTH AND NORTH TYNESIDE**  
(FE DATA DASHBOARD – LEARNER MIX).

## NORTH TYNESIDE CONTEXT

As of early 2025, youth unemployment in North Tyneside was relatively lower than in some neighbouring areas. The overall unemployment rate in North Tyneside is 5.1%, which is above the national average of 3.8% but, lower than many other North East authorities.

As of 2025, child poverty in North Tyneside remains a serious issue. The child poverty rate in North Tyneside is estimated to be around 25% or slightly above, based on the most recent local authority-level data. This means 1 in 4 children in the borough are growing up in households with incomes below 60% of the national median (after housing costs).

Within North Tyneside, jobs have grown by 4,428 over the past 5 years (5.3%). This is only 0.1% short of the 5.4% national growth rate. However, the area faces economic challenges.

## NECA ECONOMY

NECA (formed 7th May 2024) has set out a clear vision and purpose of how it intends to champion with partners and local authorities to ensure we create opportunities for communities to access provision that will enable them to upskill and improve life chances.

The North East region served by the college has a population of 2,013,612 people, which has experienced growth by over 29,987 in the last five years, with further growth projected over the next five years of over 24,378. The Census (2021) highlighted that North Tyneside experienced a population increase of 4.1%, growing from approximately 200,800 to 209,000 residents. This growth was higher than the North East regional average of 1.9% and reflects one of the more significant increases in the region. In contrast, South Tyneside saw a slight population decline of 0.2% over the same period, indicating a relatively stable but slightly shrinking population. This decline places South Tyneside among the few local authorities in the North East to experience a decrease in population.



**RACIAL DIVERSITY IS SUBSTANTIALLY LOW IN THIS REGION WHEN COMPARED NATIONALLY. 94.9% OF THE POPULATION IN THIS REGION IS CONSIDERED WHITE**



**26.4% OF THE REGION'S RESIDENTS POSSESS A DEGREE (OR EQUIVALENT AND ABOVE, UP TO L9) WHICH IS 7.2% BELOW THE NATIONAL AVERAGE**



**7.3% OF RESIDENTS IN THE REGION HOLD A HIGHER EDUCATION QUALIFICATION WHICH IS BELOW DEGREE LEVEL. THIS IS 0.7% BELOW THE NATIONAL AVERAGE**



**PERFORMANCE  
AND CONTRIBUTION:**

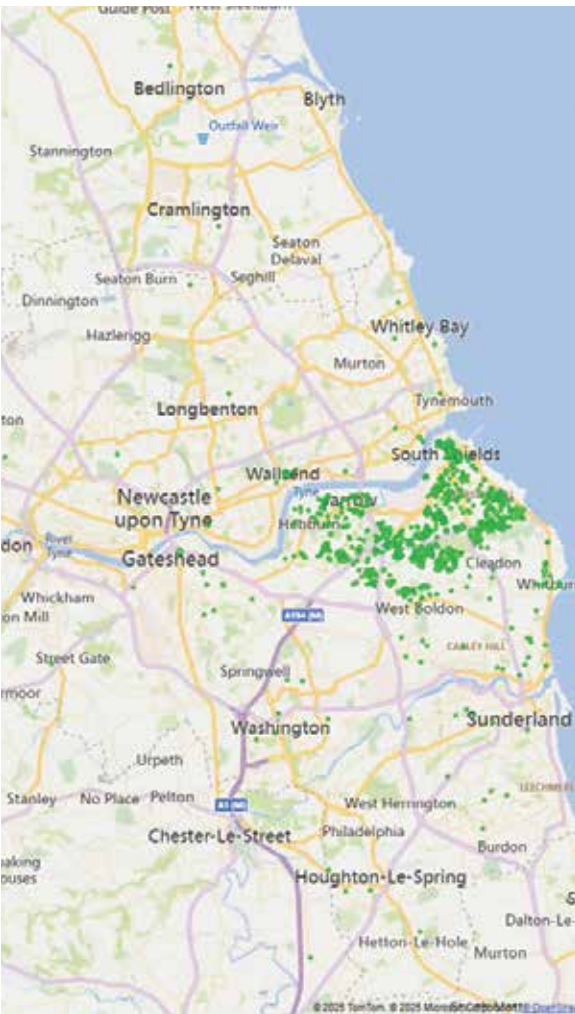
In the context of the Education Inspection Framework (EIF), which evaluates colleges' contribution to skills needs, TCC was judged **'GOOD'** by Ofsted in February 2024 and assessed as making a "reasonable contribution" to meeting skills needs. Leaders are seen as engaging well with stakeholders and having a secure understanding of skills priorities.

The college's context includes a focus on improving achievement rates, which have seen significant gains, particularly for 16–18-year-olds and demonstrate strong performance in English and maths compared to national rates.

# 16 - 18 TRAVEL TO



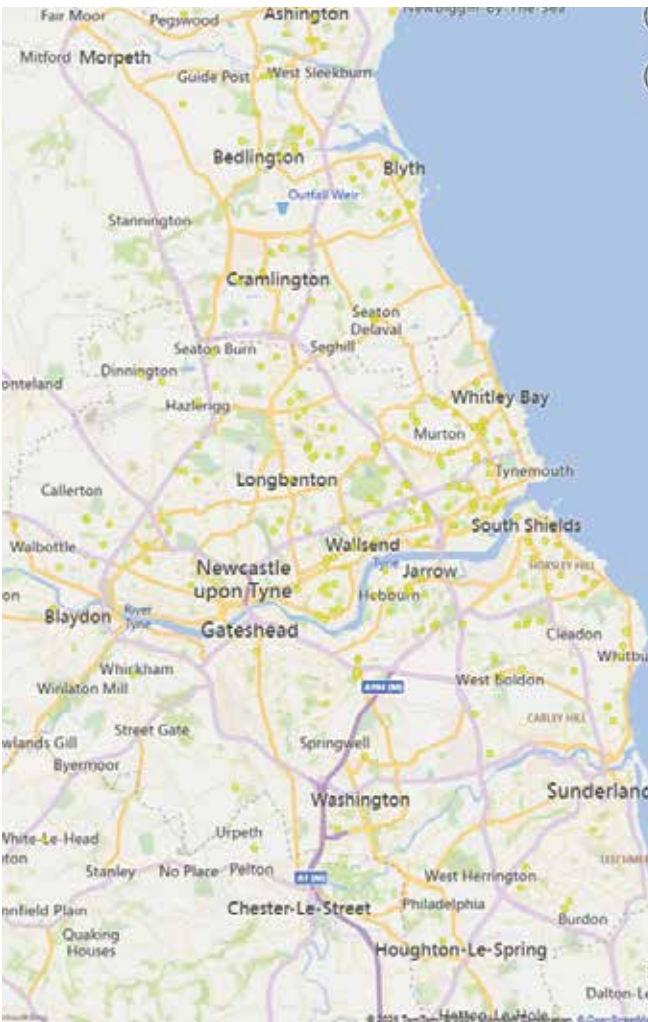
South Tyneside College



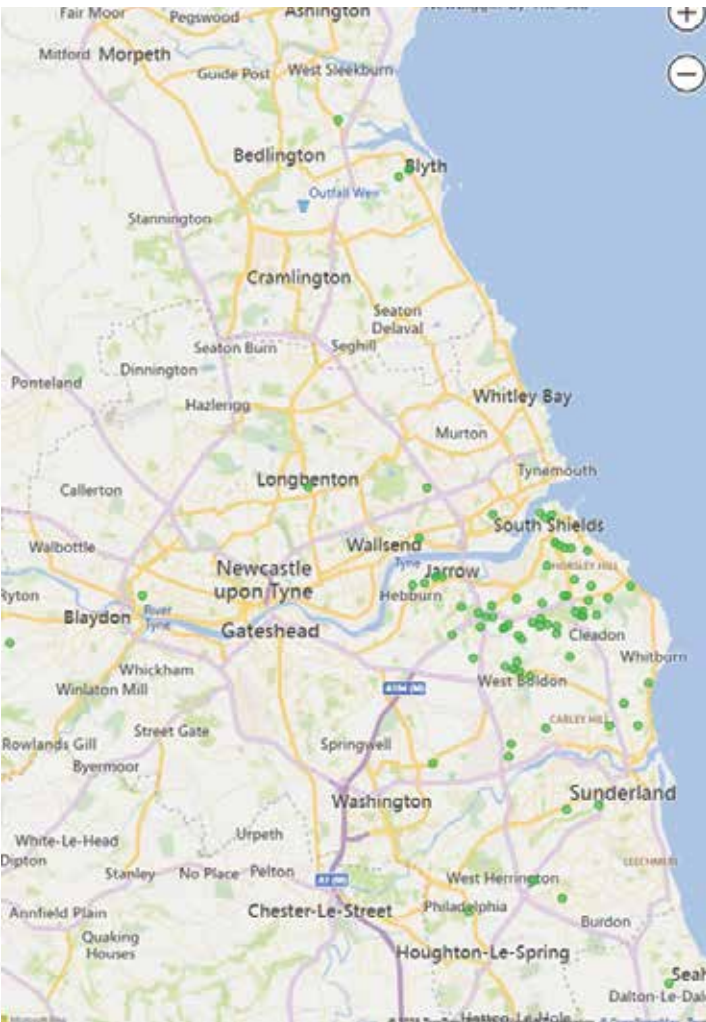
# 16-18 TRAVEL TO



**tyne**  
**metropolitan**  
college



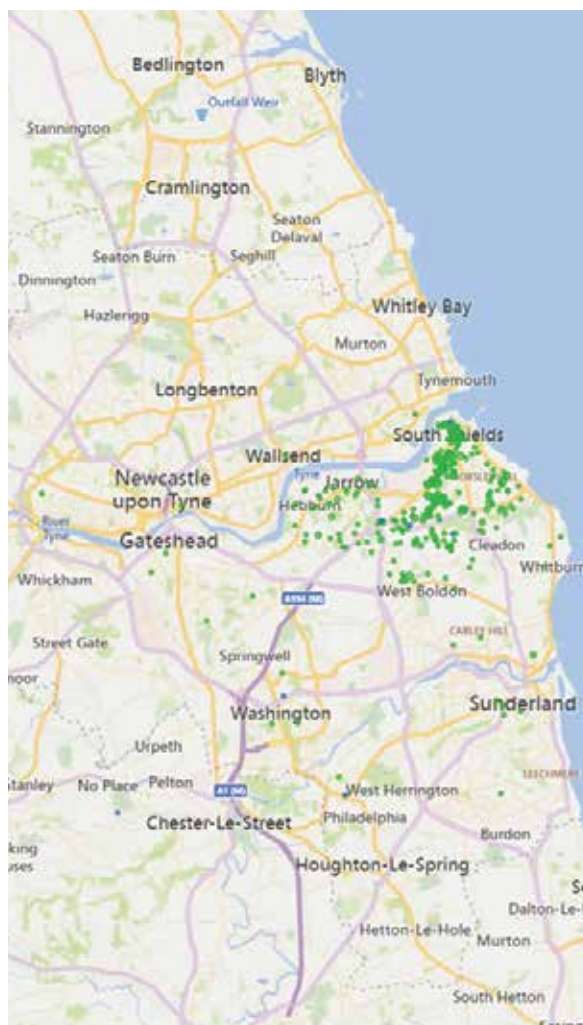
# 16 - 18 TRAVEL TO



# ADULTS TRAVEL TO



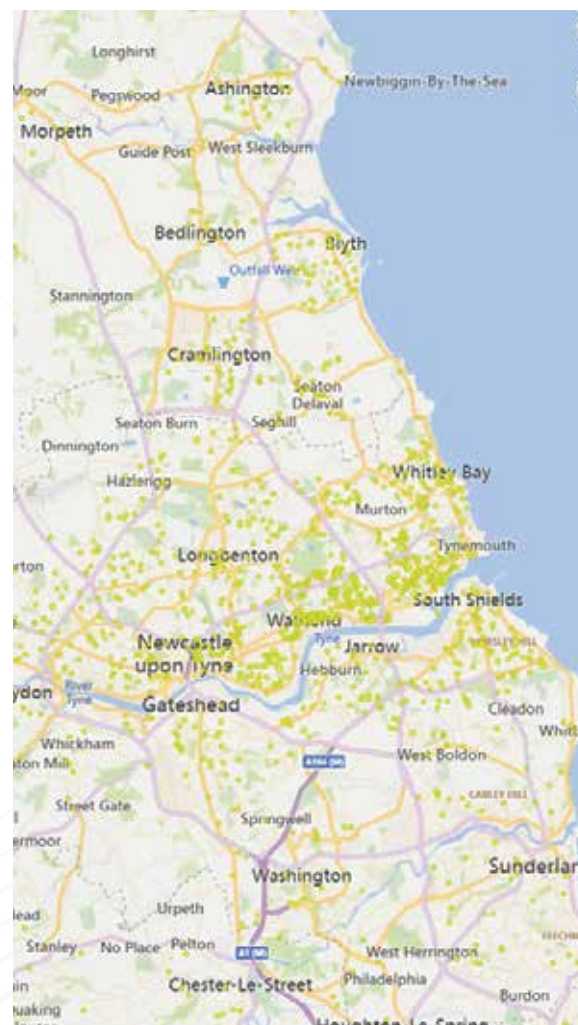
South Tyneside College



# ADULTS TRAVEL TO



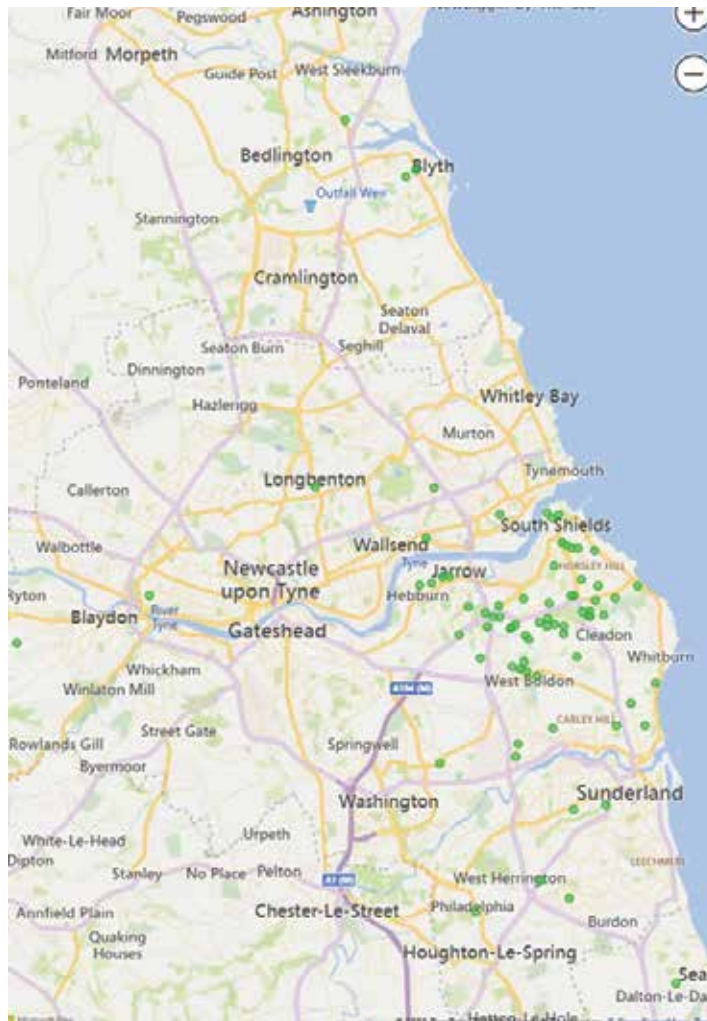
**tyne**  
**metropolitan**  
college



# APPS TRAVEL TO



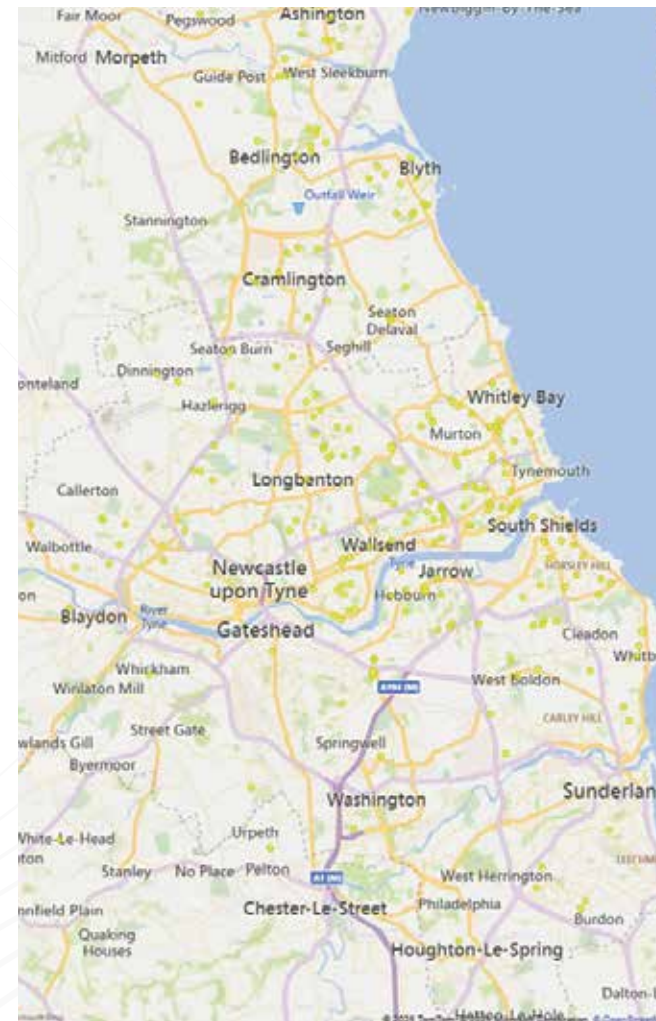
South Tyneside College



# APPS TRAVEL TO



**tyne**  
**metropolitan**  
college



TRAVEL TO LEARN

TCC draws learners from secondary schools located both north and south of the River Tyne.

North of Tyne, we have 12 secondary schools that we consider potential feeder schools. Of the 12, eight have sixth forms and four do not. One of the secondary schools (Monkseaton) will close in 2026. Learners can travel between 15 to 45 minutes by bus to the college, with the nearest secondary school a two-minute walk away.

South of the region, there are eight secondary schools that are potential feeder schools. Of the eight, four have sixth forms and four do not. Learners travel between 10 and 35 minutes by bus to college. The closest secondary school is a 10-minute walk away from the college.

Learners from our specialist provision, (delivered in partnership with some of our key stakeholders), travel to learn via travel arrangements made through the partners.

We have a robust understanding of the local secondary school landscape including school leaver data and destinations. Our marketing and school liaison plan has forged stronger links with Connexions, secondary schools and careers leads, to target all school leavers and NEETS. A 14-16 programme has been introduced to support those young people who are least engaged in the school system, through the offer of a 24hr per week programme of study.

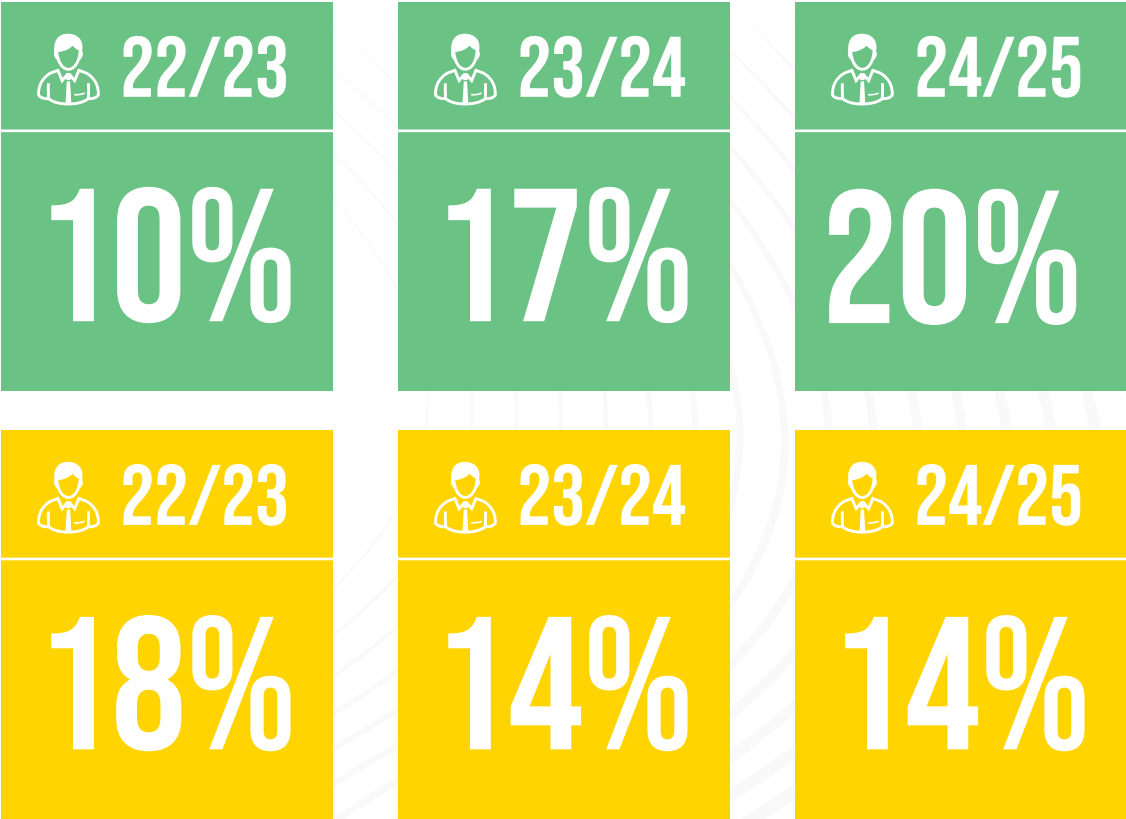
MARKET SHARE



**South Tyneside**  
College



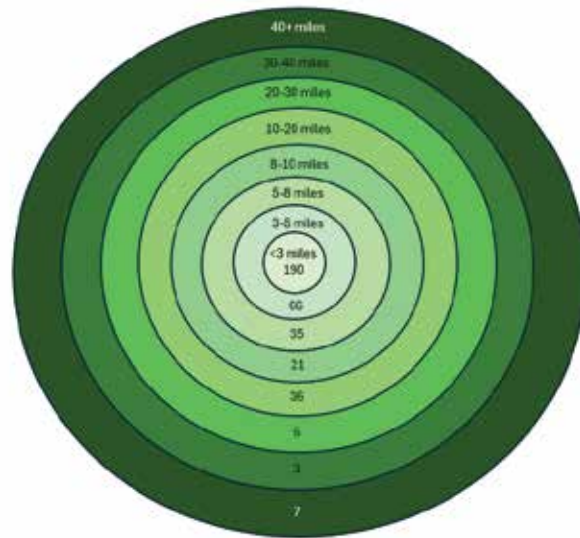
**tyne**  
**metropolitan**  
college



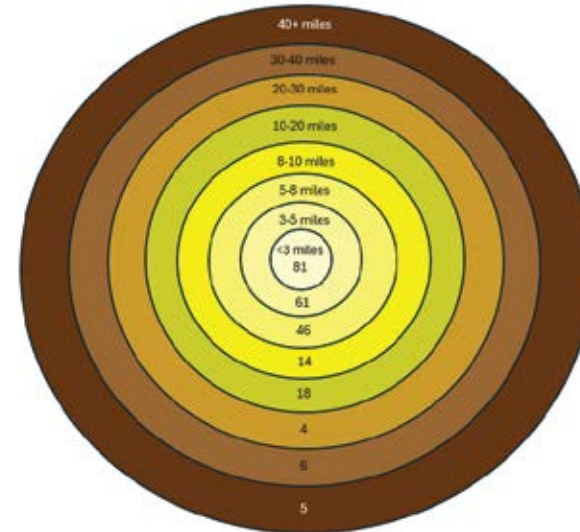
\*Please note, we ceased our sixth form provision at the end of 2022/2023.

# TRAVEL TO WORK

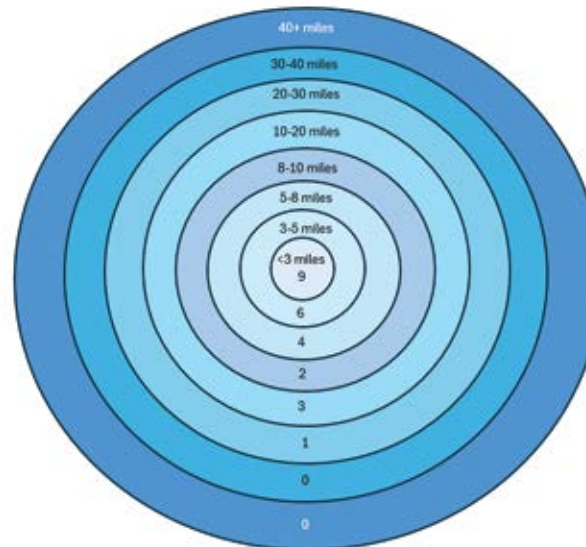
Distance of travel to work - South Tyneside site



Distance of travel to work - Tyne Metropolitan site



Distance of travel to work - Marine Offshore Safety Training site



# APPROACH TO DEVELOPING THE ANNUAL ACCOUNTABILITY STATEMENT

Curriculum planning was developed using Labour Market Intelligence (LMI), listening to feedback from a network of key stakeholders and aligning planning to local, regional, national and international government priorities.

- 612 ACTIVE EMPLOYERS WERE USED IN 24/25 TO SUPPORT WORK EXPERIENCE, STUDENT ENGAGEMENT AND TO SHAPE CURRICULUM PLANNING FOR 25/26.
- FROM THE 612 ACTIVE EMPLOYERS, 539 HAVE SUPPORTED WITH ASPECTS OF WORK EXPERIENCE. THIS COMPARES TO 441 EMPLOYERS AT THE SAME POINT IN 23/24.

The latest employers to support work experience and industry placements this year are as follows:

- CASTLE, FOX UNDER THE MOON, SERENITY FITNESS, WALLSEND RUGBY CLUB, QUORA, SUNDERLAND HOSPITAL NHS, NETA, STANLEYS DAY CARE, SOUTH SHIELDS FOOTBALL CLUB, APTUS CONSTRUCTION, AND L C ELECTRICAL.

South Shields Marine School:

- MARITIME AND COASTGUARD AGENCY
- MERCHANT NAVY TRAINING BOARD
- BP SHIPPING
- CARNIVAL CRUISES
- PRINCESS CRUISES
- CLYDE MARINE TRAINING
- SHIP SAFE TRAINING GROUP
- ROYAL NAVY
- MSC CRUISES
- JUST BE MARITIME
- STREAM MARINE TRAINING



## LSIP PRIORITY SECTORS

- CONSTRUCTION
- GREEN ENERGY & MANUFACTURING
- DIGITAL
- HAULAGE & LOGISTICS
- BUSINESS & PROFESSIONAL
- HEALTH AND SOCIAL CARE
- SCIENCE & MATHS
- SOFT SKILLS

## NATIONAL POLICY

- INVEST 2025 INDUSTRIAL STRATEGY
- PLAN FOR CHANGE
- HTQ REFORMS
- LSIP SECTORS
- APPRENTICESHIP REFORMS
- MISSION ACCEPTED GOVT 5 PRIORITIES
- GET BRITAIN WORKING WHITE PAPER DRIVING GROWTH & WIDENING OPPORTUNITIES
- SKILLS ENGLAND
- L3 QUAL REFORMS

## EMPLOYER AND JOB CENTRE VACANCY SUPPORT

- MANUFACTURING
- HUMAN HEALTH AND SOCIAL WORK
- MOTOR VEHICLE
- CONSTRUCTION
- EDUCATION

## EMPLOYER FEEDBACK

DIRECT FEEDBACK EG. ENGINEERING:

- IMPROVED EMPLOYABILITY SKILLS
- IMPROVED COMMUNICATION SKILLS
- COMPETENCY/RESILIENCE BUILDING
- DEVELOPED NEW COURSES
- ADAPTED COURSES IN WELDING, ENGINEERING & DIGITAL

## NECA

SKILLS SHORTAGES. AREAS EG. ENERGY, OFFSHORE WIND AND RENEWABLES, AUTOMOTIVE AND ELECTRIC VEHICLES, PROFESSIONAL SERVICES AND DIGITAL

REDUCTION IN THE NUMBER OF NEETS

INCREASE THE ASPIRATIONS AND AMBITIONS OF OUR ADULT POPULATION THROUGH EDUCATION

## ECONOMIC MONITORING

- DESTINATION DATA
- LSIP SECTORS
- LIGHTCAST
- GROWTH PLAN
- GRO-FAR
- SOUTH TYNESIDE LMI
- NORTH TYNESIDE LMI
- DWP REFERRALS
- IOT SECTOR GROUP FEEDBACK
- NE TECHNICAL EDUCATION GROUP FEEDBACK
- FE PROVIDER DASHBOARD
- GATSBY SUPPORT NETWORK FOR CURRICULUM REFORM

## NORTH TYNESIDE LOCAL AUTHORITY PRIORITIES

- LIFE SKILLS
- EDUCATION & EMPLOYABILITY
- HEALTH & WELLBEING
- CITIZENSHIP
- COMMUNITY ENGAGEMENT

## SOUTH TYNESIDE LOCAL AUTHORITY PRIORITIES

- FINANCIAL SECURITY
- HEALTHY & WELL
- CONNECTED TO JOBS
- PART OF STRONG COMMUNITIES



## KEY PARTNERS TO FILL SPECIALISMS

CHARITIES – TO ENGAGE THOSE FURTHEST AWAY FROM THE LABOUR MARKET  
COMMUNITY OUTREACH – EMPLOYABILITY SKILLS  
KEY EMPLOYERS WORKING IN SECTOR PRIORITY AREAS – UPSKILLING

# THREE YEAR SKILLS PLAN 2025 / 2028

THE PRIORITISED SECTORS FOR EACH LSIP ARE:

## NORTH OF TYNE (NECC)

- CONSTRUCTION
- GREEN ENERGY/INDUSTRIAL  
DECARBONISATION AND NET ZERO
- BUSINESS AND PROFESSIONAL SERVICES
- CULTURE, CREATIVE, TOURISM AND HOSPITALITY
- HEALTH AND SOCIAL CARE



## SOUTH OF TYNE (NEAA)

- ADVANCED MANUFACTURING
- CONSTRUCTION
- DIGITAL
- HEALTH AND HEALTH SCIENCES
- TRANSPORT AND LOGISTICS

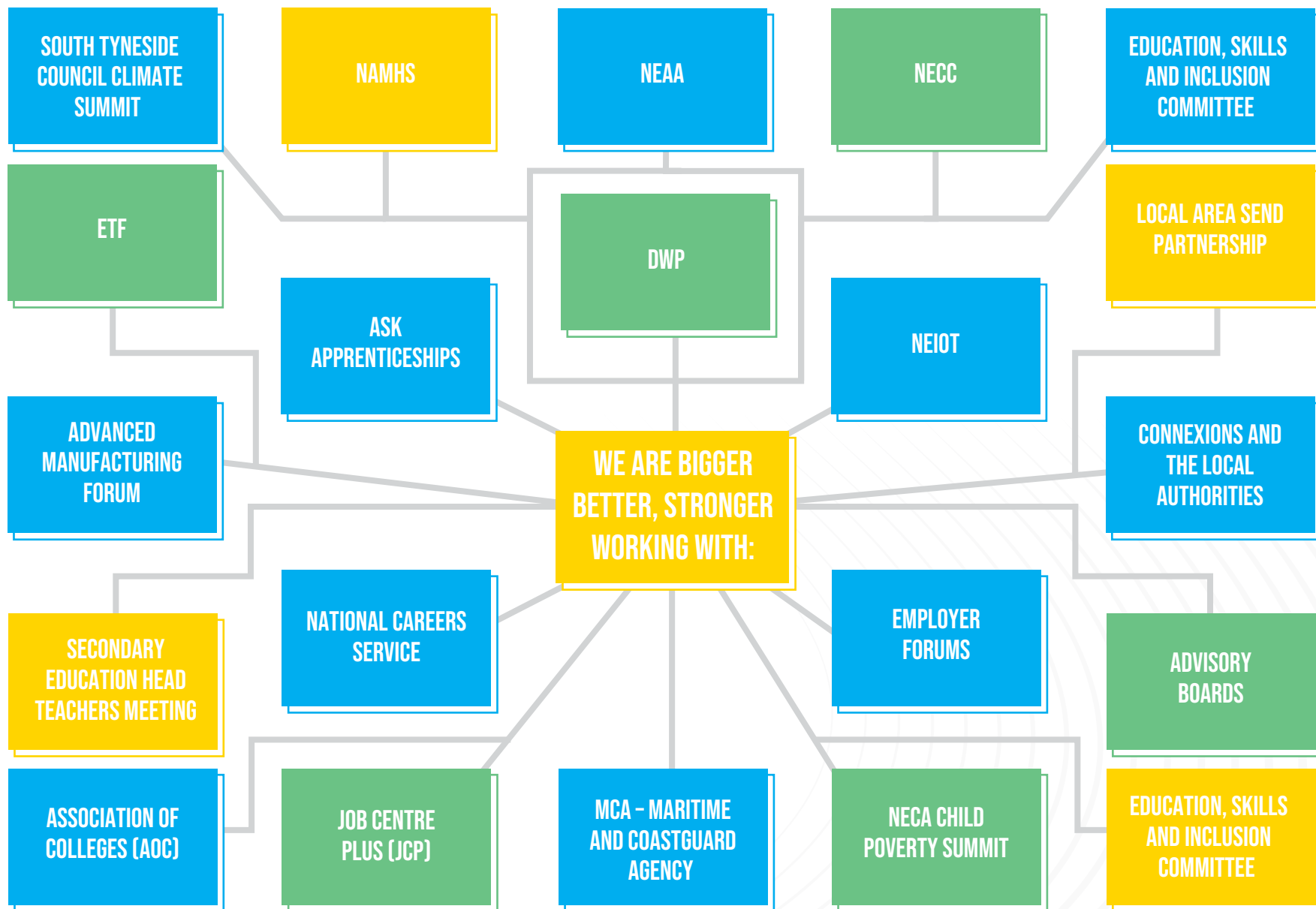


## CROSS CUTTING THEMES

- DIGITAL SKILLS
- EMPLOYABILITY – WORK READINESS  
AND SOFT SKILLS
- PROFESSIONAL DEVELOPMENT/BUSINESS SKILLS
- FOUNDATION, LITERACY AND NUMERACY SKILLS
- TECHNICAL AND SPECIALIST SKILLS  
AT LEVEL 3 AND ABOVE



This document feeds into the strategic plan and our curriculum intent. The curriculum intent document hosts inclusive pathways from entry level to higher education. The three year skills plan was developed using software that informs the college on skills demand, job vacancies and up and coming trends. These are then cross-referenced in curriculum planning to enable the college to align to key sectors.



OFSTED JUDGED THE COLLEGE AS “GOOD” IN ALL CATEGORIES AND THAT THE COLLEGE IS MAKING A “REASONABLE CONTRIBUTION” TO THE SKILLS AGENDA.



“LEADERS ENGAGE WELL WITH STAKEHOLDERS AND HAVE A SECURE UNDERSTANDING OF THE NEEDS OF THE LOCAL AND REGIONAL SKILLS PRIORITIES, BOTH NORTH AND SOUTH OF THE TYNE” (OFSTED, FEB 2024)

# CONTRIBUTION TO NATIONAL, REGIONAL AND LOCAL PRIORITIES

## AMBITION

Building on its 'good' rating from Ofsted in March 2024 the college has continued to provide high quality outcomes for its learners, particularly for young people and apprentices where data significantly bettered the national rates in 2023/2024 against a backdrop where data reset itself nationally to a pre-covid level for young people.

In 23/24 the college performed as strongly for learners with the lowest levels of social and economic deprivation as it did for learners in the highest social and economic domains. For example, young learners achieved significantly above the national rate of 83.4%. Similarly, learners with EHCPs and those in receipt of free school meals all performed very well against national rates of achievement.

Young learners from higher levels of social and economic backgrounds were almost seven times less likely to have an EHCP than learners in the lowest five bands. They perform significantly above the national rate.

Regionally the college performed exceptionally well with functional skills in English and maths with data demonstrating we were the highest achieving college in the region (2023/2024).

Almost all (92.7%) our young learners from a Minority Heritage Group background inhabited the lowest five bands of social and economic deprivation. These learners achieved well and significantly above the national rate of 83.4%. Similarly, 81% of White British learners came from the lowest five bands of social and economic deprivation and also performed well above national rate.

This level of achievement shows how effectively the college's ambitions support its learners to achieve beyond the expectations of the area. Data from the DfE data dashboard shows that we have a very positive rating in terms of our learners' development of skills. For example, they exceed the expected outcomes for the local context. This is effectively supported by Ofsted's inspection comments that our learners develop, 'substantial new knowledge and important academic and vocational skills that prepare them well for their careers.' Over 90% of our learners are highly satisfied with their experience at Tyne Coast College.

Reviewing of existing and new course provision takes place annually – 'Ditch and Pitch' – to ensure that the curriculum is aligned to local priorities, employer demand and recognised skills gaps whilst maintaining a quality of provision.

Provision removed or reduced (Ditch)	Reasons
ICT apprenticeships	No demand
Motor vehicle and Body paint apprenticeships	No demand
Policing and Uniformed Services	Poor learner outcomes/low recruitment
Barbering	Low recruitment
Plastering apprenticeships	Low demand
Amended apprenticeship modules (Foundation Comp)	Employer preferred and improved pathway
Level 4 Hair	Low recruitment
Level 2 Customer Service apprenticeships	Low recruitment
HTQ Community Coaching for England	Learners preferred to progress to elite sport at university
Provision added, adapted or in development (Pitch)	Reasons
Multi-skills level 1	Natural progression route from Entry 3 and NEAA/NECC demand
Added essential digital skills to Advanced Manufacturing and Construction	Employer demand – LSIP priority
Access to IT diploma	High adult demand/LSIP priority
Criminology and Public Services – new pathway	Advisory Board demand
Level 3 Social Care (CACHE)	No direct route into Social Care
Level 1 Welding	Employer demand and improved pathways
Level 3 Welding	Improved pathways
ESOL bespoke programmes	Local demand
Level 2 Art	Local demand

## CONTRIBUTION TO NATIONAL, REGIONAL AND LOCAL PRIORITIES (Cont)

We are improving our skills offer to ensure we meet the productivity gap and tackle existing and future skills gaps, in priority sectors. In this ever-changing labour market with fewer adults returning to education to retrain and upskill, TCC is adopting a responsive curriculum, aligned to the LSIP priorities.

A reconfiguration of the Business Development Unit (BDU) is essential to support the college's ambition to be 'bigger, better, stronger' by expanding our market presence and building strong client relationships. This will position the college to effectively maximise the appeal generated by new build opportunities. A BDU is a strategic driver in the college's growth. Modes of delivery include a blended approach to teaching to reach those learners who are most disengaged. Local Market Intelligence is sourced using Economical Modelling Specialist International (EMSI), an excellent supportive tool that identifies the specific economic and social characteristics of the area, including, job trends, population and industry characteristics, in particular top growing characteristics. This tool is effective to support the curriculum planning activity and skills demands.

Tyne Coast College (TCC) defined two long-term strategic priorities from 2020 to 2025. These priorities centred around two main themes: "For Places" and "For People and Productivity". The college reviewed its short-term goals and strategic aims annually, with a review in 2023/2024 of all objectives.

### SUMMARY OF STRATEGIC PLAN 2020-2025 OUTCOMES

#### STRATEGIC PRIORITY 1 - FOR PLACES

Tyne Coast College Strategic Plan 2020-2025 outlined several key implications for places, particularly in terms of how the college aimed to serve its local, regional, and international communities. We successfully aligned the curriculum to LSIPs to meet the specific needs of the economy. A greater community presence has been achieved with the recent announcement of a new build in South Shields Town centre as well as the Buildings and Facilities Improvement Grant received for Tyne Metropolitan College. TCC has continued to focus on developing a strong economic, highly skilled workforce whilst continuing to strengthen partnerships with local employers by delivering skills that are both relevant and beneficial to the local economy. The close monitoring of financial health and performance have ensured that resources are used efficiently to support high quality education has ensured training. We strive to continue investment in all of our facilities.

South Shields Marine School works extensively with international companies through a combination of global partnerships, cadet training programmes, and industry engagement events. They have built strong relationships with institutions and shipping companies in countries such as India, Nigeria, and across the Middle East. These partnerships support the training of Merchant Navy mariners, including cadet training, Senior Deck and Engineering Officer training, and Electro-Technical Officer (ETO) programmes. These collaborations not only enhance global maritime education but also attract international students to study in South Shields, contributing to the local economy and the school's global reputation.

### STRATEGIC PRIORITY

#### 2A - FOR PEOPLE

The college has continued to maintain high standards in student achievement, student recruitment, internal progression and financial performance. Development of support services has helped students succeed especially around impartial careers, advice and guidance enabling them to make informed choices around their next steps. Extensive college support services around mental health, building resilience and wellbeing has ensured that there are no significant achievement gaps, in particular with vulnerable learners.

#### RECRUITMENT, RETENTION AND REMUNERATION

The college has introduced several staff-focused initiatives aimed at improving work-life balance, recognition, and retention. One of the most well-received changes is the implementation of an early finish every Friday, allowing staff to leave at 12:30 PM by working compressed hours. This initiative has been praised by staff, with some describing it as the best change the college has made since they began working at the college. Additionally, the college now observes a Christmas close-down period aligned with local school holidays, giving staff two weeks off. Those who work during this time are compensated with two extra days of holiday.

To enhance the sense of value and recognition, the term "Business Support" has been replaced with "Professional Services," reflecting the important contributions of these roles. Furthermore, contractual hours for full-time Professional Services staff have been reduced from 37 to 35 hours per week without any reduction in pay. For lecturing staff, the pay scale has been improved by extending it with two additional increments and reducing the total number of points, resulting in larger pay increases and a shorter path to the top of the scale. Lastly, new staff have been supported in applying for the government's Targeted Retention Incentive Payments for FE teachers, with 49 lecturers submitting applications.

## CONTRIBUTION TO NATIONAL, REGIONAL AND LOCAL PRIORITIES (Cont)

### WELLBEING

The college has introduced a range of initiatives to support staff wellbeing and mental health. Since the 2021/2022 academic year, an Employee Assistance Programme (EAP) has been in place, offering 24/7 mental health support through BUPA. From 2022–/2023, staff have also been granted an additional paid wellbeing day, known as a “Day for You,” which is arranged with their line manager. This initiative has been warmly welcomed, with staff using the day for personal and meaningful activities such as attending children’s events, participating in charity runs, or preparing for family celebrations.

To further promote mental health awareness, all Marine staff received Mental Health First Aid training in January 2023, and trained Mental Health First Aiders are now present across all college sites. Suicide prevention training has also been rolled out to all managers, and staff are regularly signposted to support resources via monthly briefings and the Wellbeing Teams site on the college intranet. In addition, Menopause Cafés have been introduced across campuses to provide peer support, and Occupational Health Services, including flu vaccinations, are available to all staff.

### LEARNING & DEVELOPMENT

The college offers a range of professional development and support initiatives to enhance staff skills, wellbeing, and retention. Staff have access to Continuing Professional Development (CPD), including bespoke training tailored to their roles, which supports both subject knowledge and pedagogy. Learning Fairs, held three times a year, provide a platform for staff to showcase their work and celebrate achievements through awards. Senior Managers have received targeted management training to promote consistent and effective leadership across the college. To support workload and wellbeing, the college is trialling the TeacherMatic AI programme, which helps streamline administrative tasks and improve communication. Additionally, a new, comprehensive induction plan is being developed with input from all professional services, aiming to improve staff onboarding, retention, and access to support.

## STRATEGIC PRIORITY 2B – FOR PRODUCTIVITY

The Senior Management Team (Curriculum) were successful with the development of curriculum content, ensuring that it met both the needs of the local economy and the needs of the Local Skills Improvement Plan. There was a strong focus on developing provision that had clearly been identified (through the LSIP) as a gap likely to impact upon economic growth. The creation of multi-skills and the dedicated GCSE offer (for all students who did not achieve a Grade 4) at both sites, and the introduction of a 14-16 programme of study have helped to support the NEETS agenda.

Higher Technical Qualifications (HTQs) play a key role in supporting the region’s LSIPs by aligning technical education with the needs of local employers and the wider economy. HTQs are integrated into the college’s evolving curriculum strategy, which is directly shaped by LSIP priorities. This ensures that the qualifications offered are relevant to current and future job market demands in sectors such as engineering, digital, health, and maritime.

The Marine pre-cadetship programme for 16–19-year-olds plays a vital role in supporting technical education and career progression in the maritime industry. It offers Level 2 and Level 3 qualifications in Marine Operations and Marine Engineering for both unsponsored individuals and those sponsored by shipping or training companies. Since most shipping companies require cadets to be at least 18 years old before beginning sea training, this one-year, full-time programme bridges the gap by providing relevant, industry-recognised qualifications. It ensures that young aspiring seafarers are not lost to the sector due to age restrictions. The programme also supports learners in resitting English and/or Maths if needed, reinforcing core academic skills alongside technical training. Importantly, successful completion significantly boosts employability, with all graduates currently securing sponsorship to progress on to Officer Trainee programmes at institutions like the Marine School or other national training centres. This pathway exemplifies how technical education can effectively prepare young people for high-skill, high-demand careers in maritime industries.

Our commitment to the continuous professional development of our staff can be evidenced in the three-year data set that shows the college to be above national rate in 16-19 grant funded and apprenticeships. Achievements across all provision types are high (as noted in the Ofsted Inspection Report March 2024).

# OUR AMBITION FOR 2025/26: SHORT TERM TARGETS

Provision Type	Our Ambition	Target	Sector Priorities								Source of Priority: I (International) N (National) R (Regional) L (Local) LS (LSIP)
			Construction	Green Energy & Manufacturing	Digital	Haulage & Logistics	Business & Professional	Health & Social Care	Creative, Tourism and Hospitality	Soft skills/Social priorities	
14-16	Provide a high-quality alternative provision to support local schools' needs	Target of 85% progression to a positive destination from Youth College.	Y	Y				Y		Y	N/R/L
	Develop a NEETS programme that links to the regional offer (As of Feb 2025, 137 NEETS in North Tyneside and 176 in South Tyneside)	Introduce two NEETs group in both South and North campuses in collaboration with the Local Authority.	Y	Y	Y			Y	Y		L/R
16-19	Ensure we maintain a high proportion of our school leavers	Our ambition is to increase the market share to 23% at South Tyneside College and 19% at Tyne Metropolitan College	Y	Y	Y		Y	Y	Y	Y	N/R/L/LS
		Recruit 250 T level learners	Y	Y	Y		Y	Y			N/R/L/LS
	Our ambition is to have multiple winners in the skills championships in key sector areas, building on recent accolades in world and regional skills competitions.	One World Skills winner  20 Regional Skills winners	Y	Y	Y		Y	Y	Y		N/R
Apprentices	Grow apprenticeships in sector priority areas	Recruit 120 new starts with an enrolment target of 12.	Y	Y	Y	Y	Y	Y			L/R
Higher Education	Widen the HTQ options in line with sector priority areas	Launch a new HTQ programme in Health by September 2026, with enrolment target of 12		Y	Y			Y			N/R/L/LS
High Needs Students	Ensure that learners with high needs, particularly those on supported internships, have meaningful work experience which is related to their individual career aspirations.	Increase Supported Internships by 25% as well as gaining more meaningful places	Y		Y			Y			L
South Shields Marine School	Ensure qualifications are approved for delivery in the 25-26 academic year that meet the requirements of the new Maritime Education and Training syllabus	Ensure all qualifications reflect the core competencies and technical standards outlined in the Maritime Education and Training syllabus, including sustainability and digital navigation		Y							I/N/R/L

# LOCAL NEEDS DUTY

**“ LEADERS ENSURE THAT STAKEHOLDERS ARE INVOLVED IN ALL AREAS OF THE CURRICULUM AND HAVE A STRONG VOICE IN KEY AREAS. ”**  
(OFSTED, MARCH 2024)

The seven short term objectives for 2024/2025 were successfully achieved. The college was successful in exceeding 16-19 recruitment numbers against allocation and successfully implemented six (of the eight) T Level routes.

Rigorous performance reviews and closer monitoring of provision enabled a more efficient curriculum delivery and improved operational delivery, thus improving the EBITDA.

A newly devised Careers Strategy supported all aspects of delivery and ensured all learners accessed one to one impartial careers advice and guidance.

We increased the employer portfolio for SEND and in addition, we now offer an inclusive opportunity to access internships.

TCC co-developed an employer led curriculum that supports future industries.

We were successful in delivering Adult Skills Funding for 24/25 to deliver 100% of the profiled plan.

Tyne Coast College successfully secured a grant allocation for T Levels capital to invest and upgrade facilities in Construction and Engineering. We also successfully secured Special Equipment Allocation (SEA) grant to upgrade resources and materials within Media, Business, Construction, Engineering and Health.

Tyne Coast College has secured building permission for a new build in South Shields town centre. We have also secured local skills improvement funding to purchase resources and materials to support Digital, Construction and Advanced Manufacturing.

The college's vocational, academic, technical and SEND provision is well informed by partnership collaboration and demonstrates high performing learner outcomes to meet the skills' needs.

## CONCLUSION

In summary, Tyne Coast College has demonstrated good performance against its key strategic priorities from 2020-2025 and short-term objectives set for 2024/25, as evidenced by its Ofsted inspection (March 2024), which deemed all aspects of provision as 'good', in particular in securing positive outcomes for young people, including those with high needs, and improving apprenticeship achievement.

TCC has made significant strides in Green Agenda training, upskilling staff, growing provision in multi-skills, electric vehicles, health and social care, increasing employer engagement, as well as the expansion of work placement opportunities, growing employer-base and rolling out new provisions including T Levels.

Further strategies around business development will be implemented over the coming months to ensure we continue to build on new opportunities and secure college growth.

While facing challenges common in the sector such as attendance, particularly in core subjects, and specific performance issues in some adult and apprenticeship areas, the college has maintained high levels of achievement and high levels of learner, parental and employer satisfaction. The college has clear plans and processes in place with a strong leadership focus to address challenges, whilst maximising growth opportunities.

## CURRICULUM CHALLENGES FOR 25/26:

- **7 FOUNDATION APPRENTICESHIPS** (described by the DfE as 'jobs with training at Level 2'). Skills England will formally confirm which apprenticeships will be in use with the earliest start dates for each foundation apprenticeship from 1st August 2025 [Source: IFATE websites]
- **FUNDING RULES** published on 21st May 2025 revealed, that young foundation apprentices who did not achieve a grade 4 will still be required to continue studying the subjects during their training programme but, will not be forced to sit exams.
- **CURRICULUM REFORMS**
- **CONSTRUCTION CHALLENGES** – Labour shortages, rising costs of materials, retrofit, staying current with levels of expertise.
- **DEFENCE** – Cybersecurity, AI, Aging workforce, Robotics, Drones
- **ATTENDANCE** (including Maths and English)
- **T LEVEL PLACEMENTS** – Losing contracts, retention of learners

# GOVERNING BODY STATEMENT

On behalf of Tyne Coast College, it is here confirmed that the annual accountability statement reflects an agreed statement of purpose, aim and objectives, as approved by the Board of Governors on \_\_\_\_\_

The Governing Body will undertake a review of local need every three years or, when a new LSIP is published. The review will measure how well the education or training meets local needs, in particular, needs relating to local employment. Our Annual Accountability Statement will reflect any actions the Governing Body has agreed to take as a result of that review.

The Annual Accountability Statement will be published on the college's website on 30th June 2025.

**CHAIR OF GOVERNORS SIGNATURE:**

**NAME:**

**DATE:**



MALCOM GRADY

**CHIEF EXECUTIVES SIGNATURE:**

**NAME:**

**DATE:**



DR LINDSEY WHITEROD CBE

# GLOSSARY

<b>AoC</b>	Association of Colleges
<b>DfE</b>	Department for Education
<b>DWP</b>	Department of Work and Pensions
<b>EBITDA</b>	Earnings before interest, taxes, depreciation, and amortisation
<b>EMSI</b>	Economical Modelling Specialist International
<b>ESFA</b>	Education and Skills Funding Agency
<b>ETF</b>	Education Training Foundation
<b>FE</b>	Further Education
<b>HE</b>	Higher Education
<b>HTQ</b>	Higher Technical Qualification
<b>IP</b>	Industrial Placement
<b>JCP</b>	Job Centre Plus
<b>LMI</b>	Labour Market Intelligence
<b>LSIF</b>	Local Skills Improvement Fund
<b>LSIP</b>	Local Skills Improvement Plan
<b>MCA</b>	Maritime and Coastguard Agency
<b>NAMMS</b>	National Association for Managers of Student Services
<b>NEAA</b>	North East Automotive Alliance
<b>NECA</b>	North East Combined Authority
<b>NECC</b>	North East Chamber of Commerce
<b>NEET</b>	Not in Education, Employment and Training
<b>NEIoT</b>	North East Institute of Technology
<b>OfS</b>	Office for Students
<b>SEA</b>	Special Equipment Allocation
<b>SEND</b>	Specialist Educational Needs and Disabilities
<b>TCAT</b>	Tyne Coast Academy Trust
<b>TCC</b>	Tyne Coast College
<b>WEX</b>	Work Experience

## APPENDIX REVIEW OF SHORT TERM GOALS 2024/2025

Strategic Priority	Accountability Statement Aim	Objective	Outcome and Impact
1	To continue to exceed 16-19 recruitment against allocation, to enable successful delivery of evolving curriculum	Align the curriculum intent with the broad range of LSIP priorities to address skills gaps/needs and to reach those most disadvantaged.	Objective achieved – exceeded allocation for 16-19
2	Further develop T level routes and student and employer engagement	To roll out T levels in eight routes	Successfully implemented roll out in six of the eight T level routes. Unsuccessful recruitment in Digital, largely due to the late reforms in vocational courses, with some T level applicants reverting back to BTEC offer.
3	Strengthen our financial resilience	Improve The EBITDA	Rigorous performance reviews and closer monitoring of provision have enabled a more efficient curriculum delivery and improved EBITDA. Exceeded 16-19 allocation.
		Introduce an effective integrated curriculum and financial plan	
		Quality cycle developed in line with Marketing strategy and Business Development Unit	

Strategic Priority	Accountability Statement Aim	Objective	Outcome and Impact
4	Model a flexible careers offer aligned to skills demand and increase positive destinations	Produce a report that enables us to identify intended, known and positive destinations for 16-18, apprentices and adults.	For Apprenticeships, learners achieve well and progress to their intended destination. Learners receive high quality impartial careers advice and guidance. Internal progression rate in 2024 now stands at 66.7% and increased on the previous year of 19%.
		Implemented a comprehensive careers cycle enabling all students to access a range of group sessions linked to employability options, higher education, apprenticeships, voluntary work as well as 1-2-1's to establish internal progression rates.	
5	Offer a broad and balanced SEND curriculum, with opportunities for supported internships, meaningful work experience and job opportunities.	Introduce wider opportunities to support internships at both South Tyneside College and Tyne Metropolitan College	Increased employer portfolio to include eight local businesses. All SEND learners are able to access meaningful work experience.
		To create partnerships with local business and providers	
6	Remain responsive to the Local Skills Improvement Plans and priorities	Embed Advisory Boards in every department	Secured T level placements in harder to place routes. Co-developed an employer-led curriculum that supports future industries and helps drive growth in key sector areas. Provision enables students to experience learning using cutting edge materials and equipment. Working collaboratively with global brands, for example, Caterpillar, British Engines, Quora Group, Nissan and Ford Academy to deliver high quality training to the work force to bridge skills gaps.
		Represent college wide on the Education, Inclusion and Skills committee	
		Continue to support the NEIoT	
		Work collaboratively with NEAA (South) and NECC (North) to support key priorities set out in the LSIP.	
7	Investment in resources and facilities at both North and South to build a college for the future	Upgrade Tyne Metropolitan Construction and Engineering departments	Tyne Coast College successfully secured a grant allocation for T Levels Capital to invest and upgrade facilities in Construction and Engineering. Successfully secured Special Equipment Allocation (SEA) grant to upgrade resources and materials within Media, Business, Construction, Engineering and Health. Tyne Coast College have secured building permission for a new build in South Shields town centre. Tyne Coast College have secured local skills improvement funding to purchase resources and materials to support Digital, Construction and Advanced Manufacturing.
		Upgrade Tyne Metropolitan Health and Social Care department	
		Work with the Department for Education and local stakeholders to build a college for the future in South Tyneside	