



TyneCoastCollege

ANNUAL

ACCOUNTABILITY

STATEMENT

2026/2027



**South Tyneside
College**



**tyne
metropolitan
college**



**SOUTH SHIELDS
MARINE
SCHOOL**

CONTENTS



03 PURPOSE

07 CONTEXT AND PLACE

14 APPROACH TO DEVELOPING THE ANNUAL ACCOUNTABILITY STATEMENT

17 CONTRIBUTION TO NATIONAL, REGIONAL AND LOCAL PRIORITIES

INCLUSIVE MAINSTREAM FUND

AMBITION

SHORT TERM TARGETS 2025 / 2026

20 OUR AMBITION FOR 2026/2027

22 LOCAL NEEDS DUTY

23 CORPORATION / GOVERNING BODY STATEMENT

23 GLOSSARY

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.

P POTENTIAL

We believe every student should achieve their potential

R RESPECT

We value the professionalism, commitment and excellence of our staff

I INCLUSIVE

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

D DIVERSITY

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

E 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 “GOOD” 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:

- 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 is closely aligned with the government’s Post-16 Skills and Education Reform agenda, recognising the pivotal role colleges will play in delivering across the five national missions. It also reflects the priorities set out in the North East Employment and Skills Strategy, enabling the development of a coherent, regionally aligned offer in partnership with key stakeholders.

As active members of the Colleges for North East England (CFNEE) group, we work collaboratively with the North East Combined Authority to support the implementation of these strategies and ensure a coordinated, impactful approach to skills development and economic growth.

A NEW NORTHEAST SKILLS PLAN

A single ERB for the North East LSIP region has been appointed by the DfE to take education into a new era of skills needs. Tyne Coast College will continue to work with the North East Automotive Alliance (NEAA) to help shape future priorities of the North East.

PRIORITIES AND SECTORS:

- DIGITAL & TECHNICAL
- ADVANCED MANUFACTURING
- PROFESSIONAL SERVICES
- HEALTH
- SOCIAL CARE
- CLEAN ENERGY
- FINANCIAL SERVICES
- CONSTRUCTION
- DEFENCE
- LIFE SCIENCES
- CREATIVE INDUSTRIES
- OFFSHORE WIND

The new North East Mayoral Strategic Authority (NEMSA) has a strong focus 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 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**

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 Technical Education Colleges Group, NEIoT, LSIP, LSIF (Growth Plan), along with our recent investment using the Special Equipment Allocation and Competitive Buildings and Facilities Improvement Grant through the T level capital fund. New initiatives will include collaborative work with the Technical Groups to provide a regional offer to NEETs (Not in Employment, Education and Training) including the Access to FE course which is planned to be delivered during 26/27.

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 as we move into the new campus and revamping our health and social care and social care training programmes, 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 life skills to prepare learners fully for adult life. Digital is embedded into all aspects of curriculum with a strong focus ensuring all learners can successfully navigate digital platforms such as CV writing and online banking.

South Shields Marine School continues to 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 across both sites 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 through our Employer Advisory Boards to ensure learners gain the technical expertise required for high-demand roles, supporting both economic growth and net-zero targets.

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. TO FURTHER DEVELOP OUR HIGHER EDUCATION OFFER.



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.

Tyne Coast College continues to consult 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. Our local advisory boards closely link to local skills priorities and SEND needs to ensure inclusion is closely aligned to the college offer. In June 2026 we 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

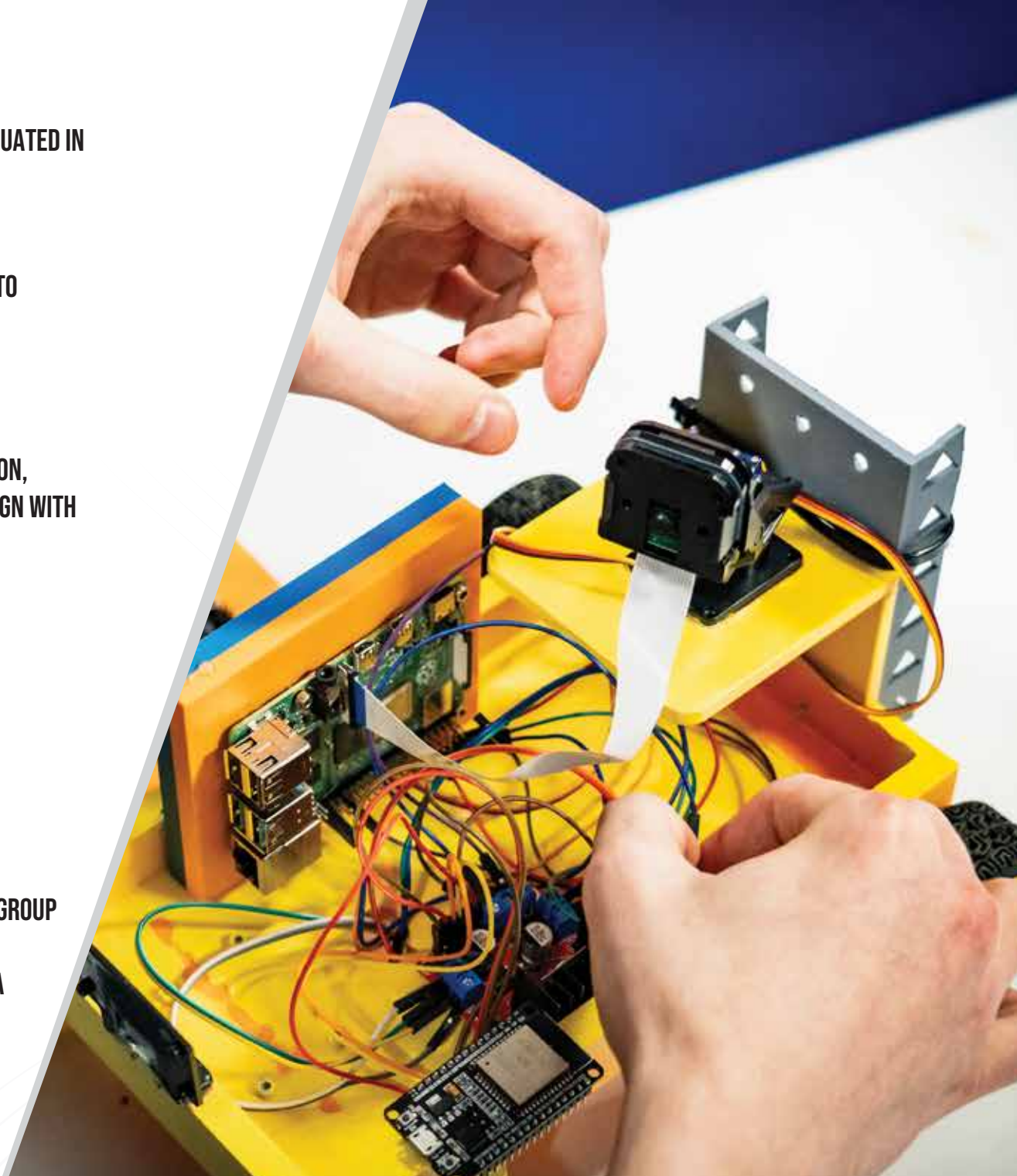
TAKE BACK OUR STREETS BY HALVING SERIOUS VIOLENT CRIME AND RAISING CONFIDENCE IN THE POLICE AND CRIMINAL JUSTICE SYSTEM TO ITS HIGHEST LEVELS

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

- **MULTI MILLION** COLLABORATIVE 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 AND GROWING **T LEVEL** PROVISION
- WORKING IN PARTNERSHIP WITH TECHNICAL EDUCATION COLLEGES GROUP TO ENSURE ADDITIONAL INVESTMENT IS PROVIDED TO COLLEGES TO ENABLE THEM TO OFFER COURSES IN **RECOGNISED SKILLS'** GAP AREA FROM 26/27 ONWARDS.



CONTEXT AND PLACE

TYNE AND WEAR

Tyne Coast College (TCC) is served by the North East Mayoral Strategic Authority (NEMSA) 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.



73%

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

NORTH EAST REGION

The North East labour market remains comparatively smaller and structurally weaker than the national position, with approximately 1.25–1.27 million people in employment based on recent labour market estimates.

Economic growth across the region has been modest, lagging behind national trends. Earnings levels also continue to reflect structural disparity, with average pay in the North East remaining noticeably below the UK average, reinforcing long-standing productivity challenges.

Overall, this indicates a labour market characterised by lower participation, lower wages, and slower growth, with structural challenges around productivity, health-related inactivity, and skills.



LOWER EMPLOYMENT RATES [73%]
COMPARED TO THE UK AVERAGE OF **75%**



HIGHER ECONOMIC INACTIVITY, REMAINING SIGNIFICANTLY ABOVE NATIONAL LEVELS [28%]



THE REGIONAL **UNEMPLOYMENT RATE** IS BROADLY ALIGNED WITH, OR SLIGHTLY ABOVE, THE NATIONAL AVERAGE, DEPENDING ON THE MEASURE USED



SKILLS LEVELS REMAIN LOWER, WITH FEWER RESIDENTS HOLDING HIGHER-LEVEL QUALIFICATIONS THAN NATIONALLY (AS REFLECTED IN ONS AND REGIONAL EVIDENCE DATA SETS)

NORTH TYNESIDE CONTEXT

North Tyneside presents a more mixed but comparatively stronger economic profile within the sub-region.

Labour Market: Overall unemployment sits at 5.2%. This is above the UK average but lower than many North East authorities (4.5% Nationally). Job growth has been closer to national trends, with recent increases broadly comparable to UK growth rates.

Youth Employment: NEET levels for 16-17 year-olds has significantly improved, stabilising at around 2-3%

Deprivation And Poverty: Child poverty remains a significant issue, affecting approximately one in four children in the borough. While lower than in South Tyneside, this still represents substantial economic disadvantage.

Economic Position: The local economy is relatively more resilient, with stronger job growth performance and a more stable employment base. However, structural challenges remain, including wage levels, sector mix, and pockets of deprivation.

SOUTH TYNESIDE CONTEXT

South Tyneside continues to face acute socio-economic challenges, particularly in relation to youth employment and deprivation.

Labour Market: The borough has a high unemployment rate of 6.6%. This is higher than regional and national averages in recent data releases (4.5% National).

Youth Employment: Youth unemployment rate remains a significant issue, with elevated claimant rates among 18–24-year-olds compared to neighbouring authorities (as per local monitoring reports). NEET levels for 16–17-year-olds have shown recent improvement, stabilising at around 5–6%.

Deprivation & Poverty: South Tyneside experiences high levels of deprivation, with child poverty estimates significantly above national averages. A number of neighbourhoods fall within the most deprived 10% nationally, indicating entrenched socio-economic inequality (consistent with regional deprivation datasets).

Economic Growth: Job growth has been limited over the last five years, with only modest increases compared to national growth rates. This reflects a relatively stagnant local economy, with ongoing challenges in attracting and sustaining higher-value employment.

NORTH EAST MAYORAL STRATEGIC AUTHORITY (NEMSA)

Since its establishment in May 2024, NEMSA has set a clear strategic direction focused on:

- **Inclusive growth and opportunity**
- **Skills development and progression pathways**
- **Improving access to training and employment**

Population and Demographics:

The region has just over 2 million residents, with modest population growth in recent years. Growth patterns vary locally:

- **North Tyneside has grown strongly (over 4% increase)**
- **South Tyneside has seen slight decline, indicating demographic stagnation**

Skills Profile

Only around one-quarter of residents hold degree-level qualifications. 7.2% below the national average, highlighting:

- **A skills gap at higher levels**
- **A need for level 3–5 technical progression pathways**

Diversity

The region has low ethnic diversity, with the population being predominantly White (around 95%), significantly above the national proportion.

16 - 18 TRAVEL TO



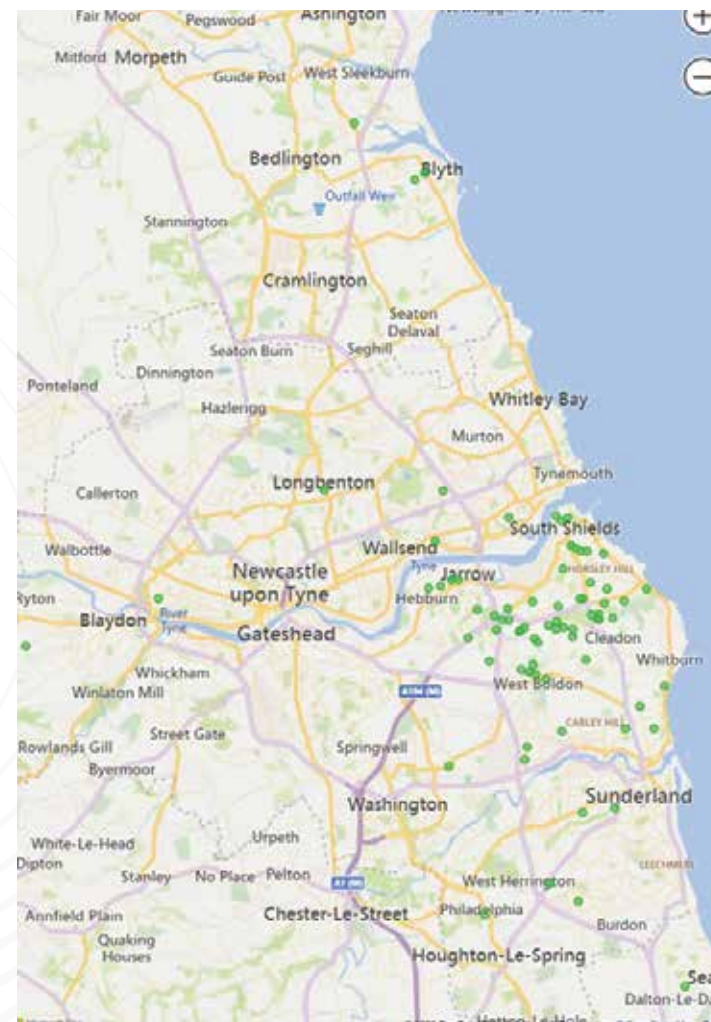
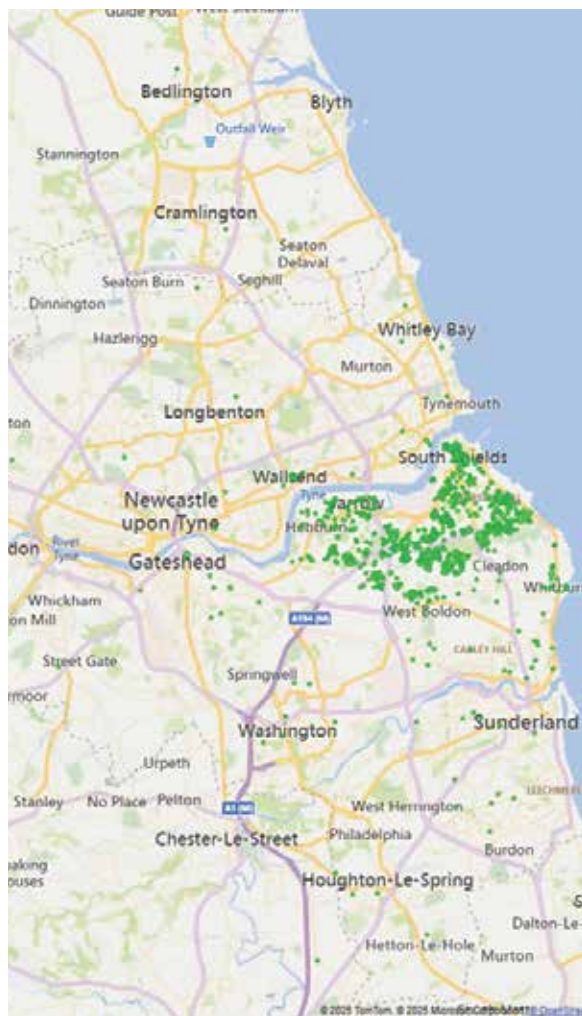
South Tyneside College

16-18 TRAVEL TO



tyne
metropolitan
college

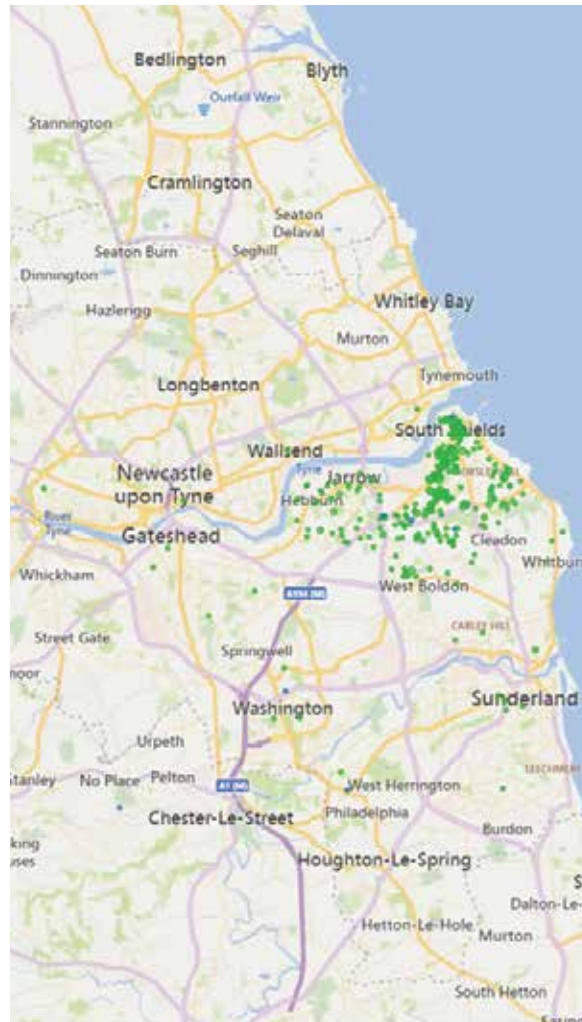
16 - 18 TRAVEL TO



ADULTS TRAVEL TO



South Tyneside College



ADULTS TRAVEL TO



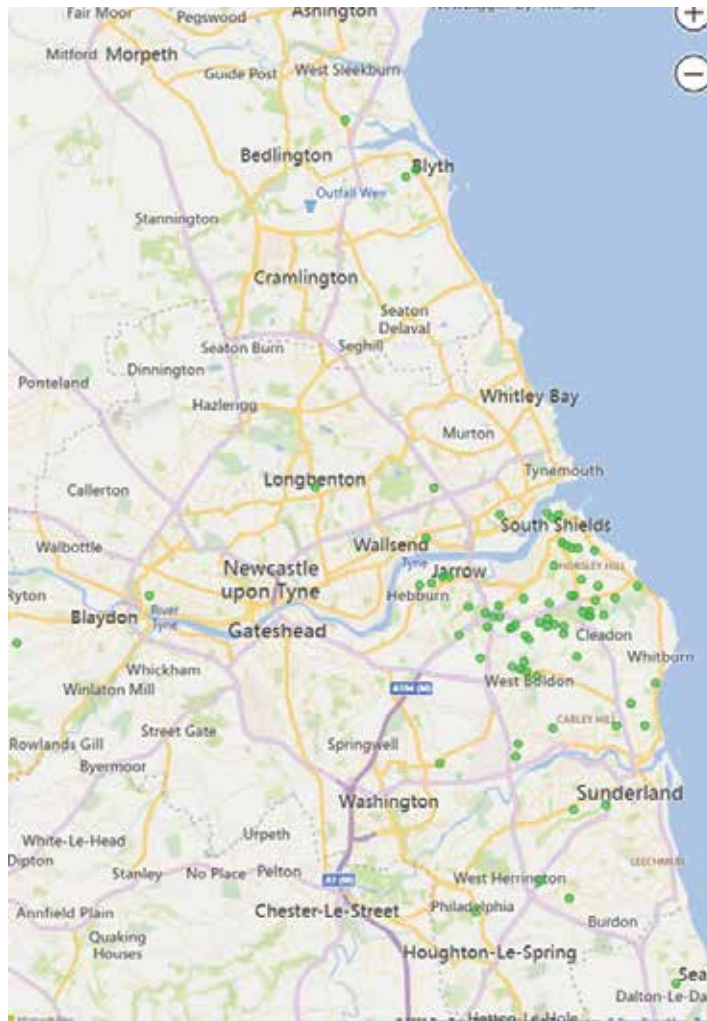
tyne
metropolitan
college



APPRENTICES TRAVEL TO



South Tyneside College



APPRENTICES 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 11 secondary schools that we consider potential feeder schools. Of the 11, seven have sixth forms and four do not. Learners can travel between 15 to 45 minutes by bus to the college, with the nearest secondary school a two-minute walk away. Our marketing and school liaison plan has forged stronger links with Connexions, secondary schools and careers leads, to target all school leavers and NEETS.

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.

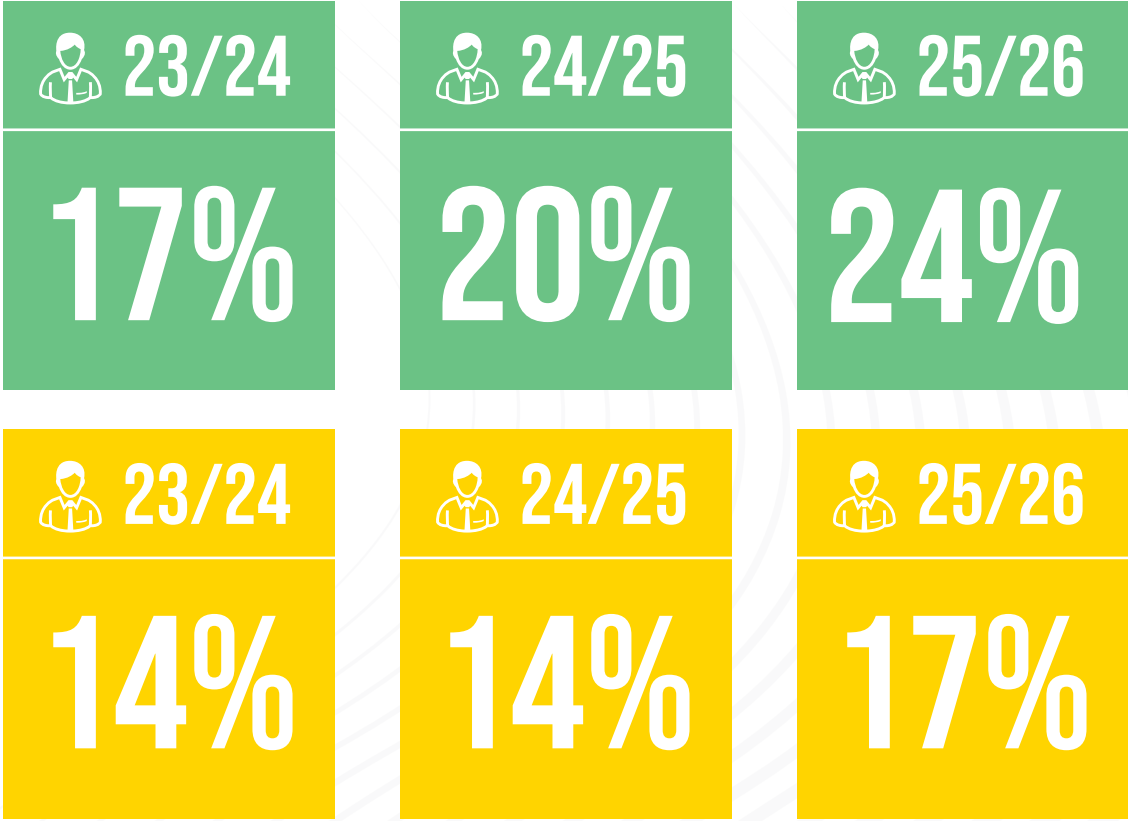
MARKET SHARE



South Tyneside
College

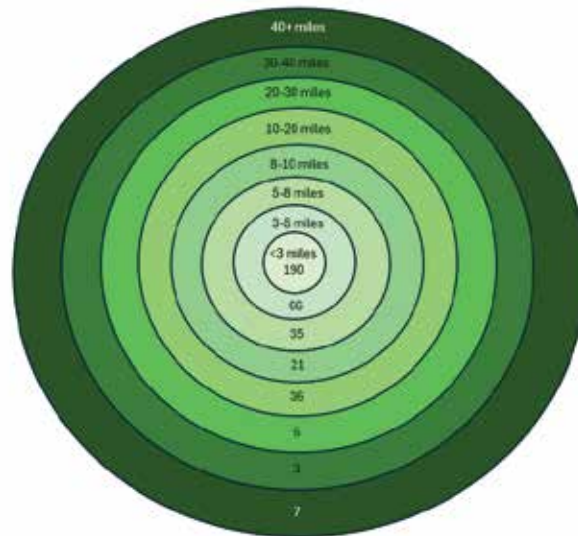


tyne
metropolitan
college

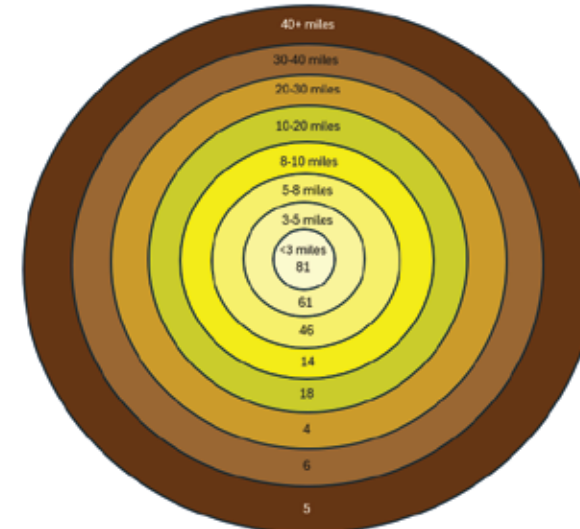


TRAVEL TO WORK

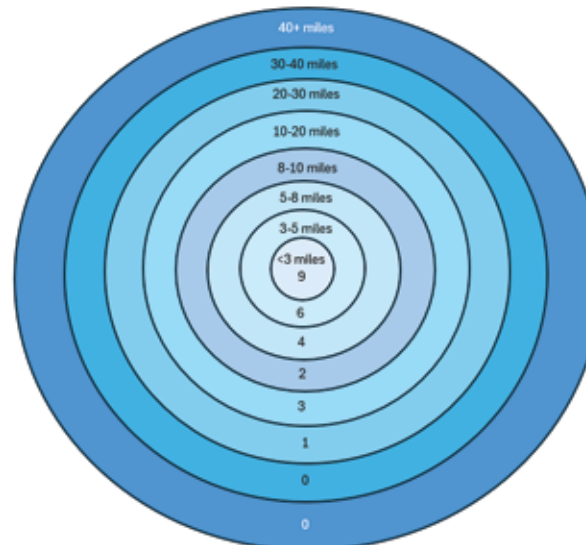
Distance of travel to work - South Tyneside site



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.

- 551 ACTIVE EMPLOYERS WERE USED IN 24/25 TO SUPPORT WORK EXPERIENCE, STUDENT ENGAGEMENT AND TO SHAPE CURRICULUM PLANNING FOR 25/26.
- FROM THE 551, 460 ACTIVE EMPLOYERS HAVE SUPPORTED WITH ASPECTS OF WORK EXPERIENCE WITH THE REMAINDER BEING ACTIVELY INVOLVED IN DELIVERING MASTER CLASSES AND FORMING PART OF OUR ADVISORY BOARDS.

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

- BORROWDALE HOUSE, BILL QUAY FARM, CASTLE, SUNDERLAND HOSPITAL NHS, NETA, QUORA, SERENITY AND METECH, FOX UNDER THE MOON, SERENITY FITNESS, WALLSEND RUGBY CLUB, QUORA, SUNDERLAND HOSPITAL NHS, NETA, STANLEYS DAY CARE, SOUTH SHIELDS FOOTBALL CLUB, APTUS CONSTRUCTION, 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

- OFFSHORE WIND
- ADVANCED MANUFACTURING
- CREATIVE INDUSTRIES
- LIFE SCIENCES
- DIGITAL & TECHNICAL
- DEFENCE
- PROFESSIONAL SERVICES
- HEALTH
- SOCIAL CARE
- CLEAN ENERGY
- FINANCIAL SERVICES
- CONSTRUCTION

NATIONAL POLICY

- INVEST 2025
- INDUSTRIAL STRATEGY
- PLAN FOR CHANGE
- LSIP SECTORS
- APPRENTICESHIP REFORMS
- GOVT 5 PRIORITIES
- GET BRITAIN WORKING WHITE
- PAPER DRIVING GROWTH & WIDENING OPPORTUNITIES
- SKILLS ENGLAND
- L3 QUAL REFORMS
- V LEVELS
- LIFELONG LEARNING ENTITLEMENT

EMPLOYER AND JOB CENTRE VACANCY SUPPORT

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

EMPLOYER FEEDBACK

- ADVISORY BOARDS FOR EACH CURRICULUM AREA INCLUDING SEND;
- IMPROVED EMPLOYABILITY SKILLS
 - IMPROVED COMMUNICATION SKILLS
 - COMPETENCY/RESILIENCE BUILDING
 - DEVELOPED NEW COURSES
 - ADAPTED COURSES IN WELDING, ENGINEERING & DIGITAL

ECONOMIC MONITORING

- DESTINATION DATA
- LSIP SECTORS
- 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

NORTH EAST MAYORAL STRATEGIC AUTHORITY (NEMSA)

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

REDUCTION IN THE NUMBER OF NEETS

INCREASE THE ASPIRATIONS AND AMBITIONS OF OUR ADULT POPULATION THROUGH EDUCATION

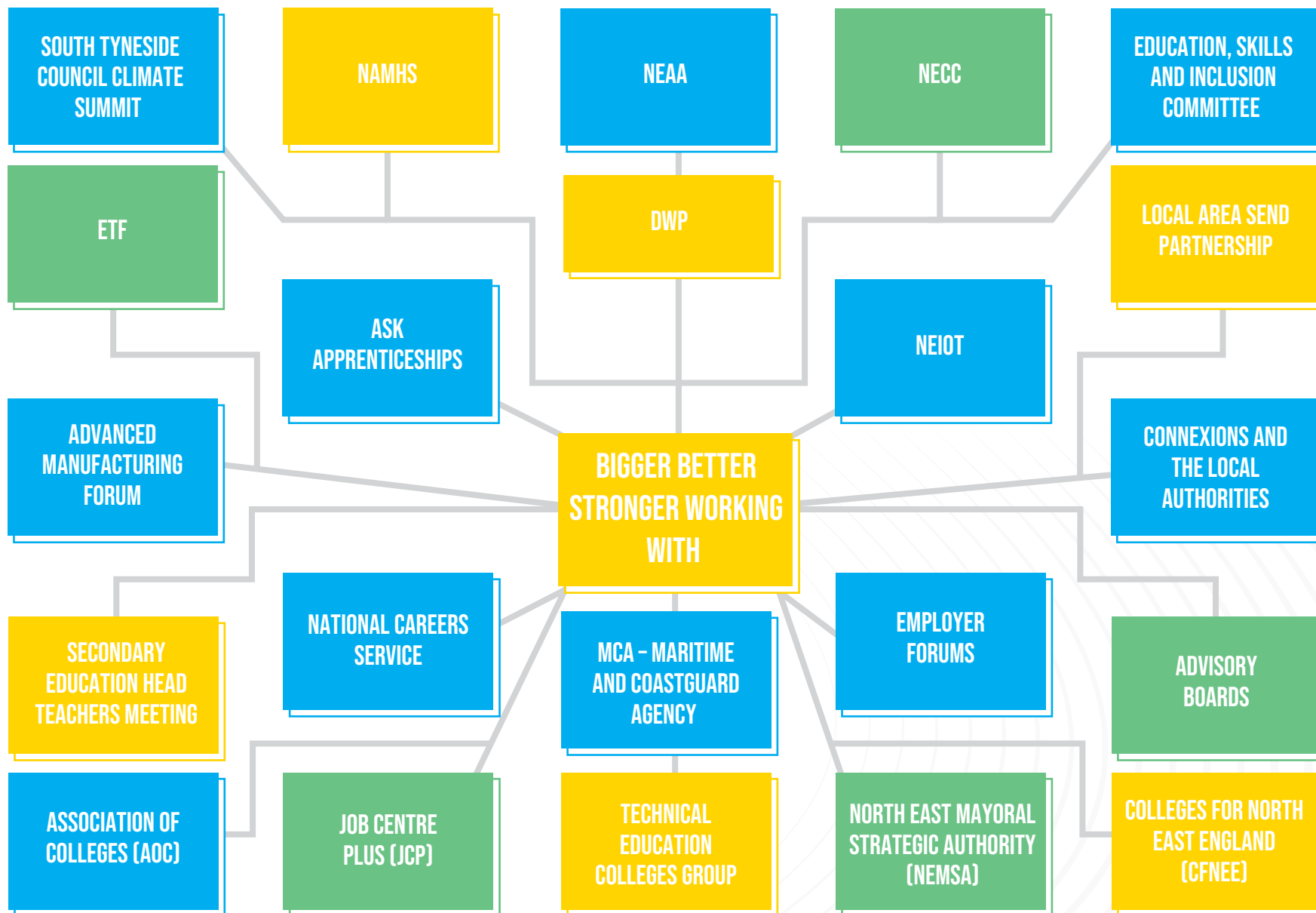
KEY PARTNERS TO FILL SPECIALISMS

CHARITIES – TO ENGAGE THOSE FURTHEST AWAY FROM THE LABOUR MARKET

COMMUNITY OUTREACH – EMPLOYABILITY SKILLS

KEY EMPLOYERS WORKING IN SECTOR PRIORITY AREAS – UPSKILLING





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

INCLUSIVE MAINSTREAM FUND

The Inclusive Mainstream Fund will be used to strengthen the college's capacity to meet a rising level of learner need and to support transition towards the reformed SEND system. The primary focus for 2026–27 is to build workforce capability, embed consistent inclusive practice, and reduce barriers to learning across the campus. This includes addressing key pressures such as increased Social, Emotional and Mental Health (SEMH) related needs, higher volumes of exam access arrangements, disengagement from support services, and the impact of extended external waiting times for assessment.

Funding will be directed towards targeted CPD, specialist led coaching, and the development of a whole college inclusion framework to ensure staff are equipped to deliver high quality universal provision in line with Quality First Teaching. Cross college collaboration between Student Services, ALS & SEND, and Quality will be strengthened through inclusion focused learning walks, revised observation criteria, and the creation of a digital inclusion toolkit. These actions will support earlier identification of need, more consistent use of reasonable adjustments, and improved learner engagement in English, maths, and wider curriculum areas.

To address SEMH related barriers, the college will expand trauma informed practice, introduce regulation spaces, and embed structured check in/check out routines for vulnerable learners. Engagement with support services will be improved through proactive outreach, the introduction of drop in hubs, and enhancements to quiet, accessible, and sensory spaces across the existing and new campuses. For learners awaiting external assessment, the college will implement interim Individual Inclusion Plans within four weeks, supported by specialist screening tools delivered through the Specific Learning Difficulty and Exam Access Arrangements team. This will ensure timely identification of needs relating to reading, writing, processing speed, and comprehension, enabling appropriate support while external assessments are pending.

Impact will be monitored through a robust process led by members of the Senior Leadership Team, with key indicators including:



INCREASE IN STAFF CONFIDENCE IN INCLUSIVE PRACTICE



INCREASE IN LEARNERS ACCESSING SUPPORT



EARLY INTERVENTION TO REDUCE NUMBER OF SEMH RELATED CONCERNS



IMPROVE ENGLISH & MATHS ATTENDANCE FOR HIGH NEEDS LEARNERS



LEARNERS AWAITING ASSESSMENT RECEIVE INTERIM PLANS WITHIN FOUR WEEKS

This approach ensures the Inclusive Mainstream Fund is used strategically to embed inclusion across the college, improve learner outcomes, and align provision with the ambitions of the SEND and Alternative Provision Improvement Plan.

CONTRIBUTION TO NATIONAL, REGIONAL AND LOCAL PRIORITIES

AMBITION

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 2024/2025.

In 24/25 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% (TCC achieved 86.1% for 16-18 learners) Similarly, learners with EHCPs and those in receipt of free school meals all performed very well against national rates of achievement.

480 out of 542 non-white British starts in 24/25 were in the lowest 5 bands (88.6%). The achievement rate for all non-white British was 89.3% against a NR of 84.7%.

2893 of 3592 white British starts were in the lowest 5 bands (80.5%) and the achievement rate of this group was 85.6% against a NR of 84.7%.

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.

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.' 96% of our learners feel that teaching on their course is good and are highly satisfied with their experience across Tyne Coast College.

Robust review and analysis of existing and new course provision takes place annually – 'Invest and Divest' – 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 (Divest)	Reasons
PGCE	Learning and Skills Teacher Apprenticeship now seen as more viable option (STC)
Art and Media	Low numbers on HE programmes: (STC)
Multi-skills at STC	Offered north of Tyne & by other colleges within our travel to learn
Youth College	Redevelop provision ready for a fresh rollout in 2027/28
Provision added, adapted or in development (Invest)	Reasons
L5 Teaching Apprenticeship	opportunity to train and develop new staff
L3 Law and Applied Science	Enhances academic pathways at STC by allowing progression (STC)
L1 Music	Expands music provision and offers lower-level entry for current strong volume of interested students (STC)
Expand Motor Vehicle provision	More capacity to cope with high demand in courses (STC)

CONTRIBUTION TO NATIONAL, REGIONAL AND LOCAL PRIORITIES (Cont)

We have improved our skills' offer in line with employer demand to tackle existing and future skills gaps in priority sectors, aligned to the LSIP priorities. This has included our SEND offer to ensure an inclusive approach with progression to mainstream opportunities. Modes of delivery across curriculum include a blended approach to teaching to reach those learners who are most disengaged.

Introducing a designated lead for 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 employer relationships.

Tyne Coast College (TCC) defined seven long-term strategic priorities from 2025 to 2028. These centred around three themes – bigger, better, stronger. The college undertakes an annual review of its strategic goals, which are:



STRATEGIC GOALS



1: FINANCIAL HEALTH

BE FINANCIALLY SOUND, USE AVAILABLE RESOURCES EFFICIENTLY AND BUILD FINANCIAL RESILIENCE.



2: FACILITIES

BUILDING A COLLEGE FOR THE FUTURE.



3: DIGITAL TRANSFORMATION

LEVERAGE DIGITAL TECHNOLOGIES TO ENHANCE TEACHING, LEARNING, AND ADMINISTRATIVE PROCESSES.



4: PEOPLE

TO BE AN EMPLOYER OF CHOICE.



5: FE AND HE CURRICULUM AND PERFORMANCE

SECURE BETTER OUTCOMES FOR YOUNG PEOPLE AND ADULTS.



6: MARINE SCHOOL

DELIVER OUTSTANDING MARITIME EDUCATION.



7: PARTNERSHIPS

PLAY A LEADING ROLE TO ENSURE EVERY COMMUNITY WE SERVE HAS ACCESS TO HIGH QUALITY TECHNICAL AND VOCATIONAL EDUCATION.

OUR AMBITION FOR 2026/27: SHORT TERM TARGETS

Provision Type	Strategic Ambition	Target / Measure	National Priorities									
			Health	Clean Energy industries	Digital & Technologies	Financial Services	Life Sciences	Construction	Advanced Manufacturing	Creative Industries	Professional & Business Services	Defence
Inclusion	Establish Inclusion Champions across all curriculum areas to act as key contacts, supporting teams and modelling best practice.	All sub-curriculum areas to nominate an Inclusion Champion by October 2026	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
NEET	Introduce an Access to Further Education programme to support learners who are NEET.	Programme operational by September 2026	Y		Y			Y	Y	Y		
High Needs	Develop and implement a digital Inclusion Toolkit to support curriculum staff in meeting diverse learner needs.	Inclusion Toolkit developed and launched by November 2026			Y							
16–19	Implement the Attendance Strategy for 2026/27 to improve learner engagement and outcomes.	Achieve 85% attendance across curriculum areas										
Adult	Expand the adult evening offer in construction, aligned to local skills needs and CTEC priorities.	Construction evening provision launched by December 2026 with a minimum of 12 enrolments						Y				
LSIP / HE / T Levels	Expand the digital curriculum to meet employer demand, including T Levels and HE media provision.	Digital T Levels launched September 2027; HE Media introduced September 2027; TM expansion by September 2028			Y							
Apprenticeships (Apps)	Embed the Level 5 Learning and Skills Teacher Apprenticeship to strengthen workforce development and support new teaching staff (“grow our own”).	10 staff enrolled on the qualification by December 2026	Y	Y	Y	Y	Y	Y	Y	Y	Y	
Marine	Embed online assessment systems across marine provision to enhance accessibility and efficiency.	Fully embedded across all assessment platforms by April 2027		Y	Y				Y			Y

ALIGNING APPRENTICESHIPS TO LOCAL SKILLS NEEDS

Tyne Coast College continues to position apprenticeships as a key component of its response to regional workforce demands and economic growth priorities. Our apprenticeship offer is shaped by Local Skills Improvement Plan (LSIP) priorities, labour market intelligence and extensive employer engagement, ensuring provision remains relevant, responsive and future-focused.

Current and planned apprenticeship pathways support priority growth sectors, addressing identified skills shortages while creating opportunities for learners to progress into sustainable employment.

EMPLOYER AND SME ENGAGEMENT DRIVING CURRICULUM DEVELOPMENT

The College works closely with a diverse network of employers, ranging from major regional organisations to small and medium-sized enterprises (SMEs), to inform curriculum design and apprenticeship development.

SMEs play a particularly important role in helping the College understand emerging workforce challenges, recruitment pressures and future skills requirements. Through regular employer consultation, work-based learning partnerships and apprenticeship feedback mechanisms, we ensure our apprenticeship standards, delivery models and progression pathways remain aligned to employer demand.

These partnerships also provide apprentices with valuable workplace experience and improve employment opportunities within the regional economy.

ADVISORY BOARDS SUPPORTING CONTINUOUS IMPROVEMENT

Employer advisory boards are embedded across all curriculum areas, providing a structured mechanism for ongoing industry engagement. These boards, include a SEND group and all aligned with LSIP priorities, enabling employers to:



INFLUENCE CURRICULUM CONTENT AND DESIGN



IDENTIFY EMERGING SECTOR SKILLS REQUIREMENTS



VALIDATE NEW CURRICULUM DEVELOPMENTS



SHAPE FUTURE APPRENTICESHIP AND TECHNICAL EDUCATION PROVISION

Feedback from advisory boards has directly informed the introduction of new technical programmes, Higher Technical Qualifications and apprenticeship growth areas, while ensuring employability skills, digital capabilities, professional behaviours and workplace readiness remain central to the learner experience.

SUPPORTING FUTURE WORKFORCE NEEDS

Looking ahead, Tyne Coast College will continue to refine and expand its apprenticeship provision in response to regional skills intelligence, employer feedback and evolving LSIP priorities.

Our active participation in employer networks, strategic partnerships and sector-led initiatives ensures curriculum planning remains closely aligned to current and future workforce requirements. The College is committed to creating clear progression pathways from technical education into apprenticeships, higher apprenticeships and skilled employment.

Through this approach, we aim to support productivity, economic growth and social mobility across South Tyneside, North Tyneside and the wider North East. Apprenticeships will remain a critical element of our strategy, helping to address regional skills shortages and develop the talent needed to support the region's future prosperity.

LOCAL NEEDS DUTY

We set ambitious targets for 2025/26 and delivered strong performance across a number of key areas.



WE INTRODUCED TWO CROSS-COLLEGE NEET GROUPS, WITH A PARTICULAR FOCUS ON SUPPORTING LEARNERS WITH SOCIAL, EMOTIONAL AND MENTAL HEALTH (SEMH) NEEDS, PROVIDING AN INCLUSIVE AND ACCESSIBLE PATHWAY INTO MAINSTREAM EDUCATION.



THE COLLEGE SUCCESSFULLY RECRUITED AGAINST ITS 16-19 ALLOCATION AND IMPLEMENTED ALL PLANNED T LEVEL ROUTES IDENTIFIED WITHIN THE CURRICULUM PLAN.



OUR HIGHER TECHNICAL QUALIFICATION (HTQ) IN HEALTH WAS SUCCESSFULLY EMBEDDED WITHIN THE TWO-YEAR CURRICULUM PLAN. IN RESPONSE TO LOCAL SKILLS IMPROVEMENT PLAN (LSIP) PRIORITIES, WE ALSO EXPANDED OUR HIGHER-LEVEL SOCIAL CARE OFFER.



SUPPORTED INTERNSHIPS INCREASED BY 40%. THIS GROWTH WILL PROVIDE MORE HIGH NEEDS LEARNERS WITH MEANINGFUL WORK PLACEMENT OPPORTUNITIES, SUPPORTED BY A SUBSTANTIAL INCREASE IN EMPLOYER ENGAGEMENT.



WINNERS ACROSS INTER-COLLEGE SKILLS' COMPETITIONS, INCLUDING DIGITAL, ARTS, MEDIA, HAIR AND BEAUTY.



MORE RIGOROUS PERFORMANCE REVIEWS AND CLOSER MONITORING OF PROVISION IMPROVED CURRICULUM EFFICIENCY AND OPERATIONAL EFFECTIVENESS, CONTRIBUTING POSITIVELY TO COLLEGE EBITDA PERFORMANCE.



A NEWLY DEVELOPED CAREERS STRATEGY STRENGTHENED CAREERS EDUCATION, INFORMATION, ADVICE AND GUIDANCE ACROSS THE COLLEGE, ENSURING ALL LEARNERS HAD ACCESS TO IMPARTIAL ONE-TO-ONE GUIDANCE WHILE IMPROVING THE CAPTURE OF PROGRESSION AND DESTINATION DATA.

CURRICULUM CHALLENGES FOR 26/27:



CONTINUE TO RATIONALISE CURRICULUM PORTFOLIO ALIGNED TO THE NEW LSIP AND EMPLOYER DEMAND



PRIORITISE GROWTH AREAS (ENGINEERING, CONSTRUCTION, MARINE, DIGITAL)



STRENGTHEN QUALITY ASSURANCE AND OFSTED READINESS



IMPROVE ENGLISH AND MATHS OUTCOMES AND ATTENDANCE



CONTINUOUS ALIGNMENT OF CURRICULUM STRATEGY TO NEW CAMPUS

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.

The Governing Body will undertake an annual review of local need, inline with curriculum planning 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 by 31st July 2026

CHAIR OF GOVERNORS SIGNATURE:

NAME: 

DATE: 21 July 2027



STUART BLACKETT

CHIEF EXECUTIVES SIGNATURE:

NAME: 

DATE: 21 July 2027



DR LINDSEY WHITEROD CBE

GLOSSARY

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