



ANNUAL ACCOUNTABILITY STATEMENT

2026/2027



MIDDLESBROUGH COLLEGE

ACCOUNTABILITY STATEMENT 2026/2027 ACADEMIC YEAR

CONTENTS

Purpose	3
Strategic Plan	4
The Tees Valley	5
Tees Valley Context	6
Tees Valley Economy	7
Skills Shortage Vacancies	8
Tees Valley Local Growth Plan	9
Our Approach to Developing the Annual Accountability Statement	10
Strategic Investments	12
Contribution to National, Regional and Local Priorities	15
Accountability Agreement Targets for 2026/27	19
Inclusive Mainstream Funding	22
Local Needs Duty	24
Corporation Statement	25
Appendix One	26

PURPOSE

Middlesbrough College has a rich history dating back to the early 1900s when local industrialists first established a training centre to ensure employers had access to the skills they needed for industrial growth at that time. Fast forward to our more recent past and the College today is made up of six previously independent organisations, each with their own proud legacy. Those organisations are Longlands College, Kirby College, Marton Sixth Form, Acklam Sixth Form, NECC training company and TTE engineering training company.

As the largest further education college in Teesside, the College relocated to Middlehaven in 2008 to ensure students from across the wider conurbation could have greater access to the wide range of regionally significant technical and professional specialisms.

With regular insight and input from local employers, alongside careful and frequent mapping against our regional economy, the College offers courses from Entry Level to Level 6 that support every sector of the economy including through:

- A Levels
- T Levels
- Vocational courses
- Apprenticeships
- Adult courses
- Higher Education courses

We are currently actively preparing for qualifications reform and developing V Levels, Foundation certificates, Foundation Apprenticeships, Occupational pathways and English and mathematics stepping stone qualifications.



STRATEGIC PLAN

Between September 2025 and April 2026, we consulted on the next phase of our strategic plan. This extensive process included:

- A full review of progress against our last strategic plan
- Consultation with over 6,000 civic, community, education, student, parent, applicant, staff and employer partners on how they view us now, our values and what they would like to see us priorities in our next plan
- External benchmarking on our finances, curriculum efficiency, campus utilisation and quality outcomes
- A full review of the wide range of policy documents, white papers and regulatory changes relating to skills
- A review of local and national issues such as technology, economic, social and political changes
- A full map of our current provision against the local labour market – and an assessment of future skills requirements.

This comprehensive review has shaped our next strategic plan 'Vision 2030' which will be published in Summer 2026.

The mission set out in our new plan, builds on our dual purpose of economic and social prosperity and sets out clearly our ambition to support our students and community to **BELONG, THRIVE, ACHIEVE** and **PROGRESS**.

In addition, the plan refreshes our values, and sets out our eight strategic priorities, defines our delivery accountability and establishes ambitions targets for us to achieve in the coming years.

Whilst our strategic plan sets out high level priorities over multiple years, our core curriculum is reviewed each year, with our annual accountability agreement sitting alongside our strategic plan and outlining specific targets and priorities for the following academic year.



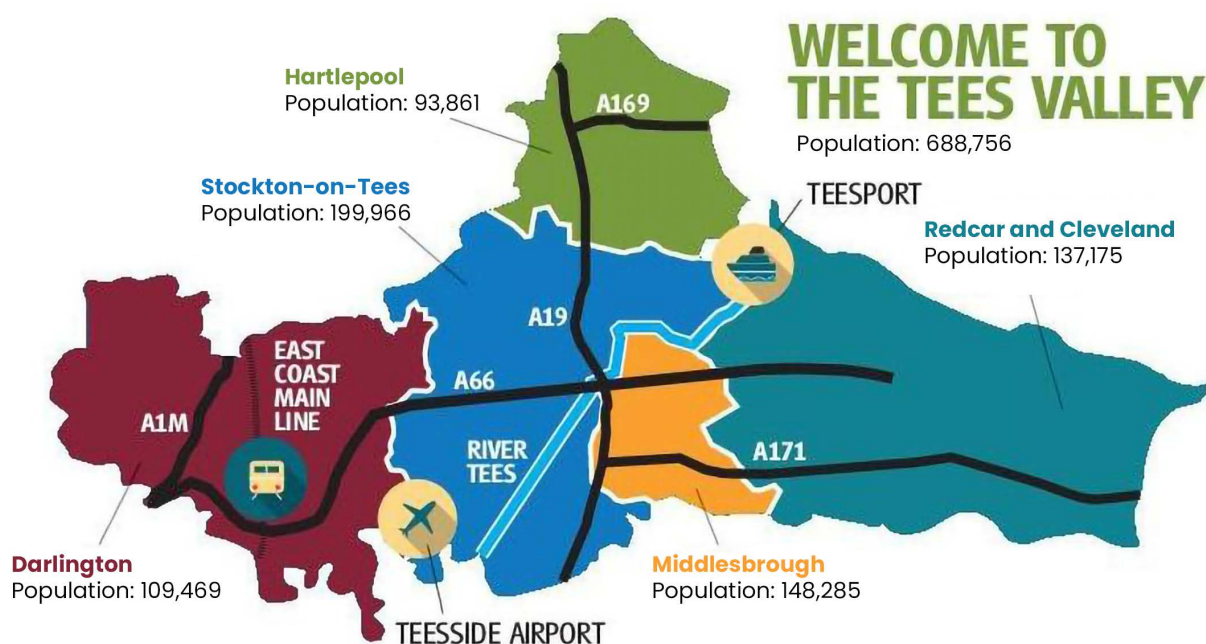
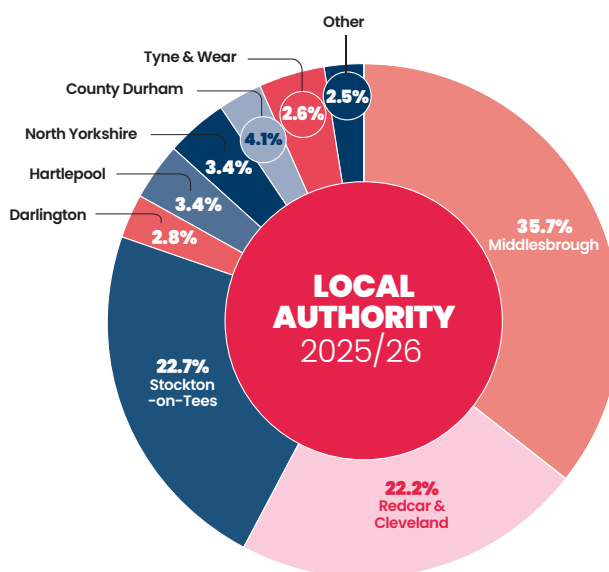
THE TEES VALLEY

Middlesbrough College's main campus is located in Middlehaven, in the heart of the Tees Valley. The Tees Valley is served by a Mayoral Combined Authority (MCA), namely the Tees Valley Combined Authority (TVCA), with adult skills devolution powers and with the geographic area also matching the Local Skills Improvement Plan (LSIP) Tees Valley boundary.

Whilst almost 90% of the College's students reside in the five Tees Valley local authorities, Northern Skills (the apprenticeship and training arm of the College), offers a regional apprenticeship and training service from a mix of small permanent and temporary sub regional offices in Newcastle and Sunderland. As an active member of the North East Institute of Technology we work closely with others to ensure a regional and collaborative approach is in place to develop higher level technical skills. In addition, TTE (a £12m specialist engineering facility, which relocated to the Middlehaven campus in 2024) offers highly specialist engineering training to UK and international companies and employees alongside a local offer of apprenticeships, study programmes and degree level qualifications.

This accountability statement therefore references the Tees Valley LSIP primarily, although cognisance is also given to findings within the other northeastern LSIPs and neighbouring Mayoral Strategic Authority areas (North East and York North Yorkshire).

RESIDENCY OF LEARNERS



WELCOME TO THE TEES VALLEY

Population: 688,756

TEES VALLEY CONTEXT

Tees Valley ranks as the most deprived Mayoral Strategic Authority area in England, with several local authorities falling within the most deprived 10% nationally. When comparing Tees Valley local authorities, the unemployment rate is highest in Middlesbrough at 6.3%. Tees Valley has some of the country's highest economic inactivity rates with 37.5% of the working age population in Tees Valley being economically inactive in June 2026 compared to 27.1% nationally. Youth unemployment whilst at a historic low, remains an issue with a higher-than-average number of 16-24-year-olds unemployed and claiming benefits. In addition, a high and recently increasing number of 16-17-year-olds are NEET (Not in Education, Employment or Training) with cost-of-living pressures placing greater pressure on these families (5.2% in Tees Valley and 4.1% in Middlesbrough, compared to 3.4% nationally). The projected upward trend for numbers of NEETs in young people is current a major national priority.

Tees Valley has a higher percentage of 16-34-year-old residents starting an apprenticeship than nationally and apprenticeship achievement rates are consistently higher than national (around 15%). However, apprenticeship starts are half what they were pre the introduction of the levy in 2017 (55% lower), compared to a 45% drop nationally. Tees Valley does outperform nationally on apprenticeship take-up and starts per head, despite a sharper long-term decline in volumes. The percentage of graduates in employment 15 months after graduating matches the national rate. However graduate retention is an issue, with around 61% of Tees Valley graduates finding employment within the region, meaning approximately 39% leave to work elsewhere but analysis of the Longitudinal Education Outcomes (LEO) dataset for longer term retention suggests that about **73% of graduates remain in Tees Valley five years after graduating**, which is relatively high compared to some other regions. 28% of graduates from higher education institutions in Tees Valley are working in non graduate (lower level) roles, potentially displacing those with lower-level skills into unemployment.

This is largely due to Tees Valley having a lower percentage of professional level jobs available compared to nationally and the monthly wage in Tees Valley is lower than nationally (£2,800 compared to £3,300). Lack of qualifications is a significant barrier to employment.

The percentage of Tees Valley residents with no qualifications (8.2%) is higher than national rates (6.6%). Tees Valley has seen increasing numbers of asylum seekers seeking local authority support. In June 2026, the rate per 10,000 of asylum seekers in Middlesbrough is 49, compared to around 19 nationally – one of the highest rates in the country. Tees Valley is an area of skills devolution and as such the College receives its Adult Skills Funding through our local Mayoral Strategic Authority and works closely with them to meet adult skills needs.

Tees Valley aspires to meet the UK's 80% employment rate target, which would mean an extra 33,300 local people need to move into work. To meet the UK rate for economically inactive, 18,800 fewer working-age people need to be supported from that current category. The main cause of economic inactivity is long term sickness.



TEES VALLEY ECONOMY

Tees Valley has a conterminous, fully integrated combined authority, covering 300 square miles, with a population of around 676,000. The region has a number of traditional industries, some of which have declined over time, resulting in job losses for many Tees Valley residents. However, many industries have successfully evolved and repositioned themselves in the economy – alongside emerging new growth sectors. Tees Valley has significant sectoral strength and relatively high employment in higher productivity sectors such as chemical and processing, clean energy, low carbon and hydrogen and advanced manufacturing and is strategically positioning itself as a net zero cluster, alongside its Freeport status. Construction sub-sectors including civil engineering and specialised construction together with logistics sub-sectors such as road freight transport are also well represented. Health and social care make up one of the largest sectors for employment in Tees Valley, and there

are also high volumes of jobs in public administration, defence, education and IT. The region has emerging strengths in digital and business and professional services. Tees Valley has a wide range of extensive development sites, opportunities and financial incentives including the South Tees Development Corporation (Teesworks), the UK's largest industrial development zone and first Mayoral Development Corporation outside of Greater London.

Teesworks has recently been named the UK's largest Freeport, with the potential to create 18,000 high-skilled, good-quality jobs supporting the offshore wind, clean energy, chemical and processing and advanced manufacturing sectors. Also, at the heart of the Teesworks site, Net Zero Teesside will be the UK's first carbon capture utilisation and storage (CCUS) facility.



SKILLS SHORTAGE VACANCIES

The table below presents UK employer skills survey (ESS) 2022 sector-level skills-shortage vacancy (SSV) density, alongside Tees Valley context metrics from LSIP and TVCA reports.

Sector (Tees Valley Priority)	SSV Density (% of vacancies that are SSV) – UK ESS 2022	Tees Valley Context (latest LSIP/TVCA data)
Construction & Civil Engineering	52% (up from 36% in 2017)	Projected job growth +2.3% (2020–2031) in Tees Valley (revised down from +14.6%), still resilient
Advanced Manufacturing (inc. Engineering)	42% (up from 29% in 2017)	Manufacturing/engineering remains a core Tees Valley sector with strong demand for CNC (computer-controlled machinery), welding and technical roles
Process, Chemicals & Energy	42% (manufacturing proxy); energy/utilities show elevated shortages	Green Energy jobs projected +59.5% (2020–2031) in Tees Valley (vs. +10.7% nationally), reflecting net-zero investments
Health & Social Care	40% (up from 22% in 2017)	Sector employment ~41% above national average locally; growth projection +7.5% to 2031 (national +12.1%)
Digital & Creative	33% Creative industries; 30.6% Tourism industries; 41.2% Sport	Digital has seen ~60% employment growth in Tees Valley over five years; creative/visitor economy is a named growth area
Logistics (transport, warehousing)	UK ESS points to elevated shortages in transport-related occupations	Ongoing demand for HGV/warehouse roles; vacancy volume remains high locally per TVCA job-demand monitoring
Professional & Business Services	UK-wide SSV density varies; not singled out among highest sectors	Jobs in PBS currently ~36% below national average locally; long-term projection +1.9% (2020–2031)
Culture & Leisure/ Hospitality	29% SSV (up from 17% in 2017) for hotels and restaurants	Named as part of Tees Valley's creative/visitor economy; local demand fluctuates with seasonal and consumer activity



TEES VALLEY LOCAL GROWTH PLAN

1

Grow our globally competitive modern industrial and technology cluster and enabling Advanced Manufacturing sector by securing further investment, deepening our innovation expertise and attracting and retaining talent.

2

Accelerate our rapidly growing digital and creative cluster by securing further investment, growing our business base and attracting and retaining talent.

3

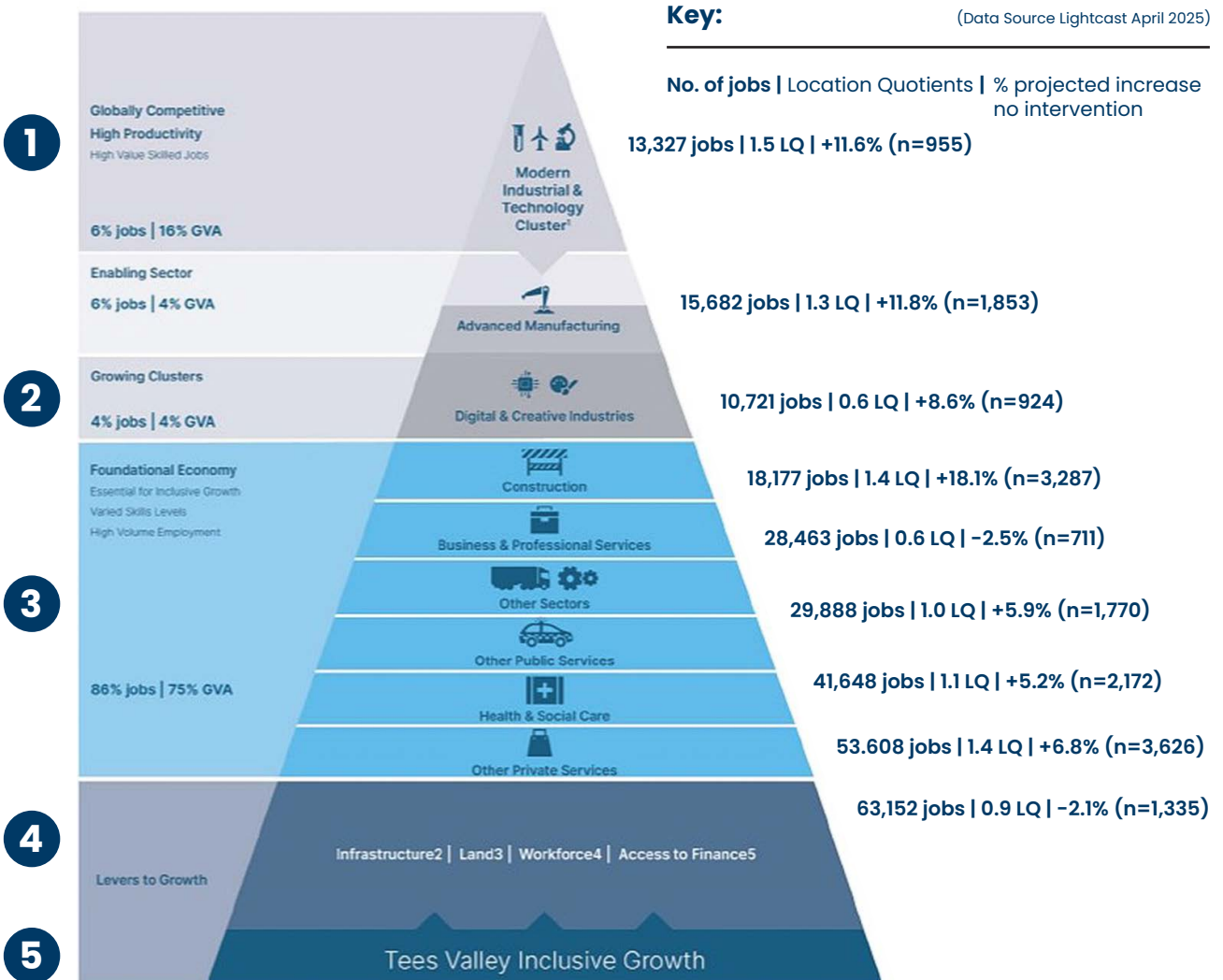
Create the environment for growth and accelerate regeneration of our communities making Tees Valley an attractive place to live, study, work, invest and visit.

4

Diversify and drive the growth of our foundational economy by increasing business density and developing the skills of our people to get more people into work.

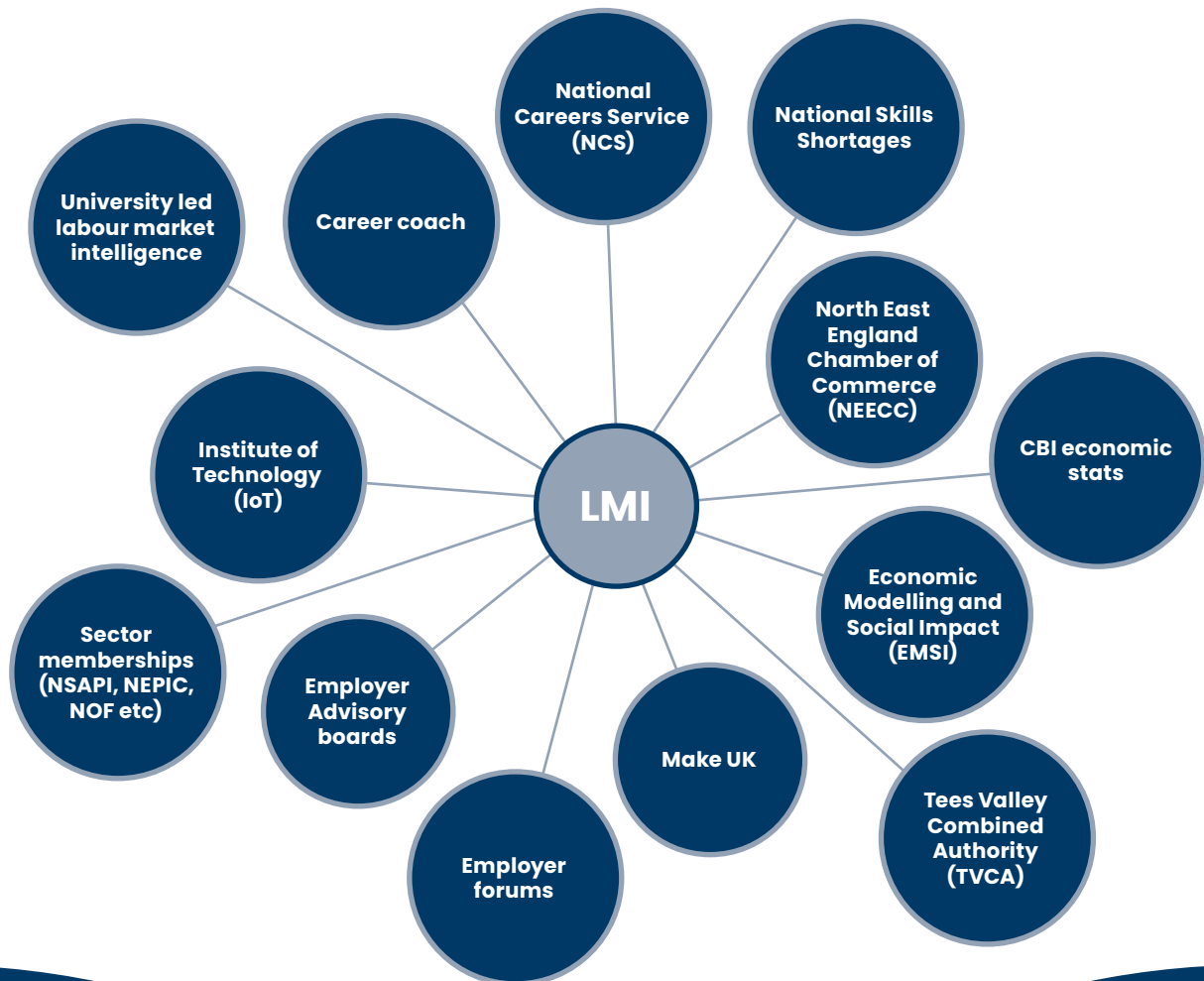
5

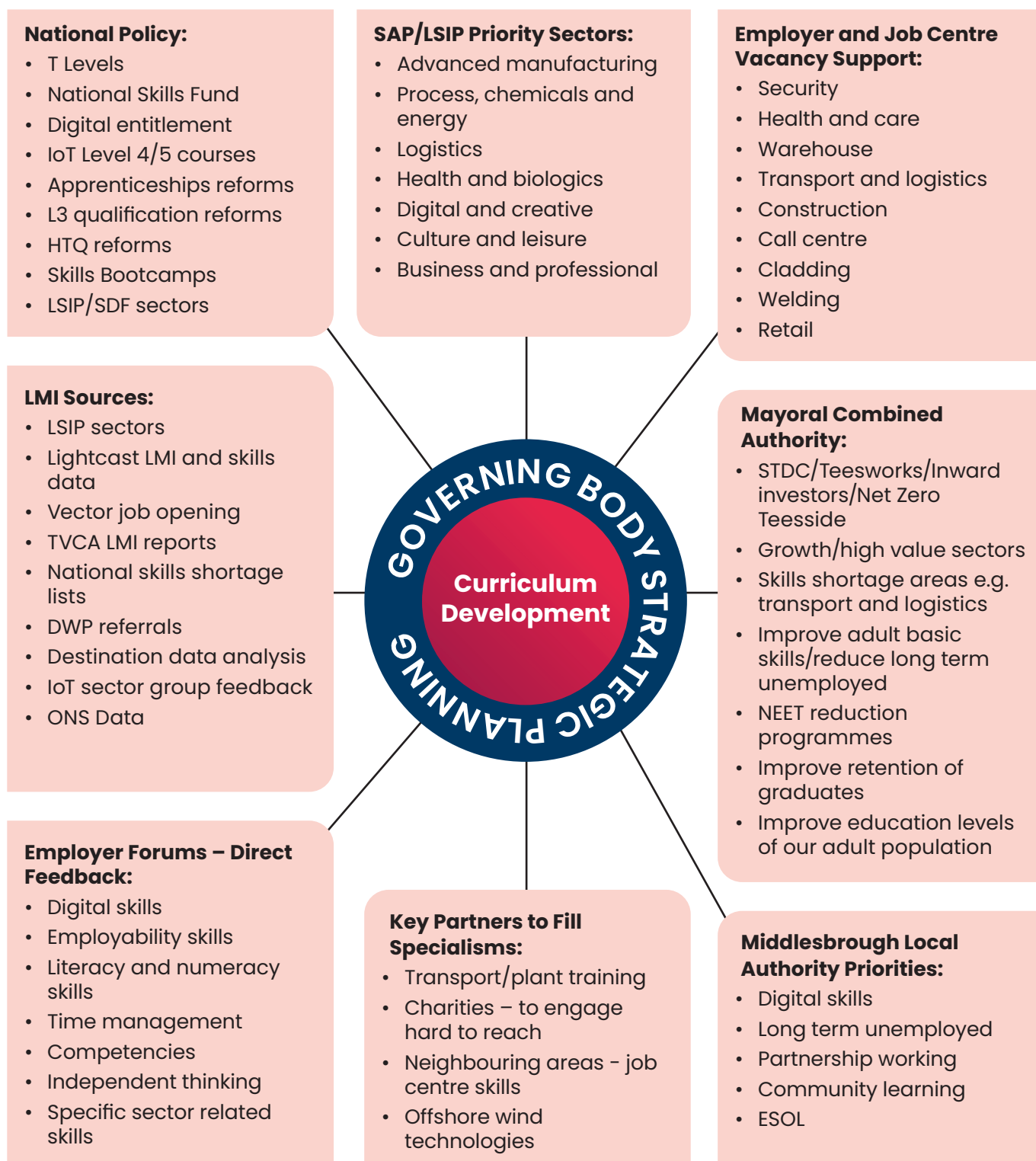
Accelerate the development of strategic transport, energy, digital and housing infrastructure to maximise the potential of our growth opportunities and create the environment for growth.



OUR APPROACH TO DEVELOPING THE ANNUAL ACCOUNTABILITY STATEMENT

Middlesbrough College plans curriculum through analysing labour market intelligence (LMI), listening to feedback from a network of important stakeholders and analyse our demographic changes as shown below.





Key:

SAP – Skills Advisory Panel
 LSIP – Local Skills Improvement Plan
 HTQ – Higher Technical Qualification
 TVCA – Tees Valley Combined Authority
 ESOL – English for Speakers of Other Languages
 LMI – Labour Market Information
 DWP – Department for Work and Pensions
 IOT – Institute Of Technology
 STDC – South Tees Development Corporation
 NEET – Not in Education, Employment or Training
 SDF – Strategic Development Fund

STRATEGIC INVESTMENTS

Middlesbrough College targets investments at strategically important sectors in order to ensure we meet the highest local skills priorities and that we stay up to date with changing, emerging and innovative industrial standards. Examples of the strategic investments we have made over the years include:

- A £20m investment in STEM facilities (2015) and subjects; such that now 73% of our school leavers are studying in 'priority' sectors rising from 25% since our move to Middlehaven.
- The acquisition of a respected apprenticeship training company (NECC training) covering complementary sectors and a wider geographic reach across the North East of England – creating an apprenticeship and training arm of the College (2016) which focuses on technical and professional apprenticeship training including dentistry, accountancy, engineering and digital.
- Becoming an active partner in the North East Institute of Technology collaboration (2019) – developing higher technical qualifications to meet local needs.
- Utilising devolved flexibilities to develop new and improved bespoke employer-led provision (BELPs) through our new adult and community learning centre (2019).
- Transferring TTE, a strategically important specialist engineering training provider into the group (being adjacent to a new Freeport) (2019).
- Delivering T Levels from 2021.
- Supporting Freeport inward investors, through a collaboration with local providers as part of the Teesworks Skills Academy consortium (2021).
- Working in partnership with our employer representative body (ERB) to develop a Trailblazer LSIP and delivering associated Strategic Development Fund (SDF) projects (2021-22).

- Investing in skills shortage areas, opening T Level digital and construction centres in 2022.
- Opened a new £12m TTE technical training centre in 2024 – with expansions into new green technologies.
- Acquisition of a new adult centre (100 Russell Street – 2024) utilising Levelling Up Partnership Funding to secure a long-term future for our adult learners. This centre will be refurbished during the next academic year and open fully for use in 2027.
- Working in partnership with Middlesbrough Council to expand our bespoke NEET engagement programme, including our outreach offer in East Middlesbrough. Given the success of this initiative (Middlesbrough NEETs having reduced from over 7% to c4% over two years). Our new strategic plan sets ambitious targets to increase this further to 350 learners over the life of the plan.

The North East England Chamber of Commerce developed the first Tees Valley LSIP in 2023. The College, in collaboration with others locally, prepared a local skills investment plan (LSIP) in conjunction with levelling up funding, to directly respond to LSIP priorities.

- Healthcare wards/immersive suite
- Electric vehicle workshop
- Construction retrofit centre.
- SEND facilities
- Sub-arc welding equipment to support inward investor.

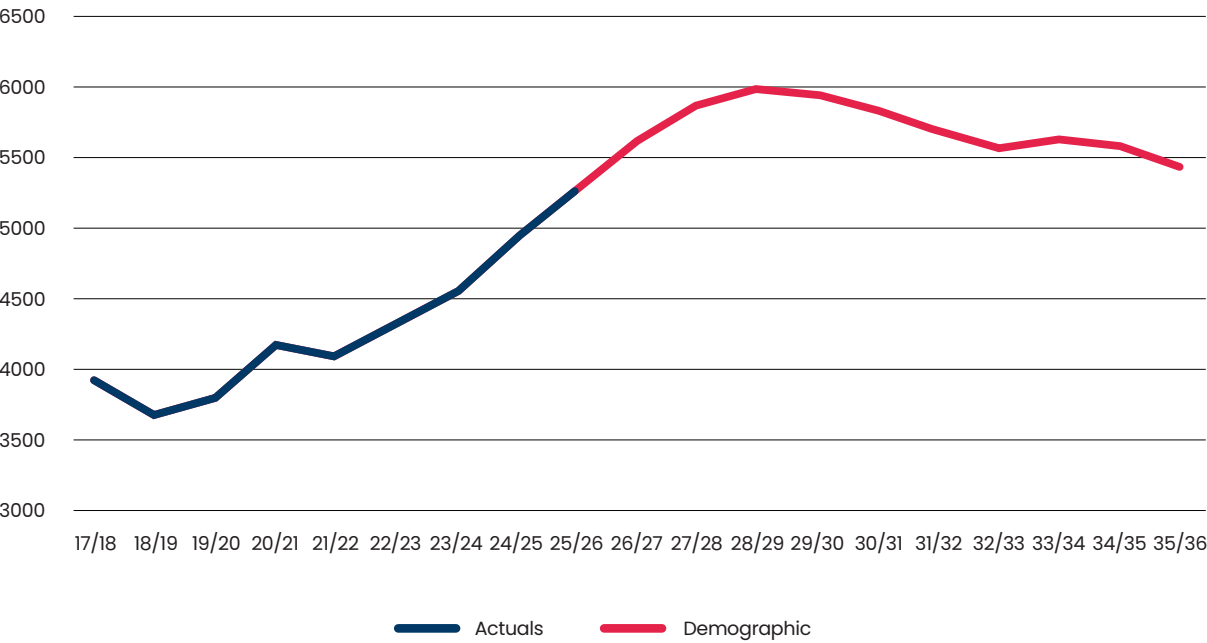
Tees Valley's second LSIP will be launched in the Summer of 2026 and once again the College has been proactive in supporting the development of the plan and more importantly, in developing and preparing to implement the recommendations.

Collectively, our strategic engagement, targeted investments and employer and stakeholder engagement have shifted the proportion of our young learners who are studying in skills priority sectors as demonstrated by the graph opposite.

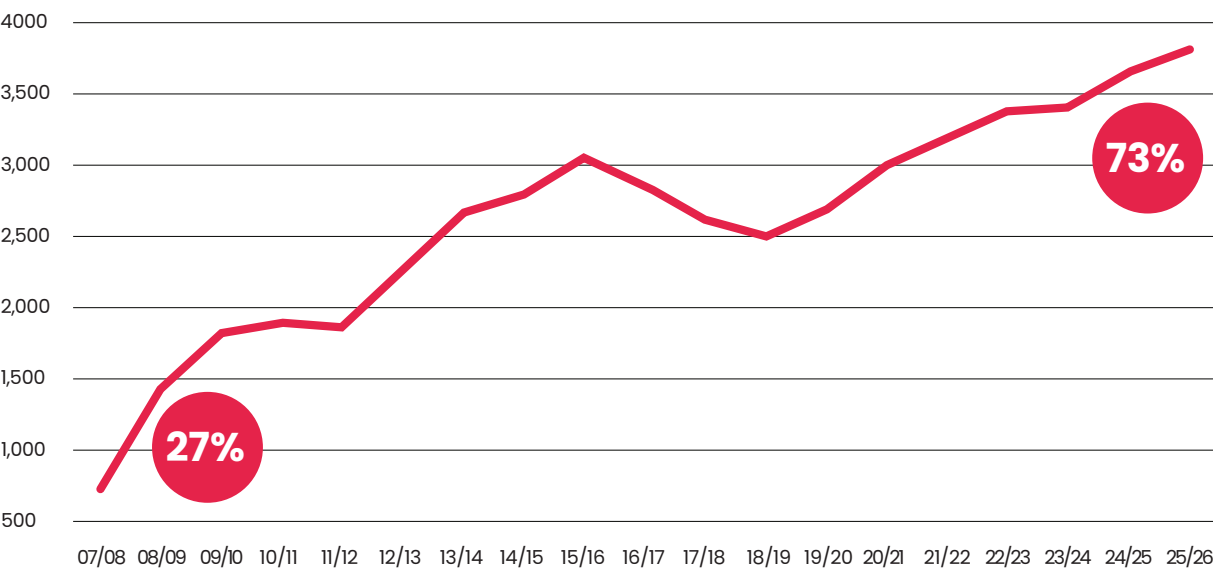
CHANGING DEMOGRAPHICS

We must plan and manage our campus, resources and finances responsibly to ensure we can effectively respond to significant changes in the local 16–18 demographic over the lifetime of this plan and beyond.

ESTIMATED 16–18 LEARNER NUMBERS



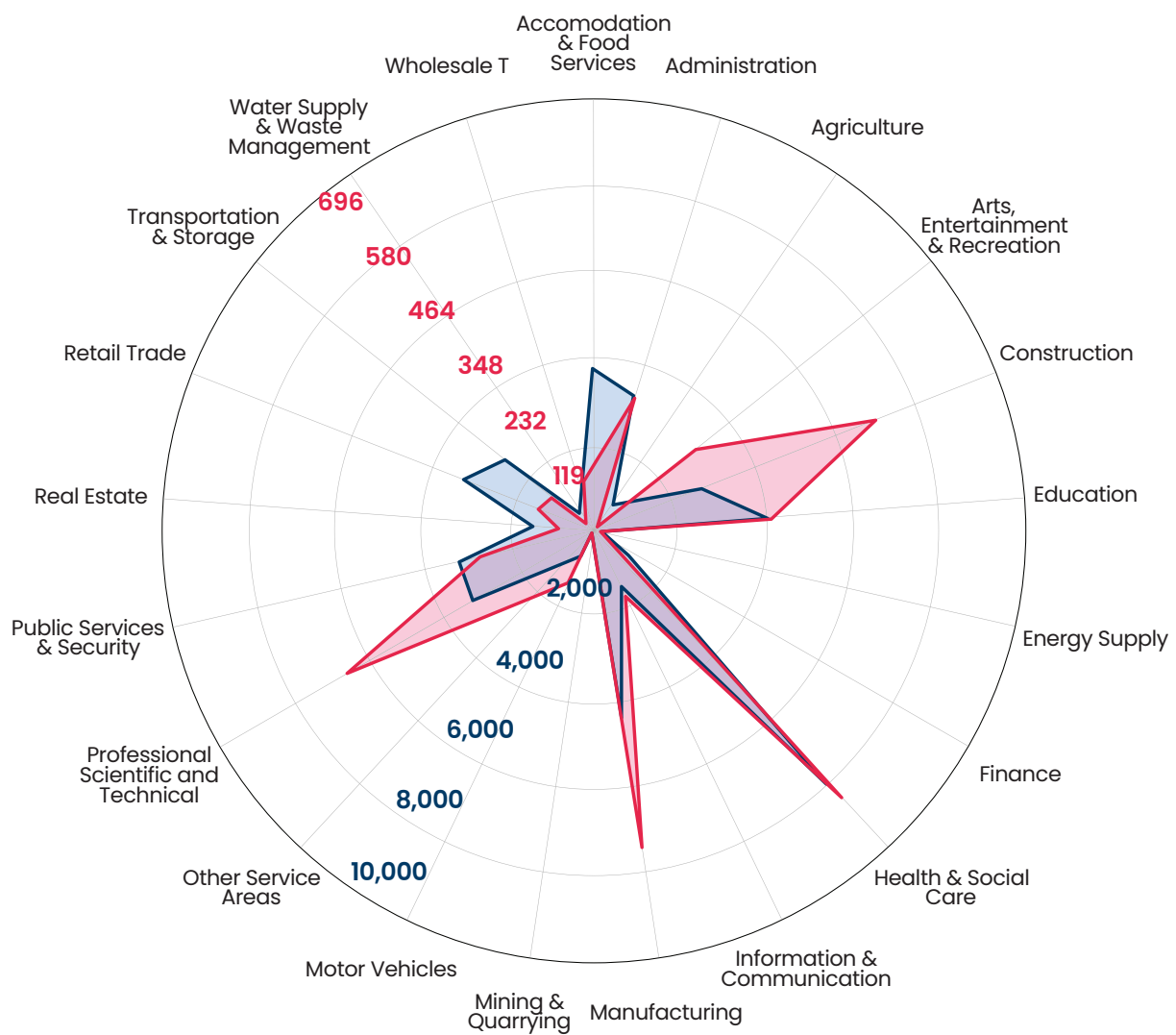
16–19 STUDYING PRIORITY SECTOR



STRATEGIC INVESTMENTS – CONT.

Additionally, we periodically commission an external company to map our curriculum to job openings across our local area. The chart below was completed in 2025 and highlights a close mapping across technical and professional areas.

AVERAGE ANNUAL OPENINGS VS ACHIEVEMENTS



— Average Annual Openings (Outer Scale) (2025/29)

— Achievements (Inner Scale) (FTE 2024/25 - M'bro College)

CONTRIBUTION TO NATIONAL, REGIONAL AND LOCAL PRIORITIES

In February 2024, Ofsted awarded the College a **STRONG** rating for our contribution to meeting skills needs. They cited our advisory boards, employer, community, civic and education partnerships as strong and as having a direct and positive impact on our provision and our student outcomes. Examples of changes we have and are making to our provision over recent years include:

Provision added, adapted or in development	Reasons
Develop a range of bespoke employer-led provision (BEP) including cladding, security, care and retail	Employer demand, Tees Valley priority
Thrive personal development programme including soft skills assessments	LSIP employer feedback
ESOL adapted to offer a fast-track employability route	Tees Valley MCA request
Developed (and developing) bootcamps in welding, teaching, Electric Vehicle and Hybrid Vehicle	Employer and government priority
Introduce multiple numeracy programmes	Government priority
Higher Technical Qualifications (HTQs) development	Institute of Technology/government priority
Digital basic skills training	Local student and employer demand
Developed face-to-face retrofit qualifications	In response to LSIP employers and IoT stakeholders
Launched a new adult retrain offer in health and social care and childcare	Local employment priorities
Developed adult upskill course in welding	To support SeAH wind inward investor
Invest in high voltage training	To support local employers
Incorporate carbon capture and storage specialisms into new TTE	To support Net Zero Teesside
Incorporate Excel into business programmes	In response to LSIP
Developed a new NEET provision following withdrawal of European Social Fund (ESF) funding and expanded this further in partnership with Middlesbrough Council (2025)	In response to local need
Developed a scholarship programme in conjunction with employers - including green energy, engineering and construction scholars	To develop a progression pathway into apprenticeships and employment
Develop subcontracting offer high quality partners	To deliver in niche areas of such as offshore wind, where there is a growing demand for emerging skills and job opportunities.
Provision removed or reduced	Reasons
Sub-contracting with one Tees Valley based partner	Poor job outcomes
Reduced distance learning provision	Low TVCA priority
Paused beauty apprenticeships	Concern over poor student outcomes

CONTRIBUTION TO NATIONAL, REGIONAL AND LOCAL PRIORITIES – CONT.

The College set 23 targets in its 2025/26 accountability agreement, and progress against these have been reported to governing body meetings throughout the year. 19 are on track to be achieved at the time of writing, with the four other targets falling short as detailed below.

Develop and deliver a 'New Energy' apprenticeship programme with employer partners, to service emerging technologies locally (e.g. CCUS)	10 new energy apprentices	9
Increase college delivery of construction apprenticeships	>30% increase	17%
Commence new NHS apprenticeships in mental health support	>30 new health apprentices	17
Positive destinations of our apprentices	>+5% above NR	97.2% (NR 94%)



The aims and target outcomes identified in this section reflect national priorities, regional priorities and our own strategic plan objectives and deliverables. They align with the national and regional LSIP priorities in terms of sectors as highlighted below. The table below highlights the areas defined as priority sectors in the national priorities and the two different LSIPs that are relevant to our work:

Priority Area	National	Tees Valley LSIP	North East LSIP	Middlesbrough College Delivery Plan 2025/26		
				Entry Level 1 & 2	Level 3	Level 4 and above
Advanced manufacturing	x	x	x	x	x	x
Creative industries	x			x	x	x
Defence*	x			x	x	x
Digital and technologies	x	x	x	x	x	x
Life sciences	x	x	x		x	
Professional and business services	x			x	x	x
Clean energy industries	x	x		x	x	x
Construction	x	x	x	x	x	x
Health	x		x	x	x	x
Transport and logistics			x	x		
Chemical and processing		x			x	x
Essential Employment/ Business Skills		x	x	x	x	x

*The College delivers across enabling sectors that support defence and its supply chain, such as engineering and digital as well as direct progression through public services provision.

The College demonstrably delivers curriculum aligned to local and national priorities, in key sectors. We currently do not deliver at all levels in life sciences and transport and logistics but there is coverage of this curriculum across other local providers and, due to the lower volume of provision, duplication is not currently necessary.

MIDDLESBROUGH COLLEGE

CONTRIBUTION TO FIVE GOVERNMENT MISSIONS

Five Missions	College Contribution
Kickstart economic growth	Continue to skew offer to STEM and other 'growth plan' priority courses. Continue to develop programmes in emerging areas such as: • Net zero (CCUS, retrofit, renewables) • Digital • Enabling support for defence • Construction (contribute to TEC) and Net Zero Teesside Support positive outcomes – support for first job – work experience, apprenticeship vacancies Continue to grow Bootcamp and BELPs: • Welding, electric vehicles, cladding, security, offshore wind Expand employer scholarships and place-based solutions
Clean energy superpower – net zero 2030	Net zero course development (renewables, CCS) Retrofit bootcamps/adult provision Welding support for SeAH wind – monopile factory Electric vehicle bootcamps/adult provision BP apprenticeships and Net Zero Industry Scholarships Programme Contribute to the Clean Energy TEC
Taking back our streets	Trauma informed/attachment aware Behaviour and attitudes exemplar Community/social action partnerships
Breaking down barriers to opportunity	Improving progression and participation rates through: Partnership working (e.g. Redcar & Cleveland Council NEET workers), TVCA Youth Guarantee, NEET planning with MBC, HTQ development. Continue to innovate removal of barriers to participation (Project S) e.g. transport, digital poverty, support and welfare, Turing Scheme Actively work with local stakeholders in response to Get Britain Working and The Milburn Review
Building an NHS fit for the future	NHS partnerships, immersive suite, clinical settings, active role models/governors, expanding our offer of adult training and upskilling T Level Industry Placement Model with James Cook Hospital

ACCOUNTABILITY AGREEMENT TARGETS FOR 2026/27

Provision type overall volumes planned for academic year 2026/2027	Priority	Target 2026/27
16-19 school leavers (5,697)	Ensure we maintain a high proportion of our school leaver intake studying in priority sectors and grow T Level provision/ numbers	Over 70% of learners studying in Tees Valley priority sectors
		≥820 T Level students
	Maintain a high positive destinations of 16-19 learners through further development of learner's employability, soft skills, confidence and resilience via personal development and an enhanced Thrive programme	Destination Rates >+5% above national rate
		≥ 25% apprentice new starts filled by progressing full-time study programme learners
		100% of Tier 1 (mandatory) work placements are placed and >75% of Tier 2 (Level 2 and 3 final year) students undertake an external placement
		≥ 75% of full-time study programme learners receiving CV/job search/ mock interview support
		≥ 80% of full-time study programme learners receiving a minimum of two employer encounters per annum and ≥66% receive four
	Continue to increase capacity for the most vulnerable who require lower levels of provision	≥840 learners enrolled on full-time Entry Level/Level 1 provision
	Provide scholarship pathways in key sectors (green energy, engineering and construction) to link employers and learners directly, to create a pathway to apprenticeships and employment	≥70 scholarship places
		>40% of the scholars will secure an apprenticeship at the end of the programme

ACCOUNTABILITY AGREEMENT TARGETS FOR 2026/27 – CONT.

Provision type overall volumes planned for academic year 2026/2027	Priority	Target 2026/27
Adult programmes (4,000)	Adapt adult delivery plan for Tees Valley in line with TVCA priorities:	Enrol ≥1,300 learners on BELPs
	Increase work with Department for Work and Pensions (DWP) for bespoke employer-led provision (BEP) in skills gaps areas such as logistics, green energy, retrofit, ground works and welding	Ensure a >+80% of adults positively progress (NR 73%)
	Adapt adult delivery plan to ensure more residents are educated to Level 3	Enrol ≥500 learners on Level 3 Adult or Loan funded provision
	Grow and develop new bespoke employer delivery in the NECA region in priority sectors – green energy, health, education and childcare	>200 enrolments
Apprentices (1,900)	Maintain high quality apprenticeship outcomes	Over 70% achievement rate
	Increase college delivery of construction apprenticeships	Enrol >180 new starts on construction apprenticeships
	Start to deliver Foundation and/or Unit Based Apprenticeships	Delivery started on foundation and/or unit based apprenticeships
	Positive destinations of our apprentices	> 95% (NR 94%)
Higher Education (454)	Enrolment learners on Higher Education provision	Deliver to ≥ 454
	Prepare to innovate HE offer through HTQs, Foundation Degree Awarding Powers (FDAP) and Lifelong Learning Entitlement (LLE) units ready for the 2027/28 academic year	Prepare to innovate HE offer through HTQ, FDAP, LLE, HE units in 27/28
High needs students (210)	Maintain number of supported internships on completion of the DfE Pilot 2025–26	≥21 supported interns
	Increase the number of High Needs Funded (HNF) places the College can offer	Enrol ≥210 HNF Learners

Provision type overall volumes planned for academic year 2026/2027	Priority	Target 2026/27
Skills	Facilitate Employer Advisory Boards (EAB) with local employers to:	Facilitate a minimum of eight separate sector specific EABs, twice in the year (x16)
	- Co-create and steer curriculum - Update each other on new developments - Discuss challenges in the sector and potential solutions	All curriculum departments to evidence active employer shaping of their curriculum
	Build more partnerships with local anchor institutions	Sign ≥3 new Memorandums of Understanding (MoUs) with Tees Valley anchor institutions
Government priorities	Youth Guarantee/External work placement	The College to offer at least 20 Youth Guarantee Placements/ External work placements
	Construction work placements	To delivery work placements to all Level 2 and 3 construction learners (100%)
	Positive engagement with new TECs	Engage and support TEC deployed Sprints, where appropriate Engage in Teacher Industry Exchange Scheme
	Continue to work in partnership with Middlesbrough Council to expand our bespoke NEET provision	>225 learners enrolled on NEET provision
Inclusion	Introduce Cognassist to support learners with identified special educational needs and disabilities (SEND) needs	All learners with an identified SEND to have a plan in place within six weeks of enrolling
	Implementation of an inclusion strategy	Reduce gaps in attendance, retention, achievement, progress and participation for learners with inclusion characteristics
	Utilise Inclusive Mainstream Funding to improve support given to learners	100% of the funding is spent on support provided to SEND learners on 16-19 study programmes

INCLUSIVE MAINSTREAM FUNDING

Middlesbrough College serves a diverse community with a high proportion of learners presenting with identified special educational needs and disabilities (SEND), alongside a significant cohort experiencing additional barriers linked to disadvantage, mental health, social care involvement and prior attainment.

In line with the College's Inclusion Strategy (2025–2028), our approach is grounded in the principle that inclusion is a whole-college responsibility, with a focus on removing predictable barriers to learning and participation through high-quality, adaptive teaching and a strong, accessible student support infrastructure. This ensures that all learners, including those with SEND, can access ambitious curriculum, develop independence and achieve positive progression outcomes.



In alignment with the Inclusive Mainstream Fund, the College has prioritised investment in a strengthened universal and targeted offer, underpinned by evidence-based practice and early intervention. This includes significant expansion of welfare and inclusion teams, increasing specialist capacity in safeguarding, attendance, pastoral and SEND support. Additional staffing has been complemented by enhanced administrative functions and systems implementations, enabling more effective coordination of support, improved

communication with learners and families, cognitive assessment through Cognassist and robust tracking of interventions and impact. These developments enable the College to identify need early and respond flexibly, without reliance on diagnosis or statutory processes, in line with national expectations for earlier and more inclusive support.



A key element of the College's approach is the systematic implementation of the graduated approach (assess, plan, do, review), which ensures that support is responsive, iterative and evidence-informed.

Learner needs are regularly assessed using a combination of baseline data, tutor insight and specialist input, with targeted plans developed and delivered through curriculum teams and support staff. Progress is continuously reviewed, enabling adjustments to provision to secure positive outcomes. This structured cycle supports both universal and targeted provision, ensuring that interventions are proportionate, personalised and impactful.

The College has also invested in comprehensive staff development to embed inclusive practice across all areas of provision.

In total the College has committed additional spend of £550k which is partially funded by the £380k received via the Inclusive Mainstream Fund.

Training on the graduated approach, adaptive teaching strategies, relational practice and trauma-informed approaches has been delivered to curriculum and support staff, ensuring that inclusion is consistently embedded within high-quality teaching. This aligns with national expectations that inclusive systems are driven by whole-workforce capability and high-quality teaching for all learners. Reflective supervision has been further introduced to support staff in responding to complex learner needs, strengthening professional judgement and promoting consistent, relational and evidence-based approaches.

In line with the principles of inclusive provision beyond the classroom, the College has expanded access to wider opportunities and enrichment, ensuring that learners with SEND can participate fully in all aspects of college life. This includes targeted adaptations to enrichment activities, trips and visits, bespoke support to enable participation, and a structured focus on preparation for adulthood, including independent living skills, employability and progression pathways through the Preparation for Adulthood Coordinator role. This reflects the expectation that inclusion extends beyond the curriculum and supports belonging, engagement and successful transitions.

The College continues to strengthen progression routes for learners with SEND, ensuring that pathways are ambitious, personalised and aligned to local skills needs. Through close collaboration with employers, external partners and support services, learners are supported to progress into further study, employment or supported internships, with clear planning from entry through to destination outcomes.

Collectively, these investments demonstrate a coherent, whole-college approach to inclusion, aligned to the Inclusive Mainstream Fund principles: ambitious leadership, early intervention, high-quality teaching, inclusive environments and accessible wider provision.

The College will continue to evaluate impact through its inclusion strategy, using data and case sampling to ensure that resources are effectively targeted and that all learners, particularly those with SEND, achieve, participate and progress.



LOCAL NEEDS DUTY

Ofsted inspected the College in February 2024 and awarded a **STRONG** judgment for meeting local economic needs stating:

Leaders and managers engage very effectively with key stakeholders to understand the skills needs of the local, regional, and national economy, and plan their curriculum accordingly. They collaborate closely with combined authorities and local councils in Teesside and surrounding areas to ensure that the college's priorities across all types of provision are aligned precisely with their stakeholders strategic goals. As a result of this engagement and wider interactions with their stakeholders, such as the Department for work and Pensions, community groups and charities, leaders ensure that those furthest away from employment and training are fully supported to develop their readiness for work.

Leaders are ambitious in their intent to provide education and training opportunities that respond to the needs of local, regional, and national employers. They gain a very secure understanding of the skills needs of employers through the extensive range of employer advisory boards to review and modify the curriculum, ensuring it delivers the skills needed for the local economy to growth.



Leaders and managers have developed strong partnerships with education leaders in local universities, colleges, and schools. They work together as a consortium to ensure the education offer is coherent and avoids unnecessary duplication.

Work continues to ensure that the College's vocational, academic and technical curriculum is well informed by partnership input to ensure a strong contribution to meeting skills needs.

FE+ COLLABORATION

The College operates as part of a collaboration called FE+, which has been in place for around thirty years, and which includes all five of the Tees Valley GFE (General Further Education) and specialist colleges. This collaboration meets at least monthly, rotating the position of Chair and related positions such as those offered to FE+ on the Mayoral Strategic Authority skills committees. FE+ partners have collaborated on a range of ventures including successfully delivering two skills development funds (SDF) in local priority areas, supporting the development and implementation of the Tees Valley LSIPs through the local skills improvement fund, working closely with inward investors and advising on skills policy with local and national stakeholders.

During Spring 2024, all five colleges mapped their provision against local labour market needs and carried out a full local curriculum review including an independently facilitated workshop involving members of all college corporations. Data presented at the review and the subsequent analysis highlighted that the colleges' curriculum offer and outcomes for learners support the Tees Valley economy especially in the engineering/manufacturing, construction and healthcare sectors.

During 2026, the five colleges are working collectively to map our NEET offer and to prepare a plan to work collectively and with partners to drive forward improvements and to share good practice in this critically important area. We anticipate board involvement in the later stages of this review with the output expected to form part of a new Regional Improvement Team (RIT) stakeholder action plan.

CORPORATION STATEMENT

Middlesbrough College Corporation approved the content of this accountability statement at their meeting on 8th July 2026.

Signed:

Dr Laura Woods
Chair of Governors

Laura M Woods



Zoe Lewis CBE DL
Principal & Chief Executive

Zoe Lewis



Tees Valley
LSIP



TVCA Local
Growth Plan



Ofsted
Inspection
Report



TVCA Strategic
Economic Plan



College
Strategic
Plan



APPENDIX ONE

Provision Type Overall Volumes Planned For Academic Year 2025/2026	Priority	Target 2025/26	Year End Forecast (June 2026)
16-19 School Leavers (5,214)	Ensure we maintain a high proportion of our school leavers intake studying in priority sectors and grow T Level provision	Over 70% of learners studying in Tees Valley priority sectors	73%
		>700 T Level students	706
	Maintain high positive destinations of 16-19 learners through further development of learner's employability, soft skills, confidence and resilience via personal development and an enhanced Thrive programme, including: • skills competitions • competency development • a tailored progression support pathway • social action projects	>+5% above national rate	90.1% (NR 78.7%) (24/25 Cohort)
	Continue to increase capacity for the most vulnerable who require lower levels of provision and who are at risk of becoming NEET Work in partnership with other key local stakeholders to ensure an effective and accessible model for provision in Middlesbrough	>850 learners enrolled on Entry Level/Level 1 provision	909
	Provide scholarship pathways in key sectors (Green energy, engineering and construction) to link employers and learners directly, to create a pathway to apprenticeships and employment	>70 scholarship places	79
		>30% of the scholars will secure an apprenticeship at the end of the programme	40% (24/25 Cohort)
Adult Programmes (4,000)	Adapt adult delivery plan for Tees Valley in line with TVCA priorities	Enrol >800 learners on BELPs	818
	Increase work with Department for Work and Pensions (DWP) for bespoke employer-led provision (BEP) in skills gaps areas such as logistics, green energy, retrofit, ground works and welding	Ensure a high proportion of adults positively progress (>+3% against NR)	81.3% (NR 73%) (24/25 Cohort)
	Decrease distance learning and ESOL (English for Speakers of Other Languages) provision in line with TVCA request	>£300k reduction	

Adult Programmes (4,000)	Innovate adult health offer	>800 enrolments	918
	Develop an offer in skills bootcamps and free courses for jobs that meets local needs, including: • Welding • Construction/retrofit • Electrical vehicle • Renewables – Offshore • Health and social care • Teaching	>100 students on skills bootcamps + Project S bootcamps + 100 (Minimum 200 total)	399
		Enrol >150 learners on free courses for jobs	217
Apprentices (1,700)	Maintain high quality apprenticeship outcomes	Over 70% achievement rate	73.7%
	Develop and deliver a 'New Energy' apprenticeship programme with employer partners, to service emerging technologies locally (e.g. CCUS)	10 new energy apprentices	9
	Increase delivery of construction apprenticeships	>30% increase	17%
	Commence new NHS apprenticeships in mental health support	>30 new health apprentices	17
	Positive destinations of our apprentices	>+5% above NR	97.2% (NR 94%)
Higher Education (500)	Develop higher technical qualifications (HTQ)	Deliver HTQs to >170 learners	260
High Needs Students (175)	Maintain number of supported internships on completion of the DfE Pilot 2024/25	Maintain 2024-25 intake of ≥15 supported interns	20
Skills	Facilitate Employer Advisory Boards (EABs) with local employers to: • Co-create and steer curriculum • Update each other on new developments • Discuss challenges in the sector and potential solutions	Facilitate a minimum of eight separate sector specific EABs, twice in the year (x16)	
Government Priorities	Youth Guarantee	Work collaboratively to positively respond to Youth Guarantee support solutions	
	Construction	Work collaboratively to positively respond to construction sector support solutions	
	Transformational use of Artificial Intelligence (AI)	Development and implementation of AI in line with the digital strategy whilst prioritising ethical considerations and improving staff competency	

ANNUAL ACCOUNTABILITY STATEMENT

2026/2027

