

Accountability Statement & Local Needs Duty

This document forms part of Hartlepool College's statutory requirements under Department for Education guidelines. The statement is available at: hartlepoolfe.ac.uk/college/governance-&-finance

Hartlepool College





Our Mission:

Transforming Lives

The mission of the College is a simple one:
Excellence in Further and Higher Education to Transform Students' Lives.

Our outstanding students are guided
by the College's HARTS behaviours:

HARTS

Hard-working
Ambitious
Resilient
Thankful & Respectful
Self-aware & Regulating

Purpose

Hartlepool College of Further Education (referred to from hereon as 'the College') is committed to excellence in further and higher education to transform students' lives. Central to this mission is the College's unwavering expectation that every student should aspire to achieve their fullest potential. To fulfil this mission, the College provides an inclusive and safe environment for all learners, ensuring that education is both accessible and aspirational.

Aligned with the Government's Plan for Change, which sets out key missions to drive economic growth, productivity and social mobility, the College delivers a broad, professionally and technically focused curriculum. This curriculum responds to the needs of a diverse learner population, ranging from individuals requiring additional educational or pastoral support to those progressing into higher level and advanced technical study. This approach is informed by national priorities, including the Industrial Strategy and emerging intelligence from Skills England, ensuring the College's provision contributes meaningfully to long term economic and workforce development objectives.

The College prioritises a safe and supportive learning environment in multiple ways. It is a space where students can engage in discussions around social disadvantage without stigma, receive appropriate support, and develop the resilience to overcome challenges while maintaining high expectations. Safety also extends to physical and mental health, ensuring that all students understand their health, safety, and workplace rights and responsibilities. The College's student governors belong to the student body, and are active in gauging feedback and presenting it to the College's board.

Building on this foundation, a key driver of the College's strategy is to ensure that every student gains the knowledge, skills, qualifications, behaviours, attitudes, and confidence to thrive in their chosen career. Many students progress into employment - some via apprenticeships, others through higher education pathways - before entering the workforce. Regardless of the route taken, the College is dedicated to preparing students to meet the demands of the modern workplace and contribute as proactive citizens.

An essential component of this vision is aligning the College's curriculum with local, regional, and national labour market intelligence. Following the dissolution of the North East Local Enterprise Partnership (NELEP), the two former LEP areas have now merged to form the North East Mayoral Strategic Authority (NEMSA). Additionally, the Tees Valley Combined Authority (TVCA) has commenced the early stages of a Growth Plan, shaping the region's future economic development. The College's curriculum remains responsive to these evolving structures and is strategically built around local, regional, and national priorities, including:

- ▶ **The Tees Valley and North East Local Skills Improvement Plans (LSIPs)**
- ▶ **National and pan regional economic initiatives, including Northern Powerhouse ambitions**
- ▶ **Key growth sectors such as health and life sciences, clean energy, advanced manufacturing and digital technologies**
- ▶ **Enabling sectors, including construction and professional services**

Purpose

In support of these priorities, the College is focused on achieving the following strategic aims:

Strategic Aim 1

Deliver teaching, learning and assessment practice which results in exceptional outcomes for all learners.

Strategic Aim 2

Offer a curriculum that is aspirational and meets the needs of learners, parents/carers, employers, and stakeholders.

Strategic Aim 3

Elevate our culture as a form of competitive advantage.

Strategic Aim 4

Steward an effective and efficient resource to support and promote outstanding provision.

Strategic Aim 5

Build and nurture transformational stakeholder partnerships.

Since the previous publication of the Accountability Statement, national skills policy and local delivery arrangements have continued to evolve. This statement reflects the College's response to the introduction and implementation of the Tees Valley and North East LSIPs, published in July 2023 – with a second LSIP due to be published early in the 2026/27 academic year.

The LSIP process was led regionally by the North East England Chamber of Commerce for the Tees Valley and by the North East Automotive Alliance for the North East, providing a clear employer led framework for skills planning across both areas, which are supported by their respective mayoral strategic authorities.

Working collaboratively with other Tees Valley colleges, the College has played an active role in Strategic Development Fund (SDF) priority projects, particularly within construction and digital skills. In addition, through the Local Skills Improvement Fund (LSIF), the College leads on health and social care skills development across the Tees Valley, ensuring that curriculum investment and delivery directly reflect LSIP priorities and workforce demand.

In response to national policy direction, the College is delivering a significant programme of capital investment, drawing on funding streams including the Town Deal, T Level Capital Funding and the FE Capital Transformation Fund. This investment has strengthened the College's estate and specialist facilities, ensuring they are fit for purpose and aligned to regional growth priorities. A key outcome has been the development of the Centre of Excellence for Fabrication and Welding, incorporating 39 welding bays and a sub arc welding facility, which directly addresses skills demand within the Tees Valley and wider regional economy.

Through the integration of national policy, devolved skills priorities and local labour market intelligence into its curriculum and operational planning, the College continues to demonstrate its commitment to transforming lives through education, supporting inclusive economic growth and developing a skilled workforce for the future.

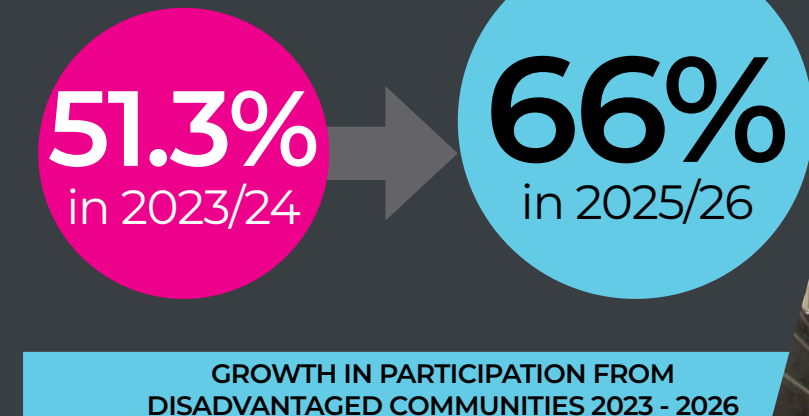
Context and Place – The Communities We Serve

The College is located within Hartlepool's unitary authority, forming part of the Tees Valley Combined Authority area and bordering County Durham within the North East Mayoral Strategic Authority. The College operates across these interconnected economic geographies and views itself as a key civic institution contributing to inclusive growth, skills development and workforce resilience across both the Tees Valley and the wider North East.

Within Hartlepool, the College is one of four providers delivering post 16 education, alongside two school based sixth forms and a provider operating as part of a larger further education group. In addition, a range of independent training providers support local employers by delivering targeted skills and occupational training, contributing to a diverse but competitive local education and training landscape.

Hartlepool continues to face significant socio economic challenges, with the College playing a central role in responding to these through education, skills and progression. While the English Indices of Deprivation (2019) identified Hartlepool as among the most deprived local authorities nationally, more recent evidence demonstrates that disadvantage remains deeply entrenched. Data published by End Child Poverty indicates that 32.9% of children in Hartlepool (approximately 6,861 young people) were living in poverty in 2022/23, significantly above national averages.

The College has experienced sustained growth in participation from disadvantaged communities. Learners from the most deprived areas increased from 51.3% in 2023/24 to 66% in 2025/26, reflecting a continued widening of access. In total, the College recorded approximately 5,100 classroom based enrolments, including 1,246 learners aged 16 to 19, with around 1,140 learners residing within the Tees Valley, representing 1.4% overall growth compared to the previous academic year. The College does not currently offer traineeships.



¹ <https://endchildpoverty.org.uk/child-poverty-2024/>

Context and Place – The Communities We Serve

Adult education remains a strategic priority, accounting for approximately 2,400 enrolments. This represents a reduction of around 88 learners compared to the previous year, largely reflecting a one year increase in Adult Skills Fund rates alongside a capped funding allocation from the Tees Valley Combined Authority. Adult provision continues to focus on employment related programmes aligned to regional priority sectors, with the majority of learners residing within the Tees Valley area.

Apprenticeships form a significant element of the College's offer, with over 1,150 apprentices in learning. The apprenticeship provision supports the College's strong focus on employment outcomes and serves learners and employers beyond Hartlepool, including County Durham (12.7%) and Tyne and Wear (14.6%), reflecting regional travel to work patterns.



**HARTLEPOOL COLLEGE WORKS WITH
OVER 300 EMPLOYERS
AND TRAINS OVER
1100 APPRENTICES**

The College delivers provision across 13 of the 15 recognised sector subject areas, with engineering and manufacturing, construction, and health and care among the most popular disciplines. The Tees Valley economy continues to demonstrate strengths in advanced manufacturing and process industries. Latest data from the Office for National Statistics shows that 74.5% of Tees Valley residents aged 16-64 are economically active, marginally above the wider North East average of 73.9% but below the national rate.

Despite these strengths, the regional economy remains disproportionately reliant on wholesale, retail, accommodation services and health and social care. By delivering higher level and technical qualifications in engineering, construction, digital and health, the College supports economic diversification and helps learners access higher value employment opportunities. Through forward looking curriculum planning, the College seeks not only to respond to current demand but to anticipate future workforce needs across Hartlepool and the wider region.

Insecure employment continues to present a significant challenge locally. Hartlepool has a population of approximately 93,000, with an employment rate of around 68% and an economic inactivity rate of approximately 27% among those aged 16-64. Evidence indicates that 22.4% of the local workforce is engaged in severely insecure work, with a further 37.5% experiencing low to moderate insecurity, making Hartlepool the weakest performing local authority within the Tees Valley on employment quality measures.

Context and Place - The Communities We Serve

Across the Tees Valley, employment quality also varies considerably. Latest occupational data shows that around 42% of jobs fall within higher skill occupations (SOC 1-3), compared with over 52% nationally, while approximately 20% of roles are classified as lower skill occupations (SOC 8-9). Health and social care remains the largest employment sector, accounting for over 18% of the workforce, while wholesale and retail employs approximately 14%.

For the period October 2024 to September 2025, the Tees Valley recorded an economic inactivity rate of 25.5%, equating to approximately 105,200 residents, exceeding the national average by around four percentage points. Evidence from the Learning and Work Institute highlights that 70% of adults not engaged in learning in the last three years identified at least one barrier, including confidence, cost and time, while 29% reported no specific external barrier, suggesting a need for improved awareness and engagement.

National evidence reinforces these challenges. The Employer Skills Survey (2024) reports that 12% of employers experienced vacancies, a decrease from 23% in 2022, alongside growing difficulties in recruiting individuals with appropriate skills and experience. Within the economically inactive population across the Tees Valley, over three quarters report not actively seeking employment, underlining the importance of targeted skills interventions and flexible progression routes.

Findings from Skills England and LSIP intelligence continue to identify persistent shortages in STEM, health and care, digital and skilled trades, closely aligning with the College's core curriculum offer. These analyses emphasise the increasing importance of technical education, apprenticeships and lifelong learning, supported by strong collaboration between education providers and employers. By responding directly to these findings, Hartlepool College continues to play a pivotal role in developing a resilient, future ready workforce aligned to both regional and national skills priorities.

"The college is an amazing asset in the town and I can't thank you all enough for lending your support, time, ideas and energy to making the Pool Together event a success."

Ruth Jackson
Pool Together Partnership

Approach to Developing the Annual Accountability Statement

The College's Annual Accountability Statement is developed under the oversight of the governing body and draws together a wide range of strategic and operational planning activity. This process ensures that governance arrangements provide clear assurance of how the College meets local, regional and national skills needs. Key activities informing the statement include, but are not limited to:

- ▶ **The governors' annual strategic planning session, during which the governing body reviews the College's impact on skills delivery, economic priorities and learner outcomes, and evaluates progress against strategic objectives**
- ▶ **The annual self assessment process, providing governors with a comprehensive evaluation of performance across curriculum quality, outcomes, resources and stakeholder engagement**
- ▶ **Ongoing scrutiny by the Board of Governors, which monitors progress against strategic aims, particularly in relation to curriculum alignment, skills priorities and stakeholder engagement as reflected within the Accountability Statement**
- ▶ **Sustained engagement with policy development and implementation at local, regional and national levels**

At a local level, senior leaders have contributed to the development and implementation of the Local Authority's Inclusive Growth Strategy. This partnership approach has supported joint consultation on adult learning priorities, enabling the sharing of effective practice and collaborative use of resources to strengthen

the coherence and accessibility of the local adult education offer. In addition, the College's Principal & CEO is an active member of the Hartlepool Education Board, chair of the Local Regeneration Fund (formerly knows as the Town Deal), member of the Town Deal board, chair of the Hartlepool and Tees Valley North Easter Chamber of Commerce Committees, and a NE Chamber council member, contributing to strategic dialogue on education, skills and wider place based challenges.

Regionally, the College is a long standing member of FE+, a collaborative partnership that has operated for approximately thirty years and brings together the five general further education and specialist colleges across the Tees Valley (Fig. 1).

FE+ meets regularly, with leadership and representation rotating between member institutions, including engagement with Combined Authority skills and education forums. Through FE+ and associated partnerships, the College maintains strong working relationships with employer representative organisations such as the North East England Chamber of Commerce and the North East Automotive Alliance, both of which have played a central role in the development and refresh of the Tees Valley and North East Local Skills Improvement Plans (LSIPs).

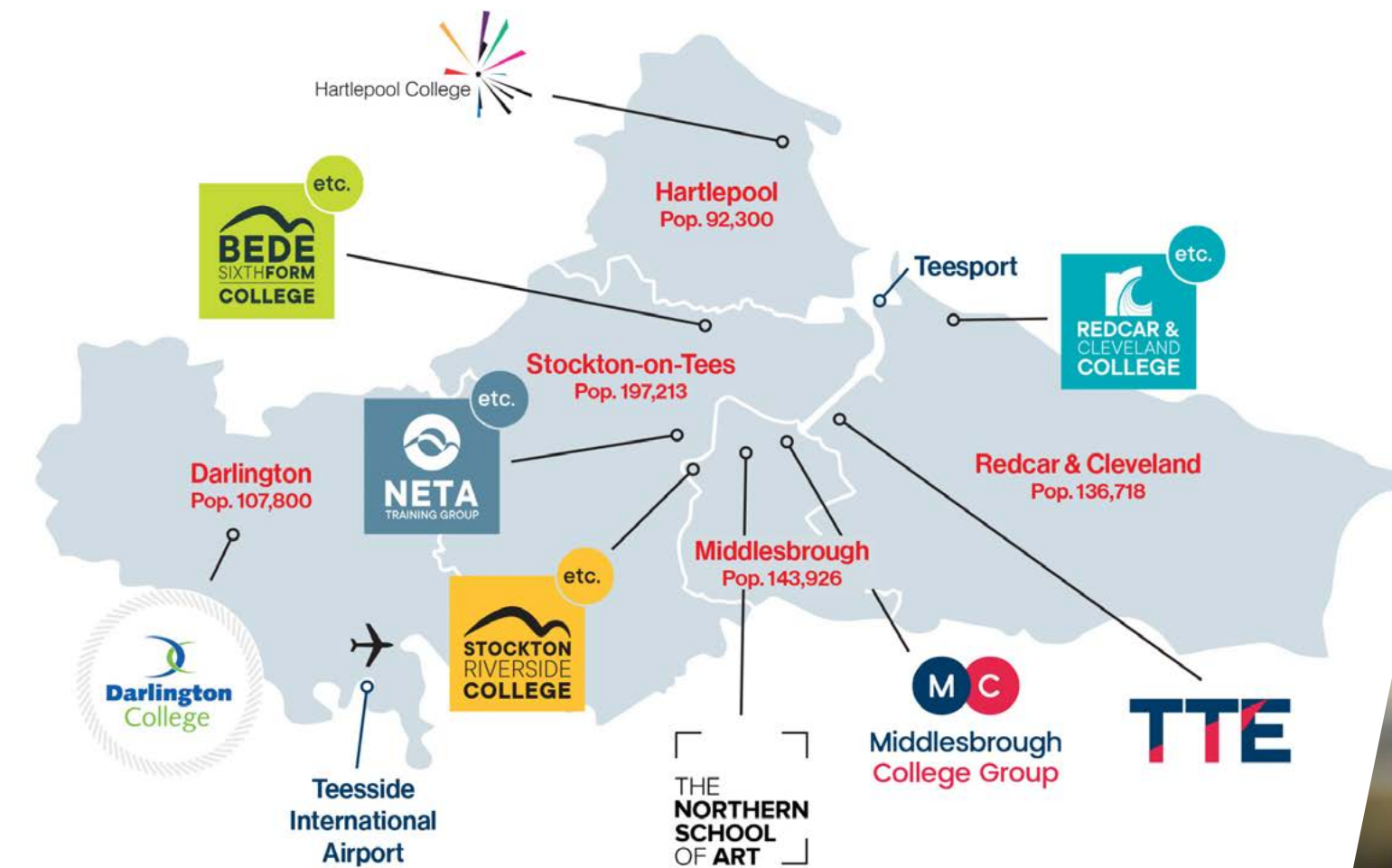


Fig. 1





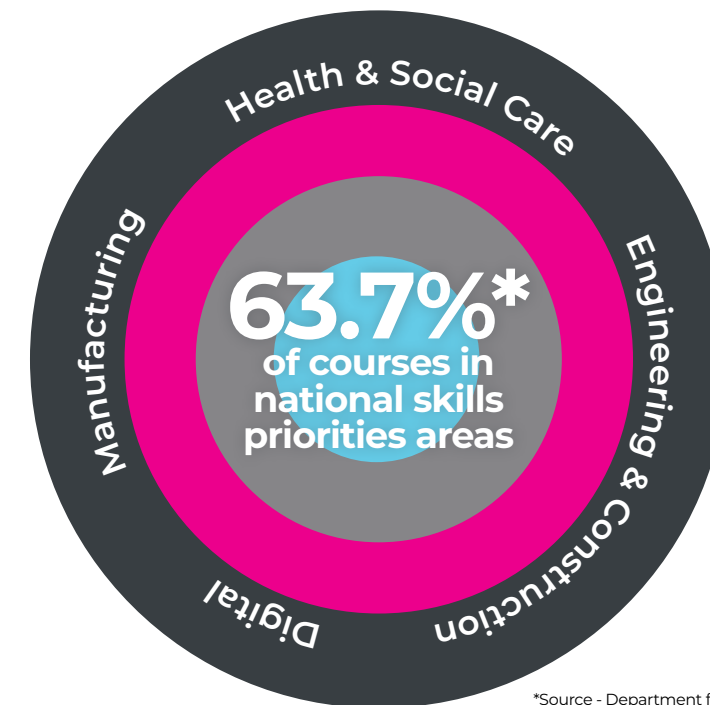
Approach to Developing the Annual Accountability Statement

The College has engaged actively with organisations to ensure curriculum alignment with LSIP priorities, particularly through its Construction and Civil Engineering Academy, Health and Social Care Academy and most recently the development of a New Nuclear and Electrical Trades Academy. This includes close collaboration with key employers such as Seymour Civil Engineering, University Hospitals Tees, Centrica, and X-Energy.

Within the Tees Valley, LSIP engagement is closely aligned with the College's partnership with the Tees Valley Combined Authority, supporting an increase in adult participation in skills based qualifications and enabling progression into priority sectors including manufacturing, engineering, construction and health.



Top 3 nationally and number 1 in the North East with a proportion of 63.7% of courses in national skills priorities.*



*Source - Department for Education

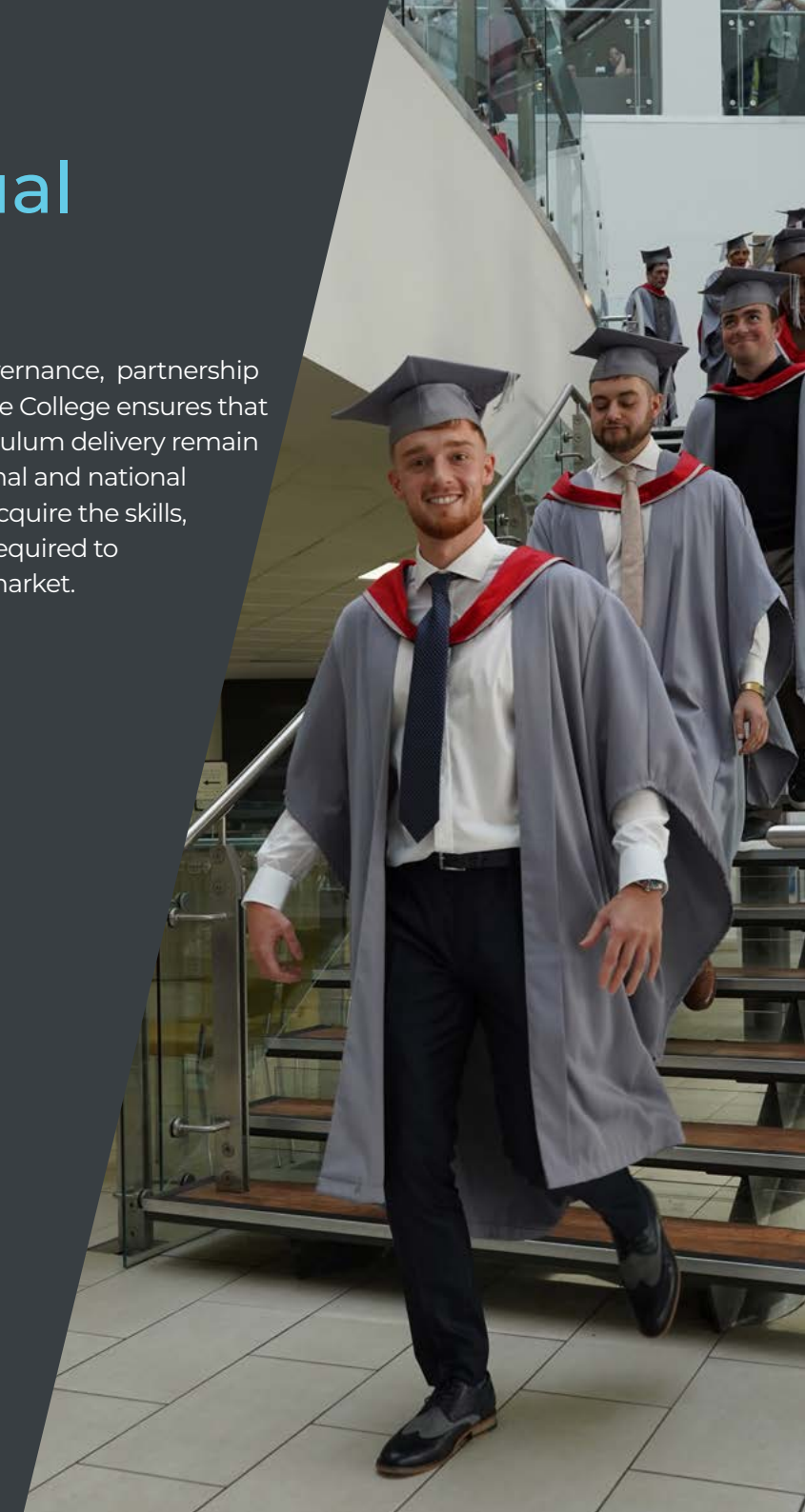
Approach to Developing the Annual Accountability Statement

The College is also an active partner within the Teesside University College Partnership (TUCP), which seeks to address current and future economic needs by providing clear progression routes from further education to higher education. This partnership promotes strategic collaboration with employers and supports curriculum innovation, helping to ensure that education and training remain responsive to labour market demand. Through shared delivery and resources, the TUCP supports the availability of foundation degrees, higher and degree apprenticeships and postgraduate provision across the Tees Valley, benefiting learners at all stages of their careers.

At a national level, the College remains responsive to evolving government policy and strategic priorities, as set out within its Strategic Plan and supporting strategies. These are aligned with the Skills for Jobs agenda, including the Skills for Jobs: Lifelong Learning for Opportunity and Growth White Paper, and the requirements of the Skills and Post-16 Education Act. In response, the College has prioritised a number of key actions:

- ▶ Continuously expanding employer engagement via established Industry Advisory Boards in each academic school to inform curriculum development
- ▶ Enhancing access to high quality technical education through the delivery of T Levels and Higher Technical Qualifications
- ▶ Sustained capital investment to develop specialist facilities in construction, manufacturing, engineering and health, with a strong emphasis on embedding green and digital skills to support future workforce needs.

Through these coordinated governance, partnership and planning arrangements, the College ensures that its strategic direction and curriculum delivery remain closely aligned with local, regional and national priorities, enabling learners to acquire the skills, knowledge and qualifications required to succeed in a changing labour market.



Our contribution to national, regional and local priorities

These aims relate to a combination of strategic objectives selected from the College’s strategic plan and its six subsidiary strategies that best reflect the College’s contribution to national, regional and local priorities.

College Strategic Aims and Objectives	Contribution to national, regional and local priorities	Reference to: Strategic Plan [SP] Tees Valley LSIP [TV LSIP] National Priorities [NP]
Strategic aim 1: Deliver teaching, learning and assessment practice which results in exceptional outcomes for all learners. ▶ Achievement rates for young people, adults and apprentices are of a very high level ▶ Learners have positive progression into further learning, higher learning or employment ▶ Develop digital skills across all curriculum areas	 ▶ Continue to drive improvements in teaching, learning and assessment to ensure more students achieve their chosen qualifications ▶ Continue to focus on the development of essential skills in English, maths and digital for all learners. Increasing by 5% the number of students achieving these qualifications in 2025/26 ▶ Improve positive progression for all to 90% by August 2027 for all College students. Increase progression to employment for adults in the Tees Valley to 72% in 2026/27	 SP SP SP/TV LSIP/NP
Strategic aim 2: Offer a curriculum that is aspirational and meets the needs of learners, parents/carers, employers, and stakeholders. ▶ Deliver a comprehensive T level curriculum offer ▶ Develop a clean energy curriculum ▶ Develop and then enhance the Higher Education in Hartlepool offer ▶ Implement digital advancements in all curriculum areas and standalone qualifications	 ▶ T Levels to be offered in new areas where available due to defunding of vocational qualifications. ▶ Preparation for V Levels. ▶ Develop a clean energy curriculum in the pursuit of Net Zero and New Nuclear. Working with employer partners to create new provision with a particular focus on modular reactor technologies. ▶ Through the curriculum and skills strategy, support the actions set out in the College’s IT & Digital strategy. ▶ Audit all existing qualifications, adding sector specific digital units wherever available. ▶ With key partners, develop an essential digital skills suite of qualifications to support our local community. ▶ Enhance the higher technical offer at the College – increasing the number of local people that study at higher education level in Hartlepool	 SP/TV LSIP/NP
Strategic aim 3: Elevate our culture as a form of competitive advantage. ▶ To attract and recruit the workforce of the future ▶ To engage, develop and retain high performing staff	 ▶ Deliver a comprehensive programme of staff development with a specific focus on increasing sector-related knowledge and skill through industry insight experiences ▶ Deliver a series of generic and curriculum-specific recruitment events ▶ Invest in digital technologies and associated staff training across all curriculum areas ▶ Anonymous Staff Question of the Day to support retention of staff.	

Our contribution to national, regional and local priorities

College Strategic Aims and Objectives	Contribution to national, regional and local priorities	Reference to: Strategic Plan [SP] Tees Valley LSIP [TV LSIP] National Priorities [NP]
Strategic aim 4: Steward an effective and efficient resource to support and promote outstanding provision. ▶ Deliver the Care Academy with North Tees and Hartlepool NHS Foundation Trust ▶ Open a state-of-the-art facility that will further enhance the College’s curriculum offer in engineering and manufacturing	 ▶ Deliver the Care Academy with North Tees and Hartlepool NHS Foundation Trust to meet the Government’s agenda for new and replacement public sector roles whilst servicing the Tees Valley’s largest employment sector ▶ Open a state-of-the-art facility that will further enhance the College’s curriculum offer in engineering and manufacturing. Supply highly skilled individuals to the clean energy sector and businesses expected in the Tees Valley as part of the installation of small and advanced modular reactors. ▶ Utilisation of the capital funding to keep the College’s estate industry standard.	 SP/TV LSIP/NP SP/TV LSIP/NP
Strategic aim 5: Build and nurture transformational stakeholder partnerships. ▶ Develop Industry Advisory Boards to cover all curriculum areas ▶ Work in partnership with Hartlepool Borough Council to develop an aspirational and inclusive adult offer ▶ Work collaboratively with partners on future investment that supports all strategic aims/objectives (E.G. LSIF)	 ▶ Play an active role in the development of the LSIP delivering LSIF curriculum and skills that are aligned to the strategic objectives of the College ▶ Work in partnership with Hartlepool Borough Council to develop an aspirational and inclusive offer that improves the lives and life chances of the adult population of Hartlepool ▶ Develop further the Higher Education in Hartlepool offer to address the disparity between attainment levels against national averages working with the Teesside University College Partnership ▶ Continue to develop an employer-led curriculum offer in the school of Employer Services that improves attainment whilst at the same time tackling unemployment ▶ Continue to increase the number of Industry Advisory Boards across all curriculum areas	 SP/TV LSIP/NP SP/TV LSIP/NP SP/TV LSIP/NP SP/TV LSIP/NP

“For over a decade, our partnership with Hartlepool College has enabled us to develop high-performing apprentices year on year. Apprentices are not only fundamental to our current talent pipeline but are crucial to the Company’s future success. We look forward to strengthening our partnership with Hartlepool College further.”

Malcolm Puttick, HR Business Partner - Darchem

Inclusive Mainstream Fund

The College will utilise the Inclusive Mainstream Fund (IMF) during the 2026 to 2027 academic year as a key enabler in transitioning towards the reformed Special Educational Needs and Disabilities (SEND) system. This approach aligns with the national direction set out in the SEND and Alternative Provision Improvement Plan, which places a strong emphasis on earlier intervention, inclusive mainstream provision and improved outcomes for children and young people with additional needs.

The College recognises that the reform agenda requires a systemic shift from reactive, high-needs-led support towards a more inclusive, needs-led model embedded within high-quality mainstream education. Investment through the Inclusive Mainstream Fund will therefore be directed towards strengthening the College's universal and targeted support offer, ensuring that learners with SEND can access ambitious, aspirational programmes within mainstream settings wherever possible, with the appropriate scaffolding to enable success.

A central priority will be the enhancement of teaching, learning and assessment practice to better meet a diverse range of learning needs. Funding will be used to further develop staff capability through a structured programme of continuing professional development focused on adaptive teaching, inclusive curriculum design and the effective use of assistive technologies. This will ensure that all teaching staff are equipped to identify and respond to need at the earliest possible stage, reducing reliance on specialist interventions and enabling a more consistent and inclusive learner experience across all curriculum areas.

In parallel, the College will invest in strengthening its graduated response to SEND, ensuring clear pathways from universal support through to targeted and specialist provision.

This will include the development of enhanced screening and assessment processes on entry, allowing for earlier identification of need, alongside the expansion of targeted in-class support and small group interventions.



These approaches will be underpinned by robust monitoring and review arrangements to ensure that support is responsive, evidence-based and focused on improving learner outcomes, including retention, achievement and progression.

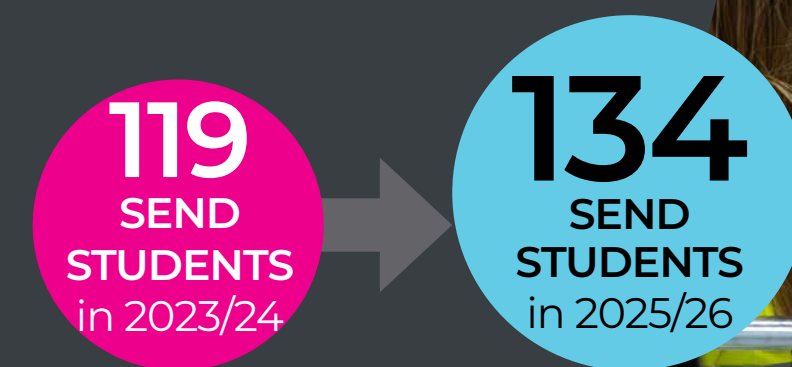
The Inclusive Mainstream Fund will also support the further integration of academic, pastoral and wellbeing services, recognising the interdependence between educational achievement and wider personal development. Funding will enable the expansion of cross-college support teams, ensuring that learners with SEND benefit from coordinated and holistic support that addresses barriers to participation, including mental health, attendance and social inclusion.

In line with SEND reform priorities, the College will strengthen its partnership working with key stakeholders, including local authorities, health services and employers. This will support a more joined-up approach to planning and delivery, particularly in relation to Education, Health and Care Plans (EHCPs), transition arrangements and progression into employment or higher-level study. Through these partnerships, the College will contribute to the development of more coherent local SEND pathways, ensuring that provision is aligned with both individual learner need and local labour market demand.

A further area of focus will be the development of inclusive progression pathways, particularly into apprenticeships, supported internships and employment. The College will utilise IMF funding to remove barriers to progression by enhancing employer engagement, developing tailored work preparation programmes and increasing access to supported work placements. This will ensure that learners with SEND are able to progress into sustained,

meaningful destinations, fully aligned with the ambitions set out within SEND reform.

Through these targeted and strategic investments, the College will use the Inclusive Mainstream Fund to embed a more inclusive, responsive and high-quality mainstream offer. This will not only support compliance with national reform expectations but will also reinforce the College's core commitment to transforming lives through education, ensuring that all learners, regardless of need, are supported to achieve their full potential and progress successfully into further learning and employment.



107 LEARNERS CURRENTLY HAVE EHCP AN INCREASE FROM 90 LEARNERS IN 24/25 AND 78 LEARNERS IN 23/24



Local Needs Duty

The College is committed to meeting and, where appropriate, exceeding the education and skills needs of its local community through the delivery of a broad and ambitious curriculum. The College offers provision that extends beyond the immediate employment profile of Hartlepool, ranging from Level 3 programmes through to master's level qualifications in specialist engineering disciplines, alongside Level 3 and higher level provision in construction, the built environment and health. This breadth of offer is particularly important given Hartlepool's economic context, which continues to be characterised by relatively low employment levels and a concentration of jobs within wholesale, retail and social care.

By sustaining a diverse and high level curriculum, the College both addresses current skills requirements and supports progression into emerging sectors with the potential to drive longer term economic growth and diversification. This ensures that learners are well prepared for existing employment opportunities as well as future roles that will support regional transformation. The College's sustained focus on advanced technical education in engineering, construction and health reflects a clear commitment to the role that skills development plays in improving individual life chances and strengthening the local economy.

The Department for Education's FE Provider Dashboard demonstrates that the College is performing 33.4% above the national average in relation to national skills priorities, based on 2023/24 data. This places the College third nationally out of 154 further education colleges. This measure reflects the proportion of learning aims delivered by the College that contribute directly to one or more of the seven national skills priorities, providing clear external validation of curriculum alignment and impact.



*Source - Department for Education's FE Provider Dashboard

Local Needs Duty

Alongside the scope of its curriculum, the College places a strong emphasis on maintaining excellence and innovation within its workforce and leadership. Teaching staff participate in ongoing professional development to ensure their expertise remains current and aligned to industry practice and effective pedagogy. Senior leaders engage in horizon scanning and contribute to employer representative bodies and strategic forums, enabling the College to anticipate and respond to changes in local, regional and national skills demand. The governing body includes members drawn from key industry sectors, bringing valuable labour market insight and challenge to strategic decision making. Together, these arrangements ensure the curriculum remains contemporary, responsive and focused on workforce relevance.

The College is a long established member of FE+, a partnership comprising the five general further education and specialist colleges across the Tees Valley, which has operated collaboratively for nearly thirty years. FE+ meets on a regular basis, with leadership and representation rotating across institutions, including engagement with Mayoral Combined Authority skills structures. Through FE+, colleges have worked collectively to:

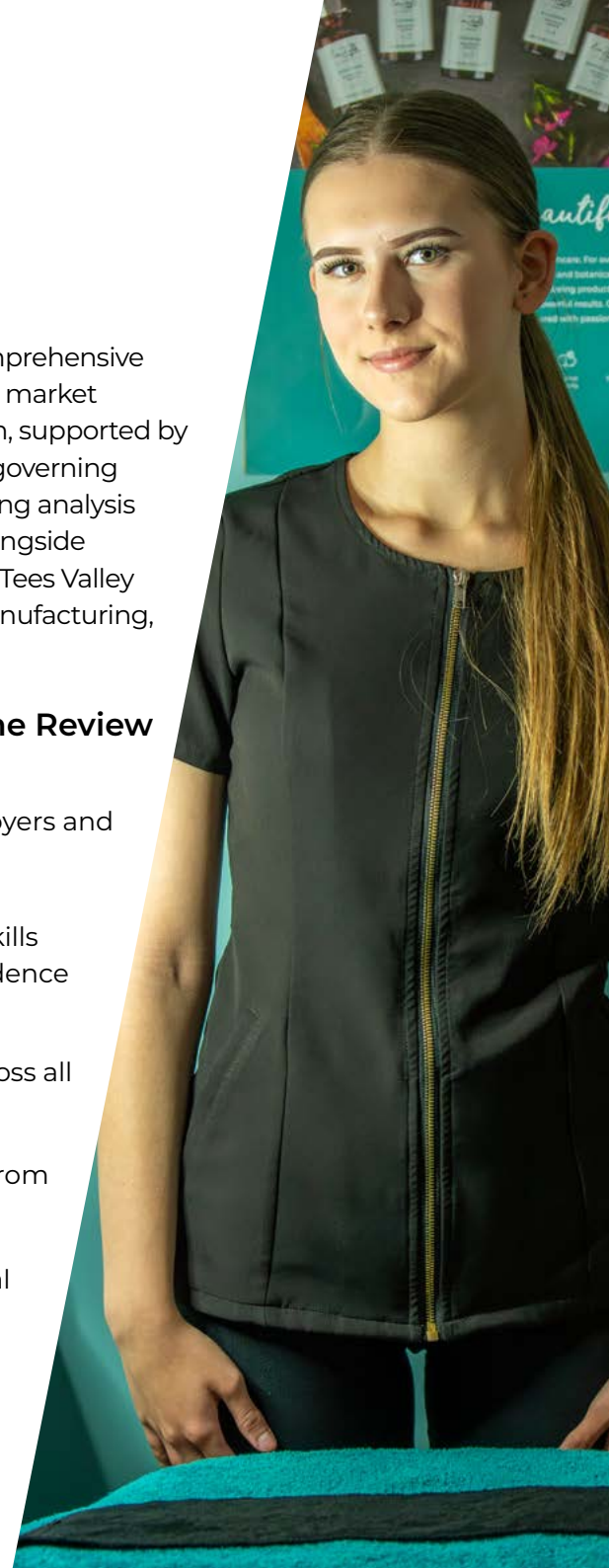
- ▶ Successfully deliver two Skills Development Fund (SDF) projects in priority sectors.
- ▶ Support the development and implementation of the Tees Valley Local Skills Improvement Plan (LSIP) through the Local Skills Improvement Fund (LSIF).
- ▶ Engage with inward investors and contribute to skills policy development at local and national levels.

In Spring 2024, the FE+ colleges completed a comprehensive curriculum mapping exercise against local labour market intelligence. This included a full review of provision, supported by an independently facilitated workshop involving governing board members from each institution. The resulting analysis confirmed that the collective curriculum offer, alongside learner outcomes, provides strong support to the Tees Valley economy, particularly within engineering and manufacturing, construction and health and care.

Areas for Development Identified in the Review

FE+ partners have agreed to continue working collaboratively to strengthen support for employers and learners in the following priority areas:

- ▶ Further development of employability skills among young people, supporting confidence and resilience
- ▶ Enhanced digital skills development across all learner cohorts
- ▶ Mitigation of potential impacts arising from qualification reform at Level 3
- ▶ Expansion of provision in logistics, digital and professional skills





Risks and Opportunities for Local Delivery

Through joint discussion, College Principals and Chairs also identified a number of key risks and opportunities that may influence the effectiveness of local skills delivery:

- ▶ Recruitment and retention pressures within teaching roles, particularly in construction, engineering and digital, driven by labour market pay differentials
- ▶ The need for stronger employer incentives to support workforce investment, including apprenticeships for young people
- ▶ Opportunities arising from devolution to simplify adult retraining and progression at all levels
- ▶ The successful implementation of T Levels and V Levels, including careful management of transitions linked to the defunding of alternative Level 3 qualifications

Through sustained partnership working, employer engagement and a forward looking approach to curriculum planning, Hartlepool College remains committed to developing a skilled workforce that meets the changing needs of the Tees Valley economy and the wider region.

“Hartlepool College and Gestamp have a long-standing partnership. This has allowed us to develop our staff with not just the relevant technical skills but also the behaviours needed to be part of our successful team in Newton Aycliffe.

These foundations have allowed numerous employees to progress into permanent highly skilled technical roles, as well as leadership roles within numerous departments in our business.”

**Rob Iredale, Operations Manager
NEC Software Solutions**

Corporation Statement



Darren Hankey
Principal/Chief Executive and Accounting Officer



Haani Hasnain
Chair of Governors

On behalf of the Hartlepool College of Further Education Corporation, it is hereby confirmed that the College accountability statement as set out above reflects an agreed statement of purpose, aims and objectives as approved by the corporation at their meeting on July 2nd 2026. The plan is published on the College's website and can be accessed from the following link
<https://tinyurl.com/HCAccStatement26>

Supporting Documentation:

[College Strategic Plan 2026-2029](#)
[Tees Valley LSIP](#)
[The College's most recent Ofsted report](#)
[The College's Financial Statement](#)
[FE+ Curriculum Review 2024](#)



Hartlepool College

