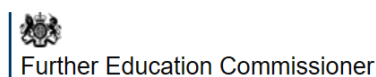
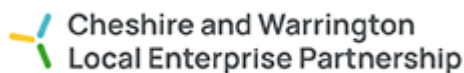




## Warrington & Vale Royal College Accountability Agreement 2023-2024

(Board of Corporation revised and approved in July 2023)

### In association with college partners



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## Introduction

This Accountability Agreement has been written in accordance with DfE guidelines for the same published in April 2023 and in response to the Skills for Jobs White Paper. However, in this case, the Accountability Agreement has been prepared on the basis of information known as at July 2023 and pending the final publication of two, key pieces of evidence (both reports are in draft currently and have been included as such) to which it must refer, notably:

- The Cheshire and Warrington LSIP (anticipated 28<sup>th</sup> June 2023)
- The Warrington Skills Commission report (anticipated in autumn 2023)

The Accountability Agreement was approved by the college's Board of Corporation on 4<sup>th</sup> July 2023 and the Board gave their approval to circulate the Accountability Agreement to key stakeholders for discussion.

What follows is an Accountability Agreement, encompassing five sections - as shown in the contents table - within which the college has articulated its intent to deliver a curriculum that meets national, regional and local priorities and skills needs, thus meeting the terms and conditions of the grant funding the college receives in return.

## Section 1: College's Purpose; Mission, Strategic Aims and Key Priorities

Warrington & Vale Royal College - referred to as 'the college' throughout this document - undertakes strategic planning on an annual basis, with the college's Board of Corporation reviewing and updating (where necessary) the college's development plan, strategic aims and key priorities. The college has set out its mission, values and strategic aims for the current year as follows:

**Our Mission:** Realising potential; transforming lives.

**Our Core Values that guide our conduct and will be at the heart of every decision we make.**

1. **We put our students and customers first** - prioritising students and their learning and progress, realising their potential, delighting our customers.
2. **We recognise that people are our greatest asset** - recruit and retain the most talented staff, investing in them to fulfil their potential, creating a wealth of opportunities for personal development and progression, creating a culture of co-prosperity, rewarding them for the work they do.
3. **We pursue excellence in all we do** - a passion for high quality education, training and skills solutions, holding ourselves to the highest possible standards, meeting (and exceeding) targets, making improvements, valuing creativity, supporting digital innovation and pedagogy.
4. **We embrace change** - looking forward to the future, embracing new technologies, anticipating and responding to ongoing economic and social needs and demands, maintaining a growth mind-set, exploring new routes to partnership, collaboration and growth.
5. **We collaborate and work in partnership with others** - actively seeking opportunities to work with others in the best interests of the college community and key stakeholders.
6. **We operate sustainably, ethically and responsibly** - taking action to achieve net zero carbon targets, acting with integrity, with high levels of accountability and complete transparency, treating others fairly and with respect, communicating clearly, concisely and openly.
7. **We are guided by the principles of sound financial stewardship and operational efficiency** - ever-mindful of an increasingly risk-laden operational environment, the need for broader sensitivity analysis in budgeting and forecasting and the importance of mitigating risks that could affect the college's solvency.

**Our Strategic Aims (SAs):**

SA1: Leading a first-class technical college, preparing for and securing a Good - or better - Ofsted outcome.

SA2: Leading a first-class technical college, developing curricula and technical teaching and learning that serves the sectors and skills need locally, aligned with EMSI data, the Cheshire and Warrington LSIP and the Warrington Skills' Commission.

SA3: Embed the college's Transforming Lives Strategy, engaging in the 'Levelling Up' agenda to develop human, social and institutional capital. Establish the college as an 'anchor institution' for the communities it serves.

SA4: Evolving a 'digital first' culture, engaging in innovation digitalisation.

SA5: Implementing the college's Carbon Management Plan and taking fuller action to 'green' the college and safeguard its sustainability.

SA6: Meeting planned growth targets, mitigating risk to maintain good financial health and investing for the future.

See Appendix One for a more detailed list of key priorities that support the achievement of SAs, forming the basis of the college's development plan.

## **Section 2: College's Context and Place**

The Corporation of the college was established under The Further and Higher Education Act 1992 for the purpose of conducting Warrington & Vale Royal College. The college is an exempt charity for the purposes of Part 3 of the Charities Act 2011.

The Corporation was originally incorporated as Warrington Collegiate. However, following an area-based review of Further Education provision across Cheshire and Warrington, the college's Corporation agreed to merge with Mid Cheshire College. This merger saw Mid Cheshire College dissolve and transfer all its assets and liabilities to Warrington & Vale Royal College at fair value on 1<sup>st</sup> August 2017. On 27<sup>th</sup> July 2017, the Secretary of State for Education granted consent to the Corporation to change the college's name to Warrington & Vale Royal College with effect from 1 August 2017.

The college today is a successful, medium sized, further education college, committed to serving the people of Warrington, Winsford and Northwich and their surrounding areas. The college offers education and technical skills training to 16-18 year olds and adults from entry level to level 5, branding itself as a 'technical college' with an emphasis of 'careers not courses'. The college's offer does not include A levels, rather a comprehensive range of technical, professional, apprenticeship and community learning programmes for people of all ages and motivation.

The college has worked very hard to embed a culture of high aspirations and accountability and has secured significant and tangible improvements across its provision, with outcomes and student feedback consistently above national averages. Furthermore, almost all students at the college continue to progress onto positive destinations, apprenticeships, employment, higher education etc. In October 2019, the college was graded by Ofsted as a "good" provider.

The college has two main campuses located in Warrington and Winsford and has invested around £12 million into the development of specialist Academies in: advanced manufacturing engineering, health & social care and creative & digital skills. The college has two further projects in train to create another Academy in construction and civil engineering at its Warrington campus and an Institute of Technology for health science and health care at its Winsford campus.

The college is proud to serve a number of areas where deprivation is high; 41% of the college's student population (all cohorts) and almost half of the 16-18 student cohort at Warrington reside in 'deprived' postcodes. In Warrington, the highest-ranking areas for deprivation are predominantly the inner, town-centre areas of Bewsey and Whitecross, Orford, Padgate, Penketh, Poplars & Hulme and Latchford, all of which are served by the Warrington campus. In the Vale Royal area, the highest-ranking areas for deprivation are Winnington Castle, Winsford Over and Verdin, Winsford Swanlow and Dene and Winsford Wharton, the majority of which are served by the Winsford campus. The college is committed to engagement and inclusion, selecting a curriculum that prepares students for progression onwards into education, training and/or employment (particularly the latter) and tackles the very real issues of social disadvantage in the communities it serves. The college's Adult and

Community Learning (ACL) programmes, for example, tackle social isolation, worklessness and poor health (mental and physical) through the ACL strategy.

### **Section 3: Approaches to Developing the Accountability Agreement**

The college acts as an anchor institution and is well represented in the communities it serves, working with many local, operational stakeholder groups, and in strategic partnership with a number of key stakeholders and stakeholder groups (not an exhaustive list) as follows:

- Employer Steering Groups, various and in all stated priority sectors
- Local Enterprise Partnership: Board membership, various LEP funded projects
- Warrington Borough Council: Warrington and Co., Levelling Up (Town Deal) Board
- Cheshire West & Chester: Anchor Institutions' Group
- The University of Chester
- WASCL: Warrington Association of School and College Leaders
- CWASH: Cheshire West & Chester School Headteachers
- CWIEB: Cheshire West Improving Education Board
- Consortium of Cheshire (FE) Colleges: working in close collaboration with Cheshire West and Chester College, Reaseheath College and Macclesfield College, various groups from principals' group onwards
- Warrington & Halton Health Trust: Town Deal partner, reciprocal governor representation
- Warrington Disability Partnership: partner and advisor
- Community groups / centres in Orford, Westy, Fearnhead, Croft, Culcheth, Bewsey and Dallam and Nora Street with plans to extend the reach even further in Warrington, Winsford and Northwich
- Association of Colleges: partner colleges across the north, for example, York College
- Department for Education: Strategic Development Fund and Institute of Technology bids / projects
- Department for Levelling Up, Housing and Communities: Town Deal bids / projects

The college is in almost constant dialogue with the local and national stakeholders above and considers its agency as an anchor institution, at least in part, to help its partner stakeholders to meet their priorities. The college aims to improve and build upon its stakeholder engagement, acting as a local system leader and cementing its place in the hearts and minds of the stakeholders and communities it serves. Each of the local stakeholders listed above will, over time, be consulted about the Accountability Agreement and, where necessary, amendments made.

### **Section 4: College's Approach to Curriculum Planning, Intent and Implementation**

The college's curriculum is responsive to local, regional (and therefore national) policies and priorities, including the timely introduction of, for example, new apprenticeship standards, T levels and Higher Technical Qualifications through which the college can continue to secure demand-led growth and invest in new education and skills training to meet economic and/or social needs and approaches to innovative curriculum delivery.

The college is intent on developing curricula and designing it such that it enables students to acquire the knowledge, skills and behaviours that they need to secure a successful future. The college's educational intent embraces the curriculum as a whole and includes:

- Education programmes for young people (16-18 year olds), including T levels
- English and maths
- Adult learning programmes (full-time and part time), including Adult and Community (ACL) programmes, Skills Bootcamps and Free Courses for Jobs
- Apprenticeships
- Provision for students with high needs and SEND
- Higher Education (through HTQs)

Employers are actively engaged to influence curriculum intent – the education and skills training offer - and its implementation, how the curriculum's content, timing and assessment is shaped.

The curriculum planning process begins in earnest in November every year, with an assessment of the needs of students, employers and the local and regional economy. The college uses a range of 'base source' external and internal data to inform the initial stages of curriculum planning. A draft curriculum plan is scrutinised, assessed and evaluated by a panel of governors and senior leaders before being presented for sign off by in April / May.

Curriculum implementation - Schemes of Learning - outline the plan for choice of units, length of unit delivery, assessment, enhancement, industry placement, careers advice, English and maths, digital and wider, transferable skills and include the content, structure and sequencing of the curriculum. Students build on previous teaching and learning and develop and evidence the knowledge, skills and behaviours they need to successfully complete their course, meet or exceed their target grade and progress onwards into related employment and/or other positive destinations, for example, further or higher learning.

See Appendix Two for more detail on the college's approach curriculum planning, intent and implementation.

## **Section 5: College's Contribution to National, Regional and Local Priorities**

Using several key documents, the college has ascertained the range of national, regional and local priorities from which it has developed a plan, found in Appendix Two, outlining specific college activities in response.

### **National Skills Priorities**

The most recent DfE guidance for Accountability Agreements (published in April 2023) states National Skills Priorities in several sectors, as follows:

- Construction
- Manufacturing
- Digital and Technology
- Health and Social Care
- Haulage and Logistics
- Engineering
- Science and Maths

The guidance goes on to state that providers should prioritise their delivery through a small number of high-quality programmes that have been co-designed by employers and have a strong track record of delivering good outcomes for students: T levels, Apprenticeships, Free Courses for Jobs, Skills Bootcamps and HTQs. In addition to these priorities, colleges should support the development of transferable skills valued by employers and articulated in existing models such as Skills Builder as follows: listening, speaking, problem solving, creativity, staying positive, aiming high, leadership and teamwork.

## **Sub-Regional - Cheshire and Warrington - Skills Priorities**

### ***Cheshire and Warrington Local Skills Improvement Plan 2023***

The Cheshire and Warrington LSIP has stated priorities across five themes:

1. Technical Skills
2. Accessibility
3. Employability Competencies
4. Careers Education, Information, Advice and Guidance (CEIAG)
5. Education Professionals

#### 1) Technical Skills

Alongside cross two, cross-cutting priorities - Digital and Low Carbon / Green Skills - the LSIP lists Cheshire and Warrington's priority sectors - marked with an asterisk \* - that chime with those stated nationally, as follows:

- Manufacturing \*
- Construction
- Transport and Storage
- Information and Communication
- Health and Social Care \*
- Life Sciences \*

The college's pledges to meet the requirements of each priority sector / theme are detailed on pages 11 and 12 and in Appendix Three, pledges 1,2,5,6 and 8.

#### 2) Accessibility

The LSIP details a list of actionable priorities to meet employer need, with a particular focus for FE and HE providers on accessibility of information and training for employers and for accessibility for those considered to be at a disadvantage.

The college's pledges to meet this LSIP requirement e are detailed on pages 11 and 12 and in Appendix Three, pledges 1,2,3,5,6,7 and 8.

#### 3) Employability Competencies

The LSIP cites the key employability competencies that employers are looking for as essential to their business as follows:

- Numeracy
- MS Office Skills
- Leadership and management
- Personal productivity
- Equality, Diversity and Inclusion (EDI) awareness
- Emotional Intelligence and resilience
- Communication skills
- Literacy
- Problem solving

The college's pledges to meet this LSIP requirement are detailed on pages 11 and 12 and in Appendix Three, pledges 3 and 4.

#### 4) Careers Education, Information, Advice and Guidance (CEIAG)

The LSIP addresses the developments needed in CEIAG to meet anticipated recruitment challenges, with a particular focus for schools, FE and HE providers to explore career activities and progression pathways that inspire and support young people, aligning interest with opportunity and increasing knowledge and awareness of careers opportunities amongst educational professionals.

The college's pledges to meet this LSIP requirement are detailed on pages 11 and 12 and in Appendix Three, pledges 4 and 8.

#### 5) Education Professionals

The LSIP has identified two key threads relating to Education Professionals: to ensure their capacity to meet skills demands, to upskill them to meet technical course delivery requirements and – in-line with the aspirations for CEIAG above – to ensure they have a sufficient understanding of the careers and job opportunities in local sectors. The LSIP

The college's pledges to meet this LSIP requirement are detailed on pages 11 and 12 and in Appendix Three, pledges 4 and 8.

### ***Cheshire and Warrington Skills Report 2021-2022***

Commissioned by the Cheshire and Warrington LEP, the skills report identified six key issues:

- The labour market downturn triggered by the global pandemic must be mitigated, and action needs to be taken to ensure a recovery that delivers growth and inclusion and meets employer demand including filling hard to fill vacancies
- More employees need to be trained and coherent curriculum pathways need to be developed. To meet future employer demand for technical, green tech, and digital skills, Cheshire and Warrington needs 71,000 more adults qualified to Level 3+.
- Employers in Cheshire and Warrington are much more likely to have skills shortage vacancies in high skills roles and more likely to experience bottom line business impacts from this.
- The gap between the progression of young people in receipt of free school meals (FSM) and those not in receipt of FSM to a sustained place in education at Key Stage 4 is too big, as it is for attainment of Level 3 at age 19.
- Where young people live in Cheshire and Warrington links to their level of attainment.



- There are gender disparities that need to be addressed in Apprenticeships, Diplomas and A Levels in particular subject/occupational areas.

### ***Young People, Learning and Skills in Cheshire and Warrington (2023), Brennan Wilson Ltd.***

Commissioned by the Cheshire and Warrington LEP, this report identifies several key factors for consideration:

- The 16-19 population is forecast to grow by 14%, peaking at 45,700 in 2030 across all local authority areas
- NEET in Cheshire and Warrington is lower than for England although the gap between the two has recently closed and there are an increased, year on year number of NEET in Cheshire West and Chester
- Nationally and in Cheshire and Warrington participation rates are lower for 17 year olds than they are for 16 year olds and lowest for 17 year old males and participation by males and females aged both 16 and 17 declined in Cheshire West and Chester with declines exceeding 5% for both males and females aged 17
- A majority of 16-18 learners are in Further education, however, there have been recent sharp declines in 16-18 apprenticeships starts
- Across all local authorities, the gap between disadvantaged and non-disadvantaged young people – those receiving free school meals - is too big, contributes to attainment gaps at age 19 and constrains economic growth
- Where young people live links to their level of attainment and progression with the highest levels of deprivation occurring in Ellesmere Port, areas to the northwest of Chester, parts of Warrington, parts of Winsford and areas of Crewe. Many of these areas are adjacent to areas of employment opportunity but continue to experience high levels of worklessness. The highest volumes of 16-19 claimant unemployed are concentrated in Ellesmere Port, Winsford, Warrington and Crewe. These are also neighbourhoods with the lowest levels of young people progressing onto Higher Education.
- There are significant gender disparities in FE learning and apprenticeships undertaken by young people with high proportions of female starts in Retail and Commercial Enterprises, Health and Social Care and Public Services and Care and high proportions of male starts in Engineering and Manufacturing, Construction and ICT.

In addition, and for reference, the college's partner local authorities have articulated their plans and strategies for the communities they serve and in which the college works.

### **Local Skills Priorities**

#### ***Warrington Skills Commission 2023***

The report notes that Warrington has responded to the challenges of the twenty-first century with resilience and, in many cases, has fared better than other places in the UK. However, if the town wants to respond as well to future challenges as it has to those of the recent past, it needs an agile skills policy, built for the growing challenges of the time. With this in mind, the report's recommendations are divided into three key categories: collaboration, alignment and preparation, all of which have been cross referenced to the college's pledges in Appendix Three.

### Collaboration

- Seek a new regional devolved skills settlement from national government
- Expand coordination between stakeholders via a new skills body
- Consolidate a single online skills portal
- Improve learner engagement in skills information
- Conduct representative polling via a polling agency and collect comprehensive destination data for learners leaving Warrington
- Help employers to take advantage of and collaborate on the apprenticeship levy

### Alignment

- Maintain a vision of skills training aligned with employer needs
- Target key growth areas for skills provision, specifically information technology, logistics and e-commerce, green industries, retrofit work and care work.
- Replenish skills that are ageing out of the labour market
- Offer soft skills training to all learners
- Celebrate fair employment practices via a fair employment charter
- Confront problems with Equality, Diversity and Inclusion (EDI) in Warrington
- Start early in breaking down barriers to training
- Conduct more regular skills reviews and analysis

### Preparation

#### *Net Zero*

- Adopt a forecast-led skills strategy
- Create a retrofit-ready workforce
- Improve access to skills training through public transport
- Green training provision across education

#### *Care Economy*

- Further expansion and consolidation of 'Warrington Together'
- Address the cause of recruitment and retention difficulties such as low pay and poor working conditions in the sector
- Regular training opportunities for workers

#### *Digital Futures*

- Core digital skills training for all school age leavers
- Make digital skills readily accessible to adult learners and the employed
- Digital training initiatives for the economically inactive and unemployed
- Build automation resilience into Warrington's skills provision

### **Warrington Borough Council Corporate Strategy 2022-2024**

Warrington Borough Council have listed several pledges and priorities as follows:

1. Residents live healthy, happy and independent lives:
  - people are healthy, safe and well
  - enable a healthier start to life
  - high quality education and youth facilities
  - early intervention to prevent long-term health conditions arising
  - tackle food poverty and help those greatest in need
2. Everyone benefits from a thriving economy
  - a place where businesses invest and thrive
  - a place that provides opportunity for all
  - invest in and provide access to the right employment, skills and education
3. Communities are safe, strong and our most vulnerable are protected
  - a safe place
  - safeguard children and adults and protect the most vulnerable
  - people have opportunities to thrive
  - a place of culture, sport, wellbeing and lifelong learning
  - empowered, resilient and independent communities
  - actively support our residents, businesses and communities impacted by coronavirus
4. Warrington is clean, green and vibrant
  - make better use of natural spaces to improve climate change and green travel
  - improve air quality
  - effective waste management
  - make best use of green spaces and natural resources
  - streets and public places are clean
  - sustainable transport and travel

### **Cheshire West and Chester Council Plan 2020-2024**

Cheshire West and Chester Council have listed their priorities as follows:

- Tackle the climate emergency
- Grow the local economy and delivery good jobs with fair wages for residents
- Support children and young people to make the best start in life and achieve their full potential
- Enable more adults to live longer, healthier and happier lives
- Make neighbourhoods even better places to call home
- (Become) an efficient and empowering Council

### **College Pledges in Response to National, Sub-Regional and Local Priorities**

1. Whilst the first phase of the LSIP is set to focus on manufacturing, health and social care and life sciences, there is an acknowledged resonance between wider national and sub-regional priorities as follows:
  - Construction
  - Advanced Manufacturing and Engineering
  - Digital, Technological and Creative
  - Health and Social Care
  - Science and Maths
  - Haulage and Logistics \* not yet part of the college's curriculum

for which the college will continue to invest in and develop a range of employer-led, high-quality education and skills training opportunities through T levels, Apprenticeships, Free Courses for Jobs, Skills Bootcamps and HTQs.

2. Very closely aligned with the LSIP (phase one) priorities, the college will develop a distinct STEM identity and brand for the Winsford campus aligned with recent investment (in manufacturing and engineering) and the aspirations of the Institute of Technology (for life sciences, health and care). In addition, the college will continue to explore possibilities for the viable expansion of its provision across Winsford and Northwich, for example, in construction trades and/or through engagement with the Knights Grange project, as and when this develops.
3. Working collaboratively with partners, the college will ensure that its ACL is focused on stated, national funding priorities in the communities where it is most needed across Warrington, Winsford and Northwich. ACL priorities as follows:
  - Engaging and building confidence
  - Preparation for further learning
  - Preparation for, and supporting routes into, employment
  - Improving essential skills (English, ESOL, maths, digital)
  - Equipping parents / carers to support children's learning
  - Health and wellbeing
  - Developing stronger communities
4. The college will continue to embed careers, employability skills and work-readiness into its education and skills training, responding to those listed in the LSIP as follows:
  - Numeracy
  - MS Office Skills
  - Leadership and management
  - Personal productivity
  - Equality, Diversity and Inclusion (EDI) awareness
  - Emotional Intelligence and resilience
  - Communication skills
  - Literacy
  - Problem solving
5. Leading by example, the college will continue to embed and develop generic and sector-contextual digital skills into its education and skills training.
6. Leading by example, the college will continue to embed the principles of sustainability and sector-contextual 'green skills' into its education and skills training.
7. The college will continue to tackle the consequences of disadvantage; closing attainment gaps where they are evident and will work with partners to develop its SEND provision and assist in reducing those who are NEET- in communities where they are prevalent in Warrington, Winsford and Northwich - supporting their routes into employment.
8. In line with its values and People Plan, the college will recruit and retain education professionals to deliver high quality, employer-led education and skills training, ensuring that they have up to date knowledge and understanding of priority sectors and their future skills needs.

## Appendices

Appendix No.	Appendix Title	Page No. Reference
1.	The College's Strategic Aims and Key Priorities 2022-24	14-17
2.	The College's Approach to Curriculum Planning, Intent and Implementation	18-19
3.	The College's Contribution (Pledges) to National, Regional and Local Priorities, aligned with: <ul style="list-style-type: none"> <li>• LSIP themes and priorities</li> <li>• Warrington Skills Commission (WSC) draft recommendations</li> <li>• The pledges and priorities articulated in Warrington Borough Council's Corporate Strategy 2022-2024</li> <li>• The priorities articulated in Cheshire West and Chester Council Plan 2020-2024</li> </ul>	20-29

## Appendix One: The College's Strategic Aims and Key Priorities 2022-24

<b>SA1: Leading a first-class technical college, preparing for and securing a Good - or better - Ofsted outcome.</b>	
<b>Key Priority No.</b>	<b>Key Priorities / Areas of Focus</b>
1.1	Implement quality assurance and improvement processes aligned with the new Ofsted EIF, act on their outcomes, especially around areas for improvement, swiftly.
1.2	Ensure the college is well prepared for the new skills aspects of the EIF, appoint a second nominee - Vice Principal for Curriculum – to oversee and present the college's work to align its curricula to the sectors and skills most needed and evidence strong employer engagement in the same.
1.3	Benchmark the college's quality of teaching, learning and assessment using highly credible, external expertise, act on their advice, especially around areas for improvement, swiftly.
1.4	Continue to prioritise teaching, learning and assessment so that students' learning experience is consistently good or better and they develop excellent technical skills for jobs.
1.5	Support curriculum staff to enhance their skills to delivery excellent skills-based learning, especially through industrial updating and the use of EdTech and digital pedagogy.
1.6	Reverse the declining trend in retention across CBL (16-18 and 19+) and HE programmes meeting challenging targets for retention and achievement.
1.7	Secure excellent value-added scores across 16-18 programmes (evidenced by One Grade) and maths and English programmes (evidenced by DfE progress measures).
1.8	Ensure the college's apprenticeship outcomes improve to exceed Provider Group Averages and the quality of apprenticeship provision is rated as good - from requiring improvement -by Ofsted.
1.9	Meet the challenging target for high grade achievement on apprenticeship programmes.
1.10	Continue to develop and refine the college's MIS, dashboards and reporting to ensure that leaders and managers have access to accessible, accurate and timely information from which the college's ongoing performance can be monitored and acted upon swiftly. Ensure the college's dashboards and reporting reflect any future developments in DfE performance monitoring and accountability measures and dashboards.
1.11	Engage in a review of governance, using highly credible, external expertise, act on their advice so that governors are well prepared to meet their new statutory duties - to ensure the education and training provided by the college meets local needs and students have the skills needed to secure employment – align governance practise with the Code of Good Governance and publish an Accountability Agreement summarising any actions taken as a result.

<b>SA2: Leading a first-class technical college, developing curricula and technical teaching and learning that serves the sectors and skills need locally, aligned with EMSI data, the Cheshire and Warrington LSIP and the Warrington Skills' Commission.</b>	
<b>Key Priority No.</b>	<b>Key Priorities / Areas of Focus</b>
2.1	Develop an over-arching three-year curriculum strategy, with clever intent, aligned to local and regional LMI and growth opportunities - once the LSIP and the outcomes of the Warrington Skills' Commission have been published - working collaboratively with other post-sixteen providers in the communities of Warrington and Vale Royal to better meet local needs.
2.2	Ensure that curriculum plans, including those for industrial placement, continue to be career-led and the college careers function and employers are central to the co-creation of curriculum design, sequencing and resources.
2.3	Working collaboratively with the University of Chester and other higher education institutions, develop a higher education strategy that provides clear progression routes from further education programme for young people, adults and apprentices.
2.4	Working alongside the AoC and ETF, implement transition programmes for a wave of T levels to start in September 2023: <ul style="list-style-type: none"> <li>- Onsite construction</li> <li>- Education and childcare</li> </ul> followed by a further wave of T levels in September 2024: <ul style="list-style-type: none"> <li>- Catering</li> <li>- Media broadcast and production</li> <li>- Digital</li> <li>- Digital support services</li> <li>- Maintenance, installation and repair</li> <li>- Hair, beauty and aesthetics</li> <li>- Health care science</li> <li>- Design, surveying and planning for construction.</li> </ul>
2.5	Working with the new adult team, undertake a root and branch review of the college's 19+ provision so that it; aligns with local skills needs and priority sectors (see 2.1 above), meets income targets and is characterised by outstanding teaching, learning, assessment, excellent outcomes and high levels of learner progression.
<b>SA3: Embed the college's Transforming Lives Strategy, engaging in the 'Levelling Up' agenda to develop human, social and institutional capital. Establish the college as an 'anchor institution' for the communities it serves.</b>	
<b>Key Priority No.</b>	<b>Key Priorities / Areas of Focus</b>
3.1	Working with partner local authorities undertake a strategic review of Foundation Learning, Entry and Level 1 provision including SEND, MPLD and alternative education pathways.
3.2	Embed the college's Transforming Lives Strategy, enhancing the college's curriculum, tutorial and enrichment programmes further such that they support students' personal, social and emotional development, garnering a strong sense of their self-worth and aspiration.

3.3	Refresh the college's approach to welfare support for students, ensuring those who need financial support the most, receive it.
3.4	Further develop the college's approach to staff and students' wellbeing so that their physical and mental health is improved.
3.5	Establish the college as an anchor institution through its work in the community – through ACL and other PR activity - and engagement with key external stakeholders.
<b>SA4: Evolving a 'digital first' culture, engaging in innovation digitalisation.</b>	
<b>Key Priority No.</b>	<b>Key Priorities / Areas of Focus</b>
4.1	Engage the whole college in the evolution of a 'digital first' culture, establishing what this means to the college overall and in the context of the college's diverse support and curriculum teams.
4.2	Establish new ways of working that align with the college's established 'digital first' culture.
4.3	Re-imagine the identity of the college as a hybrid college, establishing blended learning as the norm.
4.4	Support teachers to become highly proficient in the use of digital pedagogy and EdTech. Ensure this enhances excellent pedagogical practice.
<b>SA5: Implementing the college's Carbon Management Plan and taking fuller action to 'green' the college and safeguard its sustainability</b>	
<b>Key Priority No.</b>	<b>Key Priorities / Areas of Focus</b>
5.1	Maximise all possible external funding sources to ensure the college's operation is green and sustainable.
5.2	Introduce a number of key performance indicators, aligned with the college's Carbon Management Plan, to drive and monitor improvements in sustainability cross-college.
5.3	Ensure staff and students have access to high quality training and educational opportunities to better understand the environmental, social and economic impact of the college's approach to sustainability.
5.4	Embed the principles of sustainability across all aspects of the college's curriculum; planning, design, sequencing and use of resources.



<b>SA6: Meeting planned growth targets, mitigating risk to maintain good financial health and investing for the future.</b>	
<b>Key Priority No.</b>	<b>Key Priorities / Areas of Focus</b>
6.1	<p>Improve the college's financial operating position such that it supports the college's investment and growth principles agreed by governors, investing in (subject to affordability):</p> <ul style="list-style-type: none"> <li>- sectors and skills aligned with local skills improvement plans (LSIPs), the Warrington Skills' Commission and in support of local economic policy and communities</li> <li>- levelling up</li> <li>- innovation and digitalisation</li> <li>- greening and sustainable ways of working</li> <li>- remuneration and rewards for staff.</li> </ul>
6.2	Develop the college's risk management strategy and Board Assurance Framework to take account of an increasingly risk-laden operational environment, taking account of a wider range of sensitivities in financial budgeting and forecasting.
6.3	Ensure the college achieves - or exceeds - all income targets, in-line with curriculum plans and project outcomes.
6.4	<p>Implement the college's People Plan to:</p> <ul style="list-style-type: none"> <li>- recruit and retain the best staff and governors</li> <li>- ensure the college has the right mix of staff and staff capabilities (technical, pedagogic and leadership)</li> <li>- enable the college to meet income and growth targets, becoming more agile in response to opportunities as they present themselves.</li> </ul>
6.5	Conduct a stakeholder mapping exercise and develop stakeholder engagement strategies for stakeholders in each of the following groups; civic, community education and employers.
6.6	Undertake a strategic review of the college's Vale Royal purpose and operation. Develop a strong identity for the Winsford campus and set targets for business development, income generation and growth. Resource the campuses growth plans with a Business Centre Manager for Vale Royal.
6.7	Develop the commerciality and reputation of the college; seizing opportunities for income generation and growth, identifying opportunities to showcase specialist facilities and meeting stakeholder needs.
6.8	Develop and implement the college's marketing strategy, aligned with curriculum, stakeholder and other strategies, such that it enables the college to meet challenging income and growth targets across all income lines.

## **Appendix Two: The College's Approach to Curriculum Planning, Intent and Implementation**

The college's curriculum is responsive to local, regional (and therefore national) policies and priorities, including the timely introduction of, for example, new apprenticeship standards, T levels and Higher Technical Qualifications. Conversely, non-priority curriculum is rationalised where demand is low and/or the quality of provision is poor so that the college can continue to secure demand-led growth and invest in new education and skills training to meet economic and/or social needs and approaches to innovative curriculum delivery.

The college engages in subcontracting with a small number of partners, working only with subcontractors where there is a clear rationale for doing so and where the college has no capacity or expertise to deliver in-house and/or the subcontractor fulfils a requirement that the college cannot meet itself, for example, the work with The Princes Trust with students who are disengaged, have emotional, social and/or behavioural issues and are not in education, employment or training (NEET).

The college works with over 500 employers locally and regionally and meaningful employer engagement with the college has increased significantly with a concomitant diversification of income. The college has recently invested in this aspect of the college's work with the appointment of an Assistant Principal for Employer Responsiveness and Growth and an increasing number of sector-specialist, credible Business Centre Managers who lead employer engagement, a number of employer steering groups and form the lynch-pin between employers and curriculum teams such that employers can, and do, directly influence curriculum intent and implementation. In this way, the college can be sure that its education and skills training offer provides employers - especially those in priority sectors - with a pipeline of talented individuals with the skills needed to address skills gaps and hard to fill vacancies.

The college is intent on developing curricula and designing it such that it enables students to acquire the knowledge, skills and behaviours that they need to secure a successful future. The college's educational intent embraces the curriculum as a whole and includes:

- Education programmes for young people (16-18 year olds), including T levels
- English and maths
- Adult learning programmes (full-time and part time), including Adult and Community (ACL) programmes, Skills Bootcamps and Free Courses for Jobs
- Apprenticeships
- Provision for students with high needs and SEND
- Higher Education (through the planned introduction of HTQs)

The curriculum planning process begins in earnest in November every year, with an assessment of the needs of students, employers and the local and regional economy. The college uses a range of 'base source' external and internal data to inform the initial stages of curriculum planning, notably:

- Lightcast (formerly EMSI) labour market intelligence data
- A variety of sub-regional strategy documents including (over time) LEP published documents such as: The Local Industrial Strategy, Strategic Economic Plan and Education and Skills Plan, to be replaced by the Cheshire and Warrington Local Skills Improvement Plan (currently in draft) and the report that ensues from the Warrington Skills Commission (due to be published in autumn 2023)

- Warrington Borough Council Corporate Strategy
- Cheshire West and Chester Plan
- Vector Data (market share and ranking) against competitors
- Student demand
- Student destinations
- Quality of provision (SAR grade)
- Financial contribution

Senior curriculum leaders and managers are charged with reviewing their curriculum intent, between November and December annually, in light of the evidence presented to them. Each Curriculum Manager then produces a 'curriculum map' to identify any gaps or barriers to progression and the map and a draft curriculum plan is presented to a panel of key senior and executive leaders across the college in March. The draft curriculum plan is scrutinised, assessed and evaluated by the panel and recommendations made for revision and/or augmentation. A final curriculum plan is drafted subsequently and presented for sign off by governors and senior and executive leaders in April / May.

Curriculum implementation - through Schemes of Learning - is captured at course level, discussed in curriculum teams and co-authored by Curriculum Managers, Subject Leads and teachers, using the information gathered from a range of external and internal data sources, listed above, alongside other vocationally relevant information, for example, employer feedback, lessons learned from industrial updating and student feedback. Schemes of Learning outline the plan for choice of units, length of unit delivery, assessment, enhancement, industry placement, careers advice, English and maths, digital and wider, transferable skills and include the content, structure and sequencing of the curriculum so that students can build on previous teaching and learning and develop and evidence the knowledge, skills and behaviours they need to successfully complete their course, meet or exceed their target grade and progress onwards into related employment and/or other positive destinations, for example, further or higher learning.

Employers have an opportunity to influence curriculum intent – the education and skills training offer - and its implementation, how the curriculum's content, timing and assessment is shaped. Employers provide live briefs for student assessment, industrial placement, on-course enhancements, for example guest speakers, master classes, advising and judging skills competitions. The nature of these close working relationships enables the college, and its partner employers, to ensure that students are developing the right skills, knowledge and behaviours that will make them 'expert' in their field and at their level and eminently employable. Quite simply, employers make sure the partnership works for them such that they can spot future talent and make timely job offers accordingly, often stealing a march on their competitors.

<b>Appendix Three: The College’s Contribution (Pledges) to National, Regional and Local Priorities aligned with:</b>			
<ul style="list-style-type: none"> <li>• <b>LSIP themes and priorities</b></li> <li>• <b>Warrington Skills Commission (WSC) draft recommendations</b></li> <li>• <b>The priorities articulated in Warrington Borough Council’s (WBC) Corporate Strategy 2022-2024</b></li> <li>• <b>The priorities articulated in Cheshire West and Chester Council (CW&amp;C) Plan 2020-2024</b></li> </ul>			
<b>College Pledge in Response to National, Regional and Local Priorities</b>	<b>CDP XRef</b>	<b>Outcome Measures, Targets and Timescale</b>	<b>ELT / SLT Lead(s)</b>
<p>1. The college will continue to invest in and develop a range of employer-led, high-quality education and skills training opportunities through T levels, Apprenticeships, Free Courses for Jobs, Skills Bootcamps and HTQs.</p> <ul style="list-style-type: none"> <li>• Construction</li> <li>• Advanced Manufacturing and Engineering</li> <li>• Digital, Technological and Creative</li> <li>• Health and Social Care</li> <li>• Science and Maths</li> <li>• Haulage and Logistics*</li> </ul> <p>*not yet part of the college’s curriculum, for investigation</p> <p><i>Aligns with:</i></p> <p><u>LSIP</u></p> <ul style="list-style-type: none"> <li>• <i>Theme 1: Technical Skills</i></li> <li>• <i>Theme 2: Accessibility (of training)</i></li> </ul> <p><u>WSC</u></p> <ul style="list-style-type: none"> <li>• <i>Collaboration: improve learner engagement in skills information, help employers take advantage of the apprenticeship levy</i></li> </ul>	<p>2.1 2.3 2.4 2.5 6.1</p>	<p>Investment (from 2019 to date) in: Construction and Civil Engineering £4.6m Advanced Manufacturing and Engineering £0.6m Digital, Technological and Creative £2m Health and Social Care £1m Science and Maths £2.1m</p> <p>In chronological order: T levels in all stated priority sectors by 2024/5 Apprenticeships in all stated priority sectors by 2024/5 Free Courses for Jobs for entry into all priority areas by 2024/5, focused on poorest areas of Warrington, Winsford and Northwich Skills Bootcamps in all stated priority sectors by 2025/26 HTQs in all stated priority areas by 2027/8</p> <p>Keep abreast of the needs and demands of the haulage and logistics sector, especially with the requirements for professional roles and import and export post-Brexit, responding with education and skills training where needed.</p>	<p>VP Curriculum</p> <p>AP Business Responsiveness and Growth</p> <p>Curriculum Directors</p>

<ul style="list-style-type: none"> <li>• <i>Alignment: skills training aligned with employer needs, target key growth areas, replenish skills that are ageing out of the workforce, conduct regular skills reviews and analysis</i></li> <li>• <i>Preparation: net zero, care and digital futures</i></li> </ul> <p><u>WBC priorities</u></p> <ul style="list-style-type: none"> <li>• <i>High quality education and youth facilities</i></li> <li>• <i>Invest in and provide access to the right employment, skills and education</i></li> <li>• <i>People have opportunities to thrive</i></li> </ul> <p><u>CW&amp;C priorities</u></p> <ul style="list-style-type: none"> <li>• <i>Grow our local economy and deliver good jobs with fair wages for our residents</i></li> <li>• <i>Support children and young people to make the best start in life and achieve their full potential</i></li> </ul>			
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College Pledge in Response to National, Regional and Local Priorities	CDP XRef	Outcome Measures, Targets and Timescale	ELT / SLT Lead(s)
<p>2. Very closely aligned with the LSIP (phase one) priorities, the college will develop a distinct STEM identity and brand for the Winsford campus aligned with recent investment (in manufacturing and engineering) and the aspirations of the Institute of Technology (for life sciences, health and care). In addition, the college will continue to explore possibilities for the viable expansion of its provision across Winsford and Northwich, for example, in construction trades and/or through engagement with the Knights Grange project, as and when this develops</p> <p><i>Aligns with:</i></p> <p><u>LSIP</u></p> <ul style="list-style-type: none"> <li>• <i>Theme 1: Technical Skills</i></li> <li>• <i>Theme 2: Accessibility (of training)</i></li> </ul> <p><u>CW&amp;C priorities</u></p> <ul style="list-style-type: none"> <li>• <i>Grow our local economy and deliver good jobs with fair wages for our residents</i></li> <li>• <i>Support children and young people to make the best start in life and achieve their full potential</i></li> </ul>	<p>6.6</p>	<p>Investment in the Winsford campus (from 2019 to date) in:            Advanced Manufacturing and Engineering £0.6m            Health and Social Care £1m            Life Sciences £2.1m</p> <p>At the Winsford campus and in chronological order:            T levels in IoT related sectors (health sciences and health) by 2024/5            Apprenticeships in all stated STEM sectors by 2024/5            Free Courses for Jobs for entry into all STEM areas by 2024/5, focused on poorest areas of Warrington and Winsford            Skills Bootcamps in all stated STEM sectors by 2025/26            HTQs in all stated STEM areas by 2027/8</p> <p>Continued partnership working with Cheshire West &amp; Chester Council to explore possibilities for the viable expansion of college provision across Winsford and Northwich. Engagement with Knights Grange developments.</p>	<p>VP Curriculum</p> <p>AP Business Responsiveness and Growth</p> <p>Curriculum Directors</p>

College Pledge in Response to National, Regional and Local Priorities	CDP XRef	Outcome Measures, Targets and Timescale	ELT / SLT Lead(s)
<p>3. Working collaboratively with partners, the college will ensure that its ACL is focused on stated, national funding priorities in the communities where it is most needed across Warrington, Winsford and Northwich. ACL priorities as follows:</p> <ul style="list-style-type: none"> <li>• Engaging and building confidence</li> <li>• Preparation for further learning</li> <li>• Preparation for, and supporting routes into, employment</li> <li>• Improving essential skills (English, ESOL, maths, digital)</li> <li>• Equipping parents / carers to support children’s learning</li> <li>• Health and wellbeing</li> <li>• Developing stronger communities</li> </ul> <p><i>Aligns with:</i></p> <p><u>LSIP</u></p> <ul style="list-style-type: none"> <li>• <i>Theme 2: Accessibility (of training for those at a disadvantage)</i></li> <li>• <i>Theme 3: Employability competencies</i></li> </ul> <p><u>WSC</u></p> <ul style="list-style-type: none"> <li>• <i>Collaboration: expand coordination between stakeholders</i></li> <li>• <i>Alignment: soft skills</i></li> <li>• <i>Preparation: care and digital futures</i></li> </ul> <p><u>WBC priorities</u></p> <ul style="list-style-type: none"> <li>• <i>People are healthy, safe and well</i></li> <li>• <i>Early intervention to prevent long-term health conditions arising</i></li> <li>• <i>Tackle poverty and help those in greatest need</i></li> </ul>	<p>2.5 3.5</p>	<p>ACL provision aligned with national priorities by 2024, focused on communities most in need across Warrington, Winsford and Northwich.</p> <p>An improved college presence and increased ACL delivery in communities that most need it, with an enhanced focus and accelerated remit on those in Winsford and Northwich.</p>	<p>VP Curriculum</p> <p>AP Business Responsiveness and Growth</p> <p>Curriculum Directors</p>

<ul style="list-style-type: none"><li>• <i>Invest in and provide access to the right employment, skills and education</i></li><li>• <i>People have opportunities to thrive</i></li><li>• <i>Empowered, resilient and independent communities</i></li></ul> <p><u>CW&amp;C priorities</u></p> <ul style="list-style-type: none"><li>• <i>Enable adults to live longer, healthier and happier lives</i></li></ul>			
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College Pledge in Response to National, Regional and Local Priorities	CDP XRef	Outcome Measures, Targets and Timescale	ELT / SLT Lead(s)
<p>4. Leading by example, the college will continue to embed careers, employability skills and work-readiness into its education and skills training including the development of transferable skills valued by employers and articulated in existing models such as Skills Builder as follows: listening, speaking, problem solving, creativity, staying positive, aiming high, leadership and teamwork.</p> <p><i>Aligns with:</i></p> <p><u>LSIP</u></p> <ul style="list-style-type: none"> <li>• <i>Theme 3: Employability competencies</i></li> <li>• <i>Theme 4: Careers education, information, advice and guidance (CEIAG)</i></li> </ul> <p><u>WSC</u></p> <ul style="list-style-type: none"> <li>• <i>Collaboration: improve learner engagement in skills information</i></li> <li>• <i>Alignment: soft skills training</i></li> </ul> <p><u>WBC priorities</u></p> <ul style="list-style-type: none"> <li>• <i>Invest in and provide access to the right employment, skills and education</i></li> <li>• <i>People have opportunities to thrive</i></li> </ul> <p><u>CW&amp;C priorities</u></p> <ul style="list-style-type: none"> <li>• <i>Support children and young people to make the best start in life and achieve their full potential</i></li> </ul>	<p>2.2</p>	<p>All elements are included in curriculum intent, design and sequencing documentation by 2024.</p>	<p>VP Curriculum  Curriculum Directors</p>

College Pledge in Response to National, Regional and Local Priorities	CDP XRef	Outcome Measures, Targets and Timescale	ELT / SLT Lead(s)
<p>5. Leading by example, the college will continue to embed and develop generic and sector-contextual digital skills into its education and skills training.</p> <p><i>Aligns with:</i></p> <p><u>LSIP</u></p> <ul style="list-style-type: none"> <li>• <i>Theme 1: Technical Skills</i></li> <li>• <i>Theme 2: Accessibility (of training)</i></li> </ul> <p><u>WSC</u></p> <ul style="list-style-type: none"> <li>• <i>Alignment: key growth areas IT, e-commerce</i></li> <li>• <i>Preparation: digital futures</i></li> </ul> <p><u>WBC priorities</u></p> <ul style="list-style-type: none"> <li>• <i>Invest in and provide access to the right employment, skills and education</i></li> <li>• <i>People have opportunities to thrive</i></li> </ul> <p><u>CW&amp;C priorities</u></p> <ul style="list-style-type: none"> <li>• <i>Support children and young people to make the best start in life and achieve their full potential</i></li> </ul>	<p>4.3 4.4</p>	<p>All curriculum areas have established high-quality hybrid learning as the norm by 2025.</p> <p>Sector-contextual digital skills are included in curriculum intent, design and sequencing documentation by 2024.</p>	<p>VP Curriculum Curriculum Directors Director of Teaching and Learning and Professional Development</p>

College Pledge in Response to National, Regional and Local Priorities	CDP XRef	Outcome Measures, Targets and Timescale	ELT / SLT Lead(s)
<p>6. Leading by example, the college will continue to embed the principles of sustainability and sector-contextual 'green skills' into its education and skills training.</p> <p><i>Aligns with:</i></p> <p><u>LSIP</u></p> <ul style="list-style-type: none"> <li>• Theme 1: Technical Skills</li> <li>• Theme 2: Accessibility (of training)</li> </ul> <p><u>WSC</u></p> <ul style="list-style-type: none"> <li>• Alignment: key growth areas green industries, retrofit</li> <li>• Preparation: net zero</li> </ul> <p><u>WBC pledge</u></p> <ul style="list-style-type: none"> <li>• Our town is clean, green and vibrant</li> </ul> <p><u>CW&amp;C priorities</u></p> <ul style="list-style-type: none"> <li>• Tackle the climate emergency</li> </ul>	<p>5.3 5.4</p>	<p>Key targets from Carbon Management Plan are achieved:</p> <ul style="list-style-type: none"> <li>• Reduce carbon emissions (scope 1 &amp; 2) by 10% from 665 tonnes currently to 598 tonnes by 2024/25.</li> <li>• Reduce carbon footprint (scope 1 &amp; 2) by 10% from 1.34 tonnes per staff member currently to 1.2 tonnes per staff member by 2024/25.</li> <li>• Generate 25% of our own electricity at the Warrington campus through the installation of Solar PV panels on site by 2024/25</li> <li>• Reduce printing units by 10% from the equivalent of 7.23 trees (582,000 sheets) y/end 2021/22 to 6.5 trees (523,800 sheets) by 2024/25.</li> </ul> <p>Principles of sustainability and sector-contextual 'green skills' are included in curriculum intent, design and sequencing documentation by 2024, leading to raised awareness, attitudinal change and positive action.</p>	<p>DP Finance and Resources</p> <p>VP Curriculum</p> <p>Curriculum Directors</p>

College Pledge in Response to National, Regional and Local Priorities	CDP XRef	Outcome Measures, Targets and Timescale	ELT / SLT Lead(s)
<p>7. The college will continue to tackle the consequences of disadvantage; closing attainment gaps where they are evident and will work with partners to develop its SEND provision and assist in reducing those who are NEET- in communities where they are prevalent in Warrington, Winsford and Northwich - supporting their routes into employment.</p> <p><i>Aligns with:</i></p> <p><u>LSIP</u></p> <ul style="list-style-type: none"> <li>• <i>Theme 2: Accessibility (of training for those at a disadvantage)</i></li> </ul> <p><u>WSC</u></p> <ul style="list-style-type: none"> <li>• <i>Alignment: soft skills training, confront EDI issues, breaking down barriers to learning</i></li> </ul> <p><u>WBC priorities</u></p> <ul style="list-style-type: none"> <li>• <i>Tackle poverty and those in greatest need</i></li> <li>• <i>Invest in and provide access to the right employment skills and education</i></li> <li>• <i>Safeguard our children and adults and protect the most vulnerable</i></li> <li>• <i>People have opportunities to thrive</i></li> </ul> <p><u>CW&amp;C priorities</u></p> <ul style="list-style-type: none"> <li>• <i>Support children and young people to make the best start in life and achieve their full potential</i></li> </ul>	<p>1.6 1.8 3.1</p>	<p>The college will reduce the attainment gap for students with learning difficulties on adult and apprenticeship programmes to &lt;3% by 2024.</p> <p>Evident outcomes of work with partners to further develop SEND provision and supported routes into employment, assisting to reduce NEET in areas where they are prevalent in Warrington, Winsford and Northwich.</p>	<p>VP Curriculum</p> <p>Curriculum Directors</p>

College Pledge in Response to National, Regional and Local Priorities	CDP XRef	Outcome Measures, Targets and Timescale	ELT / SLT Lead(s)
<p>8. In line with its values and People Plan, the college will recruit and retain education professionals to deliver high quality, employer-led education and skills training, ensuring that they have up to date knowledge and understanding of priority sectors and their future skills needs.</p> <p><i>Aligns with:</i></p> <p><u>LSIP</u></p> <ul style="list-style-type: none"> <li>• <i>Theme 1: Technical Skills</i></li> <li>• <i>Theme 2: Accessibility (of training)</i></li> <li>• <i>Theme 4: Careers Education, Information, Advice and Guidance (CEIAG)</i></li> <li>• <i>Theme 5: Education Professionals</i></li> </ul> <p><u>WSC</u></p> <ul style="list-style-type: none"> <li>• <i>Collaboration: improve learner engagement in skills information</i></li> <li>• <i>Alignment: skills training aligned with employer needs</i></li> </ul> <p><u>WBC priorities</u></p> <ul style="list-style-type: none"> <li>• <i>High quality education and youth facilities</i></li> <li>• <i>Invest in and provide access to the right employment, skills and education</i></li> <li>• <i>People have opportunities to thrive</i></li> </ul> <p><u>CW&amp;C priorities</u></p> <ul style="list-style-type: none"> <li>• <i>Grow our local economy and deliver good jobs with fair wages for our residents</i></li> <li>• <i>Support children and young people to make the best start in life and achieve their full potential</i></li> </ul>	<p>6.4</p>	<p>To recruit and retain the right number and calibre of education professionals the college will:</p> <ul style="list-style-type: none"> <li>• campaign to attract industry experts to the college including consultants to deliver bespoke skills training to employers</li> <li>• make use of the Taking teaching Further programme to recruit industry experts and equip them with the requisite skills to teach</li> <li>• use 'Golden Hellos' and a review of salary points to attract industry experts where sectoral pay is high</li> </ul> <p>To ensure our education professionals have up to date knowledge and understanding of their sectors and future sector skills needs the college will safeguard time for them to:</p> <ul style="list-style-type: none"> <li>• engage in internal, cross-college CPD</li> <li>• engage in regular industrial updating with employers and other sector-stakeholders</li> <li>• attend course specific training, for example, T levels, apprenticeships and HTQs</li> <li>• engage in 'best in class' visits to other providers</li> </ul>	<p>DP Finance and Resources</p> <p>VP Curriculum</p> <p>Curriculum Directors</p> <p>Director of Human Resources</p> <p>Director of Teaching and Learning and Professional Development</p>