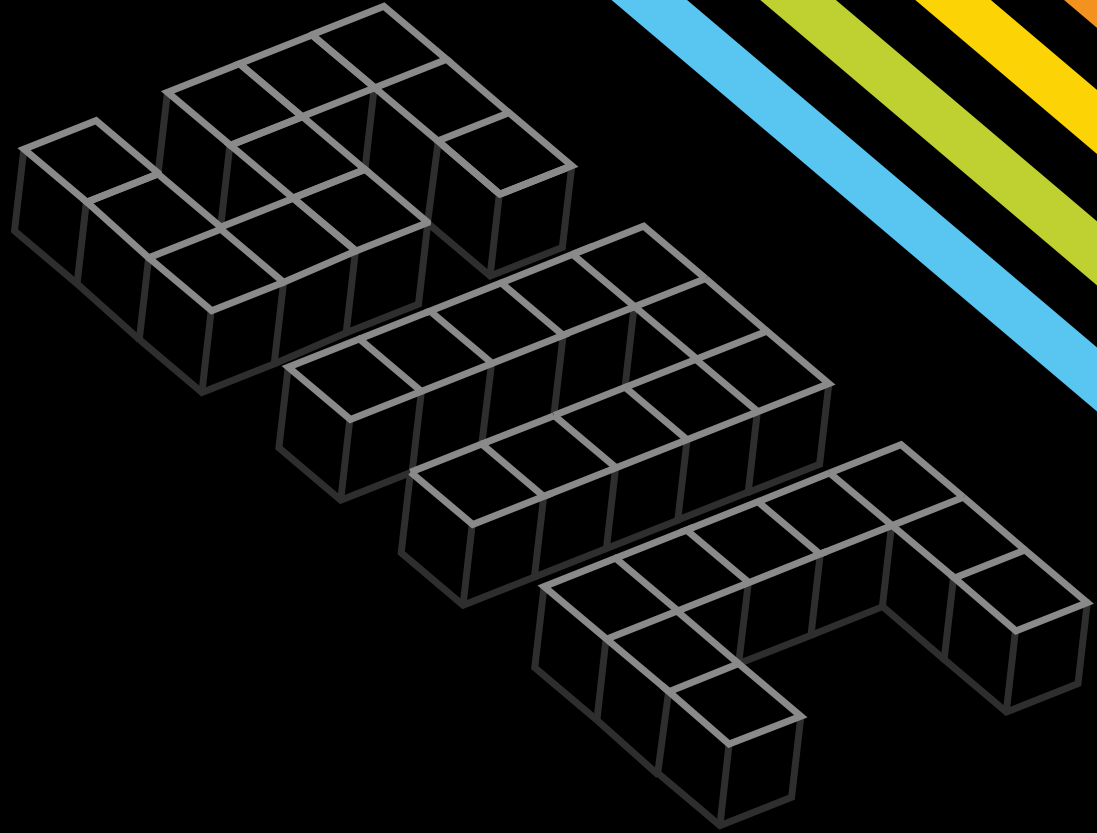


Suffolk
New
College



ACCOUNTABILITY AGREEMENT

2026 - 2027



INTRODUCTION BY CHAIR

As Chair of Corporation at Suffolk New College, I am pleased to introduce our 2026-27 Accountability Agreement - a document that reflects both our strategic intent and our unwavering commitment to the communities we serve. This agreement sets out how we will continue to deliver high quality education and training that meets local, regional, and national priorities, while ensuring that every learner has the opportunity to thrive.

The past year has seen Suffolk New College strengthen its position as a dynamic, inclusive, and forward looking institution. Our curriculum continues to evolve in response to employer demand, labour market intelligence, and the aspirations of our learners. As we look ahead to 2026-27, we remain focused on delivering programmes that support economic growth, social mobility, and the development of essential skills across Suffolk and beyond. This includes our ongoing investment in technical education, apprenticeships, digital innovation, and green skills provision - areas that are central to the region's future prosperity.

Our Corporation Board has played a central role in shaping the priorities outlined in this agreement. We have scrutinised performance, challenged assumptions, and ensured that our strategic direction remains aligned with the needs of employers, local authorities, and key partners.

At the heart of this agreement is our commitment to learners. Suffolk New College is a place where students of all ages and backgrounds can develop confidence, ambition, and the skills required to succeed.

The 2026-27 Accountability Agreement outlines how we will continue to deliver value for public investment, respond to local skills needs, and uphold the highest standards of governance and educational quality. As Chair, I look forward to working with colleagues, partners, and stakeholders to realise our shared ambitions.

Terry Baxter, Chair of Corporation
Suffolk New College
www.suffolk.ac.uk/about

Corporation Members



Terry Baxter,
Chair of Corporation

Andy Stevenson, Vice
Chair
Anne Gordon
Brendan Keaney
Carol Snape
Graham Mead
Jonathan Legh-Smith
Richard Brame
Robert England
Sarah Hancock

Sarah-Jane Smedmor
Simon Wingrove
Alan Pease, Principal
& CEO
Ashleigh Hurrell, Staff
Governor
Paige Etheridge, Staff
Governor
Beatriz Dos Santos
Silva, Student Governor

Freya Ollason, Student
Governor
Andy Sparks, Co-opted
Member
John Dugmore, Co-opted
Member
Robin Ghurbhurun,
Co-opted Member
Phillip Harrison,
Co-opted Member

Executive Team



Alan Pease,
Principal and CEO



Mary Gleave,
Deputy CEO



Marianne Flack,
Deputy Principal

MISSION

'TO PROVIDE AN EXCEPTIONAL LEARNER EXPERIENCE'

NB. The use of the word learner is interchangeable - student, apprentice, adult, stakeholder.

CORE VALUES

Bold

enterprising

Successful

Nurturing

Collaborative

STRATEGIC PRIORITIES

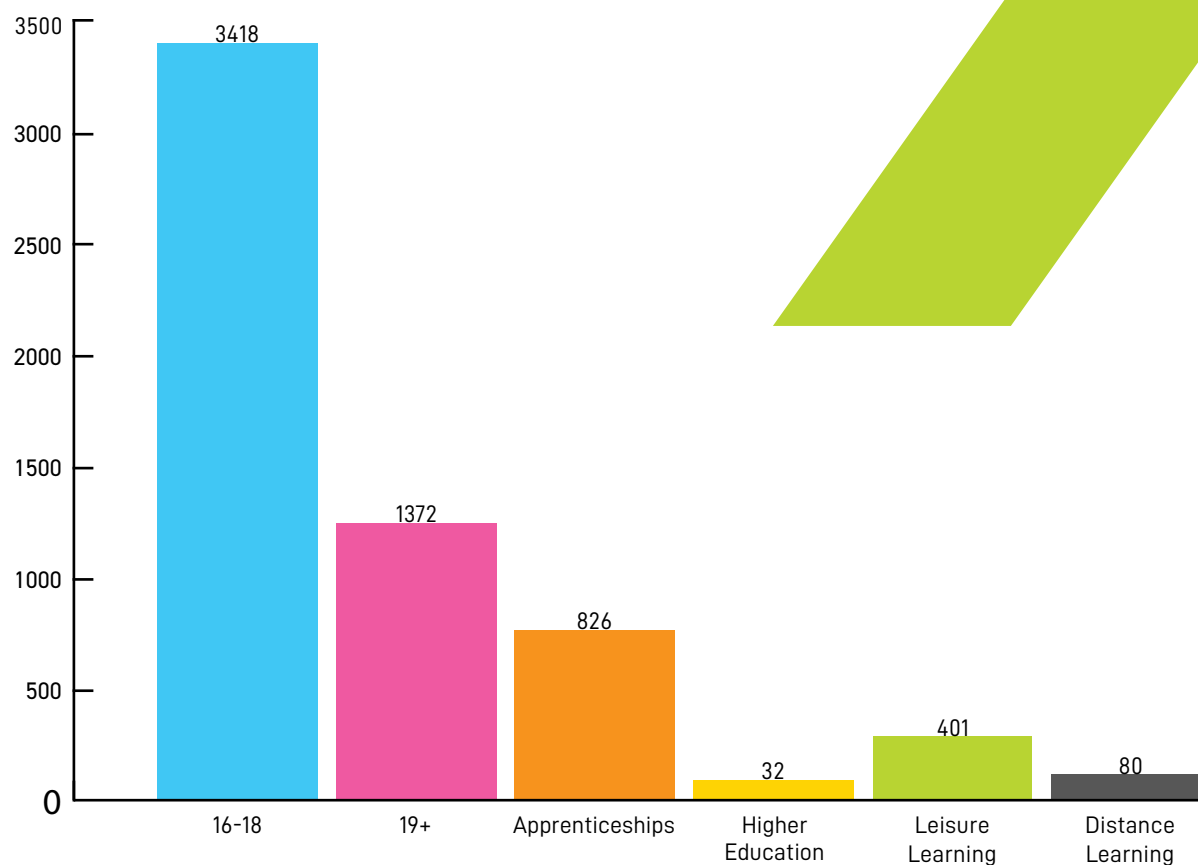
- Learner success
- Stakeholder engagement
- Sustainability
- Technology – effective use of technology
- Growth and diversification
- Meeting skills need

The staff, learners and Corporation members of Suffolk New College are committed to our renewed Strategic Priorities. The Strategic Priorities are implemented throughout our ethos, culture (BeSNC), activities and partnerships, and through the implementation of the college's Strategic Plan:

ABOUT SUFFOLK NEW COLLEGE

Suffolk New College serves as the primary institution for Further Education and Skills in Suffolk. The college was the preferred choice, in 2025-26, for 5648 people. As well as supporting learners in Suffolk, the college attracts learners from north Essex, as well as extending its reach into Norfolk. A breakdown of our student numbers in 2025-26, by type of provision, is shown below.

2025-2026 Student Numbers by Type of Provision



The college provides post-16 education and training to 3418 young people (2025-26), which shows a three-year improving trend. Coupled with this has been growth and diversification of the adult offer, with a four-year improving trend.

The number of formal industry partners has now risen to 210 local, regional and national organisations, representing sixteen different subject sector areas. All this is in the context of improving outcomes for learners, across all provision types, which sees the college achieve above the national average in all measures.

The college boasts an extensive and inclusive curriculum, regularly updated in consultation with industry partners and local employers. Emphasising the development of 'work ready' skills, Suffolk New College is renowned for its regionally recognised ePASS programme, aligned to the Local Skills Improvement Plan (LSIP) in the New Anglia region - Suffolk and Norfolk.

In November 2022 Suffolk New College received an overall 'Good' judgment from Ofsted, rated 'Good' in seven areas and 'Outstanding' in personal development.

In 2024-25 Suffolk New College had the highest qualification achievement rate of all colleges in Norfolk and Suffolk.

CONTEXT AND PLACE

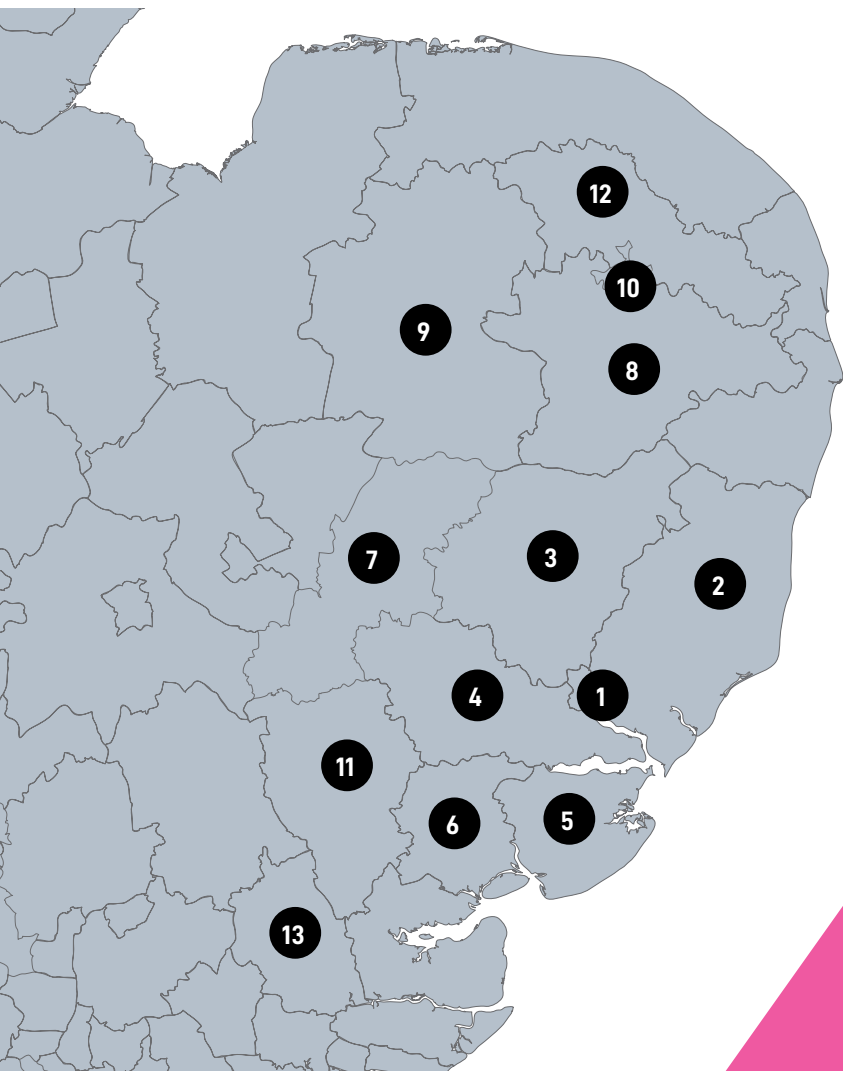
THE COLLEGE AND ITS GEOGRAPHIC REACH

Our campuses are all situated in the Ipswich Borough Council and East Suffolk Council areas, and the majority of our learners live within Suffolk (Suffolk County Council), with significant numbers also from south Norfolk and north Essex. We also collaborate with Babergh and Mid-Suffolk Councils to the west of Ipswich, for whose districts we are the main provider of further education.

The following map shows where the majority of our learners travel from. The College actively works with transport providers to make our provision accessible. Including providing subsidised and some free transportation to support Rural communities.

Local Government Reorganisation

The college is actively involved in discussions about the implementation of local government reorganisation, and well positioned to work proactively to build new local government relationships and ensure a smooth transition of provision for our learners and communities.



Local Authority	Learners
1 Ipswich	2491
2 East Suffolk	1344
3 Mid Suffolk	429
4 Babergh	381
5 Tendring	150
6 Colchester	130
7 West Suffolk	70
8 South Norfolk	53
9 Breckland	31
10 Norwich	14
11 Braintree	13
12 Broadland	8
13 Chelmsford	5
Other (under 5 learners)	59





REGIONAL PRIORITY SECTORS

Suffolk Economic Strategy

The new Suffolk Economic Strategy (approved December 2024) identifies three key sector areas for county economic growth. They are:

High Growth Sectors

The county is a national leader in clean energy, and the agri-food and ports and logistics sectors are also high growth sectors for Suffolk.

Drawing on its established expertise in construction and engineering and our offerings 'On the Coast' in Halesworth and Leiston, Suffolk New College is proactively working to capitalize on the opportunities presented by Sizewell C.

We offer courses that build skills across the Agri-food supply chain, from agriculture and horticulture through the engineering and technical skills needed in food processing to hospitality and customer care skills.

Emerging and Value Growth Sectors

All these sectors, including health and social care and financial services are key to college provision and employer engagement

Tech Convergence

The Tech Campus at our Ipswich site is the focus for a regionally leading ICT/digital training offer, with extensive employer links at its heart. The college is also proactively addressing the AI opportunity.

Local Skills Improvement Plan (LSIP)

The LSIP priorities align closely with Suffolk New College provision and priorities as follows, and effective delivery has been supported by Local Skills Improvement Fund investments.

The updated priorities in the new LSIP published in July 2026 are in areas where we are strongly placed to support delivery of the Plan and we look forward to actively participating in the delivery phase.

Coordinated information for employers

Supported by our close partnerships with all relevant organisations.

Aligning provision to employer demand and with HE

Enabled by our embedded approach to meeting skills need and employer involvement in curriculum

Equip the Net Zero and Technical Workforce

We are regional leaders in delivery in this area, through our multi-award-winning Net Zero Skills Centre and College on the Coast project with Sizewell C.

Improve Leadership and Management skills

Supported through our ePASS programme and short course offer for business.

NATIONAL SKILLS PRIORITIES

Priority Programmes

In 2025-26 Suffolk New College offered the following T-Level provision:

SUBJECTS	2025-26		
	Y1	Y2	Total
Administration	12		12
Agriculture, Environmental and Animal Care	-	16	16
Animal Care and Management	19	17	36
Construction Design, Surveying and Planning for Construction	9	8	17
Education and Childcare	19	20	39
Engineering	13	13	26
ICT Practitioners	7	-	7
Health and Science Health	23	20	43
Health and Science Healthcare Science	-	7	7
TOTAL	102	101	203

Our Skills Bootcamp in Construction Health and Safety created job opportunities at Sizewell C

National Priority Subjects

Suffolk New College offers provision in all the national priority subject areas as follows -

SUBJECTS	2025-26	
Advanced Manufacturing		122
Creative industries		245
Defence		376
Digital & Technologies		156
Financial Services		83
Life Sciences		286
Professional & Business Services		177
Clean Energy Industries		321
Construction		916
Health		205
TOTAL		2887

*Includes T level numbers and apprenticeship stats

Our Learners

In the academic year (2025-26), there are 3418 16-18 year-old students, 1372 19+ students, 826 apprenticeships and 32 Higher Education students. Most students aged 16 to 18 are from the local and surrounding rural areas, with approximately 48% of students from the Ipswich area.

The Communities We Serve

An examination of learner postcodes in Ipswich compared with a deprivation heat map of the town indicates that a number of the college's learners originate from more economically disadvantaged areas. Our 'On the Coast' campuses in Halesworth and Leiston deliver essential support to rural families and vulnerable young individuals at risk of disengagement from education, employment, or training (NEET).

The College's emphasis on delivering high-quality Further Education (FE) programmes, coupled with locally accessible Higher Education (HE) options and employment pathways, aims to ensure that all learners, including those with lower academic achievement and those encountering learning barriers, are provided with suitable stepping stones towards greater educational attainment or employment.

Our Curriculum

Suffolk New College offers a bold, future-focused curriculum designed to ignite ambition and open doors. Rooted in the needs of our region and shaped by employer insight, our programmes blend technical excellence, academic stretch, and personal development to ensure every learner thrives.

We champion real-world learning: industry-standard facilities, live briefs, work placements, and digital innovation are woven through every pathway, giving students the confidence and capability to progress into skilled employment, apprenticeships, or higher education.

Our curriculum celebrates individuality, offering flexible routes, inclusive support and enrichment that builds character, resilience, and community pride. From green technologies to creative industries, from health to engineering, from digital to land based industries that are such a key part of our DNA, our offer reflects the opportunities of tomorrow - delivered by expert staff who inspire excellence.

At Suffolk New College, learners don't just gain qualifications; they gain direction, purpose, and the skills to shape their futures.



INCLUSION

Suffolk New College is committed to fostering an inclusive, equitable, and respectful learning environment where all learners - regardless of background, identity, or ability - can thrive. Our approach to embedding inclusion in all aspects of college life is articulated in our Inclusion Strategy. Driven by Suffolk New College's Strategic Vision – Curriculum 2030, the Inclusion Strategy is also aligned to the Association of College's Equity, Diversity and Inclusion Charter to which we pledge our commitment to providing equity and creating an inclusive culture in which all our staff, learners and communities can thrive.

High Needs

Suffolk New College currently has the largest allocation of High Need learners of any post 16 provider in Suffolk. Our allocation is 305 in the academic year 25-26. However, in reality we have 417 learners with EHCPs, and 327 with High Needs, out of 3394 young people enrolled in 25-26. This is approximately 10% of our learners having High Needs, and 12% having an EHCP.

Investing in inclusion

The college has invested in its Inclusive Learning facilities at the Suffolk Rural campus in 2024-25 thanks to a grant from East Suffolk Council, installing new social spaces and a new accessible kitchen. A programme of further improvements is in place.

The college also supports anxious learners to transition to college through Suffolk New Steps, an innovative LSIF-funded facility in the Ipswich Campus, which enables supported transition through a quieter entrance and welcome space. Suffolk New Steps is used as part of our resilience support programme – RESO.

2025-26 planned investments

In 2025-26 the college will receive £343,114 from the Inclusive Mainstream Fund alongside other potential funding for our inclusive learning and foundation learning provision. Planned capital enhancements to the inclusive learning block at our Suffolk Rural campus and in our wider service to NEETs and those at risk of being NEET are being developed in the context of the seven inclusion priorities in the Inclusive Mainstream Fund 2026 best practice guide.

Suffolk New College will use the Inclusive Mainstream Fund to strengthen universal inclusive practice across all 16-19 provision. Funding will support early identification of predictable needs, targeted early interventions, staff development, and improvements to the physical and digital learning environment. These actions will help the College transition to the reformed SEND system, reduce reliance on statutory processes, and ensure that commonly occurring barriers to learning are removed. Activity is aligned with local needs, LSIP priorities, and the College's commitment to inclusive-by-design provision.

MEETING SKILLS NEED – OUR APPROACH

Ensuring we meet the skills needs of local and regional businesses, within the context of an understanding of national labour market trends is driven strategically by the LMI-led Strategic Vision: Curriculum 2025-2030 and implemented through a robust, evidence-led curriculum planning process. This fulfils our statutory Duty to Review and ensures provision aligns closely with local and regional skills needs.

Employers are central to this approach: all Directorates convene Industry Advisory Boards to scrutinise curriculum proposals, challenge assumptions, and shape future delivery. Our Employer Engagement Strategy and Careers Strategy set out our approach to engaging and working with employers and show how employers are also integral to delivery - all students on full-time programmes have at least three employer engagements annually.

Curriculum planning is underpinned by rigorous research. Each Directorate produces detailed evidence demonstrating how provision meets workforce needs, supported by engagement with stakeholders. As well as using the input of Industry Advisory Boards, we are supported by the close engagement of our Industry Partners in steering our provision. The College works with 210 formal Industry Partners and around 500 additional employers, with engagement set to exceed 1,000 stakeholders by 2026-2027.

Overlaying the regional skills need picture is the Local Skills Improvement Plan (LSIP). As the former LSIF lead, we speak regularly at LSIP events across the region and retain close contact with the LSIP team at Norfolk and Suffolk Chambers of Commerce.

Soft skills remain the overriding skills concern for local employers so our industry-led employability skills programme ePASS (ePASS+ for adults and industry, and the newly formed ePASS Platinum for the Sizewell C workforce, as part of their on-boarding process) is key to our success in securing excellent destinations for our learners.

The college is also the only one in the East of England to be regularly represented at all the main LSIP sector groups – Green Skills, Agri-food Industry, Digital and Building Growth (construction), where we share intelligence with other providers and understand both industry skills challenges and the local Government agenda.

Working in collaboration with other skills providers locally and nationally helps us to benchmark our provision and also provides opportunities to work with industry to amplify key careers messages. In 2025-26, the college built on its successful leading role in the 2024-25 LSIF programme in Norfolk and Suffolk by leading the Freeport East Skills Escalator project, convening four colleges, two universities and hundreds of employers to develop careers pathways into the vital logistics industry and supply chain careers.

The college has a linked project to develop HGV and Bus driver training, supported by East Suffolk Council and Sizewell C, and being co-created with industry. Regionally, collaboration extends to national workforce priorities through projects such as Apollo, strengthening pipelines into health and social care careers, particularly within NHS Trusts.

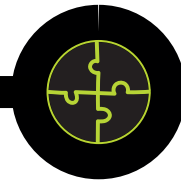
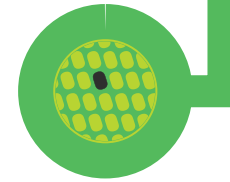
Employer influence is evident across new and evolving provision. The Construction Health and Safety Bootcamp - developed with key contractors - has supported recruitment to Sizewell C. The New Zero Skills Centre's success as Project of the Year at the East Anglia Clean and Green Awards in 2026 recognised the involvement of leading companies NIBE and Greenscape Energy in developing facilities and shaping provision.

Winning Large Business of the Year at the Suffolk Business Awards in 2026 demonstrated the respect of our private sector peers for our effectiveness as a business and a college. The Governing Body is assured that the College fully meets its obligations under the Further and Higher Education Act 1992 and the Skills and Post-16 Education Act 2022, and that its provision effectively responds to local needs.





STAND OUT FROM
THE CROWD



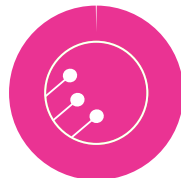
TEAMWORK &
COMMUNICATION



POSITIVE
WORK ETHIC



LEADERSHIP



DIGITAL



SELF
MANAGEMENT

Consultation and Engagement for the Accountability Statement

This Statement has been developed in conjunction with and informed by:

- National Skills Priorities
- The Local Skills Improvement Plan (LSIP), co-ordinated by Suffolk and Norfolk Chambers of Commerce and informed by employer views across the region. The college takes part in ongoing LSIP consultations as part of its role as the former lead partner in the LSIF programme.
- The Suffolk Economic Strategy
- Our Corporation, with significant industry representation
- Industry Partners, whose regular input into curriculum development is integral to delivery.
- The Ipswich Social Mobility Alliance

The document also reflects the emerging collaborative priorities in the Technical Excellence College (TEC) programme, including the partnership development work with Colchester Institute that has delivered one of the five national Clean Energy Technical Excellence Colleges to the East of England. As a key delivery partner, we look forward to working in partnership with Colchester Institute, East Coast College and City College Norwich on this exciting initiative.



**Delivering the Strategic Vision:
Curriculum 2030 - role of the
Accountability Agreement.**

The Accountability Agreement sits at the Centre of a co-ordinated suite of Strategies, which support the College to deliver its Strategic Vision.

We are committed to transparent, connected Governance and we see the Accountability Agreement as a vital concise synthesis of all the key Strategies which guide college delivery.

The priorities in the 2025-26 Accountability Agreement have therefore been drawn from the main Strategies that underpin our work, cross-referenced against our Strategic Vision to show where we expect to evidence impact.

An analysis of delivery against the Accountability Agreement priorities forms the basis each year of the college's Annual Strategic Conversation with the Department for Education.



Provide learners with an employer moderated and informed curriculum across all areas



Keep learners safe and well



Provide opportunities for learners to give back to their college and to their local communities

STRATEGIC PRIORITIES

LEARNER SUCCESS



Support learners to attain positive destinations



Support learners to achieve and be successful



Ensure learners have access to good quality employer engagement



Continue to develop learners' skills



Support learners to 'take part' in a wide range of college activities



Green skills projects for staff



Learner and staff environmental consciousness



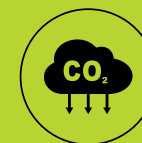
Carbon, water and waste reduction



Facilities and estate carbon reduction



Encourage greater biodiversity



Working towards net zero



Innovative and industry-relevant curriculum

STRATEGIC PRIORITIES

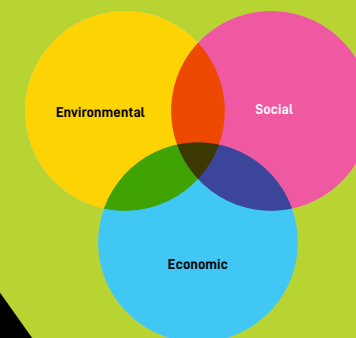
SUSTAINABILITY



Curriculum embedding of sustainability



Learner and staff sustainability training





AI for efficiency



E-safety and digital wellbeing



Future-proofing technology adoption



Digital skills and literacy



Learner analytics



AI in the classroom



Digital infrastructure



Digital divide



Civic partners

STRATEGIC PRIORITIES TECHNOLOGY



Empowering educators through technology



Technology Enhanced Learning (TEL) to create a culture of Digital Curiosity



Data-driven decision making

STRATEGIC PRIORITIES STAKEHOLDERS



Staff



Employers



Learners



Community partners



Education partners



Explore further growth opportunities through acquisitions



Move to a 50-weeks per year delivery model



Site security and estates management

STRATEGIC PRIORITIES

GROWTH & DIVERSIFICATION



Capital investment



Growth



Delivery efficiency



Branding



Grow the adult professional offer by better utilisation of the Lifelong Learning Entitlement (LLE).



Innovation of the curriculum offer



Soft skills development through the ePASS and ePASS+ programmes, which develop core employability skills.



Creating the current and future workforce



Ensure employers are contributing to curriculum development across all subject sector areas.



Creating opportunities for all to upskill and reskill

STRATEGIC PRIORITIES

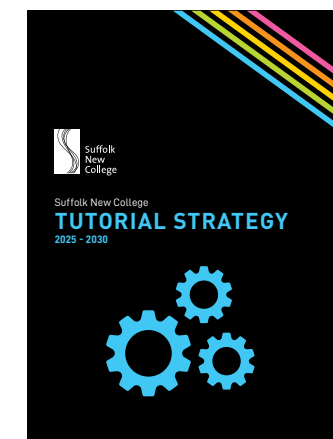
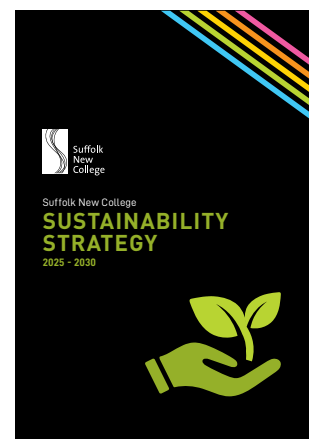
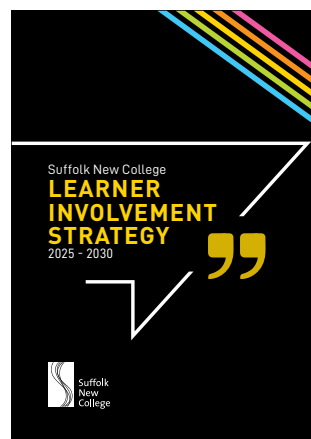
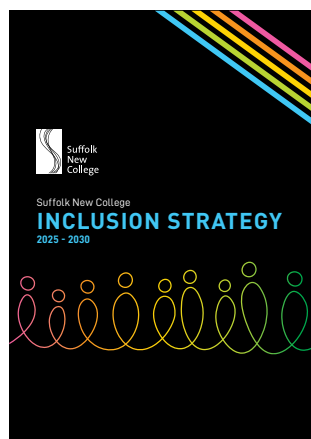
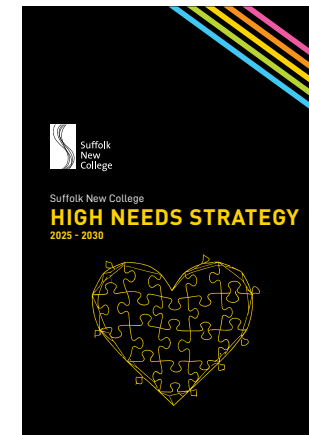
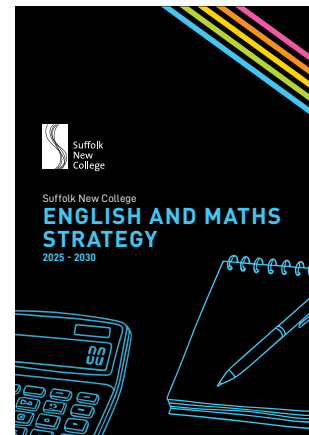
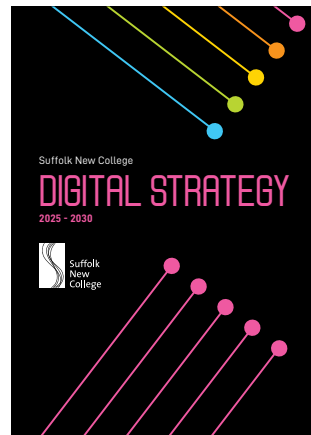
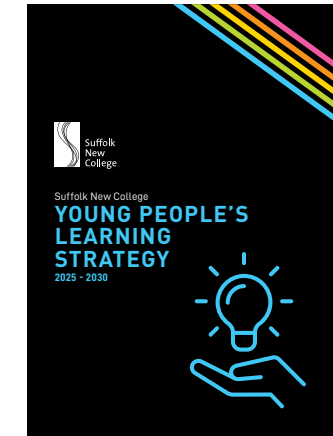
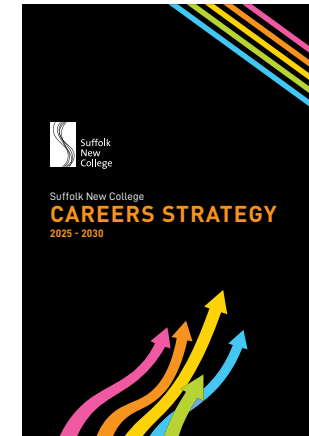
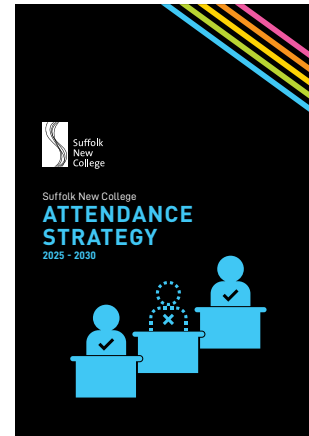
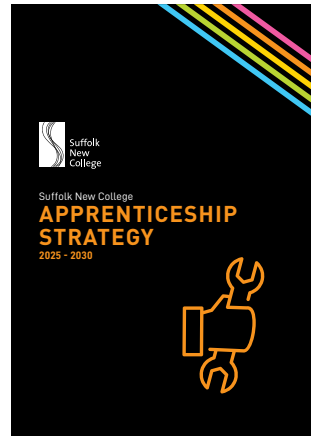
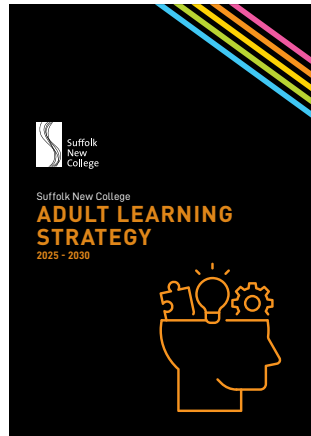
MEETING SKILLS NEED



Supporting local and regional infrastructure projects



Identification of skills needs



KPIs FROM STRATEGIES MAPPED TO STRATEGIC VISION PRIORITIES

Our Accountability Agreement Matrix highlights top priorities from each of our key Strategies, aligned to our Strategic Vision

	Learner Success	Stakeholder Engagement	Sustainability	Technology	Growth & Diversification	Meeting Skills Need
Digital	% of staff are confident and competent to deliver high quality lessons with digital elements or online delivery. 70 - 85% by 2030			% of staff have completed the Digital Futures Professional Learning Programme (by 2030); 1. Fundamental's 70% - 85% 2. Established 50% - 75% 3. Advanced 35% - 40% 4. Innovator 20% - 30%		% of resources created as online content are created with digital inclusivity embedded. 60 - 70% by 2030
Careers	Increase in learners successfully submitting UCAS applications, with positive learner feedback on the IAG support from college.	Every curriculum area to evidence employer-led workshops or projects embedded into the curriculum as part of their schemes of work, providing real-world learning experiences and enabling industry awareness for all learners, including high achievers and those with additional needs.				All full-time learners take part in employer-led employability sessions as part of the ePASS Conference (Oct), Careers Festival (Jan) and/or Next Steps Progression Event (May) to support them to develop industry-appropriate soft skills.
Curriculum: Young People	Achievement: to continually exceed the National Average for young people with high grade achievement improving year-on-year.		Lead and influence curriculum reform in the East: Agile and dynamic, employer-informed curriculum offer to meet regional demand once qualification reform kicks in, ensuring that we maintain learner numbers as a minimum expectation.			Destination data: to continue to exceed 90% based upon progression and destination into further study, Higher Education, or employment within related-sectors
Curriculum: Adults		Hold regular meetings of the College's community partners to establish and provide courses to address any training needs within the VCSFE sector, either directly, or for individuals volunteering within a company.			Fully utilise the new Town Centre site as a tool to promote SNC as the premier adult learning provider in Suffolk. Each year the % growth in recruitment onto adult courses should replicate (or exceed) the % growth in young people.	Destination data to indicate that adult learners are supported exceptionally well to a positive outcome, be that continuing their studies, entering the workforce or gaining a promotion within their current career pathway.

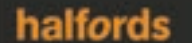
	Learner Success	Stakeholder Engagement	Sustainability	Technology	Growth & Diversification	Meeting Skills Need
Curriculum: Apprenticeships	Increase apprenticeship achievement rates across apprenticeship programmes: Target National Average 70% by 2030	Overall satisfaction rating from employer survey and apprentice survey: Target: 90% scoring 7+ out of 10 for satisfaction question and likelihood to recommend SNC to others (by 2030)			Increase number of apprentices signed up per year: Target ~10% annual growth £4.5m of income by 2030	By July 2027, increase apprenticeship enrolments by 20% across priority sectors identified in the Suffolk & Norfolk Local Skills Improvement Plan (LSIP). Progress will be monitored on a monthly basis by cross-referencing alignment between apprenticeship starts and LSIP-defined skills gaps within apprenticeship meetings By July 2027, secure apprenticeship sign-up commitments from a minimum of 50 Industry Partners. Progress will be monitored on a monthly basis through employer engagement metrics and apprenticeship starts within apprenticeship meetings.
Employer Engagement	All learners across full-time programmes have at least three relevant high quality employer engagements per year.	Increase the number of Industry Partners who sign-up an apprentice with the college to 100 by 2030.				All curriculum areas, through Industry Advisory Boards (IAB), can evidence employer consultation on curriculum planning and delivery, with a focus on learner impact measured through positive destination data.
English & Maths	High grades to exceed annual national averages.		To participate in annual competitions such as MEI for maths and writing competitions for English.			Demonstrate progress in numeracy and literacy skills development especially for those whose prior learning is below a grade 3.
Inclusion	Embed inclusive practices in teaching, learning, & assessment culture and practice 100% of curriculum areas reviewed annually for inclusivity; 90%+y September 2026	Promote cultural awareness and anti-discrimination culture. 10 cultural awareness events per academic year. 50% of relevant staff to engage in a 'day in the community' or a related community event in the first year, increasing by 5% per year for the next 3 years. Gaining college of Sanctuary status.				Reduce and eliminate achievement gaps Progress and achievement Any target inclusion demographic cohort to have no more than a 5% gap compared to peers

	Learner Success	Stakeholder Engagement	Sustainability	Technology	Growth & Diversification	Meeting Skills Need
Learner Involvement		Establish Equality, Diversity & Inclusion (EDI) , and Mental Health and Wellbeing groups, via the Youth Leadership Forum (YLF) that champion changes that support the visibility of the learner voice.	Establish a Sustainability and Environmental group, via the Youth Leadership Forum (YLF) that champion changes that support the visibility of the learner voice.	Establish an Artificial Intelligence (AI) e-Safety and Technology group, via the Youth Leadership Forum (YLF) that champion changes that support the visibility of the learner voice.		
Sustainability	All learners explore sustainability in curriculum and/or PD and have an understanding of climate change and green skills careers opportunities	All L3 learners explore the UN Sustainable Development Goals as the framework for their 2nd year social action projects, culminating in an event in March to raise awareness across college.				Continue to develop the use of the Net Zero Skills Centre, growing the short course offer, supporting partnerships such as with NIBE and Greenscape Energy
Tutorial	Learners benefit from a sector leading Resilience Organisation (RESO) approach, where Progress Tutors and Resilience Support Teaching Assistants (RESTAs) deliver precisely targeted, evidence-informed support. This approach consistently builds learners' resilience, independence and wellbeing, enabling them to overcome barriers, sustain engagement and achieve aspirational outcomes. This then supports attainment of college Key Performance Indicators around attendance, retention, achievement and high grades. Learners feel a sense of belonging with at least 90% of learners reporting that they feel included and supported in learner surveys/heatmaps and learner forum feedback.					ePASS, our distinctive college-designed employability passport, is fully embedded across the curriculum and integral to the learner experience. Learners will be able to speak with clarity and confidence about how it drives their personal development, employability and progression, demonstrating strong ownership of ambitious goals and well-defined next steps. This then supports attainment of ePASS objectives as set out in the Tutorial Strategy, which targets 50% ePASS bronze achievement, 25% ePASS silver achievement, and 10% ePASS gold achievement.
Attendance & Punctuality	The gap between study programme and English and maths to be no more than 10 percentage points		The '7 whys' attendance project ensures that all Heads of department collaborate and work consistently to break down barriers to non-attendance			The expectation and promotion of 100% attendance is a key professionalism and step to social mobility.

	Learner Success	Stakeholder Engagement	Sustainability	Technology	Growth & Diversification	Meeting Skills Need
High Needs	EHCP outcomes to formulate Individual Support Plan which is written by ALS team and uploaded to Promonitor 2027 TARGET Minimum of 75% by the end of Induction 2027 2030 TARGET Minimum of 98% by the end of induction 2030 Regardless of whether learners enrol before the start of the academic year, or later in the term, support needs to be assessed and support to be allocated (where appropriate) by ALS team TARGET 2027: Within one month of a learner starting college TARGET 2030: Within one week of learner starting College Achievement for EHCP or HN learners on main qualifications and pass rates on English and maths TARGET 2027: Within 5pp of achievement rates for those without EHCPs or HNs. TARGET 2030: Equal to the achievement rates for those without EHCPs or HNs.					
Teaching & Learning	Position the organisation as a sector leader by embedding a dynamic, forward-thinking culture in which pedagogical innovation and reflective practice are integral, driving sustained excellence and continuous improvement in teaching, learning, and student outcomes. TARGET 2030: Outcomes are above NA. CPD /BACK TO THE FLOOR: 90% Teaching Triangle participation and positive staff feedback.Increase in consistency of practice measured through curriculum spotlight reports. Assessment practice exemplifies sector-leading excellence, delivering absolute consistency, high-impact feedback, and a sustained, measurable acceleration of student progress and achievement. TARGET 2030: Outcomes are significantly above NA. Learner surveys state at least 90% satisfaction to question 7; the feedback that I get helps me to improve.					3. Further embed real world, challenge based learning across the curriculum, co-created with employers TARGET 2030: 80% of programmes have at least one stakeholder informed project that has been co- created with Industry Partners.
Finance					Maintain a minimum annual EBITDA (Education EBITDA) margin of ≥5%, year-end cash days in hand of ≥30 days, and a borrowing ratio (debt as % of income) of ≤30%, ensuring the college's DfE financial health auto-grade remains "Good" or "Outstanding" across the three-year CFFR forecast period. Increase total annual income from £40m towards £50m within five years by delivering a minimum compound annual growth rate (CAGR) of 4.5-5% Reduce reliance on 16-18 funding from 85% to around 70% of total income within five years by increasing adult education and apprenticeship income	

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