



St Helens College



Local Needs Duty and Accountability Statement 2025 - 2026



1. Mission and Purpose

St Helens College (operating in Knowsley as Knowsley Community College) aspires to be one of the very best technical and vocational colleges in the country through its mission of **“transforming lives through excellence in education and training”**.

The College's *Strategic Plan 2022-2025* sets out our high-level objectives and commitments and is founded on six key goals, which provide a framework for more detailed operational activities, transforming the way we work with our students, staff, employers, and local communities:



Outstanding Student Experience

Delivering an outstanding experience, placing students and apprentices at the heart of everything we do.

Exceptional Curriculum

Developing an innovative and agile curriculum that meets the needs of our students and communities.

Growth

Achieving growth through strategic partnerships and relationships with key organisations and employers.

Transformed Estate

Transforming the College's estate to inspire outstanding teaching and learning.

Employer of Choice

Attracting and retaining skilled staff through reputation, recognition, and a strong sense of community.

Anchor Institution

Building upon our role as an anchor institution in Knowsley and St Helens and contributing to the leadership of education and skills ecosystems.

Developed in consultation with our staff teams, our core values of **ambition, excellence, collaboration, innovation, respect, trust, and care** define who we are, how we engage with our students, stakeholders and each other and guide us in the work that we do.

2. Our Curriculum



A highly responsive curriculum offer is a cornerstone of the College's Strategic Plan, setting out clear expectations that learning and skills provision will be co-developed with and co-designed by employers and other stakeholders, who will in turn invest in college facilities and equipment. The Strategic Plan also positions the College as an anchor institution in each borough, contributing fully to the leadership of the education and skills ecosystem and making a significant contribution to health, wellbeing, and local prosperity.

Most importantly, our students and apprentices remain at the heart of everything we do. From cultivating aspirational learning environments through outstanding curriculum and facilities to delivering high quality teaching and learning, we are committed to providing them with every opportunity to excel and achieve the very best outcomes.

We successfully support the skills and employment needs of hundreds of employers from small local sole traders to large global organisations. In our most recent inspection, Ofsted recognised the contribution that we make to ensuring our curriculum meets skills needs, reporting:

- effective links with stakeholders and employers that ensure that the curriculum meets the needs of the local and regional economy and helps employers to recruit and retain suitably qualified employees.
- an increasing range of courses and qualifications at level 3 to meet the need for increased higher-level skills in the area.
- our collaboration with civic partners such as Liverpool City Region Combined Authority (LCRCA) and St Helens Local Authority that enables us to raise aspirations and increase the proportion of residents in the Knowsley and St Helens boroughs who are qualified to at least level 2.
- effective partnerships with other education providers in the local area that ensure that college curriculums complement other providers' offers and avoid duplication.

We constantly review our curriculum based on feedback from our partners including businesses, local authorities, and the 'Employer Representative Bodies' (ERBs) - Liverpool City Region's Chambers of Commerce, with whom we have actively collaborated to produce the Local Skills Improvement Plan (LSIP).

As a result, the College continues to grow; reflecting its position as the provider of choice for an ever-increasing number of individuals, employers, and local partners.

This is the third iteration of our Accountability Statement. It is informed by our continuous and forensic review of the responsiveness of our curriculum offer and sets out just some of the high-level interventions and improvements we will make next year in response to skills needs.

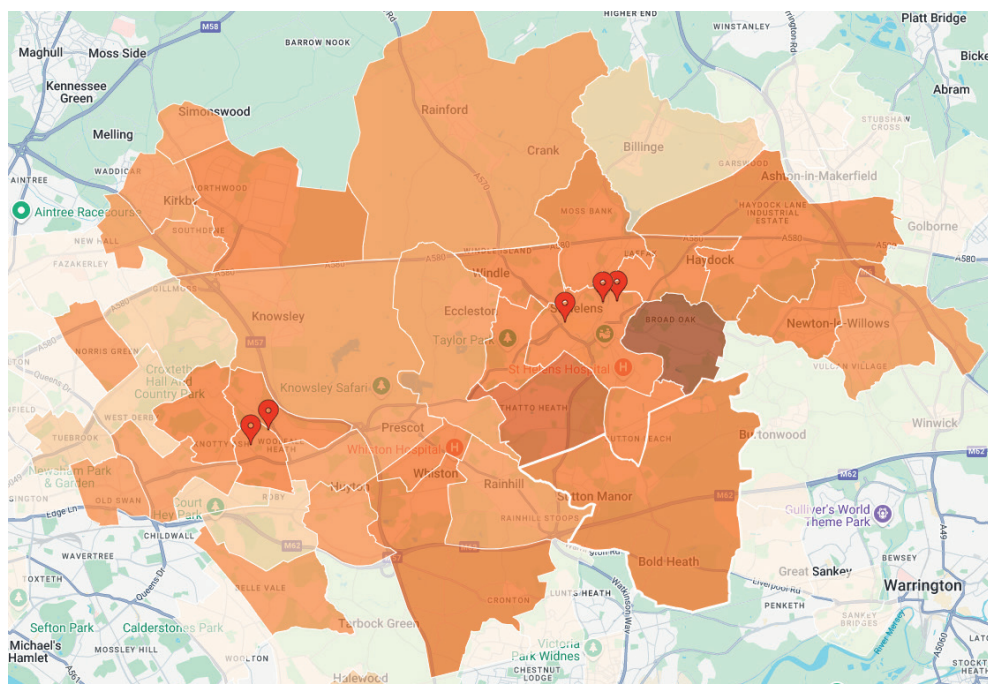


3. Context and Place

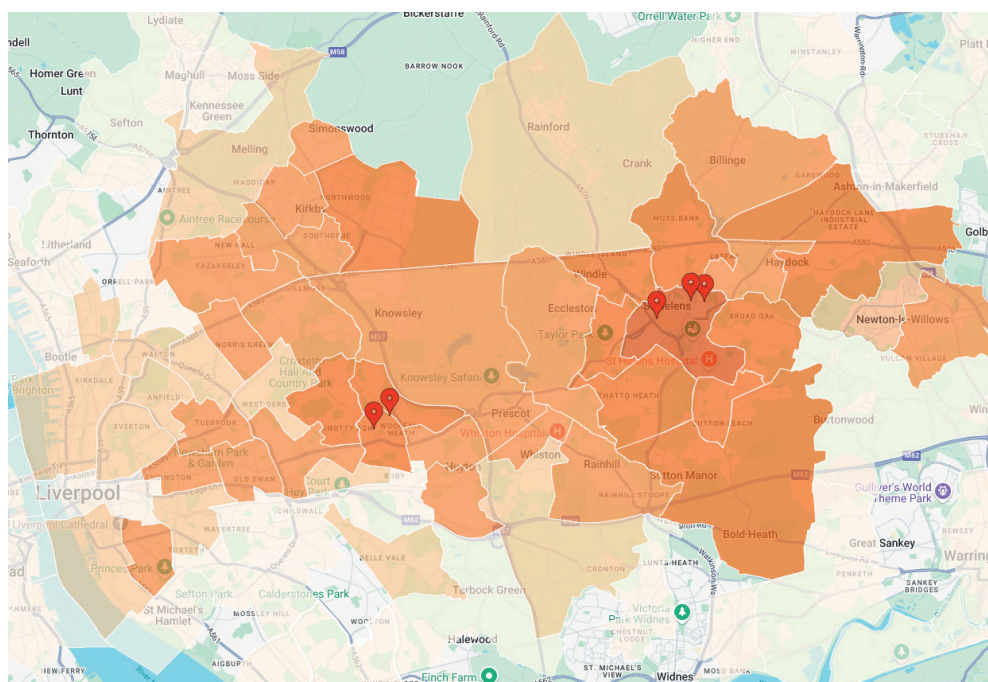
The College currently serves over 7600 students and apprentices mainly recruited from the St Helens and Knowsley local authority areas, with smaller numbers from the wider Liverpool City Region, Greater Manchester, Cheshire, and Lancashire.

The distribution of college students by residency is shown below (red pins are the location of the main campuses):

16-18 Students



Adult Students



Our Communities

St Helens and Knowsley local communities are situated between two major regional cities that themselves have high population densities and in many areas, similar economic and social challenges, but also huge opportunities.

Both local authority areas have a strong focus on 'making and moving' economies and have significant inward investment and regeneration plans. The borough of St Helens has a large, advanced manufacturing and engineering sector, which is home to high-value, innovative firms, including in low carbon, materials science, metals, biosciences, and glass. Knowsley's local economy has grown in recent years, with an offer that has attracted more than £1bn in private investment and delivered positive results for residents, with the manufacturing and freight and logistics sectors continuing to lead local economic growth in the borough.

There has been significant private sector investment, and this is driving job creation, for example:

- Knowsley Business Park is one of the largest employment areas in Europe and the second largest of its kind in the Northwest.
- Redevelopment of town centres and digital infrastructure projects
- New research and development (R&D) investment in Glass Futures and opportunities at SINA Glass
- Parkside Colliery: a 350-acre site transformed into an employment park and the largest Freeport site in the Liverpool City Region



At the same time, our local communities face continuing challenges driven by deprivation and inequality:

- There is projected slower growth in gross value added (GVA) compared to the rest of the country (although compared to other areas in the Liverpool City Region, Knowsley has slightly higher growth projections).
- Knowsley and St Helens are respectively the 2nd and 26th most deprived boroughs in England.
- Employment rates are improving; however, economic inactivity rates are still too high, in part due to poor mental health.
- Despite recent improvements, our local communities still have a high proportion of people with no or lower-level qualifications. This creates a less flexible labour market, which acts as a drag on economic performance.
- This often starts with poor educational attainment at key stage 4, with fewer pupils achieving grade 4 or above in English and Math's GCSEs, compared to pupils nationally. This in turn leads to a higher proportion of young people not in employment, education, or training (NEET).

4. Approach to Developing the Annual Accountability Statement

In developing the Accountability Statement, our approach has been driven by two principles: **partnership**, building on our role as an anchor institution in Knowsley and St Helens and being **evidence-based**.

Our Partnerships

The College enjoys strong and productive relationships with a wide range of stakeholders, both locally and across the Liverpool City Region, that enable it to respond to the existing and emerging skills needs of employers and local communities.

Regular discussions with civic leaders and employers and a detailed understanding of the employment and skills strategies of the LCRCA, ERBs and local authorities in St Helens and Knowsley, underpin the development of the College's Strategic Plan, Operational Plan and Curriculum Business Plans.

The College has taken an active role, not only in responding to employment and skills needs through its curriculum offer, but also as a key partner in supporting local authority ambitions and goals and helping to shape their updated strategies, for example, the *St Helens Inclusive Growth Strategy*, *Knowsley's Learning and Skills Strategy* and *Knowsley's 2030 strategy*, which as a partnership strategy, sets out what the borough should look like in 2030.

Evidence Base

We have taken an evidence-based approach to our accountability statement, using a wide range of national and local labour market information and other sources of data, including an independent review, to provide insights for future curriculum planning and changes.

The College continues to work closely with local businesses and industries through its Employer Engagement Strategy, utilising intelligence drawn from skills trend data and sector-based industry forums, to evaluate new and emerging market trends and direct our strategic engagement with employers. A Skills Advisory Panel drawn from local leaders and employers will provide further challenge and support to the development of the college offer.

Our Senior Leadership Team actively seeks strategic engagement with local authorities and business groups and to be central to skills improvement planning. The Governing Board will continue to champion and review college curriculums, ensuring that they are primary to the college educational character and meet current and future skills needs.



5. Contribution to National, Regional, and Local Skills Priorities

The College continues to offer a broad and deep curriculum contributing to the Government's 'Growth' and 'Opportunity' missions and with a higher-than-average proportion of enrolments focused on national skills priorities. Our provision enables students to gain employment across the LCRCA's seven key priority sectors as set out in the *Plan for Prosperity*, with increased access to higher value jobs through a greater focus on sectors such as Construction and Engineering, strategic growth in level 3 provision opening up access to higher level jobs and apprenticeships, and upskilling of the existing workforce (e.g., in Professional and Business Services).

Apprenticeship provision continues to grow significantly with the College now working with over 440 employers and 1000 apprentices in learning, bucking the national trend, and with 75% of apprentices employed in the high priority sectors of Construction, Manufacturing and Engineering. At the same time, our high achievement rates have been maintained.

Whilst the College collaborates closely with employers to meet employment and skills needs directly, a considerable proportion of the College's provision continues to be targeted at those furthest from learning and work. For example, the 'Directions' programme provides opportunities in both boroughs to reengage young people who are NEET, or at risk of becoming NEET, and offers a safe space for those students who are not yet ready to access other curriculum areas. The College also offers discrete 'supported learning' provision at both Knowsley and St Helens campuses, with pathways for young people focused on both skills for independent living and skills for work, including a highly successful internship programme.

Provision for adults is also closely aligned to local and subregional needs with an expanded 'Tailored Learning' offer designed to engage adults furthest from learning and employment and improve community cohesion. Demand for English for Speakers of Other Languages (ESOL) has increased significantly in both boroughs and a broader curriculum has been developed for these students to include maths; personal and social development qualifications; and careers education.

The College continues to engage with the LCRCA's 'Test and Learn' pilots, for example, to pilot provision with the voluntary and community sector that will improve and develop its leaders and their progression and attract a greater number of volunteers.

The College's Strategic Plan sets out the focus on key specialisms, sectors and emerging technologies that enable economic recovery and future growth. The largest curriculum areas by student number at the College demonstrably respond to meeting expressed regional and national need. These include Construction (with a growing strength in Clean Energy Industries), Engineering, Advanced Manufacturing, and Health and Social Care.



Response to Skills Needs

The table below summarises the College's current and planned response to skills needs, focusing on national and local priority sectors, Government skills reform and the Local Skills Improvement Plan, and identifying key areas to be taken forward in the 2025/26 Accountability Statement:

Group	Current College Offer	Planned Developments for 2025/26	Accountability Statement 2025/26
National Skills Priorities			
Advanced Manufacturing	✓	✓	✓
Creative Industries	✓	✓	✓
Defence	✓	✓	
Digital Technologies	✓	✓	
Financial Services	✓		
Life Sciences	✓	✓	
Professional and Business Services	✓	✓	✓
Clean Energy Industries	✓	✓	✓
Construction	✓	✓	✓
Health and Adult Social Care	✓	✓	✓
Government Skills Reform			
T levels	✓	✓	✓
Apprenticeships	✓	✓	✓
Higher Technical Qualifications (HTQs)	✓	✓	✓
Skills Bootcamps		✓	
Local Skills Improvement Plan Specific			
Visitor Economy	✓	✓	✓
Professional and Business Services	✓	✓	
Power (Soft) Skills	✓	✓	✓

6. Engagement and Collaboration with Other Providers in the Area

The College works closely and collaboratively with other providers, seeking to address unhelpful competition and duplication of provision, whilst continuing to offer a broad range of provision types with an increased focus on key sectors.

There is a clearly defined strategy to specialise in vocational and technical provision and the College has made a deliberate decision not to offer A-Levels, which are delivered locally by high performing further education and sixth form colleges, and school sixth forms.

Where overlap with other local providers exists, this is in higher priority sectors such as Health and Social Care and Early Years or in more generic, applied general qualifications that enable access to a range of higher education courses.

In St Helens, strong links with the local sixth form college have helped to avoid duplication and enabled mutual referral of students to the most appropriate provision. The College has also worked closely with the local authorities through their various boards, to facilitate medium-term planning of Special Educational Needs and Disabilities (SEND) provision. This ensures that the College contributes to serving the local community in an effective and efficient way.

The College has established 'Employer Civic Partnership' groups in each borough to lead the coherent development of adult learning and skills with partners from the voluntary sector, local authorities, Chamber of Commerce and Liverpool City Region Combined Authority. These forums have enabled partners to influence the delivery of the College's adult curriculum offer, identify gaps and complementary activities, and map provision to avoid duplication and enhance local progression opportunities.

The College works closely with other five local further education providers through the Association of Liverpool City Region Colleges (AoLCRC), which was established by the further education member colleges and has been operating for c20 years, to facilitate collaborative work (<https://www.aolcrcolleges.ac.uk/>). In the last 2 years, in addition to representing and supporting developments within the further education sector, the AoLCRC has secured investment from the Skills Development Fund and the Local Skills Improvement Fund, which has facilitated capital investment, development of new curriculum, employer and school engagement and professional updating. For the College this has enabled significant investment at its 'Green Energy Skills Centre' and more recently, in the resources needed to teach robotics, automation and process control to Engineering and Manufacturing students.



Throughout this time, the AoLCRC and each of the colleges it represents have worked closely with the Combined Authority, informing and contributing to the Long-Term Skills Strategy and the Local Skills Improvement Plan (LSIP) which is led by Liverpool Chamber of Commerce. The College continues to engage in LSIP delivery through the various Industrial Learning Partnerships.

The College also works closely with its university partners, University of Chester, University of Lancashire, and Liverpool John Moores University to align its higher education curriculum and enable clear progression pathways. The College has recently refreshed its Higher Education Strategy leveraging its industry links to ensure curriculum relevance, enabling outstanding outcomes and enhanced employment opportunities for all higher education students.

The College enjoys excellent relationships with local secondary schools leading to opportunities for 14-16-year-olds who are struggling to engage with mainstream schooling to experience college-based vocational taster sessions and enhanced transitional support. A dedicated School Liaison Team works closely with the schools' careers teachers to provide advice and guidance on post-16 options.

The College also works strategically with independent training providers, for example in the development of a Rail Engineering programme for ex-offenders, in its community-based NEET engagement programmes, and more recently in exploring novel approaches to functional skills assessment.



7. Progress in Delivering the 2024/25 Accountability Statement

In response to the withdrawal of other local providers from the market, the College expanded and enhanced its provision, to address the rising levels of NEET in both boroughs. Strengthened relationships with local authorities and wider stakeholders and the development of flexible entry and exit points have enabled year-round engagement of young people to the College's Directions programme. Despite previous poor engagement at school, overall attendance at college is good for these students and their retention in line with college averages, with many positive examples of feedback received from parents and careers.



Recognising the employer requirement for improved soft skills, identified through the Local Skills Improvement Plan, the College has sought to deliver 'Power Skills' for both young people and adults, through its personal development programmes. Teaching staff have also planned opportunities to develop these skills in classrooms and workshops, linked to the knowledge and behaviours required in the workplace. Adult pastoral programmes have been enhanced by seminars and workshops with a specific focus on good mental health.



The College continues to build upon the curriculum offered at its Knowsley campuses including through an increasing range of provision at advanced level (level 3) in Catering, Performing Arts, Beauty, Public and Uniformed Services, and Engineering.

Investment in facilities has enabled the College to introduce newly created sensory and communications pathways for Supported Learning students at St Helens. The College is also working closely with employers to prepare pre-interns for work experience in the Hospitality sector, with Visitor Economy a priority for both the LCR and Knowsley specifically. All pre-interns have been entered into the 'Worldskills' Hospitality competition.

Further investment in the College's Green Energy Skills Centre has enabled continued development of the skills needed to support Clean Energy Industries. Whilst there was low take-up of the new Low Carbon Heating Technician apprenticeship standard due to employers being unable to fully commit to the range of work required, the College has sought to embed the necessary green skills in existing curriculums, including apprenticeships.

The College has continued to deliver programmes that support the Logistics sector, a national priority for 2024 and one identified specifically for St Helens in the LSIP. This includes both the substantial pre-employment offer to support recruitment to local warehousing jobs, and an increase in the number of HGV Technician Apprentices, who are predominantly employed at logistics companies.

Over forty students have been recruited onto the T level in Early Years across both boroughs; however, there was much lower demand than expected for the courses for adult returners seeking a career in this sector. In 2025/26, the College will seek to respond to the requirement for increased places, through its expanding apprenticeship offer.

The College continues to meet the needs of adults with low or no qualifications, increasing its footprint in Knowsley with new provision established in community centres in Kirkby wards. ESOL provision has also grown in response to increased demand in St Helens and Knowsley, with the College responding to the specific needs of this group, including offering tailored careers support.

In terms of Health and Adult Social Care, the College has significantly increased the range of hybrid learning opportunities on offer to adults, including new progression routes to level 3, and is also delivering directly to employees in the workplace. Work is ongoing to establish the curriculum offer for the Health Innovation Skills Hub, and this will continue next year with the College as a key strategic partner.



8. Our Priorities for Action

This Accountability Statement establishes the priorities and interventions linked to our longer-term strategic goals. We are enhancing and broadening our curriculum in identified priority sectors, whilst recognising that the College must continue to contribute training and qualifications to meet replacement demand, and to enable access to entry level jobs, upskilling those seeking career change or progression, and reskilling the region's existing workforce to meet current and future skill needs.

The table below outlines the seven objectives we have set for the 2025/26 academic year, aligned to key growth and foundational sectors set out in the Local Skills Improvement Plan and local, regional, and national skills priorities.

Aims and Objectives	Contribution towards National, Regional and Local Priorities for Learning and Skills	Planned Interventions and Measures
<p>Priority 1</p> <p>Growing Curriculum Provision at Knowsley Campuses:</p> <p>Increasing curriculum pathways in further education and apprenticeships, securing sustained engagement via progression routes from entry-level/level 1 through level 2 to level 3.</p>	<p>Addresses the College and local authority's continued desire for a vibrant local offer with increased level 3 provision to raise ambition and enable young people in Knowsley to fulfil their potential (Knowsley 2030 Strategy).</p> <p>New pathways to level 3 provide learners from the most deprived wards and with low prior attainment, access to a wider range of high-quality programmes that enable progression to skilled employment, including apprenticeships and higher education.</p> <p>The expanded offer also supports skills shortages in Early Years, Digital, Creative Industries, Engineering, and Construction.</p> <p>For skills needs at level 4 and 5, Higher Technical Qualifications (HTQs) provide the route into many relevant occupations for priority sectors.</p>	<p>The College will continue to build upon the broadening curriculum offer at its Knowsley campuses by introducing:</p> <p>for young people:</p> <ul style="list-style-type: none"> • L1 Diploma in Caring for Children • L1 Diploma for Entry to Uniformed Services • L2 Certificate in IT Technical Support • L2 Diploma for Early Years Practitioner • L3 Extended Diploma in Performing Arts <p>and for adults:</p> <ul style="list-style-type: none"> • L1 Welding • HTQ Sports and Exercise Science (Coaching) <p>and for apprenticeships:</p> <ul style="list-style-type: none"> • L3 Domestic Electrician

Aims and Objectives	Contribution towards National, Regional and Local Priorities for Learning and Skills	Planned Interventions and Measures
<p>Priority 2</p> <p>Responding to NEET:</p> <p>Designing and delivering comprehensive curriculum pathways to facilitate progression to full-time further education courses or apprenticeships, whilst ensuring more flexible and local access to provision.</p>	<p>The enhanced offer will enable the College to continue to respond to increasing NEET levels in both St Helens and Knowsley, ensuring that more young people are effectively engaged and progress to employment or further learning.</p>	<p>The College will work alongside local authorities and other partners to further expand and enhance its NEET provision to include:</p> <ul style="list-style-type: none"> • Establishing community-based provision in at least one non-college venue • Increasing the opportunity for vocational tasters for all Directions students • Increasing progression to classroom-based provision and Foundation Apprenticeships • Maximising funding to support existing students and securing additional funding to engage more young people.
<p>Priority 3</p> <p>Supporting Health and Children's and Adult Social Care Recruitment:</p> <p>Continuing to build on strong collaboration with our key partners, the local authorities, and the NHS, including through the Health and Social Care Skills Hub, to identify and respond to sector skills gaps.</p> <p>The College will seek to develop novel approaches in both boroughs that will help to support the recruitment and retention of staff to the Health and Social Care sector.</p>	<p>Health and Adult Social Care face persistent skills shortages and growing demand from an aging population, and have therefore been identified as national, LCR and local priorities.</p> <p>Employers seek to recruit staff to key roles and offer career pathways that provide opportunities for progression and strengthen leadership and management</p> <p>There is a continued demand from the Early Years sector to support the additional funded places for under 3s.</p> <p>The combination of distance learning and work-based learning options offers flexibility and enhances the employability and career prospects of adults by providing them with relevant skills and qualifications.</p>	<p>The College will:</p> <ul style="list-style-type: none"> • Increase the number of apprentices on the Level 2 Health Care Support Worker and Level 3 Lead Adult Care Worker standards • Build workforce capacity by increasing enrolment to Level 4 Children and Young People and Families Practitioner, and Level 5 Children and Young People and Families Manager apprenticeship standards • Launch a new Safeguarding Officer apprenticeship standard • Introduce hybrid delivery routes in Access to Higher Education Health Professional, and Social Work pathways • Develop and contribute to the delivery of the curriculum offer for the Health Innovation Skills Hub, informed by local employers and other stakeholders.

Aims and Objectives	Contribution towards National, Regional and Local Priorities for Learning and Skills	Planned Interventions and Measures
<p>Priority 4</p> <p>Logistics Partnerships:</p> <p>Establishing partnerships with providers and employers to deliver specialist logistics training and support residents into employment.</p>	<p>Logistics is identified as a priority sector within the Local Skills Improvement Plan.</p> <p>The Liverpool City Region has a strong and growing Logistics sector with significant further expansion planned in St Helens and the surrounding area.</p> <p>As part of our commitment to addressing the skills needed in the Logistics industry, the College will continue to pursue opportunities to collaborate with our partners to secure a talent pipeline for local employers.</p>	<p>The College will:</p> <ul style="list-style-type: none"> • Grow partnerships with Logistics employers and training providers to provide tailoring training programmes to match the needs of high-volume, entry-level jobs in warehousing and storage. • Implement the LSIF Freeport curriculum, developed in partnership with the City of Liverpool College, to provide specialised training tailored to the needs of the Freeport area. • Engage with the local authority and other partners to develop a relevant curriculum offer to support the development of Parkside.
<p>Priority 5</p> <p>Engineering and Advanced Manufacturing</p> <p>Addressing labour shortages in Engineering and Advanced Manufacturing and equipping students with cross-cutting skills and knowledge of the emerging technologies required in these sectors.</p>	<p>Skills England identifies significant skills shortage vacancies in Advanced Manufacturing; Engineering and Manufacturing have also been identified as LSIP and local priority sectors.</p> <p>There is competition among sectors for key skills such as welding. Employers have stated it is important to them that their employees are aware of wider skills including welding, turning, and milling.</p> <p>T Levels are a vocational alternative to A Levels, allowing many young people to access Higher Education who would not have engaged with A Levels.</p> <p>The College also supports the expansion of manufacturing companies in the Defence supply chain.</p>	<p>The College will:</p> <ul style="list-style-type: none"> • Introduce T levels in Engineering • Introduce Level 3 Extended Diploma Engineering • Embed welding, pneumatics, and hydraulics skills across Engineering programmes. • Embed robotics, automation, and process control practical training within Engineering HTQs using the new Festo rigs • Embed robotics modules within Engineering apprenticeship standards • Refocus tailored learning provision to provide greater opportunities for adults to retrain in Engineering • Explore opportunities for adults to undertake new Engineering qualifications funded under Free Courses for Jobs

Aims and Objectives	Contribution towards National, Regional and Local Priorities for Learning and Skills	Planned Interventions and Measures
<p>Priority 6</p> <p>Professional and Business Services:</p> <p>Building upon the College's success in delivering higher education, and high-quality apprenticeships to diversify the curriculum offer to support the Professional and Business Services growth sector.</p>	<p>Professional and Business Services has been identified as both national, regional and LSIP priorities.</p> <p>Leadership and Management are identified as a key LSIP priority and remain a critical skills shortage area in many growth sectors.</p> <p>The development of digital marketing capacity is a key competence for small and medium-sized businesses.</p>	<p>The College will:</p> <ul style="list-style-type: none"> • Introduce HTQs in Leadership and Management • Introduce new ILM qualifications at Level 2 and Level 3 • Increase numbers on the Departmental/Operational Manager apprenticeship standard at Level 5 • Introduce apprenticeships standards in Level 3 Multi-Channel Marketing, Level 3 Digital Content Creator
<p>Priority 7</p> <p>Construction Trades and Building Services, Including Green Energy:</p> <p>Addressing labour shortages in the Construction sector and meeting the increasing demand for clean energy skills.</p>	<p>Construction is a key priority identified by Skills England focus because of its importance in meeting Government housebuilding targets. Construction is also identified as an LSIP priority and is essential to significant local infrastructure projects, including the redevelopment of our town centres.</p> <p>There is a high demand for Level 2 and Level 3 skills in this sector together with an increasing demand for Multiskilled employees, particularly in the housing sectors.</p> <p>Electricians are vital for maintaining businesses across all sectors and are sought by a wide range of sectors.</p> <p>The low carbon sector is estimated to support 140,000 jobs by 2040 across the LCR. The city region has an ambitious target of net zero by 2040, intending to capitalise on its significant natural resources such as tidal and offshore wind power.</p>	<p>Building upon a substantial and thriving Construction offer, the College will:</p> <ul style="list-style-type: none"> • Introduce a Level 1 Multiskills study programme, Level 1 in Carpentry for adult learners' and an additional cohort in Level 3 Electrical Installation at the STEM campus. • Provide upskilling to existing professionals through the Level 2 and Level 3 Awards in Retrofit and Level 3 Award in Solar Photovoltaic Storage • Refocus tailored learning provision to provide greater opportunities for adults to retrain in Construction trades • Explore opportunities for adults to undertake new Construction qualifications funded through Free Courses for Jobs • Develop strategies to improve the 'leaky pipeline' of skilled labour to the Construction industry through Foundation Apprenticeships and shortened length of stay, where practicable.

9. Local Needs Duty

The Governing Board regularly reviews how St Helens College is meeting local, regional, and national skills needs through several mechanisms that allow for both long-term strategic planning and short-term operational oversight.

These processes include our annual curriculum planning cycle, specific industry panels, which ensure alignment to priority sectors, and further interrogation of labour market intelligence. Newly established Civic Employer Partnerships enable a specific focus on local provision for adults, including those furthest from learning or work.

Governors conducted their last full review to meet the statutory requirement in 2023, with the next review due in 2026.

This year's Accountability Statement focuses on addressing existing and emerging skills needs whilst supporting longer term plans. Together, these mechanisms of review enable regular scrutiny of how the College serves its local communities by filling gaps, avoiding duplication, and collaborating with partners.

The Corporation continues to look outward, responding to changing regional, national, and global skills landscapes. This multifaceted approach enables the governors to ensure that St Helens College leads on technical education, boosting productivity and inclusive growth across the region.





Corporation Statement

The Corporation of St Helens College has reviewed this accountability statement and supporting documentation and confirms that this fulfils the statutory Local Needs Duty.

We have approved the Accountability Statement on 16 June 2025.

We will continue to use our annual Accountability Statement in the range of discussions with local partners (such as Employer Representative Bodies and other providers) to form a useful backdrop to strategic conversations and to ensure we contribute effectively to collaborative efforts to meet skills needs.

We will review and update this accountability statement annually.

Signed:

Phil Han

Chair of the Corporation

This accountability statement is published on our website and can be found [here](#).

Supporting Documentation

[Skills England: Sector evidence on the growth and skills offer](#)
[LCR Plan for Prosperity & Evidence Base](#)
[LCR Skills Strategy](#)
[Knowsley 2030 Strategy](#)
[St Helens Inclusive Growth Strategy](#)
[College Strategic Plan 2022-2025](#)
[Draft Long-Term Skills Plan 2024](#)
[Liverpool City Region Investment Zone](#)