



St Helens College



Local Needs Duty and Accountability Statement

2026 - 2027



Executive Summary

This Accountability Statement sets out how St Helens College will meet local and regional needs during 2026/27 by responding to the skills, employment and economic priorities of St Helens, Knowsley and the wider Liverpool City Region.

As an anchor institution serving more than 7,600 students and apprentices, the College plays a critical role in supporting local economic growth, improving social mobility and developing the workforce required by employers across key priority sectors. The College's mission is to transform lives through excellence in education and training and its vision is to deliver an exceptional experience so that every student and apprentice thrives and succeeds.

The College operates within communities that are experiencing significant regeneration and investment opportunities, particularly in Advanced Engineering, Construction, Clean Energy, Logistics and Health. However, these opportunities exist alongside persistent challenges including deprivation, economic inactivity, lower prior qualification levels and higher rates of young people at risk of becoming not in education, employment or training (NEET). Addressing these challenges, therefore, remains central to the College's strategic priorities.

The Accountability Statement has been developed through extensive engagement with employers, local authorities, civic partners, the Liverpool City Region Combined Authority, Employer Representative Bodies (ERBs) and other education providers. It is informed by labour market intelligence, Local Skills Improvement Plan (LSIP) priorities, regional economic strategies and employer feedback to ensure that college curriculum planning remains responsive to current and emerging workforce needs.

During 2025/26, the College made strong progress in delivering against its previous Accountability Statement. Key achievements included continued growth in apprenticeship provision, expansion of programmes supporting individuals furthest from education and employment, investment in STEM facilities and specialist equipment, successful development of higher-level technical pathways and strengthened employer engagement in skills priority areas.

For 2026/27, the College has identified six strategic priorities:

- 1. Curriculum Development and Growth** - expanding provision and strengthening progression pathways across priority sectors
- 2. Apprenticeship Growth and Standards Reform** - developing new apprenticeship opportunities and responding to national reforms
- 3. Inclusion, Engagement and Progression** - supporting learners with SEND, those at risk of becoming NEET and adults furthest from employment
- 4. Construction, Engineering and Green Skills** - responding to regional demand in technical, manufacturing and low-carbon sectors
- 5. Adult Skills and Flexible Learning** - increasing participation and progression through accessible and flexible learning opportunities
- 6. Digital Innovation and Advanced Technologies** - developing skills in digital technologies, automation, robotics and emerging technologies

The Governing Board will continue to monitor progress through its ongoing scrutiny of curriculum responsiveness, employer engagement and learner outcomes, ensuring that the College remains responsive to the needs of its communities and the changing skills landscape.

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 2026-2029 sets out our high-level objectives and commitments and is founded on five key goals, which provide a framework for more detailed operational activities, transforming the way we work with our students, staff, employers and local communities:



Empower every student to contribute, thrive and succeed



Support progression through aspirational and future focused curriculum pathways



Expand flexible and inclusive learning opportunities for adults



As an anchor institution in two boroughs, build strong partnerships for jobs and growth



Foster a college culture that connects and inspires

Our strategy provides the building blocks for our ambitions for growth and success. Developed in consultation with our staff, our values of ambition, inclusion, collaboration and kindness underpin our strategy, guiding every decision and interaction across the College and externally with stakeholders. They reflect who we are and what we stand for, shaping the way we teach, how we provide inclusive support and the way we work together to deliver excellence for our students and communities.

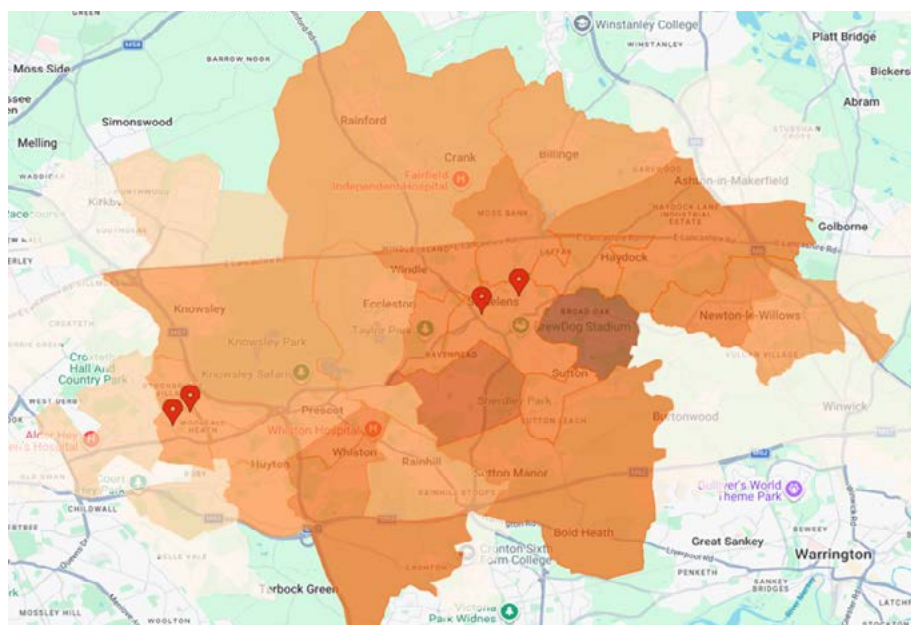


2. Context and Place

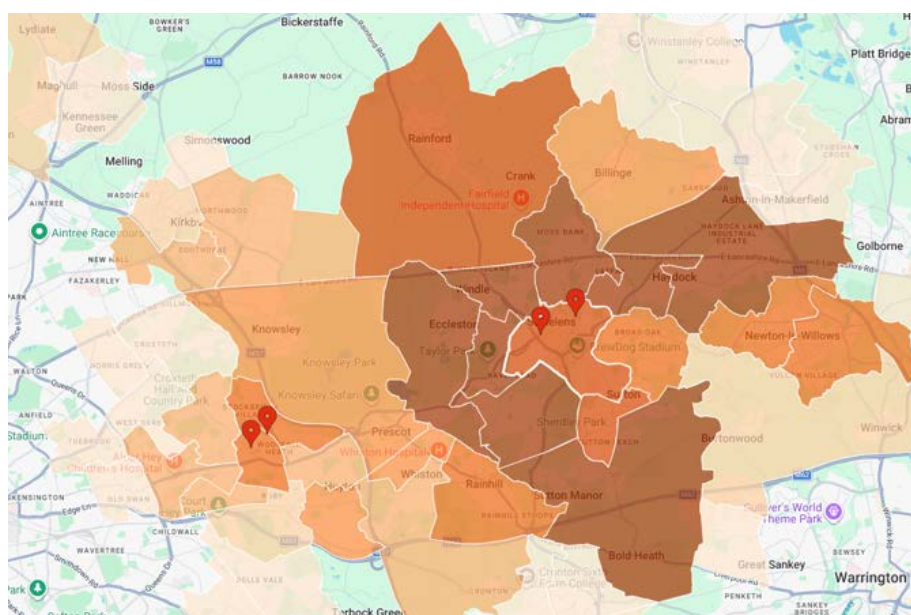
The College currently serves over 7,600 students and apprentices mainly recruited from the St Helens and Knowsley local authority areas, with smaller numbers from the wider Liverpool City Region, Greater Manchester, Cheshire and Lancashire.

The distribution of our students by residency is shown below, the darker areas reflecting the wards with the highest participation rates (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, which have high population densities and, in many areas, similar economic and social challenges but which also have 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 low carbon, materials science, metals, biosciences and glass. Knowsley's local economy has grown in recent years and the manufacturing sector is leading local economic growth.

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
- New research and development (R&D) investment at Glass Futures
- 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 11th and 29th most deprived boroughs in England.
- Unemployment is higher than national averages and economic inactivity rates are still too high, partially due to poor 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 maths GCSEs compared to pupils nationally. This, in turn, leads to a higher proportion of young people not in education, employment or training.



3. Access and Inclusive Growth

Inclusive growth is central to the College's role as an anchor institution within the Liverpool City Region. Our ambition is to ensure that all residents, regardless of their background, starting point or personal circumstances, can access high-quality education and training that enables progression into further learning, employment and fulfilling careers.

We recognise that economic growth must be matched by targeted action to remove the barriers faced by individual learners and communities, including those impacted by deprivation, disadvantage, disability, low prior attainment, unemployment and social exclusion. Through the effective use of the new Inclusive Mainstream Fund (IMF), we will continue to provide additional support and targeted interventions that widen participation, promote equality of opportunity and enable learners with additional needs or barriers to fully engage, achieve and progress.

The IMF will help to support our commitment to creating inclusive pathways by ensuring resources are directed where they have the greatest impact, helping learners to build confidence, to develop essential skills and to access tailored support. This approach strengthens our contribution to a more inclusive, resilient and prosperous Liverpool City Region.

Our inclusive curriculum approach includes:

Supporting young people at risk of becoming NEET

We will continue to develop flexible pathways that reconnect young people with education and work through:

- personalised transition support
- vocational tasters
- building confidence and developing employability
- progression routes into further education, apprenticeships and employment



Supporting learners with SEND and additional needs

We will strengthen inclusive provision by:

- developing supported learning pathways
- increasing opportunities for work-related learning
- expanding supported internships
- working with employers to create inclusive workplaces



Supporting adults furthest from employment

Our adult learning strategy will focus on:

- accessible and flexible provision
- essential skills development
- English, maths and digital skills
- ESOL pathways
- progression into priority sectors



Removing barriers to participation

We will continue to address barriers through:

- high-quality information, advice and guidance
- improved wellbeing and pastoral support
- flexible learning models
- targeted engagement with under-represented communities
- developing successful relationship skills for our learners through the 'RF4 model'

4. Our Curriculum

A highly responsive curriculum offer is a cornerstone of the College's Strategic Plan, which sets out clear expectations that learning and skills provision will be co-developed and co-designed with employers and other stakeholders and will comprise clear and fully supported progression pathways from entry-level to higher-level programmes, ensuring every student can see and reach their goals by developing new skills and by achieving qualifications.

Most importantly, our learners 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 to 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:

- Leaders and managers work effectively with a range of stakeholders to identify skills needs and priorities in the region.
- Leaders have collaborated with Skills College UK and Network Rail to implement the delivery of rail engineering and track maintenance programmes. This meets the skills shortages of the sector and provides a pipeline of trained staff for new rail infrastructure projects.
- Managers work closely with local employers to plan the content of most curriculums.
- Students and apprentices mostly develop the knowledge and skills they need for their next steps.

We constantly review our curriculum based on feedback from our partners including businesses, local authorities and 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 fourth 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.

5. Approach to Developing the Annual Accountability Statement

In developing the Accountability Statement, our approach continues to be 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 in helping to shape their updated strategies, such as the St Helens Inclusive Growth Strategy and Knowsley's Post-16 Learning and Skills Strategy.

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, 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, using intelligence drawn from key skills data sets and sector-based industry forums, to evaluate new and emerging market trends and to direct our strategic engagement with employers.

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's educational character and will meet current and future skills needs.

6. Contribution to National, Regional and Local Skills Priorities

The College continues to offer a broad and deep curriculum enabling students to gain employment across the LCRCA's key priority sectors as set out in the Liverpool City Region Local Skills Improvement Plan (LSIP), with increased access to higher value jobs through a greater focus on sectors such as Construction and Engineering, strategic growth in level 3 provision to enable students to access higher level employment and apprenticeships and upskilling of the existing workforce (e.g. Engineering and Early Years).



Apprenticeship provision continues to grow significantly with the College now working with more than 440 employers and over 1000 apprentices in learning, with over 75% of apprentices employed in the high-priority sectors of Construction, Manufacturing and Engineering and new growth in level 4 and level 5 provision in Early Years and Child Care.

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 re-engage young people who are NEET or are at risk of becoming NEET. It also offers a safe space for those students who are not yet ready to access other curriculum areas.



The College continues to offer discrete 'supported learning' provision at both Knowsley and St Helens campuses, with pathways for young people focused on skills for independent living and skills for work, including highly successful internship programmes.

Provision for adults is also closely aligned to local and sub-regional needs with an expanded 'Tailored Learning' offer designed to engage adults furthest from learning and employment and to 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, social development qualifications and careers education.

The College's new 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 skills 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 recently updated Local Skills Improvement Plan and identifies key areas to be taken forward in the 2026/27 Accountability Statement.

Group	Current College Offer	Planned Developments for 2026/27	Accountability Agreement 2026/27
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			
Visitor Economy	✓	✓	
Essential Employment Skills	✓	✓	✓

* Also part of Local Skills Improvement Plan

7. Engagement and Collaboration with Other Providers in the Area

The College collaborates 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 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 and T Level 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 have 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 and to respond to the rising levels of young people who are not in education, employment or training. This ensures that the College contributes to serving the local community in an effective and efficient way.

The College has well-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, to identify gaps and complementary activities and to map provision to avoid duplication and to enhance local progression opportunities. 'Skills Advisory Panels' at local authority level have enabled wider partner and employer input into whole-College curriculum strategy and informed the development of this statement.



The College partners with five other local further education providers through the Association of Liverpool City Region Colleges (AoLCRC.) Together, the colleges have a collective strategic voice that informs the development and delivery of education and skill provision across the city region, harnessing innovation and improving efficiency by:

- Developing new and innovative curricula
- Engaging employers and their representative bodies
- Building partnerships with schools
- Enhancing careers education
- Developing positive relationships with key stakeholders within the Liverpool City Region

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 and in the development of the second iteration, currently with the Department for Work and Pensions for approval but reflected in the priorities set out below.



The College works closely with its university partners, including through its associate college status with the University of Chester and also with the University of Lancashire and Liverpool John Moores University, to align its higher education curriculum and to enable clear progression pathways. The College continues to leverage 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. A dedicated School Liaison Team works closely with the schools' careers teachers to provide advice and guidance on post-16 options and to arrange vocational taster sessions for secondary schools.

The College also works strategically with independent training providers, for example, in the development of a rail engineering programme for ex-offenders, as well as community-based NEET engagement programmes with Merseyside Fire and Rescue Service.



8. Progress in Delivering the 2025/26 Accountability Statement

Throughout 2025/26, strong progress has been made against the priorities identified within the Accountability Statement through the delivery of high-quality technical education, progression pathways, adult skills priorities, apprenticeship growth and targeted provision for learners furthest away from education and employment. Areas where recruitment was lower than anticipated have provided valuable insight and informed curriculum planning, employer engagement and delivery models for 2026/27.



Young people's curriculum delivery remained strong during 2025/26, with all planned courses successfully delivered and provision confirmed to continue into 2026/27. Although the planned multi-skills offer at IAMTech was not introduced, vocational pathways were strengthened at this campus.

Investment in STEM facilities and specialist equipment continued throughout the year, enhancing the technical curriculum offer and ensuring learners had access to industry-standard environments and resources.

The proposed T Level Engineering pathway did not commence in 2025/26 due to recruitment challenges. However, renewed interest and higher demand indicate that this will be successful in 2026/27. Welding skills have been embedded across wider young people's study programme areas, increasing learners' exposure to practical engineering techniques and supporting the development of skills aligned to industry requirements.

Electrical provision was responsive to learner and employer demand. Although the standalone Domestic Electrician pathway did not recruit, learners accessed Electrical Installation provision through a combined Domestic and Commercial route, ensuring progression opportunities into the sector were maintained.

A much higher number of vocational tasters were delivered during the year, providing progressing learners with opportunities to explore different vocational pathways.

A significant success during 2025/26 has been the continued development of off-site NEET provision delivered at Wonderland in St Helens. This programme successfully engaged young people furthest away from education, including learners with high needs requiring additional support. The flexible delivery model has supported re-engagement, confidence building and progression, with all of the young people progressing into further learning opportunities in 2026/27 through either foundation or vocational pathways.



A 'Trailblazer' programme, targeting NEET 18 to 21-year-olds, was successfully managed and delivered, supporting 22 young people towards employment. This has further strengthened the College's contribution to local priorities around participation, employability and reducing economic inactivity.

College apprenticeship provision continued to respond to employer and sector requirements during 2025/26. For example, level 3 Engineering apprenticeship provision has continued to evolve, with robotics now successfully embedded into the curriculum. This has strengthened alignment with automation, advanced manufacturing and emerging technical skills requirements. Planned growth in level 4 and level 5 Children and Young People and Manager apprenticeships was exceeded, including in residential provision.

In a few cases, planned growth was not possible, reflecting wider national challenges with recruitment. Interest in the marketing and content creator pathways remained limited, highlighting the need for continued curriculum review against learner demand, employer requirements and local labour market priorities.

Adult skills provision continued to respond effectively to local and regional skills priorities. The Access to Higher Education Hybrid Health Professional pathway recruited 17 learners, currently studying across Biology and Psychology routes. Following the success of this delivery model, additional pathways are planned to expand opportunities and support progression into priority health-related sectors.

Adult warehousing provision demonstrated strong performance, with multiple level 1 courses successfully delivered. Partnership activity with 'Path2 Solutions' supported target recruitment, strengthening links with employers and supporting progression towards employment opportunities.



Engineering and Manufacturing provision recruited positively, with welding performing particularly well. Tailored Learning was also successfully utilised to support level 1 welding delivery, increasing access to technical skills and creating further progression opportunities.

Construction re-skilling provision for adults continued to align with employment opportunities and local labour market needs. All adult construction courses were funded through the Free Courses for Jobs programme, increasing access to training linked to priority skills areas.

Although Retrofit short courses were promoted throughout the year, uptake remained limited. Employer feedback identified challenges in releasing employees due to the impact on income generation and business capacity. This insight will inform future approaches to delivery models and employer engagement including hybrid delivery.

The advertised Leadership and Management HTQ did not run during 2025/26 but ILM qualifications were successfully introduced and recruited learners throughout the year.



9. Our priorities for action

This Accountability Statement establishes the priorities and interventions for 2026/27, linked to the College's longer-term strategic goals. The College continues to enhance and broaden its curriculum offer in identified priority sectors, whilst responding to national policy changes, funding changes, apprenticeship reform and evolving employer demand. The priorities below are aligned to national, regional and local skills priorities, including the Liverpool City Region Local Skills Improvement Plan (LSIP 2.0), whilst also reflecting the skills needs of St Helens and Knowsley.

Aims and Objectives	Contribution towards National, Regional and Local Priorities for Learning and Skills	Planned Interventions and Measures
Priority 1 Curriculum Development and Growth - expanding provision and strengthening progression pathways across priority sectors	Supports national and regional ambitions to increase participation in high-quality technical education through clear progression pathways from entry level and level 1 through to level 2, level 3 and higher technical skills Continued growth at Knowsley Community College responds to the priority to increase access to a broad curriculum offer in the borough, supporting Knowsley 2030 ambitions and enabling more young people and adults to study locally New provision supports LSIP 2.0 priorities by strengthening pathways in Construction, Engineering, Digital, Health, Professional Services and other growth sectors Inclusive curriculum development through the use of the Inclusive Mainstream Fund (IMF) enables increased capacity for learners with SEND and additional needs to access mainstream vocational pathways with appropriate support	The College will continue to build upon the broadening curriculum offer by: • Continuing curriculum growth at Knowsley with a focus on Construction at IAMTech and vocational pathways • Strengthening progression routes from level 1 to level 3 through growth in T level in Engineering, Health, Early years and Animal Care • Developing level 2 ILM and Gym Instructor pathways • Developing and delivering non-EHCP Supported Internships • Introducing Coding and Computing units into study programme provision

Aims and Objectives	Contribution towards National, Regional and Local Priorities for Learning and Skills	Planned Interventions and Measures
Priority 2 Apprenticeship Growth and Standards Reform - developing new apprenticeship opportunities and responding to national reforms.	Apprenticeships support national skills priorities and employer workforce development across St Helens and Knowsley Development of pathways, from level 2 entry routes through level 3 technical apprenticeships to levels 4 and 5, supports LSIP 2.0 priorities around digital capability, leadership and management and productivity	The College will: • Develop Data Technician and Business Analyst apprenticeship standards • Introduce level 2 Business Administration from August 2026 • Adapt delivery to apprenticeship reforms, including unit delivery
Priority 3 Inclusion, Engagement and Progression - supporting learners with SEND, those at risk of becoming NEET and adults furthest from employment	Supports inclusive growth by responding to St Helens and Knowsley's challenges linked to NEET levels, deprivation, low prior attainment and demand for personalised pathways Entry level and level 1 programmes provide re-engagement routes, while new level 2 pathways support progression The Inclusive Mainstream Fund (IMF) will support increased mainstream capacity, transition pathways and access to vocational education for learners with SEND and additional support needs Supports LSIP 2.0 ambitions by ensuring all residents can access skills required for employment	The College will work in partnership with local authorities and other regional partners to: • Continue NEET engagement with a focus in both St Helens and Knowsley • Expand Supported Internship pathways that lead to employment with Premier Inn • Introduce an entry level pathway in animal care to support progression to higher levels. • Further embed the RF4 personal development model informed by VIBE principles to strengthen resilience, wellbeing and employability

Aims and Objectives	Contribution towards National, Regional and Local Priorities for Learning and Skills	Planned Interventions and Measures
Priority 4 Construction, Engineering and Green Skills - responding to regional demand in technical, manufacturing and low-carbon sectors	Construction and Advanced Manufacturing remain national, regional and LSIP 2.0 priorities Entry level, level 1 and level 2 pathways support access into technical sectors, with level 3 provision developing advanced occupational skills Supports 'Freeport' opportunities, regeneration, housing growth and net zero through retrofit, renewable and green technologies	Building upon a substantial and thriving Construction offer, the College will: • Deliver a level 3 Wood Occupations study programme • Expand level 1 Brickwork at IAMTech • Enhance level 1 Welding programmes • Develop and deliver Retrofit, Solar PV and Heat Source Technologies units through the levy • Continue investment in STEM facilities and industry equipment
Priority 5 Adult Skills and Flexible Learning - increasing participation and progression through accessible and flexible learning opportunities	Supports LSIP 2.0 priorities to improve adult qualification levels, reduce skills gaps and increase participation Responds to adults across St Helens and Knowsley requiring flexible routes to retrain and progress Entry level and level 1 support access, while level 2 and level 3 develop occupational skills. Inclusive approaches will strengthen accessibility where appropriate	The College will: • Expand hybrid Access to Higher Education courses • Continue to promote the HTQs in Digital and Leadership and Management for Business • Increase flexible delivery models for Accounting and Bookkeeping • Support adult progression into employment, apprenticeships and higher technical pathways

Aims and Objectives	Contribution towards National, Regional and Local Priorities for Learning and Skills	Planned Interventions and Measures
Priority 6 Digital Innovation and Advanced Technologies - developing skills in digital technologies, automation, robotics and emerging technologies	Digital capability is a cross-cutting LSIP 2.0 priority supporting productivity and innovation Digital pathways will support learners across St Helens and Knowsley to progress from introductory skills through levels 4 and 5 Investment in digital innovation, robotics, AI and automation support future workforce needs	The College will: • Develop the Freeport Digital Innovation Suite • Support digital technologies in Advanced Manufacturing • Expand levels 4 and 5 provision in Early Years and Health Care • Integrate automation, AI and industry technologies into Engineering • Introduce robotics units into the 16-18 study programme in Engineering

10. Local Needs Duty

The Governing Board regularly reviews how St Helens College is meeting local, regional and national skills needs through its scrutiny of the range of mechanisms that support both long-term strategic planning and short-term operational oversight.

These processes include the annual curriculum planning cycle, specific industry panels to ensure alignment with priority sectors and further interrogation of labour market intelligence. Established employer partnerships provide a dedicated focus on local provision for adults, including those furthest from learning or employment.

The Governing Board undertook a comprehensive review of provision in March 2026 in line with statutory requirements.

The Corporation continues to look outward, responding to changing regional, national and global skills landscapes. This multi-faceted approach enables governors to ensure that St Helens College continues to lead in technical education, boosting productivity and supporting 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 2 July 2026.

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 and the agreement is published on our college website: www.sthelens.ac.uk/accountability-statement

Signed:

A handwritten signature in black ink, appearing to read 'Phil Han', written in a cursive style.

Phil Han
Chair of the Corporation

Supporting Documentation

Explore the links below to find more information. Click or tap any link to learn more.

[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](#)

[Strategic Plan - St Helens College](#)

[Liverpool City Region Investment Zone](#)



St Helens College



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in Diversity
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January
2027



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Lancashire



University of
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