



St Helens College



Annual Equality, Diversity and Inclusion Report 2024 - 2025





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Principal's Introduction

St Helens College continues to evolve as a diverse and inclusive community, reflecting the growing demographic richness of the Liverpool City Region. Our students and staff bring with them a broad range of experiences and this diversity strengthens the culture of the College, improving the learning environment for all.

During 2024/25, we saw a continued rise in the proportion of students from areas of high deprivation. This reinforces the College's role as an essential vehicle for social mobility. In response, we intensified our focus on reducing barriers to participation, which ensures high quality education, ambitious curriculum experiences and comprehensive pastoral support remain accessible to all learners.

Our sustained investment in enrichment, work-related learning, competitions and overseas trips and visits continue to broaden horizons for students who may otherwise not access such experiences.

We were delighted to be ranked 77th in the National Centre for Diversity's Top 100 Inclusive UK Employers Index 2025, which celebrates champions of inclusive cultures and best practice in Fairness, Respect, Equality, Diversity, Inclusion and Engagement (FREDIE) within their workplaces.

At the same time, achieving the Investors in Diversity Silver Award this year has further validated the College's FREDIE based approach. This external recognition highlights our progress while also honing our commitment to closing identified gaps, strengthening workforce diversity and embedding inclusive practice across all areas of the College.

This recognition is a testament to the College's ongoing commitment to foster a culture of inclusivity across its community, ensuring that staff, students and partners feel valued, respected and supported to achieve their potential.

This year, we were also one of the first colleges to go through the new Ofsted inspection process. We are particularly proud of being an inclusive college that is committed to transforming lives. We are delighted that inspectors graded our work with students with high needs as 'strong,' confirming our 'excellent work' which is making 'a real difference for students' across most aspects of our provision.

In addition, we are pleased that Ofsted recognised the progress we have made through the adoption of a trauma informed approach to pastoral support and to see the positive impact this is having on some of our most disadvantaged students.

We remain steadfast in our determination to ensure no learner is left behind. While proud of the progress made, we recognise there is more to do. Our decision making across curriculum design, estates development, staffing and student support, will continue to prioritise inclusivity, fairness and removing structural barriers. This ensures the College remains a powerful and positive agent for change across the region.

Simon Pierce
CEO/Principal

College Context

St Helens College is a general Further Education College situated in Merseyside, established in December 2017, following a merger between St Helens College and Knowsley Community College.

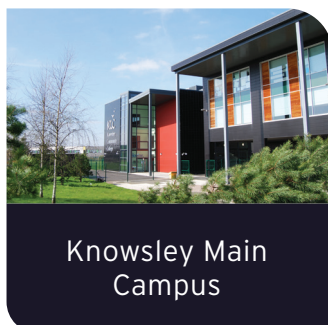
It operates across five sites: St Helens Town Centre Campus, St Helens STEM Centre Campus, Knowsley Main Campus (Stockbridge Lane), IAMTech Campus and the Green Energy Skills Centre.

It also provides a considerable number of courses through hybrid learning, where teaching is offered at home, in community centres and via a mix of Microsoft Teams and face-to-face assessor support. Students can also use a designated classroom for hybrid drop-in sessions. This approach has been welcomed as another means of accessible learning for students with varying needs.

The College serves the two boroughs of Knowsley and St Helens, which are the 11th and 29th most deprived in England. Prior educational attainment in the area is lower than the national level. Both boroughs have increasing levels of ethnic diversity and high levels of ill health.

The College offers a broad and in-depth curriculum in all sectors including education programmes for young people, adult learning programmes, apprenticeships and provision for students with high needs. The College also provides higher education and full cost provision. There are clear progression routes to level 3 and, in some cases level 6, in most curriculum areas.

St Helens and Knowsley face ongoing challenges linked to growth, educational attainment and social inclusion. Economic growth and fair access to services and opportunities are vital to the region's future prosperity.



Mission, Strategy and Objectives

With a mission to **“transform lives through excellence in education and training,”** the College’s three-year Strategic Plan (for 2022-2025) set out its ambition to be one of the best technical and vocational providers in the country and to position it as a major contributor to the employment and skills ecosystem of the Liverpool City Region.

Six strategic goals provided a framework for more detailed operational activities, transforming the way the College works with students, staff, employers and local communities:

- Outstanding student experience
- Exceptional curriculum
- Growth
- Transformed estate
- Employer of choice
- Anchor institution

The College has made significant progress in delivering its six strategic objectives, creating strong foundations for the next phase of its development. The focus has been on providing an outstanding student experience, inclusive growth and technical and vocational excellence, which has driven significant improvements in retention, progression and achievement, while strengthening our role as an anchor institution.

Its three-year strategy, which elevated the importance of teaching, learning and assessment as the key drivers of success, was supported by a universal and tailored professional development offer for all our teachers. Investment in digital tools and collaborative practice strengthened pedagogy, with improved outcomes and student feedback confirming the impact of these approaches.

Classroom-based achievement rates rose by 10% since 2023 and apprenticeship achievement remained significantly above national averages. These transformational changes reflect a culture not just of high expectations for all but also inclusive practice that ensures that disadvantaged students, those with special educational needs and disabilities (SEND) and not in education, employment or training (NEET) cohorts achieve in line with or above their peers.

New provision was introduced to meet local priorities, including sensory pathways for high-needs students and new technical routes in Early Years, Health and Social Care, Engineering and Animal Management. These changes improved internal progression and positive destinations, with the vast majority of students moving into further study or employment.

The College’s role and reputation as an anchor institution were strengthened, enabling a more rapid response to local needs, such as stepping in to deliver NEET provision through expanded and offsite programmes, following the closure of St Helens Chamber. Partnerships with employers, local authorities and community organisations were cemented, underpinning a range of new initiatives including supported internships and ESOL redesign to further refugee integration.



Outstanding Student Experience



Exceptional Curriculum



Growth



Transformed Estate



Employer of Choice



Anchor Institution

Public Value Statement

The College seeks to add value to the social, economic and physical well-being of the wider communities that we serve, by:

1. providing education and training in accordance with the College's mission, statement of aims and values meeting the needs of students, employers and the wider communities in general
2. raising aspirations of students and the communities by promoting prospects and celebrating success
3. ensuring a broad curriculum offer with good progression routes from entry level to higher education and training
4. promoting healthy lifestyles and good citizenship skills to all students and colleagues
5. being responsive to changing needs and circumstances
6. actively listening to and engaging with the stakeholders of the College, aiming to provide the best possible service within the mission of the College
7. being a respectful and responsible employer
8. always acting with corporate integrity

The Public Sector Equality Duty states that the College must, in carrying out its functions, have due regard to:

- (a) Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under the Equality Act 2010
- (b) Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it
- (c) Foster good relations between persons who share a relevant protected characteristic and persons who do not share it

To ensure transparency and to assist in the performance of this duty, the Equality Act 2010 (Specific Duties) Regulations 2011 requires the College to publish:

- Equality objectives, at least every four years
- Information to demonstrate its compliance with the Public Sector Equality Duty

This annual report is approved by the Board of Governors for publication on the College websites and outlines what the College is doing to meet the requirements of the Public Sector Equality Duty. The report summarises staff, governor and student profiles across a range of protected characteristics and compares the performance of different groups of students.

The report also highlights some of the activities the College has undertaken during the 2024/25 academic year, to promote equality, diversity and inclusivity, including activities within the curriculum to develop students' awareness and understanding of equality, diversity and inclusion.



Our Commitment to Equality, Diversity and Inclusion

We remain committed to fostering an environment in which students, staff and governors actively champion equity, diversity and inclusivity, challenge bullying and discrimination and work collectively to reduce gaps in attainment between different groups.

The College has clear equality and diversity objectives:

- To increase the proportion of staff and students who disclose a protected characteristic, including ethnicity, gender, sexual orientation, disability and religion or belief.
- To reduce gaps in outcomes between different groups of students, ensuring that all students achieve and progress to the best of their ability, regardless of any protected characteristic or disadvantage.
- To continue to develop the embedding of equality, equity, diversity and inclusion in the curriculum, ensuring that all students develop a deeper understanding of EDI, so they can recognise and celebrate the value of difference.
- To remove barriers to staff and student recruitment by ensuring that gender and other stereotyping are eliminated from all marketing and publicity materials used by the College.
- To maintain the Investors in Diversity 'Silver' award through the National Centre for Diversity and embed the concept of FREDIE to foster engagement throughout the College community.

During 2024/25, we continued to build on the strong foundations established in the previous year, following our Investors in Diversity accreditation from the National Centre for Diversity. This accreditation has supported us in further embedding our values and behaviours framework across the College. Our adoption of the FREDIE (fairness, respect, equality/equity, diversity, inclusion and engagement) values continues to reflect our solutions focused mindset and our commitment to innovation and positive culture change.

While we have made meaningful progress for our students, apprentices and staff, we recognise that there is still more to do. Our teams remain highly attuned to the challenges faced by our learners, particularly those who have been impacted by socio economic pressures and rising living costs. These ongoing challenges have reinforced the critical role that inclusive education plays in enabling social mobility and improving life chances. We remain committed to implementing strategies that ensure all students are supported to achieve their full potential.

We continue to be proud of our recognition as an Investor in Diversity and of our role as a key anchor institution within the community. As we move forward, we will maintain our focus on creating a college culture that is inclusive, equitable and welcoming to all. Our ambition remains clear: that every student and apprentice receives an exceptional learning experience that prepares them for their next step in education, training or employment. We expect everyone across our College to play an active role in promoting equality and inclusion and in celebrating the diversity that enriches our community.

The College seeks to create an inclusive environment by:

- developing a culture of respect;
- providing students, staff and governors with relevant training and support to discharge their individual duties to promote equality and diversity;
- providing staff and students with the support they need to realise their full potential;
- and achieving the goals set out in our equality objectives.



The College seeks to provide a safe, supportive environment for all its staff and students, where everyone is treated with dignity and respect. The College welcomes individuals and groups from local, regional and international communities.

The College values difference and diversity and will strive to create positive working relationships so that everyone can work and study to the best of their abilities, free from discrimination, harassment or victimisation.

Promoting Equality, Diversity and Inclusion

The College delivers an inclusive curriculum that strengthens students' understanding and appreciation of equality, diversity and inclusion. Throughout the 2024/25 academic year, the College continued to build on its strategic approach to equality, diversity and inclusion through the following developments:

Inclusive behaviours

- Recognised as one of the UK's Top 100 most inclusive organisations, achieving an impressive ranking of 77, further demonstrating our continued progress and commitment in this area.
- Continued to embed the principles of FREDIE (fairness, respect, equality/ equity, diversity, inclusion and engagement) across the College. The tutorial programme continues to address important themes such as bullying and harassment, religion and belief, discrimination and key national and international awareness events, including World Suicide Prevention Day, Black History Month and World Mental Health Day.
- Developed additional inclusive social action projects, encouraging students to demonstrate compassion, empathy and social responsibility within their communities.
- Strengthened the College's values by explicitly incorporating inclusion as a key organisational value.

Training

- Delivered VIBE RF4 model training to the wider leadership team, strengthening awareness of the importance of building resilience and character in relationships across society.
- Planned and delivered autism awareness sessions to enhance staff understanding and ensure more inclusive approaches across the College.
- Expanded equality, diversity and inclusion training for all staff, ensuring consistent awareness and understanding across the workforce.

Enhanced curriculum

- Enhanced equality and diversity in the curriculum through reinforcing the core principles of:
 - Removing barriers so that every student, regardless of their circumstances, can access an education that equips them for their future pathways.
 - Ensuring equality and diversity themes are consistently integrated across the curriculum to support students' understanding of different lived experiences and local, national and global communities.

Wider internal participation

- Broadened the membership of the Equality, Diversity and Inclusion Strategy Group to strengthen representation and widen the range of perspectives informing decision making.
- Maintained the Equality and Diversity Reference Group, made up of staff from across the College, to actively support the ongoing Investors in Diversity journey.

Improved processes

- Enhanced the visibility of equality, diversity and inclusion within key quality assurance and improvement processes, including learning walks, lesson observations and student voice activities.
- Improved internal systems and data analysis processes to support more detailed evaluation of the performance and experience of different student groups.



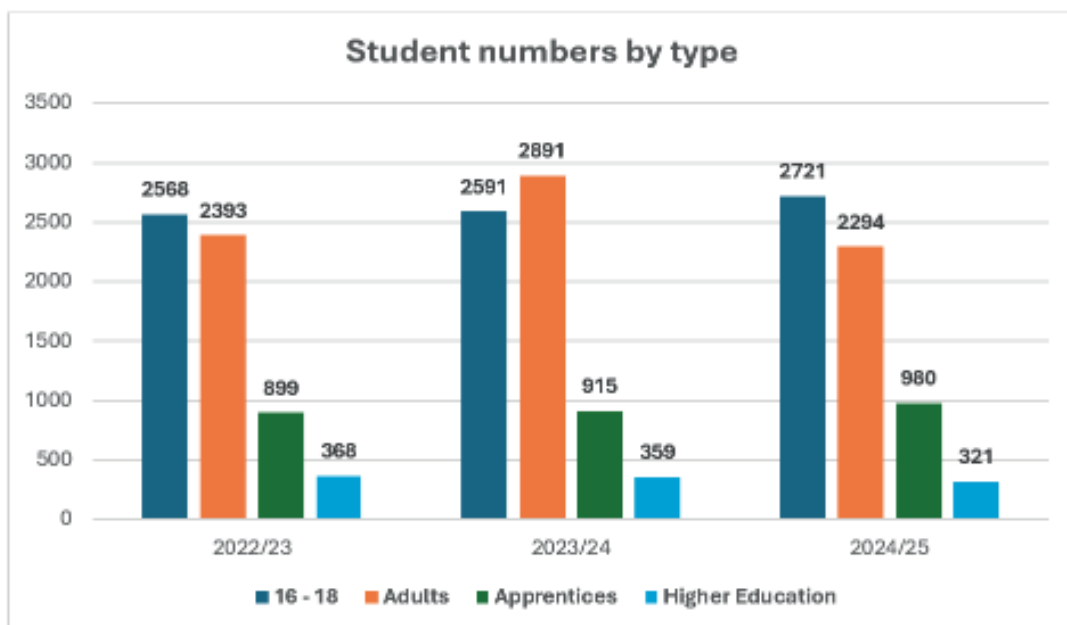
Student Population – An Overview

The student profile in 2024/25 reflected a growing College with a consistently diverse population. Enrolments from BAME backgrounds rose steadily during the previous three years, demonstrating the College's increasing appeal to a broader demographic. This trend also aligns with wider regional shifts in diversity in the resident population.

The proportion of students declaring a learning difficulty or disability increased, suggesting improved confidence in disclosure processes and stronger identification at enrolment.

These demographic shifts reinforce the importance of targeted support, accessible curriculum pathways and investment in specialist provision. They also reflect positively on the College's work to build an inclusive, welcoming environment that encourages openness and disclosure.

As illustrated in the chart below, there were 6,316 students enrolled in the academic year 2024/25. Of these, 2,721 (43.2%) were aged 16-18, 2,294 (36.3%) were aged 19+, 980 (15.5%) were apprentices and 321 (5%) were students studying higher education programmes.



Gender

The gender mix* for the College in 2024/25 was 56.9% (3523) male and 43.1% (2668) female. This represented a slight increase in the proportion of male learners, compared to the split in 2023/24. There was a slight fall in female student numbers aged 16-18 in 2024/25. In addition, there was a fall of 474 female students aged 19+, compared to a fall of 127 male students aged 19+ in 2024/25.



Learning Difficulty or Disability

The proportion of students declaring a learning difficulty or disability showed a steady year-on-year increase, rising from 23.4% in 2022/23 to 25% in 2023/24 and reaching 25.6% in 2024/25. This upward trend suggests improved learner confidence in disclosure and strengthening of the College's identification processes.

It also highlights the growing complexity of learner need and reinforces the importance of sustained investment in specialist support, staff training and inclusive curriculum design.

In 2024/25, 96 more students declared a primary learning difficulty or disability of autism spectrum disorder compared to 2022/23. The number of students declaring dyslexia as their primary learning difficulty or disability remains consistently high across all three years.

Ethnicity

The proportion of students who identify their ethnicity as Black, Asian or Minority Ethnic (BAME) increased during the last three years by 4.3% between 2022/23 and 2024/25 indicating that the College had recruited a more diverse student population.

The College population showed as slightly more diverse than that of Liverpool City Region, where 83.2% identified as white British and 16.3% as Black, Asian and Minority Ethnic which includes white other.

2022/2023

White British = 83.2%
BAME = 16.3%
Not provided = 0.5%

2023/2024

White British = 79.1%
BAME = 20.1%
Not provided = 0.8%

2024/2025

White British = 78.7%
BAME = 20.6%
Not provided = 0.7%

Student Outcomes - Classroom-Based FE Provision

The College aims to ensure that there is no significant difference in achievement rates for students distinguished by the following characteristics:

- Gender
- Age group
- With or without a learning difficulty/disability
- Ethnic group
- Education Health and Care Plan
- High needs
- Eligibility for free school meals
- Eligibility for bursary payments
- Care experienced young people

Gender

Historically, males have achieved at a higher rate than females but the gap narrowed to 2.8% in 2024/25. This suggests that earlier intervention and strengthened support strategies were beginning to have a positive impact. Pass rates improved slightly for both groups compared with 2023/24, with 93.5% of females and 93.9% of males achieving a pass. Retention also increased modestly, rising to 88.9% for females and 91.6% for males.

Previously, male students also progressed to positive destinations at a higher rate than females but, again, the gap narrowed slightly over the past two years. This improvement appears to be linked to a more balanced curriculum offer and targeted efforts to strengthen progression pathways in areas with higher proportions of female learners, contributing to greater equity in outcomes.

Age Group

The overall gap in retention, pass and achievement rates for 16- to 18-year-olds compared to over-19s has reduced since 2022/23, indicating a more positive trend.

Similarly, the gap in positive destination outcomes narrowed for 16- to 18-year-old learners, reflecting improved support and progression planning for this age group. However, for students aged 19+, there was a 6.1 percentage point decline in positive destinations, suggesting that adult learners continued to face more significant barriers when transitioning to further study or employment. Despite this, destination outcomes for males and females in 2024/25 showed minimal variation, with a slightly more positive rate recorded for female students.

In 2024/25, students with a declared learning difficulty/disability (LDD) had a less than 2% difference in achievement, pass rate and retention when compared with those that did not have an LDD. At the same time, progression to a positive destination was higher for students with a learning difficulty/disability than for those without a learning difficulty/disability in 2022/23, 2023/24 and 2024/25.



Ethnicity

In 2024/25 the gaps between BAME and white ethnic background students' achievement and retention narrowed and pass rates increased. Students from white ethnic groups secured positive destinations at a higher rate than those from BAME groups in 2022/23 and broadly in line with 2023/24. In 2024/25 the trend reverted to a similar gap to 2022/23, where 95.2% of white ethnic students secured a positive destination compared to 83.7% BAME students.

Education Health and Care Plan

In 2022/23, students with an education, health and care plan (EHCP) achieved at a higher rate than those without an EHCP. In 2023/24, gaps in achievement, retention and pass rates between students with and without an EHCP narrowed, suggesting increased parity in outcomes across cohorts. In 2024/25, retention for students with an EHCP improved by over 3% compared with 2023/24, demonstrating strengthened engagement.

In 2024/25, the proportion of students with an EHCP progressing to a positive destination was 3.6 percentage points higher than that of students without an EHCP.

Over the three-year period to 2024/25, a consistently higher proportion of students with an EHCP progressed to a positive destination compared with those without an EHCP, indicating sustained positive outcomes for this group.

High Needs

Since 2022/23, retention and achievement rates for students with high needs have consistently been higher than those for students without high needs.

In 2024/25, a slightly lower proportion of students with high needs achieved a pass compared with those without high needs. However, their overall achievement rate remained above the college average.

Progression to a positive destination has generally been higher for students with high needs than for those without high needs.



Free School Meals

Students who are not eligible for free school meals typically achieve at a similar rate to those who are eligible. While there was a slight 2.2% decline in pass rates overall, which had an impact on achievement, retention rates for students eligible for free school meals increased in the 2024/25 period.

The proportion of students progressing to a positive destination had been similar among students eligible for free meals, except in 2023/24, when the rate increased for those in receipt of free meals. This level remained broadly stable in 2024/25.

Bursary Eligibility

Students who were eligible for bursary support consistently demonstrated higher achievement and retention rates and progress to positive destinations at a higher rate than those who are not eligible. This highlights the positive impact of financial support in reducing barriers to success.

Care Experienced Young People (CEYP)

Between 2022/2023 and 2023/24 achievement and retention rates dropped by around 8%. This improved slightly in 2024/25. However, pass rates declined by 3.9% over the three-year period, possibly due to the relocation of some students out of the local area.

Students who are CEYP also progress to positive destinations in line with those who are not CEYP.

Student Participation and Outcomes - Higher Education

The College systematically monitors Higher Education (HE) participation and achievement rates to identify and address gaps between key student groups, including:

- Age group
- Gender
- Ethnicity
- Disability
- Deprivation

This analysis enables the College to implement targeted support and interventions aimed at reducing disparities and achieving parity of outcomes across groups.

While data on gender preferences are collected, the small cohort sizes limit the scope for robust statistical or qualitative analysis. As a result, the analysis includes male and female categories only. Data are not currently collected to enable analysis of the impact of sexual orientation on student outcomes.

Age Group

The number of mature students enrolled on HE courses at the College has consistently exceeded the number of younger students. Although the gap narrowed in 2023/24, it widened again in 2024/25, reversing the reduction seen in the previous year.

Gender

In 2024/25, the gap between male and female achievement reduced. Overall, HE enrolment increased by 13% compared with 2023/24. However, participation declined in line with a broader reduction in HE numbers, resulting in a significant narrowing of the participation gap between genders.

Achievement rates increased for both male and female students in 2024/25. Female achievement marginally exceeded male achievement by 1.9%; with female students continuing to outperform male students.

Ethnicity

The percentage of students in 2024/25, who were from other ethnic groups increased from 2022/23 although the numbers were very small. Those from a BAME background achieved at a higher rate than white British for the first time. However, as the numbers are still low, comparisons are statistically insignificant.

Learning Disability/Difficulty

The proportion of HE students with a declared learning difficulty/disability continued to increase over 10% in the three years since 2022/2023 and the achievement rate remained steady during the last two years.



Deprivation

Whilst the number of students who fall into each Index of Multiple Deprivation category fluctuated in line with total enrolments, the proportion in each category and profile remained consistent over the last three academic years. A significant proportion of our students came from low-income households and/or live in areas of deprivation and historic low participation.

2024/25	
IMD Decile 2019	Proportion of Population
1 (Most deprived)	34.77%
2	17.53%
3	5.75%
4	9.48%
5	5.17%
6	5.17%
7	4.60%
8	7.18%
9	7.18%
10 (Least deprived)	3.16%

Achievement Related to Index of Multiple Deprivation

Achievement rates for those in the lowest deprivation category remained below the average achievement, with a difference of 3.9%. This has become the primary focus of the newly approved Access and Participation Plan for 2025/26 onwards.

In terms of withdrawals, retention increased overall and the breakdown of withdrawn students showed that those from areas of highest deprivation are 29.4% of the population but represent 42.86% of withdrawals.

The lowest three deprivation categories formed 57.9% of the population but accounted for 67.08% of withdrawals. This changed over time and is now a high priority within the new Access and Participation Plan.

Participation and Achievement - Apprenticeships

The College monitors participation and achievement rates to ensure there are no significant gaps between the following groups:

- Age group
- Gender
- Ethnicity
- Disability

Age Group

The significant majority of the College's apprentices in 2024/25 were aged 16-18, followed by those aged 19-23 and then those aged 24+. This represented a significant change over time, primarily due to a move away from subcontracting pre-pandemic and reduction in level 5 and 7 provisions for human resource curriculum.

This bucked the regional trend where other providers do not have the same 16-18 volumes and St Helens is the largest college provider for this category with growth across all age groups. Achievement rates were above national rates for each age group.

Gender

In each of the last three years, male apprentices significantly outnumbered female apprentices. This was primarily due to most apprentices studying at the College being employed in the construction and engineering sectors. The College is working hard to increase the number of female apprentices in these sectors and has seen an increase in starts across early years and health and construction apprenticeships.

Female apprentices performed better than male apprentices in 2023/24 and 2024/25, achieving at a significantly higher rate, which was an improvement on 2022/23 outcomes and reversed the trend of previous years.

Ethnicity

As with classroom-based further education and higher education provision, participation of students who are from ethnic minority backgrounds is low, broadly representing the local population.

The number of apprentices who were not from a white background has declined significantly since pre-covid. In 2020/21, there were just five apprentices from a non-white background, making up just 1.4% of all apprentices in 2020/21. This did not significantly change in 2024/25 with 3<1% identified as ethnic minority and two apprentices not stipulating. Due to the low proportion of apprentices who were not from a white background, comparisons are statistically insignificant.

Disability

In 2024/25, 33 apprentices declared a learning difficulty/disability. Proportionally, this represented an increase compared to the previous three years. Of those apprentices with a declared learning difficulty/disability, 66.7% achieved their standard compared to 70.4% in 2023/24. This was not due to failure of end point assessment but apprentices being withdrawn or ending their apprenticeship prior to their completion date.



Evidence suggests that apprentices often don't declare disabilities with employers initially. In an effort to remedy this, work is being carried out on accessible apprenticeships within the Liverpool City Region.

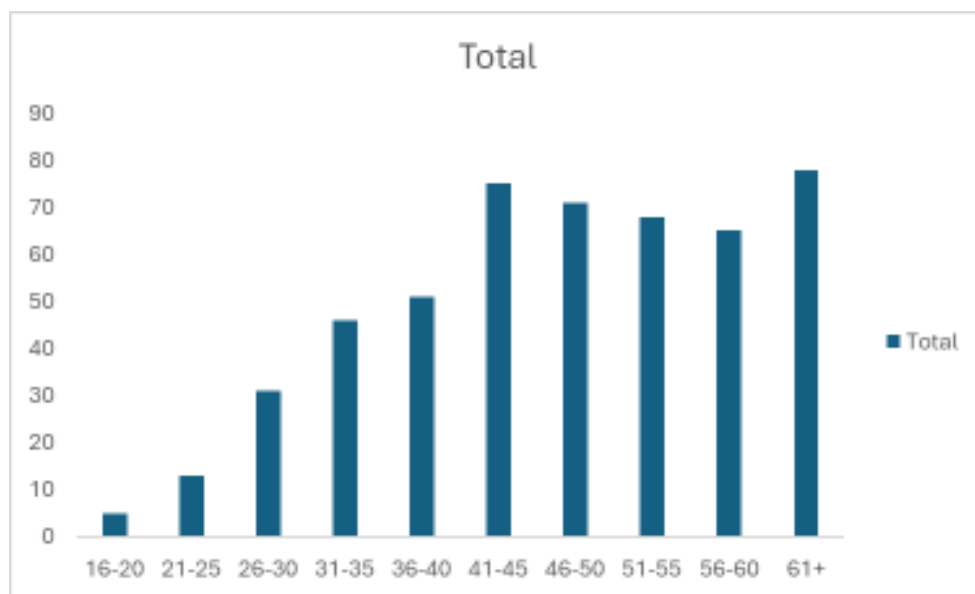
The College introduced a new diagnostic assessment for all apprentices to identify Additional Learning Support needs. This identified 160 apprentices with known needs and 280 identified as needing additional support. This was a valuable step in identifying previously unknown support needs.

Staff Profile

The College monitors its staff profile by the following protected characteristics:

- Age
- Gender
- Ethnicity
- Disability

The College employed 564 staff at the end of academic year 2024/2025. The highest proportion of staff were in the 61+ age group.



From 2022/2023 to 2024/2025, the proportion of staff aged 61+ grew significantly, probably attributable to delayed retirements, while the decline in the “56-60” group might indicate transitions to the “61+” category due to ageing or early retirement of that age group.

The representation of younger staff (under 25) remains low. Strategies for addressing the age profile of the College could be developing campaigns to attract younger workers, highlighting career progression opportunities and appealing to early career professionals and considering apprenticeships and graduate programmes.

For mid-to-late career staff (46-60), the College provides flexible working options and will look at phased retirement plans and career development opportunities tailored to experienced workers. Leveraging stability in the 31-45 age groups will be achieved by identifying high-potential staff through succession planning for leadership roles and offering development programmes.

Implications for the College

1. Ageing Workforce:

- The workforce is skewed towards older age groups, particularly in leadership and teaching positions. This may lead to challenges in succession planning as these groups retire.
- The College will look to develop a pipeline for younger talent through apprenticeships, graduate programmes or early career pathways to address potential future gaps.

2. Retention of Older Staff:

- The presence of older staff, particularly in teaching and teaching support roles, could be an asset if their expertise is leveraged through mentorship programmes.
- However, it also raises questions about the organisation's ability to refresh its workforce and adapt to change.

3. Diversity of Leadership:

- Leadership positions are predominantly held by individuals aged 41+, with no representation of younger talent in these roles. This could stifle innovation and limit diverse perspectives.
- The College is introducing a Future Leaders programme starting in September 2026 targeted at younger staff to diversify the leadership pipeline.

4. Recruitment Strategy:

- Limited representation of staff under 30 (50 total) suggests the need to improve outreach to younger demographics.
- The College will look to diversify their current recruitment channels to attract early career professionals.

5. Support Roles as Entry Points:

- The concentration of younger staff in support roles suggests these may be entry-level positions. To retain these individuals, the College will ensure clear progression pathways into more senior roles.

6. Teaching Role Challenges:

- With the teaching workforce heavily weighted towards the 36-61+ range, proactive measures are needed to recruit and retain younger teachers to ensure continuity.





St Helens College

