



Prior Pursglove and Stockton Sixth Form College

Strategic Plan 2021 to 2024

The ethos of the college is based on the students' interest and success which is driven by the value of inclusion at the heart of the whole Trust. The aim of the strategic plan is to provide conditions where students are able to reach their fullest potential and secure the destinations that will shape the rest of their lives and careers. It is proposed to keep the mission and vision as previous Strategic Plan and follow the vision of the Trust in all its actions.

College at present

At the point of developing the strategic plan, the world is rising from a global pandemic which has radically transformed the teaching and learning landscape. It has changed the areas for improvement, strengths and future opportunities for the college which are linked to the needs and profile of students. Nationally, further challenges are afoot with the defunding policy of BTECs and inception of T levels. The college faces two ends of the recruitment spectrum where numbers are growing at the Prior site by an average of 70 every year whereas Stockton, despite its sheer efforts and innovative strategies, is enduring a steady decline in its applications.

Current position from the last three years

Some 14 months of the previous strategic plan have been spent in various lockdowns and tiered restrictions due to COVID-19. The college managed all its affairs very well by deploying a hybrid arrangement for delivery of both teaching and learning and management. The key achievement of this period is excellent progression rate into destinations (90%) including higher education (70%) and Russell Group universities (20%). Attendance and retention stayed high at Prior; attendance and destinations improved significantly at Stockton but retention at A level, though improving, needs to make further strides.

The key performance indicators of attendance, retention and success rates have improved and at or slightly the above national benchmarks since the last inspection for both sites – the significance of this improvement is more prevalent at Stockton site whereas Prior maintained or further improved its high success rates. The value added continued to improve in many subjects at Prior and stayed around zero as an average for the last three years; the last examined outcomes (2019) at Stockton yielded a lower progress value in a number of subjects which was an oddity due to personnel issues against a good set of outcomes from 2017 and 2018. The OFSTED inspection in March 2019 deemed both colleges as 'good' which was a challenging event as first of its kind for the merged sixth form college.

Level one and level two provision including EHCP had outstanding retention rates at Prior; Stockton outcomes improved year on year from the inception of the Strategic Plan and its recruitment strengthened adding prominently to the roll.

Achievement rates for adult provision are outstanding. Although the college's adult contract is relatively small, the volume of delivery in outreach locations with strong progression routes far exceeds the value for money.

Since March 2019, the college has reported upon and made improvements in sharing, thoroughly analysing and addressing the achievement gaps particularly at level one and two and in the adult provision. Prevent awareness and training at Stockton fully embedded among staff and students. Both these issues were raised at the previous Ofsted.

Recruitment

Recruitment of students at both sites remains to be a dynamic issue. At Prior, the numbers are growing year by year against a stable demography in Tees Valley – the required investment has been made in the infrastructure and further work will take place in this strategic plan with the professional and leadership growth of teaching and support staff.

The recruitment at Stockton is not showing signs of improvement due to a sheer competition between three sixth form colleges and two sixth form schools in and around the borough of Stockton. The comparison with new buildings deployed by other post 16 provides far exceed the quality and the contemporary look than what is available at Stockton site. Options are being explored if the college can obtain a new site enveloped in the regeneration plans of Stockton Borough Council. If such development proves to be unaffordable then remodelling of current faculty will be necessary to bring the college into the 21st century facilities that are aesthetically acceptable that plays a central role in recruitment.

Our students

The student profile has not changed significantly across both sites and stands around the Gscore of 6.2; the KS4 grades are lower than the national average in Redcar & Cleveland and slightly above in Stockton. Around 55% of students are drawn from low-income quartile, 15% from BME communities and around 25% on free school meals or enhanced bursary. As the picture prevails nationally in sixth form colleges, the female students dominate with 55%. Tees Valley has varying challenges of the rising unemployment, higher than national average Not in Education, Employment or Training (NEETs), worst health indicators and inequalities than England and Wales and increasing number of young people with SEN and mental health needs. 70% of adult students come from disadvantaged post codes and in receipt of unemployment benefits. Prior educates around 80 EHCP students and Stockton has eight (8).

Finances

At the time of writing this plan, the college, like all other further education providers, finds itself with an unsatisfactory funding settlement. Even with the small increase in funding rates, it does not fully address the pastoral needs and academic challenges rising from the pandemic which will be felt as aftershocks for the next three years. Within the Trust, the college forms to be the largest entity and its overriding financial objective is to maintain good to outstanding financial health over the period of this strategic plan. Achieving small surpluses of between 1 and 2 percent improves the college's bank balance and cashflow position within the Trust. The number of students is on the rise overall, but Stockton is enduring a constant decline due to tough competition – this does not necessarily project an automatic deficit but hampers the ability to invest more on that site for the betterment of students.

Common interest for both sites

The key issue facing the college is the move from good to outstanding – the aspirations for infusing excellence in everything we do somewhat, not exclusively, stalled due to the pandemic related lockdowns. Though the college has made good strides in developing technological advances in

hybrid learning but students' welfare and mental health took precedence above all other goals. The aspiration for outstanding can only be achieved by improving the outcomes as well as achieve excellence in all aspects of our work. Much of this task needs to be revitalised in the light of post pandemic opportunities and challenges.

The strategic aims and objectives have been derived from previous Self-Assessment Reports (SARs), Education Inspection Framework (Ofsted), and our statutory responsibility to deliver against the accountability measures set by the Department for Education (DfE). It also reflects guidance and accountability placed by the Board of Trustees, Chief Executive Officer (CEO), College Local Governing Board (LGB), parents' feedback and student and staff surveys.

Strategic Aims

1 To Promote excellence in all aspects of our work

- 1.1 Encourage innovation and outstanding practice in teaching and learning
- 1.2 Nurture a love of learning and a culture of high aspirations for all
- 1.3 Provide a range of opportunities to support all students in fulfilling their potential
- 1.4 Ensure consistently high outcomes for all

3. Deliver a relevant programme for 16-18 years old and adults through Endeavour faculties which meets the needs of students and the community

- 3.1 Best use of the Adult Education Budget (AEB) to contribute to local needs and ambitions
- 3.2 Contribute to the special education needs priorities identified by each local authority for students with learning needs or EHCP
- 3.3 Offer a suitable pathway for students to progress to further learning who do not have a secure level 2 at the age of 16

2. Deliver relevant and meaningful curriculum for every student which meet the needs of students, their aspirations, and the wider community

- 2.1 Respond proactively to national changes in priorities, qualifications and outcomes
- 2.2 Engage with key stakeholders in the local area to identify, understand and respond to their needs
- 2.3 Enrol with integrity enabling all students to achieve and progress

4. Enhance the well-being of students and staff

- 4.1 Listen to and respond to student and staff feedback
- 4.2 Reduce bureaucracy and workload
- 4.3 Foster an ambitious yet supportive culture within a diverse and inclusive community
- 4.4 Collaborate with our partners to develop innovative approaches to dealing with mental ill health

5. To secure a sustainable and successful future for the college

- 5.1 Set up and execute a short-term and long-term plan to increase student intake at Stockton site
- 5.2 Consolidate a strong infrastructure at Prior to absorb the growing numbers
- 5.3 Work collaboratively to improve standards and opportunities with the Trust and its entities
- 5.4 Identify and address financial risks associated with lack of roll as well as cash flow impact of lagged income
- 5.5 Recruit and retain talented staff
- 5.6 Mitigate as far as possible disruption to normal operations by security or health and safety issues
- 5.7 To understand the college's carbon footprint on environment and take constructive action to reduce waste, increase recycling and promote green culture.

Annual Targets:

Strategic Aim 1			
To promote excellence in all aspects of our work			
Strategic Objective	Year 1	Year 2	Year 3
1.1 To encourage innovation and outstanding practice in teaching and learning	<p>To refocus teaching and learning by developing specific professional developmental pathways for all teaching and learning support staff.</p> <p>Establish links with 2 universities to help develop an internal programme that enhances the pedagogical element of competence.</p> <p>Nine (9) staff to undertake middle and aspiring leadership programme Advance Teacher Status (ATS) scheme and National Professional Qualification for middle leaders (NPQ).</p>	<p>To offer action research projects to staff aimed at developing enquiry and research to develop innovation in post 16 education.</p> <p>20 teachers 4 support staff</p>	To set up a research unit to publish and share blogs and action research papers with colleagues and the sector.
1.2 To nurture a love for learning and a culture of high aspirations for all	<p>Set up five high quality programmes, outside of the core curriculum, on each site on personal development, social and emotional growth, spiritual development, civic leadership, and equality.</p> <p>Engage 50% of students fully</p>	<p>To extend opportunities for all students to complete additionality and enrichment outside of core study.</p> <p>Develop a strong team of students (20 to 30) who lead on the planning of enrichment.</p>	To embed opportunities for all students to complete additionality and enrichment outside of core study.

<p>1.3 To provide a range of opportunities to support all students in fulfilling their potential</p>	<p>Increase work experience participation by ensuring 60% of students have access to a good quality work experience or engagement with an employer.</p> <p>Relaunch EPQ to draw upon a wider group of students (increase from 5% to 8%).</p> <p>Reorganise the student union/council in a way that it represents a majority of the sections in the college with a particular focus on BME communities.</p> <p>Year 1 To continue to embed the work of the arts mark and to reach platinum status by 2021/22. To launch the Arts Award qualification which will benefit x15 student in the initial year 1 roll out. and to explore the role of cultural capital throughout the course syllabus</p> <p>Increase work experience participation by ensuring 50% of students have access to a good quality work experience.</p>	<p>Implement the work experience and employability programme for all students.</p> <p>Increase Extended Project Qualification (EPQ) take up by another 5%.</p> <p>Institute culturally diverse celebrations for all students to attend.</p> <p>Year 2 To embed the platinum status of Arts Mark through the college and local school community and to fully integrate the concept of cultural capital throughout the college</p> <p>Increase opportunities to ensure at least 75% of students have at least two encounters with an employer or employee across both sites.</p>	<p>Embed employability and work experience in the delivery model of tutor programme for 100% of students.</p> <p>Sustain the numbers on EPQ ensuring engagement of 20% of students.</p> <p>Enable students to hold discussions and debate on the promotion of good race relation</p> <p>Year 3 PPC to become a hub for local arts specialism in the R&C Borough Council.</p> <p>Increase work experience participation by ensuring almost all of students have access to a good quality work experience.</p>
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<p>1.4 To ensure consistently high outcomes for all</p>	<p>Reinstate the accountability measures (post CAG era) for every leader, manager, and teacher in identifying gaps in student progress, measures to improve and mapping of progress against own targets.</p> <p>Provide CPD opportunities to every staff teaching new qualifications.</p> <p>Embed the use of Value-Added tracker for Level 3 for each internal assessment.</p> <p>SLT to visit two outstanding institution and share the reasons with college managers on the required modification in working and learning behaviours and present practical strategies to implement such change.</p> <p>Strengthen the induction process for teachers and support staff reducing their contracts or stepping down.</p> <p>Introduce Early Careers Framework led by AP.</p>	<p>Review and refine quality assurance systems and teaching and learning strategy.</p> <p>Hold self-assessment review every term by involving students and parents in testing the quality of learning and progress.</p> <p>Provide practical support for teachers to become external examiners (training, time to attend exam board meetings).</p> <p>Staff to create own 'pathway', based on evidence, to improve low value added.</p> <p>Implement Early Careers Framework led by faculty managers.</p>	<p>Embed accountability culture in all aspects of line management by staff setting own targets at the start of the year by understanding the profile of their students and national benchmarks.</p> <p>Hold a college wide inspection, sourced externally, to underpin the success of its accountability strategies.</p> <p>Embed Early Career Framework by enabling all line managers to implement it.</p>
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	Outcome targets: Attendance 93%, Retention 91%, Achievement rates 88%, Value added zero	Outcome targets: Attendance 93%, Retention 92%, Achievement rates 89%, Value added +0.10	Outcome targets: Attendance 94%, Retention 92%, Achievement rates 90%, Value added +0.15
Strategic Aim 2 To deliver relevant and meaningful curriculum for every student which meet the needs of students, their aspirations, and the needs of the wider community			
Strategic Objectives	Year 1	Year 2	Year 3
2.1 To respond proactively to national changes in priorities, qualifications, and outcomes	<p>Lead and contribute to the Tees Works development through FE Capacity Building Initiative by becoming formal partner</p> <p>Firm up decisions on the T level and apprenticeship strand/s and introduce the in-year recruitment drive.</p> <p>Identify 5 employers related to the strand.</p> <p>SLT to brief governors and college managers on the timescale for defunding BTECs s and exit strategy for each BTEC at risk.</p> <p>In preparation of the defunding of BTECs from 2023, offer 'flight paths' to BTEC applicants who have Gscore</p>	<p>Deliver 'underpinning employability skills' to support higher level jobs for young people in the South Tees Business strip.</p> <p>Start the delivery of T level strand/s as applicable to the chosen sector.</p> <p>SLT to brief governors and college managers on the timescale for defunding BTECs and exit strategy for each BTEC at risk.</p> <p>Monitor the impact of any knowledge gaps among year 12s and offer master classes in facilitating and STEM subjects.</p> <p>Review and add to the tutor programme to strengthen its input in developing young people holistically for careers, learning and pastoral self-help strategics – as</p>	<p>Explore and implement a new programme on green and clean energies including those delivered as A levels</p> <p>Monitor and share the impact of T level delivery and formulate three-year plan for T levels.</p> <p>Offer summer college to students with predicted low grades of the new intake in preparation for their enrolment on A levels.</p> <p>Identify further 5 employers to work with the college on suitable routeways for T levels and apprenticeships.</p> <p>Establish students' forums to critically analyse the impact of</p>

	<p>around 3.8 to take up A levels in law and business at enrolment.</p> <p>Measure the base knowledge of year 12 earlier in the year and put in place necessary interventions by modifying schemes of work.</p>	<p>pots -covid development, focus on oracy skills and public speaking.</p>	<p>pastoral services and tutor programme.</p>
<p>2.2 To engage with key stakeholders in the local area to identify, understand and respond to their needs</p>	<p>Introduce a consistent approach to Careers' Academy for students on both sites. Engage 30 employers across both boroughs to support the programme. Target 20 students at Stockton and 40 at Prior.</p> <p>Work with SFCA network to share 'tested' good practice at regional and national events.</p> <p>Continue to lead on ad support 14-19 Partnership network of Redcar and Cleveland.</p>	<p>Deploy additional work experience staffing to increased links with employers to support employability for all students and the vocational qualifications.</p> <p>Implement regular contact with each faculty and relevant sector employers and create small employer networks in each faculty for speakers, work placements and future employment.</p> <p>Undertake a formal consultation with local heads on the intent of curriculum and transition and absorb findings in the college strategy.</p>	<p>Put in place 14-19 partnership in Stockton and lead on the NEETs and widening participation issues facing young people in Tees Valley.</p> <p>Secure representation on Tees Valley's Work Based Providers' Network.</p>
<p>2.3 To enrol with transparency enabling all students to achieve and progress</p>	<p>Maintain and further develop close links with the schools' independent advice and guidance personnel. Outline career pathways based on subject combinations and share with schools and parents through assemblies and the IAG link.</p>	<p>Review entry criteria of A level subjects to support transition in the face of defunding of BTECs.</p> <p>Embed transitional arrangements with schools through liaison teams.</p>	<p>Review transitional arrangements with schools through liaison teams.</p>

	<p>Develop curriculum links with schools by repositioning Stockton liaison and increasing teacher led activity in schools for year 10 and 11.</p> <p>Undertake research to define what will attract young people to Stockton and what their needs are.</p>	<p>Re-establish information sharing from schools for students with EHCP and learning needs.</p>	
<p>Strategic Aim 3: To deliver a relevant programme for 16-18 years old and adults through Endeavour faculties which meets the needs of students and the community</p>			
Strategic Objectives	Year 1	Year 2	Year 3
<p>3.1 To best use the adult education budget to contribute to local needs and ambitions</p>	<p>Target 70% of adults to be on unemployment benefits and from disadvantaged post codes.</p> <p>100% of funding to be used.</p> <p>Further 3 outreach venues in rural locations and Middlesbrough.</p> <p>Increase level 3 students by 30.</p> <p>Introduce evening provision at Stockton (2 programmes).</p>	<p>Target 80% of adults to be on unemployment benefits and from disadvantaged post codes.</p> <p>110% of funding by bidding for growth.</p> <p>Further two outreach locations in Stockton.</p> <p>Increase level 3 students by 40.</p>	<p>Target 85% of adults to be on unemployment benefits and from disadvantaged post codes.</p> <p>120% of funding from original allocation bidding for growth.</p> <p>Further 3 outreach locations in Redcar.</p> <p>Increase level 3 students by 50.</p>
<p>3.2 To contribute to the special education needs priorities identified by each local authority for students with learning needs or EHCP</p>	<p>At Prior, accommodate the growth of additional 40 students with a mixture of on and off-site provision.</p>	<p>Map classroom and work-based provision in a way that the Prior college accommodates further 30 young people (post 16) SEN students.</p>	<p>Review intent of curriculum for Educational Health Care Plan (EHCP) students and communicate curriculum offer to Tees Valley</p>

	<p>Undertake a thorough analysis of Coverdale Building utilisation for future growth.</p> <p>Expand Elective Home education (EHE) and EHCP provision by another 15 students to meet the local needs.</p> <p>Fully embed CPOMs (safeguarding software) in mapping and communicating the needs of EHCP and other vulnerable students at the start of every year.</p> <p>Re-establish the process with schools to receive EHCP information at the start of the year for the following year intake.</p> <p>Overall target for level 1/EHCP students: PPC 150, SSFC 15 Implement CPD for learning support staff and a strategy to improve engagement with learning and learners holistically.</p>	<p>Establish service level agreements with special schools and local authority for transition and access to commissioned provision.</p> <p>Undertake an internal inspection of EHCP provision on both sites and action identified on areas of improvement.</p> <p>Prepare a progress report for college, external partners, and governors on current progress future plans on provision for EHCP students and local needs.</p> <p>Overall target for level 1/EHCP students: PPC 160, SSFC 20</p>	<p>providers and North Yorkshire for both colleges. By third year target to sustain 20 EHCP students at Stockton and 100 at Prior.</p> <p>Establish strong outreach centre in Middlesbrough where students are unable to travel to either site with a capacity to accommodate 20 full time students every year.</p> <p>Overall target for level 1/EHCP students: PPC 170, SSFC 30</p>
<p>3.3 To offer a suitable pathway for students to progress to further learning who do not have a secure level 2 at the age of 16</p>	<p>Target to recruit 40 level two students at Prior and 45 at Stockton (in line with market share of level 2 post-16 students).</p>	<p>Target to recruit 40 level two students at Prior and 50 at Stockton (in line with market share of level 2 post-16 students).</p>	<p>Target to recruit 40 level two students at Prior and 50 at Stockton (in line with market share of level 2 post-16 students).</p>

Strategic Aim 4: To enhance the well-being of students and staff			
Strategic Objectives	Year 1	Year 2	Year 3
4.1 To listen to and respond to student and staff feedback	<p>Review methods used to capture students and staff surveys by consulting the recipients of this.</p> <p>Increase participations rates up to 70% for students and staff surveys.</p> <p>Introduce consistent feedback mechanisms on both sites with parents, employers, schools, and local authorities.</p> <p>Develop a wider range of opportunities for staff and student feedback.</p>	<p>Implement a wider range of opportunities for staff and student feedback.</p> <p>Conduct surveys with external stakeholders including parents twice a year and feed into the self-assessment reviews and improvement plans.</p> <p>Refresh the publication of 'what you said and what we did' after each survey.</p>	<p>Embed forums run by staff and students for regular feedback to SLT how curriculum offer, and impact should be improved further for students (three times a year).</p>
4.2 To reduce bureaucracy and workload	<p>Rationalisation and consolidation of data systems to improve workflows for students' attendance and performance tracking.</p> <p>Review the meetings calendar and remove unnecessary meeting times.</p> <p>Reduce bureaucratic element in Self-Assessment Review process by introducing recorded teams meeting for subjects and faculties.</p>	<p>Explore and implement innovative ways of marking and issuing feedback on students' work with classes larger than 20.</p> <p>Set up sharing of planning documents and resources cross-site for 8 subjects with similar exam boards.</p> <p>Align level one and two curriculums for cross internal moderation on both sites.</p>	<p>Set up staff working group to review how prepared college is for an inspection and impact assessment on full and part time staff.</p> <p>Rationalise twilight and evening work for staff and managers.</p> <p>Align new development such as T levels and apprenticeship cross site to equitably share responsibilities of workload.</p>

	procure staff welfare and mental health by deploying mental health first aiders, reintroduce welfare day, well-being and fitness training and explore ways to reward staff.	Annual welfare programme comprising mental health first aid service, welfare days, well-being and fitness training and reward strategy.	Annual welfare programme comprising mental health first aid service, welfare days, well-being and fitness training and reward strategy.
4.3 To foster an ambitious yet supportive culture within a diverse and inclusive community	Devise and pilot series of events with parents and local schools to celebrate diversity and inclusive communities.	Embed events in the music, art and design of the college activities reflecting diverse communities.	Identify and engage the college alumni and former staff from diverse backgrounds to celebrate their achievements.
4.5 To collaborate with our partners to develop innovative approaches to dealing with mental ill health	<p>Take part in the work that NHS and local authorities are undertaking in shaping the mental health services for next three years.</p> <p>Secure membership of multi-agency partnerships for mental health for College Designated Safeguarding Leads (DSL) leads from both sites.</p> <p>Deploy support from the Trust wide appointment for therapeutic and welfare service for students and staff at Stockton.</p> <p>Reintroduce the term -end staff welfare day at both sites.</p> <p>Audit if all staff have conducive, airy and healthy working environment.</p> <p>Continue to work with JCC.</p>	<p>Offer staff development to all staff on mental well-being and self-help strategies.</p> <p>Deploy support from the Trust wide appointment for therapeutic and welfare service for students and staff at Stockton and Prior.</p> <p>Continue to work with JCC.</p> <p>Deploy part of PD days to share good practice between peers on stress management and mutual support networks.</p> <p>Make investment to improve the working conditions and office environment to make it conducive, airy and healthy working space for teachers and support staff.</p>	<p>Develop an internal interactive resource for staff based on 'Kooth' on an app which can be accessible all the time.</p> <p>Invest in staff with incentives to support and mentor peers who find work/life balance difficult to manage.</p> <p>Continue to work with JCC.</p> <p>Fully embed the improvements in the working conditions and office environment so it is conducive, airy and healthy environment for teachers and support staff.</p> <p>Formal partnership with another sixth form college, with shared financial investment, to support training and resources for mental well-being.</p>

Strategic Aim 5**To secure a sustainable and successful future for the college**

Strategic objectives	Year 1	Year 2	Year 3
5.1 To set up and execute a short-term and long-term plan to increase student intake at Stockton site	<p>Appoint an external research body to (1) map and analyse current competition against the college offer and (2) through data collection evaluate the reasons what makes Stockton the first-choice organisation (3) why year 11s decided to go elsewhere. (applications data held for three years for such analysis.</p> <p>Establish a clear identity for Stockton through relaunch and publicity campaigns.</p> <p>New structure for liaison - revitalise relationship with schools; subject focused input; increased investment in liaison work.</p> <p>Target to secure an average of 350 application from Sep-Dec, 250 from Jan to March and another 100 for the rest of the year <i>(these targets proposed at the point of consultation but current recruitment showing low enrolment thereby constituting a small year 12 on 17/09/21)</i></p>	<p>Increase recruitment from 550 to 570 by keeping year 12 retained as well as increase share from partner schools.</p> <p>Work with the Trust to identify and secure options and finances for either a new build or remodelling of current space.</p> <p>Embed the new structure for liaison in schools by developing personalised working relationship with school staff.</p> <p>Target to secure an average of 370 application from Sep-Dec, 260 from Jan to March and another 100 for the rest of the year.</p> <p>Increase enrolment numbers by 10% in STEM recruitment at both sites exploring the innovation of green technologies. Draw upon the governor link to promote engagement with 'technology powerhouse' and STEM academia.</p>	<p>Increase recruitment from 570 to 590 by keeping year 12 retained as well as increase share from partner schools.</p> <p>Work with the Trust to manage the building transition.</p> <p>Review the liaison infrastructure and restructure the team – allocate 5% of the college funding in marketing and liaison.</p>

	<p>Contact made with every school IAG specialist and cultivated for regular careers/raising aspiration input into years 9, 10 and 11 – built upon the current work carried out by the Trust's Careers Co-ordinator in schools.</p> <p>Develop and implement the cultural capital strategy for the college with a particular focus on integrating arts into other subjects.</p> <p>Fully explore the possibility to relocate college in Stockton Town Centre to rebrand sixth form and reach out to new target groups. The new build will provide a modern facility that currently Stockton does not offer due its size and age.</p>		
<p>5.2 To consolidate a strong infrastructure at Prior to absorb the growing numbers</p>	<p>Take a stock of growth in September 21 and re-evaluate the SLT structure for 2022.</p> <p>Undertake feasibility study of room usage and maximise the space by timetabling cross-faculty subjects.</p> <p>Audit the IT facilities and technological pressures to conclude if suitable.</p> <p>Work with transport companies to refocus buses where growth is felt</p>	<p>Implement new structure for teaching and management for 8% growth.</p> <p>Increase the non-pay investment in facilities, building and resources by 4%.</p> <p>Reduce the reprographic costs by half to reinvest in e-books and digital resources that can be used on both sites.</p>	<p>For further 4% growth, bringing the overall numbers to 1450, develop a three-year recruitment plan outlining priority groups to be served by the college (which does not necessarily mean stricter entrance criteria to curb the demand) and opportunities to expand the buildings.</p>

	for additional facilities and circumvent routes with less demand for better financial output.		
5.3 To work collaboratively to improve standards and opportunities with the Trust and its entities	<p>Implement the Trust's plan in developing ATS and NPQML (for preparing management leaders) schemes.</p> <p>Allocate designated time and roles for college staff to support other entities: Prevent, safeguarding, E&D, Ofsted, SEN provision, STEM, raising aspirations.</p>	<p>Joint events on E&D celebration, staff development and mental health.</p> <p>Work with SFCA on its Aspiring Principals' programme and share with other entities.</p>	<p>Have designated managers/SLT members with designated expertise to work on Trust's new interest.</p> <p>Seek constructive criticism from other entities to ensure the college is reaching its aspirations of outstanding provision.</p>
5.4 To identify and address financial risks associated with lack of roll as well as cash flow impact of lagged income	Work with CFO to review curriculum, staffing and resources for lagged impact on cost and saving.	Work with CFO to review curriculum, staffing and resources for lagged impact on cost and saving.	Work with CFO to review curriculum, staffing and resources for lagged impact on cost and saving.
5.5 To recruit and retain talented staff	<p>Advertise and target nationally for all posts.</p> <p>Start peer mentoring scheme which is based on teachers' subject knowledge and pastoral credentials.</p> <p>Audit of support staff skills requiring for next step/progression.</p> <p>Continuing professional development plan to incorporate subject knowledge, assessment & standardisation, managerial and wellbeing training.</p>	<p>Identify and coach future middle managers for DFMs and FMs posts.</p> <p>Collaborate with the 'formal' sixth form college partner for subject links to view what challenges outstanding provision brings for teachers and managers in the interest of their workload and welfare.</p> <p>Offer long term training opportunities to support staff.</p> <p>Run a year-long action research to observe working patterns, barriers</p>	<p>Provide interim management opportunities for aspiring staff (teachers and support).</p> <p>Embed support staff training in the annual cycle.</p> <p>Early careers framework Plan.</p> <p>Implement the recommendations from the action research.</p>

	Early Careers framework plan.	and feedback from a set of new and existing staff. Early careers framework plan.	particularly on the issue of what incentivises talented staff.
5.6 To mitigate as far as possible disruption to normal operations by security or health and safety issues	Redevelop the security and health and safety policies to ensure currency to reflect any fluctuation in students/staff numbers.	Scenario plan and test the security and health and safety policy.	Review the security and health and safety policies to ensure currency.
5.7 To understand the college's carbon footprint on environment and take constructive action to reduce waste, increase recycling and promote green culture.	Add and implement a climate change and environmental awareness in tutor programme. Introduce CPD for staff on identifying and leading on green initiatives with students.	Measure the carbon footprint and put in place strategies to reduce it by setting realistic targets and actions.	Embed the awareness and knowledge building of environmental civic leadership in each subject and establish links with 'green' think tanks.