

ACCOUNTABILITY STATEMENT 2025/2026

Link: <https://newbury-college.ac.uk/documents-and-transparency-information/235-annual-accountability-statement>



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PURPOSE

We believe in: 'Creating opportunities to transform lives'. The purpose of our college is to meet the education and skills needs of the economy, by providing learning opportunities which transform career and life chances. As a leading educational provider for our community, our core intent is to deliver 'careers not courses'. This means that we will support learners to identify, plan and achieve their career goals, through the acquisition of the skills they need to succeed. Listening to the views of our learners, staff and stakeholders is at the heart of ensuring the development and quality of our provision.

The College and University Centre Newbury (UCN) aim to deliver the education and skills required to meet the needs of business and the aspirations of our local community. The curriculum offer is built upon both an understanding of the skills required in the regional economy and on the demand for education and training from local people. The skills offer is underpinned by two key concepts:

- Careers not courses – the intent of our offer is to enable all learners to access, or to progress with, their chosen career, rather than simply undertaking a particular course of study.
- Progress – our '3 5 7' approach supports learners to progress through different levels of study, to achieve the highest level of qualification which supports their career aspiration; typically for three, five or seven years.

We also work in partnership with other organisations, to enhance our offer to learners and increase our ability to meet the skills needs of employers. This includes a collaborative approach with a range of other providers such as universities, colleges and training providers, where this supports the expansion or diversification of provision in accordance with our Strategy.

VALUES

How we aim to behave...



A - ASPIRATION

- being ambitious for individuals and for the quality of provision
- inspiring innovation and creativity



I - INTEGRITY

- acting with uncompromising integrity in everything we do
- taking responsibility for own development



R - RESPECT

- listening to all members of the College community
- fostering a culture of respect for their rights, differences and liberties

STRATEGIC OBJECTIVES

Our strategic objectives are to deliver Excellence in our learning, in our support; for our people and our partners and to be sustainable in how we invest and for the future.



CONTEXT AND PLACE

What we do...

Career Academy	Full time programmes for young people and adults
University Centre Newbury (UCN)	Degree level and higher professional programmes
Apprenticeships	Skills in the workplace
Adult Learning	Development opportunities for adults
Foundation Learning	Developing skills for independence and employability
Online Learning (Study Online)	Skills development online

Newbury College is a general further education college based in Newbury, West Berkshire. The college is based on one main campus with some specialist provision for young people at other locations in the region. The College offers a wide range of programmes for adults, young people and apprentices from entry level to level 7. In 2024/25 the college has approximately 3,800 students, of which 373 are apprentices, 1096 are students aged 16 to 19 years, and the remainder are adult students.

The College travel-to-learn area is defined as ‘urban with significant rural’ (ONS, 2017) and includes West Berkshire (Newbury, Hungerford and Thatcham), Reading, North Hampshire and South Oxfordshire. There are eight local secondary schools within 10 miles of the college, five of which have sixth forms. Using the main ‘Progress 8’ measure for GCSE (Key Stage 4) performance, one school has performance well above the national average, two have above average performance, two have average performance, one has below average performance and two have well below average performance.

Between the 2001 and 2021 censuses, West Berkshire’s population increased by 5% to over 160,000. Demographic changes mean that the numbers of young people aged 16-19 will continue to increase for the next four years. The local housing plan for 1,000 new homes near to the College on the Sandford Park development may also boost student numbers in future years, along with the development of housing as part of the College strategy for the sale of land to the East of the campus.

The geographical reach of an LSIP, in a region that does not have, for example, a large, combined authority, has been the subject of diverse views. It has been agreed that the definition of the ‘Thames Valley’ will be the footprint of the Thames Valley Chamber of Commerce, who are the organisation chosen to lead the development of our regions LSIP.

The geographical area chosen was also informed by discussions with employers who were less concerned about administrative or democratic boundaries and more interested in how identified acute and chronic skills needs across the area might benefit from collective effort across regions.

The map below outlines the area for the Thames Valley Local Skills Improvement Plan and associated colleges in the area.

Map 1 Administrative Boundaries and Providers

The first map sets out the geography of the Thames Valley split into the constituent counties with the motorways and the Thames identified, and plots the location of every FE provider with at least 20 achievements in 2019-20, as well as all universities.



Specific economic and social characteristics identified by our Local Skill Improvement Plans identified the following;

- Oxfordshire & Berkshire have a high concentration of SMEs, which account for more than 99 % of all businesses in the county so employer demand for training is often fragmented and difficult for Education and Training Providers to respond to in a cost-effective way.
- According to the 2019 English Indices of Deprivation, 17 of 61 wards in Oxfordshire are the most deprived in England. The city of Oxford is the second most unequal place in the UK (source: Cities Outlook 2022 | Centre for Cities), in terms of income, housing affordability and life expectancy.
- The proportion of people qualified at Level 3 or above is higher than the national average. Oxfordshire has the highest proportion across all 38 LSIPS
- The employment rate in both region is higher than the national average

APPROACH TO DEVELOPING THE ANNUAL ACCOUNTABILITY STATEMENT

“Leaders have a clear and well-defined vision for the college, which is based around their ethos of preparing students for the world of work, known as ‘careers, not courses’. They realise this through effective collaboration with a wide range of appropriate stakeholders, including employers, the chamber of commerce, the local authority, and the local enterprise partnership (LEP), to gain a secure understanding of the skills needs in the local area and wider region.” Ofsted (June 2023)

To understand local need when planning our curriculum the College aims to engage as many stakeholders and key partners as possible. Across the region we work with Thames Valley Chamber of Commerce, Thames Valley Berkshire Local Enterprise Partnership including the Skills Advisory Panel, LSIP, Workforce Development Partnerships and employer forums to gather information on skills needs. This is supported by the engagement we have with employers and local businesses through our sector specific forums and roundtable events and discussions. Our employer engagement team works with employers to identify skill gaps through training needs analysis and our curriculum areas work with employers to ensure their needs are embedded into the design and planning of curriculum. Our agile approach ensures that we can cater for bespoke and individualised requirements, whilst ensuring we are best placed to support emerging needs.

This information, alongside data from sources such as Labour Market Intelligence (LMI) and the Association of Colleges (AoC), informs the annual Curriculum Planning process and stakeholder engagement drives in-year decisions for each curriculum area. Our board receives regular updates and reports on how we are performing against our targets in relation to the skills agenda and this academic year we have built upon the positive skills sub-judgement feedback we received from our recent Ofsted inspection.

The Plan is informed through engagement with stakeholders from the following groups;

CIVIC

We are aware of our duty to collaborate with other local providers in the area when reviewing provision. We have long-established collaborative working with other partners including the Employer Representative Body (ERB) for Berkshire and Oxfordshire (Thames Valley Chamber of Commerce). This has included close partnership work driven by the Local Skills Improvement Fund (LSIF). In 2025, this collaboration has evolved into a new Thames Valley FE Partnership across Berkshire and Oxfordshire. This group allows key representatives from FE Colleges across the region, with the ERB and other partners, to discuss their goals and objectives for skills growth, identifying areas in which greater collaboration would help.

We also work collaboratively with the ERB in Berkshire and Oxfordshire through the LSIP Workforce Development Partnerships across identified priority sectors to co-create solutions for skills and workforce development.

The Local Skills Improvement Plans (LSIP) for our regions are key to our strategy and we have successfully delivered new curriculum under the Local Skills Improvement Fund (LSIF) in sectors of high priority skill needs such as AI and Building Energy Systems.

The College's approach to identifying the key priorities and target outcomes included in the annual accountability statement is to build on the strong relationships developed with the Thames Valley Chamber of Commerce, Thames Valley Berkshire Local Enterprise Partnership including the Skills Advisory Panel and employer forums to gather information on skills needs.

EDUCATION PROVIDERS

The College regularly works closely with regional Further Education (FE) and Higher Education (HE) providers on collaborative projects such as Skills Bootcamps, Local Skills Improvement Fund (LSIF) projects, Workforce development partnership meetings and Thames Valley Chamber of Commerce events. Providers discuss their provision to ensure that courses delivered in the region are complementary and not overly competitive, thus ensuring learners and employers can be signposted to the most relevant provision for their needs. We have worked on collaborative projects with independent training providers, an example of this can be seen with launching new provision such as Building Services Engineering apprenticeships. We work with colleges and local 6th forms by supporting their Information, Advice and Guidance (IAG) to ensure that students understand the broad range of programmes on offer to them, including T Levels and Apprenticeships.

The College works closely with numerous schools within the region to develop the curriculum offer. This includes partnership work with the St Bartholomew's, Castle and Brookfield Schools. These schools have supported the development of the Foundation Learning pathways (Connect, Focus and Engage) and the linking of the Key Stage 4 extracurricular provision to the 16-19 vocational offer.

We work with our university partners to ensure that our provision meets emerging skills needs, for 2025-26 there will be the introduction of a new top-up L6 Degree in Sport Coaching and Entrepreneurship as a progression route from the HND Sport and Exercise Science.

EMPLOYERS

The College works with a range of employers who help to steer the curriculum to meet local skills needs, design the curriculum offer, provide talks, placements and progression opportunities to students and support with funding opportunities. We hold our own skills advisory events with employers. The college's apprenticeship provision is graded as outstanding by Ofsted (June 2023) and highlights the outstanding work the college does with employers to build a curriculum that is responsive to their needs. Ofsted noted that "Leaders and staff work closely with employers to ensure that the curriculum meets the needs of apprentices and their workplaces".

COMMUNITY

The College collaborates closely with West Berkshire Council and local secondary schools to support students with high needs and those not yet in education, employment or training (NEET). This is in collaboration with the council's post 16 education lead and SEND further education lead. The college are also collaborating with the council to implement resources that support the expanding sports curriculum offer and the local community. The council have a developing strategy around young adults' fitness and healthy living and see the college as a significant partner in supporting the implementation and impact of young adults' development in these areas; including work experience opportunities and partnership work with council sponsored and national organisations such as Everyone Active, Berkshire Youth, Sports England and the Football Foundation.

CONTRIBUTION TO NATIONAL, REGIONAL, LOCAL PRIORITIES

The Skills Strategy is developed to meet the needs outlined in national, regional and local skills priorities. This has been underpinned by national policy that is linked to the following fundamental key pillars:

- Employers at the heart of the post-16 skills system
- Provision that supports access and progression onto advanced and higher technical skills
- Supporting students across all age groups allowing for career progression (3,5,7 approach)
- Being responsive to local needs and ensuring these can be mapped into the funding offer
- Developing more modular Higher Education (HE) provision to support the 'lifelong learning entitlement'
- Creating and developing outstanding teaching across all levels and provision

Sector	Local Priority	National Priority	Priority Transferable Skills	Current contribution	Future Development / Target Outcomes
Construction	✓	✓		Provision is delivered through T Levels, study programmes, and apprenticeships from Level 1 to Level 3. In 2024–25, the Level 3 Building Services Engineer Apprenticeship was developed, with 9 apprentices starting in January 2025.	Expansion of full-time Carpentry provision to meet local demand. Growth in T Level Building Services Engineering (Electrical and Plumbing) courses.
Manufacturing	✓	✓		Our provision in manufacturing is strong, with options from Level 3 to Level 6, primarily through apprenticeships and higher education.	The Manufacturing Degree Apprenticeship becomes integrated in 2025–26 which we are prepared for, and we will be promoting this model to encourage an increase in apprentices in this area.
ICT	✓	✓		We currently deliver the T Level in Digital Support Service. ASF funding was utilised to develop more Digital Courses for Adults in 2024–25. Employers have not expressed an interest for the College to run Apprenticeships in this sector.	Increase the number of learners studying the Cyber Security pathway of the T Level in Digital Support and Security in 2025–26. New curriculum design for Foundation to T Level Digital programme to boost progression into the T Level.

Sector	Local Priority	National Priority	Priority Transferable Skills	Current contribution	Future Development / Target Outcomes
Health and Social Care	✓	✓		Offering the NCFE CACHE Level 3 Extended Diploma in Health and Social Care. Short courses and Excel programmes support the NHS and healthcare providers locally and regionally.	We are engaging with employers to better understand local skill needs and how we can best support these needs.
Haulage and Logistics	✓	✓		Level 2 Study Programme and Level 3 Apprenticeship in Motor Vehicle Provision.	Engaging with regional FE providers and workforce development partnerships to tailor offer. Investigating offering Level 2 motor vehicle as changes in the Standard to encourage more employers to utilise the apprenticeship route for their training.
Engineering		✓		Provision from Level 2 to Level 7, including study programmes, apprenticeships, higher education, and Skills Bootcamps. Strong Engineering Skills Bootcamps support local employers in upskilling their workforce. The Embedded Electronic Systems Design and Development Engineer Degree Apprenticeship (Level 6) commenced in September 2024 with 7 apprentices enrolled.	Consolidate Engineering programmes through a partnership with a new university provider, enabling progression via Integrated Degree Apprenticeships.
Science and Mathematics		✓		Offering Access to HE Diplomas in Paramedic Science and Science, with many students funded through Advanced Learner Loans. Maths courses delivered for adults under ASF funding.	Further development of mathematics provision through ASF funding.

Sector	Local Priority	National Priority	Priority Transferable Skills	Current contribution	Future Development / Target Outcomes
Health and Life Sciences	✓			Level 2 and Level 3 Health and Social Care study programmes available. A suite of online courses supports adults studying health-related subjects under ASF funding. Access to HE courses offered in Health and Social Care, Nursing and Midwifery, Paramedic Science, and Science.	Consider developing higher education offerings as progression routes from Access to HE programmes.
Screen Industries	✓			The T Level in Media, Broadcast and Production commenced in 2024–25 with 7 students. Currently delivering transferable skills identified by the LSIP, including office functions like accounting and trades such as carpentry.	As a new provision, aim to grow the T Level in this area. Through workforce development partnerships, seek to create opportunities in secondary skill areas with employers to highlight available roles.
Leadership and Management			✓	Provision from Level 3 to Level 6, including Coaching qualifications in Sport.	Chartered Manager Degree Apprenticeship. A new Level 6 top-up degree in Sport Coaching and Entrepreneurship is set to start in 2025–26 with 16 students.
Skills for a Net Zero Economy			✓	Offering pathways in renewable energy and plumbing. The Level 3 Building Services Engineer Apprenticeship was developed, with 9 apprentices starting in January 2025.	Develop programmes in Building Energy Management Systems (BEMS), Building Services, and Low Carbon Heating Technician roles.
Digitalisation			✓	LSIF-funded Artificial Intelligence (AI) course and digital skills programmes under ASF funding. An AI short course commenced in February 2025	Develop additional AI courses and expand the ASF-funded digital curriculum.
Business and Professional			✓	Offering Accountancy courses from Level 2 to Level 4 and Business Administration programmes.	Introduce the T Level in Marketing for delivery starting September 2025.

OBJECTIVES

Objective	25/26 Target Outcome
Restructuring curriculum areas under subject skills areas to align curriculum development to the skills agenda.	Increase provision across areas of skills needs in the local and regional area and designing the specific transferable skills into 100 % of subject areas.
Sharpening curriculum intent by investing in more robust LMI data.	Utilise LMI data to inform employer boards to increase the number of employers stating that our curriculum is meeting their skills needs.
Co-creating curriculum pathways with stakeholders to develop a talent pipeline for local and regional employers, to ensure they have access to future talent that meets their specific skills needs.	Most subject areas will have at least one new progression routes for learners by September 2026.
Investing in 1:1 support for learners to improve their work readiness and personal development across all levels and provision types.	All students will have developed the knowledge skills and behaviours required for their chosen career.
Consolidating our effective employer engagement activities to adapt our curriculum to ensure learners and apprentices learn the skills that they need to thrive in the workplace.	Increase the number of employer boards and ensure every subject sector area has an employer board. Every subject sector area will have an employer sponsored project.

LOCAL NEEDS DUTY

Section 52B of the Further and Higher Education Act 1992 places a duty on governing bodies of institutions in the further education sector to review how well the education or training provided by the institution meets local needs, and to consider what action might be taken in order to meet those needs better.

Newbury College/ UCN Board of Governors have conducted a review of the 2024/25 curriculum plan and evaluated how well it meets current local skills needs and appraise our preparedness for emerging needs in the future. This review was undertaken through engaging key external stakeholders and college leaders. It also takes into account the relevant findings and themes from our most recent Ofsted report and our Local Skills Improvement Plan (LSIP).

The College will continue to work collaboratively with our regional education providers to ensure that the offer is defined and addresses the needs of local employers and the priorities set out in the LSIP. This approach will ensure that we collectively fulfil those needs and avoid over saturation of sectors where possible. The College will continue to support educational partnerships, initiatives and projects across the region and build upon the positive relationships we have with our local education providers. This accountability statement was produced in consultation with these providers and by building on the existing strong relationships we already have we will work to ensure local needs are met by continuing the strong collaboration with stakeholders in the region.

The College has regular representation at LSIP Project Board Meetings, at which we review collaboration and provision with other partners including the Employer Representative Body. This meeting allows key representatives to discuss their goals and objectives for skills growth in Berkshire, identifying areas in which greater collaboration would help. The agenda has included a review of the success of collaborative projects funded through the Strategic Development Funds and Local Skills Improvement Fund. The Berkshire LSIP has concluded that there are gaps in provision for some priority sectors requiring further development and engagement with employers. We are working collaboratively with the ERB through the Workforce Development Partnerships (WDP) to do this.

CORPORATION /GOVERNING BODY STATEMENT

On behalf of the Newbury College corporation, it is hereby confirmed that the Corporation conducts reviews in line with the local needs duty and confirms the plan.

This annual accountability statement sets out an agreed statement of purpose, aims and objectives as approved by the corporation at their meeting on 23rd June 2025.



Sally Osmond
Chair of the Corporation

SUPPORTING DOCUMENTATION

ANNEX 1: NATIONAL SKILLS NEEDS IDENTIFIED IN 'INVEST 2035: THE UK'S MODERN INDUSTRIAL STRATEGY' (2025)

Sector	Description
Advanced Manufacturing	One of the world's largest manufacturing sectors and the fastest productivity growth in the G7 between 2010 and 2021, and a £216 billion output in 2023.
Creative Industries	World renowned creativity, from music to films, games to fashion; one of the fastest-growing sectors in every region of the world behind the US and Ireland.
Clean Energy Industries	Rapid growth in global demand for low-carbon products; worth an annual export opportunity of £1tn for British businesses in the period from 2021 to 2030.
Defence	Ministry of Defence spending supports around 434,000 jobs across the UK; equivalent to 1 in 60 UK jobs.
Digital and Technologies	3rd country in the world to have a tech sector valued at over \$1 trillion.
Financial Services	UK fintech firms won more investment than those in the next 28 European countries combined.
Life Sciences	Home to a strong sector of over 6,800 life sciences businesses in 2021/22 that generated over £100 billion worth of turnover.
Professional and Business Services	2nd largest exporter of professional and business services in the world, generating £174 billion in exports in 2023 and 20% of all UK exports, plus 1 in 7 jobs.

The sectors shown, with the addition of Construction and Health have been identified to nationally have high volumes of:

- vacancies which are expected to increase
- long term structural barriers to recruitment
- retention and progression challenges.

ANNEX 2: LOCAL SKILLS NEEDS BY SUBJECT SECTOR AREA

SSA	Area Covered	Predicted % Growth 2023-28	Largest areas of growth (Occupations/Job Vacancies) related to curriculum	Top specialised skills advertised for	Top common skills advertised for
1 Health & Social Care	Berkshire	6.80 %	Care Workers & Home Care Workers (15.86 %) Housekeepers and Related Occupations (10.56 %) Cleaning and Housekeeping Managers and Supervisors (10.33 %) Nursing Auxiliaries & Nursing Assistants (6.25 %) Welfare and Housing Associate Professionals n.e.c. (12.05 %) Housing Officers (7.02 %) Senior Care Workers (14.15 %) Social Workers (10.77 %) Care Escorts (10.7 %) Counsellors (6.37 %)	Autism Spectrum Disorder Child Protection Cooking Learning Disabilities Medication Administration Mental Health Personal Care Psychology Risk Analysis Social Work Working with Children	Communication Management Planning Teaching Teamwork Organisational skills Interpersonal communications Enthusiasm English Language Customer Service
4 Engineering	Berkshire	5.60 %	Planning, Process & Production Technicians (15.35 %) Engineering Project Managers & Project Engineers (8.21 %) Skilled Metal, Electrical and Electronic Trade Supervisors (9.17 %) Science, Engineering and Production Technicians n.e.c. (7.81 %)	Project Management Mechanical Engineering Machinery Electrical Engineering Maintenance Engineering Risk Analysis Vehicle Maintenance	Communication Customer Service Detail Oriented English Language Innovation Management Leadership Interpersonal Communications Planning Problem Solving Self-Motivation
5 Construction	Berkshire	5.90 %	Construction and Building Trades n.e.c. (9.31 %) Painters & Decorators (14.15 %) Skilled Metal, Electrical and Electronic Trade Supervisors (9.17 %) Bricklayers (9.57 %) Construction Project Managers and Related Professionals (8.09 %) Carpenters and Joiners (8.22 %)	Construction Carpentry HVAC Project Management Subcontracting Plumbing Field Service Management Risk Analysis	Communication Management/ Leadership Customer Service Detail Oriented Planning Problem Solving Sales Self-motivation Operations

SSA	Area Covered	Predicted % Growth 2023-28	Largest areas of growth (Occupations/Job Vacancies) related to curriculum	Top specialised skills advertised for	Top common skills advertised for
6 ICT	Berkshire	5.60 %	IT Business Analysts, Architects and Systems Designers (6.82 %) Programmers and Software Development Professionals (6.35 %) IT User Support Technicians (5.53 %) IT Operations Technicians (5.64 %) IT Managers (6.15 %) Database Administrators and Web Content Technicians (6.17 %) Web Design (6 %)	Agile Methodology Automation Microsoft Azure Project Management Python (programming language) JavaScript (programming language) DevOps SQL (programming language) Software Engineering Linux Software Development Technical Support	Communication Problem Solving Troubleshooting Customer Service Planning Sales Self-motivation
7 Retail & Commercial Enterprise	Berkshire	5.10 %	Kitchen and Catering Assistants (4.59 %) Restaurant and Catering Establishment Managers (5.33 %) Catering and Bar Managers (4.51 %) Cooks (5.44 %) Publicans and Managers of Licensed Premises (7.74 %) Therapy Professionals n.e.c. (5.42 %)	Restaurant Operation Food Safety and Sanitation Warehousing Cooking Food preparation Mental Health Working with children	Communication Customer Service Management Cleanliness Detail Oriented Enthusiasm Leadership Operations Sales
8 Sport	Berkshire	6.70 %	Sports Coaches 9.9 % Leisure and Sport Managers 4.43 % Air Travel Assistants 21.63 % Sports Players 14.68 % Leisure and Travel Service occupations 7.84 % Air Transport Operatives 21.33 %	Child Protection Lifeguarding Sports Coaching Working with Children	Admin Functions Cleanliness Coaching Communication Customer Service Detail Orientated English Language Enthusiasm First Aid Interpersonal Communications Management Professionalism Operations Sales Teaching

SSA	Area Covered	Predicted % Growth 2023-28	Largest areas of growth (Occupations/Job Vacancies) related to curriculum	Top specialised skills advertised for	Top common skills advertised for
9 Art and Design	Berkshire	9.60 %	Art Officers, Producers, Directors 19.9 % Graphic and Multimedia Designers 8.56 % Photographers, Audio visual, broadcasting equipment operators 16.93 % Clothing, Fashion and Accessories Designers 14.53 % Florists 36.1 % Musicians 22.12 % Dancers and Choreographers 21.95 % Furniture Makers and other craft Woodworkers 10.0 % Public Relations Professionals 9 %	Adobe Creative Suite Marketing Photography Project Management CAD Adobe Photoshop Adobe Illustrator Adobe InDesign Auto CAD Engineering Drawing Graphic Design Autodesk Revit	Communication Customer Service Detail Oriented English Language Enthusiasm Innovation Leadership Management Microsoft Office Planning Problem Solving Sales Research skills Self-Motivation Teamwork Time Management
13 Education and Teaching	Berkshire	3.70 %	Higher Education Teachers 6 % Early Years Education and Childcare proprietors 5 % Further Education teachers 4 % Teachers of English as a foreign language 4 % Education managers 4 % Educational Support Assistants 4 %	Autistic Spectrum Disorders Behaviour management Biology Child Development Child Protection Classroom Management Computer Science Curriculum Development Disabilities Due Diligence Communication GDPR Learning Styles Learning Support Lesson Planning Mental Health Numeracy Personal Care Psychology Working with Children	Communication Adaptability Empathy Customer Service Detail Orientated English Language Enthusiasm Innovation Interpersonal Communication Leadership management Mathematics Mentorship Coaching Constructive Feedback Planning Organisational Skills Resilience Teaching

SSA	Area Covered	Predicted % Growth 2023-28	Largest areas of growth (Occupations/Job Vacancies) related to curriculum	Top specialised skills advertised for	Top common skills advertised for
14 Preparation for life and work	Berkshire	n/a	n/a	Project Management Finance Auditing Marketing Accounting KPIs Invoicing Continuous Improvement Process Customer Relationship Management Mental Health	Communication Management Customer Service Sales Detail Oriented Planning Operations

SSA	Area Covered	Predicted % Growth 2023-28	Largest areas of growth (Occupations/Job Vacancies) related to curriculum	Top specialised skills advertised for	Top common skills advertised for
15 Business	Berkshire	6.20 %	Programmers and software development 6.65 % Buyers and Procurement Officers 8.9 % Vehicle Sales and Advisers 7.09 % Merchandisers 18.35 % Business Research Professionals 9.3 % Creative Industries Managers 7.29 % Purchasing Managers 11.3 % Transport and Distribution Clerks and Assistants 7.02 % Book-keepers, Payroll and Wages Clerks 7.11 % Finance Managers 8.17 % IT Managers 6.15 % Managers and Directors in Retail and Wholesale 9.87 % Marketing, Sales and Advertising Directors 7.84 % Customer Service 5.86 % Advertising and Marketing Professionals 6.66 % Business Sales Executives 5.64 % IT Directors 7.2 % Manufacturing Managers and Directors 6.25 % Office Managers 8.4 % Management Consultants and Business Analysts 8.3 % Personal Assistants 8.0 % Managers in Transport and Distribution 8.62 %	Accounting Agile Methodology Auditing Business Development Business to Business Continual Improvement Process Customer Relationship Management Invoicing KPIs Marketing Procurement Project management Selling Techniques Supply chain management	Communication Admin functions Analytical Skills Budgeting Coaching Customer Service Detail Orientated English language Forecasting Influencing Skills Innovation Interpersonal Communications Leadership Management Microsoft Office Negotiation Multi-tasking Organising Skills Planning Problem Solving Presentations Research Sales Self Motivation Time Management

ANNEX 3: REGIONAL AND LOCAL SKILLS NEEDS IDENTIFIED IN BERKSHIRE AND OXFORDSHIRE LOCAL SKILLS IMPROVEMENT PLANS

- **Oxfordshire LSIP report** - <https://www.oxfordshiresip.co.uk/wp-content/uploads/2023/08/OxfordshireAugustFinal.pdf>
- **Berkshire LSIP Report** - <https://www.berkshiresip.co.uk/wp-content/uploads/2023/08/BerkshireAugustFinal.pdf>



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