

Trinity Sixth Form Academy Admissions Policy 2020/21

1 **Introduction**

- 1.1 There are 300 places available.
- 1.2 Applications will be accepted from current Y11 students wishing to join Trinity Sixth Form Academy (Trinity 6th) in Y12.
- 1.3 Courses are offered at Level 3 in both academic and applied general subjects.

2 **Entry requirements**

- 2.1 Trinity 6th's minimum entry requirements for all applicants are as detailed below:
 - 5 GCSEs at grade 4 or above.
 - A GCSE in English Language/Literature and Mathematics at grade 4 or above.
- 2.2 Subject specific requirements – please refer to the Trinity 6th Prospectus for further details.

3 **Order of priority**

- 3.1 Trinity 6th will offer places to learners in the following order of priority:
 - 3.1.2 **Priority 1:**
Students who attend either Trinity Academy Halifax or Trinity Academy Sowerby Bridge (the secondary Trinity MAT academies within Calderdale).
Students who attend our partner school, Rastrick High School (Calderdale LA)
 - 3.1.3 **Priority 2:**
Other learners

4 **Guidance Meetings**

- 4.1 Consideration will be given to all aspects of the application, as well as places available on requested subjects, before a guidance meeting can be arranged.
- 4.2 All meetings will take place at Trinity 6th Form Academy before an offer of a place is made.
- 4.3 Applications will only be accepted from students who live within reasonable travelling distance of Trinity 6th.
- 4.4 During the guidance meeting students must meet the following criteria:
 - 4.4.1 • A strong commitment to further study and the ethos of Trinity 6th.
 - 4.4.2 • Confirmation that predicted grades that are likely to meet the minimum entry requirements, as well as any additional subject requirements.
- 4.5 Students should bring their latest progress report/mock exam results to the interview
- 4.6 Students should be aware that Trinity 6th staff may discuss predicted grades with their school.
- 4.7 In some cases, we may feel that there are no suitable courses available for the applicant or the applicant will not benefit from our courses and suggest alternative courses elsewhere.
- 4.8 Trinity 6th reserves the right to refuse admission if previous behaviour, attendance, effort, achievement or any other significant factor has cause for concern, even if a conditional offer has already been made.
- 4.9 Trinity 6th maintains the right to withdraw an offer if a student submits false or misleading information, or is involved in misconduct on or off the Trinity 6th site.
- 4.10 Trinity 6th reserves the right to withdraw a course if there are insufficient numbers of students, or to suspend applications for courses which are full. In these cases, applicants will be informed prior to enrolment and suitable alternatives investigated, where appropriate.

5 **Offers**

- 5.1 Offers of a place to study at Trinity 6th are made following interview.
- 5.2 Offers are conditional on achieving the minimum entry requirements and any subject specific entry requirements, where applicable.
- 5.3 Offers are also subject to receiving a satisfactory reference from school, which indicates a good record of attendance, punctuality, general behaviour and attitude to learning
- 6 **Late Applications**
- 6.1 Any application received by Trinity 6th after the application deadline will be considered a late application and the student will be placed on the waiting list.
- 7 **Appeals Process**
- 7.1 If an applicant wishes to appeal with regard to any decision he /she is advised to make the case in writing to the Principal within two weeks of the decision.
- 7.2 The Principal has the sole right to receive appeals and will make the final judgement in relation to appeals about admissions.

Trinity 6th Form Academy (TSFA) – Mission and Vision:

- To equip young people with the necessary knowledge, skills and behaviours to become ‘Life Ready Learners’.
- To be the leading 6th Form provider for students in the Calderdale region, uncompromising in our ambition.

Our core Professional Standards, at the heart of everything we do, consist of:

- Mental Toughness
- Attention to Detail
- Work Ethic
- Integrity

We see the relationship between staff, students and parents/carers as a team approach. Integrity forms the foundation for all decisions; we are on the journey together and will do everything we can to ensure that our students are life ready.

Process of enrolment:

- Doors open at 9:00 to all, or just to priority 1 (11:00 or 12:00 start for priority 2 and a third slot for late applicants)
- Enrolment meetings take place on a 2:1 ratio
- The guidance meeting tracking spreadsheet is used to identify priority on entry – those at 2 and 3 have to wait to see a member of the enrolment team.

Considerations:

If we open the doors to all students at the same time, how do we prioritise places? If we stagger it, do we potentially lose students to other colleges?

Staggered time approach:

- Do we stagger the day so that priority 2 come an hour or two hour after priority 1? We would need to stipulate in our policy that the extra time given to priority 1 is the only guarantee they get of getting a place (with the min grades). Is there a danger that a priority 1 student, who gets the grades, does not get in because they arrive for enrolment at 17:00 for example? If students are on holiday and miss enrolment are they penalised (yes in my opinion because a family member could enrol on their behalf)

Maybe list approach:

- We meet everyone (priority 1, priority 2 and late applicants) and only enrol priority 1 students up until a specific time. Then we go through the spreadsheet and call the priority 2 and late applicants offering them places? The danger here is that in the meantime, students may have gone elsewhere. This gives us lots of time to choose priority 2 and 'Lates' carefully – we could get a good spread of students from an APS on entry point of view

Ranked from guidance meetings approach:

- Do we come up with a way of ranking students on guidance meetings so they effectively get a score (attendance, grades, ATL, extra-curricular, disposition, traveling distance). Then when they arrive on enrolment day, we use this information in selecting whom we are allowing in and who we are not. Would this mean that we could turn away a priority 1 student over a priority 2? This is possibly a good thing but might leave us open to complaint. I could see this leaving us open to criticism.