

Developing Life Ready Learners

Student Induction Guide



Maps of our building

Lower ground floor:



Ground floor:



Maps of our building

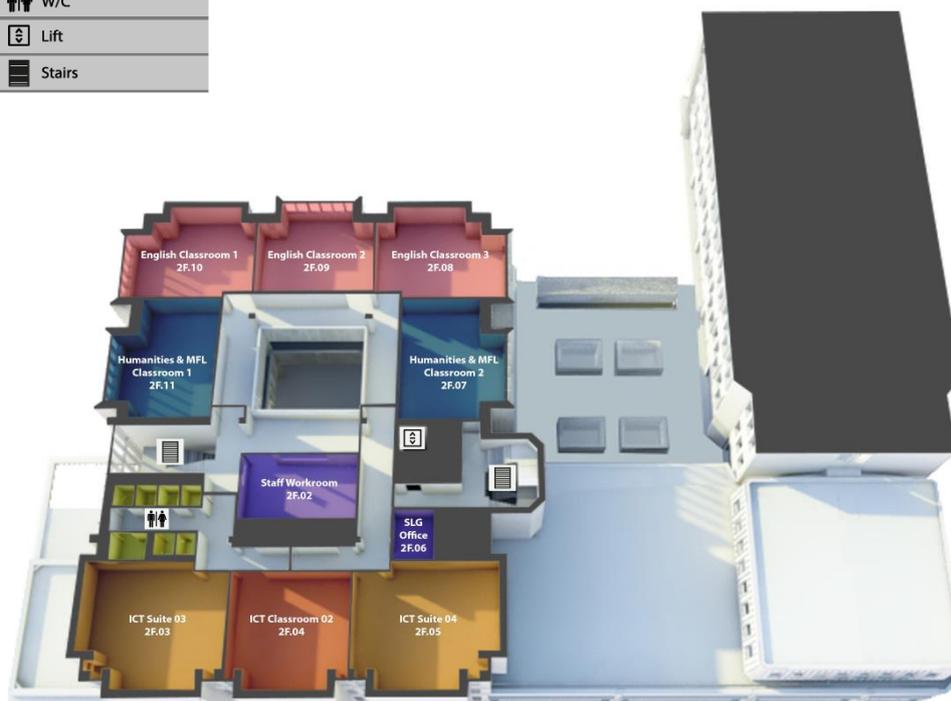
First floor:

KEY:
 W/C
 Lift
 Stairs



Second floor:

KEY:
 W/C
 Lift
 Stairs



Our Mission

Our mission is to develop 'Life Ready Learners.' To achieve this, we take a triangulated approach.

Through expert teaching, students acquire **powerful knowledge** that otherwise, they would not know. We aim to instil inward-looking values that define us as people. The four core **professional standards** that we encourage students to foster are: **Integrity, mental toughness, attention to detail and work ethic**, enabling students to reflect honestly on their strengths and areas of development. Lastly, students also develop an outward-looking sense of themselves and the world through our **civic virtues**, helping them to consider how best they can contribute positively to the local, national, and global community.



The Academy Day

Y12		Y13	
P1 (2 hr 40 min)	9:15 – 11:55	P1 (2 hr 40 min)	9:00 – 11:40
Lunch	11:55 – 12:40	Lunch	11:40 - 12:25
P2 (1 hr 15 min)	12:40 – 13:55	P2 (1 hr 15 min)	12:25 - 13:40
Break	13:55 - 14:10	Break	13:40 - 13:55
P3 (1 hr 15 min)	14:10 - 15:25	P3 (1 hr 15 min)	13:55 - 15:10

Students can arrive to study independently from 8:00am in the achievement centre. Students can also stay in the achievement centre to study until 16:30. If they wish to take up this offer, they must inform their PPT. Students can leave the academy at break and lunch times. Care must be taken to ensure they arrive back on time for lesson start, particularly after breaks, which are only 15 minutes long.

Aspirations

All students are supported in their aspirations and goals for life after 6th Form. For many students, uncovering what their aspirations are is a challenge in itself. TSFA recognises this and places great emphasis on providing high quality advice through our Personal Progress Tutor team and our dedicated careers advisers. Our Aspirations package includes:

- Independent and impartial careers guidance for all students through our specialist careers advisor who is available for meetings every day
- Membership within the TSFA Careers Programme which includes specialist support geared towards students selected pathways post 6th Form. These include:
 1. University pathway: Students are guided through the UCAS process, supported in making university choices and are taught about student finance
 2. Apprenticeship pathway: Students who are interested in higher degree level apprenticeships or employment with training take part in our Apprenticeship Pathway, which focusses on building skills and highlighting opportunities
 3. Trinity Aspire pathway: Those students wishing to study medicine, attend Oxbridge or take part in any other highly academic pathway can be nominated for Trinity Aspire, a programme designed to prepare students for the very best university destinations that the UK has to offer.
- Personalised collaborative work with employers and apprenticeship providers.
- Annual visits to the National University fairs.
- Workshops and seminars for students and parents, which highlight the University and Apprenticeship application process, student finance and alternative post-18 pathways.
- Participation in our annual aspirations event at Trinity Sixth Form Academy.
- Trinity+ lessons focused on how to use key aspirations search platforms.
- Partnership work with other outstanding providers for Trinity Aspire applicants.

Meet the team

Senior Leadership Group (SLG):



Michael Fitzsimons
Principal



Miranda Saville
Assistant Principal



Jayne Golding-Smith
Assistant Principal



Hannah Ashton
*Associate
Assistant Principal*



Lucy Smith
*Associate
Assistant Principal*



Joe Palmer
*Associate
Assistant Principal*

Safeguarding Team:



Miss Henry
*Safeguarding and Medical
Welfare Manager*



Mrs Smith
*DSL / Associate Assistant
Principal*



Mrs Ettenfield
Associate SENCo / PPT



Mr Fitzsimons
Principal



Mr Lyons
Data Manager



Mrs Morse
SENCo

Personal Progress Tutor (PPT) Team:



Mrs Dunn



Miss Brand



Mrs Dodds



Miss Jones



Miss Bicknell



Mrs Ettenfield
Associate SENCo / PPT



Mrs Morse
SENCo

PLG:



Connor Mackrill
Head Boy



Gulay Maharamzade
Head Girl



Toby Knowles
Deputy Head Boy



Sundas Ali
Deputy Head Girl



Asma Pandor



Raees Hussain



Ridah Ashraf



Harry Coghill



Olivia Fullard



Ruhaan Butt



Aamina Mahmood



Mollie Clarke



Faisal Khan



Rebecca Young



Jack Oddy



Naeve Steele



Luke Rudge



Molly Wyatt



Noah Li

Our culture

Professionalism

Being 'life ready' relies on strong academic outcomes that form the passport for students' destinations, but it is also much more than that. We expect students to have the highest expectations for themselves and to conduct themselves professionally within the academy. Students are treated as young adults, and we treat our surroundings as a professional workplace environment. Student behaviour at TSFA is exemplary. Poor behaviours are few and far between, but are dealt with through the behaviour management system, with positive behaviours being rewarded through our celebration system.

The behaviour management system is progressive. For example, if a student misses a deadline, they will receive a 'Missed Deadline' behaviour point. This will result in a conversation between the student and a Personal Progress Tutor (PPT). If more points are accrued within a term, the students will progress through a series of stages, each with a greater significance than the previous.

The Stages

Stage	Examples of interventions	Support available for student
Stage 1 – PPT Intervention 0 -10 behaviour events	PPT meeting Parental phone call Parental meeting	<ul style="list-style-type: none"> • Regular PPT pastoral support • SEND referral – Work with our Special Educational Needs Coordinator • SWB referral – Work with our Safeguarding & Medical Welfare Manager • Counselling Services • Careers referral – Work with our career's advisor • CAMHS - Child and Adolescent Mental Health Service • SLG mentoring • Classroom Teacher support and achieve • Any other relevant external agencies
Stage 2 – SLG Intervention & Monitoring Report 10 - 30 behaviour events	PPT meeting Parental meeting Monitoring report SLG meeting	
Stage 3 – Terminal Agreement 30+ behaviour events	Terminal agreement PPT meeting Parental meeting SLG meeting	

Behaviour Points given to students will be recorded on the Academy's management system; Bromcom. Students' behaviour records are analysed weekly by the PPT Team. Any concerns are communicated to students, parents/carers, and where necessary, interventions are put in place.

Dress code:

We don't have an explicit dress code deliberately; we want students to be autonomous in their decision making. Please dress appropriately and professionally.

Lanyards:

A student ID card and lanyard will be provided on the induction day. No one should enter or move around our building without a TSFA lanyard and ID card. Please ensure you have yours with you, worn as a necklace, at all times.

Our non-negotiables:

Our non-negotiables offer an alternative perspective to our Professional Standards. We have three:

1. Good manners (Integrity)

Relationships are crucial at TSFA between students, staff, parents and our wider stakeholders. Good manners involve small gestures such as saying hello, holding doors, being kind and listening to others. Displaying effective manners also involves things like sending an email to your teacher if you know you are going to be late, being transparent and honest with yourself, your peers and your teachers and demonstrating small acts of kindness to others.

2. Attitude (Mental Toughness)

Attitude is the hardest of the three non-negotiables to get right all the time. Things happen to us sometimes in life. We are challenged, put on the spot, confronted and often it isn't fair. Having a positive but pragmatic attitude doesn't mean you have to always shrug everything off and stay positive. It means we should strive to respond in a way that we would be proud of. Exercising temperance, wisdom, compassion, and courage is difficult during such times, but it is something that we value highly at TSFA.

3. Commitment (Work Ethic and Attention to Detail)

We talk about motivation often in education. At TSFA, we talk about commitment. There are some things that we just must get right because we have committed to it. Whether we want to do it or not, is not important. At TSFA, we commit to attending wherever possible, being on time and handing work in. That's it. If you get these three non-negotiables right, you will be well on your way to being 'life ready.'

Attendance and Punctuality

Attendance is key for success in level 3 qualifications. Students should always strive for a 100% attendance and should communicate any absences using the academy absence procedure (listed below). Time off is not permitted for holidays in term time. Teachers will start their lessons promptly at lesson start time. Students must arrive before the start time to avoid being late. Behaviour points will be incurred for any lateness.

Communication

Students and staff will always endeavour to communicate in person. However, it is also essential that students and staff communicate via email. There is an expectation that students will send and respond to emails in a timely manner. Communication is key to positive professional relationships.

Absence procedure

Where absence is unavoidable, we ask parents to telephone the academy explaining the absence before 8:00am (every day of absence). We also ask that students email their PPT. Holidays, of any kind, in term time are not authorised and can result in revocation of place. Religious observance, will be authorised but only in accordance with the Department for Education guidance:

'Schools must treat absence as authorised when it is due to religious observance. The day must be exclusively set apart for religious observance by the religious body to which the parents belong. Where necessary, schools should seek advice from the parents' religious body about whether it has set the day apart for religious observance.'

If the religious body has not set the day apart there is no requirement for an academy to agree to authorise the absence.

Each student signs a 'home-academy agreement form' which stipulates various agreements between the academy and the student; one of these stipulations is that students will attend the academy as much as possible and will seek authorisation for any absences via a parental phone call. For full details of our absence and attendance policy, please visit our website.

Core curriculum

Typically, students will study three subjects at Level 3. For example, History, Geography and BTEC Sport.

Students will spend five hours of face-to-face teaching per subject on their core curriculum. This will be broken down into lessons over the course of the week. For the example recorded above, the core curriculum timetable would look like this:

	Monday	Tuesday	Wednesday	Thursday	Friday
AM	History 1	Sport 1	Geography		
PM	Geography			History 2	Sport 2

Achieve

Achieve is an additional 1-hour lesson offered by teachers to specific students on specific topics. They take place after the normal academy day for one hour and attendance is compulsory if you are invited.

Independent Study

Teachers will set students 5 hours of independent study each week per subject. They will also check it has been completed the following week, issuing achievement points and/or behaviour points as appropriate.

The research is clear on this point: 15-20 hours of independent study is essential if students are to realise their target grades.

Folders

Students will need at least one separate folder for each subject that they study (in most instances, students will need multiple folders per subject). Folders represent your final grade, and we value well kept, organised folders that allow for good independent study.

Every folder must meet our minimum expectations:

1. A specific folder/s per subject
2. A front sheet (supplied by TSFA)
3. A calendar plan (supplied by teacher)
4. Assessments on yellow paper (supplied by teacher)
5. Feedback on green paper
6. A system of organisation (dividers/plastic wallets etc.)

PPTs will perform termly folder checks and will issue students with brief feedback.

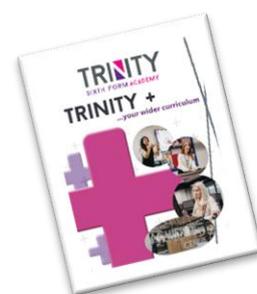
Wider curriculum

Our wider curriculum is comprised of several key elements:

1. Trinity+

Trinity+ provides the PPT team to deliver crucial, statutory programme that includes:

- Personal Development
- Monitoring meetings with staff
- Self-Appraisal
- Life Ready Lesson
- Literary message



2. Trinity Enrich:

All students take part in our enrichment programme which includes a broad range of activities, qualifications, sports, and workshops. For details of our programme please visit our [Trinity Enrich guide](#).

3. Work experience and volunteering:

All students take up volunteering opportunities around their studies and, where appropriate, every student takes part in our annual Work Experience week. For details of what's on offer, please visit our [Work Experience & Volunteering guide](#).

4. Intervention

Students are often invited into intervention sessions for a term, to catch up on missed work or to ensure that they are working towards their target grade

So, when all these wider curriculum packages are included, a student's timetable may look something like this:

	Monday	Tuesday	Wednesday	Thursday	Friday
AM	History 1	Sport 1	Geography 2	Trinity+	
PM	Geography 1	Enrichment	Volunteering	History 2	Sport 2

A word on mental health

It is important to us that students feel confident they know who to access at the academy if they are struggling in any way. Our PPT and safeguarding team are always on hand and available in the academy. We also spend time teaching students' strategies that can support with the rigours of 6th Form. Some of the key messages include:

- **Thought stopping**

This is a simple technique that can support students with unhelpful mental chatter. Students, like adults, can suffer from this unhelpful chatter that can take place in our own minds. We often think about the past, and normally in an unhelpful way, dwelling on past mistakes and poor performances. Conversely, and often more commonly, we project into the future, thinking about things that have not happened yet and forecasting negative outcomes. It is a thought process that can spiral, leaving students anxious about what is to come. We ask students to take some time to relax, think about their breathing and metaphorically say 'no' to unhelpful chatter. This technique can be useful as a relaxation strategy, and if practiced regularly can support students with their mental health.

- **Being present**

This strategy links to thought stopping and requires students to focus only on the moment they are physically in. A great time to practice it is through the 2-minute reflection that we observe every day. By focusing on the sounds, smells, and visual stimuli at any given moment, we can reduce the unhelpful internal chatter and give our minds a positive boost.

- **Control what is controllable**

This comes up in conversation frequently with students in a variety of contexts and links to our non-negotiables. We ask students to only focus on things that are in their control and to disregard the things that aren't.