

PARENT AND STUDENT GUIDE



TRINITY
SIXTH FORM

**2026 –
2027**

01422 240 033

<https://sixth.trinitymat.org/>

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2026 Head Students Emily, Mohamed, Queen and Jesse.

A Message from the Principal

Welcome to Trinity Sixth Form Academy (TSFA), I am delighted to be working with you all in support of your children/our students.

This guide is intended to provide you with some detailed information about the inner workings of the college, why we do what we do and how we uphold our mission of developing truly life ready young people. We are very much a college that believes in support and central to this is our relationship with you as parents. This is a significant step in the lives of all our students, and your role in this journey is absolutely vital.

We aim to foster a sense of partnership between students, Personal Progress Tutors (PPTs), subject teachers and you, the parents and guardians. Our mission is very clear, to develop life ready young people but I think one of the things that separates our mission from that of some other organisations around the world, is that we really mean it! I will talk later about what it means from our perspective to be life ready, but a big part of the journey here at TSFA is that students are to be treated as young professionals, and that means that we will always strive to communicate with them first. However, as they develop into young adults, we will always involve you as their parents and carers.

This guide represents the start of that relationship, and I hope it offers you some useful guidance.

As ever, please contact the college if you have any questions or queries.

Thanks

Mike



Class of 2024 students on results day

What makes TSFA so special?

Trinity Sixth Form Academy is a small (approximately 950 students) but ambitious college with a big reputation. We are proud of the culture we have built together with students, staff and families and we don't just say so ourselves. Here is some of the independent evidence of what makes TSFA such a special place to study.

What did Ofsted say?

Following our most recent inspection (visit November 2025, report published February 2026), Ofsted praised TSFA for its “welcoming and inclusive culture”, noting that students “*achieve and thrive, irrespective of starting points or barriers to learning.*”

Inspectors also found that students make rapid progress from their starting points, are highly motivated, and enjoy very high attendance throughout their programmes. They highlighted our highly qualified and experienced teaching staff, our specialist support for students with additional barriers to learning, and the strength of our preparation for life beyond college reporting that four in five of our students progress to university, around a quarter of them to prestigious universities, a proportion that has more than doubled since 2023.

Outcomes that speak for themselves

- A-Level pass rate: 99%, with positive value-added; our students consistently outperform their starting-point predictions, year on year.
- Over 80% of subjects outperform national progress rates, meaning Trinity Sixth students make more progress than their peers nationally.
- Applied General (vocational) pass rate: 100%, with exceptional positive value-added.
- Subject strength: Almost 20 subjects rank in the top 20% nationally for performance.
- SEND students particularly thrive at Trinity Sixth Form Academy, making almost 50% more progress than their peers nationally. SEND students also outperform non-SEND students in terms of progress levels.

Where our students go

- 78% of students' progress to university, including 25% to Sutton 30 institutions.
- Over 25 students have secured places at Oxbridge or to study Medicine due in part to the success of the Trinity Scholars Programme.
- The proportion of students progressing to university and to prestigious universities has grown year on year, more than doubling since 2023 (Ofsted, 2026).
- A small but significant number of our students pursue apprenticeships with notable successes in industries like aerospace and nautical engineering and finance. Interestingly, over the past two years, five students were successful in acquiring apprenticeship working within our very own Multi Academy Trust!

Vision, Mission, and Values

Three-Year Academy Vision:

- To be Calderdale's first-choice sixth form college for the most able students, recognised for academic excellence, ambition, and exceptional student outcomes.
- To be the highest-performing sixth form college in Calderdale and within the top 10% nationally for student progress, delivering consistently outstanding value-added outcomes.
- To expand high-quality sixth form provision within Trinity Multi-Academy Trust, establishing two or more thriving institutions that extend our impact and educational offer.

Our Mission for Students:

Developing life-ready learners. This means:

- Learners who think and act with independence, demonstrating autonomy, responsibility, and professionalism in all they do.
- Learners who value and apply powerful knowledge, achieve world-class outcomes, and progress to ambitious, high-quality destinations.
- Learners who embody strong moral character, demonstrating virtues, positive habits, and a meaningful contribution to society.

Life Ready Learners

Professional Standards

Learners who are independent and autonomous in their thinking and actions.



1. Mental Toughness



2. Attention to Detail



3. Work Ethic



4. Integrity

Powerful Knowledge

Learners who value powerful knowledge, leave with world class outcomes and can access world class destinations.



1. Core Curriculum



2. Trinity+



3. Trinity Aspire



4. Trinity Enrich

Civic Virtues

Learners who demonstrate virtues, effective habits, and positive societal behaviours.



1. Courage



2. Temperance



3. Compassion



4. Wisdom

What life ready means to us

What does life ready mean at TSFA?

Life ready means different things to different people. We work with students, staff and external stakeholders in developing our mission, and what appears to you today has developed over a period of years since before the colleges' inception.

Step 1: Life ready means having a clear sense of self (subjectification) = The Professional Standards

The first part of our mission is our professional standards. We have 4, and they were selected by staff and students at the college back in 2016. They have not changed since. We argue that to be life ready, we need to have a clear sense of who we are and what we stand for as individuals. We identified that level 3 study, with all its challenges, requires certain values and attributes. Our professional standards of Attention to Detail, Integrity, Mental Toughness and Work Ethic were born from this need. It does not matter whether students follow the same professional standards as the college, what matters is that they know who they are, what their values are and that they have a clear sense of self. This is the first vital step in working towards becoming life ready.

Step 2: Life ready means we value learning and the development of knowledge and skills (qualification) = Powerful Knowledge

Following some research in 2019 (Biesta, 2013), we felt strongly that the concept of 'life ready' required more than this. As level 3 students at a high performing college, our young people sit in a tier of society that is more academic than the average. In 2023, approximately 35% of 18-year-olds sat A-Levels in England. 75% of this group scored a grade C or above in their A-Levels and 1.3% scored A and A* grades. You can see that this level of study is not for everyone and demands a level of academic rigour that is not suitable for all. To be life ready at this level, students need to have a desire to learn and to become knowledgeable (powerful knowledge). Learning and the development of intelligence is to be highly prized and respected and leads to the life changing outcomes that students achieve at the end of their courses.

Step 3: Life ready means we give something back (socialisation) = Civic Virtues

Lastly, are the civic virtues which serve to encourage students to reflect upon and think critically about their place in society. We promote and reflect on four civic virtues: wisdom (the 'cardinal virtue'); temperance; courage; and compassion. We encourage students to understand these virtues and wherever possible, to try to utilise them in giving something back to others, whether that be their family and friends, the local community, or on a national scale.

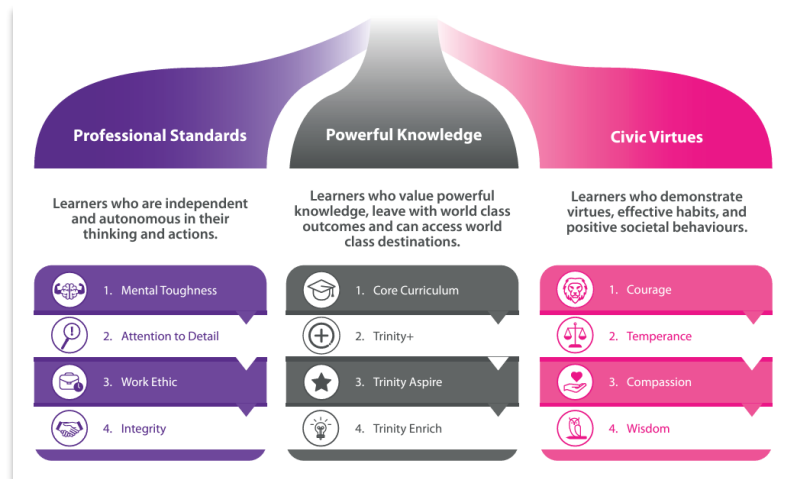


Visualisation of our mission

Turning words into behaviours – the TSFA Creed

TSFA Creed 2024-25

Our Mission: Our mission at TSFA is to collectively develop 'Life Ready' learners. To achieve this, we take a three-pronged approach:



Our Five Non-Negotiable Behaviours:

1. **Attend everything:** I commit to attending all subject lessons and wider curriculum opportunities (**Mental Toughness**).
2. **Be on time:** I will arrive on time and be prepared to maximise MY potential (**Attention to Detail**).
3. **Meet deadlines:** I will complete all independent study, coursework and any other work set within the deadlines provided. If I need help, I will seek it in good time (**Work Ethic**).
4. **Know YOUR data:** I will strive to understand and self-reflect on MY own data. This includes knowing MY target grades, current grades, attendance and conduct scores (**Attention to Detail**).
5. **Manners:** I hold MYSELF to account on MY communication style, MY greetings, how I sign off MY emails and MY respect and support for others. I am a positive influence on the culture of MY college (**Integrity**).

Our Five Aspirational Behaviours:

1. **Respect MY college:** I will endeavour to take on the responsibility for ensuring that MY college performs in the way that I need it to – as a world class institution. With **integrity** and **attention to detail**, I will report faults, clean up after MYSELF and support others wherever possible.
2. **Resilient and Kind:** I want honest feedback and will always try to exercise **mental toughness** and **temperance** when receiving feedback on areas for improvement. But I will also ensure I deliver feedback to others with **compassion**, kindness and **integrity**.
3. **Form Good Habits:** Through **wisdom** and a strong **work ethic**, I will form good habits (Clear, 2018). I will use these habits to become more independent and autonomous in MY learning so that I can leave sixth form life ready.
4. **Have the NACH:** People with a Need to Achieve mindset are more motivated to succeed with challenging tasks, in scenarios where there is an element of risk or when outside of their comfort zone. With **courage** and **mental toughness**, I will say yes to new opportunities and help those around me do the same.
5. **Seek Marginal Gains:** I will seek out marginal gains in all aspects of MY journey at TSFA. I will exercise **wisdom** in identifying these marginal gains and **integrity** in actioning them. I will try to support others on their journeys of improvement too.

The five aspirational behaviours are the behaviours we strive towards, and support a student's journey toward mastery, which for us involves becoming self-regulated, autonomous, and independent in both thinking and actions. They are deliberately difficult to promote excellence.



Signed copies of the Creed from the class of 2025. Each college house signs its own copy of the Creed, and a separate one exists for staff to sign too.

The College Day

We have designed our college day a little differently to what most of you will be used to. Lessons generally start a little bit later than in school, and like at university, they are longer in length. Students tend to find this a little bit challenging at first but will quickly get used to it, as the additional time in class lends itself to a deeper level of study. This is what our college day looks like (the letters are examples of subject ‘blocks.’ Students typically pick three subjects, so a combination of three blocks would appear on a typical timetable):

	P1 (70 min)	15 minutes	P2 (65 min)	5 minutes	P3 (65 min)	45 minutes	P4 (70 min)	P5 (70 min*)
	8.50 - 10.00		10.15 - 11.20		11.25 - 12.30		13.15 - 14.25	14.25 - 15.35
Mon	A	Break	A	5 min changeover	E	Lunch	E	F
Tue	B		B		D		D	F
Wed	C		C		A		A	ENRICHMENT
Thu	D		D		B		B	F
Fri	E		E		C		C	F*

*On Fridays, P5 finishes at 15:25

Table showing college opening times for students in various scenarios.

	When	Where	What	Why
Before college	7:00 onwards	Trinity Eats and/or the Achievement Centre (AC)	Students can arrive early to college and make use of the facilities for Independent Study (IS). Breakfast items are available for all.	Some students arrive early to college because of public transport timetables and others like to work early in the college day. Regular use (i.e., 3 times per week) would enable students to complete 4-5 hours of their weekly IS quotas.
Trinity+	8:50 to 11:20 (Year 12) Or 11:25 to 14:25	Achievement Centre (AC)	55 minutes/60 minutes is available for IS within the Trinity+ lesson.	Subject teachers will allocate a set day for students to submit IS. Failure to submit IS results in conduct logs (-3) being issued. Trinity+ enables students to complete 1 hour of their weekly IS quotas during a timetabled session.
Trinity Xtra (YEAR 13 only)	8:50 to 11:20	Trinity Eats	65 minutes followed by 60 minutes after break.	Trinity Xtra provides all Year 13 students with an additional opportunity to complete over 2 hours of IS per week, in a structured and productive atmosphere.
Lunch time	12:30 to 13:15	Achievement Centre (AC)	The AC is open to students throughout the day for IS completion.	Sometimes, students may need to print a piece of IS or they might feel that a working lunch is beneficial to their studies.
After college	14:25 or 15:35 to 17:00	Achievement Centre (AC)	The AC is available to provide a fully resourced space that is conducive to effective independent study	If students regularly used this time for IS (i.e., 3 times per week), they could manage to complete up to 6 hours of their weekly IS quotas.
Free time	Around lessons	Achievement Centre (AC) or Trinity Eats	Students are always welcome in the college during their non timetabled time for IS purposes.	Most students will have between 2.5 and 7 hours of free time built into their timetables giving them an opportunity to complete a significant proportion of their weekly IS quotas.

Student Timetables

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

Example 1 timetable: A typical Year 12 lesson timetable for the subjects History, Psychology and Maths, might look as follows:

	P1 (70 min)	15 minutes	P2 (65 min)	5 minutes	P3 (65 min)	45 minutes	P4 (70 min)	P5 (70 min*)
	8.50 - 10.00		10.15 - 11.20		11.25 - 12.30		13.15 - 14.25	14.25 - 15.35
Mon	History	Break	History	5 min changeover	Maths	Lunch	Maths	Maths Achieve
Tue	Trinity+		Trinity+		Psychology		Psychology	Psych. Achieve
Wed	Free		Free		History		History	Trinity Enrich
Thu	Psychology		Psychology		Free		Free	Free
Fri	Maths		Maths		History TAP		Free	Free

Example 2 timetable: A Year 13 lesson timetable for a student studying 3 qualifications (subjects = History, Business and Economics). Note that this student studies Core Maths as an additional qualification and the timetable also caters for Trinity Xtra, which is an additional compulsory independent study lesson aimed at Year 13 only. This is a very busy student timetable.

	P1 (70 min)	15 minutes	P2 (65min)	5 minutes	P3 (65 min)	45 minutes	P4 (70 min)	P5 (70 min*)
	8.50 - 10.00		10.15 - 11.20		11.25 - 12.30		13.15 - 14.25	14.25 - 15.35
Mon	Economics	Break	Economics	5 min changeover	Trinity+	Lunch	Trinity+	History Achieve
Tue	Free		Free		Business		Business	
Wed	History		History		Economics		Economics	Trinity Enrich
Thu	Business		Business		Free		Econ. TAP	
Fri	Trinity Xtra		Trinity Xtra		History		History	Free

My child's timetable explained:

Core lessons

Core lessons are the subjects that students choose to study and form the bulk of all students' timetables. Each subject lesson will sit in a block and students will receive a total of four lessons per subject, which equates to four hours and 30 minutes of teaching time.

Achieve

Achieve is an additional 45-minute lesson teachers offer to specific students about specific topics. They normally take place before college, at lunch time or after college for 45 minutes and attendance is compulsory if requested by the teacher 24 hours in advance. Achieve sessions will not show up on the MCAS App.

TAP

TAP (Teacher Access Point) time enables students to meet with their teachers away from their lessons. They are normally used to go over class work or independent study that students may be struggling with or want to get better at. TAP, if requested, is compulsory.

Trinity+

Trinity+ is a dedicated weekly session on all students timetables to support their personal and professional development. The PPT team deliver crucial, statutory programmes that include:

- Personal Development = 40 minutes
- Independent Study / Monitoring meetings with staff = 55 minutes
- Self-Appraisal = 10 minutes
- Life Ready Lesson = 25 minutes
- Literary message = 5 minutes

For more details of what is included in the Trinity+ programme, please refer to our [Trinity+ guide](#).

Trinity Xtra

In Year 13, students will attend an additional session called Trinity Xtra. The purpose of Trinity Xtra is to provide students with a morning of independent study time on the college site. Each college house is invited in on a different day and attendance is compulsory. The session, which is supervised by staff, students sit in a focused atmosphere and have full autonomy on the work that they complete. Students value Trinity Xtra because it enables them to plan their independent study, with Trinity Xtra often being the most purposeful independent study many will do through the week, largely because of the environment. The other benefit of Trinity Xtra is that it enables staff and students to work together for TAP sessions. The college has a limited bank of laptops available for Trinity Xtra but students are encouraged to bring their laptops from home if they possess them.

Work Experience and Volunteering

As a compulsory part of our aspirations programme, all students in Year 12 will complete a 3-day work experience placement which contributes towards graduation. Additional work experience and volunteering is highly encouraged for Year 12 and Year 13, and the timetable of our college day supports participation in these valuable activities.

Trinity Enrich

The Trinity Enrich programme offers a huge range of opportunities for students to get involved in around their core curriculum lessons. During induction, there will be an opportunity for students to attend an enrichment fair, and sign up for sports, activities, clubs and trips as they see fit. Trinity Enrich is another compulsory aspect of education for Year 12 students but is optional for Year 13s. For more details of what is included in the Trinity Enrich, please refer to our [Trinity Enrich guide](#).



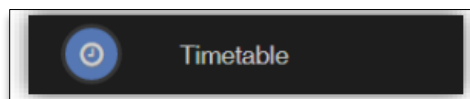
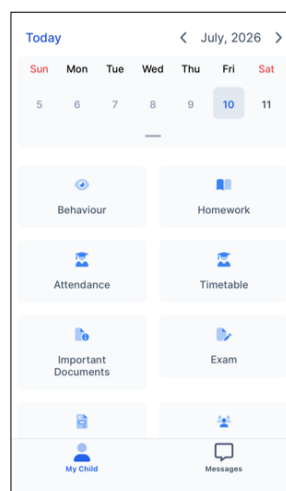
A typical stall at the enrichment fair.

Where can I view my child's timetable?

Parents can view their child's timetables on the My Child At School (MCAS) App, which is available to download both on your mobile and on your desktop. Students can also see their timetables on the student portal that they can download on their phones.

Log in details are given to students but if misplaced can be got from reception.

The Timetable option is accessible from both the **Menu Bar** (left) and as a **Widget** on the Dashboard in the desktop app or by selecting 'Timetable' on the phone app.



The **Widget** on the main desktop dashboard will display the timetabled sessions for the day highlighting the current session.

<div> Timetable What is Emma up to? More </div>				
Period	Subject	Class	Teacher	Time
AM	Tutor Group	10A		08:45
2	Mathematics	MA10/A1	Mr J Marshall	10:16
3	Science Combl 1	SCI10/A1	Mr A Obenguye	11:11
PM	Tutor Group	10A		12:45
4	ICT	IT10/A1	Mrs J Janice	13:00
5	Science Combl 1	SCI10/A1	Mr A Obenguye	13:55

<div> <div>13:39</div> <div> </div> </div>	
<div> <div> </div> <div>Timetable</div> </div>	
<div> <div>Today</div> <div> <div> <div>July, 2026</div> <div> </div> </div> </div> </div>	
<div> <div> <div>Sun</div> <div>Mon</div> <div>Tue</div> <div>Wed</div> <div>Thu</div> <div>Fri</div> <div>Sat</div> </div> <div> <div>5</div> <div>6</div> <div>7</div> <div>8</div> <div>9</div> <div>10</div> <div>11</div> </div> </div>	
<div> <div> <div>Behaviour</div> <div>Homework</div> <div>Attendance</div> <div>Timetable</div> <div>Important Documents</div> <div>Exam</div> <div>My Child</div> <div>Messages</div> </div> </div>	
<div> <div>17 March 2026, Tuesday</div> <div> <div>P1</div> <div> <div>08:51</div> <div> <div>13A/Tx1</div> <div>Trinity Xtra</div> <div>Mr Michael Fitzsimons</div> </div> </div> <div>Present</div> </div> </div>	
<div> <div>P2</div> <div> <div>10:15</div> <div> <div>13A/Tx1</div> <div>Trinity Xtra</div> <div>Mrs Claire Whitworth</div> </div> </div> <div>Present</div> </div>	
<div> <div>P3</div> <div> <div>11:25</div> <div> <div>13D/En1</div> <div>English Language</div> <div>Mrs Elizabeth Davies</div> </div> </div> <div>Present</div> </div>	
<div> <div>P4</div> <div> <div></div> <div></div> </div> <div>Present</div> </div>	

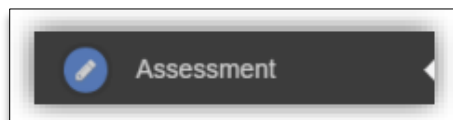
Click on the **More** button in the desktop app to open the **Timetable** page, which will display the **Student Timetable** for the current week, the previous and future weeks can be viewed as well.

Sunday 16th Feb	Monday 17th Feb	Tuesday 18th Feb	Wednesday 19th Feb	Thursday 20th Feb	Friday 21st Feb	Saturday 22nd Feb
	AM 10A Tutor Group Mr W Cranston	AM 10A Tutor Group	AM 10A Tutor Group	AM 10A Tutor Group		
	1 PE10/A1 PE Mr P Oddie		1 DR10/X10B Drama Mr C Taylor	1 HI10/X20B Withdrawal Group Mr W Cranston		
	2 SC10/A1 Science Combi 1 Mr A Obenguye	2 MA10/A1 Mathematics Mr J Marshall	2 Re10/A1 RE Mr S Mehmet	2 SC10/A1 Science Combi 1 Mr A Obenguye		
	3 PE10/A1 PE Mr D Thompson	3 SC10/A1 Science Combi 1 Mr A Obenguye				
	PM 10A Tutor Group Mr R Lewis	PM 10A Tutor Group	PM 10A Tutor Group	PM 10A Tutor Group	PM 10A Tutor Group	
	4 MA10/A1 Mathematics Mr J Marshall	4 IT10/A1 ICT Mrs J Jankie	4 MA10/A1 Mathematics Mr J Marshall	4 MA10/A1 Mathematics Mr J Marshall	4 SC10/A1 Science Combi 1 Mr A Obenguye	
		5 SC10/A1 Science Combi 1 Mr A Obenguye	5 Ar10/X10A Art Mr S Williams		5 Ar10/X10A Art Mr S Williams	

How to view PC Assessment Grades via MCAS

Please note that you can only access PC Assessment Grades in the DESKTOP APP – **they are not available through the phone app.**

The **Assessment** option is accessible from both the **Menu Bar** (left) and as a **Widget** on the dashboard



The **Widget** displays the last six published **Assessment** grades, click on the **More** button to open the page.

A widget titled "Assessment" with the subtitle "How is Emma performing?". It features a "More" button in the top right corner. Below the header is a table with three columns: "Autumn Current", "Spring Current", and "Summer Current". The rows list subjects: Art, English, ICT, Mathematics, PE, and RE, all showing "9+" in each column.

	Autumn Current	Spring Current	Summer Current
Art	9+	9+	9+
English	9+	9+	9+
ICT	9+	9+	9+
Mathematics	9+	9+	9+
PE	9+	9+	9+
RE	9+	9+	9+

The **Assessment Grades** will be displayed and can be ordered in ascending and descending order by clicking on the **Up/Down Arrows** at the top of each column.

A screenshot of the "Assessment" page in the desktop app. It shows a search bar, a dropdown for "Year 10 - 19/20", and a table with columns for Subject, Subject Teacher, Attendance (%), and assessment results for Autumn, Spring, and Summer (Current and Target). The table lists subjects like Art, Drama, English, ICT, Mathematics, PE, RE, and Science/Comb 1.

Subject	Subject Teacher	Attendance (%)	Autumn Current	Autumn Target	Spring Current	Spring Target	Summer Current	Summer Target
Art	Mr S Williams	100.00	9+	7	9+	7	9+	7
Drama	Mr C Taylor	100.00						
English		98.33	9+	7	9+	7	9+	7
ICT	Mr G Strachan	100.00	9+	7	9+	7	9+	7
	Mrs J Janice							
Mathematics	Mr J Marshall	96.88	9+	7	9+	7	9+	7
PE	Mr D Thompson	93.75	9+	7	9+	7	9+	7
	Mr P Oddie							
RE	Mr S Mehmet	100.00	9+	7	9+	7	9+	7
Science/Comb 1	Mr A Obengye	97.50						

A **Search** option allows a search to be made on the **Assessment Collection** for example selecting **English** will list the **English Grades**.

The screenshot shows the 'Assessment' page in a web application. At the top, there's a header with 'Assessment' and a sub-header 'How is Emma performing?'. Below this, there's a search bar with 'English' entered. The main table has columns for 'Subject', 'Subject Teacher', 'Attendance (%)', 'Autumn Current', 'Autumn Target', 'Spring Current', 'Spring Target', 'Summer Current', and 'Summer Target'. The data row for 'English' shows an attendance of 98.33, and targets of 9+ for Autumn and Spring, and 7 for Summer. A footer note says 'Showing 1 entries (filtered from 8 total entries)'.

Subject	Subject Teacher	Attendance (%)	Autumn Current	Autumn Target	Spring Current	Spring Target	Summer Current	Summer Target
English		98.33	9+	7	9+	7	9+	7

Basic IT information – student access

Email address

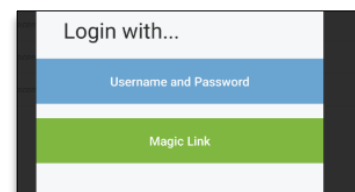
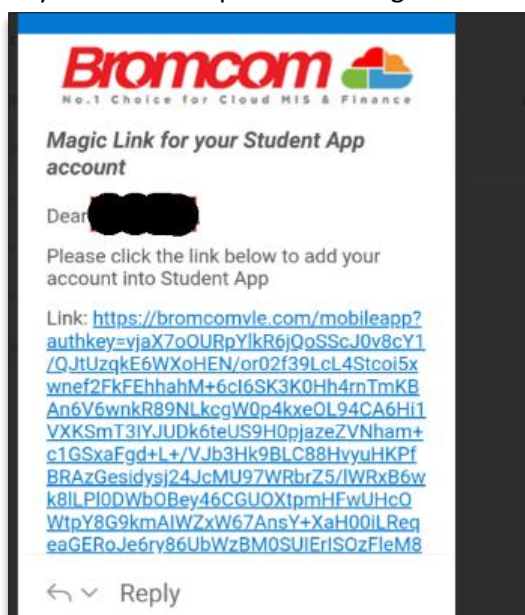
- Student email addresses are the year students started college, last name and first name initial @sixth.trinitymat.org i.e. 26bloggsj@sixth.trinitymat.org
- This will be the address that students use to login to emails on any device.

Mobile phone access

- It is strongly advised that students can access their college emails on their phone. They can do this by installing Outlook from their app store.
- Students will need to ensure that private relay/VPN is turned off as this is not supported.
- It is also recommended that students have installed the OneDrive and Teams app on their phones.
- Students will need to use their college email address and password to log in (the same ones that students use for computer access onsite).

Bromcom student App

- To add the student app to student phones, please search for “Bromcom Student App”.
- Students will need to select the “Magic Link” (green) button.
- School ID is 11828 and students will need to use their college email address.
- They will need to open their college emails on their phone and click the link to complete sign in.



Saving files

When using college devices, where possible students will need to use the office application installed i.e. Word/Excel and save to their OneDrive/Teams. If students do use the online versions, they will need to make sure that their file is saved before pressing the X button/closing the site. It is students' responsibility to ensure autosave is always turned on whilst completing work. For all subject work, students should be saving their work on Teams (not their personal OneDrive) to ensure their teachers can access their work at all times.

Printing

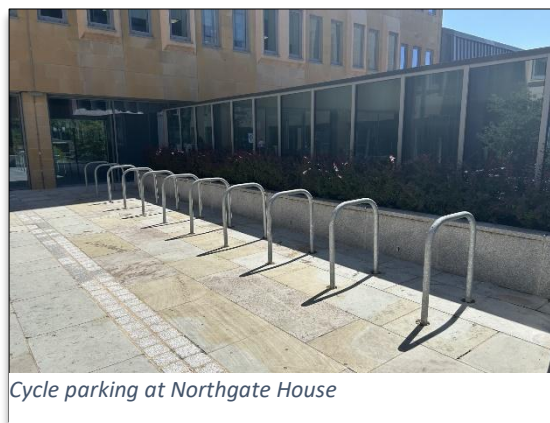
Students' college ID cards are linked to their computer account, any of the printers in the student areas can be used to print. Students will simply print their file from the computer and scan their ID card at any printer. The first-time students do this; they will need to sign into the printers with their email address and password and scan their ID Card to activate the card. If students are ever unable to see the printing option on the computers, they will need to restart the computer/laptop.

House keeping

- Students are expected to look after all the IT equipment and report any issues/damage to their teacher/ PPT.
- If students are using a laptop from one of the trolleys on site, they will need to ensure that it's put back and left on charge for the next student to use.
- All students are expected to follow the ICT Acceptable Use Policy.

Parking

Unfortunately, due to our town centre location, we do offer on site parking facilities for cars or motorbikes. proximity to Halifax bus station and Halifax train station the college very accessible from public transport. We cycle parking facilities at Northgate house.



Cycle parking at Northgate House

not
Our
makes
do offer



Term and Assessment Dates

The Year 12 Assessment Calendar



Trinity Sixth Form Academy Term Dates 2026/2027

August/September 2026							October 2026				November 2026					December 2026				
Monday	24	31	7	14	21	28	5	12	19	26	2	9	16	23	30	7	14	21	28	
Tuesday	25	1	8	15	22	29	6	13	20	27	3	10	17	24		1	8	15	22	29
Wednesday	26	2	9	16	23	30	7	14	21	28	4	11	18	25		2	9	16	23	30
Thursday	20	27	3	10	17	24	1	8	15	22	29	5	12	19	26	3	10	17	24	31
Friday	21	28	4	11	18	25	2	9	16	23	30	6	13	20	27	4	11	18	25	
January 2027							February 2027				March 2027					April 2027				
Monday		4	11	18	25		1	8	15	22	1	8	15	22	29	5	12	19	26	
Tuesday		5	12	19	26		2	9	16	23	2	9	16	23	30	6	13	20	27	
Wednesday		6	13	20	27		3	10	17	24	3	10	17	24	31	7	14	21	28	
Thursday		7	14	21	28		4	11	18	25	4	11	18	25		1	8	15	22	29
Friday	1	8	15	22	29		5	12	19	26	5	12	19	26		2	9	16	23	30
May 2027							June 2027				July 2027					August 2027				
Monday	3	10	17	24	31		7	14	21	28	5	12	19	26	2	9	16	23	30	
Tuesday	4	11	18	25			1	8	15	22	29	6	13	20	27	3	10	17	24	
Wednesday	5	12	19	26			2	9	16	23	30	7	14	21	28	4	11	18	25	
Thursday	6	13	20	27			3	10	17	24		1	8	15	22	29	5	12	19	26
Friday	7	14	21	28			4	11	18	25		2	9	16	23	30	6	13	20	27

Bank holidays -
Closed to students

Student
enrolment day

Other holidays -
Closed to students

INSET day -
Closed to most students

* Still open to Year 13
for trial exams

INSET day - TBC
Dependant on Eid

Term	Assessment	Assessment Dates	AW Deadline	RAP Deadline	Follow-up
1	No assessment				
2	PC1	16–20 Nov 2026	AW1: 30 Nov 2026	14 Dec 2026*	A&I / PR
3	PC2	25–29 Jan 2027	AW2: 5 Feb 2027	1 Mar 2027	A&I / PR
4	No assessment				
5	PC3 (Trial Exam)	14 – 20 Apr 2027	AW3: 7 May 2027	17 May 2027	SP / A&I / PR / MM
6	Optional PC4	21–25 Jun 2027	N/A	N/A	A&I

AW Assessment Window

DP Data Pack — produced centrally by the data and exams team

RAP Raising Achievement and Progress Document (template on shared drive)

A&I Achievement and Improvement Meeting (calendared by admin; usually in the principal's office or conference suite)

PR Parental Report — automated, sent home by the data and exams team

SP Student Predictions — before publishing results, ask students to predict their marks and grade

MM Monitoring Meeting

***** Only if requested

The Year 13 Assessment Calendar



Trinity Sixth Form Academy Term Dates 2026/2027

August/September 2026							October 2026					November 2026						December 2026				
Monday	24	31	7	14	21	28	5	12	19	26	2	9	16	23	30	7	14	21	28			
Tuesday	25	1	8	15	22	29	6	13	20	27	3	10	17	24		1	8	15	22	29		
Wednesday	26	2	9	16	23	30	7	14	21	28	4	11	18	25		2	9	16	23	30		
Thursday	20	27	3	10	17	24	1	8	15	22	29	5	12	19	26		3	10	17	24	31	
Friday	21	28	4	11	18	25	2	9	16	23	30	6	13	20	27		4	11	18	25		
January 2027							February 2027					March 2027						April 2027				
Monday		4	11	18	25		1	8	15	22	1	8	15	22	29	5	12	19	26			
Tuesday		5	12	19	26		2	9	16	23	2	9	16	23	30		6	13	20	27		
Wednesday		6	13	20	27		3	10	17	24	3	10	17	24	31		7	14	21	28		
Thursday		7	14	21	28		4	11	18	25	4	11	18	25		1	8	15	22	29		
Friday	1	8	15	22	29		5	12	19	26	5	12	19	26		2	9	16	23	30		
May 2027							June 2027					July 2027						August 2027				
Monday	3	10	17	24	31		7	14	21	28	5	12	19	26	2	9	16	23	30			
Tuesday	4	11	18	25			1	8	15	22	29	6	13	20	27	3	10	17	24			
Wednesday	5	12	19	26			2	9	16	23	30	7	14	21	28	4	11	18	25			
Thursday	6	13	20	27			3	10	17	24		1	8	15	22	29	5	12	19	26		
Friday	7	14	21	28			4	11	18	25		2	9	16	23	30	6	13	20	27		
<div><div></div>Bank holidays - Closed to students</div> <div><div></div>Student enrolment day</div> <div><div></div>Other holidays - Closed to students</div> <div><div></div>INSET day - Closed to most students</div> <div><div>*</div>Still open to Year 13 for trial exams</div> <div><div></div>INSET day - TBC Dependent on Ed</div>																						

Bank holidays -
Closed to studentsStudent
enrolment dayOther holidays -
Closed to studentsINSET day -
Closed to most students* Still open to Year 13
for trial examsINSET day - TBC
Dependant on Eid

Term	Assessment	Assessment Dates	AW Deadline	RAP Deadline	Follow-up
1	PC1	12–16 Oct 2026	AW1: 6 Nov 2026	16 Nov 2026	A&I / PR
2	PC2 (Trial Exam)	14–18 Dec 2026	AW2: 8 Jan 2027	18 Jan 2027	A&I / PR / MRD
3	PC3 (Trial Exam)	8–12 Feb 2027	AW3: 26 Feb 2027	8 Mar 2027	SP / A&I / PR
4	PC4 (Trial Exam)	22–25 Mar 2027	AW4: 9 Apr 2027	19 Apr 2027*	A&I / PR
5	Summer 2027 Exams Begin				

AW Assessment Window

DP Data Pack — produced centrally by the data and exams team

RAP Raising Achievement and Progress Document (template on shared drive)

A&I Achievement and Improvement Meeting (calendared by admin; usually in the conference suite)

PR Parental Report — automated, sent home by the data and exams team

SP Student Predictions — before publishing results, ask students to predict their marks and grade

MRD Mock Results Day

***** Only if requested

Other Key Dates and Events

Date	Event
Tuesday 1 September 2026	Year 12 Assembly at Halifax Minster
Thursday 10 September 2026	Science Trip to Leeds Beckett
Thursday 17 September 2026	Year 12 Parent Information Evening
Wednesday 23 September 2026	Scholars Parent Information Evening
Wednesday 7 October 2026	Open Evening
Thursday 15 – Tuesday 20 October	New York Trip
Wednesday 11 November 2026	Remembrance Service at Halifax Minster
Thursday 12 November 2026	Open Evening 2
Monday 9 – Friday 13 November 2026	Belgium Trip
Thursday 26 November 2026	Aspirations Conference at TSFA
Thursday 19 and Friday 20 November 2026	SEND Parents Consultation
Thursday 10 December 2026	Year 13 Parents Evening
Thursday 11 February 2027	Admissions Evening
Sunday 28 February – Wednesday 3 March 2027	Social Science Disney Trip
Wednesday 3 March 2027	Admissions Evening 2
Friday 12 March 2027	SEND Coffee Morning Year 13
Sunday 7 – Friday 12 March 2027	Ski Trip
Wednesday 24 March 2027	Year 12 Parents Consultation Evening
Saturday 22 May – Saturday 5 June 2027	Malta/Uganda Turing Trip
Saturday 29 May – Saturday 12 June 2027	Italy Turing Trip
Thursday 17 June 2027	UCAS Discovery Event at Leeds Beckett University
Thursday 8 July 2027	Year 12 Graduation Ceremony at Halifax Minster



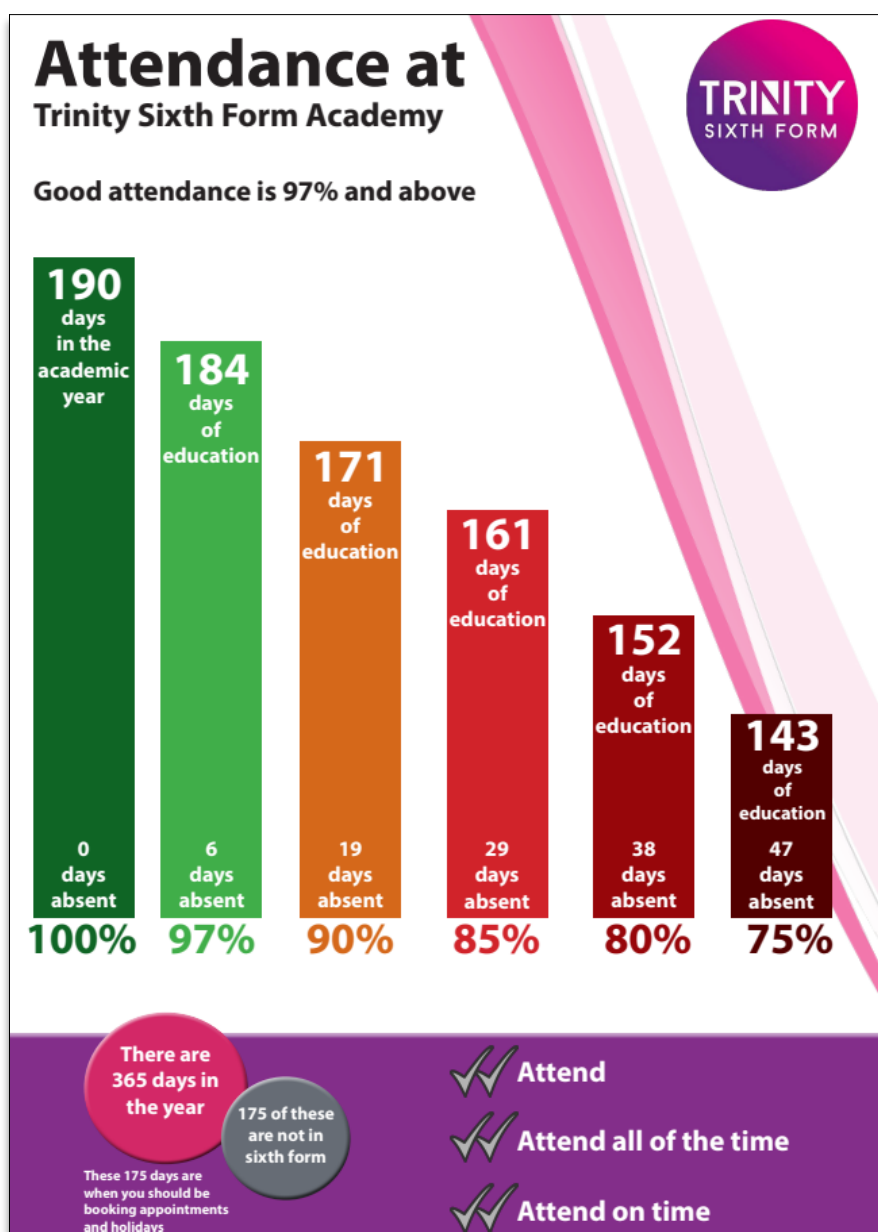
Check for understanding is a common teaching and learning strategy in lessons at TSFA. Staff circulate the classroom to identify any misconceptions or areas of strength and provide immediate feedback to students.

Professionalism

Attendance

Attendance is our number one non-negotiable behaviour within the college creed for a reason. Like in the professional workplace, we expect good attendance (97%+) from all our students and staff. It is the first step to students' success and our own internal data demonstrates the huge impact that nonattendance has on progress and achievement rates. Good attendance requires mental toughness, and we ask students to be self-reflective in their decision making about non-attendance. To mimic workplace strategy, we will use the Bradford Scoring Index in attendance meetings with students and will identify to students where they would be on the index, and what the likely consequence would be if they were an employee.

Obviously, there are times when absence from college is required. Examples may include illness, injury, religious observance (e.g. two days across an academic year for Eid) or medical appointments, although wherever possible, we ask for these to be scheduled around lessons.



The impact of attendance

Steps to follow in the case of a student absence:

If a student is absent, a parent or carer must notify the academy before 8.40am via telephone call. Please call the general TSFA academy number (01422 240033) and select option 1 (reporting student absence). If we do not receive a call about your child's absence, you will receive an automated text message informing you that your child currently has an unauthorised absence. You can reply directly to this text message to inform us of the reason for absence. In addition to the automated text message, you will receive a phone call from the attendance team to query the absence. If the absence procedure is not followed and we do not receive a reason for absence within 48 hours, this will be recorded as truancy and our attendance officer will add -10 truancy conduct points to the student conduct record.

Professional conduct

We utilise a range of systems to support professionalism, whilst also utilising the data to drive conduct related interventions. Below is a summary of the celebration and conduct systems used at TSFA.

The code of conduct system can be found here (see QR code to the right). The code of conduct policy is in place to provide a clear and consistent framework for staff and students in relation to both positive and negative conduct.



Behaviour is exemplary at TSFA (Ofsted 2021). Students are confident, mature and professional, demonstrating exemplary behaviour throughout the college. They live the values of the college which leaders have established in their 'life ready learners' mission, which permeates the college's ethos (Ofsted 2025). Our expectations around professional conduct are very high and we model the behaviour associated with a professional workplace through our non-negotiable and aspirational behaviours (see pages 3 and 4). Workplace habits are essential, and students must have high expectations of themselves, especially with regards to attendance and the submission of work. Several achievement and conduct logs exist, and each is assigned a weighting of points:

Achievement logs

	Description of Behaviour	Associated Points	Actioned by
1	Attendance (100% in the week)	+5	Automated
2	Attendance (96% + in the term)	+10	Automated
3	Independent Study Complete	+3	Teaching Staff
4	Above and beyond - demonstrating the core values of the academy (professional standards and civic virtues)	+3	Staff
5	Enhanced Achievement (termly)	Level 1 +10 Level 2 +15 Level 3 +20	Admin
6	Classroom expectations met and going above and beyond in a lesson	+1	Teaching staff
7	TAP / Achieve attended	+3	Teaching Staff

Conduct logs

	Description of Behaviour	Associated Points	Actioned by
1	Behaviour out of lesson	-1	Staff
2	Disrupting a lesson	-1	Teaching Staff
3	Failure to complete independent study	-3	Teaching Staff

4	Lack of equipment	-1	Staff
5	Late	-1	Automated
6	Missed planned meeting	-5	PPT/Admin
7	Missed TAP / Achieve	-3	Teaching Staff
8	Serious breach of academy rules (<i>see examples numbered 1-21 in Appendix 3 of the TSFA code of conduct policy</i>)	- 10	SLG

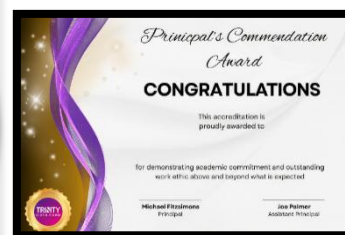
We also place a heavy emphasis on celebrating success and various rewards and nominations are available to students:

On a weekly basis

Use of college conduct systems such as the logging of conduct logs, the diarising of tiered meetings and checkpoint meetings between PPTs (Personal Progress Tutors) the senior team and students and data analysis of conduct trends will take place. Achievement logs will also be issued, and our badge system (bronze, silver, gold) will be enacted along with weekly assembly shout outs and celebration postcards.

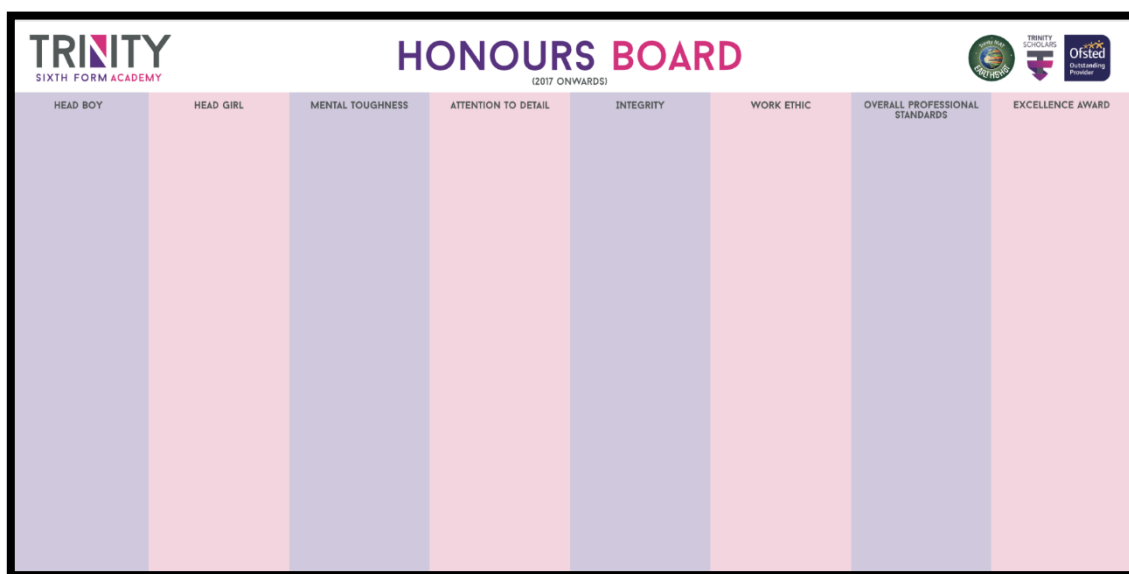
On a termly basis

Every term, a celebration assembly is held with students receiving nominations and prizes for achievements and adherence to our college mission. There is also an opportunity for students to achieve enhanced achievement points through going above and beyond in their endeavours.



On an annual basis

Twice a year, one student will be issued with the principal's commendation for achievements and endeavours that go well beyond what is expected of students. At the end of Year 12, students graduate into Year 13 and receive their awards at the annual Graduation ceremony at Halifax Minster. The ultimate accolade though, is earning a place on our college honours board for one of the Professional Standards Awards. Issued once a year, to Year 13 students only, these students represent the best of the best at Trinity Sixth Form Academy.



The TSFA honours board located in main reception. To be awarded one of the professional standards awards at the end of Year 13 is the ultimate commendation.

Year 12 Graduation

When students join Year 12, they are enrolled onto our Graduation Programme. Students must work towards four graduation criteria which are centred around:

1. Attendance and punctuality
2. Professional conduct
3. Trinity Enrich
4. Work Experience/volunteering

Every student tracks their progress through self-appraisal, completed during their Trinity+ session. This is then analysed and feeds into our half-termly Celebration Assemblies. At the end of the academic year, we have a Graduation Celebration, in which students who have met or surpassed the criteria, are celebrated in front of their parents, teachers and peers. Whilst of course academic attainment is crucial, the Graduation Programme emphasises the importance of holistic, individual development. It is our opportunity to celebrate students for their qualities and virtues and requires them to get involved in activities outside of the classroom.

The purpose of Graduation is threefold:

1. Graduation serves to promote the TSFA Creed and ethos of self-improvement, through inward reflection, and the continuous reinforcement of our core professional standards.
2. Graduation provides a scaffold and benchmarking tool for our 'wider/super curricular provision, offering an opportunity to measure student success and accomplishment beyond the classroom.
3. Graduation requires students to set the highest expectations of themselves, to welcome challenge and opportunity and to act with courage and integrity.

Through Graduation, students are measured on their progress towards three key components to allow them to flourish as individuals but also to appreciate their role within differing communities and to ultimately immerse themselves in society as civic minded members who understand the importance of commitment, courage, and integrity in the wider world of work and beyond. Students who graduate with honours will have demonstrated the component parts of what we deem to be 'life ready': an ability to learn powerful knowledge, an appreciation of the value of professional personal standards and a desire to support others through the civic virtues.



Year 12 Graduation Ceremony at the Halifax Minster – June 2025.

Dress code

We do not have a dress code but simply ask students to keep in mind that the college environment reflects the workplace and as such, we ask students to make professional decisions about dress.

Independent Study

What the research says about independent study

We are very proud of our independent study strategy and regularly showcase what we do to other national colleges. The Education Endowment Fund (EEF) reviewed 48 studies on the effects of independent learning and found:

1. Independent study has an overall positive impact on student performance in exams - the older the students, the greater the impact.
2. Independent study that is clearly linked to classroom work tends to be most effective. This means it is important to make the purpose of independent study clear to students.
3. The quality of the task set appears to be more important than the quantity of work required from the student. There is some evidence that the impact of independent study actually diminishes as the amount of time students spend on it increases.
4. In the most effective examples independent study was an integral part of learning, rather than an add-on.

Our Strategies

1. Promoting the building as a place for optimal Independent Study (IS):

Students are encouraged to use the Achievement Centre and the lower ground floor open space (including Trinity Eats when it is not being used as a restaurant) for independent study whenever they can. The building opens to students at 7.00am and closes at 5.00pm, giving students opportunities for independent study around their lesson times. As part of their induction students are also taken to Halifax library (located on Square Road or at the Eastern entrance to the Piece Hall) where they are given tours, meet the key staff at the library and arrange membership cards. Many of our students then continue to use the library as a place of study throughout the year. Working from home is also an excellent option for many students. What is important is that students recognise which environment best suits their needs in terms of making progress and being productive and being disciplined about maintaining that approach.

2. Setting, Signposting and Collecting Independent Study

Independent study is set weekly by all teachers in all subjects. All independent study is set via MS Teams and parents will receive an email notification every time independent study is set. Students will be notified of a hand in day and this pattern of issuing and handing in will be followed throughout the college year (except in unforeseen circumstances like college closure etc.).

3. Teaching Independent Study

At TSFA, independent study is always set in the same manner, following a **Review – Do – Preview** model.

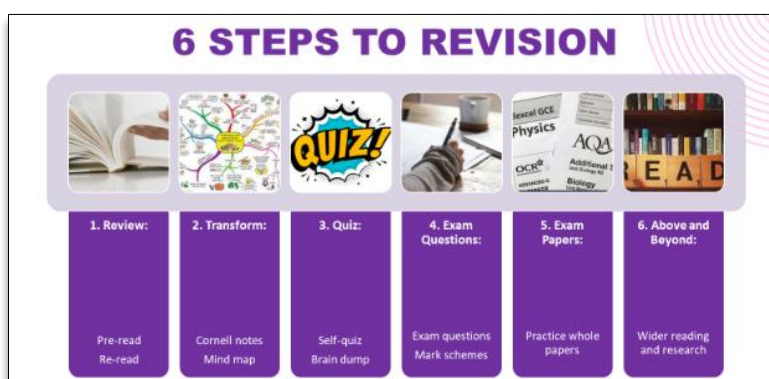
- **Review:** Where knowledge and skills that have already been taught are reviewed or retrieved.
- **Do:** Where students practice applying knowledge and skills, usually through exam questions.
- **Preview:** Where students can sample new knowledge and skills that they will focus on in their next lesson.

The TSFA 6 Steps to Revision is based on cutting edge research including the work of the VESPA Mindset team, which suggests that effort, in particular the right type of effort, makes a significant difference to student performance at A-Level (Oakes & Griffin, 2016). Our 6 steps are also supported by Anglia Ruskin University (ARU) and have been adapted from a blog first published by Megan Issott (Long Road Sixth Form College) in the Sixth Form Colleges Association in 2022.

Students are explicitly taught the '6 Steps' within their Trinity+ sessions, and staff link the independent study they set to one of the '6 Steps' so that students are able to see the learning process in action and understand how to revise for key assessments.

1. **Review:** students are encouraged to go over previous lesson content at strategic points in line with the forgetting curve.

2. **Transform:** flashcards, mind-maps, Cornell notes – students need to be taught how to use these methods successfully.
3. **Quiz:** regular low stakes testing to develop strong neural pathways between the short- and long-term memory.
4. **Exam Questions:** ensuring students are confident in applying the knowledge. This is often done through High Intensity Independent Practice (H.I.I.P) as well as independent study.
5. **Exam Papers:** more frequently set as independent study in the latter part of Year 13 but also used in assessments to form a holistic picture of attainment.
6. **Above and Beyond:** staff are expected to set an element of challenge within independent study to support excellence in students. This may take the shape of podcasts/videos/visits/supplementary reading etc.



Our 6 steps to revision poster

4. Factoring for the ebbs and flows of college life

Whilst mapping independent study, staff reflect on and take account of the college calendar in terms of assessments (Progress Checks, coursework deadlines, final exams), trips, whole college initiatives, or Inset days. Independent study is mapped in collaboration with, and consideration of, other subject areas, taking account of peak times for Non-Exam Assessments (NEA), BTEC examinations, and A-Level examinations. Staff deliberately vary the intensity of independent study so that students have the time to become accustomed to it and make maximum gains from it. This supports transitional points in a student's journey through sixth form, for example when they start in Year 12, when they transition into Year 13 and when they transition into higher education or the world of work.

5. Quality Assurance

All independent study is checked, but not all independent study is directly marked by the teacher. Typically, at the start of lessons independent study is requested to be on desks or online for checking (as agreed with class teachers). This normally happens during a retrieval practice exercise like a 'Quick 6' or a 'Fast 5.' Staff will log a '+3 complete' or a '-3 incomplete' conduct points on Bromcom. Every subject tracks independent study completion, normally alongside punctuality and attendance. Tracking also enables students to see their independent study completion over time, rather than simply having it presented as a number. This in turn leads to better completion rates of historic independent study and signposts to staff where gaps in knowledge may exist.

6. Student motivation and independent study

Various motivation theories exist and many of them refer to the idea of extrinsic (external) motivators and intrinsic (internal) motivators and their apparent contribution to motivation levels in an individual. TSFA teamed up with British Cycling psychologist, Rich Hampson and Professor David Putwain from Liverpool John Moores University to establish a motivational model that would work best in our current context. Rich and David introduced us to the idea of Self Determination Theory (Deci, 1985, 2000). Rather than label motivation as intrinsic (positive) and extrinsic (negative) SDT breaks extrinsic motivation into a 4-tiered scale.

Below: Table showing the Self Determination Theory Continuum.

Amotivation (no intention, incompetence, lack of control)	Supporting lateral progression via autonomy, competence a relatedness				Intrinsic motivation (interest, enjoyment, inherent satisfaction)
	External Regulation	Introjected Regulation	Identified Regulation	Integrated Regulation	
	<p>Pursuing tasks because of rewards or punishments. Motivation is external. This is the least internalised out of the 4. Example: I am motivated to drive under the speed limit because I know there are harsh punishments. Compliance, conformity and external reward and punishment. Not a great place to be.</p>	<p>Pursuing goals because they have come to self-administer the rewards and punishment for the goal. Somewhat external, driven by self-control to protect the ego and internal reward and punishment. Example: I am motivated to go to the gym first thing in the morning – not because I want to, but because I do not want my friends to judge me for skipping.</p>	<p>Individuals understand the value of the goal but may not personally value the reasons for pursuing it. Somewhat internal. The goal is not inherently interesting or fun, but it is based on internal values which are important to the individual. Example: I am motivated to attend a committee meeting for a voluntary organisation because I think it leads to a good outcome.</p>	<p>Integrated regulation is where an individual performs a task or behaviour because they completely believe that the outcome aligns with their needs and values. Internal and self-aware. It is still classified as extrinsically motivated because the rationale for doing it is to attain separable outcomes and not inherent enjoyment. Example: I exercise because I value wellness.</p>	

Staff at TSFA use this research to inform their planning and approaches to lesson delivery with students. It is a useful activity to have students self-assess themselves on the continuum at any given point in time. We are effectively striving to internalise motivation in students or to move as many of our students as possible into the right-hand section of this table (identified regulation and integrated regulation) towards being intrinsically motivated (whilst recognising that intrinsic motivation is not always the goal).

Artificial Intelligence (AI)

Our Approach

Artificial Intelligence (AI) is becoming an important part of education, work, and everyday life. At TSFA, we take a forward-thinking yet responsible approach to AI. We encourage students to make use of AI tools to support their learning while ensuring that safety, ethics and academic integrity always come first.

Our Principles for Using AI

Our approach is guided by national recommendations from the Department for Education and aligns with the Trust-wide AI policy. We are committed to:

- **Safety, security and wellbeing** – Protecting users and their data, ensuring systems are robust and monitored.
- **Transparency and fairness** – Being clear when AI is used and making sure tools are unbiased and ethically appropriate.
- **Human oversight** – Ensuring that AI supports, rather than replaces, expert teaching and human judgment.
- **Preparing students for the future** – Helping students develop digital literacy and critical thinking skills for a world where AI is commonplace.

How Students Are Encouraged to Use AI Responsibly

Students are **allowed and encouraged** to use AI—when done ethically. AI can be a powerful tool to support learning, but it must never replace a student’s own thinking.

Examples of Appropriate and Helpful AI Use

- Exploring new ideas and topics
- Getting simplified explanations of complex concepts
- Checking spelling and grammar (with human double-checking)
- Creating revision materials such as flashcards
- Summarising long texts
- Getting support with tricky texts
- Using AI as a “revision coach”
- Generating ideas for projects, job applications or UCAS personal statements (but not writing them)

Key Expectations for Students

Students should always:

- **Be honest** – Declare when AI has been used in their work
- **Verify accuracy** – AI can be incorrect; facts must be checked
- **Be original** – Work must be based on the student’s own ideas
- **Think critically** – Evaluate, fact-check, and revise AI responses
- **Stay safe** – Never input personal or sensitive data into public AI tools

AI Must Not Be Used For

- Submitting AI-generated work as your own
- Copying and pasting large sections of AI content without understanding it
- Using AI in exams, assessments or tests
- Entering any student or staff data into public AI systems
- Writing UCAS statements or coursework

Misusing AI, especially involving plagiarism or data breaches, may result in serious disciplinary action.

Student Support

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 Personal Progress Tutors (PPTs) and Wellbeing Team are always on hand and available in the college. We offer students a unique package of support to ensure that they achieve their potential and flourish in their time with us. Our support includes:

PPT team

Every student is assigned a PPT. The role of a PPT is that of an academic and pastoral mentor. Every student meets regularly with their PPT and has access to them throughout the week. Where specific needs are identified, the PPT will put together a package of bespoke support.

Wellbeing team

Students also have access to our specialist safeguarding team which consists of staff who are trained at a 'Designated Safeguarding Lead' (DSL) level. The wellbeing team is made up of a member of the Senior Leadership Group (SLG); Safeguarding and Medical manager; SENDCo; Social, Emotional and Mental Health Mentor; Attendance Officer, and multiple Personal Progress Tutors. They are able to ensure that students are fully supported, and appropriate interventions are put in place.

Counselling

At TSFA we have our own dedicated Mental Health Support Team (MHST) who work in partnership with us to develop our whole college approach to mental health and wellbeing, building on our internal provision.

The team consists of a Team or Clinical lead, Senior Practitioners and Education Mental Health Practitioners (EMHPs). The practitioners are trained, or are training, in Cognitive Behaviour Therapy (CBT) interventions, other evidence-based therapies or are experienced mental health professionals. The MHST practitioners are able to offer cognitive behaviour therapy (CBT) where appropriate. This is based upon the understanding that how we think, feel and behave is closely linked to understanding a young person's difficulties. CBT can help a young person to develop a toolbox of strategies and new ways of coping with difficult situations. These skills are all evidence based, which means researchers have tested them and found that they are shown to work.

We also currently have three on-site student counsellors who offer counselling three days a week and in addition to this we have created links with Noah's Ark. We have a member of their team on site each week to work with students and explore options within their services.

Medical team

We have several staff who are first aid trained to offer medical intervention for students who require additional support. We also have several staff who are mental health first aid trained to offer mental health first aid should students require this support.

Financial Support

Free Meals

Free meal allowances will not automatically continue under the new arrangements.

What you need to do:

If you received free meals In Year 11 you will need to re-apply via PayMyStudent, using your Student Admission Number: <https://trinity.paymystudent.com/portal/home.asp>

If you do not currently receive free meals:

- You may now be eligible under the expanded criteria
- You will need to apply through PayMyStudent using your Student Admission Number
<https://trinity.paymystudent.com/portal/home.asp>

Bursary

The Bursary Scheme exists to enable students who have been identified as experiencing the greatest need for financial support to remain in education and thereby improve their chances in life.

What support can be provided

You may be eligible for support with travel passes, meal allowances, equipment, essential trips, open day visits and UCAS application fees.

Who can apply

Priority Bursary Vulnerable:

- 16–19-year-old in care/care leavers
- 16–19-year-old in receipt of Income Support or Universal Credit in their own name
- Receiving Disability Living Allowance or Personal Independence Payment in your own right, as well as Employment and Support Allowance or Universal Credit in your own right.

Income Assessed Bursary (Discretionary):

- College will provide an income-assessed Bursary for students whose parents/carers household income is below £35,000.

How to apply

The application portal for students starting in September 2026 will be available on our website from the 24 August 2026.

Further Bursary information: <https://sixth.trinitymat.org/key-info/financial-support/>

The first deadline for applications is Wednesday 30 September 2026.

We will write to you in the summer term of Year 12 to reapply for Year 13.

Please direct any queries to your Personal Progress Tutor or the Bursary Team.



Aspirations Support

The Three Pathways

Students are introduced to the three pathways early in year 12 through Trinity+. The Aspirations Programme is designed to offer flexibility, and students may change pathways during the course of their academic journey.

1. University Pathway

- Students explore the pros and cons of higher education and have the opportunity to engage with a wide range of university representatives, both staff and students, to discuss university life and the transition from college to higher education. Students and parents are guided through the UCAS process and supported to make informed choices.

2. World of Work Pathway

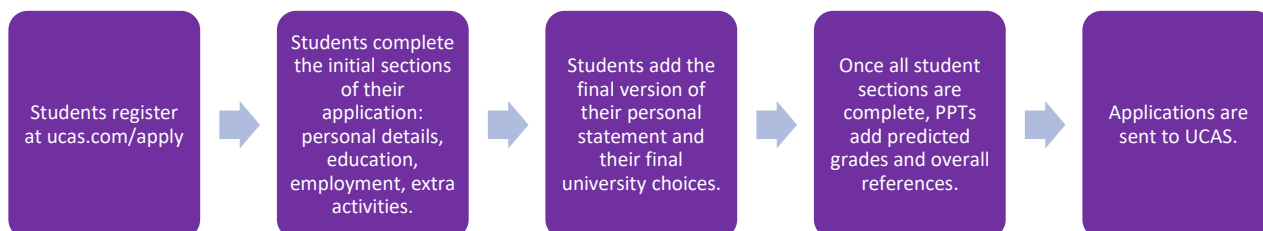
- Students learn about the different types of apprenticeships available and explore the pros and cons of this form of training. Students focus on developing their employability skills and honing their CV writing and interview techniques with a high level of input from local employers. Students are kept well informed of relevant apprenticeship and employment opportunities and are supported through the application process.

3. Trinity Scholars Pathway

- Those students wishing to attend Oxbridge or study medicine / dentistry / veterinary science can apply to join our Trinity Scholars Programme. This bespoke programme of support aims to give students the best possible preparation for these highly competitive destinations. For further information, please see our Trinity Scholars Student and Parent Guide.

The UCAS Process

UCAS is an independent charity providing information, advice and admissions services for young people. All students register for UCAS in the summer term of Year 12 during Trinity+. The UCAS Hub can be accessed by both students and parents and can be used as a research tool and a way of connecting with other students to find out what life is like at a particular university or on a particular course. The admissions service is for those applying to university (including conservatoires). Trinity Sixth Form Academy is a highly academic college, with around 65% of students progressing to higher education each year.



Most of the student sections of the application are completed during Trinity+, however, students can log into their application and work on it independently at any time. Students are supported through all sections of the application, but particularly the personal statement and university choices sections.

UCAS Tariff Table

A-Level / BTEC Ext. Cert.	UCAS Points	EPQ Points	Core Maths Points
A* / Distinction*	56	28	--
A / Distinction	48	24	20
B	40	20	16
C / Merit	32	16	12
D	24	12	10
E / Pass	16	8	6
U	0	0	0

Sutton 30 Universities

We have high aspirations for all our students and encourage students to aspire to the “Sutton 30” – the thirty most selective universities in the UK.

University of Bath	London School of Economics and Politics (LSE)
University of Bristol	University of Manchester
University of Birmingham	Newcastle University
University of Cambridge	University of Nottingham
Cardiff University	University of Oxford
Durham University	University of Reading
University of Edinburgh	Royal Holloway, London
University of Exeter	University of Sheffield
University of Glasgow	University of Southampton
Imperial College London	University of St Andrews
King’s College London	University of Strathclyde
Lancaster University	University of Surrey
University of Leeds	University College London
University of Leicester	University of Warwick
University of Liverpool	University of York

World of Work Pathway

An increasing popular alternative to university is an apprenticeship. Apprentices work full time whilst also studying towards a qualification, with the employer and government funding all training costs. Around 20% of their time is spent completing off the job training. According to the National Careers Service, over 1500 different job roles can now be accessed via an apprenticeship route.

As part of our Aspirations Programme, we introduce students to the world of apprenticeships through Trinity+ including what an apprenticeship is, the benefits and drawbacks of apprenticeships and the different levels (intermediate, advanced, higher and degree). Since our students are already completing Level 3 qualifications with us, we encourage them to focus on higher and degree level apprenticeships, though for certain job roles there is a specific level at which students must begin their training.

During National Apprenticeship Week we invite a range of different apprenticeship providers into college to deliver workshops to our students. Many of these employers will have live vacancies at the time of their visit and can further explain the roles available and the application process to our students. In addition to this, we host a multitude of employers and apprenticeship providers at our annual Aspirations Conference and students can browse their stalls at the marketplace and talk to current apprentices.

Finally, through our Trinity Talks programme we are proud to welcome back alumni students now studying for a higher or degree level apprenticeship to give a first-hand account of their experiences.

Keeping Informed

We keep our students and their parents up to date with opportunities and events related to careers and aspirations (both inside and outside of college) through our weekly careers bulletin and our termly newsletter. Look out for this in your emails.

The following websites are excellent sources of careers information and advice as well as labour market information:

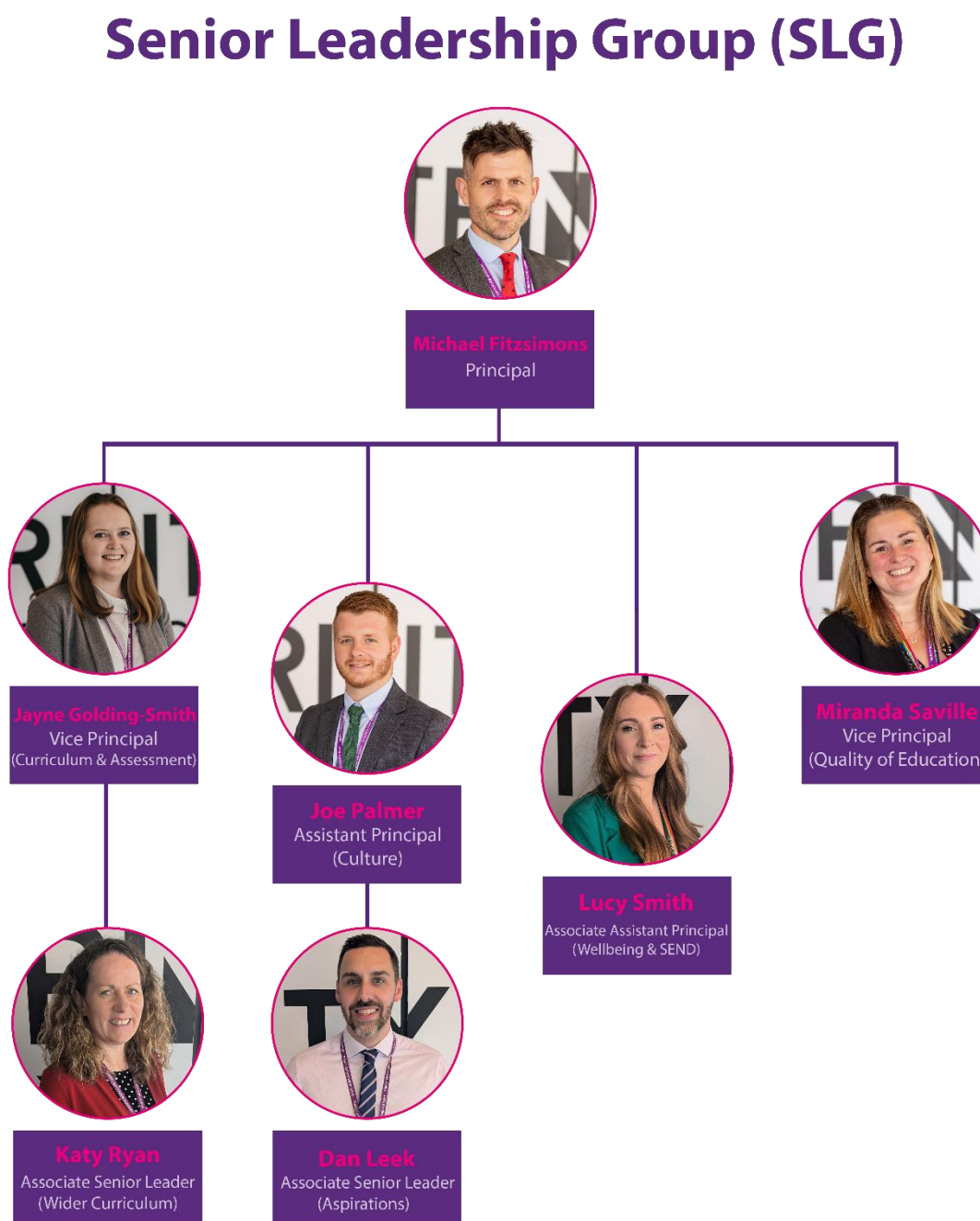
- Skills, careers and jobs support in West Yorkshire – **West Yorkshire Combined Authority**
- General careers information, advice and guidance – **National Careers Service**
- University Information – **UCAS**
- Apprenticeships Information – **Amazing Apprenticeships**



Key People

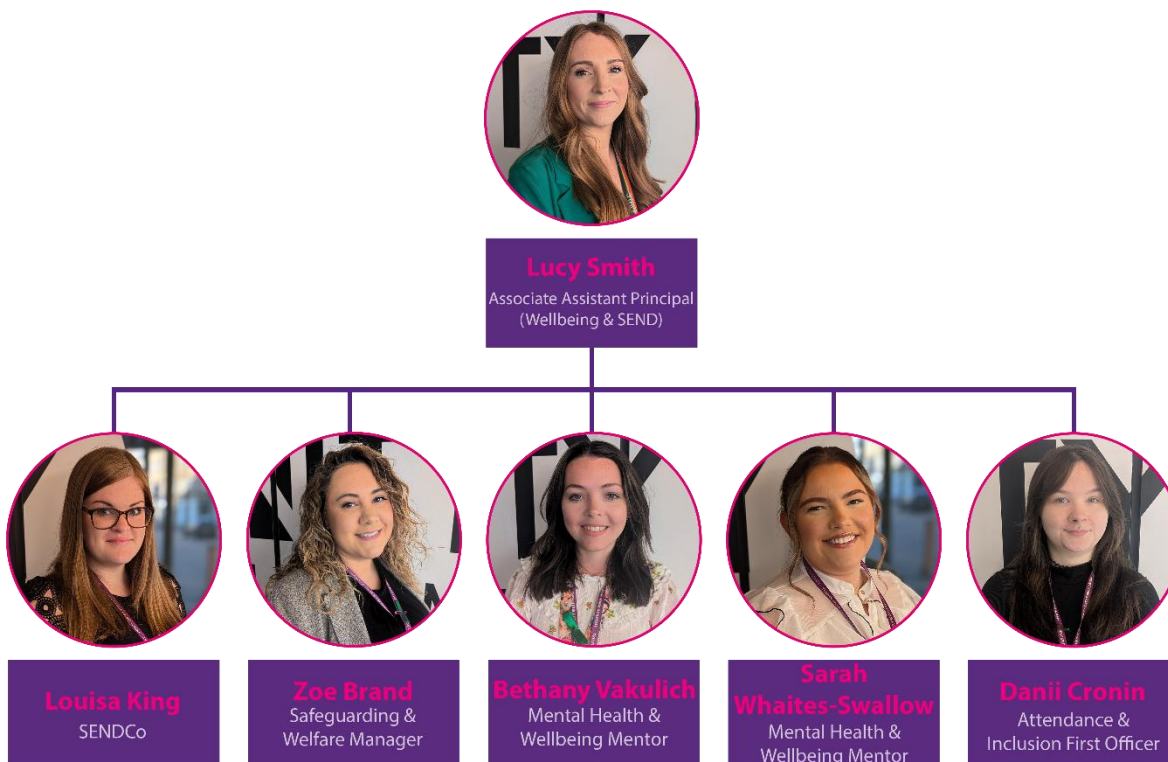
To give you an idea of who is who, and to provide a face to a name, we have listed some of the key groups of people that you will be working closely with during your induction. Feel free to direct questions and emails to particular staff members if you wish.

Senior Leadership Group



Wellbeing Team

Wellbeing Team

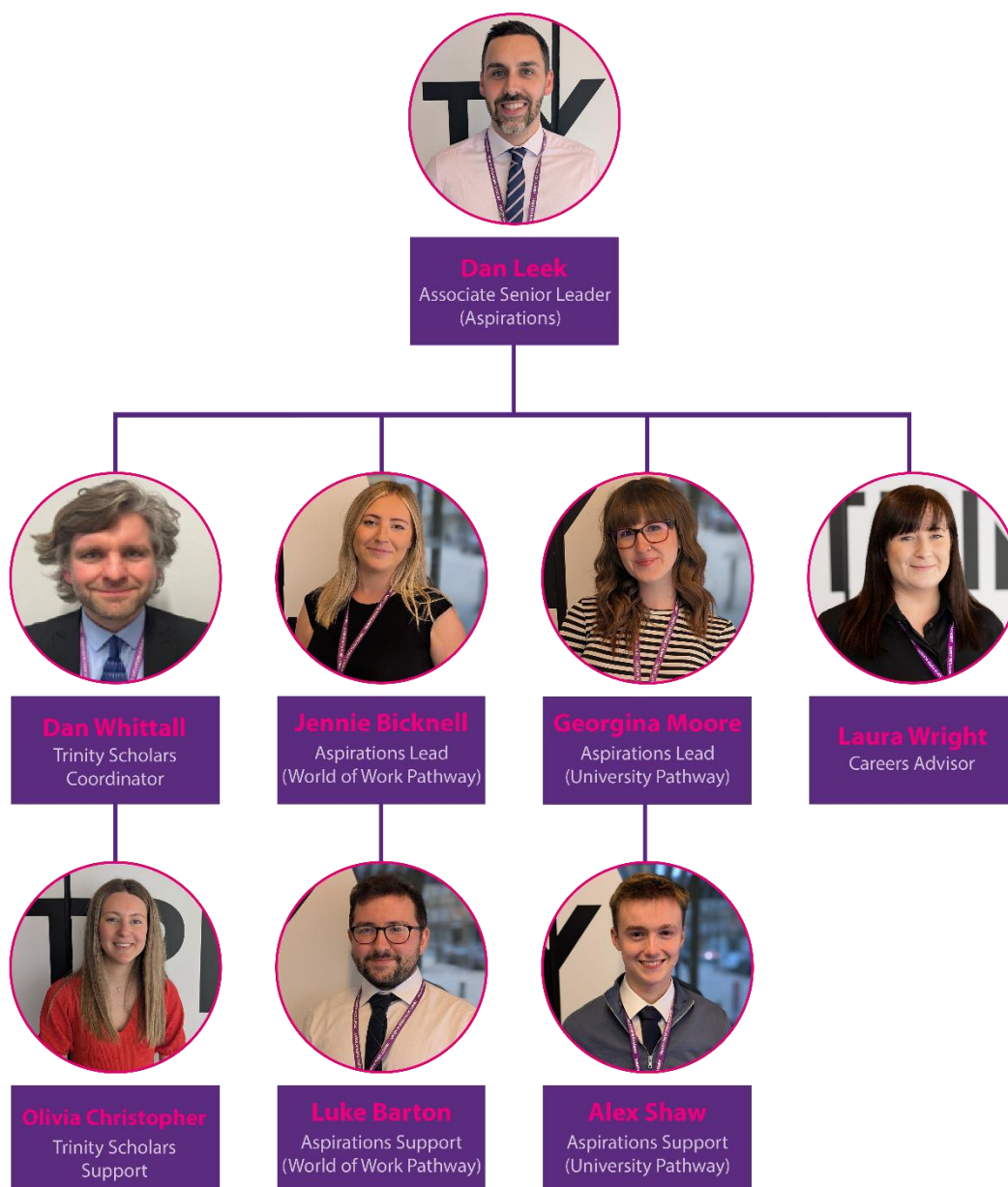


Personal Progress Tutors

Personal Progress Tutors



Aspirations Team



Glossary of Key Terms / Acronyms

Acronym	Meaning	Description
Achieve	Achieve	Additional 45-minute small group sessions, usually directly before/after college or at lunch times. Their purpose is to support students with progress in subject areas. Achieve sessions will not show up on the MCAS App.
Graduation	Graduation	Year 12 successful completion of the Year - Ceremony
IS	Independent Study	Independent study is an all-encompassing word for the work that students are set to complete outside of core lessons. We do not use the term homework because it is a term associated more with school and because many students choose to do their independent study in the college or at the Halifax library.
Oxbridge	Oxford or Cambridge universities	Arguably the two most prestigious universities in the country and consistently in the highest ranked universities in the world. Oxbridge is a key feature of the Trinity Scholars programme along with medicine, dentistry and veterinary medicine.
PC	Progress Checks	Internal Assessments sat in both Year 12 and Year 13. See assessment calendar for PC dates.
PPT	Personal Progress Tutor	Every student is assigned a PPT, and they are your first point of contact should any questions arise.
SEND	Special Educational Needs	This is a legal term to identify a child who has additional learning needs, or a disability.
SENDCo	Special Educational Needs and Disability Coordinator	This is the person in college who is responsible for identifying and supporting students with additional needs, helps with the strategic development of SEND policy, and ensures that statutory obligations are met within SEND legislation.
SLG	Senior Leadership Group	Senior Leadership Team, Principal, Assistant Principal and Assistant Vice Principal
Sutton 30	Sutton 30	The thirty most selective universities in the UK.
TAP	Teacher Access Point	These are allocated periods that subject teachers are available for students to deal with any subject queries or independent study issues.
Trinity Xtra	Trinity Xtra	This is compulsory, supervised, timetabled sessions for students to work independently on independent study or revision. IT is provided.
Trinity+	Trinity+	A dedicated weekly session on all students timetables to support their personal and professional development.
UCAS	Universities and Colleges Admissions Service	UCAS is an independent charity providing information, advice and admissions services for young people. The admissions service is for those applying to university (including conservatoires) and degree apprenticeships.