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Register on our
website

P... 2025

Welcome to Trinity Academy Halifax
Trinity Academy Halifax

Welcome from the Principal

Dear Parents and Family Members, I hope you are all well. I have been thinking about you and how much I have enjoyed working with you and your children over the past few years. I have been very fortunate to have you as part of our school community. I have been very proud of the progress we have made together and the many achievements of our students. I have been very grateful for your support and involvement in our school. I have been very happy to see your children grow and learn. I have been very proud of the many achievements of our students. I have been very grateful for your support and involvement in our school. I have been very happy to see your children grow and learn.

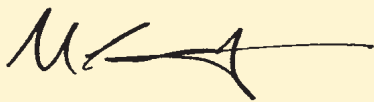
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Sarah Case | Principal

Welcome from the Trinity MAT CEO

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Michael Gosling | CEO

We constantly and consistently strive to improve the experience on offer



Our Christian values of Empathy, Honesty, Respect and

Outstanding student progress and success

As an academy we focus on ensuring that all students, whatever their ability, achieve their full potential.



Trinity Academy Halifax offers students a range of exceptional opportunities. This includes a tiered phase system which allows students to access bespoke opportunities outside the traditional classroom such as achieving a Duke of Edinburgh Bronze award in Phase Two.

Trinity Academy Halifax offers a range of opportunities for students to participate in a variety of activities, including:

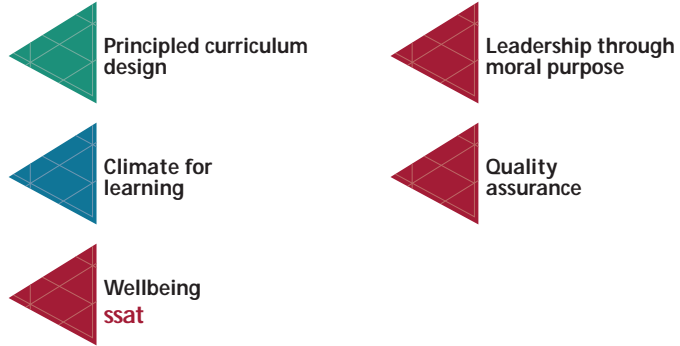
- **Phase One:** This phase is designed to provide students with a range of opportunities to develop their skills and interests. Activities include:
- **Phase Two:** This phase is designed to provide students with a range of opportunities to develop their skills and interests. Activities include:
- **Phase Three:** This phase is designed to provide students with a range of opportunities to develop their skills and interests. Activities include:
- **Phase Four:** This phase is designed to provide students with a range of opportunities to develop their skills and interests. Activities include:
- **Phase Five:** This phase is designed to provide students with a range of opportunities to develop their skills and interests. Activities include:
- **Phase Six:** This phase is designed to provide students with a range of opportunities to develop their skills and interests. Activities include:
- **Phase Seven:** This phase is designed to provide students with a range of opportunities to develop their skills and interests. Activities include:
- **Phase Eight:** This phase is designed to provide students with a range of opportunities to develop their skills and interests. Activities include:
- **Phase Nine:** This phase is designed to provide students with a range of opportunities to develop their skills and interests. Activities include:
- **Phase Ten:** This phase is designed to provide students with a range of opportunities to develop their skills and interests. Activities include:



Awards

Our work to transform educational practice is recognised by the School, Students and Teachers network (SSAT).

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A broad and balanced curriculum

We work to provide a broad and balanced curriculum which is engaging and challenging for all students. Our aim is to develop our young people into well-rounded citizens who are empathetic, honest, respectful and responsible at all times.

Phase One (Years 7 and 8) focuses on building a strong foundation in core subjects, including English, Mathematics, Science, History, Geography, and Physical Education. This phase also introduces a range of creative and practical subjects, such as Art, Music, and Design Technology, to ensure a well-rounded education. The curriculum is designed to be challenging and engaging, with a focus on developing critical thinking and problem-solving skills.

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Phase Two (Year 9)

Phase Two (Year 9) builds on the foundation laid in Phase One, with a focus on deepening understanding and skills in core subjects. This phase also introduces a range of new subjects, including Latin, French, and Spanish, to provide a broad and balanced education. The curriculum is designed to be challenging and engaging, with a focus on developing critical thinking and problem-solving skills.



Phase One and Two (Years 7, 8 and 9)

Phase One and Two (Years 7, 8 and 9) focuses on building a strong foundation in core subjects, including English, Mathematics, Science, History, Geography, and Physical Education. This phase also introduces a range of creative and practical subjects, such as Art, Music, and Design Technology, to ensure a well-rounded education. The curriculum is designed to be challenging and engaging, with a focus on developing critical thinking and problem-solving skills.

Phase Three (Years 10 and 11)

Phase Three (Years 10 and 11) focuses on deepening understanding and skills in core subjects, including English, Mathematics, Science, History, Geography, and Physical Education. This phase also introduces a range of new subjects, including Latin, French, and Spanish, to provide a broad and balanced education. The curriculum is designed to be challenging and engaging, with a focus on developing critical thinking and problem-solving skills.



The school promotes the aspirations of pupils through a rich and demanding curriculum that is highly ambitious for all pupils.

- Ofsted, 2023





Phase Two Trinity Challenge

A group of students from Trinity High School in North Carolina are participating in a Phase Two Trinity Challenge. The challenge is a series of activities designed to help students develop leadership skills and build a strong team. The challenge is divided into seven phases, each with its own set of activities and goals. The phases are: Phase 1: Introduction to the Challenge, Phase 2: Team Building, Phase 3: Problem Solving, Phase 4: Communication, Phase 5: Decision Making, Phase 6: Leadership, and Phase 7: Reflection and Evaluation. Each phase is designed to be both fun and educational, and to provide students with a variety of experiences. The challenge is a great way for students to learn about themselves and their teammates, and to develop the skills they will need to succeed in the future.

Phase 1: Introduction to the Challenge. This phase is designed to help students get to know each other and to understand the goals of the challenge. Activities include a team-building exercise, a discussion about the challenge, and a presentation about the Trinity High School. Phase 2: Team Building. This phase is designed to help students build a strong team and to develop leadership skills. Activities include a team-building exercise, a discussion about leadership, and a presentation about the Trinity High School. Phase 3: Problem Solving. This phase is designed to help students develop problem-solving skills and to learn how to work together to solve a problem. Activities include a problem-solving exercise, a discussion about problem-solving, and a presentation about the Trinity High School. Phase 4: Communication. This phase is designed to help students develop communication skills and to learn how to work together to communicate. Activities include a communication exercise, a discussion about communication, and a presentation about the Trinity High School. Phase 5: Decision Making. This phase is designed to help students develop decision-making skills and to learn how to work together to make a decision. Activities include a decision-making exercise, a discussion about decision-making, and a presentation about the Trinity High School. Phase 6: Leadership. This phase is designed to help students develop leadership skills and to learn how to work together to lead. Activities include a leadership exercise, a discussion about leadership, and a presentation about the Trinity High School. Phase 7: Reflection and Evaluation. This phase is designed to help students reflect on their experiences and to evaluate their performance. Activities include a reflection exercise, a discussion about reflection, and a presentation about the Trinity High School.

A Curriculum for Life: ensuring an academic and personal education

A Curriculum for Life: ensuring an academic and personal education. This is a comprehensive program that provides students with a well-rounded education. The program is designed to help students develop the skills they will need to succeed in the future, both academically and personally. The program is divided into two main parts: academic education and personal education. The academic education part focuses on helping students develop strong academic skills, including reading, writing, and critical thinking. The personal education part focuses on helping students develop strong personal skills, including leadership, communication, and decision-making. The program is designed to be both fun and educational, and to provide students with a variety of experiences. The program is a great way for students to learn about themselves and their world, and to develop the skills they will need to succeed in the future.



Opportunities beyond the traditional

We are proud of the experiences offered to our students outside of the classroom. To support our young people to become well rounded citizens, our graduation criteria includes participation in some of these opportunities.

Performing Arts, including the annual musical production

Our Performing Arts programme provides a range of opportunities for students to develop their skills and talents. This includes participation in the annual musical production, which is a highlight of our school calendar.

Students are encouraged to participate in a variety of activities, including drama, music, and dance. The annual musical production is a major event where students showcase their talents and work together to create a memorable experience.

Sport and extra-curricular opportunities

We offer a wide range of sports and extra-curricular activities to our students. This includes participation in school sports teams, as well as a variety of clubs and societies. We encourage all students to get involved and enjoy the benefits of physical activity and social interaction.

Trips

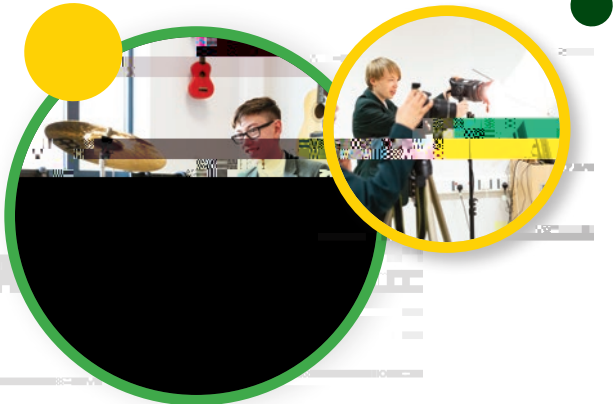
Our school organizes a variety of trips and excursions for our students. These provide a valuable learning experience and allow students to explore new places and cultures. We ensure that all trips are well-planned and supervised by staff members.



Duke of Edinburgh

Duke of Edinburgh's Award Scheme

The Duke of Edinburgh's Award Scheme is a world-famous programme that challenges young people to reach their full potential. It is a voluntary programme that provides a range of opportunities for students to develop their skills and talents. The scheme is divided into four levels: Bronze, Silver, Gold, and Platinum. Each level has its own set of requirements, including participation in physical, mental, and voluntary activities. The scheme is designed to help students build confidence, resilience, and a sense of achievement. It is a valuable experience that can help students prepare for the challenges of the future.



Professional Standards

Trinity Academy Halifax is committed to upholding the highest standards and expectations. Our Professional Standards serve as a guide for all staff, students, and stakeholders to adhere to in order to foster a positive learning environment. By upholding these standards, Trinity Academy Halifax aims to promote a culture of excellence, accountability, and mutual respect within the academy and wider community.

Conduct: The manner in which we behave.

Professionalism is a key aspect of our conduct. We expect all staff to maintain high standards of behaviour and to be role models for our students. This includes being punctual, well-presented, and respectful to all colleagues and students. We also expect our students to demonstrate good conduct and to be respectful to their teachers and peers.

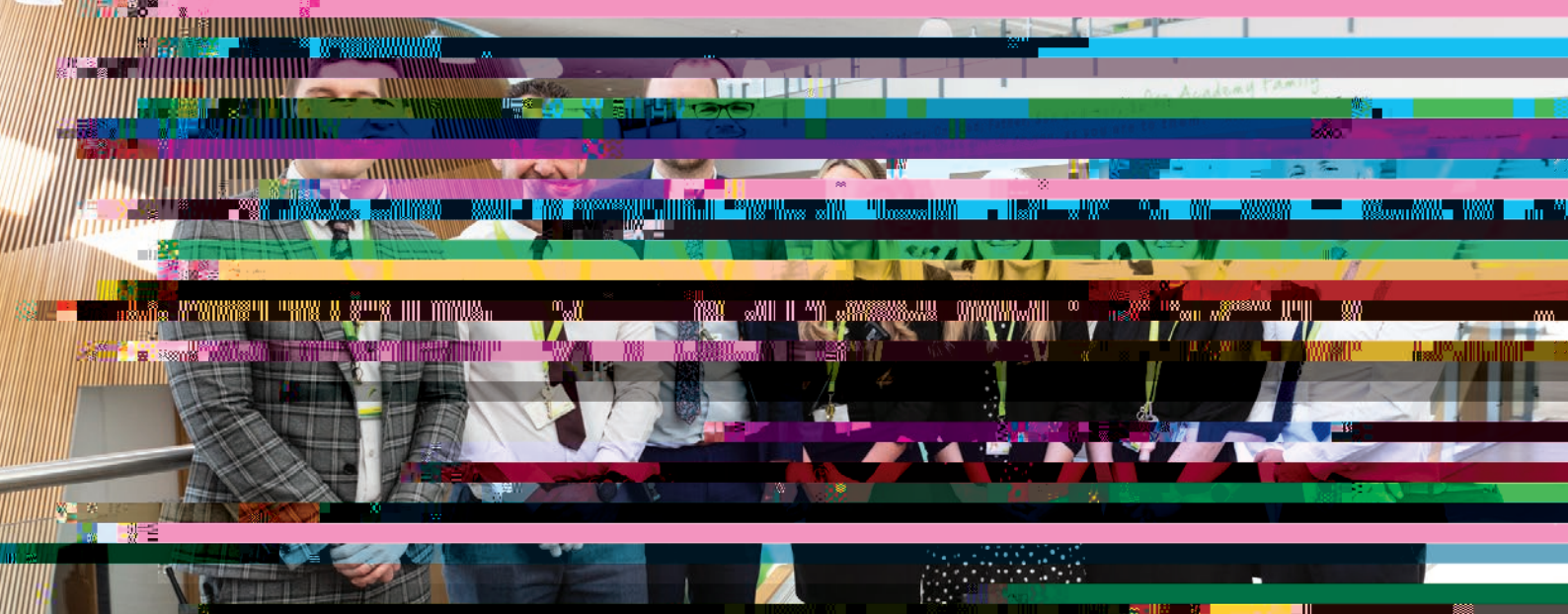
Dedication: The quality of being committed to a task or team.

We are committed to providing a high-quality education for all our students. This requires a dedication to our work and a commitment to continuous improvement. We expect our staff to be dedicated to their roles and to work hard to achieve the best possible outcomes for our students. We also expect our students to be dedicated to their learning and to work hard to achieve their goals.

Organisation: To be able to manage and prioritise responsibilities.

Effective organisation is essential for success in any profession. We expect our staff to be able to manage their time and responsibilities effectively and to prioritise their work. We also expect our students to be able to manage their time and responsibilities effectively and to prioritise their learning.





Pastoral Care

Trinity Academy Halifax understands that when students feel settled and secure, they will achieve more. The academy's pastoral care system – or the network of support we provide to students and parents – is a real strength and forms the basis of all that we do.

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Preparing for life at Trinity Academy Halifax

We work to ensure that all young people receive the best possible support before and during their transition to Trinity Academy Halifax

Our transition programme is designed to help you:

• understand the school's ethos, values and expectations
• meet the staff and other young people who will be supporting you
• get to know the school's facilities and resources
• understand the school's policies and procedures
• meet the staff and other young people who will be supporting you

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Callum Bennett P.O.L.





Trinity Academy Halifax is a heavily oversubscribed school; although we would like to offer a place to every child who wants to come here, that sadly isn't possible. We admit 330 students

