

TRINITY

SIXTH FORM



Teacher
Applicant Pack

Business Teacher

Salary Scale: MPR/UPR

Part-time applications are welcome

Work with us

Trinity Sixth Form Academy is an academic sixth form college in the centre of Halifax, part of Trinity Multi-Academy Trust. We teach A-Levels and Applied General courses to around 1,000 students, and our ambition is to be one of the strongest providers in the country for student progress and destinations.

This pack is for anyone considering applying to us, whether you teach, lead a curriculum area or work in a support role. It sets out what we have achieved, how we work, and what we do to make this a place people stay.

We are now looking for a dynamic, passionate and inspirational **Business Teacher** to join our team.

What we can offer you?

- Full support from a dedicated team of senior leaders and a large pastoral team
- Outstanding student behavior with a first-class behavior for learning system
- Excellent teaching resources and world class facilities
- A chance to change the lives of young people from deprived socio-economic backgrounds
- An excellent CPD package, including a further comprehensive programme of professional development provided through the Trinity Institute of Education and West Yorkshire Maths Hub
- A range of staff benefits, including a Cycle to Work scheme and reduced cost health cover

You must be fully committed to optimising the opportunities that are available to children and young people, secure in the knowledge that you will be joining an ambitious forward-thinking Academy Trust that sets the standards for our family of schools and academies.

Interview Details	
Closing Date:	07:00am Friday 09 October 2026
Interviews:	Friday 16 October 2026
Start Date:	01 January 2027

How to apply

For further information about this role, the benefits of working for the trust and how to apply, visit our recruitment website; www.trinitymat.org/all-vacancies.

For an informal conversation about this role, or to arrange a visit before applying, please contact Dan Leek, Associate Senior Leader at dleek@sixth.trinitymat.org or on 01422 240 033. We welcome visits and would much rather you came to see us first.

Within this Pack

- [Our College](#)
- [Professional Development](#)
- [Workload](#)
- [Our Students](#)
- [Job Description](#)
- [Person Specification](#)

Click the link to
take you to the page

A welcome from the Principal

Thank you for taking an interest in working with us.

I am proud of this college. Proud of what our students achieve, but more than that, proud of how we have got here; as a community, over a number of years, together.

What I hope you notice when you visit is that Trinity feels like something bigger than any one of us. That matters to me a great deal. Every student and every member of staff should feel they are part of something positive, something unique, and something larger than themselves. Culture is our greatest strength, and culture is not built by policies or strategies. It is built by people, which is why who we appoint to any role, in any part of the college, matters so much.

If that sounds like the sort of place you want to work, I would be delighted to meet you. Good luck with your application.



3.9 / 5	4.5 / 5	Below national
Staff survey score, against a national average of 3.6	Staff rating for student behaviour	Staff turnover, for a second consecutive year
3	94.3%	12 hours
National awards for student experience in 2026	2025 Student attendance, well above the national figure	Protected professional development time, timetabled

A college on a strong upward trajectory

Our students achieve above national expectation for their starting points, and have done so for three consecutive years, with the gap widening in our favour each year.

Measure	2023-24	2024-25	2025-26
A-Level value added	+0.09	+0.10	+0.17
A-Level pass rate	99%	99%	98.8%
Applied General value added	+0.28	+0.29	+0.37
Applied General pass rate	100%	100%	100%
Student attendance	93.1%	94.1%	94.3%

Value added is measured against a national baseline of zero, so every figure above represents students achieving more than their prior attainment predicted.

Every group, not just some

- Students with SEND achieved more than double the national value added at A-Level.
- Disadvantaged students achieved positive value added, where the national figure for that group is negative.
- Students arriving with lower prior attainment outperformed the national figure for their group by a substantial margin.
- GCSE re-sit students made strong progress in both English Language and Mathematics.

If you are motivated by closing gaps, this is a college where that work is taken seriously and where the data shows it is working.

Professional development that belongs to you

- Twelve hours of professional development time is timetabled and protected on the 1265.
- Our development model is borrowed from aviation and medicine: you decide how you want to get better, and the college supports it, rather than development being done to you.
- The Expert Teacher Development Journal brings it together in one place. Since its introduction, career opportunity scores have risen above the national benchmark for the first time.
- Common routes include examiner work, cross-college collaboration and, from 2025-26, lesson study.
- We work closely with strong sixth form providers across the north, including Greenhead College, Elliot Hudson College, Newcastle Sixth Form College, Dixons Sixth Form College, Crossley Heath, North Halifax Grammar School and White Rose Education, both giving and receiving subject reviews. Colleagues from other colleges also visit us to observe our practice.
- Teaching is built on a shared framework derived from Rosenshine's principles, quality assured through continuous, supportive lesson visits rather than high-stakes observation.
- As part of a multi-academy trust, there are genuine routes into leadership, cross-phase work and specialist roles.

Workload: what we have actually changed

Most employers say they care about workload. We would rather show you a sample of the specific things we have removed, reduced or protected, because these are the commitments you can hold us to.

What we have done	What it means day to day
No out-of-hours email expectation	A written 24-hour turnaround within the working week only. Senior leaders model it, consistently.
Every commitment on the calendar	All meetings and evening events are on the 1265 from the start of the year. No hidden expectations.
Parental contact reduced by around 70%	Three calls per class, timed around assessment weeks, rather than 70 or more across the year.
A proportionate marking policy	Clear, realistic expectations that prevent time going into low-impact feedback.
Assessment weeks mapped across year groups	Progress checks are deliberately timed to avoid marking pinch points, with lessons freed for marking.
Virtual delivery at the busiest points	Enrichment runs virtually in Terms 4 and 5, and staff are released from lessons during exam weeks.
Time given back for UCAS references	Timetable efficiencies are allocated specifically to one of the most time-intensive tasks of the year.
Data produced for you, not by you	A professionally produced data pack and training from the data team. Teaching staff do not generate their own.
Flexible working taken seriously	Every request to date has been given full consideration and the vast majority have been granted.
Shared planning in larger teams	Colleagues in bigger departments plan together, reducing individual preparation.
Open evenings reduced	From three to two, with any additional coverage handled by key leaders rather than all staff.
Investment in the working environment	Including dimmable lighting in staff workrooms, made in direct response to staff feedback.

We are not claiming to have solved workload. It remains the area our staff score us lowest on, and it is the explicit focus of our People Strategy. We would rather tell you that than pretend otherwise, and the score has moved in the right direction two years running.

Nationally recognised for what our students say

In 2026 Trinity Sixth Form Academy was named a national winner in three secondary categories of the Edurio Awards. The awards are based purely on national survey data, with no application or submission process, and each category recognises the ten highest-scoring schools and colleges in the country.

Award	Based on the student question
Pupil Choice Award	How likely would you be to recommend this school to another pupil?
Pupil Engagement Award	How often do you find what you learn at school interesting?
Pupil Feedback in Action Award	How valued do you think pupil opinion is in your school?

- We won two of these categories nationally in 2025 as well, along with regional recognition for Yorkshire and Humber, so this is sustained rather than a single good year.
- Our students rated the college 3.9 out of 5 against a national figure of 3.4 and scored us above national on every survey module.
- Parents rated the college 4.1 out of 5 against a national figure of 3.7, again above national on every module.
- The Senior leadership team also won the Silver Award at the Pearson National teaching Awards in 2025.

Where our students go

Progression to higher education has risen from 59% in 2022 to 72% in 2026, consistently ahead of the national picture, alongside a growing apprenticeship route.

- 72% of leavers progressed to higher education in 2026.
- Every Medicine and Dentistry applicant in 2026 secured a place.
- Our Trinity Scholars programme has supported 24 students into the most selective universities and courses since 2022, with our strongest conversion rates to date in 2026.
- A quarter of our students progressed to Sutton Trust top-30 universities, up from 22% the previous year.
- Apprenticeship destinations included finance, childcare, business, engineering and education.



The students you would be teaching

- Attendance has improved for five consecutive years and sits above national figures for both A-Level and vocational students.
- Our staff rate student behaviour at 4.5 out of 5, our highest-scoring area in the staff survey.
- Students commit to professional standards of mental toughness, attention to detail, work ethic and integrity, and to a set of civic virtues that run through the curriculum.
- Independent study is taught and tracked, not assumed. Completion rates reached 88% last year.
- Every student has a Personal Progress Tutor and belongs to a house named after a Halifax landmark, with dedicated weekly time for academic and pastoral support.
- Student voice is genuinely acted on. That is precisely what the national awards recognise.



Beyond the classroom

- Fifty-five enrichment activities ran last year, with 100% student completion, and the offer continues to grow.
- International trips included two Turing Scheme visits and a World Challenge expedition, with destinations including USA, Morocco, Italy, Malta, Spain, Andorra and Barcelona. Eight trips are planned for 2026-27.
- Our Personal Leadership Group runs student-led work on diversity, charity, mental health, sport and the environment.
- Every subject works with external stakeholders, from universities and employers to alumni, as part of our skills strategy.



Job Role:	Teacher
Job Scale:	MPR/UPR



Core Purpose

- Support the work of the curriculum leadership team to implement and deliver an appropriately broad, balanced, relevant and differentiated curriculum for students
- Raise standards of student attainment and achievement within the curriculum area
- Encourage a learning experience which provides opportunities for all students to achieve their potential
- Support the academy mission in developing life ready learners

Reporting to:	Curriculum Leader
Liaising with:	Curriculum Leader, Pod Leader, Lead Teachers and SLG

Main Responsibilities

Accountability	• Have the highest expectations of students. • Embed the culture of the college within the subject area and classes taught. • Contribute to Achievement and Improvement Cycle. • Contribute towards the TSFA Subject Response Planning cycle. • Liaise with the Curriculum Leader to ensure the delivery of an appropriate, high quality curriculum programme which meets the needs of all students. • Actively monitor and respond to curriculum development and initiatives at national, regional and local levels. • Support the development of appropriate curriculum mapping, resourcing, assessment, and learning and teaching strategies in the area. • Seek accreditation with the relevant examination and validating bodies. • Develop cross-curricular links to support student learning. • Play a full part in the life of TSFA, supporting the distinctive mission and encouraging staff and students to do the same. • Undertake such other duties as reasonably required by the Principal.
Learning	• Maximise student achievement. • Monitor and evaluate the performance of class/subject within the curriculum in terms of the college mission, and through internal and external assessment. • Ensure the educational experience offered to each student is of the highest quality to promote equality of opportunity. • Establish a culture within classes/the subject area in line with that of the college.

Teaching	• Plan and deliver lessons that support the academy's mission to develop life ready learners. • Plan and deliver lessons with high expectations and powerful support. • Use a variety of teaching strategies which facilitate learning (TSFA elements). • Encourage students to think and talk about their learning, develop independence and self-control, concentrate, persevere and listen. • Actively create a culture of equality, diversity and is inclusive of all, regardless of any barriers to learning. • Plan and work in accordance with the curriculum mapping and resourcing. • Display excellent subject knowledge. • Create a purposeful and positive climate for learning, centered on the TSFA elements. • Establish the current focus of teaching to groups, providing clear instruction on what knowledge and skills have been taught from the curriculum maps and what is to come. • Self-reflect on teaching on a daily basis and accept constructive feedback from SLG, CL and Lead teacher team. • Contribute to the academy wider curriculum where appropriate (enrichment, consolidation, tutoring and intervention).
Assessment	• Monitor and respond to data concerning attendance, behaviour, assessment, retention and other performance measures across the curriculum area, and wider academy/school. • Evaluate the performance data provided and take appropriate action on issues arising - setting realistic deadlines where necessary and reviewing progress on the action taken. • Provide all relevant bodies with robust information relating to class/subject performance and development through A&I process. • Assess academic performance in the light of previous achievement to enhance the value-added results of all students. • Assess how well learning outcomes have been achieved and use them to improve specific aspects of learning and teaching. • Assess students' work in accordance with TSFA assessment policy and awarding body assessment objectives and marking criteria. • Assess and record students' progress systematically and keep records to check work is understood and completed. • Undertake regular formalised reviews of student progress, in line with the TSFA monitoring process. • Set sufficient work for formal assessment such that students' understanding can be regularly checked and so that students can be fully prepared for the demands of public examinations and/or coursework. • Mark, monitor and return work within a reasonable and agreed time span providing constructive oral and or written feedback that clearly indicates strategies for improvement – as such that students are very clear as to how to move specifically to the next grade/level. • Attend parents' evenings according to the academy calendar to keep students' families and/or their carers informed about their progress.

Communication, Marketing & Liaison	• Ensure good communications are maintained throughout the academy community, including with parents. • Represent the curriculum area's views and interests in a professional manner. • Participate in TSFA activities aimed at the recruitment, enrolment and induction of students, including attendance at marketing events, supporting liaison activities, consultative discussions at enrolment and the interviewing of new students.
Management of Resources	• Work collaboratively with Curriculum Leader and SLG link to ensure that resources are well maintained, stored and used effectively with quality first teaching at the heart of all decisions but also with a regard for academy finance.
Pastoral System	• Ensure that the curriculum area encourages students to develop the highest expectations of themselves with the TSFA mission. • Monitor student attendance and progress in relation to targets set for each individual, ensuring that appropriate action is taken where necessary. • Carry out the duties associated with the role. • Ensure the Behaviour for Learning System is implemented in the subject area so that effective learning can take place.
Environment	• Work with the subject area team in ensuring that the environment is stimulating, celebrates student achievement and fosters learning. • Ensure the resources are well maintained, stored securely and used safely, paying due regard to Health and Safety Regulations. • Support arrangements for classes when staff are absent, liaising with the Cover Supervisor/relevant staff where appropriate.

Other Specific Duties:

All teachers are expected to meet the Teachers Standards and demonstrate consistently high standards of personal and professional conduct, uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school.

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified. Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.

This job description is current at the date shown, but, in consultation with you, may be changed by the Principal to reflect or anticipate changes in the job commensurate with the grade and job title.

Employee Name:

Date:

Signature:

KEY CRITERIA	ESSENTIAL	DESIRABLE
Qualifications & Experience	• Education to degree level or equivalent QTS • Passion for teaching • Ability to engage with students, inspiring learning and promoting success • An excellent track record of teaching (consistently very good) • Ability to devise new resources for learning • Evidence of dynamic and innovative practice • ICT competence • Excellent inter-personal and communication skills that support learning and development	• Innovative use of resources
Knowledge & Understanding	• Excellent subject knowledge • Innovative approaches to working with students • The application of ICT to effective teaching	• Experience of A-Level teaching
Leadership & Management	• Prioritise, plan and organize • Set high standards and provide a role model for students and staff • Seek advice and support when necessary • Prioritise and manage own time effectively • A commitment to an open and collaborative style of teaching	• Add value to the TSFA culture by motivating all those involved in the delivery team
Communication Skills	• Communicate the vision of the academy/school wherever possible • Communicate effectively orally and in writing to a range of audiences	• Develop, maintain and use an effective network of external subject contacts
Decision Making Skills	• Make decisions based on analysis, interpretation and understanding of relevant data and information • Demonstrate good judgement	• Think creatively and imaginatively to anticipate, identify and solve problems

KEY CRITERIA	ESSENTIAL	DESIRABLE
Personal Qualities	• An unconditional positive regard for young people • Commitment to the TSFA Professional Standards and Civic Virtues • Commitment to the TSFA elements and commitment to inclusive education • Evident enjoyment in working with young people and their families • Empathy in relation to the needs of the academy/school and the local community • Ability to inspire confidence in staff, students, parents and others • Adaptability to changing circumstances/new ideas • Reliability, integrity and resilience	• Vision, imagination and creativity • A commitment to professional development



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