

Prospectus

2025-2026



Welcome

FROM THE CEO

Fairfax Multi-Academy Trust (FMAT) was established in 2014 by a dedicated group of individuals committed to “enriching the lives and transforming the futures” of students. The Trust currently has four academies, serving over 4000 students aged 4-18yrs and employs approximately 450 member’s staff.

Mindful that approximately 50% of our students are from disadvantaged backgrounds, our vision is that every child within the Trust, regardless of their background, will attend an Academy that offers high-quality education and pastoral care. Inclusivity is at the heart of our organisation, and we seek only dedicated leaders, teachers and support

staff who are relentless in their ambition for a holistic approach to continual school improvement, because we know this is key to transforming the futures of our students.

Collaboration is also a key factor to our success. Our academies have the freedom to make decisions that work best for their communities, whilst benefiting from the professional support of centralised business, training and educational experts, which ultimately benefits our students, staff, and the wider community. Together, we create an environment where every child has the opportunity to achieve their ambitions.

SIMON JONES | CEO



Welcome

FROM THE CO-CHAIRS OF THE FMAT TRUST BOARD

FMAT is governed by the Board of Directors, a group of individuals who are dedicated to volunteering their professional expertise and time to support the Trust.

Their responsibilities include holding the CEO to account for the educational performance of the organisation and its students, the effective and efficient management of staff, overseeing the financial performance of the organisation (making sure money is well spent), and ensuring clarity of vision, ethos and strategic direction for the Trust and its Academies.

With a mission to “enrich the lives and transform the futures” of every one of our students, we ensure that students have access to a broad and wide-ranging curriculum whilst being supported in a structured, kind and caring environment.

Our students also have access to a wide variety of extra-curricular opportunities

because we place great emphasis on their personal development.

Our Trust is a values-led organisation. All of the work we do is underpinned by the following five values:

Excellence: We strive for the highest quality to ensure excellent outcomes and personal achievements.

Dedication: We believe there is dignity in hard work and effort.

Ambition: We aim to be the best that we can be, in all that we do.

Integrity: We believe in openness, honesty and have a real sense of moral purpose.

Tradition: We believe in good manners, kindness and respect..

ANDY BEST & KAREN BLOOR
CO-CHAIRS OF THE FMAT TRUST BOARD



Our Vision & Values



OUR VISION

Our vision is that every child within the Trust, regardless of their background, will attend an Academy that offers high-quality education.

This means:

- ◇ Every child is recognised as an individual and has access to first-class pastoral care because we want them to be happy.
- ◇ Every child benefits from a wide range of enriching opportunities because we place great emphasis on their personal development.
- ◇ Every child benefits from dedicated leaders, teachers and staff who are relentless in their ambition to improve the quality of teaching in our academies because we know excellent teaching is key to transforming the futures of our students.



OUR APPROACH

FMAT's philosophy is that each Principal leads and make decisions within their Academy, whilst operating within a framework that adheres to the Trust's Mission, Vision and Values.

The Trust's Strategic Aims filter down into every area of our organisation, through the Annual Delivery Plan, Academy Improvement Plans, and individual Performance Management Objectives, which ensures that all employees are ultimately working together to achieve our mission to "Enrich Lives and Transform Futures".

Centrally, there is an established business function which includes Finance, HR, Estates, Communications and Marketing, Data and Governance.

Within the central Education Team is the School Improvement Team (SIT), which includes Leads in the following areas: Pastoral, Maths, English, SEND and Professional Learning. Following the Trust's Model of School Improvement and using the concept of CSI (Challenge, Support and Intervention), they support our Academies to bring about improvements.

OUR VALUES

Our mission and vision are underpinned by our values which guide all our activities every single day in order to support all our students to achieve their full potential regardless of background.



EXCELLENCE

We strive for the highest quality to ensure excellence outcomes and personal achievements.



DEDICATION

We believe there is dignity in hard work and effort.



AMBITION

We aim to be the best that we can be, in all that we do.



INTEGRITY

We believe in openness, honesty and have a real sense of moral purpose.

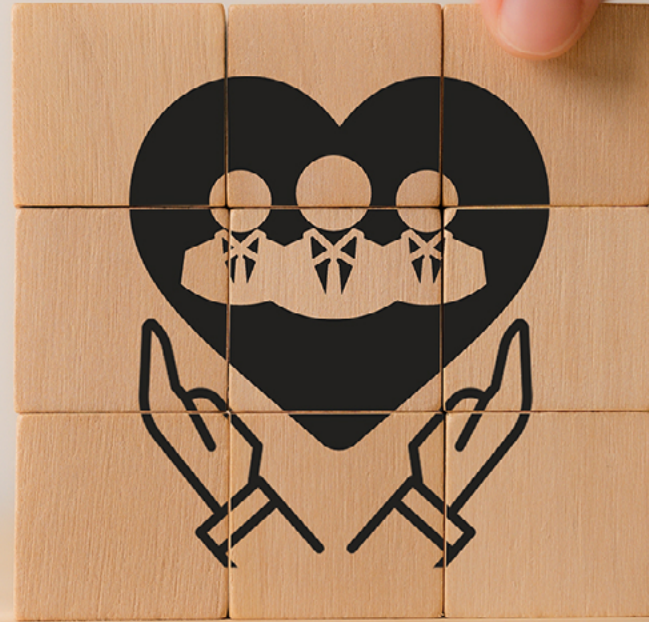


TRADITION

We believe in good manners, kindness and respect.

Our Benefits

We are committed to making FMAT a great place to work. The following pages detail the benefits on offer at FMAT.





EMPLOYEE BENEFITS

- ◆ **Additional Leave entitlements:** Paid leave for religious observations, moving house, exam leave or sabbaticals.
- ◆ **Family-friendly policies:** Enhanced maternity, paternity and adoption leave
- ◆ **Time off for volunteering:** Allowing staff to take days off to volunteer and engage in community service.
- ◆ **Trust Events:** Annual all-staff conference including Key Note Speakers.
- ◆ **Survey and Feedback Mechanisms:** To understand staff needs and address concerns effectively.
- ◆ **Travel Assistance:** Free on-site parking, Green Car scheme and Cycle to Work.
- ◆ **Housing Assistance:** Support with relocation costs
- ◆ **Priority Admission:** At the Academy of choice.



FINANCIAL BENEFITS

- ◆ **Pension Contributions:** Enhanced pension schemes such as the Teachers' Pension Scheme (TPS) or Local
- ◆ **Government Pension Scheme (LGPS).**
- ◆ **Discount Schemes:** Access to staff discount platforms for retail, travel, and dining.
- ◆ **Salary Sacrifice Schemes:** Green car schemes, cycle-to-work programs, and technology purchases.
- ◆ **Financial Planning Support:** Webinars and Resources via EAP



HEALTH & WELLBEING SUPPORT

- ◆ **Employee Assistance Programs (EAPs):** Access to counselling, financial advice.
- ◆ **Wellness Initiatives:** Virtual fitness classes, and discounted gym memberships.
- ◆ **Mental Health Support:** Access to mental health first aiders.
- ◆ **Flexible Working Arrangements:** Flexible hours, or job-sharing options.
- ◆ **Free flu jab:** Vouchers offered via FMAT during the Autumn term
- ◆ **Access to fitness programmes -** including yoga, HIIT and more via Perkbox including yoga, HIIT and more
- ◆ **Access to physical activities –** during our Trust-wide wellbeing week
- ◆ **Diet and nutrition webinars -** via Perkbox

Professional Learning



At Fairfax Multi-Academy Trust (FMAT) we believe that professional learning is an entitlement for all of our employees. We recognise that regular training enables our colleagues to continually focus on their areas of growth and make improvements, along with upskilling themselves in order to secure the career path of their choice. We also understand that effective professional learning empowers employees to pursue a moral purpose of helping students to thrive and as a result, it is a key component to achieving the Trust's mission to "enrich lives and transform futures".

FMAT have invested in various services and partnerships to provide a wide variety of options in relation to further training opportunities.

Members of staff benefit from the far reaching work of a Trust wide team and Strategic Network Groups (SNGs). These groups work collaboratively across the Trust to ensure that best practice is shared and strategies for effectively reducing workload are explored and implemented. Colleagues from all academies including new members of staff, are encouraged to become members of the SNG's once they have settled into their new roles.



- ◆ **CPD Opportunities:** Access to training courses, leadership development programmes and qualifications.
- ◆ **Study Support:** Funding or time off for further education or professional certifications.
- ◆ **Mentoring Programmes:** Opportunities for career progression and peer learning.
- ◆ **Apprenticeship Programmes:** Teaching and non-teaching opportunities.

advising FMAT colleagues at all levels, from Initial Teacher Training students to the Chief Executive Officer.

We have staff leading on cross-trust work on Professional Learning; Special Educational Needs and Disabilities; English and Literacy; and Mathematics.

All are highly qualified, experienced and have a positive, developmental impact on the colleagues they help.

Their philosophy is that all colleagues are part of the same team with the same goal – to enrich the lives and transform the futures of the students in our care.



Natalie Thompson
Academy Improvement Advisor
Mathematics & Numeracy

As part of my role as Maths Improvement Advisor I spend much of my time coaching staff from Apprentice teachers all the way to subject leaders.

I work closely with staff to ensure that students in our care get the best possible experiences in school.

‘The role also allows me to contribute to the strategic directions of maths teams as well as the Trust as a whole. Working with staff for extended periods of time has seen improvements in teaching quality and, consequently, an improvement in student outcomes.

I have worked on aligning practices across the Trust particularly assessments and analysing the data from these for subject leads and classroom teachers to use this information to best support students.



Rebecca Richardson-Power
Trust SEND Lead

I work with our schools to ensure that students with SEND receive the tailored support they require to thrive.

My role involves collaborating with colleagues to develop and implement effective strategies, leading to improved outcomes for over 700 students with additional needs.

‘By providing guidance, training, and oversight, I help schools refine their systems and practices, ensuring compliance and excellence in SEND provision.

What I love most about my job is the opportunity to make a tangible difference in the lives of students and their families while supporting colleagues to create inclusive, high-performing educational environments.’



Deborah Bunn
Trust Teaching Practice,
Professional Learning
and ECT Lead

The aspect of my role I find particularly rewarding is working with colleagues to improve their pedagogical practice, particularly with ECTs and new entrants to our organisation.

‘Writing and delivering training is an aspect of my role that motivates me. I enjoy using evidence to implement strategy that will have long term benefits for our students.

I particularly enjoy supporting leaders of personal development to consider their values led delivery of enrichment which provides our students with opportunities beyond the academic curriculum.

I am an affiliative leader and enjoy working with people to develop practice across our organisation. I am invested in system leadership and believe in collaboration as a means of improvement.’



Michelle Rabicano
Academy Improvement
Advisor English and
Literacy

I am the Academy Improvement Advisor for English and Literacy, so I work with leaders and teachers across the Trust to improve outcomes for in English and to develop and implement literacy strategies within the academies.

‘Since I started, I have made a significant impact on improving the reading ages of the weakest readers across all of the academies by refining the testing and intervention strategies.

I also meet English and Literacy Leaders on a regular basis to ensure that the curriculum offer is fit for purpose and contextually effective, and I coach a number of colleagues across the Trust which has led to some significant improvements in their teaching ability.

What I like about my job is the variety and being able to facilitate change.’



CENTRAL SERVICES

The purpose of the centralised function is to implement the Trust's strategic vision in accordance with the strategy and business plans agreed by the Board of Directors, ensuring that all our students reach their full potential. Each centralised function provides invaluable support to senior leaders across the Trust allowing them to focus on providing the very best education to transform the futures of all our students.

Our Central Services based at Smith's Wood HQ include HR and Finance. Services based at Fairfax HQ include the Executive Team Data, Communications and Marketing and Leads.

DIVERSITY AND INCLUSION

The Trust aims to create a working environment in which all individuals are able to make the best use of their skills, free from discrimination or harassment and in which all decisions are based on merit. The Trust also values diversity and recognises the varied contributions that a diverse workforce brings to an organisation. The Trust is committed to drawing on different perspectives and experiences of individuals which will add value to our work.

The principles of non-discrimination also apply to how the Trust expects employees to treat their colleagues, students, parents and carers, visitors, clients, customers, suppliers, Members, Directors and Academy Associates and former employees regardless of whether the legal protection of having a protected characteristic applies.



Our Academies

Our Trust is a family of schools situated across the West Midlands. Being part of a family of schools is of great benefit to our students, community and staff.



BOURNVILLE ALL-THROUGH SCHOOL

Bournville joined FMAT in 2014. Located in the South of Birmingham, this All-Through School serves students from the wider community, from age 4-16 years. Close to 63.7% of the students are from a disadvantaged background, 22.7% are on the SEND register and 16.7% are EAL.

Whilst the most recent Ofsted inspection found that the Academy 'Requires Improvement', there is a far-reaching transformation plan in place. Under new leadership, many improvements have already been made, which are reflected in the clear trajectory to making small daily steps that result in big changes in all aspects of the day-to-day operations.

With initiatives now embedded, there is a clear improvement in student behaviour and a real sense of community and culture. Teachers are focused on planning and delivering engaging lessons within a calm and orderly environment. Safeguarding has always been, and will continue to be a priority, and there is a strong team supporting the pastoral care of students.

As the Academy embarks on their next phase of continued growth and school improvement, there is a tangible collective spirit within. Passionate about incorporating the Trust values - ambition, dedication, integrity, excellence and tradition into daily life, the School wants the very best for its' students and actively challenges them to shape their lives and those of the people around them.

The current focus is to ensure that an engaging curriculum that inspires all children to achieve the very highest levels of learning is in place. This will continue to be supported by a calm and orderly environment that is achieved by the consistent application of the high expectations by all stakeholders. The staff and leaders at Bournville have genuine care and passion for the Academy and the community it serves. They work at pace to ensure the best education can be delivered daily and the resources required to bring about the necessary improvements are being made available.

ERDINGTON ACADEMY

Erdington Academy, located in the north of Birmingham, serves students aged 11-16, who live in the immediate locality, with close to 60% from a disadvantaged background, 14% on the SEND register and 32% EAL.

Since joining the Trust in 2016, school improvement has been a key focus. The Academy boasts year on year improvements, strong year 11 outcomes and in 2023 an Ofsted judgement of Good in all areas. However, this is only considered the beginning of their journey. The current focus within the Academy is ensuring participation and engagement through high-quality teaching. CPD focuses on ensuring each individual member of staff continues to develop and improve in their roles and has access to a range of high-

quality developmental opportunities. Staff care deeply about each other and the students; this starts with good behaviours and attitudes. Positive behaviour is not taken for granted and expectations are always modelled and re-enforced by all staff. The staff have genuine care and passion for the Academy and the community it serves. They work together at pace to ensure the best education can be delivered daily and the resources required to bring about the necessary improvements are being made available. In recent years upgrades have been made to the library, arts, music, drama and food spaces, and a programme of classroom renovation is in place. The Academy will continually review and refining practices to ensure students have the best possible opportunities.





FAIRFAX ACADEMY

Fairfax, the founding Academy in the Trust, was established in 1959, and became an Academy in 2011. Located in Sutton Coldfield, Birmingham, it serves students aged 11-18 years from the local community, approximately 22% of which are from a disadvantaged background, 23% on the SEND register and 2% EAL.

Over the last seven decades Fairfax has proudly retained many traditions, including the annual Eisteddfod and the House Systems. Fairfax is a unique place of education that instils the values of Sinceritas Laboris (dignity in labour), which serves as the cornerstone of the academy's educational philosophy. The Academy recognises that a sense of belonging and wellbeing are essential ingredients for success, both in and out of the classroom. Staff members enjoy a supportive and inclusive environment where teamwork, collaboration, and mutual respect flourish, resulting in a sense of warmth and camaraderie that extends beyond the classroom, creating a truly nurturing community.

Recognising that the wellbeing of their staff is fundamental to the success of the Academy, there are established dedicated resources to support employees mental, emotional, and physical health. With a designated wellbeing room for staff and a full-time mental health officer on-site, they prioritise proactive measures to ensure staff feel valued, supported, and cared for.

When it comes to students, there is an emphasis on good manners, kindness and respect, which forms a real sense of moral purpose, reflected in the well-rounded, high-achieving young people that attend the Academy.

Following the most recent Ofsted grading of "good", with several areas judged "outstanding", the Academy is focussed on its trajectory of continual improvement to be "Outstanding" in all areas.

SMITH'S WOOD ACADEMY

Smith's Wood Academy is located in the north of Solihull. It serves students aged 11-16, who live in the immediate locality, with close to 60% from a disadvantaged background, 20% on the SEND register and 2% EAL. It has the benefit of being a PFI build and as such has a wide range of modern, state of the art facilities at its disposal.

Whilst the last Ofsted inspection rated the school as "Inadequate", over the last eighteen months there has been a firm focus on establishing the foundations of a transformational journey. During this transitional state, monitoring reviews recognise that Smith's Wood is on a clear trajectory to making small daily steps that result in big changes; they are now one of the most improved schools for attendance in the Midlands, persistent absence has decreased, and suspensions have halved due to a focus on behaviour for learning.

All actions are underpinned by the Academy values; ambitious, respectful,

resilient. Recognising that every child is an individual, the Academy places strong emphasis on pastoral care and a rich extracurricular programme that releases potential and creates a lifelong love of learning. The current focus continues to be to prioritise the behaviour and attitudes of the students, and the consistent application of expectations by all stakeholders. There is also a strong drive on raising aspirations and broadening the horizons of students through collaborations with local businesses and introducing them to a wide range of opportunities beyond the classroom.

The staff and leaders at Smith's Wood have genuine care and passion for the Academy and the community it serves. They work at pace to ensure the best education can be delivered daily and the resources required to bring about the necessary improvements are being made available.



ENRICHING **LIVES;** TRANSFORMING **FUTURES**

Excellence.
Dedication.
Ambition.
Integrity.
Tradition.