



## **Information about our Trust**

### **Vision**

The Heart of Mercia Academy Trust will enable autonomous institutions to provide a range of excellent learning opportunities in a positive, friendly and collaborative culture allowing all to fulfil their potential and meet their individual goals.

### **Values Statement**

While the character and autonomy of each institution is celebrated within our Trust, we share collective values.

The Heart of Mercia Academy Trust is committed to:

#### **Educational Excellence**

- Excellence, challenge and high expectations – aiming for the highest standards and to extend the potential of our students and staff.
- Choice - Providing programmes of study which meet the individual needs of learners in academic, vocational and extra-curricular terms.
- Inspiration – teaching students in ways that engage them, develop their skills and independence as learners and are based on regular assessment of their individual needs.

#### **Sustainability**

- Partnership and communication – with learners and their parents or guardians and the local community.
- Collaboration – within the Trust and with other educational providers and the local community.
- Integrity – achieving the highest standards of leadership, employment practices, openness and accountability.
- Sustainably and environmentally aware – drive towards net-zero carbon through our operational practices.
- Financial sustainability and resilience - maintaining our long-term financial viability by achieving maximum effectiveness and efficiency whilst remaining vigilant of risks to Trust operations.

#### **Ensuring our students are Ready for the Real World**

- Development– of students as rounded individuals who are equipped for life's challenges.
- Progression – helping our students to set and achieve goals that are aspirational and appropriate.
- Diversity and inclusion – breaking down barriers to enable social mobility and to promote aspiration and success for the whole of our communities.

#### **Enjoyable Experience**

- Wellbeing, care and support – of all our staff and students.
- Enjoyment – helping our students develop a love for learning and positive self-worth.

- Equality, Inclusivity and Diversity – making all students and staff feel welcome, safe and valued and doing everything possible to help them to succeed.
- Respect and tolerance– for each other and the communities in which we live and work.
- Value staff as the most important resource.

## **Mission Statement**

The Heart of Mercia Academy Trust will be a highly respected educational provider for all its students. Students will have the autonomy and responsibility to grow, acquire skills and make decisions within a supportive, caring environment and will have high expectations placed upon them. They will flourish not just academically but socially and in terms of their wider skills. This will enable them to be highly successful in their personal lives, in further study and in employment.

Member organisations will retain their unique identities and links with their immediate communities, but will share a commitment to Heart of Mercia Academy Trust’s mission and values. The Heart of Mercia Academy Trust will operate efficiently to maximise the resources that are devoted to teaching and learning and to creating attractive and sustainable environments for people to work and learn. This will be achieved through collaborative purchasing and working across all member organisations wherever beneficial and through consistently applying best practice in financial control.

The Heart of Mercia Academy Trust will be a supportive employer with many opportunities for staff to share best practice through formal and informal staff development across all member organisations of the Trust.

## **History and Current Position**

The Trust was established in spring 2019 following the conversion of Hereford Sixth Form College (HSFC) from a single academy trust (SAT) to a multi-academy trust (MAT) and Worcester Sixth Form College (WSFC). King Edward VI College, Stourbridge (KEVI) joined the Trust in February 2021.

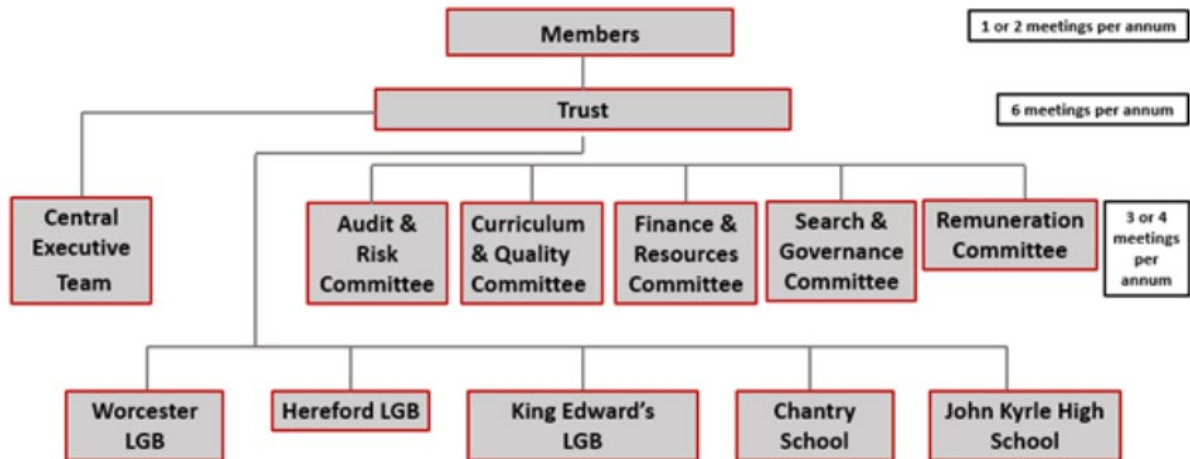
The three colleges were joined by the Chantry School (11-16) and John Kyrle High School (11-18) in September 2023. We are now a Trust with 9000 students, 900 employees and over 120 qualifications offered – A Levels, Applied, AAQs, T Levels and GCSEs.

As a Trust with five institutions, we benefit from devolved capital funding (School Condition Allowance) which has enabled investment to improve condition including fire safety improvement work and improvements to learning environments and social spaces across our academies. The strength of the Trust’s finances mean that we are able to invest in staffing and physical resources to provide outstanding support for our young people and also enables us to benefit from government capital funding allocations where match funding is required, e.g. development of state of the art Science facilities in response to growth.

The Trust prioritises collaboration and sharing of good practice epitomising being ‘better together’. Collaboration ranges from joint staff CPD events for teaching and support staff, the most recent event in October 2025 focusing on inclusion and the role of all staff in the success of our young people. Collaboration happens at all levels with central Trust staff supporting colleagues in each academy and bringing together those with similar roles e.g. safeguarding, progression, SEND.

Central services and teams in relation to IT, HR and Finance also bring about a strength and resilience so that our academies are well supported and benefit from the expertise of colleagues from across the Trust.

## MAT Governance and Operating Structure



The governance structure of the Trust is shown above. Each school or college executive team will be responsible to its local governing body and the overall Trust and work with the executive group, to raise and maintain standards and the quality of provision for students.

The Trust Board currently comprises eleven members with a range of skills and expertise and experience of educational governance in the schools and sixth form college sectors. There are also three co-opted members with links to Trust academies who bring additional expertise and a willingness to support and challenge.

The Trust Board has a compliance and risk approach to its work with the local governing body, offering them considerable autonomy. Key indicators and risks will be scrutinised at Trust level, but more detailed scrutiny of performance and proposed areas for development will be delegated to the local governing bodies and executive teams within each organisation.

### Executive Group and Central Services

The executive group (EG) comprises the Executive Principal, Executive Leads (sixth form and secondary), college and school principals/headteachers, the Chief Finance Officer (CFO), the Director of Quality (DoQ), Director of Operations (DoO) and Chief Data and Technology Officer (CDTO). The Trust also has a Business Group which, in addition to some members of the Executive Group includes members of the central team including the Director of Governance and co-ordinators for safeguarding, HR, SEND, staff CPD/ITT, estates, data protection, progression and marketing.

### Challenges

The current key challenges are:

- Maintaining numbers within the organisations in the face of increased competition.
- Responding to demographic upturn and ensuring accommodation is of a high quality and sufficiency to respond to local need.
- Continuing to develop the curriculum to meet the needs of all students.
- Maintaining quality of outcomes and experience for students.
- Maintaining staff morale in the face of increasing workloads.
- Maintaining the current high reputation of the schools and colleges within the Trust.
- Developing an effective operating and governance structure for the Trust to ensure quality and allow the potential for growth.
- Developing the Executive Group and central services to enable more effective and cost efficient provision across the Trust.

- To develop strategies for cross trust improvement focusing on key student groups, quality of provision and areas for growth and development.
- To ensure that systems are in place to monitor and ensure quality, identify areas of concern and create capacity to help, rectify and develop them.
- Further improving social mobility, aspiration and outcomes throughout the Trust.
- Increasing opportunities and participation in the wider enrichment environment.

The Trust will operate a dual strategy of widening and deepening its involvement in local communities.