

Fonthill Primary Academy

Headteacher

Advertisement

School:	Fonthill Primary School
Location:	Bristol
Salary:	Leadership Scale: L14 - L18
Contract:	Full-time
Term:	Permanent
Applications close:	Friday 15 May, 9:00am
Interview:	Thursday 21 and Friday 22 May 2026
Start Date:	1 September 2026

Amplify Education are looking to appoint a Headteacher for Fonthill Primary Academy from 1 September 2026. This is an exceptional opportunity for an ambitious leader with vision and drive to be Fonthill Primary Academy's next Headteacher.

About Amplify Education

We are committed to transforming education in Bristol through four guiding principles:

- **A Bold Voice for Bristol:** Speaking with ambition and channelling the city's spirit into a shared journey of belief, opportunity, and citizenship.
- **Building Belief:** Ensuring every young person's voice is heard, every story matters, and every learner moves forward with confidence.
- **Expanding Opportunities:** Nurturing potential and enriching each learner's journey with a passport of inclusive, academic, creative, and musical experiences.
- **Strengthening Citizenship:** Connecting communities and educating to build unity and pride - this is Bristol, represented.

As a Trust we are proudly committed to music education and to partnerships to develop opportunities for all our pupils, particularly pupils experiencing disadvantage and pupils with special educational needs. We seek to recruit the very *best* staff, ensuring that you are fully supported to develop your careers with us.

An experienced Trust central education team, with expertise across curriculum and pedagogy, CPLD, SEND, attendance and safeguarding are available to support you. We understand that talking over decisions and drawing down on advice and guidance enables Headteachers to perform at their best.

About Fonthill Primary School

Fonthill is a school proudly rooted in Southmead community in north Bristol. Since achieving a Good Ofsted judgement in 2022, the leadership team has continued to build a school known for its warmth, ambition and supportive ethos.

The school offers a vibrant and dynamic environment with extensive facilities and outdoor learning spaces. For a one-form-entry school with 220 children, we are fortunate to have large play areas, two courtyards with raised beds and fruit trees, dedicated outdoor learning spaces for EYFS and Key Stage One, and a Forest School area. Classrooms are spacious and well-resourced, supported by intervention rooms, a well-equipped library, an ELSA room and additional inclusion spaces to support our pastoral provision.

The Fonthill vision is:

- *We are bold in our intentions and take action. We are strong.*
- *We are life-long learners and take pride in our achievements.*
- *We courageously advocate and care unconditionally.*
- *We celebrate the unique individual and our position in the wider world.*
- *We lay the foundations of success for all.*

We are proud of the way this vision shapes our curriculum, our relationships and our ambitions for every child.

We are a committed CUSP school, delivering a knowledge-rich curriculum that ensures every subject is valued, celebrated and taught with depth and rigour. This is strengthened by our Learning Gems, which nurture key learning behaviours such as resilience, collaboration, independence and perseverance. These habits of mind help children thrive academically, socially and emotionally.

Leaders prioritise:

- Achievement for all
- Early reading and phonics
- Oracy and high-quality talk
- Equitable access and experiences
- Preparing children for their futures

Leaders take a research-led approach to sustainable, long-term improvement, and are passionate about staff development.

You are:

- an experienced, confident and credible senior leader, who can demonstrate impact across curriculum improvements and raise academic outcomes
- completely committed to inclusive education and the belief that all can succeed with the right support

- a strategic thinker, able to lead and manage staff, quality assure, self-evaluate, hold a budget, manage high levels of safeguarding and engage with stakeholders
- ambitious – holding yourself and others to the highest standards
- reflective – thinking deeply, guided by professional curiosity and humility, and acting wisely.
- collaborative – working openly, sharing goals and generous in your support
- and of course, prepared to roll your sleeves up and get involved in all aspects of running a one form entry school.

We can offer you:

- Continuing Professional and Leadership development
- Employee assistance programme, offering counselling, support and advice on a wide array of areas
- Discounted gym membership, Cycle-to-work scheme, Eyesight test vouchers
- Many of our schools are easily accessible using public transport. For staff members who drive, a number of our schools offer free onsite or nearby street parking.
- Flexible working fully supported and enhanced family friendly policies
- All new staff are automatically enrolled in the Teacher's Pension or LGPS Avon Pension Fund.

How to apply:

- Visits to the school ahead of application are encouraged. To arrange a visit, please contact Penny Gowie (Assistant Business Manager) on 0117 377 2550 or via office@fhp.ampedu.co.uk
- **Please complete your application via MyNewTerm by 9:00am on Friday 15 May 2026.**
- When completing your personal statement, you should demonstrate how you meet the criteria set out in the Person Specification. The essential criteria, which will determine if you are shortlisted, are highlighted in **bold**. Please include specific examples that support your application.
- Shortlisted candidates will be invited to attend an **interview on Thursday 21 May and the morning of Friday 22 May 2026**. A schedule of activities will be provided upon invitation.

Fluency Duty

This role has been identified as falling within the definition of requiring fluency in spoken English. The ability to converse at ease with pupils, parents and other users of the service and provide advice in accurate spoken English is essential for the post.

Safeguarding Statement

We are committed to safeguarding and promoting the welfare of children, young people and adults and expect all staff and volunteers to share this commitment. All posts at Amplify Education are subject to pre-employment checks including, but not limited to, initial and periodic enhanced level checks with the Disclosure and Barring Service.

Applications are welcome from all suitably qualified candidates regardless of race, colour, nationality, ethnic or national origin, religion or religious belief, sex or sexual orientation, gender reassignment, disability or age, and maternity, marital or civil partner status. We particularly encourage applications from under-represented groups.

The school may carry out online searches on shortlisted applicants, and all applicants will be required to provide details of their online profile, including social media account names / handles, as part of the interview process.

The post is exempt from the Rehabilitation of Offenders Act 1974. The School is therefore permitted to ask job applicants to declare all convictions and cautions on a self-declaration form in advance of attending an interview (including those which are "spent" unless they are "protected" under the DBS filtering rules) in order to assess their suitability to work with children.

Job Description

- Job Title:** Headteacher
- Responsible to:** Director of Primary, Director of Education
- Job Level/scale:** Leadership scale L14 - L18

PURPOSE OF THE HEADTEACHER POST:

In line with the Headteachers' Standards, the Headteacher will be responsible for providing leadership and strategic direction to the school and the wider educational community both within the Trust and the community in which the school sits by:

- Ensuring the provision of high-quality teaching, learning and care across the setting
- Ensuring high standards and high expectations from pupils, staff and all other stakeholders
- Promoting and safeguarding the welfare of the pupils
- Developing, delivering and commissioning innovative and proactive services for pupils
- Developing collaborative links with other commissioners, academies, schools and the wider education community within the locality and across the Trust
- Developing an academic and pastoral offer accessible for all pupils in order to provide the best possible educational outcomes
- Observing and adhering to the 'Headteachers Standards'

SPECIAL FEATURES:

The post holder may be required to travel to other school sites for meetings as part of their role.

MAIN DUTIES AND RESPONSIBILITIES:

Ethos and Vision

- To provide educational excellence for all through the values, principles and aims of the school and the Trust
- To ensure that through a values, skills and knowledge-based curriculum, that all pupils reach their full potential and make excellent progress from their starting points

Leadership and Management

- To hold overall responsibility for the strategic management and operational activity of the school
- To provide enthusiastic, innovative and consistent leadership to the school and its leadership team

- To work positively with the community to ensure the best possible outcomes for pupils
- To implement rigorous and sustainable policies and strategies in order to transform the outcomes for pupils at the school and provide best value for money
- To ensure that pupils are healthy, stay safe, enjoy and achieve their full potential
- To develop the reputation of the school, locally, regionally and nationally
- To act as a member of the Local Governing Body/School Performance Board and ensure a strong working relationship, in the best interests of the school and Trust, exists between them and the Chair
- To provide information, objective advice and support to governance to enable it to meet its responsibility

Teaching, Learning and Standards

- To ensure that the school provides an engaging, enjoyable, and inclusive education for all pupils
- To provide an effective curriculum with an associated enrichment programme to allow for collaborative working and ensure that this curriculum delivery is translated into strong learning and assessment practice
- To deliver effective educational provision through the commissioning and delivery of services, ensuring that the school can meet changing needs and demands consistent with government guidelines and requirements
- To ensure that high quality provision is available to all pupils so that they all make progress and attain all that they are capable of, regardless of their starting points
- To develop a caring, inclusive and aspirational educational setting where pupils feel safe and confident and can maximise their educational outcomes
- To secure excellent teaching by sound analysis and understanding of how pupils learn and of the core features of successful classroom practice and curriculum design

Pupils and Staff

- To demand ambitious standards for all pupils, overcoming disadvantage and advancing equality by instilling in all staff a strong sense of accountability for the impact of their work on the outcomes of all
- To establish a culture of shared best practice as a basis for effective teaching within and between schools, drawing on and conducting relevant research and robust data analysis
- To identify emerging talents, coaching current and aspiring leaders in a climate where excellence is the standard, leading to clear succession planning
- To hold all staff to account for their professional conduct and practice

Communication and Consultation

- To develop effective relationships with all stakeholders through excellent communication and interpersonal skills, taking and providing appropriate advice
- To consistently use and develop information systems to ensure exemplary communication links with all stakeholders
- To coordinate pupil transitions to primary/secondary/tertiary education, to specialist/Alternative Provision, and reintegration into mainstream schools as required, to ensure smooth transitions and continuity of learning. This includes working effectively with local authorities and representing the school/Trust at a local and regional level at professional organisations and bodies
- To regularly and effectively communicate each pupil's progress and attainment to all relevant stakeholders
- To work with the Trust executive and central education team to provide information on all relevant aspects of the school, its progress and intended development
- To contribute to the work and development of the Trust

Finance, Resources and Systems

- To ensure that all the activities of the school are conducted in accordance with all legal requirements and regulations, that policies and procedures are consistent with 'best practice' and recognised codes of probity
- To develop and implement the Trust's Performance Development policy and framework for the delivery of high-quality services through high quality performance
- To recruit, manage and motivate a committed, effective and diverse workforce that understands its roles and enables and promotes high quality learning
- To shape the current and future quality of the teaching profession through high quality training and sustained professional development for all staff
- To ensure that all resources are organised and managed to provide the best possible outcomes for pupils
- To ensure that development of positive solutions to achieving diversity, dignity and equality in all aspects of service delivery and engagement with the broader community
- To manage the school's financial and human resources effectively and efficiently to achieve the school's and Trust's educational goals and priorities
- To work closely with the School Business Manager to plan and deliver accurate three-year budgets within available resources and plan for strategic changes
- To advise the Trust and the Local Governing Body on the annual priorities and formulation of the budget to ensure that the school achieves its objectives

Personal Responsibilities

- To carry out the duties and responsibilities of the post, in accordance with the Trust's Health and Safety Policy and relevant Health and Safety guidance and legislation
- To promote the safeguarding of children
- To use information technology systems as required to carry out the duties of the post in the most efficient and effective manner
- To participate in performance management, and undertake training and professional development as appropriate

Pastoral Support

- To ensure the maintenance of good behaviour in line with school/Trust procedures and policy at all times during the school day
- To promote the ethos of the school ensuring that all are treated with justice, equality and respect

GDPR

- To be aware of the Trust's responsibilities under the General Data Protection Regulations for the security, accuracy and relevance of personal data held on such systems and ensure that all administrative and financial processes comply with this
- To maintain pupil and staff records and archive systems, in accordance with the Trust's procedures, policy and statutory requirements

Confidentiality

- You are expected to treat all information acquired through your employment, both formally and informally, in strict confidence. There are strict rules and protocols defining employee access to and use of the schools/Trusts databases. Any breach of these rules and protocols will be regarded as subject to disciplinary investigation.

Equalities

- The Trust has a strong commitment to achieving equality of opportunity in its services to the community and in the employment of people. It expects all employees to understand, comply with and to promote its policies in their own work, undertake appropriate training and challenge racism and discrimination

Health and Safety

- Every employee is responsible for their own Health and Safety, as well as that of colleagues, service users and the public. Employees should co-operate with management, follow established systems of work, use protective equipment where necessary and report defectives and hazards to management

Person Specification

Key: **Bold criteria will be used to longlist**

A application form

R references/other documentary evidence

I interview process

		Essential (E) Desirable (D)	Assessment Method
1. Qualifications and Experience			
1.1	A good Honours degree or equivalent and Qualified Teacher Status (QTS)	E	A/R
1.2	Strong evidence of engagement with recent and relevant professional development, with an area of curriculum expertise	E	A/R
1.3	Significant experience as a senior leader, working strategically in a school with a demonstrable track record of impact on improving and sustaining primary school standards	E	A/R
1.4	Successful teaching experience at primary, across the ability range, with good understanding of EYFS, KS1 and KS2.	E	A/R/I
1.5	A depth of teaching and leadership experience in more than one school setting	D	A/R/I
1.6	Experience in a school/setting serving a diverse and multi-cultural community and serving high levels of disadvantaged or vulnerable pupils	D	A/I
2. Skills			
2.1	Excellent oral communication skills, able to engage and inspire pupils, staff, parents, carers, governors and the wider community through personal impact/presence	E	I
2.2	Excellent written skills, with appropriate attention to detail and clarity, and accurate English spelling, punctuation and grammar	E	A/I
2.3	Strong data skills, able to manipulate and analyse a range of performance data quickly and accurately, and use this to develop appropriate improvement strategies	E	A/I
2.4	Strong IT skills, with commitment to the use of new and emerging technologies to support education	E	A/I
2.5	Impressive organisational skills - able to maintain a high work rate under pressure and to juggle a range of tasks and competing priorities to meet deadlines	E	A/I
2.6	Strong coaching skills, able to support others to achieve their maximum potential	E	A/I
2.7	Strong management skills, able to plan school improvements, hold a budget, manage staff, quality assure, self-evaluate and develop the school	E	A/R/I

		Essential (E) Desirable (D)	Assessment Method
2.8	Able to foster an open, fair, equitable culture, which brings children, staff, parents/carers and the community with them and manages any conflict with impact	E	R/I
2.9	Able to speak one or more community languages	D	A
3. Personal attributes and behaviours			
3.1	A role model for pupils, staff, parents/carers and the community. Able to demonstrate hopefulness and enthusiasm, and remain positive and professional, even when in challenging situations	E	R/I
3.2	A complete commitment to inclusive education and the belief that all can succeed, irrespective of background or starting points, with specific commitment and reference to the school community you would be leading	E	A/R/I
3.3	Ambitious – able to hold yourself and others to the highest standards, acting with courage, integrity and accountability to deliver excellence for every pupil. Driven by relentless optimism and a commitment to equity, you set ambitious goals, challenge barriers and commit to lasting community impact and social justice	E	A/R/I
3.4	Reflective – able to take responsibility for your actions, thinking deeply and acting wisely through reflection, research and careful preparation for change. Guided by professional curiosity and humility, you welcome challenge, listen openly, and learn from success and mistakes.	E	A/R/I
3.5	Collaborative – able to work together with honesty, respect and trust, fostering open communication, shared goals and collective responsibility for success. By investing in people, partnerships and professional growth, you are committed to strengthening outcomes across the Trust and the wider system.	E	A/R/I