



Fonthill Primary Academy TRUST IN LEARNING (ACADEMIES)



Play Coordinator Application Pack



Welcome to Fonthill Primary Academy and Trust in Learning Academies

Dear potential colleague

Thank you for your interest in the Play Coordinator position at Fonthill Primary Academy. We're delighted that you are considering joining our dedicated and nurturing team.

Since achieving a Good Ofsted judgement in 2022, we have continued to build a school known for its warmth, ambition and supportive ethos. This success reflects the dedication and collaboration of our whole community—children, staff, families and the wider Trust.

At Fonthill, our vision guides everything we do:

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 learning environments, our relationships and the importance we place on children's wellbeing, belonging and joy.

As a Play Coordinator, you will play a key role in bringing this vision to life. We believe deeply in the power of play as a driver of social development, emotional regulation, physical wellbeing and creativity. Meaningful play supports children to build relationships, develop confidence, solve problems and express themselves freely. Outdoor learning is a key part of our curriculum, and play forms an essential bridge between classroom learning and real-world exploration.

We are a CUSP school, and although this role is non-teaching, our curriculum values are reflected in the wider experiences we offer. CUSP enables us to bring joy to learning—prioritising all subjects and helping to develop well-rounded, ambitious and future-ready learners. Alongside this, our Learning Gems philosophy shapes the expectations and behaviours we nurture during play: resilience, kindness, collaboration, independence and perseverance.

We continue to prioritise:

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

Our school is a vibrant and dynamic environment with extensive facilities and outdoor learning spaces. For a one-form-entry school, 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.

Trust in Learning (Academies) is committed to high quality professional development and career opportunities for all staff. We seek to recruit the very best staff and to ensure that they are fully supported as we help them to develop their own careers.

This is a real opportunity to join a dynamic team who are focused on providing the very best education for all children. We would warmly welcome all potential applicants to contact us at the school to arrange a visit.

Kind regards,

Nicola Hughes and Karlina Lock
Co-Headteachers



Job Description

Play Coordinator

Contract: Permanent

Hours: 6.25 total weekly hours - 75 minutes Monday to Friday, term-time only

Salary Range: BG6, N6 – N7

Start date: As soon as possible

We are looking to appoint an enthusiastic and hardworking Play Coordinator to join our school team and play a full role in the school life.

Job Purpose:

The play coordinator will support and facilitate meaningful and productive child-initiated play during the school day. In this role, you will be responsible for all aspects of the day-to-day management of lunchtime, where you will oversee the management and delivery of our inclusive play offer. You will be leading the playworkers in the delivery of a well-planned and exciting play offer, while working with the curriculum lead for play and other senior leaders to ensure a high-quality service.

Line Management:

The post holder is responsible to curriculum lead for play and the headteacher for fulfilling the duties set out in this job description. The post holder will have line management responsibility for the School Meal Supervisory Assistants.

Responsibilities

- Supervise pupils in designated areas of the school (including playground or external spaces) during the lunchtime and to ensure their safety, welfare and general conduct through appropriate application of the school's policies and procedures.
- Line manage the School Meal Supervisory Assistants and liaise with the curriculum lead for Play and Senior Leadership Team.
- Establish safe and proper behaviour, by appropriate intervention or referral to senior staff, as appropriate.
- Identify and report any unauthorised visitors on school premises.
- Complete any relevant documentation required by the school in relation to incidents occurring during the lunchtime break period and to participate in review/medical meetings, as required.
- Be aware of any special medical conditions, and the relevant precautions and treatments necessary.
- Take any immediate action to attend to sickness or accidents by carrying out minor first aid and calling for relevant assistance.

- Report any major accidents or bumped heads appropriately and record in the accident book.
- Ensure resources are stored appropriately.
- Check the quality and condition of resources and repair or remove any resources that are not in a suitable condition for continued use.
- Build playworker expertise and practice within the play team.
- Facilitate peer-led play opportunities.
- Discuss and plan activities and games with pupils/staff and school council.
- Implement and review planned activities to promote self-evaluation and play development.
- Ensure a rich and varied set of play opportunities is available for all children to engage in.
- Provide engaging play work interventions where pupils who find positive behaviour choices challenging.

The details provided in this job description are to give an indication of the nature of the role. Additional duties may also be requested of the job holder, and the allocation of specific responsibilities may be amended from time to time, in negotiation with the role holder.

Fluency Duty

This role has been identified as falling within the definition of requiring fluency in spoken English. You will be required to speak English with confidence and be able to conduct a conversation and answer questions for extended periods of time.

Trust in Learning (Academies) is committed to safeguarding and promoting the welfare of children. All appointments will be subject to a satisfactory enhanced DBS disclosure.

Person Specification

	Essential	Desirable
Qualifications		
Grade C/5 in English and Maths or equivalent	•	
A qualification in First Aid, or a willingness to complete First Aid training	•	
A level 3 Diploma in Playwork or equivalent		•
Knowledge and Experience		
Experience supervising children in a school, childcare or youth setting	•	
Knowledge of safeguarding procedures and commitment to ensuring pupil welfare	•	
Experience of applying health and safety policies and ensuring safe practice in a school or childcare setting	•	
Ability to manage behaviour calmly and effectively, using appropriate interventions	•	
Experience line managing others, including allocating work, monitoring progress and ensuring delivery of outcomes through others		•
Knowledge of behaviour management strategies for pupils with additional needs		•
Experience dealing with different medical needs and following relevant precautions and treatments		•
Experience planning structured activities for children across different age groups		•
Skills and Abilities		
Strong communication skills to liaise with pupils, staff and parents	•	
Ability to identify and respond to accidents or illness promptly	•	
Ability to complete documentation accurately (e.g., incident reports, accident book)	•	

Ability to build positive, supportive relationships with children through empathy and understanding	•	
Teamwork skills to collaborate with playworkers, teachers and other stakeholders	•	
Organisational skills to manage resources, activities and safe storage	•	
Commitment to inclusive play ensuring all children can participate in varied opportunities	•	
Reliability and responsibility in maintaining safety and order during lunchtime supervision	•	



Trust in Learning - who we are

Trust in Learning (Academies) (TiLA) was created in order to improve the educational opportunities and outcomes for pupils and students in areas of disadvantage.

As a Multi Academy Trust, TiLA is totally committed to delivering an **inclusive** approach to education. It is therefore important that TiLA is able to support all schools and communities, but we will always seek to ensure the gaps that exist in learning between disadvantaged children and others are overcome. Our goal is to help create **exceptional and distinctive** learning communities.



At the heart of our belief system is **our focus upon learning** – a commitment to the classroom and the core purpose of education. At TiLA our commitment to the learning process challenges all of our schools and academies to fully endorse the concept of collaborative learning. Just as our commitment to inclusion is a non-negotiable, so too is each school's contribution to inter-school learning and the development of a TiLA wide professional learning community.



To be part of TiLA is not to be part of a loose collection of schools; rather it is to be a community within a community, a partner within a partnership. TiLA believes whole heartedly in the importance of **localism** and supports the creation and development of Local Governing Bodies which can effectively support and challenge school leaders and who also understand and respond to the contextual needs of each community.

Yet localism does not equal isolationism – every Local Governing Body and their leaders will be held to account by a Board and our commitment is to seek a balance between **uniformity and uniqueness** in TiLA schools – uniformity in terms of central structures, services, policies, the alignment of TiLA and school values and vision; but balancing this with the uniqueness and distinctiveness of each school and its community.

If we all Trust in Learning, then in order to obtain outstanding outcomes in exceptional community focused schools, we need the **very best people** and the **very best leaders**.

At TiLA we are committed to recruiting and retaining the most able people into the best jobs. Integral to the growth, expansion and success of TiLA is our ability to develop, manage and retain talented people

and leaders. Within the Trust we have nine academies:

- Orchard School Bristol (Secondary)
- Parson Street Primary School
- Filton Avenue Primary School
- Bridge Learning Campus (All through)
- Fonthill Primary Academy
- Little Mead Primary Academy
- Charlton Wood Primary Academy
- Henbury Court Primary Academy
- Nova Primary School

Our guiding principles are therefore to:

TRUST in LEARNING TRUST in LEADERSHIP TRUST in LOCAL GOVERNANCE

Our ambition and aspiration is...

- To help support more children and young people by being an outstanding Multi Academy Trust – we aim to establish a successful Trust of between 10 and 20 schools
- To become a partner of choice for schools with similar moral purpose and who would wish to contribute towards an evolving and growing Multi Academy Trust
- To tackle underachievement and school to school variation of outcomes by promoting and leading on inter school collaboration and learning
- To establish a Multi Academy Trust of schools from all sectors of education, whose schools are fully inclusive, look to overcome disadvantage and aspire for the very best for all
- To inspire our staff to become education leaders who will challenge and innovate from the classroom to the boardroom
- To ensure we target funding to where it makes a difference via central services that will deliver economies of scale and enable us to protect pedagogy and student support

Geography...

- Our commitment is to support schools that serve communities in the West of England
- Our commitment to sharing between our schools is a limiting, but important factor in our planned growth – we will look to support schools that lie within an hour and a half travel of Bristol

Fonthill Primary Academy – Key Background Information

Type of School	Primary
Age Range	3-11
Location	Southmead, Bristol
Number of Children	221
Average Class Size	28
Attendance	93.2%
Date School Established	1933
Number of Teaching Staff	9
Number of Early Career Teachers	2
% Free School Meals	38%
% Children with SEND	31.2%
% Children with English as an Additional Language	45.2%

Safeguarding Policy

The Trust is committed to Safeguarding and Promoting the Welfare of all of its pupils and students. Each pupil/student's welfare is of paramount importance.

The Trust's Child Protection and Safeguarding Policy applies to all adults, including volunteers, working in or on behalf of the Trust. The policy can be found on our web site: www.tilacademies.co.uk

The five main elements of our policy are to:

- ensure we practice safe recruitment in checking the suitability of staff and volunteers to work with children
- raise awareness of child protection issues and equip children with the skills needed to keep them safe
- develop and implement procedures for identifying and reporting cases, or suspected cases, of abuse
- support pupils who have been abused in accordance with the agreed child protection plan
- establish a safe environment in which children can learn and develop.

Safer Recruitment:

Trust in Learning (Academies) is committed to safeguarding children and young people. All post holders are subject to a satisfactory enhanced Disclosure and Barring Service clearance. Our policy and practice is in line with the Department for Education's 'Keeping Children Safe in Education' Guidance 2022.

We ensure that all appropriate measures are applied in relation to everyone who works for the Trust who is likely to be perceived by the children as a safe and trustworthy adult including e.g. volunteers and staff employed by contractors. Safer recruitment practice includes scrutinising applicants, verifying identity and academic or vocational qualifications, obtaining professional and character references, checking previous employment history and ensuring that a candidate has the health and physical capacity for the job.

Explanatory Notes

Application Form

Applications will only be accepted from candidates via MyNewTerm. Please complete ALL sections of the Application Form that are relevant to you as clearly and fully as possible. CVs will not be accepted in place of a completed Application Form.

Supporting Statement

Your supporting statement should be written to the Headteacher and address the person specification points carefully. You should write how and why you feel that you are equipped to fulfil this role noting your experience, skills, personal attributes and values. We are particularly interested to know why you want to work at Fonthill.

Interview Process

After the closing date, short listing will match your skills/experience against the criteria in the Person Specification. You will be selected for interview entirely on the contents of your application form and your letter of application, so please read the Job Description and Person Specification carefully before you complete your form.

We will seek references on shortlisted candidates and may approach previous employers for information to verify particular experience or qualifications before interview. Any relevant issues arising from references will be taken up at interview.

You should be aware that provision of false information is an offence and could result in your application being rejected or summary dismissal if you have been selected, as well as possible referral to the police and/or DBS and/or other relevant investigating bodies.

Closing Date: 19 February 2026

Interview Day: 27 February 2026

Applying: Applications to be submitted via MyNewTerm