



**Fonthill Primary Academy
TRUST IN LEARNING (ACADEMIES)**

Assistant Headteacher 0.8 Maternity Cover



Application Pack

Welcome to Fonthill Primary Academy and Trust in Learning Academies

Dear potential colleague,

Thank you for your interest in the Assistant Headteacher (maternity cover) position at Fonthill Primary Academy. We are seeking a positive, enthusiastic and committed Assistant Head to join our friendly staff 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 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. CUSP enables us to bring joy to our curriculum—prioritising all subject areas to develop well-rounded, ambitious and future-ready learners. This is strengthened by our Learning Gems, which nurture key learning behaviours such as resilience, 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

Assistant Headteacher

Contract: Fixed term to cover a period of Maternity Leave

Hours: Part Time, 0.8 FTE

Salary: L3 - L6

Start date: September 2026, or sooner if candidate is available (from April 2026)

We are seeking a committed and experienced leader to take on the role of Assistant Headteacher. This role offers an opportunity for an experienced teacher with significant leadership experience to further drive and support school improvement, furthering our Vision and Mission. The successful candidate will have a teaching responsibility and take a lead role in developing teaching and learning. They will also be a Deputy DSL and will work with the safeguarding to ensure the safety and well-being of all pupils. If you are passionate about making a meaningful impact in education, continuing our school's journey and have the skills and commitment to contribute to our school's success, we would love to hear from you.

What We're Looking For

Professional Qualities

- Outstanding teacher able to model strong pedagogy and high expectations.
- Deep understanding of curriculum, assessment, and effective instructional strategies.
- Skilled in coaching, mentoring, and developing others — confident leading adult learning.
- Strong understanding of safeguarding practice and confident in responding to safeguarding concerns.

Leadership Qualities

- Visible, credible leader who builds trust and inspires others.
- Capable of holding staff to account professionally and empathetically.
- Analytical thinker: able to use data and monitoring to drive improvement priorities.
- Confident leading a phase, bringing alignment in behaviour, curriculum, expectations, and standards.

Attributes

- Hardworking, team oriented, and relentlessly child centred. working oriented, and relentlessly child centred.
- Creative, reflective, solution focused and able to think innovatively. focused and able to think innovatively.
- Excellent communication skills; able to influence with clarity and warmth.
- Resilient, adaptable, and able to manage the demands of split teaching/leadership.
- Commitment to excellence, equality, ambition and inclusive practice.
- Alignment with school values and strong belief in the potential of every child.

Not sure you meet all the requirements? Let us decide! Research shows that women and members of other underrepresented groups tend not to apply for jobs if they think they may not meet every qualification, when in fact they often do. At Fonthill Primary Academy, we are committed to creating a diverse and inclusive environment and strongly encourage you to apply.

Fonthill Primary Academy is a great place to work. We're a fantastic friendly team, proud of what we achieve and look forward to welcoming new people to share in our achievements. Join us and you'll receive a wide range of employee benefits including access to a market leading employee discounts platform and a 24-hour employee and family assistance service.

Key Dates:

Closing Date – Midday, 23rd February 2026

Interview Date – 26th February 2026 (Please expect to be needed all day. There will be no tasks to prepare prior to the interview day)



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 wholeheartedly 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 eight 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

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	218
Average Class Size	28
Attendance	93.8%
Date School Established	1933
Number of Teaching Staff	9
% Early Career Teachers	1
% Free School Meals	43%
% Children with SEND	22%
% Children with English as an Additional Language	35%

Job Role and Grade

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

The successful applicant will be/have:

- High expectations of all children and themselves
- A commitment to improving outcomes for children
- A positive attitude and a flexible and enthusiastic approach to their work

How to apply

Visits to the school are warmly welcomed. Please contact Penny Gowie (Assistant Business Manager) on 0117 3772550 or via office@fonthill.tila.school, if you would like to visit.

Please complete and submit an application via MyNewTerm. In the application form and personal statement, you should demonstrate how you meet the requirements set out in the Person Specification. Please include specific examples that support your application.

Safeguarding

The School/Trust is committed to Safeguarding and promoting the welfare of all of its pupils and students.

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 at www.tilacademies.co.uk

Fluency Duty

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.

Job Description

Position: Assistant Headteacher

Salary: L3 - L6

Purpose of the Post

The purpose of this role is to lead high quality teaching and learning across the school, using instructional coaching and expert classroom practice to improve outcomes for all pupils. It exists to provide strategic leadership and to ensure strong, consistent standards in curriculum, pedagogy, behaviour and assessment. As Deputy Designated Safeguarding Lead, the role also upholds a culture of vigilance and ensures that safeguarding practice is robust, timely and effective.-quality teaching and learning across the school, using instructional coaching and expert classroom practice to improve outcomes for all pupils. It exists to provide strategic leadership and to ensure strong, consistent standards in curriculum, pedagogy, behaviour and assessment. As Deputy Designated Safeguarding Lead, the role also upholds a culture of vigilance and ensures that safeguarding practice is robust, timely

Key Outcomes of the Role

High standards of pupil achievement across the school.

Primary Responsibilities

Under the direction of the Head Teacher, and in the identified areas of work:

- Promote and support the vision of Trust In Learning Academies.
- Ensure that the agreed strategic direction of the school is understood by staff members.
- Provide professional leadership and effective management as directed by the Head Teachers for the effective day-to-day running of the school.
- Promote a culture that promotes excellence, equality and ambition for all pupils.
- Support the Head Teachers in securing high standards of achievement.
- Teach a class as directed by the Head Teachers, modelling outstanding classroom teaching, and coach colleagues in the pursuit of high standards of achievement.
- Model outstanding leadership in the designated area(s).
- Support local governors with an accurate and timely flow of information which enables them to keep abreast of the identified areas of work.
- Use appropriate sources of data and information to evaluate performance and generate priorities for continuous improvement and raising standards.
- Support effective targeting of staff CPD, prioritising core aims and objectives as identified in the School Improvement Plan.
- Ensure equality of opportunity for all.
- Contribute to the development of effective policies and practices which ensure consistency of expectation across core areas.
- Ensure that delegated resources are efficiently and effectively used to achieve the Trust's aims and objectives.

- Support effective partnerships with other services and agencies for children.
- Promote effective community engagement
- Support partnership working with other local schools and providers to support the wider school community.

Evaluated against:

- National Standards for Head Teachers.
- Annual performance targets set by the Head Teacher
- Outcomes of external evaluation

General Responsibilities

- Support continuous improvement in both personal performance and the work of the team.
- To establish effective professional relationships within school, trust and with other agencies where appropriate.
- Adhere to safe working practices in premises/work areas for which you are responsible. These are defined in the Trust's Health & Safety Policy and codes of practice.
- Ensure that quality of work is of a high standard and complies with current legislation / standards.
- Provide a professional and positive role model in terms of personal presentation, timekeeping and behaviour.
- Take responsibility for personal professional development, participating in appraisal processes and working towards targets as agreed with the line manager and Head Teacher.
- Attend meetings, as required or as requested by managers.
- To be willing to undertake first aid and administration of medicines training.

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 role holder where reasonable.

The role holder will be expected to be involved in the wider life of the academy and participate at extra-curricular school activities from time to time.

The role may require a certain amount of local travel. When necessary, reimbursement will be made for out of pocket expenses.

So far as reasonably practicable the role holder must promote safe working practices by employees in academy premises and work areas to maintain a safe working environment for all employees and service users. These are defined in the Trust's Health & Safety Policy and associated documentation.

The role holder must work in compliance with the Trust's Code of Conduct, regulations and policies, including its commitment to equal opportunities.

The role holder will be expected to ensure that output and quality of work is of a high standard and complies with current legislation and standards.

The Trust is committed to safeguarding and promoting the welfare of all young people and expects all staff to share that commitment. The post will be dependent on a satisfactory disclosure and barring service record check and acceptable references.

This job description and the allocation of specific responsibilities may be amended from time to time, in negotiation with the post holder. It will be reviewed on a regular basis.



Review of Performance

The PDR cycle will focus on the post holders' job as a whole and particular responsibilities. There is recognition that however good we are at our jobs, we should embrace the notion of 'continuous improvement'.

Code of Conduct

Fonthill Primary Academy expects all staff to ensure that their standards of conduct are, at all times, compliant with the TiLA Code of Conduct.

This post is subject to DBS (Disclosure Barring Service) clearance before the successful applicant can take up the post. We are committed to the welfare of children and young people, all staff and volunteers are expected to share this commitment.



Person Specification

Key: A = Application form, I = Interview, R = Reference

	Source of Evidence	Essential (Must Have)	Desirable (Should have)	Advantageous (Could)
Knowledge and Experience				
Qualified Teacher Status.	A	•		
A minimum of three years successful classroom practice with evidence of outstanding teaching.	A	•		
A minimum of two years as an effective middle leader in a relevant setting, holding a position on a School Leadership Team.	A	•		
Evidence of having raised standards of pupil achievement in a subject, year group or phase.	A	•		
Experience of coaching colleagues with evidence of a consequent improvement on the quality of teaching and learning.	A, I	•		
Experience of teaching and supporting pupils with a range of needs	A, I	•		
A strong commitment and evidence of raising educational attainment for all pupils	A, I	•		

Experience of managing others including delegation and monitoring and evaluating performance	A, I	•		
Experience as a Deputy DSL or DSL in a primary school	A		•	
Further training relevant to Primary age range.	A		•	
Evidence of involvement in whole-school strategic planning.	A		•	
Experience of producing reports for, presenting to, and working alongside governors/Trustees or external professionals.	A		•	
Experience of working across at least two key stages/phases.	A		•	
Additional leadership qualifications (such as NPQSL).	A			•
Abilities and Aptitudes				
An educational vision that aligns with that of Trust in Learning.	A	•		
Support and lead the development of the whole-school improvement plan and lead an area of the	A, I	•		

plan, understanding how this aligns with wider Trust strategy.				
Analyse and interpret data to support intervention development, target setting and performance evaluation.	A, I	•		
Show strong leadership by motivating and inspiring colleagues and pupils to generate commitment to the pursuit of excellence and high expectations.	A, I	•		
Be prepared to work with and support colleagues across the Trust.	A	•		
Develop and maintain good professional relationships with all stakeholders.	A	•		
Excellent organisational and time management skills	A	•		
Excellent ICT skills – both to support learning and for administration purposes	A	•		
Excellent communication skills, both written and verbal	A	•		

Commitment to the safety, well-being, inclusion and equality of all members of the school community.	A	•		
Compassionate and empathetic approach	A	•		
The ability to work well as part of a team	A, I	•		
Experience of monitoring and analysing pupil data, both academic and in other identified areas of need e.g PP, SALT, social communication	A		•	
Proven track record of successful implementation of whole school policy	A		•	
Good knowledge of current educational policy in the relevant areas and a commitment to keep up to date.	A		•	

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

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.

Recruitment Process

- 1) **Shortlisting of application forms** – After the closing date, shortlisting will be conducted by a Panel, who 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, so please read the Job Description and Person Specification carefully before you complete your form.
- 2) **Invite to Interview and apply for References**
- 3) **Selection / Interview Day**
- 4) **Appointment**

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.