



Fonthill Primary Academy



SMSA Application Pack

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Welcome to Fonthill Primary Academy

Dear potential colleague,

Thank you for your interest in the SMSA 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 an SMSA, 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.

Amplify Education 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

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	8
% Early Career Teachers	12.5%
% Free School Meals	38%
% Children with SEND	31.2%
% Children with English as an Additional Language	45.2%

Job Description

SMSA

Key Outcomes of the Role

During lunchtimes pupils are safe, have eaten healthy and nutritious lunches, are stimulated and engaged and are refreshed and ready for afternoon learning when they return to their classes.

Role Purpose

To ensure that pupils are:

- well-supervised and safe during their lunch breaks;
- given the guidance, time and encouragement to eat a healthy cooked meal or packed lunch;
- given the support and guidance to play safely outside (or inside in the case of 'wet play');
- able to enjoy their play times through the implementation and supervision of games and play activities; and
- relaxed and refreshed in order to fully engage with afternoon learning.

Primary Responsibilities

The primary responsibilities of our lunchtime team are:

- to act, at all times, in the best interests of our pupils;
- to operate in line with school policies at all times and raise any health & safety, safeguarding, etc., concerns to a senior member of staff immediately in line with policy guidelines;
- to accompany pupils to the dining halls from their classrooms in a safe and orderly manner;
- to supervise pupils as they eat and encourage them to finish their meal if necessary;
- to help pupils tidy away their food and go outside to play (or back to their classrooms in the case of 'wet play');
- to supervise pupils' play times in line with the Lunchtime Supervisor's instruction, ensuring that they are engaged and safe at all times;
- to initiate play with children;
- suggest and implement new ways to improve the pupils' lunchtimes;
- to initiate and lead play activities with pupils, recommending new games and activities where appropriate;
- to administer first aid where appropriate;
- to carry out intimate care in accordance with the school's intimate care policy where appropriate;

- to respond to any behaviour concerns in line with the school's Behaviour Policy, involving SLT where a child's behaviour warrants further action;
- to report any concerns about pupils' eating, behaviour etc. to the relevant staff member; and
- to promote positive behaviour and constructive play at all times.

General Responsibilities

- Work in compliance with the Code of Conduct and policies of the Trust, having regard to safeguarding, equal opportunities and inclusion at all times.
- Support continuous improvement in both personal performance and the work of the team.
- 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 Collective Worship as requested by the head teacher (staff have the right to opt out of collective worship and will be redirected by the Head Teacher should this be the case).

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, and the allocation of specific responsibilities may be amended from time to time, in negotiation with the role holder. The job description will be reviewed on an annual basis.

The governance team 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 & Barring Service (DBS) record check and acceptable references.

Person Specification

SMSA

Essential (Must)	Desirable (Should)
<p>Knowledge & Experience</p> <ul style="list-style-type: none"> • Be willing to engage with and create professional relationships with the children to aid their school day. 	<p>Knowledge & Experience</p> <ul style="list-style-type: none"> • Experience of working with: children or young people; children or adults with special needs; vulnerable people or similar professional experience. • Qualifications relating to: childcare; First Aid; food hygiene; social care; or similar qualifications.
<p>Abilities & Aptitudes</p> <ul style="list-style-type: none"> • Be willing to engage in training and professional development. • Support the vision, aims and policies of Amplify Education. • Treat all pupils with respect at all times, taking the lead to build positive relationships with the children. • Be professional, friendly and helpful to colleagues and parents at all times. • Be a positive role model to the children in terms of personal presentation, timekeeping and behaviour. • Be constantly alert and take a practical approach to ensure the safety and wellbeing of pupils. 	<p>Abilities & Aptitudes</p> <ul style="list-style-type: none"> • Take the initiative to introduce new playtime activities and organisation developments to improve the efficiency and standards of behaviour of the lunchtime break. • Be aware of child protection issues and have a basic understanding of relevant government legislation.

The governance team 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 & Barring Service (DBS) record check and acceptable references.

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.

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:

Amplify Education 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**
3. **Selection / Interview day**
4. **Appointment** – Offer of employment will be made, subject to the following conditions:
 - a. Verification of right to work in the UK, Identity checks and qualifications/professional status
 - b. Receipt of at least two satisfactory references
 - c. Satisfactory DBS Disclosure (Where the successful candidate has worked or been resident overseas in the previous five years, such checks and confirmations as may be required in accordance with statutory guidance)
 - d. Satisfactory completion of a Health Assessment
 - e. Satisfactory completion of the probationary period (where relevant)

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.