



# Fonthill Primary Academy TRUST IN LEARNING (ACADEMIES)

Year 6 Class Teacher



**Application Pack and Job Description**

## Contents

- Welcome Letter
- Copy of the advertisement
- Trust in Learning (Academies) – who we are
- Fonthill Primary Academy – key background information
- Job role and grade
- Job Description
- Person Specification
- Application guidance and How to apply
- Child Protection and Safeguarding
- Explanatory Notes



# Welcome to Fonthill Primary Academy and Trust in Learning Academies

Dear potential colleague,

Thank you for your interest in the Year 6 Class Teacher position at Fonthill Primary Academy. We are seeking a positive, enthusiastic and committed teacher 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. These habits of mind help children thrive academically, socially and emotionally.

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

### **Class teacher**

**Hours:** Full Time

**Actual salary:** MPS

**Place of work:** The post is primarily based at Fonthill Primary School. However, all appointments are made to the Trust centrally.

**Contract:** Permanent

**Closing date:** 17th February midday

**Interviews:** 26th February

**Start date:** September 2026 or sooner - from 20th April 2026 if possible

Fonthill Primary Academy is seeking a dedicated Year 6 Class Teacher to join our friendly and supportive team. We are looking for someone who is passionate about nurturing children, enabling them to thrive and preparing them confidently for the transition to secondary school.

As our Year 6 teacher, you will deliver high-quality teaching, support pupils through end-of-key-stage expectations, and create an engaging, structured environment where every child can succeed. You will share our commitment to developing lifelong learners and promoting strong academic achievement for all pupils.

You will work closely with our experienced staff team, communicate effectively with families and colleagues, and bring a belief that every child can flourish.

Fonthill Primary Academy is a one-form-entry school with a warm, supportive ethos. As part of Trust in Learning (Academies), we take a research-led approach to sustainable, long-term improvement.

Visits to the school ahead of application are welcomed. If you would like to arrange a visit, please contact Penny Gowie (Assistant Business Manager) on 0117 3772550 or via [office@fonthill.tila.school](mailto:office@fonthill.tila.school)

### **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.

Application packs can be downloaded from eteach - Please send your completed application by email to [recruitment@tila.school](mailto:recruitment@tila.school) by the closing date.

**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.**

## 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

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

<b>Type of School</b>	Primary
<b>Age Range</b>	3-11
<b>Location</b>	Southmead, Bristol
<b>Number of Children</b>	221
<b>Average Class Size</b>	28
<b>Attendance</b>	93.2%
<b>Date School Established</b>	1933
<b>Number of Teaching Staff</b>	9
<b>% Early Career Teachers</b>	0
<b>% Free School Meals</b>	38%
<b>% Children with SEND</b>	31.2%
<b>% Children with English as an Additional Language</b>	45.2%

## Job role and grade

We are looking to appoint an enthusiastic and hardworking Class Teacher to join our school team and play a full role in 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 if you would like to visit.

Please complete your application via MyNewTerm. When completing your personal statement, you should demonstrate how you meet the essential criteria set out in the Person Specification. Please include specific examples that support your application.

Applications must be received before midday 17<sup>th</sup> February. Applications received after this date and time will not be included. Interviews are likely to take place on Thursday 26<sup>th</sup> February.

### 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](http://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: Year 6 Class Teacher

Salary: MPS

### Purpose of the post:

- To maximise the achievement of all children in your charge
- To be responsible for these children's safety and welfare
- To assist in the development of the phase within the school
- To deliver agreed Teachers Standards and expectations
- To take on subject leadership responsibility, dependent on experience

### Main Duties and Responsibilities:

The duties outlined in this job description are in addition to those covered by the latest School Teachers' Pay and Conditions Document. It may be modified by the Director of Phase, with your agreement, to reflect or anticipate changes in the job, commensurate with the salary and job title.

Responsibility for:	To include:
1. Setting high expectations which inspire, motivate and challenge students	a) establish a safe and stimulating environment for pupils, rooted in mutual respect b) set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions c) demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.
2. Promote good progress and outcomes by pupils	a) be accountable for pupils' attainment, progress and outcomes b) plan teaching to build on pupils' capabilities and prior knowledge guide pupils to reflect on the progress they have made and their emerging needs c) demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching d) encourage pupils to take a responsible and conscientious attitude to their own work and study.
3. Demonstrate good subject and curriculum knowledge	a) have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in learning, and address misunderstandings b) demonstrate a critical understanding of developments in the KS2 curriculum, including subject-specific expectations and assessment requirements, while promoting the value of scholarship and high-quality learning. c) demonstrate an understanding of and take responsibility for promoting high standards of literacy, oracy and the correct use of standard English

4. Plan and teach well-structured lessons	<ul style="list-style-type: none"> <li>a) impart knowledge and develop understanding through effective use of lesson time</li> <li>b) promote a love of learning and children's intellectual curiosity</li> <li>c) set where appropriate homework and plan other out-of-class activities to consolidate and d) extend the knowledge and understanding pupils have acquired</li> <li>e) reflect systematically on the effectiveness of lessons and approaches to teaching</li> <li>f) contribute to the design and provision of an engaging curriculum within the relevant subject area(s).</li> </ul>
5. Adapt teaching to respond to the strengths and needs of all pupils	<ul style="list-style-type: none"> <li>a) know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively</li> <li>b) have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development</li> <li>c) have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.</li> </ul>
6. Make accurate and productive use of assessment	<ul style="list-style-type: none"> <li>a) Know and understand how to assess the KS2 curriculum, including subject-specific expectations and statutory end-of-key-stage assessment requirements.</li> <li>b) make use of formative and summative assessment to secure pupils' progress</li> <li>c) use relevant data to monitor progress, set targets, and plan subsequent lessons</li> <li>d) give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback</li> </ul>
7. Manage behaviour effectively to ensure a good and safe learning environment	<ul style="list-style-type: none"> <li>a) have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy</li> <li>b) have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them</li> <li>c) maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.</li> </ul>
8. Fulfill wider professional responsibilities	<ul style="list-style-type: none"> <li>a) make a positive contribution to the wider life and ethos of the school</li> <li>b) develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support</li> <li>c) deploy support staff effectively</li> <li>d) take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues communicate effectively with parents with regard to pupils' achievements and well-being</li> </ul>

## Part 2: Personal and Professional Conduct

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

1. Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
  - a. Treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
  - b. Showing tolerance of and respect for the rights of others
  - c. Not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
  - d. Ensuring that personal beliefs are not expressed in ways which exploit students/pupils' vulnerability or might lead them to break the law.
2. Teachers must have proper and professional regard for the ethos, policies and practices of the campus in which they teach, and maintain high standards in their own attendance and punctuality.
3. Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

### Additional Duties

Any other duty deemed reasonable, as directed by the Director of Phase.

### Review of Performance

The Appraisal Cycle will focus on the post holders' job as 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

The campus expects all staff to ensure that their standards of conduct are, at all times, compliant with the TILA Code of Conduct.

### Generic Responsibilities

- To follow all school policies
- To work in a co-operative and polite manner with all stakeholders.
- To work with pupils in a courteous, positive, caring and responsible manner at all times
- To follow the child protection procedures. To ensure that children's safety and wellbeing is never compromised
- To be polite, cooperative and positive when communicating to other staff
- To take an active and positive role in the school's commitment to the development of staff, and their annual appraisal procedures
- To work with visitors to the school in such a way that it enhances the reputation of Fonthill Primary Academy
- To seek to improve the quality of the school's service
- To present oneself in a professional way that is consistent with the values and expectations to the school.

### Fluency Duty

The ability to converse at ease with pupils, parents and other users of the service and provide advice in accurate spoken English.

### Special Features / Features

The post holder shall be required to work in any of the schools/academies within the Trust as directed by the Headteacher/Chief Executive. They will liaise and work closely with a school/academy Headteacher or Principal and their senior team.

## Person Specification

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

	Source of Evidence	Essential (Must Have)	Desirable (Should have)
<b>Qualifications</b>			
Qualified Teacher Status	A	•	
Further evidence of continuing professional development	A		•
<b>Knowledge and Experience</b>			
Applications of quality teaching, leading to high standards in learning, to ensure all pupils make progress.	A/I/R	•	
Use data to focus and target pupil progress.	A/I/R	•	
Understanding of safeguarding, knowing what constitutes appropriate and successful relationship with children.	A/I/R	•	
Excellent classroom management and high standards of classroom organisation.	A/I/R	•	
The ability to use assessment effectively to inform learning and teaching.	A/I/R	•	
Ability and experience of developing an inclusive classroom with high standards of achievement for all learners.	A/I/R	•	
Excellent interpersonal/communication skills	A/I/R	•	
Experience of working with and engaging parents and carers	A/I/R	•	
Experience leading a subject	A/I/R		•
Experience teaching Year 6 for at least 12 months	A/I/R		•
Experience in teaching KS2 for at least 12 months	A/I/R	•	

## Specific knowledge, understanding and skills

Curriculum and subject knowledge that covers the age range as detailed in this advert	A/I/R	•	
Successful in applying the principles of assessment for learning in the classroom to raise attainment.	A/I/R	•	
A positive approach to promoting behaviour for learning.	A/I/R	•	
Confident and competent user of IT to enhance learning	A/I/R	•	
Creative approach to learning and teaching to engage and further children's interests.	A/I/R	•	
Good understanding of the National Curriculum.	A/I/R	•	

## Curriculum

Commitment to inspire curiosity, thinking skills and independence.	A/I/R	•	
Planning and implementation of cross curricular learning and teaching, especially the application of reading, writing and maths across the curriculum.	A/I/R	•	
Seeks innovative approaches to learning and teaching	A/I/R	•	
Experience teaching CUSP curriculum	A/I/R		•
Experience using Accelerated Reader	A/I/R		•

## Professional values

High expectations and aspirations for all children.	A/I/R	•	
The ability to use a variety of teaching strategies to engage all learners.	A/I/R	•	

Commitment to the welfare and safeguarding of all children.	A/I/R	•	
Willingness to support the ethos and vision of the school.	A/I/R	•	
Commitment to an enriched curriculum through learning and teaching from first hand, practical learning experiences.	A/I/R	•	

## Qualities

Ability to work co-operatively within a team.	A/I/R	•	
Display warmth, care and sensitivity in dealing with children.	A/I/R	•	
Self-evaluative, reflective and adaptable to changing circumstances and new ideas.	A/I/R	•	
The ability to converse at ease with pupils, parents and other users of the service and provide advice in accurate spoken English	A/I/R	•	

## 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](http://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**
- 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.**