



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

**Class Teacher**



**Application Pack and Job Description**

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## Welcome to Fonthill Primary Academy and Amplify Education

Thank you for your interest in the Nursery Class Teacher role at Fonthill Primary Academy. We're so pleased you're considering joining our warm and dedicated team.

At Fonthill, we pride ourselves on our strong, inclusive ethos and our commitment to giving every child the very best start. Our vision is simple: to be bold in what we aim for and purposeful in what we do. We nurture life-long learners who take pride in their achievements, show courage, care deeply for others, and celebrate both individuality and the wider world around them. That journey begins in our nursery.

Our Early Years provision is at the heart of our school — a welcoming, nurturing space where families feel a true sense of belonging. We work hard to build a strong sense of community, widen children's experiences and give every child the confidence to explore the world around them.

We want every child to:

- Feel a true sense of belonging in a kind and inclusive community
- Believe in themselves and the difference they can make
- Explore with curiosity and confidence
- Achieve highly through ambition and resilience

Our curriculum is rooted in research and underpinned by the CUSP framework, ensuring clear progression from the very start of children's learning journeys. In Early Years, we place a strong emphasis on communication and language, with a carefully planned, story-rich curriculum that develops children's vocabulary, imagination and love of learning.

You will see our 'Learning Gems' shining through daily practice — resilience, independence, collaboration and pride — as children develop both academically and personally within a language-rich environment.

This is an exciting time to join Fonthill. We are building on strong recent progress and working together to further strengthen our school. Our current focus includes raising achievement for all, fostering a love of early reading, developing oracy, and preparing children to thrive as confident, capable citizens. We are passionate about equity and ensuring every child receives a high-quality education.

Fonthill is a vibrant and welcoming place to work. Despite being a one-form entry school, we are fortunate to have extensive outdoor space, including large, well-equipped play areas, courtyards with raised beds and fruit trees, and a developing Forest School area. Our Early Years and Key Stage 1 classrooms have direct access to outdoor environments, reflecting our belief in the importance of play and exploration. Inside, our well-sized classrooms are complemented by intervention spaces, a fantastic library and strong pastoral support.

As part of Amplify Education, we are committed to your professional development. We invest in our staff and offer meaningful opportunities to learn, grow and lead.

This is a fantastic opportunity to join a passionate, forward-thinking team united by one shared purpose: providing the very best for every child. If Fonthill sounds like the right place for you, we would love to hear from you — and warmly welcome visits to see our school in action.

## **Nursery Class Teacher**

Hours: 1.0 FTE

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: 9 am on Monday 15<sup>th</sup> June 2026

Interviews: Friday 19<sup>th</sup> June 2026

Start date: September 2026,

Fonthill Primary Academy is looking to appoint a Nursery Class Teacher to join our friendly and supportive staff team. We are looking for someone who is passionate about supporting and nurturing children, enabling them to thrive.

The successful candidate will become part of a friendly and experienced team, working together to provide engaging learning opportunities that support children to grow. You will demonstrate excellent communication and listening skills, the ability to work collaboratively with other professionals, and a genuine interest and belief that all students can achieve.

Fonthill Primary Academy is a one form entry primary school, where we are proud of our kind and supportive ethos. We are a member of Amplify Education and take a research-led approach to long-term, sustainable strategies.

Visits to the school ahead of application are warmly 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.

**Amplify Education is committed to safeguarding and promoting the welfare of children. All appointments will be subject to a satisfactory enhanced DBS disclosure**

## Amplify Education - who we are

Following formal approval from the Department for Education (DfE), and after a period of thorough due diligence, both the Cathedral Schools Trust (CST) and Trust in Learning Academies (TiLA) Boards have carefully reviewed a detailed merger business case. We are delighted to confirm that both Boards have unanimously agreed to proceed with the merger and create a new Trust named Amplify Education, marking an exciting new chapter for our schools and communities.



### Amplify Education: A Bold New Voice for Bristol

**Amplify Education** is the result of the merger between two highly respected organisations—**Trust in Learning Academies (TiLA)** and **Cathedral Schools Trust (CST)**. This new Trust will bring together the complementary strengths, expertise, and shared values of both organisations, forming a collaborative force committed to excellence, inclusion, and innovation in education.

#### Our Vision

Amplify Education will be 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.



## About the Trust

- Amplify Education will be the largest Bristol-based multi-academy trust, serving approximately 12,000 pupils across 22 schools and covering diverse communities and geographies.
- The Trust will be deeply rooted in Bristol and dedicated to serving its communities, with a focus on addressing educational challenges, promoting social mobility, and fostering unity and pride.
- Amplify will work closely with local partners, families, and schools to ensure every child has access to high-quality education, creative, musical, and academic opportunities, and a strong sense of belonging.

## Leadership Voices

- **Neil Blundell**, CEO of Cathedral Schools Trust and future CEO of Amplify Education, says: *“Amplify is an important new Trust serving the children and families of the wider Bristol area. Our aim is to take the best aspects of the two former Trusts, expanding opportunities and improving education for staff and children.”*
- **Sue Elliott**, CEO of Trust in Learning Academies and future Deputy CEO / COO of Amplify Education, adds: *“This is an exciting moment for both Trusts. By joining forces, we can amplify our impact, share best practice, and create even greater opportunities for the communities we serve.”*

## Our Roots

- **TiLA** is known for its expertise in working with disadvantaged pupils and families, and with children with special educational needs (SEN). Its values centre on inclusivity, social cohesion, and empowering communities through education.
- **CST** is recognised for its school improvement record, passion for music and the creative arts, and a strong focus on empowering every child and staff member to realise their full potential. CST’s reach is broad, including schools in both affluent and more challenging areas, dedicated to breaking barriers and expanding opportunities for all learners.

## 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 on roll</b>	221
<b>Average Class Size</b>	28
<b>Attendance</b>	93.8%
<b>Date School Established</b>	1933
<b>Number of Teaching Staff</b>	8
<b>Number of Early Career Teachers</b>	1
<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 9am Monday 15<sup>th</sup> June 2026. Applications received after this date and time will not be included. Interviews are likely to take place on Friday 19<sup>th</sup> June 2026.

### **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 <https://www.amplifiededucation.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: 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.

<b>Responsibility for:</b>	<b>To include:</b>
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 EYFS framework, primary subject and curriculum areas, and promote the value of scholarship c) demonstrate an understanding of and take responsibility for promoting high standards of literacy, oracy and the correct use of standard English

<p>4. Plan and teach well-structured lessons</p>	<p>a) impart knowledge and develop understanding through effective use of lesson time  b) promote a love of learning and children’s intellectual curiosity  c) set where appropriate homework and plan other out-of-class activities to consolidate and d) extend the knowledge and understanding pupils have acquired  e) reflect systematically on the effectiveness of lessons and approaches to teaching  f) contribute to the design and provision of an engaging curriculum within the relevant subject area(s).</p>
<p>5. Adapt teaching to respond to the strengths and needs of all pupils</p>	<p>a) know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively  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  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.</p>
<p>6. Make accurate and productive use of assessment</p>	<p>a) know and understand how to assess the EYFS framework as well as relevant subject and curriculum areas, including statutory assessment requirements  b) make use of formative and summative assessment to secure pupils’ progress  c) use relevant data to monitor progress, set targets, and plan subsequent lessons  d) give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback</p>
<p>7. Manage behaviour effectively to ensure a good and safe learning environment</p>	<p>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  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  c) maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.</p>
<p>8. Fulfill wider professional responsibilities</p>	<p>a) make a positive contribution to the wider life and ethos of the school  b) develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support  c) deploy support staff effectively  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</p>

## **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 school 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 Headteacher.

### **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 school 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

	<b>Source of Evidence</b>	<b>Essential (Must Have)</b>	<b>Desirable (Should have)</b>
<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 Read Write Inc	A/I/R		•
Experience teaching in Early Years	A/I/R	•	

### Specific knowledge, understanding and skills

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 EYFS Framework.	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	•	

### 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.**