



THE DIOCESE
OF GLOUCESTER
ACADEMIES TRUST
unlocking potential

Reception Teacher (Maternity Cover)

Recruitment Pack

Hatherley Infant School and Nursery





Dear Applicant,

Thank you for your interest in the post of Reception Teacher (Maternity Cover).

Hatherley Infant School and Nursery is part of a wider family of schools. Originally established in 2012 as one of the first Diocesan Multi-Academy Trusts, The Diocese of Gloucester Academies Trust is now recognised as a successful and growing Trust. There are currently 24 primary schools within the Trust family, including 22 church schools and two community schools.

I hope the information enclosed in this pack, along with the job description and person specification will provide you with a helpful context for this role. You may also find our school website <https://www.hatherley-inf.gloucs.sch.uk/> and the Trust website - www.dgat.org.uk - useful sources of information.

If you would like an informal chat to inform your decision about applying for the role I would be pleased to hear from you. I'm sure you will find that we have much to offer. Details of how to contact me can be found on page three of this pack.

The closing date for completed applications is Tuesday 18th November. Interviews are scheduled to take place on Monday 24th November.

To submit your application please email the completed form to recruitment@dgat.org.uk before the closing date.

Yours faithfully

Freya Briggs
Headteacher



The Diocese of Gloucester Academies Trust seek to appoint a

Reception Teacher

This role will be full-time, as a class teacher in Reception to cover maternity leave.

Hatherley Infant School and Nursery (Academy Status) is a warm and welcoming school situated in the city of Gloucester. The school is highly inclusive so that everyone feels a valued member of the school community. It is two-form entry with a nursery onsite.

We are seeking to appoint an enthusiastic and committed teacher to be part of our dedicated and caring team. Our children are polite, caring and very welcoming. Our staff are friendly, hardworking and dedicated as are our supportive parents and governors.

If you are a caring and enthusiastic team player with a passion for learning and helping children to be the best that they can be, then we welcome the opportunity to hear from you.

We are looking for someone who:

- Is enthusiastic with the ability to motivate and inspire children.
- Is passionate about making a difference to children's lives.
- Strives to achieve the highest standards in both pupils' work and behaviour.
- Is a committed team member.
- Is able to quickly develop and establish positive relationships with children, parents, governors and all members of our school community.
- Maintains a clear, calm and consistent approach to working with children, parents, other staff and lead professionals.

The post is offered with a salary at Main Scale.

This is a full-time post on a temporary contract to cover maternity leave.



Start date: 5th January 2026.

Further details and an application form can be downloaded from the vacancy area of our website www.hatherley-inf.gloucs.sch.uk.

If you would like an informal conversation about the role, please contact Freya Briggs, acting headteacher, on 01452-522027 or email fbriggs@his.dgat.org.uk

Closing date for applications is midday on Tuesday 18th November at mid-day. Interviews are scheduled to take place on Monday 24th November.

Other information that might help you decide if this is the role for you

Usual working days and times:	Mon – Fri (32.5 FTE)
Work environment	Classroom, school environment.
Dress code:	Smart/Casual
Employee benefits:	Free and confidential employee assistance programme available 24/7 High quality professional development – please see the DGAT Continuous Professional Development and Learning Brochure for more information here: https://www.dgat.org.uk/cpdl-and-events A range of clear and supportive policies.



Please note:

The Diocese of Gloucester Academies Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. An enhanced DBS check is required for the successful candidate. The Trust also requires consent from applicants to carry out online searches of publicly available information, including social media, prior to interview.

All posts are subject to satisfactory references.



Background Information

The Diocese of Gloucester Academies Trust (DGAT) is a Multi-Academy Trust established by the Diocesan Board of Education (DBE) in 2012 to serve schools from across the County. There are currently twenty-one primary, one junior and two infant schools within the Trust. Twenty-two of the schools have Church of England designation.

The Trust is happy to work with schools that are exploring academy conversion and intends to continue to welcome more schools to our family.

Our vision is to enable all to flourish.

Our vision is rooted in our Christian foundation and our belief that all within our family should experience life in all its fullness.

Our aims are to be:

- Authentically Christian
- Boldly passionate about excellence in learning
- Relentlessly driven in our aspiration for everyone

Our core principles:

- We aspire to be the best we can be in an ever-changing environment - providing opportunities for all to flourish
- Within our DGAT family we cherish everyone as individuals; appreciating and celebrating diversity
- We act with integrity; we are open to challenge and we are reflective about our practice
- We treat everyone with dignity and respect
- Through collaboration, in a nurturing community, we grow, learn and achieve

School is Trust and Trust is School

In order to support our family of schools, DGAT provides the following support:

- School Improvement
- Christian Character
- HR and Legal



- Finance and Business
- Premises and Insurance
- Compliance and GDPR
- Governance



Job Description

Job Title:	Reception class teacher to cover maternity leave
Responsible to:	Acting Headteacher, members of the SLT and the governing body.
Line Management:	EYFS Lead
Contract Type:	Maternity leave (temporary)

Overall purpose of this post

To fulfil the professional responsibilities of a teacher, as set out in the School Teachers' Pay and Conditions Document.

To meet the expectations set out in the Teachers' Standards.

All staff will also be expected to apply the highest professional standards to the wider development of school life, including an area responsibility (if applicable) and the extra-curricular life of the school.

Early Career Teachers are warmly invited to apply.

This job description may be amended at any time following discussion with the Head Teacher and will be reviewed annually in response to the changing needs of the school.

Main Duties and Responsibilities

Teaching and classroom management

- Plan and teach well-structured lessons, following the school's plans, EYFS curriculum and schemes of work.
- Demonstrate good subject and curriculum knowledge.
- Adapt teaching to respond to the strengths and next steps of pupils learning.
- Use a variety of teaching methods which capture children's interest, using approaches which enable pupils to be taught effectively.

- Have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these.
- Have a clear understanding of the needs of all pupils, including those with special educational needs; those with disabilities; those of high ability and be able to use and evaluate distinctive teaching approaches to engage and support them.
- 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.
- Promote good progress and outcomes by pupils.
- Identify children vulnerable to underachievement and plan and deliver necessary interventions to ensure accelerated progress.
- Create a high quality, safe, rich and stimulating learning environment.
- Make effective use of assessment information to inform planning.
- Promote opportunities to develop children's spiritual, moral, social and cultural development.
- Maintain an attractive, tidy and well-managed classroom which is prepared and well-resourced for an active programme of learning.
- Guide the work of any additional adults who work with the class, promoting positive working relationships in order to secure excellent outcomes for children.
- Set high expectations for children's behaviour, establishing and maintaining a positive and purposeful, safe learning environment through well focused, engaging teaching and through positive and productive relationships.
- Establish a safe and secure learning environment which promotes children's confidence, well-being and welfare.
- Be innovative in the use of technology and other resources to support learning.

Monitoring, assessment, recording and reporting

- Ensure planning, assessment, record keeping and recording is in line with the school's expectations.
- Use performance data and assessments to inform planning and preparation that meets the needs of all learners.



- Ensure children's work is assessed in accordance with the school's feedback policy and in a way that will help children to understand how to further improve.
- Support excellent communication with parents about the progress of children.

Whole school role and accountability

- Make a positive contribution to the wider life and ethos of the school.
- Contribute to producing and implementing the school's policies as required.
- Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues.
- Carry out supervision of children, including playground duties as required.
- Contribute to assemblies as required.
- Support and contribute to the school's extra-curricular programme.
- Take a full and active part in the school's performance management and professional development programme.
- Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support.
- Deploy support staff effectively.
- Communicate effectively with parents with regard to pupils' achievements and well-being.
- Demonstrate consistently high standards of personal and professional conduct.
- Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.



Other

The current main duties and responsibilities of this post are outlined in this job description. The list is not intended to be exhaustive. The need for flexibility, shared accountability and team working is required. The post-holder is expected to carry out any other related duties that are within their skills and abilities, commensurate with the post's banding and whenever reasonably instructed.

Diversity, equity, and inclusion are at the core of who we are. Our commitment to these values is central to our vision and to our impact. We know that having varied perspectives that are representative of the communities we serve helps generate better ideas to solve the complex problems of a changing and increasingly diverse world.

It is the practice of the Diocese of Gloucester Academies Trust to review job descriptions annually to ensure that they relate to the role as then being performed or to incorporate whatever reasonable changes that have occurred over time or are being proposed. This review will be carried out by the Trust in consultation with the post-holder before any changes are implemented. The post-holder is expected to participate fully in such discussions and implementation.

Person Specification

	Essential	Desirable
Qualifications and continuing professional development		
ECT or qualified teacher status.	x	
Commitment to continuing own professional development.	x	
Ability to fully meet the expectations of the statutory DfE's ECT/Teacher Standards.	x	
Experience of teaching EYFS and/or KS1.		x
Evidence of recent and relevant INSET or training related to teaching and learning.		x
Professional Knowledge & Experience of Teaching and Learning		
Good knowledge and understanding of the National Curriculum and assessment requirements.	x	
A good understanding of pedagogical issues and current good practice relating to teaching and learning across EYFS and KS1.	x	

Knowledge and understanding of the implications of equal opportunities and inclusion, including SEND.	x	
An understanding of the expectations of the Ofsted Framework regarding teaching and learning.	x	
A good understanding of the principles of effective assessment.	x	
An ability to support and drive the curriculum.	x	
Knowledge & understanding of what constitutes outstanding teaching.		x
Good experience of inclusion and supporting the learning of children with a variety of needs.		x
Understanding of the promotion of SMSC of children across the curriculum.		x
A broad knowledge and understanding of the local & national developments and how they impact on standards and good practice.		x

Proven ability to lead a subject.		x
Experience in delivering a synthetic phonics programme, preferably Read Write Inc.		x
Personal qualities and skills		
Ability to inspire and nurture children.	x	
Dedication and commitment to encouraging all children to achieve their personal best.	x	
Excellent classroom management and organisational skills, including the ability to deploy and work with other adults in the classroom.	x	
Highly effective and positive behaviour management skills.	x	
Ability to work flexibly and collaboratively within a team and know when to seek the advice and support of colleagues.	x	
Excellent communication skills, able to form and develop positive, professional relationships with children, staff, parents and governors.	x	

Excellent ambassador for the school.	x	
A strong commitment to good attendance and excellent punctuality.	x	
An ability and commitment to support and enhance the extra-curricular life of the school.	x	
Committed to the Academy Vision.	x	
Safeguarding		
Secure awareness of child protection procedures.	x	
Enhanced safeguarding checks.	x	
Commitment to promoting the welfare of all children.	x	
Recent relevant training.		x
Other		
Fully supportive references.	x	