THE DIOCESE OF GLOUCESTER ACADEMIES TRUST

unlocking potential







Release Teacher

Recruitment Pack

Hatherley Infant School and Nursery



Dear Applicant,

Thank you for your interest in the post of Release Teacher.

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 25 primary schools within the Trust family, including 23 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 - 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 Thursday 19 November at midday. Interviews are scheduled to take place on Thursday 26 November 2026.

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

Yours faithfully

Freya Briggs
Headteacher

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The Diocese of Gloucester Academies Trust seek to appoint a

Release Teacher

Are you a passionate and adaptable teacher who enjoys working across different year groups and making a positive impact on children's learning? We are seeking an enthusiastic and committed teacher to join our friendly and supportive team as a full-time release teacher working across Reception and Year 1 from Monday to Wednesday, then class teacher in Year 2 for Thursday and Friday.

This is an exciting opportunity for a skilled practitioner who values building strong positive relationships across different classes. The successful candidate will release class teachers for leadership and professional development commitments, providing high-quality teaching and learning experiences for all during the first part of the week. The final part of the week will be spent as class teacher in a Year 2 class.

The successful candidate will:

- Teach across Reception, Year 1 and Year 2 classes throughout the week
- Deliver engaging, well-planned lessons that support excellent pupil progress.
- Build positive and nurturing relationships with children across the school.
- Work collaboratively with year group teams to ensure consistency and continuity in learning.
- Adapt teaching effectively to meet the needs of all learners, including pupils with SEND and disadvantaged pupils.
- Contribute positively to the wider life of the school.

We are looking for someone who:

- Is an excellent classroom practitioner will high expectations for all learners.
- Has a secure understanding of the EYFS and Key Stage 1 curriculum.
- Is flexible, organised and able to adapt to working in different classes and year groups.
- Demonstrates a commitment to inclusion and meeting the needs of every child.
- Has strong communication and teamwork skills.

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- Has a secure understanding of safeguarding and child protection responsibilities.
- Brings energy and enthusiasm.

We can offer:

• Happy, enthusiastic children who enjoy learning.
• A warm, welcoming and supportive staff team.
• High-quality professional development.
• A strong culture of collaboration and shared practice.
• A caring school community where staff wellbeing is valued.
• Well-resourced learning environments and supportive leadership.
• Access to our Employee Assistance Programme.

The post is offered with a salary at Main Scale on a fixed-term basis until 31 August 2027. This is a full-time post.

Applications from both experienced teachers and ECTs are welcomed.

Visits to school are warmly welcomed and if you would like an informal conversation about the role or to arrange a visit, please contact admin at admin@his.dgat.org.uk or telephone 01452 522027.

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

Closing dates for applications is **midday on Thursday 19th November**. Applications should be sent to recruitment@dgat.org.uk.

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

Usual working days and times:	Monday-Friday
Work environment	Classroom
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

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	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-two primary, one junior and two infant schools within the Trust. Twenty-three 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

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

Job Description

Job Title:	Release Teacher
Responsible to:	Headteacher, SLT
Line Management:	Headteacher
Contract Type:	Fixed-Term

Overall purpose of this post

- Be responsible for the learning and achievement of all pupils in the class ensuring equality of opportunity for all
- Be responsible and accountable for achieving the highest possible standards in work and behaviour
- Treat pupils with dignity and respect, nurturing and building relationships, at all times observing proper boundaries appropriate to a teacher's professional position
- Work effectively in collaboration and partnership with pupils, parents/carers, governors, other staff and external agencies in the best interests of all pupils
- Act within, the statutory frameworks, which set out their professional duties and responsibilities and in line with the duties outlined in the current School Teachers Pay and Conditions Document and Teacher Standards (2012)
- Take responsibility for promoting and safeguarding the welfare of children and young people within the school

Duties and Responsibilities

All teachers are required to carry out the duties of a schoolteacher as set out in the current School Teachers Pay and Conditions Document. Teachers should also have due regard to the new Teacher Standards (2012). Teachers' performance will be assessed

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against the teacher standards as part of the appraisal process as relevant to their role in the school.

Planning

When planning, a class teacher will be required to:

- Implement and deliver an appropriately broad, balanced, relevant and differentiated curriculum, incorporating the National Curriculum requirements in line with the curriculum policies of the school;
- Produce long, medium and short term planning in accordance with school policy and procedures, and within required deadlines;
- Identify clear, relevant, challenging teaching and learning objectives, and specify how they will be taught and assessed;
- Set tasks which engage, involve and challenge pupils, whilst ensuring a high level of interest and enjoyment;
- Set appropriate and high expectations;
- Set clear, aspirational targets, building on prior attainment;
- Identify SEN, underperforming, under attaining, able, gifted and talented pupils and plan appropriate interventions to accelerate progress;
- Provide clear structures for lessons in order to maintain pace, motivation and challenge;
- Make effective use of assessment to inform planning of teaching and learning, whilst ensuring coverage of identified programmes of study.

Teaching

When teaching a class teacher will be required to:

- Teach the required or expected knowledge, understanding and skills, and ensure pupils acquire and consolidate them, and are able to use and apply them across all curriculum areas, in a range of learning contexts;
- Teach clearly structured lessons and sequences of work which interest and motivate pupils, make learning objectives and outcomes clear, and promote active and independent learning that enables all pupils to think for themselves, and to plan and manage their own learning;
- Actively engage and involve all pupils in high quality, challenging learning experiences;

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- Make learning interesting, fun and exciting;
- Use a variety of interactive teaching strategies to facilitate, scaffold and support learning;
- Differentiate teaching to meet the needs of pupils of all ability ranges, taking into account varying interests, experiences and achievement of boys and girls, and different social, religious, cultural and ethnic groups, to enable them to make good progress;
- Develop key skills as an integral part of all curriculum areas;
- Personalise learning, and cater for a wide range of learning styles, interests and abilities;
- Use ICT effectively in teaching and learning, and as an embedded part of the Curriculum;
- Establish a purposeful learning environment, where diversity is valued and pupils feel safe, secure and confident;
- Organise and manage teaching and learning time effectively;
- Build successful relationships centred on teaching and learning;
- Provide homework which consolidates and extends work carried out in the class and encourages independent learning;
- Recognise and respond effectively to equality issues as they arise in the classroom, and challenge stereotyped views, bullying and harassment in accordance with school policy and procedures;
- Evaluate their own teaching critically to improve effectiveness;
- Organise and manage Teaching Assistants and other helpers in the classroom to maximise the outcomes for pupils' learning

Class Management

All class teachers will be expected to:

- Establish a clear framework for classroom behaviour and conduct, in line with the school's policy, in order to anticipate and manage pupils' behaviour constructively, and promote self-control and independence;

- Set high expectations for pupils' behaviour, and maintain a good standard of discipline through well focused teaching, challenging learning, and fostering positive relationships;

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- Use effective behaviour management strategies in order to establish and maintain an appropriate learning environment, pre-empt and address any potential behavioural issues, and monitor and intervene to ensure sound learning and discipline.

Monitoring, Assessment, Recording & Reporting

As part of Monitoring, Assessment, Recording and Reporting all class teachers will be required to:

- Assess pupils' level of learning and understanding in relation to identified learning objectives, and use monitoring and assessment information to inform planning, teaching and learning;
- Use Assessment for Learning strategies to monitor and assess the effectiveness of learning activities, and provide immediate and constructive feedback to support pupils as they learn;
- Involve pupils in reflecting on, evaluating and improving their own performance and progress;
- Assess pupils' progress accurately against appropriate standards;
- Record and track pupils' progress and attainment systematically, in order to provide evidence of development, identify strengths and areas requiring improvement, and inform teaching and learning targets;
- Identify and support pupils with differing levels of ability, and those experiencing Behavioural, emotional and social difficulties;
- Use assessment data to inform target setting;
- Report on pupils' attainment to parents, carers, other professionals and pupils as appropriate;
- Analyse assessment and tracking data and identify strengths and areas of pupils requiring targeted improvement.

Other Professional Requirements

In addition, all class teachers will be expected to:

- Have a working knowledge of teachers' professional duties and legal liabilities;
- Operate at all times within the stated policies and practices of the school;
- Establish effective working relationships, and set a good example through presentation, and personal and professional conduct;

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- Endeavour to give every child the opportunity to reach their potential and meet high expectations;
- Take on the responsibility for leading and managing one or more curriculum areas or aspects of the school's provision, as delegated;
- Contribute to the corporate life of the school through effective participation;
- Contribute to the delivery of extra-curricular provision;
- Liaise effectively with parents and governors;
- Take on any additional responsibilities which might from time to time be determined;
- Actively engage in Performance Management, training, continuous professional development and other learning activities as required;
- To be aware of and comply with policies and procedures relating to child protection and safeguarding, health and safety, security, confidentiality and data protection, reporting all concerns to an appropriate person;
- Work collaboratively with other professionals.

The above duties are not exhaustive, and the post holder may be required to undertake tasks, roles and responsibilities as may be reasonably requested, allocated or delegated to them by the Head Teacher.

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

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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
Personal Values		
Committed to actively promoting the Christian ethos and values of the school	**X**	
Committed to the school's vision	**X**	
Qualifications		
ECT or Qualified Teacher Status	**X**	
Commitment to continuing own professional development	**X**	
Ability to fully meet the expectations of the statutory DfE Teacher Standards	**X**	
Experience of teaching EYFS and KS1		**X**
Evidence of recent and relevant INSET or training related to teaching and learning		**X**
Professional Knowledge & Experience		
Good knowledge and understanding of the National Curriculum and	**X**	

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assessment requirements.		
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**

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Proven ability to lead a subject.		**x**
Experience in delivering a synthetic phonics programme, preferably Read Write Inc.		**x**
Personal qualities		
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**	

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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**	
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**
Additional Requirements		
Fully supportive references	**x**	

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