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Recruitment Pack

# HEADTEACHER

May 2024

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# WELCOME FROM THE CEO

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Dear Colleague,

Thank you for your interest in the position of Headteacher at Carshalton High School for Girls (CHSG) – a highly successful comprehensive school for girls aged 11-18 with a strong reputation for its commitment to excellence and to improving the lives of young people.

CHSG is an inclusive, happy and caring learning community that is ambitious for all of its students, seeking to ensure that they are challenged to make the very best of their abilities and to achieve success in all they do. All the staff, both teaching and support, play an integral role in achieving this.

The school is also part of the Girls' Learning Trust (GLT) which aims to empower girls and young women by delivering a first-class education and providing an inspirational start to their futures. The Headteachers of our three trust schools work closely with the CEO and COO as part of a lively, professionally collaborative executive team supporting trustees in delivering the GLT vision and in maximising the potential of centralised support for schools.

A feature of our trust is that schools have a tangible sense of their own special identity and heads are very much the leaders and shapers of their school's character and ethos. While our central services offer the very best support to schools and while we take every opportunity to collaborate for the benefit of all our staff and students, it is important to us that headteachers have a substantial degree of autonomy.

If you have the energy, passion and integrity to bring to this role, you can look forward to:

- Working with an outstanding senior leadership team who will give unstinting support.
- Leading a highly qualified, skilled and committed staff team who work extremely hard for their students and who are proud to teach at Carshalton High School for Girls.
- Working with a talented Governing Body and Trust Board to plan strategically for school improvement whilst allowing you operational autonomy.
- Most importantly, you will have the pleasure of working with the most inspiring students – the very best ambassadors and advocates for their school.

I hope you will want to learn more about the school and the GLT by visiting our websites at [www.chsg.org](http://www.chsg.org) and [www.girlslearningtrust.org](http://www.girlslearningtrust.org) and that you are motivated to join our team and take Carshalton High School for Girls to the next stage of its development.

Yours sincerely



Jennifer Smith, Chief Executive Officer



## **OUR TRUST**

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### **What is a Multi Academy Trust?**

Multi-Academy Trusts (MATs) are where more than two schools have joined to form one organisation, governed by one Trust board. Our MAT is both a registered (exempt) charity and a company limited by guarantee, and since we operate within the state sector, we are regulated by the Education and Skills Funding Agency (ESFA). We receive our funding direct from the government on per pupil basis, and we also generate some income through various additional activities (including targeted capital funding bids, and out of hours lettings), which we invest directly into our educational activities.

### **What makes Multi Academy Trusts different?**

The original academies programme started in 2010 and was intended initially to provide an alternative governance model for schools. Since this process started, many schools have now identified the significant benefits associated with forming partnerships with other schools – enabling cost savings across central services, alongside the ability to invest in strategic roles supporting schools to become more effective. By ‘clubbing together’, our three schools have access to resources and support that individually they would not be able to afford, and ultimately, we are able to collaborate to provide better outcomes for our pupils.

### **What is the history of the Girls’ Learning Trust?**

In 2015, Nonsuch High School for Girls formed a multi-academy trust with Wallington High School for Girls, the Nonsuch & Wallington Education Trust. In 2018, the company changed its

name to Girls' Learning Trust (GLT) and later that year Carshalton High School for Girls joined the MAT.

Our schools share many characteristics and are held in high regard by the local community. They are high performing and deliver a broad, balanced and challenging curriculum setting high expectations. Students benefit from being taught by well-qualified, dedicated and committed staff who are experts in girls' education. The Trust benefits from the expertise within an executive support staff team that provides shared services for schools, including Finance, Estates, IT, Procurement, Capital Development Projects, HR, Governance, Audit and Risk. This core team of professionals ensure consistent methods of operation, strong quality assurance and best value across the Trust.

Relationships in the Trust, between staff and students or between colleagues, are built on mutual trust and respect. These relationships drive school improvement and contribute to the wellbeing of everyone. Visitors often comment on the high levels of motivation and positive behaviour of the students, the commitment and professionalism of the staff and the well-equipped school buildings. Strong academic performance is complemented by highly effective pastoral care. We believe in offering a broad experience that goes well beyond the academic, and girls are encouraged to develop their confidence, independence and resilience across a wide range of enrichment and extra-curricular activities.

### **What makes the Girls' Learning Trust special?**

While we work across the Trust to support school performance and ensure value for public money, we believe in allowing our schools autonomy in developing approaches to pedagogy and the curriculum that will deliver the very best outcomes for their students. Nevertheless, our shared values and the many opportunities we have for collaboration across our schools mean that we learn lots from each other and that we remain outward-focussed.

### **What is it like working at the Girls' Learning Trust?**

All of our staff are located at offices in one of our schools, ensuring our shared services gain an understanding of the challenges and opportunities that face our pupils, teachers and school leaders. The environment is fun, fast paced and collegiate. Colleagues join us from all different walks of life and for a host of different reasons. But the one thing that we all share is a passion for education and a desire to make sure young people get the best education possible.

There are some common features to working in any role at the GLT:

- A passionate and dedicated staff team who believe in the transformative power of education and take pride in the positive impact their roles have both inside and outside of the classroom.
- A team of problem solvers who constantly figure out ways to help pupils achieve better outcomes, tackling challenges both big and small together.
- A fun and empathetic environment: staff who support and take care of each other, bringing a sense of humour to the workplace.
- A commitment to professional development: we are proud of our culture of promoting GLT staff within and across our trust and have an excellent record of developing outstanding staff and preparing them for senior leadership.
- A commitment to safeguarding and wellbeing: we operate a rigorous recruitment procedure that includes DBS, medical screening and confirmation of qualifications. And we are committed to ensuring this remains our top priority.



## **OUR SCHOOL**

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### **Our School**

Carshalton High School for Girls is a highly successful comprehensive school for girls aged between 11 and 18. The school has expanded in recent years, is popular in the local community, and has a growing Sixth Form. Our school is a welcoming environment, which, paired with exceptionally high standards, delivers an excellent education for our students. Our buildings range from a traditional main block to much more recent buildings that contain specialist science labs, sports hall, dance and drama studios, music rooms and STEM workshops. The student body in our school is truly diverse, both in heritage and educational starting point.

The school is a short walk from Carshalton station. London Victoria is approximately a 30-minute journey by Southern trains, London St Pancras is approximately 45 minutes by Thameslink. The school is also within easy commuting range of South London and Surrey.

### **Our Mission**

Our mission is to broaden the horizons of our students and staff through the provision of a world-class education filled with opportunity. Put simply, we want our students have the greatest change of success because they are in our school.

The CHSG motto is 'Excellence; everywhere, every day.' This is lived in all aspects of the school. We are unashamedly aspirational for our students and aim to equip them with the knowledge, skills and dispositions they need to be successful, both academically and in their wider lives

There is an established culture of celebration, reinforced by regular rewards and recognition of student and staff achievements. Our school values make explicit the traits and behaviours we prize.

## **#teamCHSG**

Working at Carshalton High School for Girls means becoming a member of #teamCHSG.

This team creates a culture which has:

- High aspiration and expectations of all
- Excellent behaviour and learning attitudes
- Advantaging the disadvantaged at its core
- A simple and focused approach to school development
- Strong leadership across all areas of the school
- A culture of celebration
- Stakeholder voice at the centre of development

### **Our Curriculum**

The CHSG curriculum is ambitious, broad and has been carefully crafted to serve our students. It is made up of five component curriculums, each based on principles of relevance, coherence, communication, confidence and inspiration.

#### **The Subject Curriculum**

The subject curriculum is broad, knowledge rich and has a traditional academic core. We prioritise the accrual of powerful knowledge not just for its own sake, but to maximise students' potential social mobility. At Key Stage 3 all students study a core offer of English, Maths, Science and MFL with all students studying History and Geography until the end of Year 9 where they choose at least one to carry forward onto GCSE. The study of STEM, Computer Science, Art, Religious Studies, Citizenship and Music continues into Year 9. At Key Stage 4 all students study Separate Sciences and the vast majority also study an MFL. At Key Stage 5 students typically opt for three A level subjects. The traditional core of our curriculum is complemented by a range of vocation course choices at Key Stages 4 and 5.

Curriculum delivery is consistent across the school. Teaching supported by a CHSG Teaching and Learning Handbook of practical strategies that work in the context of our all-girls school. At Key Stages 3 and 4 the primary curriculum medium is bespoke workbooks produced in-house rather the textbooks and exercise books. This reflects the care, pedagogical expertise and subject knowledge of our great teachers. There is a scheduled CPD programme, most which is dedicated to working within departments in sessions focussing on successful implementation of the curriculum. Teaching is supported by a whole school behaviour system which is clear and effectual.

#### **The Careers Curriculum**

The Careers Curriculum enables our students' successful transition to a future career path. It provides opportunities, through instruction and guidance, to build aspirations, develop capabilities, develop interests to support the making of informed decisions about subject choices and pathways. The Careers Curriculum contains a structured programme of activities to support students during key transition points at 13, 16 and 18 years old.

#### **The Literacy Curriculum**

We prioritise a culture of reading, advantaging disadvantaged students who may not read widely at home due to a multitude of cultural, social and economic issues. The Literacy Curriculum is realised in a daily Tutor Reads Programme, Wider Reading and subject disciplinary reading. These contain carefully selected texts, are sequenced and link across curriculum areas, providing a relevant and coherent schedule.

## **The Leadership Curriculum**

The Leadership Curriculum provides opportunities for students to develop leadership skills through a variety of inspiring, challenging initiatives which impact positively on learning, teaching and well-being for both students and staff. Students are enabled to become effective, influential, and compassionate leaders in society through a range of inspiring leadership opportunities. The Leadership Curriculum is wide-ranging, inclusive, and accessible to all, particularly our disadvantaged students.

## **The Pastoral Curriculum**

The Pastoral Curriculum is a broad and varied programme which enriches the experiences and improves the outcomes of our students, particularly the disadvantaged both at school, and in the wider life. The Pastoral Curriculum acknowledges that our students are growing up in an increasingly complex world where lives are lived seamlessly on and off-line, and our students are taught of the opportunities and the particular challenges this presents to girls. An excellent Pastoral Curriculum for every student is core to education at CHSG.

Our students also enjoy a full range of co-curricular activities. We stage an annual school production and numerous music evenings. There are numerous successful sports teams and clubs and dance groups. There are a range of societies including crochet, chess, origami and LGBTQI+. A full range of trips and visits has been re-established post-pandemic.





# OUR COMMITMENT TO YOU

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Staff are genuinely our most valued asset, and we place a high emphasis on staff wellbeing and professional development.

## Teaching and Learning

- No requirement to write lesson plans for observations.
- No nonsense differentiation – everyone teaches to the top with some students requiring more support than others.
- CHSG Way documents: Teaching and Learning Handbook, Culture Code, Praxis support consistency and high standards.
- Planning supported by consistent schemes of work and in-house workbooks.
- Easy access to SEN register with clear practical support strategies updated termly.
- Assessment Policy: feedback for one audience, no tick and flick, revised marking scrutiny procedures focus on impact of feedback.
- No graded observations, no need to put on a show: observers want to see a typical lesson.
- All members of SLT teach and take an active interest in developing Teaching and Learning.
- Combined school diary and Planner for ease of planning. Calendar organised in advance to aid planning.

## Meetings and Data

- Meetings and Data Drops spread across the calendar using the same data for different audiences with a maximum of 3 data drops per year group per year.
- Reduced meetings before external examinations.
- Succinct weekly briefing creates a positive end to the working week.
- School events and meetings held on the same nights to aid with organisation.
- Clear and transparent directed time (adhering to the 1265-time limit) with daily directed time ending at 3.20pm.
- No kudos given for working extra hours just for the sake of it. Staff encouraged to have a life. School closes at 5.30 every night.
- No written subject reports.

## Facilities and IT

- Staff-only IT facilities, away from the classroom to allow for effective use of planning and marking time.
- Reduction in 'all staff' and 'reply to all' email culture with no expectation to respond to emails in the evenings or at weekends.
- CPOMS for ease of reporting and recording welfare and safeguarding concerns.
- Easy access to photocopiers. On site IT support and reprographics assistant.

## Training and Career Development

- Regular dept CPD to support individual needs and incorporate shared planning and shared resource development. Tailored CPD programme for support staff.
- Comprehensive new staff and Early Careers Teacher training, induction and support.
- Optional Teach-meet sessions to develop pedagogy.
- Sharing good practice optimised in meetings.
- CPD and meetings finish by 4pm.
- All new staff work with a dedicated Teaching and Learning Coach.
- Performance Development targets tailored to individual development.
- Cross Trust opportunities to develop expertise, including an annual GLT Conference.
- In-house experts on teaching and learning to help and support.
- Opportunities for Leadership development and promotion including a Middle Leader induction programme

## **Behaviour**

- High expectations of behaviour and a clear consistent approach to reinforcement.
- Clear and transparent behaviour policy.
- SLT on daily break and lunch duty to ensure no behaviour continues from lunch into lessons.
- Student Support team provide targeted support.
- Each year group has a Pastoral Support Officer, Assistant Head of Year and Head of Year. Deputy Head (Pastoral) works with the HOY to improve standards of behaviour.
- Centralised late procedure and detentions. Class teachers do not staff detentions.

## **Health**

- A clear, consistent, fair staff absentee policy.
- Certified medical and personal illness absence - no need for cover to be set.
- Workplace Options and Occupational Health (available on request.)
- Confidentiality around personal leave.
- Designated non-SLT wellbeing Lead (Helen Holmes).
- Wellbeing dog.
- Wellbeing taskforce (made up of CHSG staff) creates a strategic school plan informed by an annual survey. Taskforce links with GLT Wellbeing taskforce.
- Wellbeing weeks to encourage staff to think about self (no meetings on these weeks).
- Recognition, praise and thanks for going above and beyond including 'Red Letter Days' from students and thank you cards from colleagues.
- Training of Mental Health Champions to support staff and students.
- Late starts after Secondary Transfer Evening and major holidays.
- Catering company in the canteen meet a wide variety of dietary requirements.

## **Social**

- Christmas, Easter and Summer staff social events and half-termly coffee evenings.
- Staff association organises formal opportunities to socialise at Christmas and Summer.
- Informal social opportunities within the PE department with Fun Friday and running club.
- Annual whole school community picnic /big conversation.
- Staff room with tea and coffee facilities freely available.



## **THE OPPORTUNITY**

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Following on from the very successful leadership of the current Headteacher, the Governors and Trustees now seek an exceptional leader to join as the Headteacher of Carshalton High School for Girls to make a significant contribution to the continued success of this successful and over-subscribed school.

As part of the Executive Group, this role provides an exciting opportunity for an experienced educationalist and leader to help a high-performing trust seize the opportunities and meet the challenges of a rapidly changing local and national educational landscape.

You will be able to demonstrate that you have the skills and experience to maintain the excellent relationship that exists with both staff and students, whilst setting challenging goals that motivate and foster continued improvement.

The successful candidate will possess strong intellectual abilities, first class strategic and communication skills, and a substantial background in senior leadership. In return you will have the opportunity to build on our strong foundations, grow as a professional and lead this excellent and rewarding girls' school.

You must be a qualified teacher who will be a strong and confident advocate for the school in order to build upon its already excellent reputation. Substantial previous experience as a senior leader, and a proven track record of successful whole school improvement are essential.

# JOB DESCRIPTION

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**Job Title: Headteacher**

**Reporting to: CEO**

**Salary Scale: L31-37 Outer London plus TPS**

## **Main Purpose:**

- Being the 'standard bearer' for the vision, values and ethos of Carshalton High School for Girls
- Fostering a culture of continuous improvement, underpinned by effective systems and high professional standards, in order to attain excellence in every aspect of the school's provision
- As a member of the executive group, supporting the trustees in the future strategic development of the Girls' Learning Trust.

## **Key Responsibilities**

### **Promoting improvement and shaping the future**

The Headteacher will:

- promote a constant focus on raising achievement, improving teaching, promoting the highest standards of behaviour and safety, and developing the leadership skills of self and others
- work with the local governors, staff and parents/carers to create a shared vision and strategic plan
- ensure that the vision for the school is clearly articulated, shared, understood and acted upon effectively by all
- work with the school community to translate the vision into agreed objectives and operational plans which will promote and sustain improvement
- demonstrate the vision and values in everyday work and practice
- inspire and motivate others
- create a shared culture and positive climate
- challenge any form of prejudice and inequality, and promote the richness of cultural and religious diversity
- ensure creativity, innovation and the use of appropriate new technologies to achieve excellence
- contribute to the leadership and development of the Trust
- promote innovation which improves outcomes for young people.

### **Leading teaching and learning**

The Headteacher will:

- take the leading role in improving students' learning through a constant drive to raise the standards of teaching throughout the school
- use data and other benchmarks to monitor the quality of teaching through evaluating students' progress
- ensure that learning is at the centre of strategic planning and resource management
- establish creative, responsive and effective approaches to teaching and learning
- ensure a culture and ethos of challenge and support where all students can achieve success and become engaged in their own learning
- demonstrate and articulate high expectations and set challenging targets for staff and students
- implement strategies which secure high standards of behaviour and safety, and attendance

- determine, organise and implement a diverse, flexible curriculum and an effective assessment framework
- take a strategic role in the development of new and emerging technologies to enhance and extend students' learning experiences
- monitor, evaluate and review classroom practice and promote improvement strategies
- challenge underperformance at all levels and ensure rapid improvement
- establish a culture which is aspirational, applauds success and celebrates high achievement.

### **Promoting continuing professional development and working with others**

The Headteacher will, in collaboration with the Trust:

- promote and provide opportunities for the continuing professional development of all staff
- ensure effective communication systems and relationships within the school, and between the school and all external support agencies and the wider community
- treat people fairly, equitably and with dignity and respect, creating and maintaining a positive school culture in which people are happy to come to work and feel valued and respected
- build a collaborative learning culture and actively engage with other GLT and local schools to build effective learning communities with and beyond the Trust
- develop and maintain effective strategies and procedures for staff induction, professional development and performance review
- ensure effective planning, allocation, support and evaluation of work undertaken by teams and individuals
- ensure clear delegation of tasks and devolution of responsibilities
- acknowledge the responsibilities of individuals and teams, and celebrate their achievements
- develop and maintain a culture of high expectations for self and others and take appropriate swift action when performance requires improvement or is inadequate
- regularly review own practice, set personal targets and take responsibility for own professional development
- manage their own workload and that of others to allow an appropriate work/life balance.

### **Management of the school**

The Headteacher will, in collaboration with the Trust:

- provide effective school management and continuously seek to improve organisational policies and structures based on effective self-evaluation
- ensure that all safeguarding policies and procedures are in place and are acted upon by all staff and governors
- create an organisational structure which reflects the school's values, and enables the management systems, structures and processes to work effectively in line with legal requirements and the school's aims and objectives
- ensure that policies and practices take account of national and local circumstances, policies and initiatives
- working with the Trust Director of Finance, manage the school's financial and human resources effectively and efficiently to achieve the school's educational aims and objectives
- working with the Trust Director of People, recruit, retain and deploy staff appropriately and manage their workload to achieve the vision and goals of the school
- implement successful performance management processes for all staff
- working with the Trust Director of Estates, manage and organise the school environment efficiently and effectively to ensure that it meets the needs of the curriculum, and health and safety regulations

- ensure that the range, quality and use of all available resources is monitored, evaluated and reviewed to improve the quality of education for all students and provide value for money
- working with the Trust Director of IT, use and integrate a range of technologies effectively and efficiently to manage the school.

### **Securing Accountability**

The Headteacher will:

- effectively fulfil commitments arising from contractual accountability to the Trust
- work with local governors (providing information, objective advice and support) to enable it to meet its responsibilities
- develop a school ethos which enables everyone to work collaboratively, share knowledge and understanding, celebrate success and accept responsibility for outcomes
- ensure individual staff accountabilities are clearly defined, understood and agreed, and are subject to rigorous review and evaluation
- develop and present a coherent, understandable and accurate account of the school's performance to a range of audiences including the Trust, local governors, parents/carers
- reflect on personal contribution to school achievements and take account of feedback from others
- ensure a robust quality assurance mechanism is in place in collaboration with the Trust.

### **Strengthening Community**

The Headteacher will:

- build a school culture and curriculum which takes account of the richness and diversity of the school's communities
- create and promote positive strategies for challenging racial and other prejudice
- ensure learning experiences for students are linked into and integrated with the wider community
- collaborate with a range of external agencies to provide effective support for students and their families
- create and maintain an effective partnership with parents to raise students' achievement and support their personal development
- seek opportunities to invite parents and carers, community figures, businesses or other organisations into the school to promote students' learning.

### **Safeguarding**

The Headteacher will, in collaboration with the Trust:

- take overall responsible for promoting the safety and welfare of all students
- create an organisational culture which is vigilant to and monitors and prioritises the safeguarding of students above all considerations
- co-operate and work with relevant agencies to protect children
- ensure all statutory requirements are adhered to, including Prevent.

This job description may be amended at any time following discussions between the CEO and the Headteacher and will be reviewed regularly. It is not prescriptive, nor necessarily a comprehensive definition of the post.

# PERSON SPECIFICATION

E: essential; D: desirable; A: assessed via application process; I: assessed at interview

<b>Qualifications and Training</b>			
	Good first degree	E	A
	Qualified Teacher Status	E	A
	Masters degree, NPQH or equivalent qualification	D	A
<b>Experience</b>			
	Proven experience of substantial and successful Senior Leadership within secondary education.	E	A/I
	Experience of successfully leading and managing change to deliver school wide improvement with impact.	E	A/I
	Outstanding practice as a teacher within secondary education.	E	A/I
<b>Knowledge and Understanding</b>			
	A clear understanding of what constitutes an outstanding learning experience for girls and young women	E	A/I
	Knowledge of the National Curriculum, including latest developments, initiatives and current issues and their translation into school improvement plans.	E	A/I
	Clear understanding of successful strategies for raising achievement and the ability to engage all staff in these	E	A/I
	An understanding of the statutory and legal framework across secondary education and the academy sector	E	A/I
<b>Skills and Abilities</b>			
	Able to lead, inspire, develop and manage high performing teams at all levels.	E	I
	Able to think strategically, communicate a vision and engage others.	E	I
	An innovative and collaborative leader who can forge positive relationships.	E	I
	The ability to communicate well and persuasively with a range of audiences, staff, families, students, external agencies	E	A/I
	The ability to plan and to create and evaluate effective systems	E	I
	Good IT skills with the confidence to exploit new technology.	E	I
<b>Personal Attributes</b>			
	Commitment to the totality of students' experience how they can be enabled to develop as independent, resilient and responsible young women	E	A
	Personal resilience and the ability to self-manage and shoulder a significant weight of responsibility.	E	I
	Character development, mental toughness, resilience, and how this can be learnt in schools.	E	I
	Personal presence and confidence; warmth and sensitivity.	E	I
	Able to work on own initiative and manage diverse work pressures.	E	I

# APPLICATION PROCESS

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## Safeguarding

The Girls' Learning Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. In order to meet this responsibility, we follow a rigorous selection process to discourage and screen out unsuitable applicants.

As well as verification of identity, we ask all employees to undertake an enhanced DBS disclosure. In line with Keeping Children Safe in Education (KCSIE) guidance, we may also conduct an online search about any shortlisted candidates as part of our due diligence to identify any matters that might relate directly to our legal duty to meet safeguarding duties.

## Data Protection

As part of our recruitment process, Girls' Learning Trust collects and processes personal data relating to job applicants. The Trust is committed to being transparent about how it collects and uses that data and to meeting its data protection obligations. For further information about this and to read our Data Protection and Freedom of Information Policy, please visit: [www.girlslearningtrust.org/our-governance/policies](http://www.girlslearningtrust.org/our-governance/policies)

## Application Process

We operate a safer recruitment process.

We welcome applications from all suitably qualified people and aim to employ a culturally diverse workforce, which reflects the nature of our communities.

To apply, please complete the application form via our [website](#) or our careers page on [My New Term](#). The application includes a personal statement which should clearly demonstrate how you meet the requirements set out in the Person Specification.

## Closing Date

Applications must be received by no later than **10am on Tuesday 7 May 2024**.

## Interviews

Interviews will take place on **Monday 13 and Tuesday 14 May 2024**.

## Notification & Feedback

Candidates who have taken part in interviews will be notified as soon as possible. Constructive feedback will be provided for all candidates invited to interview.

## Additional Information

We warmly welcome prospective candidates to visit the school on **Wednesday 24 April** between **10.00 – 13.00** or **Friday 26 April** between **10.00 – 13.00**.

We also invite you to ask the CEO any questions about this opportunity via a Teams call on **Wednesday 24 April** between **11.00 – 18.00**.

Please contact Abi Jesson, Director of People, by email at [ajesson@girlslearningtrust.org](mailto:ajesson@girlslearningtrust.org) to book either or both of these opportunities.





Girls' Learning Trust

[www.girlslearningtrust.org](http://www.girlslearningtrust.org)