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Recruitment Pack

# Neurodiversity Mentor

May 2024



**NONSUCH**  
HIGH SCHOOL FOR GIRLS

*FORGING OUR PATHS; BUILDING THE FUTURE*

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# WELCOME FROM THE HEADTEACHER

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Dear Candidate

Thank you for your interest in the post of Neurodiversity Mentor at Nonsuch High School for Girls (NHSG).

Nonsuch is a high performing selective school with a reputation for academic excellence, first class care, guidance and support as well outstanding extra-curricular provision.

We are an inclusive, happy and caring learning community and we are ambitious for all of our 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 of our staff, both teaching and support, play an important role in achieving this. The school is also part of the Girls' Learning Trust (GLT) which provides excellent opportunities for staff collaboration and career development.

We provide a well-resourced and positive working environment with supportive colleagues and full access to training opportunities.

I hope you will find the information in this pack interesting and informative. We very much look forward to receiving your application.

Yours faithfully



**Amy Cavilla**  
Headteacher



## 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-focused.

### **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**

Nonsuch is a highly successful and selective grammar school for girls aged between 11 and 18 years. Opened in May 1938 and standing in 22 acres of beautiful grounds on the edge of Nonsuch Park, we aim to provide a caring, happy and stimulating environment in which students can attain the highest levels of academic and personal achievement. Teachers and support staff joining Nonsuch comment on the excellent behaviour and positive attitude to learning of our students and on the warm and co-operative relationships between staff.

Attainment and achievement at Nonsuch are excellent. Summer 2023 saw GCSE results where 68.7% of grades were at 9-8 and 86.1% of all grades were 9-7. 98.8% of all grades attained grade 5 or above. At A-Level students achieved 18.8% A\* and 53.3% A\*-A grades - again placing the school amongst the highest performing schools nationally.

## **Our mission**

The school's aim is to empower our young women and enrich their lives to ensure they aspire to take their centre stage place in the world. We want students to enjoy learning, to become independent and effective learners and to achieve academic success in an atmosphere that fosters positive relationships and mental health, promotes equality and celebrates diversity. Our curriculum is broad and balanced; it provides intellectual challenge, develops creativity and curiosity and empowers our students to articulate their thinking confidently. The curriculum and extra-curricular opportunities promote social and cultural enrichment and a strong sense of community. The advice and guidance enables students to make wise, informed and ambitious choices. We promote the values of *positivity, respect, integrity, courage and endeavour*. We want our students to engage with the local and wider community in the belief that they can make a difference.

## **Our curriculum**

On entry, all students follow an academic programme including a Modern Foreign Language (German, French or Spanish) and Latin. The range of subjects taken for GCSE is broadened by the opportunity to continue with a second language or start an additional language. Students study the three separate sciences and have the opportunity to take up Astronomy or Photography or to choose an appropriate Technology, Computer Science, Arts, Humanities or Modern Foreign Language course. Initially, students are taught in forms, with smaller groups for practical subjects.

The vast majority of students continue their studies in the large Sixth Form, for which external candidates may apply. Courses may be chosen from around 21 subjects. In addition, students take options from the elective menu: many Year 12 students take the Extended Project Qualification and some students opt for classes in dissection, Arts award or Sports Leader award accreditation among other options. Candidates are prepared for Oxbridge entry or for admissions tests, for example BMAT (for Medicine) and LNAT (for Law), as appropriate. The vast majority of students proceed to higher education or professional training.

A comprehensive tutorial programme (including citizenship, careers and health education) supports the curriculum for all students, who are encouraged to assume responsibility for their studies through regular homework and negotiated target setting. Opportunities for active citizenship abound: students in each year group take part in community outreach and fundraising for local, national and global charities. They assume leadership roles within school also representing their peers on the School Council and all Sixth form students belong to the Sixth Form Committee which holds regular Forum meetings. Sixth form students make an invaluable contribution to the community life of the School, serving as school officials and prefects, leading the house system and supporting younger students as mentors.

Artistic, dramatic, musical and sporting talents are fostered. Many students have instrumental lessons; choirs and orchestras flourish, together with many clubs and societies. All opportunities are taken for visits in this country and abroad to widen further the educational experience. Membership of a range of sports teams is encouraged and many Nonsuch students play sports at County and National level.

The School's commitment to excellence in girls' education is reflected in the breadth of the curriculum, the outstanding examination results and the number of extra-curricular activities on offer. Most importantly, of course, the School's success is visible in the confidence and enjoyment of girls who leave us to continue their studies and to carve their niche in 21<sup>st</sup> century society, as well as the excellent alumni network which supports our Careers and Networking events.

### **Resources and school site**

The School is fortunate in having exceptional and well-resourced accommodation for all subject areas. We have 11 fully resourced Science labs, 4 ICT rooms and an Astronomy Dome on the roof which is also used by astronomers in the local community. Our offer of 3 modern languages and Latin is supported by a bespoke language lab and GCSE and A level language students benefit from weekly meetings with Foreign Language Assistants. The Sixth Form Study Area and Learning Resource Centre further enhance the facilities available to students. A skilled team of administrative staff, technicians and cover supervisors work closely with the teaching staff. This team includes pastoral administrators, an Emotional Literacy Support Assistant, first aiders and a librarian. Our cafeteria is used by students and staff at mid-morning and lunchbreak, supplemented by a concession in the sixth form area and outside provision called "The Lunch Box." There is a private day care Nursery on the School site which is used by some staff. The school is adjacent to a David Lloyd Sports and Leisure Centre which staff are able to use free of charge during off peak hours in term time.





## OUR LEADERSHIP TEAM

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The Senior Leadership Team consists of two Deputy Heads, two Assistant Heads and Directors of School Improvement, who work closely and supportively to plan for the future development of our highly successful school. Collaborative and open working practices ensure coherence and clarity in the leadership and management of the school. The Local Governing Body is a strong and supportive team with considerable professional expertise.

### **Amy Cavilla (Headteacher)**

Amy is in her 7th year of headship and has worked in all girls' state schools since 2003. The mission of Nonsuch High School for Girls is about empowering its students to take their rightful place centre stage as global change-makers. Amy is committed to the ethos and mission of girls' education and sits on the UK Regional Advisory Committee for the International Coalition of Girls' Schools comprising nearly 500 schools world-wide. Nonsuch is proud of its house traditions, school values and championing of a broad curriculum and participation in extra-curricular activities.

### **Helena Wright (Deputy Headteacher)**

Helena joined Nonsuch High School for Girls in 2014 having taught and led in two highly successful schools in the comprehensive sector. She has taught for over 20 years Business and Economics and still loves being in the classroom. Helena remains passionate about Teaching & Learning and staff development and is committed to cultivating great teachers and middle leaders. Some of Helena's key responsibilities include; staffing, all things curriculum, school admissions and quality assurance.

### **Alexis Williamson-Jones (Deputy Headteacher)**

Alexis joined Nonsuch High School for Girls in 2021 having taught in the Independent Sector for over 20 years. Alexis has undertaken a number of different roles throughout her career including Head of Year, Head of Department and a Trust Consultant Teacher working across 25 schools. She has a passion for personal development of each child and believes that every child deserves a good holistic education. Some of Alexis's responsibilities include Pastoral Care and Wellbeing, attendance and extra-curricular activities



**Hannah Johns (Assistant Headteacher)**

Hannah joined Nonsuch in 2013 having taught in the comprehensive sector as a member of Teach First and then in the selective sector. Hannah has taught for over 20 years Philosophy and Psychology and particularly enjoys A-Level teaching. Hannah is passionate about supporting students in their transition from sixth form into Higher Education or a Career and in preparing students to be independent learners who thrive in the outside world. Her key responsibility is the strategic leadership of the sixth form including; student progress at KS5, development and quality assurance of PSHE and intervention and support.

**Andrea Todd (Assistant Headteacher)**

Andrea joined Nonsuch in 2009 and now has over twenty years' experience of teaching Science & Biology in selective girls' schools. She is passionate about encouraging girls to explore the diversity of STEM both inside and outside the classroom. She has a particular interest in the use of technology to provide a high-quality teaching and learning experience as well as its role in streamlining how teachers work. Her key responsibilities include teaching & learning, assessment and data.



## PASTORAL STRUCTURES AND RESOURCES

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### Special Educational Needs

#### How we support students:

Pupils meet regularly with the SENDCo to create and review their support plan. Pupils in KS3 also have a pupil passport which is updated annually to remind staff how best to support their needs. Interventions are run as needed, either one-to-one or in small groups, but interventions in the most part are carried out during lessons by the class teacher or within the department. SEND pupils also receive support from our ELSA and from the Educational Psychologist as required.

#### The needs of our pupils:

We have a range of Special Educational Needs within Nonsuch, from Specific Learning Difficulties such as Dyslexia, Dyspraxia or Dyscalculia, to Neurodivergence such as Autism or ADHD, along with hearing and visual impairments, pupils with processing issues, medical issues, Tourettes, as well as Social, Emotional and Mental Health issues (SEMH).

#### How the curriculum supports students:

Teaching staff are provided with an individualised Student Support Plan for every pupil on the SEN register. This details particular provisions, strategies and adjustments that need to be made within the classroom to support each pupil. Pupil passports also convey this information with input from the pupil. Very occasionally, pupils with specific needs have a personalised timetable which may allow them to be disapplied from a subject.

### How we support staff:

Staff receive regular updates to Support Plans to allow them to better support pupils within their lessons. In addition, SEND updates are put weekly on the staff bulletin. Staff receive training in SEND issues during INSET sessions.

### How SEND is supported:

Nonsuch is part of the Sutton SEND cluster, which allows for support with SEND pupils and the transferral of skills and knowledge. We are also in the process of arranging regular meetings of the SENDCos from the Borough grammar schools to make sure that the support we are receiving and giving is more targeted. We also have administrative support from one of the administrators in the main office, an ELSA within school and regular support from an Educational Psychologist.

Since September 2022, we have had a fully-functioning SEND base where pupils are supported with interventions and also have a safe space to come to if they have sensory overload, or a quiet space to work when required.

### Wellbeing and Responsive Care:

The responsive strand of our well-being strategy is through our awareness-raising of the continuum of mental health. We have worked closely with the mental health charity Place2Be. Members of staff across the Girls' Learning Trust have undertaken training to become "Mental Health Champions." Attachment theory underpins the training and informs our approaches in all areas. In addition, we link with the Anna Freud Centre who provide training for adults, advice for parents and support for young people.

The form tutor is the central point of contact for every student and provides the crucial link between home and school. All tutor groups in the lower school are also allocated Sixth Form "form leaders" who help with the care and development of our students. Tutors are supported by the Head of Year who also works within a broader team responsible for taking charge of pastoral care within school.

- We have a **School Counsellor** who offers sensitive support and guidance to students who require it
- Her role is supplemented by **Child Well-being Practitioners (CWP)** who can offer small group sessions of support.
- The **School Nurse** provides confidential advice and support.
- Our **SEND coordinator** works with girls who have special educational needs and disabilities to ensure that provision is made for these students in order that they can access all aspects of the curriculum.
- We also have an **Emotional Literacy Support Assistant (ELSA)** to support our students.
- We deploy our Mental Health Champions among our staff to provide drop-in support for students)

### **Peer Support:**

Some students are trained as:

- Peer Mentors – whose role is to support younger students
- Form Leaders – who support PSHE provision, organisation in tutor groups in the lower school

Our students are also supported by our well-established LGBTQ+ support group and student CARE council (Champions of Anti-Racism and Equality) with link staff for each group and CARE sub strands of Communication, Allyship and Reporting, Curriculum and Events.

### **Pastoral Support Structure:**

The purpose of the Head of Year team is to work collaboratively to support the students in terms of their academic progress and social and emotional well-being. This ensures that all students in the year group experience high quality teaching and learning and maintain high standards of student conduct and achievement. The pastoral team consists of a Head of Year (HOY) who is responsible to a member of the Senior Leadership Team (SLT) and the Assistant Head of Year (AHOY) who is responsible to the HOY and a team of tutors.

#### **Years 7-11**

- Deputy Head Pastoral (DHP) – member of the Senior Leadership Team (SLT)
- Heads of Year 7-11 (HOY)
- Assistant Head of Year bulge year group
- Tutors (Teams: Year 7; Years 8-9; Years 10-11)
- Pastoral Team administrator
- Pastoral Support Officer (KS3-4)

#### **Sixth Form**

- Director of Sixth Form (SLT Assistant Headteacher)
- Heads of Year 12-13
- Assistant Head of Year KS5
- Tutors (Team 12-13)
- Sixth Form administrator

#### **Whole School**

- Designated Safeguarding Lead (DSL) and Deputy DSLs
- Special Needs and Disabilities Coordinator (SENDCo)

Each of the teams above are further supported by staff in the reception office. We have two Administrative Officer/First Aiders, one of whom provides support to the SENDCo.

### **Resources – Dedicated Spaces:**

The following areas are designed to offer dedicated support:

- Offices for Heads of Year and Pastoral Administrative Support Officers
- Wellbeing room for students in Years 7-11
- Wellbeing room for sixth formers
- SENDCo base
- Counsellor/Children's wellbeing practitioner room
- ELSA room
- Meeting room for school nurse/careers advisor

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# OUR COMMITMENT TO YOU

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Staff are our most valued asset, and we place a high emphasis on staff well-being and professional development. Our Trust-wide Wellbeing Strategy puts wellbeing at the heart of all considerations and at Nonsuch High School for Girls that means:

## **A commitment to making the workplace a pleasant and supportive working environment**

- Free access to the on-site David Lloyd Gym and Spa for staff
- Friendly and supportive staff body
- An exciting and supportive programme of professional development
- Monthly extended mid-morning breaks
- We are a school that appreciates the importance of family
- Additional leave policy that supports staff when they may need time off
- A private day care nursery on-site
- Situated in 22 acres of beautiful grounds on the edge of Nonsuch Park

## **A commitment to supporting staff**

- The school calendar and training is planned in advance across the whole year so people know what is happening and when
- In-house cover supervision team
- A highly effective and proactive support staff who play an important role in supporting teaching and learning
- An Employee Assistance package
- Voucher schemes for Childcare, Eye Care and Cycle to Work

## **A commitment to staff development**

- A comprehensive new staff induction programme which includes the allocation of a mentor and peer buddy
- CPD programmes, which are based both in school and across the wider Trust, tailored to individual aspirations
- An additional INSET day at the beginning of the academic year dedicated to preparation and training
- An annual cross-Trust conference allowing the chance to meet and network with other staff



## THE OPPORTUNITY

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This is an exciting opportunity to develop this new role within an experienced team. We have a growing number of students who are presenting with complex needs and this position will help support our commitment to providing high quality teaching and learning for all.

The Neurodiversity Mentor will play a vital role in supporting the learning of students who are neurodivergent and helping to improve their experience in school. You will be working within the SEND team to support individual students both in and outside of the classroom. Your main role will be to support students who are neurodivergent, and you will work alongside their classroom teachers and the SENCO to ensure that they are able to access the curriculum and do not miss out on their learning. You will also work with individual students to support their mental health, to help them with coping strategies as required, to give guidance on study skills, to be a trusted adult and a first point of contact for them. You will also run lunchtime support groups and a quiet space at lunch for our neurodivergent students. You do not need to have prior experience of working with neurodivergent students, but a willingness to learn and to get involved, as well as a basic understanding of what struggles a neurodivergent student may have in a mainstream setting, are essential.

# JOB DESCRIPTION

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Job Title	<b>Neurodiversity Mentor</b>
Reporting to:	Special Educational Needs and Disabilities Coordinator (SENDCo)
Annual Weeks Worked	<b>39 weeks</b> (term time including 5 INSET days)
Salary Scale and hours	GLT Range 3 (£27,855 - £29,139 FTE) pro rata  32.5 hours a week (daily hours to be agreed with Line Manager)  Any day worked over 6 hours will include a 30-minute unpaid lunch break.  <b>Actual salary: £21,629 - £22,626</b>
Type of contract	Permanent

## **Purpose of the role:**

To support SEND students in the school.

## **Main responsibilities:**

- To establish supportive relationships with SEN students
- Supporting SEN students on either a 1:1 basis or in small groups outside the classroom or within lessons
- To run small group sessions to support students to overcome barriers to learning e.g. social skills, study skills, stress and anxiety management etc.
- To give positive encouragement, feedback and praise to reinforce and sustain the student's efforts and develop self-reliance and self-esteem
- To provide regular feedback on the student's learning and behaviour to relevant members of staff, including feedback on the effectiveness of the strategies adopted
- To aid the student/s to learn as effectively as possible both in independent and group environments by, for example:
  - Clarifying and explaining instructions;
  - Ensuring the student is able to use equipment and materials provided;
  - Motivating and encouraging the student(s) as required by providing levels of individual attention, reassurance and help with learning tasks as appropriate to students' needs;
  - Assisting in weaker areas, e.g. speech and language, reading, spelling, numeracy, handwriting/presentation etc.;
  - Using praise to encourage the student to concentrate and stay on task;



- Liaising with relevant members of staff and other professionals about student support plans (SSP) contributing to the planning and delivery as appropriate;
  - To contribute and conduct reviews of the student's progress as appropriate, including SSP
  - Helping teaching staff to create appropriate resources to support the student/s
  - Support students to stay on task by providing a supportive but well-disciplined environment which complies with the School's expectations of behaviour and work; operate according to the School's Behaviour for Learning Policy and implement reasonable adjustments where appropriate.
- Where appropriate, to know and apply positive handling techniques
  - Where appropriate, to contact parents/carers in relation to individual students
  - To take part in training activities offered by the school to further knowledge and skills of working with children with specific learning difficulties
  - To accompany teacher and students on educational visits
  - To assist in the collation of evidence to support applications for access arrangements
  - Undertake examination supervision as required; To provide individual support, as required, during examination sessions
  - Provide general administrative and clerical support for SENDCO as directed, including keeping accurate records

### **General**

- Be aware of and comply with policies and procedures relating to child protection, equal opportunities, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- Be an ambassador for the School's 'Culture & Ethos' Policy, promoting the School Values; be a member of the House System.
- Participate in training and other learning activities as required.
- Attend and participate in regular meetings as required.
- Respect confidentiality at all times.
- Respond to all reasonable requests from the Head.

This Job Description sets out the duties of the post at the time it was drawn up. The post holder may be required, from time to time, to undertake other duties within the School as may be reasonably expected, without changing the general character of the duties or the level of responsibility. This is a common occurrence and would not justify a reconsideration of the grading of the post.

# PERSON SPECIFICATION

E: essential

D: desirable

Relevant Experience	
Ability to form good working relationships with students, parents/carers and colleagues and work as part of a team	E
Enthusiasm for working with young people and ambition for them.	E
Education & Training	
English and Maths GCSE at grade 5 equivalent or above	E
A-Levels or any other L3 qualification	D
Higher level academic qualifications	D
Skills and Abilities	
Good communication skills	E
Good organisational and time management skills and the ability to work under pressure and independently	E
A high degree of professionalism in their approach to work tasks set	E
Ability to self-evaluate learning needs and actively seek learning opportunities	E
Present a good role model to students	E
Good knowledge of Microsoft Office and a willingness to learn new computer systems	E
Personal Attributes	
Adaptability and flexibility in working practices and the ability to use their initiative	E

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# 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 and volunteers 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.

All applications should be through our official careers page on MyNewTerm:

[Nonsuch High School for Girls, Cheam, Sutton | Teaching Jobs & Education Jobs | MyNewTerm](#)

## **Closing Date**

Applications must be received by no later than **9 a.m. on Thursday, 20<sup>th</sup> June 2024**.

Early applications are encouraged and we reserve the right to close the vacancy if a suitable candidate is found.

## **Interviews**

Interviews will take place during the week commencing Monday, 1st July 2024

## **Notification & Feedback**

Candidates who have taken part in interviews will be notified as soon as possible – please ensure that you have provided day and evening numbers on which you can be reached. Constructive feedback will be provided for all candidates invited to interview.



 Girls' Learning Trust

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