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Recruitment Pack

SCHOOL COUNSELLOR

(Maternity Cover)

July 2024



NONSUCH
HIGH SCHOOL FOR GIRLS

FORGING OUR PATHS; BUILDING THE FUTURE

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WELCOME FROM THE HEADTEACHER

Dear Candidate

Thank you for your interest in the post of School Counsellor (maternity cover) 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 (until 31st August 2024)



Alexis Williamson-Jones
Headteacher (from September 2024)



OUR TRUST

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

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 21st 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

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

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 provide an early intervention service to help young people who are struggling with anxiety or low mood on a 1:1 or group work basis.
- 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 have a deputy SENDCo and two learning support assistants – one who specialises in neurodiversity.
- 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

OUR COMMITMENT TO YOU

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

This is an exciting opportunity for an enthusiastic School Counsellor to join our team of experts in different aspects of pastoral care. This post would suit someone who has at least a Level 4 counselling qualification and who relishes the opportunity to work in a high-performing all girls' school.

Key responsibilities for the role include:

- To jointly identify and provide the right services response to a young person's mental health and wellbeing
- To deliver a high-quality evidence-based mental health provision
- To support the emotional needs of vulnerable students on a one-to-one basis
- To promote emotional well-being to the wider school community
- To support and supervise student-based Wellbeing Peer Mentors
- To work as a team within the internal and external support services

The successful candidate will:

- hold at least a Level 4 Diploma in Counselling which allows you to register with the BACP
- have experience of working in a school setting or with young people in a counselling capacity

JOB DESCRIPTION

Job Title	School Counsellor
Responsible to:	Assistant Head Pastoral for Years 7-11
Salary Scale	GLT Range S01 (£37,335 - £39,654 FTE) pro rata <u>Actual salary:</u> £24,084 - £25,580 p.a.
Hours	27 hours per week Monday-Thursday = 5.5 hours, Friday = 5 hours. Daily hours negotiable. Any day worked over 6 hours will include a 30-minute unpaid lunch break.
Annual Weeks Worked	39 weeks (Term time plus 5 INSET days)
Type of contract	Maternity cover, part-time

Main purposes of the job

- To jointly identify and provide the right services response to a young person's mental health and wellbeing
- To deliver a high-quality evidence-based mental health provision
- To support the emotional needs of vulnerable students on a one-to-one basis
- To promote emotional well-being to the wider school community
- To support and supervise student-based Wellbeing Peer Mentors
- To work as a team within the internal and external support services

Main responsibilities and tasks

1. Clinical responsibilities and tasks

- To triage students by working with the pastoral team to identify the right services in response to a young person mental and wellbeing
- To work with the Line Manager and Supervisor to create a realistic diary for clinical session to ensure minimal wait times and maximise benefits for students
- To offer individual counselling and solution focused strategies in a client centred framework for students with emotional needs who have been referred by Heads of Year or SLT
- To provide opportunities for reflective space and support as requested by student or staff
- To have flexibility for impromptu discussion where need arises
- To ensure the First Aid team are aware of the emotional wellbeing issues that students may present to First Aiders
- To liaise with parents/carers and outside agencies and make referrals as appropriate
- To participate in the facilitation of workshops for groups of students and the school PSHE programme
- To attend where appropriate multi- agency meetings and school DSL meetings relating to referrals or students in treatment
- To complete a brief summary, in collaboration with the student, at the end of clinical work ensuring confidentiality and safeguarding

- Operate at all times from an inclusive value base which promotes recovery and recognises and respects diversity

2. Professional Responsibilities and Tasks

- To work closely with other members of the pastoral team and support services being respectful of the different professions.
- To ensure that the BACP 'Ethical Framework for Good Practice in School' guidelines are adhered to
- To keep up to date with evidence-based recommendations and guidelines e.g. National Institute for Clinical Excellence
- To maintain the standards of practice in relation to working in a school e.g. keeping record on school information systems (SIMS) and school safeguarding info system (CPOMS)
- To complete and maintain appropriate confidential records in line with the professional body, GDPR and Data protection
- To ensure confidentiality is maintained within the safeguarding framework (KCSIE)
- To keep up records of Continued Professional Development attending relevant training
- To ensure they undertake regular supervision within their professional guidelines

3. Responsibilities to the wider school community

- To provide advice and guidance to staff whose role it is to support students in emotional distress in the form of regular triage meetings. These meetings include the DSL team, school counsellor and ELSA.
- To attend Pastoral Team meetings as appropriate
- To monitor the team of student Wellbeing Mentors who will provide peer-to-peer support for students within the school
- To work with other members of the Student Support team to help identify students who have similar wellbeing needs support and establish group interventions
- To liaise with other Counsellors from across the GLT
- To support the wellbeing of staff if appropriate

4. General Responsibilities

- To maintain in good order the counsellor room, resources and equipment required to carry out the role
- To contribute to best practice within school
- To maintain an up-to-date knowledge of Education and Therapeutic models
- To be aware of and comply with School policies and procedures, including those relating to safeguarding, child protection, health and safety, security, confidentiality and data protection, reporting all concerns to the appropriate person.
- To undertake similar duties, commensurate with the level of the post and at the discretion of the Line Manager, as the Line Manager shall from time-to-time reasonably require.
- To participate in training, other learning activities and performance development as required.

The Job Description will be subject to periodic reviews to fit in with the needs of the school and provide development opportunities as appropriate. It is not a comprehensive set of tasks, but sets out the main expectations of the school in relation to the postholder's responsibilities and duties at this time.

PERSON SPECIFICATION

School Counsellor

E: essential

D: desirable

Training and Qualifications	
- BACBP recognised Therapist or other registered health care professional	E
- At least Level 4 counselling qualification	E
- Qualification in CBT	D
Experience	
- Experience of working within the CBT framework	D
- Ability to manage own caseload and time as well as multi-tasking when necessary	E
- Experience of working within a team	E
- Experience of working with young people	E
- Experience of working in an educational setting	D
- Experience of working across agencies	D
- Experience of dealing with safeguarding issues	D
Knowledge and Skills	
- Knowledge of working in CBT framework	E
- Knowledge of child centered practice	E
- Demonstrates an understanding of anxiety and depression and how they may present in young people	E
- Demonstrates an understanding for the need to use the evidence-based psychological therapies and how this relates to the post	E
- Excellent verbal written and verbal communication skills	E
- To be able to communicate with professional pupils and parents	E
- Able to develop good therapeutic relationships with students and families	E
- Good listening skills	E
- Good IT skills	E
- Knowledge of adult wellbeing	D
- Knowledge of KCSIE	D
- Knowledge of school management systems	D
Personal Qualities	
- Flexible, proactive, friendly and approachable	E

- Other	
- High level of enthusiasm and motivation	E
- Ability to work under pressure	E
- Regards for others respecting individual rights and rights of autonomy and confidentiality	E
- Ability to be self-reflective whilst working with students, and own personal development, and with supervision	E

07/24

APPLICATION PROCESS

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

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, 5th September 2024.**

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

Interviews

Interview will take place during the week commencing Monday, 16th September 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