



Girls' Learning Trust

www.girlslearningtrust.org

Recruitment Pack

Procurement and Payments Manager

Shared Professional Services
Aug / 2026



CONTENTS

Welcome from the CFO	p3
Our Trust	p4
Our Schools	p9
Our Shared Services	p10
The Opportunity	p12
Job Description	p14
Person Specification	p16
Application Process	p17



WELCOME FROM THE CFO

Dear Candidate

The Girls' Learning Trust (GLT) was formed in September 2015 and currently consists of three successful and high-performing girls' schools: Nonsuch High School for Girls, Wallington High School for Girls and Carshalton High School for Girls. All three schools are located in the London Borough of Sutton. As the largest all-girls multi academy trust in the UK, we educate more than 4,500 students aged 11–18 and employ almost 500 staff. Our aim is to empower girls and young women by delivering a first-class education and providing an inspirational start to their futures.

The Trust is entering an exciting new phase of growth. In November, we will welcome a fourth school into the Trust, increasing our annual turnover from approximately £35 million to £50 million. This represents a significant milestone in our development and brings new opportunities to strengthen our services, processes and support for schools across the Trust.

Staff are our most valued asset, and we are committed to supporting both their current success and future development. Alongside our teaching staff, our skilled support staff play a vital role in ensuring our schools operate effectively. We invest heavily in professional development, offering opportunities for collaboration across the Trust, access to specialist training and participation in our annual GLT professional development conference.

Over the past 18 months, the Trust's finance function has undergone significant development. We have strengthened our financial systems, improved the quality and timeliness of reporting, reviewed key processes and built a more resilient and forward-looking finance team. Much of this work has been undertaken to ensure that the finance function is well positioned to support the Trust's future growth. With a fourth school joining the Trust in November, increasing our turnover from approximately £35 million to £50 million, these investments provide a strong platform from which we can continue to deliver high-quality financial support and services across the Trust.

As we continue to grow, we are looking for talented individuals who want to play a key role in shaping and developing our services. This is an exciting opportunity to join our Shared Professional Services finance team and lead the Trust's Procurement and Payments function at a time of continued growth and development.

As Procurement and Payments Manager, you will lead and develop a Trust-wide function that supports our schools through effective procurement, purchasing, supplier management and payment processes. You will be responsible for maintaining strong financial controls, driving process improvements and developing a high-performing team that delivers excellent service to schools and stakeholders.

Working closely with the Chief Financial Officer, Financial Controller and budget holders across the Trust, you will have the opportunity to influence how procurement and purchasing services evolve as the Trust continues to grow. This role would suit an experienced finance or procurement professional who enjoys balancing operational excellence with continuous improvement and relationship building.

As a growing Trust, we are committed to continuous improvement and collaboration. We are looking for someone who shares these values and is keen to contribute to the ongoing development of our finance function and wider organisation.

I hope that after reading this pack you will feel inspired to apply, and I look forward to receiving your application.

Kind regards



Lucie Funnell
Chief Financial Officer



OUR TRUST

What is the Girls' Learning Trust?

The Girls' Learning Trust is the UK's largest all-girls, all-state-funded multi-academy trust, currently comprising three high-performing schools:

- Nonsuch High School for Girls
- Wallington High School for Girls
- Carshalton High School for Girls

Together, these schools educate more than 4,500 students and employ nearly 500 staff. The Trust has a combined annual income of over £35 million and a strong reputation for academic achievement, leadership development, and inclusive practice.

What is our purpose and education mission?

Our purpose is transforming lives through girls' education.

For **students**, we help them achieve their full potential by creating an inclusive, supportive and aspirational learning environment. We equip them with the knowledge, skills, and confidence to thrive in school and in life, preparing them for their future.

For **staff**, we create a positive working environment where they are valued, supported, and motivated. We offer opportunities for development and career growth, encouraging collaboration and enabling everyone to contribute to the success of our students and the whole Trust.

For **schools**, we support and assure their education development with the freedom and autonomy to define their own values and priorities, respecting their individual character and

unique identities. We promote collaboration across the Trust, enabling sharing of resources, exchanging ideas, and driving continuous improvement.

For **society**, we forge strong partnerships with parents, local groups, and other stakeholders to enrich our schools and students' educational experiences. We actively engage with the community to create a positive impact and foster a sense of civic responsibility in our students, staff and volunteers.

Our Education Mission is to empower girls to thrive through a holistic, rigorous and transformative education that nurtures their intellectual, emotional, and personal growth.

We believe in the limitless potential of our students. All our schools are empowered to develop their own education vision that reflects their local context and needs of their students. But this is underpinned by a shared belief in:

1. The transformative power of girls-only education
2. The holistic measurement of success based on the whole student
3. The prioritisation of student wellbeing and character development
4. The promotion of girls' leadership rooted in strong values
5. The value of equity, diversity and inclusion

How is a MAT different from a local authority school?

Academies within a Multi-Academy Trust (MAT) operate independently of local authorities. Unlike maintained schools, which are overseen by a local council and receive funding through the local authority, MATs receive their funding directly from the Department for Education (DfE). This gives MATs more freedom and flexibility in areas such as curriculum design, staff pay and conditions, and resource management - but it also comes with increased responsibility and accountability to central government.

In a MAT, the Trust Board and CEO are legally responsible for every aspect of the organisation's performance, including finance, compliance, governance, safeguarding, and school improvement. Local authorities no longer have any role in school oversight or intervention.

At the Girls' Learning Trust, this autonomy enables the Trust to implement its own Strategy and Operating Model, which aligns leadership, curriculum priorities, and educational assurance across all three schools. For example, the Trust sets its own policies for staffing, admissions coordination, educational development, and financial planning—while still complying with national statutory requirements. This enables the Trust to act more decisively and innovatively than would be possible under a local authority model, while remaining firmly committed to its mission of transforming lives through girls' education.

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

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 commitments 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?

Being part of the Trust means that no school works in isolation. We are stronger together—not by erasing difference, but by celebrating it in a community where excellence, equity, and empowerment are shared aims.

Staff are supported to thrive through high-quality development, cross-Trust networks, and streamlined operations that reduce workload and stress.

- Access to professional development pathways, from early career to senior leadership, aligned with a Trust-wide framework that supports progression.
- Collaboration with expert colleagues in girls' education, through forums, networks, and school-to-school support that promote both excellence and innovation.
- Staff voice embedded in strategy, with regular consultation and survey data used to inform Trust planning and improvement.
- Workload reduction and greater wellbeing, through high-quality shared services in HR, IT, finance, governance, and estates.
- Job security and career mobility within a growing, values-led Trust, enabling staff to thrive professionally without losing connection to their school's identity.

Our commitments to you

To support the achievement of our education mission, we recognise that our strength lies in the talent and dedication of our staff and we will prioritise recruitment and retention strategies that attract high performing people who align with our shared ethos and reflect the communities we serve. Professional growth and personal wellbeing are central to our approach. We will provide continuous learning and development opportunities that will help staff thrive and progress their careers. We will uphold a culture that promotes kindness, collaboration and recognition, ensuring an open, safe, supportive and inclusive environment where all individuals feel heard, valued and are empowered to contribute to our mission.

Our commitments to each other

We know that our people are our strength and deserve the highest standards. We want everyone working within our community, whether as a volunteer, contractor or member of staff, to feel valued, supported and part of a cohesive team, working in a safe environment with the resources they need to thrive. To support this aim, it is vitally important that our core commitments of **integrity**, **collaboration** and **reflection** are shared. These commitments should act as our reference point; they should unite and orientate us, helping us hold ourselves and each other to account.

We will act with **integrity**. It is our anchor value and ensures that we act with kindness, we maintain fairness and we are positive role models. In our interactions we will:

- Consider what we do and what we say, ensuring kindness, honesty and understanding.
- Be consistent, respectful and fair in our approach.
- Do the right thing even when it might be difficult.
- Maintain accountability, owning mistakes, understanding that working to resolve them is an essential component of long-term success.

We will be **collaborative** in our working style, looking towards cooperation and codesign where beneficial, and involving those affected by decisions in the development of solutions. In our interactions we will:

- Listen to and support each other, encouraging diverse perspectives or beliefs and providing opportunities for others to feed into work at an early stage.
- Share ideas, knowledge and learning, to help us understand and develop together.
- Encourage active participation from others in decision-making or problem-solving processes, seeking solutions that work for everyone where possible.
- Be unafraid to ask for help or support and be willing to provide the same to others.

We will take time to be **reflective**, understanding that better-decisions will be made, and better work will be produced, when we give ourselves the space to learn and develop. In our interactions we will:

- Have the courage to welcome constructive feedback from others to help us better understand.
- Provide time to reflect on our activities and ask ourselves the question, can we do it differently?
- Foster a thoughtful approach to our work, being open to learning, adapting and sharing.
- Allow others the time and space to reflect, understanding that we are all individuals with differing working styles and needs.

Additionally, we require all leaders working across the Trust to demonstrate and role model **positivity** in attitudes to day-to-day challenges and support others to do the same. As leaders in our interactions we will:

- Adopt a balanced perspective, framing setbacks as temporary and focusing on longer term goals and the bigger picture.
- Approach challenges with optimism and renewed energy.
- Exhibit a 'can do' attitude, engendering a positive mindset in others.
- Be forward thinking, pragmatic and solution focused.

Our commitment to Equity, Diversity and Inclusion

At the Girls' Learning Trust (GLT), Equity, Diversity and Inclusion (EDI) is not an optional add-on or a standalone policy area—it is a fundamental thread running through the Trust's purpose, education mission, and all five strategic priorities. Our commitment is clear: we will transform lives through girls' education by ensuring that every student and member of staff can thrive, regardless of background or identity.

The strategy embeds EDI in the following ways:

- Strategic Integration: EDI is interwoven across all five strategic priorities, from achieving strong outcomes and developing inclusive school cultures, to building empowered leadership and securing long-term organisational sustainability. This means EDI is considered in all key decisions, not treated as a separate initiative.

- **Data-Driven Accountability:** The Trust tracks outcomes across a wide range of characteristics—including economic disadvantage, SEND status, ethnicity, and gender identity—using this analysis to identify gaps and inform action. These insights feed into each school’s development plan and the Trust’s annual KPI framework, which explicitly references equity-related metrics.
- **Statutory Compliance and Beyond:** All schools are required to publish clear and measurable Equality Objectives under the Trust’s Public Sector Equality Duty, but the Trust’s ambition goes further. Schools are expected to engage in regular reflection on inclusion and equity, supported by central tools and challenge processes.
- **Training and Capacity Building:** The Trust provides training for leaders, governors, and staff on issues such as unconscious bias, inclusive language, and structural disadvantage. This professional learning is built into the Operating Model and offered through Trust-wide CPD and leadership programmes.
- **Inclusive Practice and Representation:** Schools are supported to ensure that curriculum materials, displays, assemblies, and communications reflect the diversity of the communities we serve. Representation matters—students should see themselves in the content they learn, the staff who support them, and the values that underpin their school.
- **Local Reflection and Ownership:** While the strategy sets a Trust-wide direction, each school is empowered to reflect on and address its own inclusion gaps. This is supported by tools such as EDI self-assessments, consultation models, and community engagement frameworks—ensuring that inclusion work is both consistent and context-sensitive.

OUR SCHOOLS

All three schools in the Trust share many common characteristics and are held in high regard in the local community. They are high performing, deliver a broad, balanced, and challenging curriculum, and set high expectations. Students across the Trust benefit from being taught by highly qualified, dedicated and committed staff who share their passion and knowledge of their subject.

More information on the schools in our Trust can be found here:



Carshalton High School for Girls

Headteacher: Mr. Peter Baumann-Winn

Students: Approximately 1,450 students

Address: West Street, Carshalton SM5 2QX

Website: www.chsq.org.uk



Nonsuch High School for Girls

Headteacher: Mrs Alexis Williamson-Jones

Students: Approximately 1,550 students

Address: Ewell Road, Cheam SM3 8AB

Website: www.nonsuchschool.org



Wallington High School for Girls

Headteacher: Ms. Tracey O'Brien

Students: Approximately 1,550 students

Address: Woodcote Road, Wallington SM6 0PH

Website: www.wallingtongirls.org.uk



OUR SHARED PROFESSIONAL SERVICES

There are significant benefits associated with being part of a multi academy trust, giving us the ability to invest in strategic roles supporting schools to become more effective as well as enabling savings across our support services. 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 students.

We purposely use the term 'shared' not 'central' services because all these roles are embedded across our schools and play an active and positive role in school life.

Finance

We are entrusted with ensuring the long-term financial sustainability of the Trust, working closely with each school to support and guide their budgeting processes. Our team manages all financial operations, from processing transactions to delivering comprehensive financial reporting for each school. With a strong focus on strategic financial planning and operational efficiency, we aim to empower schools to make informed decisions that align with their goals, while maintaining transparency and accountability across the Trust.

Infrastructure

Estates and Facilities

We lead a team of school-based premises staff at each site, making sure our buildings and facilities are fit for purpose for students and staff. We also manage all capital development and large refurbishment projects, working with experts to secure external funding where possible.

Information Technology

We lead a team of school-based IT staff at each site, managing the digital infrastructure that supports high-quality teaching and learning in the classroom, as well as key systems for staff.

People

We work across the Trust and take responsibility for managing and coordinating all HR functions, implementing policies, and ensuring best practice. As well as advising and

supporting Headteachers and the wider Executive Leadership Team with the selection, recruitment, development and management of all staff, we are responsible for ensuring an inclusive and kind working environment.

Governance

We lead the team who support all governance processes across the Trust, including providing servicing for all Trust Board, subcommittee and Local Governing Body meetings. We also ensure all the recruitment, selection, induction and training of Members, Trustees and LGB members is in line with best governance practice.

Contract Management

We also take the lead in managing a number of Trust-wide external contracts, including the provision of catering, cleaning and other core services across all three sites.





THE OPPORTUNITY

This is an exciting opportunity to join the Girls' Learning Trust at a pivotal stage in our development. Following significant investment in our finance systems, processes and team structure, and with a fourth school joining the Trust in November, we are continuing to strengthen our Shared Professional Services to support a growing and ambitious organisation.

As Procurement & Payments Manager, you will lead a newly developed function responsible for procurement, supplier and contract management, payment processes and associated financial controls across all Trust schools and Shared Professional Services. Reporting directly to the Chief Financial Officer, you will lead and develop a small team whilst working closely with budget holders and senior leaders across the Trust.

This role offers a unique opportunity to make a tangible impact. In addition to ensuring the effective operation of procurement and payment processes, you will play a key role in helping the Trust achieve greater value for money through improved procurement practices, stronger supplier management, more effective contract oversight and the identification of efficiencies across our non-staff expenditure.

We are looking for an individual who enjoys combining strong financial controls with a commercial mindset. You will be equally comfortable supporting colleagues, challenging existing ways of working, analysing expenditure and identifying opportunities to improve services and reduce costs. The successful candidate will be someone who can build strong relationships, influence stakeholders and help foster a culture of proactive procurement planning across the Trust.

In return, you will have the opportunity to shape and develop an important Trust-wide function, lead a committed team and contribute to the continued growth and success of the organisation. Most importantly, your work will help ensure that every pound spent delivers the greatest possible benefit to our schools and the young people they serve.

JOB DESCRIPTION

Job Title	Procurement and Payments Manager
Reporting To	Chief Financial Officer
Direct Management Responsibility	Finance Assistant (Purchasing), Junior Finance Assistant(s)
Working Closely with	Finance Officer, Financial Controller, Payroll & Finance Administrator and wider Trust and School teams
Contract Type	Permanent Full-time
Salary Scale	GLT Range S03 points 32-35 (£47,260 - £50,675)
Working Hours	36 hours per week (08:00-15:45 Monday to Thursday and 08:00-15:30 Friday including a daily 30-minute unpaid break) all year round
Other Benefits	The procurement and payments team work from our finance office based at Nonsuch High School for Girls. Travel to other Trust schools will be required.
Working Location	Pension www.lgpsmember.org Generous annual leave allowance BHSF Health & Wellbeing Plan Onsite parking at schools where possible

Section 1: Purpose of the Post

To lead the Trust's Procurement and Payments function across all schools and Shared Professional Services, ensuring the effective management of procurement, supplier relationships, contract administration, payment processes and associated financial controls.

The postholder will lead and develop a small team, work collaboratively with budget holders and senior leaders, and support the delivery of value for money across the Trust's non-staff expenditure. They will ensure procurement and payment activities are carried out efficiently, compliantly and in accordance with Trust financial regulations, whilst fostering a culture of proactive procurement planning and continuous improvement.

Section 2: Key Responsibilities

Procurement Leadership and Value for Money

- Lead procurement activity across all Trust schools and Shared Professional Services.
- Work with budget holders to ensure goods, services and contracts are procured efficiently, economically and in accordance with Trust procedures.
- Identify, deliver and monitor procurement efficiencies and value-for-money initiatives across the Trust's non-staff expenditure budget.
- Analyse expenditure patterns and supplier spend to identify opportunities for cost reduction, standardisation and improved purchasing arrangements.
- Promote best practice procurement across the Trust and support the delivery of procurement-related projects and improvement initiatives.
- Support the Chief Financial Officer in implementing procurement policies, procedures and financial regulations.

Procurement Compliance and Financial Control

- Maintain oversight of the Trust's procurement processes, ensuring compliance with Trust financial regulations, delegated authorities and procurement requirements.
- Ensure appropriate controls operate throughout the procurement and payment lifecycle.

- Oversee procurement activities to ensure expenditure commitments are appropriately authorised and supported.
- Monitor compliance with purchasing procedures, identifying trends, risks and areas requiring further support or intervention.
- Support internal and external audit activity relating to procurement and payments.
- Maintain effective controls to minimise the risk of fraud, unauthorised expenditure and financial irregularity.

Supplier and Contract Management

- Lead supplier relationship management across the Trust, promoting professional and constructive relationships with suppliers and service providers.
- Support the resolution of significant supplier issues, disputes and performance concerns.
- Oversee supplier onboarding processes and supplier due diligence requirements.
- Ensure the approved supplier database is maintained and reviewed regularly.
- Oversee the Trust's contract and tender registers, ensuring records remain accurate, complete and up to date.
- Work with budget holders to plan contract renewals and procurement activity in a timely manner.
- Contribute to procurement exercises, tender activity and supplier reviews as required.

Payments, Banking and Systems

- Lead the Trust's payment processes and associated financial controls.
- Act as a key contact for the Trust's banking providers, supporting the day-to-day administration of banking services and relationships.
- Undertake transfers between Trust bank accounts, including Education Call and current accounts, in accordance with delegated authorities and agreed procedures.
- Ensure robust controls are maintained over supplier verification and bank detail amendments.
- Oversee the administration, reconciliation and control of procurement cards, business charge cards, direct debits and standing orders, ensuring expenditure is appropriately reviewed, authorised and recorded.
- Review procurement card and business charge card expenditure, reconciliations and exceptions, ensuring compliance with Trust procedures and identifying opportunities to improve controls and value for money.
- Act as functional lead for procurement and payment-related systems, supporting system development and process improvements.
- Ensure payment-related procedures are documented, reviewed and maintained.
- Work collaboratively with budget holders to monitor income-funded activities, including educational visits and enrichment programmes, ensuring expenditure commitments remain appropriately funded and variances are identified and addressed promptly.

Budget Holder Support and Procurement Planning

- Act as the Trust's lead adviser for procurement and purchasing matters.
- Support budget holders in planning procurement activity, contract renewals and significant purchases in advance of expenditure commitments.
- Provide advice and guidance on procurement requirements, financial procedures and value-for-money considerations.
- Deliver training and support to budget holders, requisitioners and school-based staff.
- Encourage consistent use of Trust purchasing systems and procedures across all schools.

Educational Visits and Restricted Funding

- Oversee financial processes associated with educational visits, enrichment activities and other restricted expenditure schemes.

- Ensure appropriate financial controls are in place to support trip budgeting, expenditure monitoring and reconciliation processes.
- Support schools in maintaining appropriate financial records and audit trails relating to restricted funding schemes, bursaries and similar programmes.

Team Leadership and Management

- Lead, manage and develop the Procurement and Payments Team.
- Allocate responsibilities across the team to ensure effective service delivery and appropriate segregation of duties.
- Monitor team performance and support professional development.
- Provide coaching, guidance and support to team members.
- Foster a culture of continuous improvement, accountability and excellent customer service.
- Support organisational change initiatives, including Trust growth and onboarding of new schools.

Section 3: General Duties

- Familiarise yourself with, and comply with, Trust policies and procedures, with particular attention to health and safety, safeguarding, prevent, risk management, equality and diversity, and data protection.
- Attend training as necessary and update your own CPD (continuous professional development) and record and complete within timescales all mandatory training courses.
- Work as part of a wider team, undertaking any other reasonable duties appropriate for the role that may be required by the organisation.

PERSON SPECIFICATION

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

Education, Training & Qualifications		
Educated to A-level standard (or equivalent Level 3 qualification), including GCSE Maths and English	E	A
Relevant accounting, finance, procurement or business administration qualification (AAT, CIPP, CIPS or equivalent)	E	A
Chartered Institute of Procurement & Supply (CIPS) qualification or working towards	D	A
Management or leadership training	D	A
Experience & Knowledge		
Experience of managing a procurement, purchasing, payments or transactional finance function within a complex organisation.	E	A
Experience of supervising or line managing staff	E	A/I
Experience of payment processing, banking administration and financial controls	E	A
Experience of working with suppliers, budget holders and senior stakeholders	E	A
Experience of contract management and procurement activity	E	A
Experience of identifying and delivering value-for-money improvements, efficiencies or cost savings	E	A
Experience of leading process improvements and service developments	E	A/I
Experience within the education, public sector or not-for-profit sector	D	A
Experience of PS Financials or similar integrated finance system	D	A
Skills & Attributes		
Strong understanding of procurement and payment processes and financial controls	E	I
High level of numeracy, accuracy and attention to detail	E	A/I
Ability to analyse expenditure data and identify opportunities for efficiencies and savings	E	I
Strong organisational skills with the ability to manage competing priorities in a fast-paced environment	E	A/I
Ability to influence, challenge and support stakeholders effectively	E	I
Excellent communication and relationship-building skills	E	A/I
Ability to lead, motivate and develop team members	E	I
Strong IT skills, including financial systems and Microsoft Excel	E	A/I
Ability to lead change and drive continuous improvement	E	A/I
Values & Personal Qualities		
Demonstrates integrity, professionalism and sound judgement	E	I
Positive, proactive and solution-focused approach	E	I
Commitment to high standards of customer service	E	I
Collaborative and supportive leadership style	E	I
Resilient and able to work effectively under pressure	E	I
Commitment to continuous improvement and value for money	E	I
Willingness to challenge appropriately and uphold financial controls	E	I
Commitment to the Trust's values and objectives	E	I
Willingness to travel between Trust schools as required	E	I

APPLICATION PROCESS

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

Application Process

In line with KCSIE, 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 support our commitment to reducing unconscious bias during the shortlisting process, blind shortlisting is in operation across the Trust, with all personal information about candidates removed from their application.

All applications should be through our official careers page on MyNewTerm: <https://mynewterm.com/jobs/15882/EDV-2026-GLT-43595>

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 Monday 7th September at 8am

Shortlisting Date

Monday 7th September

Interviews

First Stage (online): Wednesday 16th September

Second Stage (In person Interview): Tuesday 22nd September at Nonsuch High School for Girls

Notification and 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

If you would like further information, we would encourage an informal telephone call with Lucie Funnell, CFO, lfunnell@girlslearningtrust.org to discuss the role and the immediate priorities of the post. This would not form any part of the selection process.



Girls' Learning Trust
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