Recruitment Pack

ASSISTANT PREMISES MANAGER

Carshalton High School for Girls

Shared Professional Services
March / 2026

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WELCOME FROM THE CEO

Dear Candidate

Thank you for your interest in the post of Assistant Premises Manager for the Girls' Learning Trust.

The Girls' Learning Trust (GLT) was formed in September 2015 and 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 have over 4,500 students aged 11-18 and almost 500 staff. We have a financial turnover of £30m and operate over three large sites. Our aim is to empower girls and young women by delivering a first-class education and providing an inspirational start to their futures.

Staff are our most valued asset, and we aim to support them both in their current roles and to develop them for their future careers. Working alongside the teaching staff, we have a skilled support staff team who perform vital roles within each school and across the trust. Continued professional development plays an important role in ensuring that the quality of education is very high in our schools. There are lots of opportunities for cross-trust professional development, with staff from all three schools working collaboratively on projects in many areas and we have a GLT professional development conference each year for all our staff.

This role is based within our Shared Professional Services Estates and Facilities Team and is central to the facilities and premises operations provided at Carshalton, working directly with the staff to deliver the best quality service. As we seek to support and develop the services delivered by Estates and Facilities the successful individual would join us at an extremely exciting time.

There is significant scope for impact and shaping our strategy in this area. We believe you would enjoy working with us and very much look forward to receiving your application.

Kind regards

Dr Thomas Flynn
Chief Executive

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 £30 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, teachers, governors, and central 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.chsg.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 responsible for the long-term financial sustainability of the Trust and support each school in its own budgeting. We also manage all finance processing and other financial reporting for the schools.

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 time to join the Girls' Learning Trust as a Assistant Premises Manager at Carshalton High School for Girls. We're looking for a positive individual with a 'can do' attitude to work within the premises team on a day-to-day basis, we're open about the sector you've gained your relevant experience in, with sound working knowledge of estates and facilities, including safe working practices and compliance standards and an empathy for education being imperative.

You'll be ensuring a high quality, compliant and safe environment for learning, teaching and other extracurricular activities. You will be a part of a wider Trust Estates and Facilities team, who support each other, working collaboratively to solve common problems.

This is an exceptional opportunity for an individual looking to build a career in facilities. We welcome applications from facilities professionals at different stages in their own career who are actively seeking to progress within the profession.

JOB DESCRIPTION

Job Title	Assistant Premises Manager
Reporting to	Premises Manager
Responsibility for	Premises Assistants
Contract Type	Permanent /Full-time
Salary Scale	GLT Range 5 (points 16 – 23) £34,486 – £38,254
Hours of Work	36 Shift patterns providing cover across 0600-1800.
Working Location	Carshalton High School for Girls (travel to other schools within the Trust as required)
Benefits	Pension www.lgpsmember.org Generous annual leave allowance BHSF Health & Wellbeing Plan Onsite parking at schools where possible

Section 1: Purpose of the Post

- The Assistant Premises Manager will provide support and deputise for the Premises Manager in all aspects of the general management of the premises at-Carshalton High School for Girls, ensuring a high quality, compliant and safe environment for learning, teaching and other extracurricular activities.
- The Assistant Premises Manager will take responsibility for coordinating compliance, maintaining records, establishing and documenting systems and processes and supporting the transition of records, monitoring and reporting compliance data to our compliance system, Every.
- The role includes responsibility for leading in coordinating, prioritising and responding to reactive and planned preventative maintenance (PPMs), via the facilities management (FM) system (Every), directing the day-to-day activities, including maintenance and porterage, to the premises team and Site Assistants, ensuring duties are undertaken in accordance with risk assessments and safe systems of work. The Assistant Premises Manager will ensure the effective use of Every, providing periodic reports to the Premises Manager to support reporting to the Head of Estates and Facilities.
- The Assistant Premises Manager will undertake a broad range of facilities and premises management activities, including coordination of small projects, undertaking routine maintenance where appropriate, support monitoring of the outsourced cleaning contract standards, site security, porterage and organisation and management of contractors on site.

Section 2: Core Features of the Role

The following activities are intrinsic to the role and cannot be eliminated.

- Working at height
- Working in confined spaces
- Use of equipment
- Porterage of various furniture and equipment

Section 3: Key Responsibilities

Premises Management and Maintenance

- Support the Premises Manager in all aspects of general premises management, ensuring the facilities are safe and compliant, ensuring PPMs, inspections and remedial works are undertaken as required and in a timely manner. This extends to providing support for the management of the outsource cleaning contract, ensuring service levels are met and safety standards maintained.
- Support the Premises Manager in identifying requirements for PPMs and the development of an overall PPM schedule to ensure compliant facilities management.
- Support the Premises Manager in scheduling and reporting on routine PPM tasks (alongside reactive maintenance), such as utility meter reading, water temperature testing, water safety (flushing), call point testing, and fleet safety checks.
- Support the Premises Manager in efficient and effective management of the premises budget, ensuring value for money and expenditure remains in line with agreed priorities.
- Support the Premises Manager in undertaking frequent inspections of the site, proactively identifying and rectifying safety and general housekeeping issues, meeting the day operational requirements of the school and elevating to a high standard.
- To proactively lead the co-ordination and prioritisation of reactive maintenance, ensuring the Premises Team responds in a timely way. This will include forward planning and issuing weekly work schedules for all members of the premises team, monitoring through the week, reallocating and reprioritising tasks as may be appropriate.
- Liaise with the Leadership Team, Heads of Department and other staff and outsourced contractors to coordinate works, minimising impact on school operations and activities, always ensuring effective communication.
- Ensure the team work safely and appropriately, and in accordance with appropriate safety processes, such as safe systems of work and risk assessments, undertaking regular tool box talks
- Review tasks completed to ensure work is completed to an appropriate standard, updating the tasks and liaising with the team to undertake further works as might be required,
- Supervise and manage contractors on site, ensuring compliance with safeguarding and safety requirements.
- To coordinate and lead on small works and minor projects, sourcing contractors and procuring in line with GLT financial procedures.
- To proactively monitor the condition of building fabric and services, escalating issues as appropriate
- To ensure work is approved and signed off in line with set processes and procedures
- To participate in annual condition and safety reviews of the site as required
- To proactively ensure the site is kept tidy internally and externally with all areas maintained with safe access and controlled access to areas of risk.

Site Security and Management

- To participate on a rota basis in day-to-day security requirements including arming and disarming the intruder alarms, locking all doors and windows at the end of the school day, as required.
- To act as a key holder and be available as necessary in connection with emergencies arising from the school's intruder alarm system. This duty is shared by all premises staff.
- Support the maintenance of the school's CCTV equipment and software always ensuring effective operation.
- To provide general assistance including porterage, moving furniture and dealing with deliveries ensuring that the front entrance of school is always clear and welcoming.
- To escort contractors/visitors, when required.

- To participate in testing contingency and emergency plans. To respond to emergency drills and incidents as described in relevant procedures, including deputising for Premises Manages as required
- To assist with any emergencies that may occur outside normal working hours of the post

Events and Lettings

- To support the planning and running of key school events, such as Testing Days, Open Evenings.
- Ensure the site is clear of student belongings ahead of external lettings
- Be the point of contact with the external provider for lettings (School Space), ensuring early identification of potential booking clashes and addressing any issues arising from lettings
- To assist with the booking system for events and setting up/take down of furniture and equipment as required

Health and Safety

- To promote a safe working culture and working practices within the team at all times
- Proactively identify and address any safety issues across site, escalating to the Premises Manager as may be appropriate
- Support health and safety inspection as required
- Complete risk assessments as appropriate
- Undertake general duties as directed to ensure safety
- Undertake safety training as required, cascading safety knowledge and undertaking regular toolbox talks with the premises team to ensure safety standards are met at all times
- To assist in the supervision of traffic control and car parking on site when required.

Section 4: 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.

The Trust will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

This job description is current at the date shown, but following consultation with you, may be amended by the senior departmental leader to reflect or anticipate changes in the job which are commensurate with the salary and job title.

PERSON SPECIFICATION

Key Criteria	Required	Desirable
Education, Training & Qualifications		
Evidence of relevant training and development relevant to the role	X	
A willingness to undertake training relevant to the role and organisation	X	
Experience & Knowledge		
Good working knowledge of estates and facilities, including safe working practices and compliance standards	X	
Experience of working in a similar setting	X	
Demonstrable understanding and experience of statutory compliance	X	
Supervising operative staff on a day to day operational activities	X	
Ensuring decision making processes are followed across the premises team and estate in general	X	
Managing and supervising contractors and developing small projects to budget	X	
Skills & Aptitudes		
Excellent computer literacy and confidence in the use of MS office suite, Teams, email and CAFM or similar systems	X	
Ability to plan and manage multiple tasks via FM software	X	
Excellent communication skills, able to proactively communicate issues, risks and updates	X	
Ability to think creatively, solving problems with a ‘can do’ attitude	X	
Ability to work occasionally outside of normal office ours (evenings, weekends)	X	
Ability to manage and supervise a small team of premises staff, including allocation of tasks, quality management, providing training and mentoring	X	
Values & Personal Qualities		
Excellent communication skills, putting them to practice ensuring a positive image for the premises service	X	
A team player driven to continuous improvement	X	
An empathy for education and a commitment to equality, diversity and inclusion	X	

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

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

Closing Date
Applications must be received by no later than 4pm on 14th April 2026

Shortlisting Date
15th April 2026

Interviews
In person Interview, including a short IT competency task: Date: 23rd April 2026 at Carshalton High School for Girls, West Street, Carshalton SM5 2QX

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 Lukasz Spirodek (Head of Estates and Facilities) lspirodek@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

www.girlslearningtrust.org