



www.nonsuchschool.org

Recruitment Pack

HEAD OF PSYCHOLOGY

Full Time

September 2026



NONSUCH
HIGH SCHOOL FOR GIRLS

FORGING OUR PATHS; BUILDING THE FUTURE

CONTENTS

Welcome from the Headteacher	3
Our School.....	4-5
Our Leadership Team	6-7
Our Trust	8-12
Our Department	13
Our Commitment to You	14
The Opportunity	15
Job Description	16-17
Person Specification	18
Application Process	19



WELCOME FROM THE HEADTEACHER

Dear Candidate

Thank you for your interest in the position of **Head of Psychology** 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



Alexis Williamson
Headteacher



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 2025 saw GCSE results where 63.6% of grades were at 9-8 and 83.3% of all grades were 9-7. 98.2% of all grades attained grade 5 or above. At A-Level, students achieved 28% A* and 65.2% 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 from Computer Science, Technology, 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 13 fully resourced Science labs, 3 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.



OUR LEADERSHIP TEAM

The Senior Leadership Team consists of two Deputy Heads, three 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.

Alexis Williamson (Headteacher)

A Geography and Sports Science Graduate from Loughborough University, Alexis also gained a MSc in Educational Leadership from Leicester University and a National Profession Qualification for Headship (NQPH) from UCL. She has been a leader in schools for over 20 years, being responsible for all aspects of school leadership including improving teaching and learning across a Trust, developing and delivering high quality CPD and leading on behaviour for learning. Having previously worked in the Independent sector, including 7 years spent at a large Girls' School Trust, Alexis joined Nonsuch in September 2021 as Deputy Head Pastoral before being appointed as Headteacher for September 2024. In her spare time, she is the safeguarding governor at a local primary school.

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.

Andrea Todd (Deputy 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.

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.

Susannah Osborne (Assistant Headteacher)

Susannah joined Nonsuch High School for Girls in 2020, having taught in the comprehensive sector in inner and outer London for over 15 years. As a Geography teacher, she has a particular interest in A-Level teaching and is passionate about developing students' knowledge of the wider world, its issues and human affairs. Susannah's responsibilities include leading pastoral care for Key Stages 3 and 4, with an emphasis on behaviour, wellbeing, and attendance, and on delivering the PSHE curriculum.

Nicola Bond (Assistant Headteacher)

Nicola joined Nonsuch in 2007 having previously taught in both selective and comprehensive schools. As a Modern Languages teacher, she is passionate about inspiring a love of languages and cultures, helping students to broaden their horizons and view the world from different perspectives. Nicola's key responsibilities are inclusion and being SENCo, ensuring that all students have equal opportunities to participate, learn and succeed in the school community.



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 DEPARTMENT

The Psychology department has three members of staff including the Head of Department post holder. The department has enjoyed stable staffing in recent years and extensive teaching resources have been built up. New appointees will be in a position to help develop the department from an already strong base.

The department is well provided for both in terms of classrooms and resources (textbooks, articles for research, media resources) and staff have access to a dedicated office. The focal textbooks currently in use are AQA Psychology for A-level Year 1 and Year 2 (Flanagan, Jarvis, and Liddle; Illuminate Publishing), as well as The Complete Companion- Psychology for Year 1 and Year 2 (Cardwell and Flanagan). Students and staff have both physical and online access to these books. Students are also able to access the extensive resources for the subject within the School's Learning Resource Centre.

Psychology is a very popular KS5 subject at Nonsuch. There are currently 76 students in Year 12 and 64 in Year 13. Results are excellent. In 2025, 58% achieved A*-A grades and 86% A*-B. A significant number of students apply to study Psychology at university, many with the intention of pursuing careers in related fields.

The Psychology department follows the AQA syllabus, specification A. Students in Year 12 are timetabled for ten lessons per fortnight (60 minutes duration), with Year 13 timetabled for nine. Activities and teaching approaches that encourage genuine psychological enquiry are central to the delivery of the subject at Nonsuch and the reason for both the successful results and the number of students who are inspired to study the subject after they leave the sixth form. The course accommodates a degree of flexibility and current topics include aggression, relationships, and eating behaviour. A weekly Psychology Film Club is offered to all sixth form students to widen their knowledge and appreciation of the field. Targeted intervention and help club are also available at lunchtime to assist students in developing their knowledge and confidence of the subject.

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 workload reduction

- No written reports
- Up to three data drops per year
- An assessment and marking policy that is not onerous
- A clear KS3 assessment framework that prioritises progression throughout the Nonsuch curriculum

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

- 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 maximum teaching load of 43/50 1-hour periods per fortnight
- A private day care nursery on-site
- Access to Health & Wellbeing Cash Plan for individual and dependants
- 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
- Every full-time teacher has an office-based 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 teacher planning and preparation
- Our “No lesson judgements” policy ensures our lesson observations are developmental and supportive
- An annual cross-Trust teaching conference allowing the chance to meet and network with other staff



THE OPPORTUNITY

This is an exciting opportunity for an ambitious Teacher of Psychology to run a popular A-Level subject department of keen and highly able students. This post would suit someone new to middle leadership or someone experienced who relishes the opportunity to teach in a high-performing all girls' academic sixth form school.

Key responsibilities for the role include:

- teaching key stage 5
- being a form tutor to either a KS3, 4 or 5 group
- organising extra-curricular activities and contributing to the wider life of the school

The successful candidate will:

- be a qualified teacher with a track record of successful teaching of Psychology
- be able to inspire and enthuse students
- show evidence of continuing professional development
- have awareness and understanding of curriculum development and design for Psychology
- be able to articulate the wider importance of Psychology in developing young people
- be excited by the prospect of joining a department and the wider school team

JOB DESCRIPTION

Job Title	Head of Psychology
Reporting to	A member of extended leadership team
Responsibility for	Teaching staff within the Psychology department; standards, outcomes and curriculum provision
Contract Type	Permanent
Salary Scale	Main or Upper Pay Scale (£37,870 – £56,154 FTE) Plus TLR 2a £3,527
Management Periods	3 periods per cycle.

Section 1: Purpose of the Post

Provide strategic and operational leadership for the department, ensuring high-quality curriculum, teaching, and learning that drive strong student outcomes. Be accountable for student progress while effectively managing staff, resources, and systems to deliver an inclusive, well-balanced curriculum aligned with whole-school priorities and continuous improvement.

Section 2: Key Responsibilities

- To provide Strategic Leadership and management of the Psychology Department
- To lead and oversee curriculum development
- To lead and oversee high-quality teaching, learning, assessment and outcomes
- To lead and manage staff and resources effectively

Strategic leadership and management of the department

- Provide clear ambitious direction and leadership for the Psychology department across all key stages ensuring a shared vision and culture of high expectations
- Contribute effectively as a member of the middle leadership team to whole-school improvement attending meetings as stipulated.
- Lead the creation, implementation and review of a Department Development Plan, ensuring it aligns with the School Development Plan.
- Ensure implementation of school policies, including safeguarding, behaviour and health and safety
- Monitor and evaluate the quality of provision within the department, including student progress, quality of teaching and learning and curriculum and be accountable for these areas

Curriculum Development

- Oversee and lead the design, implementation and review of a broad, balanced and inclusive curriculum
- Ensure schemes of work are well planned, regularly reviewed, consistently applied and aligned with national and examination requirements
- Keep up to date with national developments in subject content and pedagogy

- Promote effective and innovative teaching practices, keeping abreast of national and international developments in pedagogy that support progress for all learners, including disadvantaged students and those with SEND

High-quality teaching learning, assessment and outcomes

- Ensure consistently high standards of teaching and learning across the department
- Monitor and evaluate classroom practice through lesson visits, work scrutiny and learning walks sharing good practice and challenging aspects where improvement is required
- Ensure robust assessment, marking and reporting procedures are applied consistently across the whole English curriculum
- Use data intelligently to track progress, identify underperformance and implement targeted intervention and support strategies

Lead and manage staff and resources effectively

- Line manage departmental staff and promote a collaborative, high-performing team culture
- Lead performance management and identify appropriate professional development opportunities
- Ensure effective deployment of staff, including cover arrangements where necessary
- Manage departmental resources, including budget, equipment and accommodation

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:

Key Criteria	Required	Desirable
Education, Training & Qualifications		
Good Honours Degree	X	
PGCE / QTS	X	
Evidence of continuing professional development relevant to the post	X	
Higher degree		X
Experience & Knowledge		
Successful teaching of the subject up to Advanced Level / Oxbridge	X	
Experience of leading or contributing to curriculum development	X	
Experience of improving student outcomes using data	X	
Excellent subject knowledge and public examination specifications/assessment requirements	X	
Up-to-date knowledge and understanding of curriculum development issues for the subject	X	
Experience of the leadership of an area or project within school		X
Skills & Attributes		
Strong leadership and line management skills	X	
Ability to evaluate teaching and support improvement	X	
Excellent communication and interpersonal skills	X	
Ability to lead change or innovation		X
Values & Personal Qualities		
Commitment to high expectations, inclusion and equity	X	
Reflective practitioner with a commitment to self-improvement	X	
Resilient, organised and solutions-focused	X	
Willingness to contribute to wider school priorities		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 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.

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:

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

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 **9 a.m. on Monday, 18th May 2026.**

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

Interviews

Interviews will take place on **Friday, 22nd May 2026.**

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