



Girls' Learning Trust

www.girlslearningtrust.org

Recruitment Pack
Casual Site Assistant
Girls' Learning Trust

Shared Professional Services
January / 2026



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WELCOME FROM THE CEO

Dear Candidate

Thank you for your interest in the post of Casual Site Assistant 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 to our Trust schools -Carshalton High School for Girls, Wallington High School for Girls and Nonsuch High School for Girls. The successful candidate will work directly with staff in any of these schools to deliver the best quality service and will be joining us at an extremely exciting time, as we seek to support and develop the services delivered by Estates and Facilities.

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

We are looking to expand our team of casual zero hours site staff and, as such, we are seeking reliable and proactive individuals to join our Trust as a casual (zero hours) Site Assistant. This role also comes with the opportunity to, at times, step into the role of Site Supervisor, on a casual contract.

This is a varied and rewarding role supporting the day-to-day operation of three girls' secondary schools within our Trust. You will play a key part in helping to maintain safe, secure, and well-presented school environments that enable students and staff to thrive. The role is ideal for someone flexible, practical, and committed to supporting education, with work offered as required across the Trust's sites.

As a Site Assistant, you will support general site duties such as minor repairs, setting up rooms, health and safety checks, and maintaining cleanliness and security. At times, you may also be asked to work as a Site Supervisor (with appropriate compensation), taking on additional responsibility for overseeing site operations, coordinating contractors, opening and locking up the site and ensuring compliance with health and safety requirements.

This casual contract offers flexibility and variety, with the opportunity to gain experience across multiple schools and contribute to a collaborative Trust team dedicated to providing high-quality learning environments for young people.

JOB DESCRIPTION – Casual Site Assistant

Job Title	Casual Site Assistant
Reporting to	Premises Manager
Contract Type	Zero Hours
Salary Scale	Casual Staff Pay Grade C £12.21 per hour plus 14.54% holiday pay
Hours of Work	Ad hoc – as required by the Trust
Working Locations	Any GLT School Carshalton High School for Girls Wallington High School for Girls Nonsuch High School for Girls
Benefits	Onsite parking at schools where possible

Section 1: Purpose of the post

To support the Premises Teams across GLT schools by providing additional staffing when required, especially during long-term absences, regular or ad hoc events organised on the premises.

Section 2: Core features of the role

The following activities are intrinsic to the role and cannot be eliminated, thus an appropriate level of physical fitness will be required:

- Working at height
- Working in confined spaces
- Use of equipment
- Regular portage of various furniture and equipment
- Travelling to and work at all GLT schools

Section 3: Key Responsibilities

Premises Operations and Maintenance

- To cover basic duties of Premises assistance, working within existing teams and under supervision. This will include assisting colleagues with various PPM tasks, repairs, supervision of external contractors.
- To undertake inspections as directed, 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 ensure the site is kept tidy internally and externally with all areas maintained with safe access and controlled access to areas of risk.
- To perform any ad hoc cleaning duties as required.

Site Security and Management

- To provide general assistance including portage, 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.

Events and Lettings

- To support the smooth running of key school events, such as Testing Days, Open Evenings as directed by the Premises Manager.
- To ensure the site is clear of student belongings ahead of external lettings.
- To undertake portage and logistical duties to support events and external lettings as may be required.
- To supervise the site traffic and car parking on site when required.

Health and Safety

- To promote a safe working culture and working practices within the team and among work colleagues
- To always work safely and appropriately, and in accordance with appropriate safety processes, and reporting any safety concerns
- Proactively identify and address any safety issues across site, escalating to the Premises Manager as may be appropriate
- To undertake safety training as required.

Section 4: General Duties

- To 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.
- To attend training as necessary.
- To work as part of a wider team, undertaking any other reasonable duties appropriate for the role that may be required by the organisation.

JOB DESCRIPTION – Casual Site supervisor

Job Title	Casual Site Supervisor
Reporting to	Premises Manager
Contract Type	Zero Hours
Salary Scale	Casual Staff Pay Grade B £13.85 per hour plus 14.54% holiday pay
Hours of Work	Ad hoc – as required by the Trust
Working Locations	Any GLT School Carshalton High School for Girls Wallington High School for Girls Nonsuch High School for Girls
Benefits	Onsite parking at schools where possible

Section 1: Purpose of the post

To support the Premises Teams across GLT schools by providing additional staffing when required, especially during long-term absences, out-of-hours activities, regular or ad hoc events organised on the premises.

Section 2: Core features of the role

The following activities are intrinsic to the role and cannot be eliminated, thus an appropriate level of physical fitness will be required:

- Working at height
- Working in confined spaces
- Use of equipment
- Regular portage of various furniture and equipment
- Work out of normal office hours, especially in the evenings and on weekends
- Travelling to and work at all GLT schools

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Premises Operations and Maintenance

- To cover basic duties of Premises assistance, working within existing teams and under supervision. This will include assisting colleagues with various PPM tasks, repairs, supervision of external contractors.
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- To promote a safe working culture and working practices within the team and among work colleagues.
- To always work safely and appropriately, and in accordance with appropriate safety processes, and reporting any safety concerns.
- Proactively identify and address any safety issues across site, escalating to the Premises Manager as may be appropriate.
- To undertake safety training as required.

Additional Out-Of-Hours Duties

- Work out of normal office hours, especially in the evenings and on weekends.
- Working independently, occasionally without supervision.
- To assist with opening and closing the site out of core hours.
- Record and report all H&S and premises-related issues observed out-of-hours.
- In case of out-of-hours emergencies liaise with staff on site, emergency services, premises Manager (on phone).

Section 4: General Duties

- To 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.
- To attend training as necessary.
- To 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		
Evidence of training and experience relevant to the role	D	
A willingness to undertake training relevant to the role and organisation	D	
Experience		
Experience of working in a similar setting	D	
Demonstrable experience of duties comparable with the role	D	
Skills		
IT literate, able to operation MS Office and the school helpdesk system (Every)	E	
Ability to understand and apply regulations to ensure safe and appropriate work practices	E	
Competence at basic building repairs and maintenance	E	
Ability to plan and manage multiple tasks via FM software	D	
Excellent communication skills, able to proactively communicate issues, risks and updates	E	
Ability to think creatively, solving problems with a 'can do' attitude	E	
Ability to manage own time effectively and demonstrate initiative	E	
Values & Personal Style		
Enthusiastic and self motivated	E	
Excellent communication skills, putting them to practice ensuring a positive image for the premises service	E	
A team player driven to continuous improvement	E	
An empathy for education and a commitment to equality, diversity and inclusion	E	

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: insert link. 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, 2nd February 2026 at 10:00am however please note that this vacancy may close early if we receive a high volume of suitable applications or appoint a suitable candidate.

Interviews

In person Interview at Carshalton High School for Girls: date to be confirmed following shortlisting.

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, please email HR@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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