



Girls' Learning Trust

www.girlslearningtrust.org

Recruitment Pack

Junior Finance Assistant

Shared Professional Services
July / 2026



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WELCOME FROM THE CFO

Dear Candidate

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

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

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

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

As we continue to develop, we are looking for talented individuals who want to be part of that journey. This is an exciting opportunity to join a finance team that plays a valuable role in supporting a growing organisation with ambitious plans for the future.

As Junior Finance Assistant, you will be part of our Shared Professional Services finance team, helping to ensure that purchase orders, invoices and other financial transactions are processed accurately and efficiently. This is an entry-level role, and full training will be provided, making it an excellent opportunity for a school or college leaver, or for someone looking to begin a career in finance and administration.

The role will give you the opportunity to develop valuable professional skills whilst working alongside experienced colleagues in a supportive environment. Your contribution will help ensure that our schools have the resources and financial support they need to continue delivering outstanding outcomes for the young people we serve.

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

Kind regards



Lucie Funnell
Chief Financial Officer



OUR TRUST

What is the Girls' Learning Trust?

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

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

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

What is our purpose and education mission?

Our purpose is transforming lives through girls' education.

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

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

For **schools**, we support and assure their education development with the freedom and autonomy to define their own values and priorities, respecting their individual character and unique identities. We promote collaboration across the Trust, enabling sharing of resources, exchanging ideas, and driving continuous improvement.

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

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

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

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

How is a MAT different from a local authority school?

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

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

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

What is the history of the Girls' Learning Trust?

In 2015, Nonsuch High School for Girls formed a multi-academy trust with Wallington High School for Girls, the Nonsuch & Wallington Education Trust. In 2018, the company became the Girls' Learning Trust (GLT) and later that year Carshalton High School for Girls joined.

Our schools share many characteristics and are held in high regard by the local community. They are high performing and deliver a broad, balanced and challenging curriculum setting high expectations. Students benefit from being taught by well-qualified, dedicated and committed staff who are experts in girls' education. The Trust benefits from the expertise within an executive support staff team that provides shared services for schools, including Finance, Estates, IT, Procurement, Capital Development Projects, HR, Governance, Audit and Risk. This core team of professionals ensure consistent methods of operation, strong quality assurance and best value across the Trust.

Relationships in the Trust, between staff and students or between colleagues, are built on mutual trust and respect. These relationships drive school improvement and contribute to the wellbeing of everyone. Visitors often comment on the high levels of motivation and positive behaviour of the students, the commitment and professionalism of the staff and the well-equipped school buildings. Strong academic performance is complemented by highly effective pastoral care. We believe in offering a broad experience that goes well beyond the academic, and girls are encouraged to develop their confidence, independence and resilience across a wide range of enrichment and extra-curricular activities.

What makes the Girls' Learning Trust special?

While we work across the Trust to support school performance and ensure value for public money, we believe in allowing our schools autonomy in developing approaches to pedagogy and the curriculum that will deliver the very best outcomes for their students. Nevertheless, our shared commitments and

the many opportunities we have for collaboration across our schools mean that we learn lots from each other and that we remain outward-focussed.

What is it like working at the Girls' Learning Trust?

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

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

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

Our commitments to you

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

Our commitments to each other

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

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

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

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

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

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

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

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

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

Our commitment to Equity, Diversity and Inclusion

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

The strategy embeds EDI in the following ways:

- **Strategic Integration:** EDI is interwoven across all five strategic priorities, from achieving strong outcomes and developing inclusive school cultures, to building empowered leadership and securing long-term organisational sustainability. This means EDI is considered in all key decisions, not treated as a separate initiative.
- **Data-Driven Accountability:** The Trust tracks outcomes across a wide range of characteristics—including economic disadvantage, SEND status, ethnicity, and gender identity—using this analysis to identify gaps and inform action. These insights feed into each school's development plan and the Trust's annual KPI framework, which explicitly references equity-related metrics.
- **Statutory Compliance and Beyond:** All schools are required to publish clear and measurable Equality Objectives under the Trust's Public Sector Equality Duty, but the Trust's ambition goes further. Schools are expected to engage in regular reflection on inclusion and equity, supported by central tools and challenge processes.
- **Training and Capacity Building:** The Trust provides training for leaders, governors, and staff on issues such as unconscious bias, inclusive language, and structural disadvantage. This professional learning is built into the Operating Model and offered through Trust-wide CPD and leadership programmes.
- **Inclusive Practice and Representation:** Schools are supported to ensure that curriculum materials, displays, assemblies, and communications reflect the diversity of the communities we serve. Representation matters—students should see themselves in the content they learn, the staff who support them, and the values that underpin their school.
- **Local Reflection and Ownership:** While the strategy sets a Trust-wide direction, each school is empowered to reflect on and address its own inclusion gaps. This is supported by tools such as EDI self-assessments, consultation models, and community engagement frameworks—ensuring that inclusion work is both consistent and context-sensitive.

OUR SCHOOLS

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

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



Carshalton High School for Girls

Headteacher: Mr. Peter Baumann-Winn
Students: Approximately 1,450 students
Address: West Street, Carshalton SM5 2QX
Website: www.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 entrusted with ensuring the long-term financial sustainability of the Trust, working closely with each school to support and guide their budgeting processes. Our team manages all financial operations, from processing transactions to delivering comprehensive financial reporting for each school. With a strong focus on strategic financial planning and operational efficiency, we aim to empower schools to make informed decisions that align with their goals, while maintaining transparency and accountability across the Trust.

Infrastructure

Estates and Facilities

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

Information Technology

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

People

We work across the Trust and take responsibility for managing and coordinating all HR functions, implementing policies, and ensuring best practice. As well as advising and supporting Headteachers and the wider Executive Leadership Team with the selection, recruitment, development and management of all staff, we are responsible for ensuring an inclusive and kind working environment.

Governance

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

Contract Management

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





THE OPPORTUNITY

This is an exciting opportunity to join the Girls' Learning Trust at a pivotal stage in our development. Following significant investment in our finance systems, processes and team structure, and with a fourth school joining the Trust in November, we are continuing to strengthen our finance function to support a growing organisation with an annual turnover increasing from approximately £35 million to £50 million.

As Junior Finance Assistant, you will play an important role within our Shared Professional Service finance team, helping to ensure that purchase orders, invoices and other financial transactions are processed accurately, efficiently and in line with Trust procedures. Working closely with colleagues across our schools and central teams, you will support the smooth day-to-day operation of the Trust's purchase-to-pay function and help maintain the high standards of financial administration that underpin our success.

This is a highly transactional role, providing valuable exposure to a wide range of finance processes. Your responsibilities will include processing purchase orders and invoices, monitoring outstanding transactions, supporting supplier communications and helping to ensure that financial records remain accurate and up to date. Through this work, you will develop a strong understanding of financial systems, controls and business processes within a large and successful multi-academy trust.

The role is ideally suited to someone who is organised, accurate and eager to learn. Previous finance experience is not essential, as full training will be provided. Whether you are a school or college leaver, looking for your first office-based role, or seeking a change in career direction, this position offers an excellent opportunity to develop professional skills within a supportive and collaborative team.

In return, you will gain practical experience in a busy finance environment, work alongside experienced colleagues and have the opportunity to build a strong foundation for future career progression within finance, administration or wider business support functions. Most importantly, you will be contributing to an organisation whose purpose is to support outstanding schools and deliver exceptional educational opportunities for the young people we serve.

JOB DESCRIPTION

| | |
|----------------------------------|---|
| Job Title | Junior Finance Assistant |
| Reporting To | Purchase to Pay Manager |
| Direct Management Responsibility | N/A |
| Working Closely with | Finance Assistant (Purchasing), Finance Officer and wider Finance, Trust and School teams |
| Contractor Type | Permanent / Full Time |
| Salary Scale | GLT Range 1 points 2 – 4 (£29,153 - £29,983) |
| Working Hours | 36 hours per week (0800-1545 Monday to Thursday and 0800-1530 Friday) all year round |
| Other Benefits | Pension www.lgpsmember.org Generous annual leave allowance BHSF Health & Wellbeing Plan Onsite parking at schools where possible |
| Working Location | The Purchase to Pay team work from our finance office based at Nonsuch High School for Girls. Occasional travel to other Trust schools may be required. |

We are looking for an organised and enthusiastic individual to join our Finance Team. This role is aimed at individuals who have recently completed A-levels (or equivalent qualifications) and are looking to start a career in finance and administration. Full training will be provided.

Section 1: Purpose of the Post

To provide accurate and timely administrative support to the Trust's finance function through the processing of purchase orders, invoices and other financial transactions. This is an entry-level finance role offering full training and development, making it suitable for individuals looking to start a career in finance and administration. The role supports all Trust schools and requires data accuracy, timely processing of transactions, and effective communication with budget holders and suppliers through the accurate processing and entry of purchase orders, invoices and other financial transactions.

Section 2: Key Responsibilities

The postholder will be responsible for the accurate processing of high-volume financial transactions in accordance with Trust procedures. The role focuses on administrative processing activities rather than financial analysis or budgeting responsibilities.

Purchase Ordering

- Converting requisitions to purchase orders through the finance portal on a daily basis.
- Issuing approved purchase orders to suppliers promptly.

Goods Receipt Note (GRN) Tracking

- Monitoring outstanding Goods Receipt Note (GRN) reports.
- Contacting suppliers to request outstanding invoices where goods have been received but invoices have not yet been submitted.

Invoice Processing

- Processing invoices received through the finance mailbox and inputting into the purchase ledger on the finance system against approved purchase orders.
- Verifying invoice details against purchase orders to ensure accuracy before processing.
- Raising and resolve invoice discrepancies with budget holders and suppliers.
- Processing non-purchase order invoices by obtaining confirmation of validity and the appropriate budget approval in line with the organisation's authorisation procedures.
- Processing invoices paid by direct debit.
- Posting direct debit journals for invoices with the relevant payment terms.

Staff Expenses

- Processing staff expenses through the purchase ledger.

Finance Mailbox Administration

- Administer the external finance mailbox on a daily basis.
- Respond to or redirect finance-related queries to the relevant team members where necessary

Customer Service

- Provide courteous and professional support to Trust colleagues and suppliers, escalating queries where appropriate.

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.

Career Development

Full training will be provided. The Trust is committed to supporting the successful candidate in developing finance and administrative skills and may support future professional study where appropriate. This role provides an excellent foundation for a career in finance, schools finance or business administration.

PERSON SPECIFICATION

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

| | | |
|--|---|-----|
| Education, Training & Qualifications | | |
| Educated to A-level standard (or equivalent Level 3 qualification), including GCSE Maths and English. | E | A |
| Experience & Knowledge | | |
| Previous administrative experience | D | A |
| Experience working in an office or customer service environment | D | A |
| Experience using financial systems | D | A |
| Skills & Attributes | | |
| Able to process information accurately and consistently, even when handling high volumes of transactions | E | I |
| Ability to work accurately with numerical and financial information. | E | A/I |
| Good numerical skills | E | I |
| Excellent attention to detail and accuracy | E | I |
| Confident using IT systems and Microsoft Office applications | E | A/I |
| Good organisational skills and ability to prioritise workload | E | I |
| Ability to follow procedures and work to deadlines | E | I |
| Effective written and verbal communication skills | E | A/I |
| Values & Personal Qualities | | |
| Reliable and dependable | E | I |
| Positive and collaborative team player | E | I |
| Desire to learn and develop | E | I |
| Demonstrates enthusiasm and a positive attitude towards work and learning | E | I |
| Professional and able to maintain confidentiality | E | I |
| Customer-focused approach | E | I |
| Takes pride in producing accurate work | E | I |

APPLICATION PROCESS

Safeguarding

The Girls' Learning Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. In order to meet this responsibility, we follow a rigorous selection process to discourage and screen out unsuitable applicants.

As well as verification of identity, we ask all employees to undertake an enhanced DBS disclosure. In line with Keeping Children Safe in Education (KCSIE) guidance, we may also conduct an online search about any shortlisted candidates as part of our due diligence to identify any matters that might relate directly to our legal duty to meet safeguarding duties

Data Protection

As part of our recruitment process, Girls' Learning Trust collects and processes personal data relating to job applicants. The Trust is committed to being transparent about how it collects and uses that data and to meeting its data protection obligations. For further information about this and to read our Data Protection and Freedom of Information Policy, please visit: www.girlslearningtrust.org/our-governance/policies

Application Process

In line with KCSIE, we operate a safer recruitment process.

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

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

All applications should be through our official careers page on MyNewTerm: <https://mynewterm.com/jobs/15882/EDV-2026-GLT-36432>

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 20 July 2026 at midday.

Shortlisting Date

Tuesday 21 July 2026

Interviews

First Stage (online): Monday 27 July 2026

Second Stage (In person Interview): Monday 3 August 2026 at Nonsuch High School for Girls

Notification and Feedback

Candidates who have taken part in interviews will be notified as soon as possible. Constructive feedback will be provided for all candidates invited to interview.

Additional Information

If you would like further information, we would encourage an informal telephone call with insert job title and email address 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