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Recruitment Pack

HEAD OF GEOGRAPHY

Full Time

January 2027



NONSUCH
HIGH SCHOOL FOR GIRLS
FORGING OUR PATHS; BUILDING THE FUTURE

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WELCOME FROM THE HEADTEACHER

Dear Candidate

Thank you for your interest in the position of **Head of Geography** 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 2026 saw GCSE results where 67.8% of grades were at 9-8 and 84.1% of all grades were 9-7. 98.6% of all grades attained grade 5 or above. At A-Level, students achieved 23.1% A* and 56.2% 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 Geography department at Nonsuch is an innovative, enthusiastic and forward-thinking department. We encourage our students to approach Geography lessons with a curious and questioning mind, to consider how and why places around the world vary and to think about their place in the world.

In the Geography department we currently teach the AQA GCSE syllabus (8035) from Year 9 to Year 11, which will include the optional topics of cold environments, fluvial and coastal landscapes of the UK and food. At A-Level we teach the AQA A Level Syllabus (7037) with Years 12 and 13. We cover the core topics with the additional options being Hazards, Coastal Environments and Contemporary Urban Environments.

The department is well resourced with a Geography Office for staff use. The three dedicated Geography classrooms have recently all been fitted with new touch display screens as part of the school's focus on improving Digital Teaching and Learning provision. In the school library, there is a well-maintained Geography section, with an extensive range of wider reading and reference materials. The department subscribes to the Hodder GCSE Wide World and A Level Geography Review Magazines, a further excellent wider reading and reference resource.

Geography is a very popular subject choice. In Key Stage 3, students have four one-hour lessons every fortnight in Year 7 and three one-hour lessons in Years 8 and 9, and are taught in mixed ability form groups. At KS4 the subject is very popular, usually with three groups, studying the subject with four lessons timetabled every fortnight. Results across the department have been consistently good to excellent. In 2025, our A-Level students achieved 100% A*-D, with 57% achieving grades A*-A, an outstanding achievement. We had similar successes at GCSE, with 91% of students achieving a grade 9-7, with 36% achieving a grade 9.

Fieldwork is a very important aspect of the department's provision. Field opportunities are provided for all year groups, starting in Year 7 with a local scale investigation of the school grounds. Year 8 visit Wisley Gardens as part of their work on Ecosystems and Year 9 head to East Head to support their coastal work. Fieldwork is a requirement for both the GCSE and A Level courses, so our GCSE students head to the Queen Elizabeth Olympic Park in London and then to three parts of the River Tillingbourne in Dorking. As part of the A-Level course and the Independent Investigation (or NEA), this year, students have been on several different day trips, including to Camber Sands to study sand dune succession and to King's Cross to investigate land use changes and the heritage regeneration of the area. Previously we have been to the FSC Centre at Flatford Mill in Suffolk and the Lake District but this year we have a 4-day residential along the Jurassic Coast with the FSC.

The department has developed an extensive resource bank with the majority of resources being held digitally using the new subject SharePoint page. All members of staff routinely use ICT applications in their teaching and contribute new resources to the departmental curriculum area. During the build-up to exams, weekly support classes are run by the department to support and extend students within Key Stage 4. At KS5 students have the opportunity to join the editorial committee of the Nonsuch Geographic Magazine. Students write their own articles as well as run competitions to collect entries from the rest of the school. This aims to extend and challenge A-level students to think above and beyond the A-level syllabus. The department frequently invites guest speakers to talk to students, including charity representatives and migrant refugees.

Every year a considerable number of students take Geography or other related degrees, such as Environmental Science, Urban Planning or international development, as their chosen degree course. In 2025, 6 out of 15 Geography students went on to read a Geography or a related course, such as Environmental Geoscience and International Relations, at University. The department has also successfully assisted candidates in their applications to Oxbridge colleges.

The department is currently staffed by 1 full time teacher (also EPQ/HPQ Coordinator) and 3 part-time teachers of Geography (one of whom is also a Head of Year). We also welcome trainees into the department either PGCE and SCITT candidates to keep our department up to date and enjoy developing student teachers.

Additional information about the school is also available at <http://www.nonsuchschool.org>.



THE OPPORTUNITY

This is an exciting opportunity for an ambitious Teacher of Geography or an existing Head of Geography to join our school and department which caters for 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' school.

Key responsibilities for the role include:

- teaching key stages 3-5
- being a form tutor
- 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 Geography
- be able to inspire and enthuse students
- show evidence of continuing professional development
- have awareness and understanding of curriculum development and design for Geography
- be able to articulate the wider importance of Geography in developing young people
- be excited by the prospect of joining a department and the wider school team

JOB DESCRIPTION

Job Title	Head of Geography
Reporting to	Deputy Headteacher
Responsibility for	Strategic leadership and management of Geography across Key Stages 3–5, including curriculum, teaching and learning, assessment, student outcomes, staff development, fieldwork and enrichment.
Contract Type	Permanent
Salary Scale	Main/Upper Pay Scale + TLR 2C
Hours of Work	Full time

Section 1: Purpose of the Post

To provide strategic leadership and management of Geography, securing an ambitious, coherent and inclusive curriculum and consistently high standards of teaching, learning and student outcomes across Key Stages 3–5. The Head of Geography will lead and develop the department, build staff expertise, use evidence and data to drive improvement, and promote students' curiosity about the physical and human world through classroom learning, fieldwork, enrichment and wider opportunities. As a middle leader, the postholder will contribute to whole-school priorities and collaborate effectively across the school and the Girls' Learning Trust.

Section 2: Key Responsibilities

- To provide strategic leadership and direction for Geography.
- To lead curriculum development and departmental improvement.
- To lead teaching, learning, assessment and student outcomes.
- To lead and manage the Geography department.
- To develop fieldwork, enrichment and the wider Geography experience.

Curriculum Leadership and Department Development

- To provide clear strategic direction for Geography across Key Stages 3–5, ensuring a coherent, ambitious and well-sequenced curriculum that reflects school and Trust priorities and current developments in the subject.
- To lead, implement and evaluate the Department Development Plan, using school improvement priorities, outcomes, student voice and other evidence to identify priorities and secure improvement.
- To ensure curriculum plans, schemes of work and resources develop strong geographical knowledge and disciplinary thinking, while promoting literacy, oracy, inclusion, challenge and effective preparation for the next stage of study.
- To keep curriculum and qualification requirements under review, ensuring examination specifications, fieldwork and non-examined assessment requirements are met where applicable.
- To promote Geography as a vibrant and relevant subject, helping students make connections with contemporary issues, sustainability, citizenship, careers and the wider world.

Teaching, Learning, Assessment and Outcomes

- To establish and sustain consistently high-quality teaching in Geography, modelling excellent practice and ensuring that the school's Teaching and Learning Policy is embedded across the department.
- To lead departmental quality assurance through lesson visits, work scrutiny, curriculum review, student voice and professional dialogue, providing clear feedback and acting on findings to strengthen practice.
- To lead assessment within Geography, including standardisation and moderation, ensuring that assessment is valid, manageable and used effectively to support learning and inform curriculum planning.
- To analyse internal and external performance data across year groups and student groups, identifying underperformance early and coordinating timely, evidence-informed intervention.
- To ensure teaching is adapted effectively to meet the needs of all students, including students with SEND, disadvantaged students and highly attaining students, while maintaining ambitious expectations for all.

Leadership and Management of the Department

- To lead and line manage the Geography team, setting clear expectations, developing a collaborative and supportive culture, and ensuring that roles, responsibilities and priorities are understood and delivered effectively.
- To lead performance development, coaching and subject-specific professional learning within the department, using quality assurance and identified needs to develop staff expertise and improve student outcomes.
- To contribute to the recruitment, induction and development of staff, including Early Career Teachers and trainees where relevant, and build leadership capacity and succession within the department.
- To plan and chair purposeful department meetings, ensuring effective communication, high-quality shared resources and consistent implementation of school policies while keeping workload proportionate.
- To manage the departmental budget, resources and accommodation effectively, ensuring that teaching materials, digital resources, equipment and fieldwork provision support high-quality Geography and provide value for money.

Student Experience, Fieldwork and Wider Contribution

- To lead and develop high-quality fieldwork and geographical enquiry, ensuring that departmental risk assessments and arrangements for educational visits are current and comply with school and Trust health and safety procedures.
- To develop enrichment beyond the classroom, including field visits, competitions, clubs, lectures and external partnerships, to deepen students' engagement with Geography and broaden their horizons.
- To work effectively with pastoral, SEND and Sixth Form colleagues, students and parents to support progress, engagement and wellbeing, including clear communication around options, interventions and course expectations.
- To contribute to transition, options and recruitment across key stages, promoting GCSE and A-Level Geography and supporting students to make informed and ambitious choices.
- To contribute actively as a middle leader to whole-school improvement, Middle Leader meetings, cross-Trust collaboration and other school initiatives, representing the department professionally and sharing strong practice.

Section 3: General Duties

- Undertake a designated programme of teaching, including planning, assessment and feedback, and ensure a high-quality learning experience for students in accordance with school expectations.
- Maintain high expectations of behaviour, model positive professional conduct and promote the personal development and wellbeing of students in accordance with school procedures.
- Provide, or contribute to, assessments, reports and references relating to individual students and groups of students, and communicate effectively with parents and carers where appropriate.
- 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.

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PERSON SPECIFICATION:

Key Criteria	Required	Desirable
Education, Training & Qualifications		
Good honours degree in Geography or a closely related subject.	✓	
Qualified Teacher Status (QTS), PGCE or an equivalent recognised teaching qualification.	✓	
Evidence of relevant continuing professional development and/or leadership development.		✓
Experience & Knowledge		
A successful track record as a Geography teacher, with evidence of strong student outcomes and high expectations.	✓	
Successful experience of teaching Geography across Key Stages 3 and 4.	✓	
Experience of teaching Geography at Key Stage 5 / A-Level.		✓
Experience of leading an area of curriculum, teaching and learning, assessment or school improvement beyond the classroom.	✓	
Strong knowledge of curriculum design and sequencing in Geography, including current subject and qualification requirements.	✓	
Experience of using assessment and performance data to evaluate progress, identify priorities and plan effective intervention.	✓	
Experience of quality assurance and of developing the teaching practice of colleagues through feedback, coaching or professional learning.	✓	
Secure knowledge of geographical fieldwork and enquiry, including relevant health and safety, educational visits and non-examined assessment requirements.	✓	
Knowledge of effective inclusive and adaptive teaching approaches, including support for students with SEND, disadvantaged students and highly attaining students.	✓	
Skills & Attributes		
The ability to provide clear strategic direction for a department and translate priorities into deliverable plans with measurable impact.	✓	
Excellent subject knowledge and pedagogical understanding, with the ability to inspire a love of Geography and intellectual curiosity in students.	✓	
Excellent analytical skills and the ability to use quantitative and qualitative evidence to evaluate provision and improve outcomes.	✓	
Excellent communication and interpersonal skills, with the credibility to work effectively with students, staff, families and senior leaders.	✓	
The ability to lead, support and challenge colleagues, secure accountability and develop a collaborative departmental culture.	✓	

Key Criteria	Required	Desirable
Strong organisational skills and the ability to manage competing priorities, including curriculum, assessment, examinations, fieldwork and departmental administration.	✓	
Confidence in the effective use of digital technologies relevant to Geography, including GIS or other subject-specific applications.		✓
Values & Personal Qualities		
A clear commitment to safeguarding and promoting the welfare of children and young people.	✓	
A strong commitment to high expectations, inclusive education and ensuring that all students are challenged and supported to succeed.	✓	
A genuine passion for Geography, scholarship and helping students understand and engage critically with the wider world.	✓	
Integrity, professionalism, resilience and a collaborative, reflective approach to leadership.	✓	
Commitment to the ethos and values of Nonsuch High School for Girls and the Girls' Learning Trust.	✓	

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 Friday, 2nd October 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 in school on **Wednesday, 14th October 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