



Girls' Learning Trust

www.girlslearningtrust.org

Recruitment Pack

HR Advisor

Shared Professional Services
May / 2026



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WELCOME FROM THE CHIEF PEOPLE OFFICER

Dear Candidate

Thank you for your interest in the post of HR Advisor 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. We have also recently announced the formal approval for Weald of Kent to join the Girls' Learning Trust in November, which marks an important milestone of growth for the Trust, with strong alignment of values, ambition and educational purpose key to our vision.

As the largest all-girls multi academy trust in the UK, we currently have over 4,500 students aged 11-18 and almost 500 staff, operating over multiple 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 are continuously working to introduce initiatives or make changes which support them both professionally and personally. Some of the initiatives we have recently introduced are a new Health and Wellbeing Cash plan for staff and their dependents; a generous discretionary leave scheme; and we have made changes to the performance review process ensuring a strong focus on continued professional development – all of which have been led by the HR team.

Over the last three years the HR function has undergone significant development within the Trust. We have strengthened our focus on strategy, implemented new and more efficient digital systems, developed our policies and procedures, and adopted a true business partnership approach to our relationship with our schools. We are now seeking a part-time HR Advisor to join our small team and support our continued growth as an organisation. As well as working closely with the HR team, you will forge strong relationships with the Headteachers within each of our schools and their senior leadership teams. The successful candidate will be a true HR generalist, working across the broad spectrum of HR responsibilities, but you will also have excellent administration and organisational skills which will help ensure systems and records are accurate and kept up to date.

This role offers an exciting opportunity for someone looking to work part-time and during term time weeks to enable a good work/life balance and who wants to have an impact on our schools and the young people we serve. Please read the rest of this pack and, if you think this fits with your own ambitions and aspirations, I look forward to hearing from you.

Kind regards



Abi Jesson
Chief People 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 £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 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 time of continued development within the HR team and wider Trust. As HR Advisor, you will play a central role in supporting the schools and the wider Trust by ensuring measured and accurate advice on a range of HR matters, delivered in a timely way to a high standard.

The role offers a broad and varied portfolio, spanning core HR operations across the employee lifecycle, including recruitment, onboarding, pay and reward, training and development, performance development and employee relations.

Working across multiple schools, you will build strong relationships with colleagues, particularly senior leaders, providing guidance and ensuring HR policies and procedures are consistently applied.

This position is ideally suited to a flexible and motivated individual who is an excellent communicator (both written and verbal), and who has already gained experience in a fast-paced, generalist HR environment. It is essential that you also enjoy the administrative side of the role as the requirement to process onboarding administration and contract variation changes is high. In return, you will gain exposure to a wide range of HR activities, play a key role in a supportive and evolving team, and contribute to the continued development of HR initiatives and continued improvement of working practices across the wider Trust.

JOB DESCRIPTION

Job Title	GLT HR Advisor
Reporting to	Chief People Officer
Responsibility for	N/A
Working closely with	Senior HR Advisor, HR Advisor, HR Admin Assistant, School Senior Leadership Teams, Headteachers' PAs and Payroll & Finance Administrator.
Contract Type	Permanent, Part-time
Salary Scale	GLT SO2 £43,448 per annum FTE £23,356 per annum actual salary
Hours of Work	22.5 hours per week, 39 weeks per year (September to July term weeks with 2 weeks to be agreed in non-term time). Hours to be worked across 4 or 5 days, depending on the successful candidate's preference. Note that weekly working hours are not inclusive of breaks. In accordance with the working time directive, 6 hours plus require an unpaid break of 20 minutes and is in addition to the working hours.
Working Location	2 days on site - Tuesday from Nonsuch High School for Girls and Thursday from one of the other GLT schools. Other days working from home but with the flexibility to attend onsite meetings on occasional ad hoc days according to requirements.
Benefits	Local Government Pension Scheme Flexible working Health & Wellbeing Cashplan for employee and dependents

Section 1: Purpose of the Post

- To work as part of the Trust HR team, delivering accurate, high-quality and timely advice and support to Headteachers and Senior Leadership Teams in Trust schools in relation to HR policies, procedures and best practice. This includes, but is not limited to, recruitment, employee relations, absence management, and performance management.
- To support the continuous improvement of HR practices with policy and procedure development and ad hoc project support.

Section 2: Key Responsibilities

School Support

- To meet regularly with Headteachers and other relevant senior leaders in schools to provide effective HR advice and support on staffing matters.
- To support employee relations cases (i.e. grievances, disciplinaries, capability and absence), working closely with the Chief People Officer and school leaders to advise on process and support with notetaking.
- Provide leaders with appropriate reports for the purpose of proactively managing employees – e.g. sickness absence reports.

- Support schools during the recruitment process as required, ensuring adherence to standard procedures (i.e. template JDs, adverts, shortlisting grids, interview questions).

HR Administration

Working with others in the team to:

- Ensure the accurate recording, maintenance and processing of all employee and contractor data onto relevant HR systems throughout the employee lifecycle (i.e. onboarding, annual leave, training records and personal documentation).
- Ensure all HR databases accurately reflect current staff terms and conditions and employment details. This includes inputting starters and leavers, contractual amendments, change of details, annual leave and recording of sicknesses and other leave.
- Process any changes to employees' terms and conditions, ensuring effective communication to the Payroll & Finance Administrator and the maintenance of records to comply with DfE Workforce Census.
- Ensure accurate upkeep of Single Central Record (SCR).

Recruitment & Selection

- Support Headteachers and Headteachers' PAs during the recruitment process as required, providing advice and ensuring adherence to standard procedures (i.e. template JDs, adverts, shortlisting grids, interview questions) using the My New Term applicant tracking system.
- Maintain up to date knowledge of safer recruitment practices and ensure safeguarding compliance at all times (DBS, right to work, medical clearance, references etc).

Onboarding & Induction

- Ensure an effective administration process for new employees and volunteers, including all pre-employment checks, completion of all documentation and effective cascade of information to relevant stakeholders to ensure efficient set-up on various other systems.
- Ensure SCR and Employee Management System (SAMPeople) are kept up to date with all new employee details and all clearances such as DBS and safeguarding are complete and satisfactory to the Trust.
- Work closely with schools to support a comprehensive induction programme for new employees, working with respective leads in schools and line managers to ensure a high-quality focus.

Learning & Development

- Coordinate and administer mandatory compliance training within schools, ensuring high-level completion and ensuring various training records are kept up to date. Work with other key stakeholders (i.e. DSL leads) where necessary to ensure a standardised approach.
- Work with the Chief People Officer and senior leadership teams in schools, to continuously review developmental training requirements within schools, ensuring it is fit for purpose, meets the requirements of the organisation, team and role.
- Ensure that training records are kept up to date and provide appropriate reports for the purpose of auditing and monitoring training needs.
- As part of the team, help manage training via the apprenticeship portal as required.

Section 3: General Duties

- Familiarise yourself with, and comply with, Trust policies and procedures, with particular attention to health and safety, safeguarding, prevent, risk management, equality and diversity, and data protection.

- Attend training as necessary and update your own CPD (continuous professional development) and record and complete within timescales all mandatory training courses.
- Work as part of a wider team, undertaking any other reasonable duties appropriate for the role that may be required by the organisation.

PERSON SPECIFICATION

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

Key Criteria	Essential / Desirable	Application / Interview
Education, Training & Qualifications		
GCSE Maths & English (or equivalent)	E	A
Holds or interested in working towards CIPD Level 5	D	A
Experience & Knowledge		
Experience of working across a range of HR functions, i.e. learning and development, employee relations, pay and benefits, recruitment.	E	A/I
Up to date and working knowledge of Employment Law.	E	I
Experience of supporting employee relations issues (e.g. disciplinaries, capability, absence management etc).	E	A/I
Skills & Attributes		
Excellent verbal and written communication skills, with the confidence and ability to communicate effectively with people at all levels.	E	A/I
Excellent organisational and administration skills.	E	A/I
Ability to use own initiative and flexibility to effectively manage conflicting priorities to tight deadlines.	E	I
Excellent attention to detail.	E	A
Highly proficient and up to date knowledge of Microsoft packages, including Word and Excel.	E	A/I
Values & Personal Qualities		
Ability to work confidentially at all times, using complete discretion.	E	A/I
Motivated and proactive self-starter who is able to work in a changing environment where resource may be limited.	E	I
Be flexible and able to pivot according to the demands of the business where necessary	E	I

Note:

The role will involve travelling between Trust schools, being in possession of a full UK driving licence is therefore a prerequisite

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 22.00hrs Monday 25 May.

Shortlisting Date

Tuesday 26 May.

Interviews

First Stage (online): Monday 1 June.

Second Stage (In person Interview): Monday 8 June 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.



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