



Girls' Learning Trust

[www.girlslearningtrust.org](http://www.girlslearningtrust.org)

Recruitment Pack

# Capital Projects Manager

Shared Professional Services

June / 2026



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# WELCOME FROM THE CEO

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Dear Candidate

Thank you for your interest in the post of Capital Projects Manager for the Girls' Learning Trust.

The Girls' Learning Trust (GLT) was formed in September 2015 and consists of three successful and high-performing girls' schools: Nonsuch High School for Girls, Wallington High School for Girls and Carshalton High School for Girls. All three schools are located in the London Borough of Sutton. As the largest all-girls multi academy trust in the UK, we have over 4,500 students aged 11-18 and almost 500 staff. We have a financial turnover of £30m and operate over three large sites. Our aim is to empower girls and young women by delivering a first-class education and providing an inspirational start to their futures.

Staff are our most valued asset, and we aim to support them both in their current roles and to develop them for their future careers. Working alongside the teaching staff, we have a skilled support staff team who perform vital roles within each school and across the trust. Continued professional development plays an important role in ensuring that the quality of education is very high in our schools. There are lots of opportunities for cross-trust professional development, with staff from all three schools working collaboratively on projects in many areas and we have a GLT professional development conference each year for all our staff.

We are committed to ongoing investment in our estate and IT infrastructure. This new and exciting role will enable us to further develop our capacity to deliver capital projects across the Trust, ensuring the best possible learning and teaching environments in our schools.

If you would like to have an informal conversation about the role please contact Rachel Green, Chief Infrastructure Officer at [rgreen@girlslearningtrust.org](mailto:rgreen@girlslearningtrust.org)

We believe you would enjoy working with us and very much look forward to receiving your application.

Kind regards



**Dr Thomas Flynn**  
Chief Executive



## OUR TRUST

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### 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

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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](http://www.chsg.org.uk)

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## 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](http://www.nonsuchschool.org)

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## 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](http://www.wallingtongirls.org.uk)

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## OUR SHARED PROFESSIONAL SERVICES

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There are significant benefits associated with being part of a multi academy trust, giving us the ability to invest in strategic roles supporting schools to become more effective as well as enabling savings across our support services. By ‘clubbing together’, our three schools have access to resources and support that individually they would not be able to afford, and ultimately, we are able to collaborate to provide better outcomes for our students.

We purposely use the term ‘shared’ not ‘central’ services because all these roles are embedded across our schools and play an active and positive role in school life.

### **Finance**

We are responsible for the long-term financial sustainability of the Trust and support each school in its own budgeting. We also manage all finance processing and other financial reporting for the schools.

### **Infrastructure**

#### Estates and Facilities

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

#### Information Technology

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

### **People**

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

**Governance**

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

**Contract Management**

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

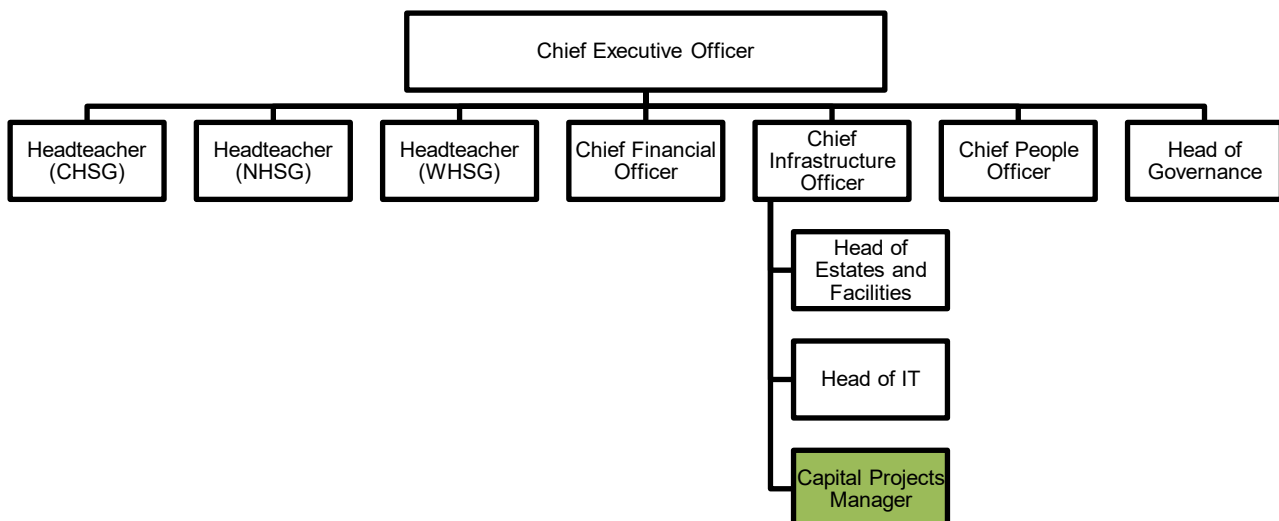




## THE OPPORTUNITY

This new role will provide project management capacity for the Girls' Learning Trust in the delivery of our ambitious capital plan. The plan is comprised of multiple projects of various scales across all areas of capital and infrastructure development. Working alongside the Chief Infrastructure Officer, the Capital Projects Manager will join the Infrastructure team and support the Trust with:

- Capital project delivery: from initial scoping and feasibility through to completion, ensuring quality projects are delivered safely, on time, and within budget.
- Capital bids and funding: supporting and coordinating high standard submissions for external funding.
- Infrastructure improvement: supporting projects that improve the Trust estate, facilities, and IT infrastructure across multiple sites



# JOB DESCRIPTION

Job Title	Capital Projects Manager
Reporting To	Chief Infrastructure Officer
Salary Scale	GLT SO4 points 36 – 40 (£51,738 - £56,058 FTE) pro-rata salary (£41,678 - £45,157)
Contract Type	Permanent / All Year Round
Working Hours	29 hours per week
Working Pattern	Hours to be worked over 4 or 5 days/week as agreed. Flexibility is required subject to business need/project demand. Additional time worked may be taken back flexibly through time off in lieu.
Benefits	Pension <a href="http://www.lgpsmember.org">www.lgpsmember.org</a> Generous annual leave allowance BHSF Health & Wellbeing Plan Onsite parking at schools where possible
Working Locations	Nonsuch High School for Girls, SM3 8AB Carshalton High School for Girls, SM5 2QX Wallington High School for Girls, SM6 0PH  From November 2026: Weald of Kent, Tonbridge TN9 2JP and Sevenoaks TN13 3SN

## 1. Purpose of the Post:

Working alongside the Chief Infrastructure Officer, to provide project management capacity for the Trust across all areas of capital and infrastructure development, including estates, facilities, IT and related systems. The role will support the Trust by:

- *Capital project delivery:* managing capital and infrastructure projects from initial scoping and feasibility through to procurement, delivery, handover and review, ensuring projects are delivered safely, on time, within budget and to a high standard.
- *Capital bids and funding:* supporting the identification of capital priorities and coordinating high-quality submissions for external funding, including DfE capital bids and other relevant funding opportunities.
- *Infrastructure improvement:* supporting projects that improve the quality, safety, compliance, sustainability and functionality of the Trust's estate, facilities and IT infrastructure across multiple school sites.

To contribute to the delivery of a safe, sustainable, well-maintained and future-focused infrastructure across the Trust, supporting high-quality education for students and effective working environments for staff.

## 2. Key Responsibilities:

### Project planning and delivery

- Lead the delivery of estates projects across multiple school sites, including refurbishment, maintenance, improvement, compliance, infrastructure and capital works
- Develop clear project scopes, briefs, programmes, budgets, risk registers and reporting arrangements to the CIO and programme board.
- Coordinate all stages of project delivery from initial scoping and feasibility through to procurement, mobilisation, delivery, completion, handover and post project review.
- Ensure projects are planned around the operational needs of the schools, including safeguarding, exams, term dates, access, decant, health and safety and business continuity

- Maintain clear project plans, records, decision logs, action trackers and audit trails
- Identify dependencies, risks and issues early, escalating as appropriate
- Support the development and delivery of the Trust's estates plan, asset management priorities and capital programme
- Lead the submissions of annual bids for capital funding from the DfE and other potential funding routes

#### Budget, procurement and contract management

- Manage project budgets, including forecasting, tracking expenditure, monitoring commitments and reporting variances
- Work with finance colleagues to ensure procurement is compliant with Trust policies, financial regulations and other relevant requirements
- Prepare or support the preparation of specifications, tender documents, quote requests, evaluation reports and contract documentation
- In conjunction with on-site teams, ensure appropriate management of contractors, consultants and suppliers to ensure quality, value for money, compliance and timely delivery
- Review contractor progress, valuations, variations, invoices and completion documentation, escalating issues as appropriate
- Ensure that project decisions are properly documented and approved in line with delegated authorities and governance arrangements
- Actively identify other funding pathways to support areas of capital investment across the Trust

#### Stakeholder engagement and communication

- Act as the key operational contact for assigned projects
- Build strong working relationships with Headteachers, premises and IT teams, contractors, consultants and shared professional services colleagues
- Communicate clearly and appropriately with stakeholders, ensuring they understand project scope, timelines, disruption, risks, decisions required and progress
- Attend project meetings, site meetings, progress reviews and the Trust programme board, ensuring actions are recorded and followed through
- Provide concise written and verbal updates to the CIO and other senior leaders as required
- Support school leaders by translating technical or contractor information into clear, practical advice

#### Compliance, health and safety and risk management

- Ensure projects are delivered in line with relevant statutory, regulatory and Trust requirements
- Maintain appropriate awareness of construction health and safety, including CDM regulations, contractor management, safeguarding, asbestos, fire safety and other estates compliance considerations
- Work with competent professionals, contractors and consultants to ensure appropriate surveys, risk assessments, method statements, permissions and approvals are in place
- Ensure works are planned and delivered safely in live school environments
- Escalate any health and safety, safeguarding, compliance or operational risks promptly
- Ensure appropriate completion records are obtained, including warranties, certificates, O&M manuals, drawings, commissioning information and handover documentation

#### Quality assurance and continuous improvement

- Monitor the quality of works and ensure defects, snags and incomplete items are followed through to resolution
- Carry out project reviews to capture lessons learned and improve future delivery
- Contribute to improved project management processes, templates, reporting and controls across the Trust
- Support the CIO in developing a planned, transparent and evidence-based approach to estates project delivery

- Promote value for money, sustainability, good design, operational efficiency and long-term maintainability in project decisions

#### Other duties

- Undertake site visits across the Trust as required
- Support urgent or emerging estates and infrastructure issues where project management input is needed
- Contribute to trust wide planning, reporting, governance and improvement work
- Familiarise 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.

### **3. General Duties**

- The Trust will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.
- This job description is current at the date shown, but following consultation with you, may be amended by the senior departmental leader to reflect or anticipate changes in the job which are commensurate with the salary and job title.

# PERSON SPECIFICATION

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

<b>Education, Training &amp; Qualifications</b>		
Project Management qualification	D	A
NEBOSH	D	A
Evidence of ongoing relevant professional development	E	A
Relevant leadership or management qualification	D	A
<b>Experience</b>		
Significant experience of successfully managing multiple projects within a complex, multi-site organisation, and a proven track record of delivering estates, construction, refurbishment, infrastructure or building related projects	E	A / I
Experience of working across multiple sites or in a complex comparable operational environment	E	A / I
Demonstrable expertise in managing project budgets, monitoring expenditure and reporting financial position	E	A / I
Experience of working with a range of stakeholders, senior leaders, contractors, consultants and suppliers	E	A / I
Experience of managing competing priorities and delivering to deadlines	E	A / I
Experience of working in a MAT or similarly regulated environment, live operational sites where business continuity, safeguarding and health and safety are critical	D	A / I
Experience of supporting capital programmes, school condition works or planned maintenance programmes	D	A / I
Experience of procurement, tendering, contract administration or consultant/contractor appointment	E	A / I
Experience of working with asset management plans, condition surveys or estates strategies	D	A / I
Knowledge of school estates, safeguarding arrangements and operational issues in educational settings	D	A / I
Awareness of CDM regulations and contractor health and safety requirements	E	A / I
Knowledge of compliance areas such as asbestos, fire and water safety, and accessibility	E	A / I
<b>Skills</b>		
Strong project management skills, including planning, scheduling, risk management, budget control, reporting and delivery tracking	E	A / I
Excellent organisational skills and strong attention to detail	E	A / I
Ability to manage complex priorities and multiple workstreams without losing grip of actions, deadlines or risks	E	A / I
Strong written and verbal communication skills	E	A / I
Ability to explain project information clearly to non-technical audiences	E	A / I
Ability to challenge constructively and hold contractors and consultants to account	E	A / I
Financial awareness and ability to work within agreed budgets and approval processes	E	A / I
Good understanding of health and safety in estates and construction and the ability to identify risk early and propose practical solutions	E	A / I
Confident use of Microsoft office, including Teams, project trackers, spreadsheets and reporting tools	E	A / I

<b>Values &amp; Personal Style</b>		
Credible and able to build trust at all levels	E	A / I
Collaborative approach and commitment to cross-school working	E	A / I
High integrity and commitment to continuous improvement	E	A / I
Ability to role model positivity in day-to-day challenges and support others to do the same	E	I
Strong alignment to the Trust's commitment to supporting students and staff	E	A / I

# APPLICATION PROCESS

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## **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](http://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 8 July at 12pm.

## **Interviews**

First Stage (online): Wednesday 15 July 2026

Second Stage (In person Interview): Thursday 23 July 2026, Carshalton 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**

