



HEAD OF GOVERNANCE

Recruitment Pack

October 2026



Girls' Learning Trust

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WELCOME FROM THE CHIEF EXECUTIVE OFFICER

Thank you for your interest in joining the Girls' Learning Trust. The Trust has grown considerably since it was established in September 2015, but our purpose has remained consistent: to transform lives through girls' education.

We were formed when Nonsuch High School for Girls and Wallington High School for Girls came together as the Nonsuch and Wallington Education Trust. In 2018, we became the Girls' Learning Trust and Carshalton High School for Girls joined us shortly afterwards. On 1 November 2026, Weald of Kent Grammar School will become our fourth school, extending our community beyond Sutton into Kent and marking another important stage in our development. Our four schools differ in character, history and context. We include both selective and comprehensive education and serve a range of communities. We see that diversity as a strength. Our approach is based on autonomy with alignment: protecting the identity of individual schools while working collectively where doing so makes us stronger. Our growth has been deliberate and values-led, based on whether working together will improve the education and experience of students.

An important part of making that model work is our Shared Professional Services.

Our schools depend not only on excellent teachers and school leaders, but also on high-quality professional services. Finance, human resources, governance and compliance, estates, information technology, data, admissions and other operational functions all help create the conditions in which schools can succeed. Shared Professional Services bring together specialist expertise across the Trust. By working collectively where it makes sense, we can provide stronger professional support, greater resilience, better value for money and access to expertise that individual schools might find difficult to sustain. This is not centralisation for its own sake. We are purposeful about what should operate across the Trust and what should remain within individual schools.

Whatever role you are considering within Shared Professional Services, you would be joining us at an important point in our development. We want colleagues who bring professional expertise, sound judgement and a strong service ethos, and who are interested in improving how we work. We also want the Girls' Learning Trust to be a positive place to work, where people are trusted, supported and able to develop professionally. Collaboration matters to us, alongside a willingness to challenge constructively, share expertise and take responsibility. Most importantly, everyone within Shared Professional Services contributes to our educational mission. By helping ensure that our schools are financially sustainable, well governed, properly staffed, safe, resilient and operationally well supported, our professional services enable teachers and school leaders to focus on providing an outstanding education.

I hope this recruitment pack gives you a useful sense of both the role and the organisation you would be joining. Thank you again for your interest. I look forward to receiving your application.



Dr Thomas Flynn

Chief Executive Officer
Girls' Learning Trust

OUR TRUST

What is the Girls' Learning Trust?

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

- Nonsuch High School for Girls
- Wallington High School for Girls
- Carshalton High School for Girls
- Weald of Kent Grammar School (from 1 November 2026)

Together, these schools educate more than 6,400 students and employ nearly 750 staff. The Trust has a combined annual income of circa £50 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?

The Girls' Learning Trust was established in September 2015 when Nonsuch High School for Girls and Wallington High School for Girls came together to form the Nonsuch and Wallington Education Trust. In February 2018, the Trust changed its name to the Girls' Learning Trust to reflect a broader ambition to develop a family of schools focused on the education of girls and young women. Carshalton High School for Girls joined the Trust shortly afterwards, in April 2018.

The Trust continued to develop its shared services, governance and education structures over the following years, while retaining a strong commitment to the individual character and identity of each school.

On 1 November 2026, Weald of Kent Grammar School will join the Girls' Learning Trust, becoming the Trust's fourth girls' school and extending its geographical reach from South London into Kent.

Today, the Trust brings together four schools with different histories, contexts and characteristics, including both selective and comprehensive education. Its approach is based on autonomy with alignment: schools retain their own identity and leadership, while working together where collaboration, shared expertise and scale can improve outcomes for students and strengthen the organisation as a whole.

Throughout its development, the Trust's core purpose has remained consistent: to transform lives through girls' education.

What makes the Girls' Learning Trust special?

What makes the Girls' Learning Trust special is the combination of a clear shared purpose and the distinctive character of each of our schools. We are united by a commitment to transforming lives through girls' education, but we do not believe that being part of a Trust means every school should look or operate in the same way. Our model is based on autonomy with alignment: schools retain their individual identity, culture and strengths, while benefiting from collaboration, shared expertise and the resilience that comes from being part of a larger organisation. This balance allows us to learn from one another, invest in strong professional services and create opportunities that would be harder to achieve alone, while keeping students, staff and local communities at the heart of decision-making.

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

Working at the Girls' Learning Trust means being part of a wider community of four schools and Shared Professional Services, united by a common purpose while retaining their own distinctive identities.

We believe we are stronger when we work together: sharing expertise, creating opportunities for colleagues and reducing unnecessary duplication, while keeping our schools and the people within them at the heart of what we do.

We want the GLT to be a positive, supportive and professionally rewarding place to work. Staff benefit from:

- Professional development and career progression, with opportunities to develop from early career through to senior leadership and specialist professional roles.
- Collaboration across four schools and Shared Professional Services, providing access to a wider network of colleagues, expertise, professional networks and opportunities to learn from one another.
- A strong commitment to staff voice, with consultation, surveys and professional networks helping to shape Trust priorities, policies and future development.
- A focus on workload and wellbeing, including investment in high-quality systems, shared services and processes designed to make working practices simpler and more effective.
- Greater career opportunities within a growing Trust, with the potential to develop professionally, take on new responsibilities and move between roles or settings while remaining part of the same organisation.
- The opportunity to make a difference, whether working directly with students or providing the professional services, systems and infrastructure that enable our schools to succeed.

Above all, we want colleagues to feel part of something larger without losing the relationships, identity and sense of belonging that come from working within an individual school or team.



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, Equity, Diversity and Inclusion (EDI) is part of how we work, not a separate initiative. It runs through our purpose, education mission and strategic priorities. Our aim is to ensure that every student and member of staff can thrive, whatever their background or identity.

Our approach includes:

- Strategic integration: EDI is built into all five strategic priorities, including student outcomes, school culture, leadership and organisational sustainability. It is considered as part of key decisions across the Trust.
- Using data to inform action: We analyse outcomes across areas including economic disadvantage, SEND, ethnicity and gender identity. This helps schools identify gaps, plan improvements and track progress through school development plans and Trust KPIs.
- Meeting our duties and going further: Each school publishes Equality Objectives in line with the Public Sector Equality Duty. We also expect schools to review their approach to inclusion regularly and identify where further improvement is needed.
- Training and development: We provide opportunities for staff, leaders and governors to develop their understanding of issues such as bias, inclusive language and disadvantage through Trust-wide training and professional development.
- Inclusive practice and representation: Schools are encouraged to ensure that curricula, displays, assemblies and communications reflect the diversity of the communities they serve, so that students feel recognised, respected and included.
- Local ownership: While the Trust sets a shared direction, each school is responsible for understanding its own context and priorities. Schools are supported to reflect on inclusion, listen to their communities and take action where gaps are identified.



OUR SCHOOLS

All four schools in the Trust are highly regarded in their communities and share a commitment to high standards, ambitious curricula and excellent teaching. Students benefit from dedicated, knowledgeable staff who bring expertise, enthusiasm and high expectations to their work. More information about 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
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 OPH
Website: www.wallingtongirls.org.uk



Weald of Kent Grammar School

Headteacher: Mr Richard Booth
Students: Approximately 1,900 students
Address: Tudeley Lane, Tonbridge, Kent TN9 2JP // Seal Hollow Rd, Sevenoaks TN13 3SN
Website: www.wealdofkent.kent.sch.uk

OUR SHARED PROFESSIONAL SERVICES

There are significant benefits to being part of a multi-academy trust. By working collectively, our four schools can invest in specialist expertise, strategic capacity and high-quality professional services that would be difficult to sustain individually. This strengthens the support available to schools, improves organisational resilience, delivers better value for money and ultimately helps us achieve better outcomes for students.

We deliberately use the term Shared Professional Services rather than 'central services'. Our teams are not separate from our schools: they work closely with Headteachers, school leaders and staff, are embedded in day-to-day operations and play an active role in supporting the wider work and development of the Trust.

Finance

Our Finance Team supports the long-term financial sustainability of the Trust and works closely with each school on budgeting, forecasting and financial planning. The team also manages financial processing, management information, statutory reporting, payroll oversight and the financial controls that underpin the effective operation of the Trust.

Infrastructure

Estates and Facilities

We work with school-based premises teams across our sites to ensure our buildings and facilities provide safe, effective and welcoming environments for students and staff. We also lead major capital and refurbishment projects, develop our long-term estates strategy and seek external funding to support investment in our buildings.

Information Technology and Data

Our IT teams provide the digital infrastructure, systems and support required across the Trust. Working with school-based IT colleagues, we support classroom technology and day-to-day operations while also leading on cyber security, digital resilience, systems development and the longer-term development of our technology infrastructure.

The Chief Infrastructure Officer also coordinates the Trust Student Data Steering Group, bringing together colleagues from across the schools to strengthen the quality, consistency and effective use of student data across the Trust.

People

Our People Team provides HR support and professional advice across the Trust. We support Headteachers and managers with recruitment, employee relations, organisational development, performance, workforce planning and the implementation of Trust policies. We also lead work to create an inclusive, supportive and positive working environment in which staff can develop and thrive.

The Chief People Officer also coordinates safeguarding across the Trust, including convening the Trust Safeguarding Steering Group. This supports collaboration between safeguarding leaders across our schools, the sharing of good practice and a consistent approach to Trust-wide safeguarding assurance and development.

Governance and Compliance

Our Governance Team supports effective governance across the Trust, including the Trust Board, its committees and each Local Governing Body. The team manages meeting cycles, governance information, policy oversight and the recruitment, induction and development of Members, Trustees

and governors. It also oversees admissions compliance, supports schools with exclusions and related statutory processes, and provides advice and oversight on data protection, alongside wider areas of governance and regulatory compliance.

Contract Management and Procurement

Shared Professional Services also coordinates a range of Trust-wide contracts and procurement activity. This includes major services such as catering and cleaning, alongside other goods and services used across our schools. Working collectively allows us to strengthen contract management, improve consistency, secure better value and ensure that suppliers provide the quality of service our schools require.





THE OPPORTUNITY

This is an exciting time to join the Girls' Learning Trust. With Weald of Kent Grammar School joining in November 2026, the Trust is growing to four schools and entering the next stage of its development.

The Head of Governance will join an organisation with strong governance foundations already in place, including established structures, clear processes and experienced Trustees, governors and senior leaders. The opportunity is therefore not to rebuild, but to strengthen, refine and develop these arrangements as the Trust grows in scale and complexity.

As the Trust's Governance Professional and Company Secretary, you will work closely with the CEO, Chair of Trust Board and senior leaders across the Trust. Alongside leading governance, the role also has responsibility for selective admissions, internal scrutiny and data protection, and plays an important part in supporting Headteachers and other school leaders through complex governance, compliance and statutory processes.

As a member of the Executive Leadership Team, you will have genuine scope to shape future practice, improve systems and assurance, and contribute to wider Trust development. The role has significant impact across all four schools: providing trusted advice, helping leaders navigate complex issues and ensuring that effective governance and compliance support, rather than hinder, strong school leadership.

Our outgoing Head of Governance, Megan Mannion, would also be very happy to speak informally with prospective candidates who would like to understand more about the role, the team or the Trust. She can be contacted at mmannion@girlslearningtrust.org.

JOB DESCRIPTION

Job Title	Head of Governance
Reporting To	Chief Executive Officer
Direct Management Responsibility	Trust Committee Clerk Sutton Selective Admissions Manager
Contract Type	Permanent, Full-Time, All Year Round Please note that 0.8FTE or an alternative arrangement of term-term hours will be considered.
Salary Scale	L5 – L10 (£63,393 - £71,207)
Hours of Work	36 hours per week (fewer weekly hours will be considered) Please note that some evening work will be required across the year to facilitate various Board meetings and subcommittees. Time Off in Lieu will be granted with the postholder able to take back time flexibly within the working week.
Employer Pension Contribution	Local Government Pension Scheme
Other Benefits	Generous annual leave allowance Access to EAP scheme Cycle to work scheme Onsite parking at schools where possible
Working Location	Minimum two days per week on site within the Schools Flexible based on the needs of the Trust and the individual

1. Purpose of the Post

To be the 'Governance Professional' and Company Secretary for the Trust, as required by the DfE and set out in the Academy Trust Handbook.

Working alongside the CEO, to provide operational and developmental leadership for the Trust and its schools for all matters related to the following areas:

- *Governance*: ensuring the most efficient and effective system by which the Trust is controlled and directed, supporting all levels of governance within the organisation.
- *Selective Admissions*: overseeing the admissions process across the Trust's selective schools, including reporting the Trust Admissions Committee and supporting Headteachers with admissions appeals.
- *Internal Scrutiny*: managing the programme of internal scrutiny for the Trust and reporting findings and management response to Trust Governance, Audit and Risk Committee.
- *Data Protection*: working as the Trust Data Protection Lead to support the CEO in their role as Data Protection Officer

To be a key member of the Trust's Executive Leadership Team, contributing at a strategic level to the success of our students, our staff and the Trust as a whole.

2. Key Responsibilities

Ensuring Good Governance

- To develop, implement, and maintain governance policies and procedures for the Trust, working with Trust leaders and Trust Board members.
- To coordinate and support the Board of Trustees, local governing bodies, and other subcommittees in their roles and responsibilities.

- To monitor and report on governance performance, providing recommendations for improvement.
- To ensure compliance with legal and regulatory requirements, as well as Trust policies.

Committee & Meetings Support

- To lead the development of the annual calendar of business for the Trust, including agreeing key meeting dates and locations with all our committees.
- To personally service Trust Board (including the minutes) and a range of other subcommittees within the organisation, providing line management to the Trust Committee Administrator for those delegated to this role.
- To provide professional and administrative support to the Chair of Trust Board and other Trustees in their roles.

Volunteer Recruitment, Induction & Support

- To oversee the recruitment and induction of trustees and governors, ensuring they are aware of their roles and responsibilities.
- To identify training needs for trustees and governors and coordinate relevant training sessions.
- To build and maintain positive relationships with trustees, governors, senior leadership, and external stakeholders, serving as a point of contact for governance-related inquiries and concerns.

Complaints, Investigations & School Exclusion Meetings

- To maintain accurate and up-to-date records related to governance, including membership details, terms of office, and attendance records.
- To support the CEO and other senior leaders within the Trust with complaints, investigations and other formal hearing as required.
- To provide clerking services for school exclusion meetings where required.

Data Protection

- To act as the Data Protection Lead for the Trust (or Data Protection Officer if appointed), taking responsibility for key duties as required.
- To respond to Subject Access Requests and Freedom of Information Requests as required
- To monitor and report any data breaches
- To develop, implement and monitor the records retention and disposal policy for the Trust.

Policies and Procedures

- To work collaboratively with senior leaders to develop and update governance policies, keeping up to date with national developments and providing advice as required.
- To develop and manage a Trust-wide approach to policy formulation, working alongside schools to ensure compliance.
- To provide relevant reports against KPIs for various committees, ensuring Trustees have the right information to make informed decisions.
- To act as the first point of contact for various external contracts, including Governor Hub and other related platforms.

Selective Admissions

- Working with schools, to oversee the admissions process at the Trust's selective schools, including line management of the Selective Admissions Manager.

- To provide support to Headteachers during Admissions Appeals, including preparation of responses and advice.
- To be the ELT Lead for Admissions Committee, preparing papers for meetings and managing any changes to Admissions Policies.

Internal Scrutiny

- To manage the Trust's programme of internal scrutiny and co-ordinate evidence submission.
- To co-ordinate and present the management response to Trust Governance Audit and Risk Committee

3. General Duties

- Offer support, challenge and advice to the Chief Executive Officer, acting as a critical friend when required.
- Work flexibly and closely with the Executive Leadership Team to ensure Trust objectives and KPIs are achieved, which may include external meetings and evening work when required.
- Be responsible for budget and efficient resource management, controlling income and expenditure within an agreed budget, complying with the Trust's financial regulations and other policies and procedures.
- Follow Trust policies and procedures, with particular attention to health and safety, safeguarding, prevent, risk management, equality and diversity, quality, values and behaviours.
- Attend training as necessary and update your own CPD (continuous professional development) and record and complete within timescales all mandatory training courses.
- Perform other duties as may be required by the Chief Executive Officer.
- Work effectively with cross Trust leaders, managers and staff to achieve the objectives of the post, fostering a culture of openness, transparency and a solution focussed approach.
- Keep up to date with changes in legislation so the Trust maintains its legal requirement and high standards and expectations in all that it does.
- Maintain a visible presence within schools, travelling between sites as required and attending appropriate Trust Board, subcommittees and Local Governing Bodies.

PERSON SPECIFICATION

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

	E / D	A / I
Education, Training & Qualifications		
Undergraduate degree (or equivalent) with evidence of personal development	E	A
A professional qualification in subject matter related to governance, or a company secretary	D	A
Experience		
Experience of supporting governance in a complex organisation, preferably within the public, education or charity sector	E	A
Experience in developing, implementing, and reviewing governance policies and procedures	E	A
Experience in maintaining accurate and up-to-date records related to governance, including membership details, terms of office, and attendance records	E	A
Experience in identifying training needs for volunteers and delivering relevant training programs	E	A
Skills		
Strong organizational and project management abilities, with the skill to coordinate and facilitate governance meetings and activities	E	I
Ability to think logically and solve problems via creative solutions within the context of a regulatory framework	E	I
Ability to engage with and manage different stakeholders in a complex environment	E	I
Ability to work collaboratively with colleagues, senior leaders, and governance bodies to achieve common goals and objectives	E	I
Ability to use information technology and digital systems to design efficient management and reporting systems	E	I
Ability to use data and insight to make informed decisions	E	I
Values & Personal Style		
A pragmatic style of leadership that can balance competing priorities sensitively.	E	I
A good listener who can build coalitions amongst individuals who disagree	E	I
A strong communicator – both verbal and written	E	A/I
An empathy for education and the environment in which the Trust operates	E	A
A commitment to equality, diversity and inclusion	E	A
Proven commitment to upholding the highest standards of confidentiality and integrity	E	I

APPLICATION PROCESS INFORMATION

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

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 must be through our official careers page on MyNewTerm:
<https://mynewterm.com/jobs/15882/EDV-2026-GLT-91649>

The application includes a personal statement which should clearly demonstrate how you meet the essential requirements set out in the Person Specification.

Closing Date

Applications must be received by no later than 8am on Monday 2 November.

Interviews

First Stage (online): Friday 6 November (if required)
Second Stage (In person Interview): Friday 13 November

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 the CEO (Dr Thomas Flynn) who can be contacted via email at: tflynn@girlslearningtrust.org

Find out more at
www.girlslearningtrust.org