



Girls' Learning Trust

www.girlslearningtrust.org

Recruitment Pack

DIRECTOR OF PEOPLE

Shared Services
January 2023



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WELCOME FROM THE CEO AND COO

Dear Candidate

Thank you for your interest in the post of Director of People 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.

This is a **new and exciting role for the Trust, as we invest in our ability to recruit, retain and develop a great staff team.** There is significant scope for impact and shaping our strategy in this area. We believe you would enjoy working with us and very much look forward to receiving your application.

Kind regards



Jennifer Smith
Chief Executive Officer



Dr Thomas Flynn
Chief Operating Officer



OUR TRUST

What is a Multi Academy Trust?

Multi-Academy Trusts (MATs) are where more than two schools have joined to form one organisation, governed by one Trust board. Our MAT is both a registered (exempt) charity and a company limited by guarantee, and since we operate within the state sector, we are regulated by the Education and Skills Funding Agency (ESFA). We receive our funding direct from the government on per pupil basis, and we also generate some income through various additional activities (including targeted capital funding bids, and out of hours lettings), which we invest directly into our educational activities.

What makes Multi Academy Trusts different?

The original academies programme started in 2010 and was intended initially to provide an alternative governance model for schools. Since this process started, many schools have now identified the significant benefits associated with forming partnerships with other schools – enabling cost savings across central services, alongside the ability to invest in strategic roles supporting schools to become more effective. 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 pupils.

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 values 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?

All of our staff are located at offices in one of our schools, ensuring our shared services gain an understanding of the challenges and opportunities that face our pupils, teachers and school leaders. The environment is fun, fast paced and collegiate. Colleagues join us from all different walks of life and for a host of different reasons. But the one thing that we all share is a passion for education and a desire to make sure young people get the best education possible.

There are some common features to working in any role at the GLT:

- A passionate and dedicated staff team who believe in the transformative power of education and take pride in the positive impact their roles have both inside and outside of the classroom.
- A team of problem solvers who constantly figure out ways to help pupils achieve better outcomes, tackling challenges both big and small together.
- A fun and empathetic environment: staff who support and take care of each other, bringing a sense of humour to the workplace.
- A commitment to professional development: we are proud of our culture of promoting GLT staff within and across our trust and have an excellent record of developing outstanding staff and preparing them for senior leadership.
- A commitment to safeguarding and wellbeing: we operate a rigorous recruitment procedure that includes DBS, medical screening and confirmation of qualifications. And we are committed to ensuring this remains our top priority.



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. Maurice Devenney

Students: Approximately 1,450 students

Address: West Street, Carshalton SM5 2QX

Website: www.chsg.org.uk



Nonsuch High School for Girls

Headteacher: Ms. Amy Cavilla

Students: Approximately 1,550 students

Address: Ewell Road, Cheam SM3 8AB

Website: www.nonsuchschool.org



Wallington High School for Girls

Headteacher: Mr. Richard Booth

Students: Approximately 1,550 students

Address: Woodcote Road, Wallington SM6 0PH

Website: www.wallingtongirls.org.uk



OUR SHARED SERVICES

There are significant benefits associated with being part of a multi academy trust – enabling savings across central services, alongside the ability to invest in strategic roles supporting schools to become more effective. 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 pupils.

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.

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 and Administration

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 Team with the selection, recruitment, development and management of all staff, we are responsible for ensuring an inclusive and kind working environment.

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.

OUR STRATEGY & FUTURE PLANS

Our Vision

Our vision is to be champions of excellence in girls' education, empowering young women to realise their full potential and shape the world.

Our Mission

We are committed to offering an outstanding education that promotes wellbeing and personal development for everyone in our schools, enriched by the opportunities that arise from being part of an girls' education trust.

We believe education should be about:

- Encouraging risk-taking and developing reflective approaches to teaching and learning.
- Championing equality and inclusion and challenging social and economic disadvantage.
- Building supportive and collaborative networks whilst allowing schools the autonomy to develop in ways that are best for their students.
- Offering broad and rich experiences that go well beyond the academic and lead to satisfying and rewarding career paths.
- Fostering a sense of pride in diversity.

Trust Development and Growth

Since 2015 we have been through two discreet phases of development as a Trust. As we emerge from the impact of the pandemic we are now moving into a period of growth – which creates an exciting environment for new staff joining us.

Phase: Development (2015 – 2018)

Academies join the Trust

Emergence of central services in Finance, IT, HR and Premises

Development of cross-Trust initiatives

Phase: Consolidation and Building Capacity (2019 – 2022)

New CEO recruited

Consolidation of central services and of collaboration across schools

Rise in student population numbers

Post-Covid 19 recovery strategy

Phase: Growth (2023 – 2026)

New COO recruited

Explore opportunities for external partnerships

Increase income generation capacity

Strategic approach to succession planning

Prepare for declining secondary-stage population

Shared Strategic Priorities

As a Trust, we have agreed the following shared priorities for all our schools and central services over the next four years:

1. Promoting wellbeing and personal development for all
2. Excellent staff development for high quality teaching and learning
3. High-quality careers education and advice
4. Extensive enriched curriculum opportunities
5. Welcoming, and robustly supporting, disadvantaged students

6. Strength in equality, diversity and inclusion
7. Sustainability, efficiency and value for money
8. Effective governance
9. Championing collaboration across and outside our Trust
10. Recruiting and retaining the very best staff
11. Innovative and effective IT support and infrastructure
12. Well-maintained and managed facilities that support the aims of the schools and the Trust





THE OPPORTUNITY

This is a brand-new role, and it reflects a considerable investment by the Trust in our ability to meet an increasingly challenging operating environment. It brings together two of our small but talented staff teams – human resources and our committee clerks – into a new People & Administration Team within Shared Services.

We're looking for a senior, strategic human resources professional with the drive, ambition, and vision to develop our people strategy.

The Director of People will enjoy significant autonomy, with responsibility for identifying and planning the work of the team. However, there are some major developmental projects on the horizon that will need to be prioritised and delivered:

- The creation of a new people strategy for the Trust, and a review of the operating model in collaboration with headteachers in all three schools.
- A review of our staff recruitment activities in the context of an increasingly challenging labour market within the education sector.
- The further rollout of digital systems across the Trust, enabling more efficient collaboration between schools and the better use of data to inform decision-making.

JOB DESCRIPTION

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|-------------------------------|--|
| Job Title | Director of People |
| Reporting To | Chief Operating Officer |
| Management Responsibility | HR Manager HR Assistant Trust Administrator Clerks to Committees |
| Salary Scale | L18 – L22 (£70,870- £77,795) per annum |
| Employer Pension Contribution | 22% (Local Government Pension Scheme - www.lgpsmember.org) |
| Other Benefits | Generous annual leave allowance Off-peak membership to David Lloyd Cheam Access to EAP scheme Cycle to work scheme Eye Test Vouchers Onsite parking at schools where possible |
| Working Location | Minimum two / three days per week on site within the Schools Flexible based on the needs of the Trust and the individual |

1. Purpose of the Post

Working alongside the COO, to provide strategic and operational leadership for the Trust (and associated schools) for all matters related to the following areas:

- *Human Resources:* leading the development of an agreed HR strategy and working across the Trust to support leaders with recruiting, retaining, and developing their workforce.
- *Administration and Governance Support:* supporting staff in governance and administration roles, working with the Executive, Trustees and Governors as appropriate.

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

2. Key Responsibilities

Strategy, Accountability & Stakeholder Management

- To take senior responsibility and accountability for areas of work delegated to the role on behalf of the Trust Board, Chief Executive and Chief Operating Officer.
- To be the budget holder for a number of allocated areas, managing expenditure and income targets within the framework agreed by the Trust.
- To develop and deliver an HR strategy and operating model for the Trust that considers the changing needs of our schools, our students and our staff.
- To build effective working relationships with a range of internal and external stakeholders, including Headteachers, Governors, Trustees and other third-party organisations.
- To convene and lead various steering groups / committees to shape the design and delivery of services on a site-by-site basis.

HR Strategy and Operating Model

- To lead the development of an HR strategy and operating model for the Trust, working with schools to understand their needs.
- To manage a central team of staff in HR and governance support, supporting and developing them in their roles and delivering a high quality of service.
- To coordinate and work alongside school-based staff working in different elements of human resources.
- To act as the first point of contact within the Trust for all HR legal regulatory matters (including returns), advising the COO, CEO and Trustees as appropriate.

Change Management

- To support staff in leadership roles across the Trust with complex change management processes, leading restructures and other complex HR change projects.
- To lead the rollout of other major process changes, acting as the champion for digital transformation across the Trust.

Policies and Procedures

- To lead the development of all HR related policies and procedures, ensuring implementation and compliance across the Trust.
- 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, for example employment advisors and solicitors.

Administration and Governance

- To provide line management support for staff servicing the administration and governance of the Trust, working with the CEO and COO as appropriate.

3. General Duties

- Work flexibly and closely with the Executive 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.
- As part of the senior leadership team contribute to the success of the Trust and achievement of objectives in relation to finance and property strategy.
- 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 CEO or COO.
- 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.

PERSON SPECIFICATION

We recognise that individuals working in human resources come from many different sectors and are keen to hear from anyone working inside and outside of education.

| | Required | Desirable |
|--|----------|-----------|
| Education, Training & Qualifications | | |
| Undergraduate degree (or equivalent) with evidence of personal development | X | |
| A professional qualification in subject matter related to human resources | | X |
| Experience | | |
| Experience of working within a human resources function at a senior level preferably in an education or not-for-profit context | X | |
| Experience of employment law and its application within an education or similar environment. | X | |
| Experience of managing multiple teams and leading transformational change at a senior level | X | |
| Experience of governance and working with a Board at an executive level | X | |
| Experience of largescale project and change management | X | |
| Experience of bid writing and successfully securing external funding on a project basis | | X |
| Skills | | |
| Ability to think strategically and understand the link to the success of a day-to-day operation | X | |
| Ability to engage with and manage different stakeholders in a complex environment | X | |
| Ability to solve problems via creative solutions within the context of a regulatory framework | X | |
| Ability to use information technology and digital systems to design efficient management and reporting systems | X | |
| Ability to use data and insight to make informed decisions | X | |
| Values & Personal Style | | |
| A pragmatic style of leadership that can balance competing priorities sensitively. | X | |
| A good listener who can build coalitions amongst individuals who disagree | X | |
| A strong communicator – both verbal and written | X | |
| An empathy for education and the environment in which the Trust operates | X | |
| A commitment to equality, diversity and inclusion | X | |

APPLICATION PROCESS

Safeguarding

The Girls' Learning Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Candidates are expected to demonstrate a sound understanding of leadership of and contribution to a safeguarding environment. The successful candidate will be required to undergo an enhanced DBS with barred list check followed by safeguarding training as part of their induction.

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

To apply, please send your CV, along with a two-page covering letter clearly demonstrating how you meet the requirements set out in the Person Specification to:

Dr Thomas Flynn
Chief Operating Officer
Email: tflynn@girlslearningtrust.org

Closing Date

Applications must be received by no later than 9am Monday 20 February 2023.

Due to Safer Recruitment, all shortlisted candidates will be asked to complete our application form before the interview.

Interviews

Interviews will take place on Monday 27 Feb 2023 at Nonsuch High School for Girls.

Notification and Feedback

Candidates who have taken part in interviews will be notified as soon as possible – please ensure that you have provided day and evening numbers on which you can be reached. Constructive feedback will be provided for all candidates invited to interview.

Additional Information

If you would like further information, we will be happy to organise a telephone call with the Chief Operating Officer to discuss the role and the immediate priorities of the post.



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