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Recruitment Pack

EXAMS ASSISTANT

June 2025



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

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WELCOME FROM THE HEADTEACHER

Dear Candidate

Thank you for your interest in the post of Exams Assistant at Nonsuch High School for Girls (NHSG).

Nonsuch is a high performing selective school with a reputation for academic excellence, first class care, guidance and support as well outstanding extra-curricular provision.

We are an inclusive, happy and caring learning community and we are ambitious for all of our students, seeking to ensure that they are challenged to make the very best of their abilities and to achieve success in all they do. All of our staff, both teaching and support, play an important role in achieving this. The school is also part of the Girls' Learning Trust (GLT) which provides excellent opportunities for staff collaboration and career development.

We provide a well-resourced and positive working environment with supportive colleagues and full access to training opportunities.

I hope you will find the information in this pack interesting and informative. We very much look forward to receiving your application.

Yours faithfully



Alexis Williamson
Headteacher



OUR 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 changed its name to Girls’ Learning Trust (GLT) and later that year Carshalton High School for Girls joined the MAT.

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 SCHOOL

Our school

Nonsuch is a highly successful and selective grammar school for girls aged between 11 and 18 years. Opened in May 1938 and standing in 22 acres of beautiful grounds on the edge of Nonsuch Park, we aim to provide a caring, happy and stimulating environment in which students can attain the highest levels of academic and personal achievement. Teachers and support staff joining Nonsuch comment on the excellent behaviour and positive attitude to learning of our students and on the warm and co-operative relationships between staff.

Attainment and achievement at Nonsuch are excellent. Summer 2024 saw GCSE results where 67.1% of grades were at 9-8 and 83.8% of all grades were 9-7. 98.2% of all grades attained grade 5 or above. At A-Level students achieved 15.5% A* and 48.4% A*-A grades - again placing the school amongst the highest performing schools nationally.

Our mission

The school's aim is to empower our young women and enrich their lives to ensure they aspire to take their centre stage place in the world. We want students to enjoy learning, to become independent and effective learners and to achieve academic success in an atmosphere that fosters positive relationships and mental health, promotes equality and celebrates diversity. Our curriculum is broad and balanced; it provides intellectual challenge, develops creativity and curiosity and empowers our students to articulate their thinking confidently. The curriculum and extra-curricular opportunities promote social and cultural enrichment and a strong sense of community. The advice and guidance enables students to make wise, informed and ambitious choices. We promote the values of *positivity, respect, integrity, courage and endeavour*. We want our students to engage with the local and wider community in the belief that they can make a difference.

Our curriculum

On entry, all students follow an academic programme including a Modern Foreign Language (German, French or Spanish) and Latin. The range of subjects taken for GCSE is broadened by the opportunity to continue with a second language or start an additional language. Students study the three separate sciences and have the opportunity to take up Astronomy or Photography or to choose from Computer Science, Technology, Arts, Humanities or Modern Foreign Language course. Initially, students are taught in forms, with smaller groups for practical subjects.

The vast majority of students continue their studies in the large Sixth Form, for which external candidates may apply. Courses may be chosen from around 21 subjects. In addition, students take options from the elective menu: many Year 12 students take the Extended Project Qualification and some students opt for classes in dissection, Arts award or Sports Leader award accreditation among other options. Candidates are prepared for Oxbridge entry or for admissions tests, for example BMAT (for Medicine) and LNAT (for Law), as appropriate. The vast majority of students proceed to higher education or professional training.

A comprehensive tutorial programme (including citizenship, careers and health education) supports the curriculum for all students, who are encouraged to assume responsibility for their studies through regular homework and negotiated target setting. Opportunities for active citizenship abound: students in each year group take part in community outreach and fundraising for local, national and global charities. They assume leadership roles within school also representing their peers on the School Council and all Sixth form students belong to the Sixth Form Committee which holds regular Forum meetings. Sixth form students make an invaluable contribution to the community life of the School, serving as school officials and prefects, leading the house system and supporting younger students as mentors.

Artistic, dramatic, musical and sporting talents are fostered. Many students have instrumental lessons; choirs and orchestras flourish, together with many clubs and societies. All opportunities are taken for visits in this country and abroad to widen further the educational experience. Membership of a range of sports teams is encouraged and many Nonsuch students play sports at County and National level.

The School's commitment to excellence in girls' education is reflected in the breadth of the curriculum, the outstanding examination results and the number of extra-curricular activities on offer. Most importantly, of course, the School's success is visible in the confidence and enjoyment of girls who leave us to continue their studies and to carve their niche in 21st century society, as well as the excellent alumni network which supports our Careers and Networking events.

Resources and school site

The School is fortunate in having exceptional and well-resourced accommodation for all subject areas. We have 13 fully resourced Science labs, 3 ICT rooms and an Astronomy Dome on the roof which is also used by astronomers in the local community. Our offer of 3 modern languages and Latin is supported by a bespoke language lab and GCSE and A level language students benefit from weekly meetings with Foreign Language Assistants. The Sixth Form Study Area and Learning Resource Centre further enhance the facilities available to students.

A skilled team of administrative staff, technicians and cover supervisors work closely with the teaching staff. This team includes pastoral administrators, an Emotional Literacy Support Assistant, first aiders and a librarian. Our cafeteria is used by students and staff at mid-morning and lunchbreak, supplemented by a concession in the sixth form area and outside provision called "The Lunch Box." There is a private day care Nursery on the School site which is used by some staff. The school is adjacent to a David Lloyd Sports and Leisure Centre which staff are able to use free of charge during off peak hours in term time.





OUR LEADERSHIP TEAM

The Senior Leadership Team consists of two Deputy Heads, two Assistant Heads and Directors of School Improvement, who work closely and supportively to plan for the future development of our highly successful school. Collaborative and open working practices ensure coherence and clarity in the leadership and management of the school. The Local Governing Body is a strong and supportive team with considerable professional expertise.

Alexis Williamson (Headteacher)

A Geography and Sports Science Graduate from Loughborough University, Alexis also gained a MSc in Educational Leadership from Leicester University and a National Profession Qualification for Headship (NQPH) from UCL. She has been a leader in schools for over 20 years, being responsible for all aspects of school leadership including improving teaching and learning across a Trust, developing and delivering high quality CPD and leading on behaviour for learning. Having previously worked in the Independent sector, including 7 years spent at a large Girls' School Trust, Alexis joined Nonsuch in September 2021 as Deputy Head Pastoral before being appointed as Headteacher for September 2024. In her spare time, she is a governor at a primary school in Hammersmith where she chairs the safeguarding committee.

Helena Wright (Deputy Headteacher)

Helena joined Nonsuch High School for Girls in 2014 having taught and led in two highly successful schools in the comprehensive sector. She has taught for over 20 years Business and Economics and still loves being in the classroom. Helena remains passionate about Teaching & Learning and staff development and is committed to cultivating great teachers and middle leaders. Some of Helena's key responsibilities include; staffing, all things curriculum, school admissions and quality assurance.

Andrea Todd (Deputy Headteacher)

Andrea joined Nonsuch in 2009 and now has over twenty years' experience of teaching Science & Biology in selective girls' schools. She is passionate about encouraging girls to explore the diversity of STEM both inside and outside the classroom. She has a particular interest in the use of technology to provide a high-quality teaching and learning experience as well as its role in streamlining how teachers work. Her key responsibilities include teaching & learning, assessment and data.

Hannah Johns (Assistant Headteacher)

Hannah joined Nonsuch in 2013 having taught in the comprehensive sector as a member of Teach First and then in the selective sector. Hannah has taught for over 20 years Philosophy and Psychology and particularly enjoys A-Level teaching. Hannah is passionate about supporting students in their transition from sixth form into Higher Education or a Career and in preparing students to be independent learners who thrive in the outside world. Her key responsibility is the strategic leadership of the sixth form including; student progress at KS5, development and quality assurance of PSHE and intervention and support.

Susannah Osborne (Assistant Headteacher)

Susannah joined Nonsuch High School for Girls in 2020, having taught in the comprehensive sector in inner and outer London for over 15 years. As a Geography teacher, she has a particular interest in A-Level teaching and is passionate about developing students' knowledge of the wider world, its issues and human affairs. Susannah's responsibilities include leading pastoral care for Key Stages 3 and 4, with an emphasis on behaviour, wellbeing, and attendance, and on delivering the PSHE curriculum.



OUR DEPARTMENT

The Exams Office is overseen by Andrea Todd, Deputy Head, and run by Emma Penman our Examinations Manager.

The successful candidate would be joining a dynamic team of almost 40 examination invigilators and will have a wide-ranging array of responsibilities.

The core purpose of the Exams Office team is:

- To conduct examinations in accordance with the Joint Council for Qualifications (JCQ) protocols and The Trust policies & procedures.
- To play a key role in upholding the integrity of the external and internal examination and assessment process.
- To provide a calm environment for the candidates

OUR COMMITMENT TO YOU

Staff are our most valued asset, and we place a high emphasis on staff well-being and professional development. Our Trust-wide Wellbeing Strategy puts wellbeing at the heart of all considerations and at Nonsuch High School for Girls that means:

A commitment to making the workplace a pleasant and supportive working environment

- Free access to the on-site David Lloyd Gym and Spa for staff
- Friendly and supportive staff body
- An exciting and supportive programme of professional development
- Monthly extended mid-morning breaks
- We are a school that appreciates the importance of family
- Additional leave policy that supports staff when they may need time off
- A private day care nursery on-site
- Situated in 22 acres of beautiful grounds on the edge of Nonsuch Park

A commitment to supporting staff

- The school calendar and training is planned in advance across the whole year so people know what is happening and when
- In-house cover supervision team
- A highly effective and proactive support staff who play an important role in supporting teaching and learning
- An Employee Assistance package
- Voucher schemes for Childcare, Eye Care and Cycle to Work

A commitment to staff development

- A comprehensive new staff induction programme which includes the allocation of a mentor and peer buddy
- CPD programmes, which are based both in school and across the wider Trust, tailored to individual aspirations
- An additional INSET day at the beginning of the academic year dedicated to preparation and training
- An annual cross-Trust conference allowing the chance to meet and network with other staff



THE OPPORTUNITY

The Exams Assistant will provide efficient and effective support to the Examinations Manager in the organisation and planning of all internal and external examinations. The role will suit a person with excellent administrative and IT skills, time management and attention to detail. The successful candidate would need to be well organised and capable of multitasking. Prior knowledge of the examination process would be an advantage and experience of working within and understanding strict regulations is essential. Full training will be provided to ensure staff are aware of the national rules and regulations of exams.

Key responsibilities for the role include:

- Support the Exams Manager with the effective administration of all internal and public examinations.
- Assist in managing a team of almost 40 invigilators.
- Be a contact point between the school and the regulatory body (JCQ)/examination boards.
- Maintain up to date knowledge of the wide range of issues involved in the administration of external examinations; in particular examination boards and JCQ regulations and deadlines.
- Uphold the integrity of all external and internal examinations.

JOB DESCRIPTION

Job Title	Exams Assistant
Reporting to	Exams Manager
Responsibility for	Supervisory responsibility for casual Invigilators
Working closely with	Invigilators
Contract Type	Permanent – Annualised Hours Term-time (38 weeks per year, plus 3 weeks outside of term time)
Salary Scale	GLT Range 4 £30,873 - £32,730 per annum (FTE) £9,305 - £9,865 per annum (Actual Salary)
Hours of Work	Annualised hours contract, working 492 hours over 41 weeks (equivalent to 12 hours per week) Core hours: 10 hours per week (across 2 or 3 days) Remaining hours: 82 hours (to be worked flexibly during peak exam periods – some weeks may require 12 hours per week, other weeks may require 14+ hours per week). Extended daily working hours (between 7:30am and 6pm) may be required. The post holder will be expected to work specific days in the summer holiday for both GCSE & A-Level results. Note that weekly working hours are not inclusive of breaks – all breaks are unpaid and are in addition to the working hours.
School	Nonsuch High School for Girls

Section 1: Purpose of the Post

Under the line-management of the Examinations Manager:

- Organise and administer all internal and public examinations throughout the school.
- Support the planning and delivery of the school's entrance tests.
- Assist in managing a team of invigilators.

Section 2: Key Responsibilities

Support the Examinations Manager with:

Examinations

- o Draft correspondence to, and respond to queries from, multiple stakeholders including exam boards, staff, parents and students
- o Collate examination requirements and entry information from department heads
- o Prepare and distribute timetables using MS Office, SIMs and exams software
- o Plan rooming and resourcing

- o Collect payment for re-sits and additional qualifications
- o Check and arrange payment of invoices
- o Support the timely despatch of non-examined assessment materials
- o Ensure public examination papers are received, checked, securely stored and distributed in line with JCQ regulations
- o Maintain candidate records for, and implement, exam access arrangements
- o Organise additional language orals examinations: make entries, liaise with external examiners to arrange test dates and submit audio files to Exam Boards
- o Prepare seating plans and exam room paperwork using Exams Assist
- o Liaise closely with IT and Premises staff to ensure key dates and requirements are communicated effectively and in a timely manner
- o Be reactive to the daily needs of the Exams Office, particularly during the examination season to ensure the smooth running of all examinations.

Results & Post Results

- o Be available for A-Level & GCSE results download days. These always fall in the summer holidays, usually on the second and third Wednesday in August.
- o Prepare results communications and post-results information for candidates
- o Log and process requests for post-results services
- o Communicate outcomes to students and update school records
- o Check certificates have been updated following post-results changes
- o Facilitate the distribution of exam certificates.

Invigilation Team

- o Assist the Exams Manager with the recruitment, induction and training of invigilators to a high standard
- o Manage shift allocations and regular communications to the invigilation team
- o Conduct the exam-day briefings and be the main point of contact when the exams manager is not present.

Quality Assurance

- o Have detailed and up to date knowledge of JCQ and awarding board regulations and deadlines.
- o Support the Exams Manager with:
 - Monitoring and evaluating the effectiveness of examination procedures
 - Creating and updating exam policies
 - JCQ and exam board inspections.

Section 3: General Duties

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

Section 4: Key Measure of Success

- Examinations meet the required standards of the exam boards and the school.
- Well trained and efficient invigilators.
- Positive JCQ inspections

PERSON SPECIFICATION

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

Key Criteria	Essential / Desirable	Application / Interview
Experience & Knowledge		
Administrative experience gained by working in a busy office environment	E	A/I
Previous experience working in an Exams Office or school	D	A/I
Knowledge of Exam Board regulations	D	A/I
Skills & Attributes		
Meticulous attention to detail	E	A/I
Excellent communication (verbal and written) with various stakeholders	E	A/I
Excellent organisational and time-management skills	E	A/I
Excellent IT skills (MS Office)	E	A/I
Values & Personal Qualities		
Proactive and flexible approach to work and working hours	E	I
High level of integrity and confidentiality	E	I
Able to work under pressure in a high-stress environment and to tight deadlines, keeping a calm head	E	A/I

05/25

APPLICATION PROCESS

Safeguarding

The Girls' Learning Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. In order to meet this responsibility, we follow a rigorous selection process to discourage and screen out unsuitable applicants.

As well as verification of identity, we ask all employees to undertake an enhanced DBS disclosure. In line with Keeping Children Safe in Education (KCSIE) guidance, we may also conduct an online search about any shortlisted candidates as part of our due diligence to identify any matters that might relate directly to our legal duty to meet safeguarding duties.

Data Protection

As part of our recruitment process, Girls' Learning Trust collects and processes personal data relating to job applicants. The Trust is committed to being transparent about how it collects and uses that data and to meeting its data protection obligations. For further information about this and to read our Data Protection and Freedom of Information Policy, please visit: www.girlslearningtrust.org/our-governance/policies

Application Process

We operate a safer recruitment process.

We welcome applications from all suitably qualified people and aim to employ a culturally diverse workforce, which reflects the nature of our communities.

All applications should be through our official careers page on MyNewTerm:

[Nonsuch High School for Girls, Cheam, Sutton | Teaching Jobs & Education Jobs | MyNewTerm](#)

Closing Date

Applications must be received by no later than **9.00 a.m. on Monday, 30th June 2025.**

Early applications are encouraged and we reserve the right to close the vacancy if a suitable candidate is found.

Interviews

Interviews will take place in school during the week commencing Monday, 7th July 2025.

Notification & Feedback

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



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