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Recruitment Pack

Sixth Form Administrator

March 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 Sixth Form Administrator 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-Jones
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 11 fully resourced Science labs, 4 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-Jones (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 SIXTH FORM TEAM

The Sixth Form team is led by Hannah Johns, Assistant Head, and comprises:

- Head of Year 12
- Head of Year 13
- Assistant Head of Year who oversees the transition programme which supports students as they move into sixth form
- Sixth Form Administrator who oversees attendance and the UCAS application process amongst every other aspect of sixth form life
- Careers Coordinator who works across the school but a large part of the role involves Higher Education and work experience support
- EPQ and Oxbridge Coordinators provide vital support for our post-16 curriculum
- Independent Study Supervisor, who is on hand every morning to ensure that students work in silence in the upper sixth form study area each morning
- Sixth Form Mentor

The Sixth Form is made up of students who joined the school lower down, alongside 60 students who join the Sixth Form each year, from other schools. All students aspire to continue studying into Higher Education or to undertake higher level apprenticeships.

Resources and dedicated spaces

We are very fortunate to have dedicated study spaces for our large sixth form of around 450 students. When not in lessons students may study in our two dedicated study areas (sixth form study area ground floor and upper floor); the library; library IT suite; sixth form classrooms. In addition, there is a sixth form wellbeing space which provides a quiet space when needed.

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

This is an exciting opportunity for an experienced administrator to work as part of a team providing efficient administrative support within a high pace, high pressure school environment. The successful candidate will have excellent communication skills (verbal and written), and be able to prioritise and work efficiently to tight deadlines. Experience of working within a school is desirable but not essential, however the passion and commitment to work in a school environment is essential.

Key responsibilities for the role include:

- To provide administrative support to the Sixth Form team
- To support the Head of Sixth Form and UCAS Coordinator in all aspects of the UCAS process including university visits
- To assist the Admissions Officer during the Year 12 admissions process
- To support the Sixth Form Heads of Year (HOYs) in student welfare matters
- To support the preparation for Sixth Form events such as Prize Giving, Induction Day and information evenings

JOB DESCRIPTION

Job Title	Sixth Form Administrator
Reporting to	Assistant Headteacher – Sixth Form
Responsibility for	N/A
Working closely with	Attendance Administrator Heads of Year Pastoral Support Officer UCAS Coordinator
Contract Type	Permanent
Salary Scale	GLT Range 3: £29,145 - £30,429 per annum (FTE) <u>Actual salary:</u> £22,630.84 - £23,627.85 per annum
Hours of Work	32.5 hours per week, 6.5 hrs per day, 5 days per week: 8.15 – 15.15 (Monday–Friday inclusive of 30-minute unpaid lunch break) Daily hours are negotiable. 39 weeks per year (Term time plus insets) Note that weekly working hours are not inclusive of breaks – all breaks are unpaid and are in addition to the working hours.
Working Location	Nonsuch High School for Girls

Section 1: Purpose of the Post

- To provide administrative support to the Sixth Form team
- To support the Head of Sixth Form and UCAS Co-ordinator in all aspects of the UCAS process including university visits
- To assist the Admissions Officer during the Year 12 admissions process
- To support the Sixth Form Heads of Year (HOYs) in student welfare matters
- To support the preparation for Sixth Form events such as Prize-Giving, induction day, information evenings

Section 2: Key Responsibilities

To provide administrative support to the Sixth Form team

- To provide administrative support to the Head of Sixth Form, the Heads of Year 12 and 13 and all Sixth Form events and activities (e.g. opportunities in the Sixth Form, general enrichment)
- To deal efficiently with all enquiries relating to the Sixth Form from students, staff, parents and external agencies
- To manage and monitor 6th Form leave of absence requests for attendance at UCAS events and University open days
- To maintain and update Sixth Form student records including uploading all correspondence to students' SIMS records
- To manage the administration of the Sixth Form rewards and sanctions programme
- To provide administrative support to the EPQ Co-ordinator

To support the Head of Sixth Form and UCAS Co-ordinator in all aspects of the UCAS process including university visits

- To prepare reference forms for subject teachers to complete
- To make any changes to references to get them into their final format and the manage the submission process
- To scan UCAS forms and update to SIMS for reference
- To compile and maintain a database of first choice and insurance offers for Year 13 students in advance of results day
- To compile an in-year list to include updates and information regarding unconditional offers, scholarships and apprenticeships
- To compile a list of leavers destinations during the first half of the Autumn Term
- To organise and prepare information for any mock Oxbridge or University interviews
- To support the coordination of mock interviews
- To plan and coordinate Year 12 and Year 13 guidance meetings

To assist the Admissions Officer during the Year 12 admissions process

- To work with the Admissions Officer and Head of Sixth Form to prepare materials needed for the Sixth Form open evening including the prospectus
- To assist at the Sixth Form open evening
- To prepare packs for the Sixth Form induction day
- To assist the examination team in preparation for A-Level results day

To support the sixth form Heads of Year (HOYs) in student welfare matters

- To arrange appointments with parents or external agencies
- To look after students if required until a Head of Year or the Pastoral Support Officer is available if they are distressed / temporarily unable to return to lessons
- To liaise with a Head of Year as to whether a student requires first aid support or should be sent home
- To provide remote supervision of students; supporting teaching staff in ensuring students use the sixth form area for quiet, independent study in study periods

To support the preparation for sixth form events such as Prize-Giving, induction day, information evenings

- To support the Office Manager with the organisation of the Sixth Form prize-giving evening and “Day in the Life of a Sixth former” taster day
- To support the sixth form team with the administration and management of induction days and information events

Section 3: General Duties

- Familiarise yourself with, and comply with, Trust policies and procedures, with particular attention to health and safety, safeguarding, prevent, risk management, equality and diversity, and data protection.
- To maintain training in First Aid (Emergency at Work), and to act as a First Aider, when called upon, and, if necessary, supervise students/staff in the First Aid Room, in accordance with the Duty Rota.
- Attend training as necessary and update your own CPD (continuous professional development) and record and complete within timescales all mandatory training courses.
- Work as part of a wider team, undertaking any other reasonable duties appropriate for the role that may be required by the organisation.

PERSON SPECIFICATION

Key Criteria	Required	Desirable
Education, Training & Qualifications		
Good qualifications in both English and Maths	X	
Experience in and excellent at using Microsoft Office and Outlook	X	
Willing to undertake further training	X	
First Aid training		X
Child Protection training		X
Good working knowledge of school-based systems: SIMs, SchoolComms		X
Experience & Knowledge		
Experience of working as part of a team providing efficient administrative support within a high pace, high pressure environment	X	
Experience of liaising with parents / careers / outside agencies / customers	X	
Proven experience and application of ICT skills	X	
Knowledge of the 16-19 Bursary application process for post-16 students		X
Experience of using SIMs		X
Knowledge of data protection systems		X
Awareness of security and Health and Safety issues		X
Experience of behaviour management / working with young adults		X
Skills & Attributes		
Resilience and ability to work under pressure	X	
Ability to prioritise and work efficiently to tight deadlines	X	
Excellent written, oral and communication / literacy / numeracy skills	X	
Ability to manage and deal with confidential information appropriately	X	
Values & Personal Qualities		
Self-driven with a positive outlook	X	
A natural forward planner	X	

Key Criteria	Required	Desirable
Empathetic communicator	X	
Team player	X	
Adaptable and able to multi task	X	
Excellent time management and organisational skills	X	
Able to use own initiative and work collaboratively with the rest of the 6 th form team	X	
Understanding of the implications of Equal Opportunities	X	
Willingness to join in with school activities and play a full and active part in the life of the school		X

01/25

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 Tuesday, 25th March 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 on **Monday, 31st March 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.



 Girls' Learning Trust

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