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Recruitment Pack

# DESIGN & TECHNOLOGY TECHNICIAN

May 2025



**Carshalton**  
High School for **Girls**

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# WELCOME FROM THE HEADTEACHER

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Dear Candidate

Thank you for your interest in the position of Design & Technology Technician at Carshalton High School for Girls.

Carshalton Girls is an all-girls' secondary school, and part of the Girls' Learning Trust (GLT), located in Carshalton in the London Borough of Sutton.

I believe that a great school is one in which everyone – staff and students alike – feel that they belong and are able to thrive in their studies or professional development. My leadership is relentlessly focused on building that warm, strong community of learners out of which fantastic outcomes are a natural consequence.

All staff at Carshalton Girls can expect high levels of support in developing their professional skills in a close-knit, truly inclusive staff team.

To be a successful candidate for this position at Carshalton Girls, you will need to:

- relish working with children with different backgrounds and abilities
- see your work as more than just a job
- be committed to building positive and affirming relationships with our girls, and
- be a truly reflective professional who wants to continually improve

If this sounds like you, I would very much welcome your application.

Yours faithfully



**Peter Baumann-Winn**  
Headteacher



## OUR TRUST

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### **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 students.

### **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 students, 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 students 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

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### **Our School**

Carshalton Girls is a successful and welcoming school for girls aged between 11 and 18. The school has expanded in recent years, is popular in the local community and has a growing Sixth Form. The student body in our school is truly diverse, both in heritage and educational starting point.

The school is within easy commuting distance for London and surrounding counties by train, bus and car. It is a very short walk to Carshalton station for trains that take approximately 30 minutes to London Victoria, by Southern Rail, or 45 minutes to London St Pancras, by Thameslink. The school is also within easy commuting range of south London and Surrey.

### **Our Mission**

Our mission is to be an exceptional community of teachers and learners.

We are unashamedly aspirational for our students and aim to equip them with the knowledge, skills and dispositions they need to be successful, both academically and in their wider lives.

There is a culture of celebration established and reinforced by regular rewards and recognition of students' achievements. Our school values make explicit the traits and behaviours we prize.

### **Our Curriculum**

Our curriculum has been carefully crafted to serve our students. It is made up of five component curriculums, each based on principles of relevance, coherence, communication, confidence and inspiration.

### **The Subject Curriculum**

The subject curriculum is broad, knowledge rich and has an academic core. We prioritise the accrual of powerful knowledge not just for its own sake, but to maximise students' potential social mobility. At Key Stage 3 all students study a core offer of English, Maths, Science and MFL with all students studying History and Geography until the end of Year 9 where they choose at least one to carry forward onto GCSE. The study of STEM, Computer Science, Art, Religious Studies, Citizenship and Music continues into Year 9. At Key Stage 4 all students study separate Sciences and the vast majority also study a language. At Key Stage 5 students typically opt for three A level subjects. The traditional core of our curriculum is complemented by a range of vocation course choices at Key Stages 4 and 5.

Curriculum delivery is consistent across the school. Teaching supported by the staff handbook of practical strategies that are tried and tested to work in context. At Key Stages 3 and 4 the primary curriculum medium is bespoke workbooks produced in-house rather than the textbooks and exercise books. This reflects the care, pedagogical expertise and subject knowledge of our great teachers. There is a scheduled CPD programme, most of which is dedicated to working within departments in sessions focussing on successful development and delivery of the curriculum. Teaching is supported by a whole school behaviour system which is compassionate, clear and effectual.

### **The Careers Curriculum**

The Careers Curriculum enables our students' successful transition to a future career path. It provides opportunities, through instruction and guidance, to build aspirations, develop capabilities, develop interests to support the making of informed decisions about subject choices and pathways. The Careers Curriculum contains a structured programme of activities to support students during key transition points at 13, 16 and 18 years old.

### **The Literacy Curriculum**

We prioritise a culture of reading, advantaging disadvantaged students who may not read widely at home. The Literacy Curriculum is realised in a daily Tutor Reads Programme, wider reading and subject disciplinary reading. These contain carefully selected texts, are sequenced and link across curriculum areas, providing a relevant and coherent schedule.

### **The Leadership Curriculum**

The Leadership Curriculum provides opportunities for students to develop leadership skills through a variety of inspiring, challenging initiatives which impact positively on learning, teaching and well-being for both students and staff. Students are enabled to become effective, influential, and compassionate leaders in society through a range of inspiring leadership opportunities. The Leadership Curriculum is wide-ranging, inclusive, and accessible to all, particularly our disadvantaged students.

### **The Pastoral Curriculum**

The Pastoral Curriculum is a broad and varied programme which enriches the experiences and improves the outcomes of our students, particularly the disadvantaged both at school, and in the wider life. The Pastoral Curriculum acknowledges that our students are growing up in an increasingly complex world where lives are lived seamlessly on and off-line, and our students are taught of the opportunities and the particular challenges this presents to girls. An excellent Pastoral Curriculum for every student is core to education at Carshalton Girls.

Our students enjoy a full range of extra-curricular activities and our staff are fully involved in this offer. We stage an annual school production and numerous music evenings. There are numerous successful sports teams and clubs and dance groups. There are a range of societies including chess, origami and LGBTQI+. We have an exciting variety of trips and visits, in school, in London, further afield and internationally.

# OUR LEADERSHIP TEAM

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The Senior Leadership Team has a wealth of education experience and includes two Deputy Headteachers and five Assistant Headteachers work closely and supportively with Directors and Head of Department to plan for the future development of our 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.

## **Peter Baumann-Winn (Headteacher)**

Peter was appointed as Headteacher of Carshalton High School for Girls in September 2024. His professional background is as a lawyer working in the corporate sector. He had a career change to education in 2009. Prior to joining Carshalton Girls he was Assistant Head at St Marylebone CE School for Girls in central London and then Deputy Head at The Kingston Academy in Kingston upon Thames. As well as degrees in Philosophy & Politics and Law, Peter has the National Professional Qualification for Headship (NPQH).

## **Jaqueline Green (Deputy Headteacher)**

Jacqui joined Carshalton Girls in September 2023 and leads on the quality of education across the school and also has responsibility for pupil outcomes. She has over 15 years teaching experience in London schools and has been a senior leader for 8 years in roles focusing on curriculum, teaching and learning, and professional development. Jacqui has a BA in History from Cardiff University but made the decision to become an English teacher due to her passion for literature.

## **Martin Sambrook (Deputy Headteacher)**

Martin leads on curriculum and literacy. He has responsibility for staffing, timetabling and quality of the education. He also oversees staff performance. Martin has over twenty-five years of experience teaching and leading in comprehensive schools and has spent the majority of his career at Carshalton High School for Girls. He is a graduate of Southampton University and holds an MA in History in Education from UCL Institute of Education. Martin brings an expert knowledge of curriculum and the demands and opportunities of all-girls education.

## **Fiona Crump (Assistant Headteacher)**

Fiona leads on pastoral care and student wellbeing. She also oversees homework, school values, the Personal Development Programme, and the staff Teaching and Learning Coaches. Fiona graduated with a degree in English from the University of Reading before undertaking her PGCE at the Institute of Education, University of London. She has over twenty-five years of experience teaching and leading in girls' schools across London. Fiona is committed to preparing students for successful and happy lives, academically and personally.

## **Pamela Durrett (Assistant Headteacher)**

Pamela leads on pupil premium, examinations and student experience. She oversees the development of the careers programme and early career teachers. Pamela has over fifteen years of teaching experience, all of which have been with Carshalton High School for Girls; five of these were in a curriculum leadership role and five in the Senior Leadership Team. She holds an MA in Economic and Social History from the University of Glasgow.

**Pip Jones**  
**(Assistant Headteacher)**

Pip leads on the co-curricular and house programmes, rewards and student leadership. She is responsible for ensuring a culture of kindness at Carshalton and further developing the offer of trips and clubs. Pip joined us in September 2024 with experience in both pastoral and curriculum leadership. She holds an MA in Education from St Mary's University, Twickenham. Pip is passionate about ensuring all Carshalton Girls students reach their full potential and become the best version of themselves.

**Belinda Norman**  
**(Assistant Headteacher, Director of Sixth Form)**

Belinda leads the Sixth Form. She also has oversight of rewards, the Leadership Curriculum and the House system. Belinda has over thirty years of teaching, predominantly in the borough of Sutton. She is a graduate of Chichester University with a B.Ed. Hons in Physical Education and has an MA in Education from Roehampton University. Belinda has extensive experience within teacher training, training and supporting staff in schools. She is an Advanced Skills Teacher and Specialist Leader in Education. Belinda is passionate about teaching and learning and supporting girls' leadership.

**Sotonye Odugbemi**  
**(Assistant Headteacher, Teaching & Learning)**

Sotonye leads on teaching & learning and staff CPD. She has experience in raising standards and pastoral care and has led whole school DEI initiatives through her involvement in "*The School that tried to end racism*" documentary. She holds a BA in French and Music and an MPhil in French Literature from University of Bristol, a PhD in Socio-cultural memory from UCL, and a National Professional Qualification in Leading Teacher Development (NPQLTD).



## OUR DEPARTMENT

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Design and Technology is a close-knit team of 5 specialist teachers and 2 part-time technicians, each with their own areas of responsibility. The department facilities have recently been rebuilt and consist of 2 multi-use workshops, a textiles room and 2 kitchen classrooms.

The department has access to CAD programmes such as 2D Design, Photoshop and Illustrator. Students are also encouraged to use Bambu Studio or 2D Design CAD packages. The department has a laser cutter and 3D printer alongside other specialist equipment.

Design and Technology is taught at all key stages. Across Year 7 and 8 students undertake projects in a range of material areas including but not limited to timber, electronics, textiles and food. Students experience using a range of workshop tools and equipment, developing an understanding of safe and creative working practices.

At the end of Year 8 students choose their GCSE option choices to commence in Year 9. The subjects that we offer are: Eduqas GCSE Design and Technology, BTEC Art and Design (Fashion and Textiles pathway) and WJEC Level 1/2 Award in Hospitality and Catering. These are popular, oversubscribed subjects and students work hard to ensure consistently good results.

At Key Stage 5 students have the option of A level 3-Dimensional Design.

Former students have gone on to study courses such as Product Design and Engineering, Interior Architecture, Illustration, Gaming Design and Fashion at University. A high level of Hospitality and Catering students continue studying the course at college and work in the industry.



# OUR COMMITMENT TO YOU

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Staff are our most valued asset, and we place a high emphasis on staff well-being and professional development.

## Teaching and Learning

- No formal observations.
- Staff handbook with clear guidelines that support teaching consistency and high standards whilst facilitating autonomy and teacher development.
- Planning supported by shared schemes of work and in-house workbooks.
- Easy access to SEND register with clear practical support strategies updated termly.
- Assessment Policy: three times per year for year 12 and twice per year for all other year groups.
- Marking Policy: no written feedback, whole class feedback 2-4 times per term dependent on subject and key stage.
- All members of SLT teach and take an active interest in developing teaching and learning.
- Combined school diary and planner organised in advance for ease of planning.

## Meetings and Data

- Meetings and data drops spread across the calendar using the same data for different audiences with a maximum of 3 data drops per year group per year.
- Succinct weekly briefing creates a positive start to the working week.
- Short teaching and learning CPD creates a positive end to the week
- School events and meetings held on the same nights to aid with organisation.
- Clear and transparent directed time (adhering to the 1265-time limit) with daily directed time ending at 3.20pm.
- School closes at 5.30 every night.

## Facilities and IT

- Staff-only IT facilities, away from the classroom to allow for effective use of planning and marking time.
- Weekly bulletin delivers all essential information to reduce email traffic.
- Staff only expected to respond to emails in working hours.
- CPOMS for ease of reporting and recording welfare and safeguarding concerns.
- Easy access to photocopiers.
- On site IT support and reprographics assistant.

## Training and Career Development

- Regular dept CPD to support individual needs and incorporate shared planning and shared resource development.
- Tailored CPD for support staff.
- Comprehensive new staff and Early Careers Teacher induction, training and support.
- Optional Teach-meet sessions to develop pedagogy.
- Sharing good practice optimised in meetings.
- CPD and meetings finish by 4.10pm.
- All new teaching staff work with a dedicated Teaching and Learning Coach.
- Performance Development targets tailored to individual development.

- Cross Trust opportunities to develop expertise, including an annual GLT Conference.
- In-house experts on teaching and learning to help and support.
- Opportunities for leadership development and active support of NPQ applicants.

## **Behaviour**

- High expectations of behaviour and a clear consistent approach to reinforcement.
- Clear and transparent behaviour policy.
- SLT on daily break and lunch duty to support behaviour management.
- Student support team provide targeted support.
- Each year group has a Pastoral Support Officer, Assistant Head of Year and Head of Year. Assistant Headteacher (Pastoral) works with the HOY to improve standards of behaviour.
- Centralised late procedure and detentions. Class teachers do not staff detentions.

## **Wellbeing**

- A clear, consistent, fair staff absentee policy.
- Certified medical and personal illness absence - no need for cover to be set.
- Employee assistant programme and occupational health available on request.
- Confidentiality around personal leave.
- Designated wellbeing lead.
- Wellbeing dog.
- Wellbeing taskforce (made up of Carshalton Girls staff) creates a strategic school plan informed by an annual survey. Taskforce links with GLT Wellbeing taskforce.
- Recognition, praise and thanks for going above and beyond including thank you cards from colleagues.
- Training of Mental Health Champions to support staff and students.
- Late starts after Secondary Transfer Evening, Parent Consultation Evenings and major holidays.
- Catering company in the canteen meet a wide variety of dietary requirements.
- Only one break duty a week for teaching staff.

## **Social**

- Winter, spring and summer staff social events and half-termly whole staff coffee and cakes.
- Annual whole school community picnic /big conversation.
- Staff room with free tea and coffee available
- Birthday, wedding and new baby cards given to staff.

## **General**

- Supportive colleagues with good staff working relationships, an open-door policy and supportive Middle and Senior Leadership Team.
- Collegiate approach to management, transparent with staff feedback considered.



## THE OPPORTUNITY

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This is a hands-on role supporting the Design & Technology Department with technical knowledge, assistance in practical lessons, department administration, maintenance and stock control.

This role is part-time, working 25 hours a week, term time only plus INSET days. Specific working patterns will be decided based on the right candidate.

This role starts on 1<sup>st</sup> September 2025.

### The successful candidate will

- Have a knowledge of design and technology in schools
- Have an interest in working with timber, metals, electronics, polymers, CAD/CAM and textiles
- Be a proactive and organised team player
- Be professional with excellent communication and administration skills

### We offer

- An aspirational vision of education
- A continuous programme of CPD with the opportunity for national qualifications.
- A welcoming, friendly and supportive environment
- A school that has wellbeing as a high priority for students and staff
- Benefits including a two week October half term holiday, eye care vouchers, cycle to work scheme, free tea/coffee/milk in the staff room and staff events at the end of each term and an Employee Assistance Programme providing free, confidential advice on a variety of matters.

The school is a short walk from Carshalton station. London Victoria is approximately a 30 minute journey by Southern trains, London St Pancras is approximately 45 minutes by Thameslink. The school is also within easy commuting range of South London and Surrey.

# JOB DESCRIPTION

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<b>Job Title</b>	Design & Technology Technician
<b>Reporting To</b>	Head of Design & Technology
<b>Salary Scale</b>	GLT 3 range 7 - 10, FTE: £29,145 - £30,429 Actual £16,961 - £17,706
<b>Hours of work</b>	25 hours per week, 39 weeks per year (term time plus INSET days)

## Main Purpose

Working with the design and technology teachers to provide a practical service to the department, which enables students to undertake design and technology learning activities, projects and examination work and supports teaching staff.

## Daily Responsibilities:

- Inspect workshops and classrooms for safety and readiness, including close inspection of machines, collect any work left in vices overnight and put in class box.
- Prepare for the next day's lessons, including preparing and setting up materials, machines and classes.
- Set up, tools, and machines for lessons as per teacher requirements ensuring student benches and side benches are clear and machines are accessible.
- Assist in lessons with technical support and supervision of tool/machine use.
- Ensure correct use of PPE and ensure health and safety standards are followed.
- Reset work areas between lessons including the cleaning of tools and equipment.
- Provide advice to students on materials, processes, and safe working techniques.
- Operate and support use of CAD/CAM equipment including 3D printers and laser cutters.
- Carry out daily safety checks and minor maintenance on tools and machines.
- Update stock records and flag any low or missing items.
- Respond to teacher requests for additional resources or equipment changes.
- Support preparation of teaching resources e.g. worksheets, models, displays.
- Assist with student project work, especially for exam groups.
- Maintain a tidy and well-organized prep/storage area.
- Complete daily admin tasks including emails, logging usage, maintenance notes, ordering, checking and confirming receipt of orders.
- Report faults, safety issues, or equipment failures to department head and the premises team.

## Long Term Responsibilities:

- Liaise with premises to check and PAT test all electrical equipment and tools, including providing access to all electricals.
- Deep clean and inspect machinery at key points during the year, such as the end of a project in D&T and textile workrooms.
- Prepare and stock up materials for the following school year projects (timber, polymers, electronics, textiles, metals, etc.) liaising with lead teachers.
- Follow guidance to assist teachers with setting up classrooms, displays, and resource boards for events, for example options evening, transfer evening, sixth form open evening.
- Support student induction lessons with demonstrations and health & safety briefings.
- Review and update all risk assessments with D&T and Textiles.

- Complete termly inventory audits across D&T and textiles, updating tracking systems on equipment and materials.
- Maintain and service workshop tools and machines, e.g., sharpen blades, change blades, clean and oil machinery, clean sewing machines.
- Monitor stock levels and reorder consumables as needed e.g card, paper, bobbins, threads, timber, plastic.
- Monitor the budget and raise any concerns/issues with budget holder.
- Support preparation for GCSE and A-level coursework.
- Prepare teaching aids and CAD/CAM resources across D&T and textiles.
- Support student projects to ensure understanding of techniques and health and safety and provide technical advice.
- Assist in the organisation of trips and workshops.
- Support on trips as a trained first aider.
- Attend INSET or CPD training sessions.
- Provide technical input on materials, tools, or CAD files.
- Organize and label project storage areas within F-block and the wood store.
- Replenish and maintain tools (saws, files, glue guns, sewing machines, soldering irons, etc.).
- Organise servicing of machines for D&T and textiles.
- Complete term-end stock and equipment checklists.
- Help maintain classroom displays and update AV aids or digital materials.
- Assist with mock assessments and practical exams in a technical capacity on specialist equipment across D&T and textiles.
- Track and maintain records of student equipment usage.
- Order supplies for final projects and coursework for students (i.e PP students)
- Assist students with mounting and presenting final work.
- Set up and maintain exam areas and required equipment.
- Store and archive completed coursework.
- Dispose of broken or outdated equipment and materials via premises team.
- Disassemble and store student projects as needed, contact ex-students re old work.

### **Whole School**

- Full training to carry out the role will be provided and the job holder must be willing to attend training as required, including (but not limited to) CAD/CAM and first aid
- Play a full part in the life of the community, supporting the vision and aims of the school.
- Comply with all school and Trust policies.
- Undertake any other duties not mentioned in the above but deemed appropriate and reasonable in relation to the post.

### **Hours**

The role is 25 hours per week during term time and INSET days.

Ideally the successful candidate will start work at 8.15am and work one long day to 4pm or 4.30pm and three shorter days with one day off a week. Meal breaks are unpaid. Preferences for working hours will be discussed at interview.

The school will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

This job description is current at the date shown, but following consultation with you, may be changed by the Headteacher (or designated person) to reflect or anticipate changes in the job which are commensurate with the salary and job title.

# PERSON SPECIFICATION

E: essential

D: desirable

<b>Qualifications and Training</b>	
Trained to use Computer Aided Design (CAD) and Computer Aided Manufacturing (CAM)	D
Pass at GCSE or equivalent in English and Maths	E
First Aid trained	D
<b>Experience</b>	
Has worked in a DT Department in a school, or similar	D
Managing stock, resources and chemicals keeping accurate records	D
<b>Knowledge and Understanding</b>	
Health and Safety Regulations including COSHH	D
Knowledge of at least some of the equipment used in design and technology in schools	D
How to support GCSE and A Level DT courses	D
<b>Skills and Abilities</b>	
General DT Technician skills	D
Ability to remain calm under pressure, prioritise tasks and meet deadlines	E
Able to work under own initiative or as collaboratively as part of a team	E
Excellent written and verbal communication skills	E
Accuracy and an eye for detail	E
Excellent IT skills, including Microsoft packages	E
Planning and organisation skills	E
<b>Personal Attributes</b>	
Excellent personal presentation, the school expects a professional standard of dress and adherence to the dress code	E
Adaptable and dependable with excellent attendance and punctuality	E
A good level of fitness as the role requires moving around the school site and within exam rooms and carrying or moving supplies and equipment.	E
A positive attitude to helping young people achieve their potential	E
Willingness to attend training as required	E

# APPLICATION PROCESS

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## **Safeguarding**

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

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

## **Data Protection**

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

## **Application Process**

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:

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

## **Closing Date**

Applications must be received by no later than 10am on Monday 2<sup>nd</sup> 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 w/c 9 June 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.

## **Additional Information**

If you would like to arrange an informal discussion about this exciting opportunity please email [vacancies@carshaltongirls.org.uk](mailto:vacancies@carshaltongirls.org.uk) to arrange a mutually convenient time.

