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Recruitment Pack

Office Manager

January 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 Office Manager 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 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 exciting role will suit someone that has comprehensive line management experience and who thrives in a busy office environment where competing priorities are the norm. The successful candidate will be highly organised and efficient, with excellent communication skills (verbal and written) and a positive can-do attitude. 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 ensure effective line management of a team of support staff in administrative roles
- To support the SLT in the coordination and oversight of H&S procedures for the school, including Critical Incident Management
- To take the administrative lead on main school events
- To cover for front office administrative staff when absent
- To act as First Aider

JOB DESCRIPTION

Job Title	Office Manager
Reporting to	Headteacher
Responsibility for	Attendance Administrator Receptionist First Aid Administrator Reprographics Technicians x 2 Lunchtime Supervisor
Working closely with	Cover Manager Headteacher's PA Senior Leadership Team
Contract Type	Permanent
Salary Scale	GLT S02: £40,554 - £43,098 per annum (FTE) Actual Salary: £37,564 - £39,920 per annum
Hours of Work	36 hours per week: 9.15 – 17.00 (Monday – Thursday, inclusive of 30-minute unpaid lunch break) 8.00 – 15.30 (Friday, inclusive of 30-minute unpaid lunch break) 42 weeks per year (Term time, insets, plus last two weeks of August and one week at Easter) 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 ensure effective line management of a team of support staff in administrative roles.
- To support the SLT in the coordination and oversight of H&S procedures for the school, including Critical Incident Management.
- To take the administrative lead on main school events.
- To cover for front office administrative staff when absent.
- To act as First Aider.

Section 2: Key Responsibilities

Line Management

- To provide day to day line management of a team of staff, ensuring effective 121s, team briefings, oversight and distribution of workload where appropriate (including coordinating lunch breaks) and performance development (including annual appraisals).
- Ensure awareness of each team member's role responsibilities and cover for any roles within the team due to absence.
- Work with team members to review and optimise efficiency in work processes.

H&S

- Act as the Health and safety coordinator for the school, working closely with the Headteacher and Trust Chief Infrastructure Officer in fulfilling the requirements of the H&S Policy.
- Support the School Leadership team in planning and practicing for a Critical Incident Event, and to act as a member of the core support team called upon in the event of a critical incident (e.g. to help with communications and/or operational issues).
- Organise and clerk the school's H&S Forum meetings (agendas, minutes and providing reports as required).
- Ensure H&S training records are kept up to date and share with Trust HR.
- Support the Headteacher in undertaking investigations of accidents and incidents where necessary, the coordination and reporting of accidents, incidents and near miss reporting, including RIDDOR documenting and reporting to HSE and Chief Infrastructure Officer as required.
- Working with managers to identify, arrange and record suitable health and safety training.
- Manage updates to the Critical Incident Management Plan, as directed by the Headteacher.
- Co-ordinate & publish annually updated risk assessments and follow up with staff to ensure records are up to date, escalating where necessary.
- To maintain Emergency Evacuation Registers and update the Emergency Evacuation Plan at least annually as directed by the Headteacher.
- Ensure maintenance of a list of staff and students with a Personal Emergency Evacuation Plan (PEEP) and ensure this is updated at least termly.
- To act as First Aider, supporting the First Aid Administrator in the treatment of minor injuries.

Events

- To manage and organise the administrative aspects of school events including (but not limited to) open days / evenings, set days, prizegiving, celebrating achievements, concerts and other events as instructed by members of the Senior Leadership Team.
- To support DSI ITT/ECT with staff induction events.
- Working with members of the SLT, organise staff events at the end of term.
- To provide hospitality for school events as required.

Administrative Support

- Coordination of school census, in conjunction with Deputy Headteacher.
- Oversee the updating and distribution of the staff handbook on at least an annual basis.
- Manage the school mailbox during non-term time periods.
- Oversee internal and external communications into and out of the school.
- Coordinate parent and student surveys, as required.
- Oversee the management of the school mailbox, ensuring effective distribution of emails.
- Cover reception – daily lunch breaks and between 15.30 – 17.00 (Monday to Thursday) and 15.00 – 15.30 (Friday).
- Cover the role responsibilities of the Attendance Administrator every Friday.
- Act as First Aider during any periods of absence or multiple incidents.
- Support the Headteacher's PA and Trust HR team in SCR requirements relating to agency staff, contractors and visitors to the school.
- To ensure a welcoming reception area, with updated noticeboards as required.

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.
- 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.

01/25

PERSON SPECIFICATION

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

Key Criteria	Essential / Desirable	Application / Interview
Education, Training & Qualifications		
GCSE English & Maths (or equivalent) grade c and above	E	A
Experience & Knowledge		
Excellent administrative experience gained by working in a busy office environment	E	A/I
Previous experience working within a school	D	A/I
Experience of supervision and / or line management and building teams to be successful	E	A/I
Skills & Attributes		
Excellent and up to date working knowledge of Microsoft Office	E	A/I
Ability to use IT and digital systems to design efficient processes and reporting systems.	E	A/I
Excellent organisational skills with the ability to effectively manage conflicting priorities	E	A/I
Able to use own initiative to solve problems	E	I
Excellent attention to detail	E	A
Excellent verbal and written communication with the ability to relate to and communicate effectively with people at all levels	E	A/I
Values & Personal Qualities		
The ability to maintain confidentiality at all times	E	I
Motivated and proactive self-starter who is able to work flexibly in a changing environment.	E	I
High standards and expectations of self and others	E	I
An empathy for education and the environment in which the Trust operates	E	I
A commitment to the school's ethos and values	E	I

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, 10 February 2025.**

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

Interviews

- First interviews will last for 30 minutes and take place online via MS Teams during the week beginning Monday, 24 February 2025.
- Second interviews will take place in school later the same week.

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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