



ALLEYN'S

Appointment of

**Deputy Head of the Access, Inclusion  
& Mentoring (AIM) Department, SENCo,  
from Thursday 28 August 2025 or earlier**

Full time, Permanent  
Information for Applicants

Closing date for applications: midday on Wednesday 5 February 2025

# Letter from the Head

## Dear Applicant

Thank you very much for your interest in becoming Deputy Head of AIM & SENCo here at Alleyn's. I am delighted that you are considering it and I hope to give you a sense of our school and why it is such a wonderful place to work! Our ROCCK values (Respect, Opportunity, Curiosity, Courage, Kindness) will also tell you what we are seeking to achieve here.

So, why Alleyn's? I started as Head here in January 2021, so I feel in a good position to help you answer that question, having asked it myself a few short years ago! You'll know, from our website, most of the key facts. We are an academic, co-educational through-school; our Junior School is also on our site and we love the fact that many of our pupils learn here from 4–18. We are situated in an inspiringly leafy part of SE London, on a beautiful and well-resourced site with the City of London twinkling enticingly on the horizon, just about four miles away.

As one of the three Dulwich Foundation Schools, Alleyn's is part of a historic foundation which has been educating young people for 400 years. Our namesake and founder, Edward Alleyn, was one of the great Elizabethan players, and playful academic exploration and discovery is something we very much welcome here. I won't go into the less reputable activities he was famous for, but as well as acting, Edward Alleyn was also a philanthropist and a philosopher. His "College of God's gift" was established to change the lives of children – initially "12 poor scholars". It is rather wonderful that the original 12 has grown into our large, thriving community of more than a thousand children. Alleyn's has been honouring the founder's legacy, as one of this country's leading co-educational schools, for generations.

We are very over-subscribed and entrance to the school is intensely competitive. Our pupils are gifted and ambitious and, unsurprisingly, they do extremely well in exams. I can't pretend that we are not proud of our pupils' results; we are, of course, but they are a by-product of an Alleyn's education, not the reason for it. The 'outcomes' we most care about are the incredible young men and young women who leave us. They are engaging, grounded, passionate and interesting individuals, who cross the stage at graduation, aware of who they are and what they care about and very ready to go out into the world and make it better. We're not the only people who think this; we loved Tatler's take on it in their Schools Guide this September: "If you're looking for the epicentre of forward-thinking education, here it is" they said, quoting a recent visitor to the school, 'the school is "dynamic, diverse and thinking in the future tense."'

The really lovely staff/pupil relationships here are critical and they underpin all we do. The strength of the relationships was one of the things people told me about before I started at the school and the other thing was how delightful Alleyn's pupils are. And they were right on both counts! Our students are grounded, engaged and enormous fun; they wear their talents lightly, they support each other, they are often impassioned and keen to fight for important causes and they are (mostly!) very engaged by the adventure of learning. They also make us laugh a great deal (you can see lots of evidence of all of this in our latest ISI report - do have a look at the highlights online).

Pretty much all our pupils are involved in the co-curricular life of the school and in our partnership and outreach programmes. This matters to us and we do ask all our teaching staff to play an active part in the co-curricular and enrichment programmes partly because so much of the fun and friendship here stems from this. Equally, of course, most staff will play a role in the pastoral care and education which is delivered through Year Groups, School Sections and Houses. The Outreach programmes at Alleyn's are a big part of who we are and a critical part of an education here.

I hope this summary has been helpful and that you feel excited by this opportunity and keen to apply. If perhaps you are thinking that a historic, academically selective independent school might be a bit daunting or might not be the right place for you, can I urge you to reconsider this? We are emphatically not a 'one-size-fits-all' community and we take great pride and delight in individual differences and the successes these bring. And of course, our pupils benefit from seeing a varied team of adults working together successfully and happily as part of a diverse and inspiring team. If you join us, we hope that you will quickly feel part of the school community and we will warmly encourage you to make the most of the many opportunities for personal and professional development on offer.

I also very much hope that you will be able to get a sense of the energy and fun at the heart of our school during this recruitment process. The informality, the warmth and the unpretentious approach at Alleyn's really is infectious and I hope you will feel it, as I did, the moment you walk through the doors. There is nothing entitled, stuffy or pompous about this school. And we really hope that you will enjoy getting to know us a little bit.

May I wish you the very best of luck.

Yours Faithfully



**Mrs Jane Lunnon**  
The Head



## I am delighted to invite applications, as part of our expansion of provision at Alleyn's, for the post of Deputy Head of Department and SENCo of the Access Inclusion and Mentoring (AIM) Department

Alleyn's is a thriving, successful school with its eyes on the future and there could not be a more exciting time to join our Access, Inclusion and Mentoring Department.

Our enterprising and expert AIM Department is critical to our whole-school commitment to adaptive and inclusive learning and teaching, and supports our diverse and distinctive young people to thrive in every lesson, every day.

The AIM Department works closely with all academic departments as well as our pastoral teams, and forms a highly-visible part of pupils' experience at Alleyn's: we are a school which celebrates and champions diversity in all its forms.

This wide-ranging and important role provides an opportunity to have a shaping influence on our young people's ability to achieve their potential, in a school which actively seeks innovative approaches.

The role comes with a generous remuneration package.

J T Lunnon

### The AIM Department

The Department consists of a friendly, motivated and collaborative team of the Head of AIM, two part-time specialist teachers and a full-time administrator. At present, our two specialist teachers are responsible for overseeing SEND provision in Years 7-8 (our Lower School) and Years 9 and 10 respectively. The Department currently has a suite of rooms, with advanced plans in place to enhance facilities in September 2025.

### Post Outline

We are seeking to appoint an excellent, committed and dynamic teacher as Deputy Head of Department and SENCo of the Access Inclusion and Mentoring Department for the start of the Advent term 2025 (Thursday 28 August 2025) or earlier. This is a full-time, permanent position.

The successful applicant will assist the Head of Department and work alongside the team to develop vision and strategic thinking and assist in the professional leadership and management of the Department to secure an inclusive educational environment where high-quality teaching, the effective use of resources and the highest standards of learning and achievement underpin the progress of all pupils.

To this end, they will possess a willingness to review and innovate; excellent organisational and administrative skills; a secure understanding of the needs and early identification of neurodiverse learners; the ability to inspire pupils to develop their skills, confidence and independence; and the capacity to champion neurodiversity by working closely with students, academic and pastoral staff, advising and educating teachers.

They will also ideally have:

- qualified Teacher Status or a relevant teaching qualification or experience;
- a post graduate qualification in specialist teaching and assessment, equivalent to level Z;
- experience in coordinating access arrangements for internal and public examinations;
- the ability to manage multiple tasks, maintain records and support day-to-day operations.

## Our Values (the Alleyn's ROCCK!)

Respect  
Opportunity  
Curiosity  
Courage  
Kindness

We have our own very competitive salary scale which takes account of experience and the nature of the role, and accommodation may be available.

All staff enjoy access to superb facilities and resources, as well as variety of great benefits which are detailed in the accompanying 'Working at Alleyn's' brochure.

### Accountability

As the Deputy Head of Department and SENCo you will be line-managed by the Head of the AIM Department.

### Responsibilities

What follows is not a comprehensive or exhaustive list, but some of the key tasks of this multi-faceted and exciting role.

The Deputy Head of Department and SENCo will:

#### Key requirements

- assist in developing and implementing a vision for outstanding inclusion of neurodiverse learners at Alleyn's, both within and beyond the Department;
- be an inspirational teacher, setting high expectations of all students and demonstrating excellent pedagogical understanding, particularly as it relates to SEND students;
- inspire and educate all teachers about adaptive teaching and understanding the 'assess, plan, do, review' cycle in order to ensure that the needs of pupils are best met, and that appropriate expectations are in place;
- manage clear systems for the identification, monitoring and tracking of students with learning differences and of referrals to the AIM Department;
- maintain the excellent working relationships between all members of the AIM Department, helping to manage the allocation of teaching, screening and gathering of information within the department to ensure that pupils are well supported;
- ensure all colleagues recognise and fulfil their statutory obligations, and provide regular training to support and facilitate that;
- keep up to date with new developments in SEND (including best practice in the use of technology) and be ready to innovate, in order to maintain excellent, efficient provision for pupils;
- run relevant specialist sessions e.g.: study skills and executive function skills to support neurodivergent students in building effective learning strategies and becoming independent learners;
- help raise awareness and understanding of neurodiversity within the school community by supporting departmental initiatives, events, resources and communications.

#### Liaison

- play a key part in underpinning the progress of pupils with learning differences, liaising with, for example: teachers, tutors, Heads of Houses, Years and Sections, nurses, counsellors, parents and other agencies and professionals (for instance in CAMHS and the Local Authority), as necessary;
- visit lessons to support teachers' adaptive practice and observe pupils.



### Identification of needs

- assist with the delivery of screening programmes in Years 7, 9 and 12, and for pupils who are new to the School, so that needs can be identified and addressed in a timely way;
- ensure that appropriate educational assessments of identified pupils are undertaken (in conjunction with external assessors, where necessary) and summarise outcomes to pupil, parents and teachers;
- meet with teachers to complete forms and questionnaires from external assessors and other professionals;
- communicate clearly with pupils, parents and teachers, sharing findings and explaining next steps.

### Monitoring and support

- efficiently disseminate helpful, clear, pupil passports/learning plans for pupils on the Register, ensuring this is a collaborative and effective process;
- monitor the performance of pupils on the Register using School tracking systems, to identify where interventions are needed and to ensure that students with identified learning needs make comparable progress to their similarly able peers;
- organise and conduct reviews of EHCPs, working with parents and external agencies, as appropriate.

### Access Arrangements

- alongside the Head of Department and the Exams Officer, ensure continually updated knowledge of regulations relating to the awarding and administration of access arrangements;
- assist in the overseeing of access arrangements for examinations and assessments, ensuring that all pupils with needs have the necessary accommodations, including external candidates;
- ensure all related paperwork is completed and kept up to date, with details of access arrangements for each pupil made available on the School's systems.

### Administration

- maintain accurate records for pupils on the Register, including all parental contact;
- communicate clearly, and in a timely manner, with parents and staff;
- maintain existing resources and explore opportunities to develop or incorporate new resources from internal and external sources including the use of AI.

### Professional Culture

- keep up-to-date with new research and developments in the field of SEND;
- hold, or be willing to work towards, the NASENCo qualification or Level 7 Assessment Practising Certificate;
- identify individual professional development needs and pro-actively seek out appropriate professional development opportunities;
- maintain confidentiality and sensitivity;
- participate positively in the School's professional review process.

### Representing the Department

- attend committee meetings, parents' meetings and academic information evenings as appropriate;
- participating in the wider running of the School, as required;
- contributing to the overall marketing and development of the School's reputation and promoting the profile of the AIM Department within the extended Alleyn's community.



## There are also some core responsibilities that are common to all teachers at Alleyn's who are expected to:

- promote and protect children's welfare in all aspects of their contribution to school life, demonstrating a clear understanding of all aspects of safeguarding and Keeping Children Safe in Education (KCSIE);
- establish a safe and stimulating teaching environment, rooted in mutual respect;
- demonstrate consistently positive attitudes, values and behaviours and encourage pupils to take a responsible and conscientious attitude to their own work and study;
- promote a love of learning, intellectual curiosity, good progress and outcomes by pupils;
- reflect systematically on the effectiveness of lessons and approaches to teaching;
- adapt teaching to respond to the strengths and needs of all pupils;
- make appropriate and consistent use of rewards and sanctions in line with school policies;
- be ICT literate and have experience of using appropriate software in the classroom to enhance teaching and learning.

## Other Responsibilities

- to support the School's vision and values;
- to support the holistic development of pupils by contributing to and supporting the pastoral work and wider school programme of co-curricular activities;
- to promote good and courteous behaviour both in classrooms and around the school;
- to work positively to develop effective professional relationships with both teaching and support staff colleagues across the school;
- to make arrangements to attend all relevant meetings and evenings as published in the School calendar;
- to engage positively in professional development opportunities;
- to have proper and professional regard for the ethos, policies and practices at Alleyn's, as written in the Staff Code of Conduct and School Policies; and
- to carry out any other task at the reasonable request of the Head.



## Person Specification

Alleyn's seeks to appoint teachers who have the following qualities, **or the potential to develop them:**

- the energy, dynamism and stamina to contribute fully to the life of a busy co-educational independent London day school;
- a profound and continuing interest in the academic subject(s) to be taught;
- qualified teacher status or relevant teaching qualification or experience;
- flexibility and adaptability;
- empathy with pupils across the age and ability spectrum;
- the capacity to understand and deal professionally and sensitively with pastoral problems raised by pupils;
- the ability to create effective rapport and a sound relationship with pupils, earning their respect and trust but maintaining proper professional boundaries;
- the ability to create effective rapport and sound relationships with parents and colleagues;
- a willingness to contribute to the extensive range of activities provided for pupils outside the classroom including departmental extension and enrichment activities, and whole-school co-curricular activities;
- a confidence in communicating on a personal or public scale in a variety of ways;
- degree level education.



# Arrangements for the Appointment

## How to apply

The application form can be downloaded from our website, [www.alleyns.org.uk/jobs](http://www.alleyns.org.uk/jobs).

Candidates should complete all sections of the form and submit it together with a completed Equal Opportunities Monitoring Form, full CV and covering letter.

Please address your covering letter to the Head, Mrs Jane Lunnon, and **explain in your letter why you are interested in this particular position at Alleyn's and why you think it would suit you at this time in your career.**

All documents should be emailed to [jobs@alleyns.org.uk](mailto:jobs@alleyns.org.uk).

Alternatively, they can be posted to Mrs Jane Lunnon, Head, Alleyn's School, Townley Road, London SE22 8SU

**The deadline for applications is midday on Wednesday 5 February 2025**

If you have any questions, please contact the HR Department by email at [jobs@alleyns.org.uk](mailto:jobs@alleyns.org.uk) or by phone on 020 8299 8009.

## Interviews and Appointment

**Interviews are planned for Tuesday 11 February 2025**, and further details will be sent to invited applicants who will be asked to plan and teach a session for a small group.

References will ideally be taken up before the interviews but please be assured that we will always contact you first to seek your permission.

Suitable candidates may be interviewed before the closing date, and we reserve the right to withdraw the position if an early appointment is made.

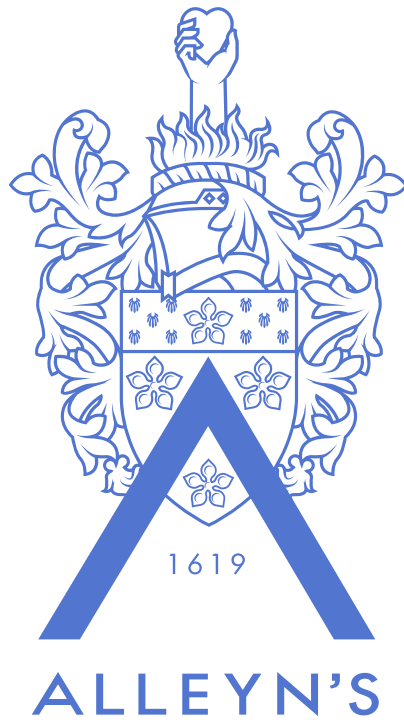
## Safeguarding Checks

Alleyn's School is committed to safeguarding and promoting the welfare of children, and applicants must be willing to undergo child protection screening appropriate to the post, including checks with past employers and the Disclosure and Barring Service.

## Equal Opportunities

As an Equal Opportunities employer we welcome applications from all applicants who meet the requirements for the position. However we are especially keen to receive applications from those in minority groups for which the School is currently underrepresented. We celebrate diversity and thrive on the benefits it brings.





Alleyne's School, a charitable company limited by guarantee registered in England and Wales with company number 09401357 and registered charity number 1161864. Registered office address: Alleyne's School, Townley Road, Dulwich, London, SE22 8SU

---