



1619

ALLEYN'S

Appointment of

Teacher of German

Temporary, Part-time (0.8 FTE over 4.5 days)
from 6 January 2025 for one year

Information for Applicants

Letter from the Head

Dear Applicant

Thank you very much for your interest in becoming a Teacher of German 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 inspiring 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. We were 17th in the national league tables for A level results this year, for example. 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 of 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



The Modern Foreign Languages Department

Languages are a thriving, lively and successful subject at Alleyn's, and remain an attractive and popular choice right through to the sixth form.

Exam results have been consistently excellent, and every year many students choose to follow degree courses involving a language as part of a single or joint honours degree. Our students progress to a variety of universities, including Oxbridge, and, increasingly, opt to pursue their careers abroad to experience full immersion in their A level subject.

The MFL department currently consists of fourteen permanent teachers, including a Director of Modern Languages, as well as individual Heads of French, Spanish and German. Most members of the department offer two languages, at least one of which to A Level. There are language assistants for Spanish, French and German, and we offer an Italian club.

Curriculum Offered from September 2024

Year 7: MFL Carousel (four weeks of taster lessons in each language).

Year 8: Two modern languages from French, German, Mandarin, and Spanish.

Year 9: Two or three languages from French, German, Mandarin, Spanish and Latin.

Years 10-11: Edexcel GCSE: at least one from French, German, Mandarin, and Spanish.

Years 12-13: Edexcel A Level offered in Spanish and French; Eduqas A Level offered in German.

Bilingual pupils: We provide a programme of support after school to our French and Spanish bilingual pupils preparing to sit the DELF and DELE qualifications.

Our broad offering of clubs, trips, and activities, includes:

- GCSE and A-level support clinics
- GCSE conversation clubs
- Cultural Talks through the MFL Society and language culture clubs
- Cinema and theatre trips
- Annual Modern Languages Concert
- MFL Magazine
- Study Visits to France, Germany, and Spain
- UKLO Competition
- Inter-school debating competition
- University preparation course
- Annual participation in national language competitions (Stephen Spender Poetry Laureate/ ISMLA Creative Writing/Oxford Flash Fiction)
- Year 7 Spelling Bee
- Inter-House verb conjugator competition
- Year 12 Higher Education event
- Annual Language and Culture Fair to celebrate our vibrant bilingual community



Key Stage 3

The department teaches a carousel of languages in Year 7 to expose pupils to the four languages we currently offer. This involves four weeks of each: French, German, Mandarin, and Spanish. Pupils select their first language option from French, German, Mandarin, and Spanish, which they begin after February half-term and study for the rest of the school year.

At the start of Year 8, pupils embark on their second language option, and they continue to learn both languages until the end of Year 8.

In Year 9, pupils may continue with both languages. Alternatively, they may choose to drop one in favour of a creative subject. However, every pupil must study at least one modern language for GCSE.

We teach the GCSE course from Year 9, with all pupils entered to sit the examination at the end of Year 11. Bilingual pupils may request to be entered as additional candidates, usually in Year 10.

Key Stage 4

In Year 10, all pupils continue with seven periods (40 minutes) of the modern language(s) they have selected.

In Year 11, courses continue for six periods per fortnight, and, at the end of the year, pupils sit the GCSE examination. We enter pupils for the Edexcel GCSE across all languages.

Key Stage 5

In German, we teach the Eduqas A level course. In French and Spanish, we follow the Edexcel A Level specification. In Year 12, each group has twelve periods of teaching per fortnight, followed by fourteen periods per fortnight in Year 13. Students have an additional weekly period timetabled in a small group (French and Spanish) or one-to-one (in German) with the foreign language assistant, in addition to their timetabled lessons.

Facilities and Resources

All lessons, other than in Years 7 and 8, are taught in a suite of classrooms located on the top floor of the main school building.

The department has a part-time administrator and is well resourced, with CleverTouch screens in every classroom and subscriptions to language websites and journals. Members of the department are strongly encouraged to undertake continuing professional development, including courses abroad, as appropriate. The teachers within the department are housed in a modern, purpose-built office near to the teaching rooms.

We organise a range of school trips to the target language countries, as well as cultural and educational visits and study days in the UK. An interest in helping with, and participating in, such visits is highly desirable.

Our Values (the Alleyn's ROCCK!)

Respect
Opportunity
Curiosity
Courage
Kindness

About the Role

Post Outline

We are seeking to appoint a teacher of Modern Languages (German) to cover maternity leave from Monday 6 January 2025 for one year. The successful applicant will be expected to teach a number of lessons each timetable cycle equivalent to 0.8 of a full-time teacher. Please note these periods will likely be spread over 4.5 days with Tuesday afternoons kept free.

The successful candidate will also have the necessary qualifications and skills and be confident to teach German to the end of KS4, although an ability to teach it at KS5 would be preferable.

We are an industrious, visionary, and forward-thinking department with a strong sense of collegiality at the heart of everything we do. Commitment, enthusiasm, passion, and outstanding subject knowledge, alongside a capacity for hard and sustained work, are vital qualities in any candidate seeking a position in our Modern Languages Department.

This post could suit either an experienced teacher, someone early in their teaching career (e.g., an ECT) or possibly an aspiring teacher wanting to enter the profession.

Above all, we are looking for someone who is enthusiastic and well-qualified, with a real love for Languages and an ability to convey this to pupils, as well as a natural empathy and pastoral instinct. The ability to motivate and inspire (both students and teachers) is vital, as is being able to work as part of a strong team.

The ideal candidate will be a committed and dynamic person who will:

- contribute to the high-quality teaching and learning, assessment and tracking of languages across a range of abilities and key stages.
- work collaboratively within the department to actively promote languages as a subject within the School.
- contribute to the department's diverse and extensive range of extension and co-curricular activities, from remedial to enrichment.

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.



Core responsibilities common to all teachers at Alleyn's

All teachers at Alleyn's 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 classroom 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;
- demonstrate and employ good subject knowledge, and become fully acquainted with the appropriate specifications and schemes of work;
- keep abreast of developments in their subject(s);
- plan and teach well-structured lessons; imparting knowledge and developing understanding through effective use of lesson time;
- 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;
- set homework and plan other out-of-class activities that consolidate and extend the knowledge and understanding pupils have acquired;
- have a clear understanding of the needs of pupils with special educational needs, those of high ability, those with English as an additional language, those with disabilities, and use a range of approaches that are conducive to successful engagement and learning for all;
- make appropriate and consistent use of rewards and sanctions in line with school policies;
- give pupils regular feedback, both orally and through marking work regularly (in accordance with departmental guidelines), and encourage pupils to respond to the feedback;
- make accurate and productive use of formative and summative assessment, keep appropriate academic records, and use relevant data to monitor progress, set targets and plan subsequent lessons;
- contribute to the design and provision of an engaging curriculum within the subject;
- be ICT literate and have experience of using appropriate software in the classroom to enhance teaching and learning;
- take a proportional share of responsibilities for departmental activities (e.g. trips, societies, the departmental area of the learning platform, university admission etc.), new initiatives and provision and maintenance of resources (e.g. the writing and updating of schemes of work, the display of pupils' work, etc); and
- contribute to the extension and enrichment activities of the department.



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 Handbook 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 will 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;
- profound and continuing interest in the academic subject(s) to be taught;
- empathy with pupils across the age and ability spectrum;
- the depth of knowledge and agility of mind to allow flexibility in lessons, adapting delivery as appropriate in the light of pupils' responses;
- 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; and
- 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.



How to Apply

The application form can be downloaded from our website, www.alleyns.org.uk/jobs.

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

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.

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 Monday 11 November 2024.**

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

Interviews and Appointment

Further interview details will be sent to invited applicants who will also be asked to plan and teach a lesson.

Please note that references will be taken up before the interviews but we will contact you first to seek your permission for us to contact your referees.

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.

