



1619

ALLEYN'S

Appointment of

**Teacher of Music for an immediate  
start until Friday 23 May 2025**

Part-time 0.55 FTE - 0.75 FTE, over 3 or 4 days per week

**Information for Applicants**

Closing date for applications: Monday 27 January 2025

# Letter from the Head

## Dear Applicant

Thank you very much for your interest in becoming a Teacher of Music 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. 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



## THE MUSIC DEPARTMENT

The Music Department is particularly well-resourced and offers outstanding facilities, small teaching groups and a commitment to excellence.

The Music School contains 15 instrumental teaching rooms, 4 classrooms, a network of 30 Apple Mac computers (running the latest versions of Sibelius and Logic), a 32-channel recording studio, and two large rehearsal spaces. Regular use is made of the Great Hall and our 350-seat theatre, as well as other performance venues around London.

The Music Department staff comprises the Director of Music, two Assistant Directors of Music (Academic and Performance), a Head of Music Outreach, a Head of Strings and a Head of Woodwind, Brass and Percussion, a Music Administrator, Music Technician, Graduate Music Assistant, and 35 visiting instrumental teachers.

The working environment is excellent, and the staff engender a good-humoured and highly motivated atmosphere; relationships between the full-time staff and the visiting instrumental staff are excellent and highly valued.

### Academic Curriculum

We encourage pupils to appreciate, understand, and think critically about the music around them.

Our curriculum enables pupils of all backgrounds, experiences and standards to engage in the three core musical disciplines of performance, composition and listening.

An enhanced version of the National Curriculum is offered at KS3, and sets are taught as half classes. All pupils in Y7-9 take part in a major 'festival' performance during the year.

At GCSE, approximately 25 pupils in each year group are prepared for the Pearson Edexcel examination.

AQA is used for the A level courses, currently taken by five students in Year 12 and three in Year 13.

Results are strong, matching the high level of achievement in public exams across the school, and students regularly go on to study Music at university or conservatoires.

Last year saw three students offered a place at Oxford or Cambridge, one to Manchester, one to conservatoire, and two are in receipt of choral award offers.

In recent years our students have consistently been selected to become members of the National Youth Orchestra – and two made it to their final category round of the BBC Young Musician of the Year competition.



## Co-curricular Music

We cater for a broad range of styles and experiences and adapt the precise make-up of our ensembles in any given year depending on personnel, experience and interest.

At present we have three orchestras, four choirs, two jazz bands, a concert band, various wind and brass ensembles, and around 30 string and piano chamber groups.

We also have a large number of student-led jazz ensembles and rock bands, as well as a dedicated Recording Engineering Club (REC).

Each term, we invite professional and renowned artists into school to offer masterclasses and an evening concert as part of our Alleyn's International Concert Series.

We liaise with all pupils annually on an individual basis to discuss their musical aspirations, offer guidance, and to help them balance their co-curricular commitments.

Numerous performing opportunities exist throughout the year, ranging from the informal weekly Friday Lunchtime Concert series (open to all, regardless of instrument or standard), to large-scale orchestral, choral, and jazz concerts, and an annual Battle of the Bands competition.

We make regular use of our theatre, the MCT, for large-scale concerts, as well as the Great Hall and Lanchbery Rehearsal Room for smaller recitals.

We regularly visit external venues, including Southwark Cathedral, St John's Smith Square and Blackheath Halls. Our choirs frequently perform outside school – recently at Westminster Abbey, St Paul's Cathedral, St Peter's College Oxford, and Holy Trinity Sloane Square – and we periodically join forces with the other Dulwich Foundation schools to put on a joint performance at the Royal Festival Hall.

There is a biennial summer music tour, and recent years have seen performances at St Peter's Basilica, Notre Dame, and Sagrada Familia.

Recent repertoire has included Verdi's Requiem, Britten's War Requiem, Elgar's First Symphony, Debussy's Prélude à l'après-midi d'un faune, Bach's Violin Concerto in A minor, as well as newly commissioned works by Dobrinka Tabakova and Thomas Hewitt-Jones.

We promote and support student composition, and this year will see three large-scale works by Year 13 students premiered by school ensembles at major concerts.

A significant number of pupils are members of national music ensembles such as the National Youth Orchestra, the National Children's Orchestra, the National Youth Choir and the London Schools' Symphony Orchestra and many attend the Junior Departments of the London Conservatoires each Saturday.

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

Respect  
Opportunity  
Curiosity  
Courage  
Kindness

## About the Role

### Post Outline

We are seeking to make a temporary part-time appointment commencing immediately. Preferred working patterns can be discussed with shortlisted candidates but will likely consist of 0.55 – 0.75 FTE spread over three or four days a week. Ideally, candidates would be available to work Monday, Thursday and Friday. The role is for a fixed term ending on Friday 23rd May.

We would especially welcome applications from experienced teachers but well qualified graduates seeking enter the profession will be considered.

We are looking for someone with a real love for Music and for learning and an ability to convey this to and motivate pupils and staff alike. Having a natural empathy and pastoral instinct is vital, as is being able to work as part of a strong team.

We have our own very competitive salary scale which takes account of experience and the nature of the role.

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](http://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](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 Monday 27 January 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 the week commencing 3 February 2025, and further details will be sent to invited applicants who will 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.



