



Appointment of
Teacher of Physics

Full time, permanent to start on 29 August 2024
or 6 January 2025
Information for Applicants

Letter from the Head

Dear applicant

Thank you very much for your interest in the position of Teacher of Physics 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 not that long ago! You'll know from the 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 16th in the national league tables for GCSE 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.

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 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. We are, of course, delighted to answer any additional questions you might have in making your application.

Finally, I do hope you still feel inclined to apply for this position! 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 very much hope that you will enjoy applying for a role here and getting to know us a little bit.

May I wish you the very best of luck.

Yours Faithfully



Mrs Jane Lunnon
The Head



The Physics Department

The Physics Department forms just one part of the large and dynamic Science Faculty at Alleyn's. Each Science taught at Alleyn's occupies their own dedicated area within the Science Building.

The successful applicant will join a team of five other members of staff, all of whom share in the teaching of the subject throughout the school to GCSE and A Level levels. There is a Second in Department and we are supported by two full-time, fully qualified laboratory technicians who form an essential part of the team.

All members of the department play an active role in the broader provision of Physics outside the classroom by organising and leading lunchtime clubs, arranging internal lecture programmes, arranging off-site educational trips, administering and supporting students in projects such as those of CREST Gold, UK CanSat, Olympiad competitions, and other research within the framework of the Institute for Research in Schools, as well as providing ad hoc support for students.

Exam results at both GCSE and A level are among the best in the school and a large number of students studying Physics at A level go on to study for university degrees in Physics and Engineering.

Curriculum Offered

Students study Combined Science in Year 7 and 8, with a single teacher teaching Biology, Chemistry, and Physics material, enabling frequent contact and feedback between the students and their teacher. The Alleyn's scheme of work in Science follows the National Curriculum and covers further extension content to best prepare our students to be successful scientists. We have six teaching sets in each year at Key Stage 3.

Years 9, 10 and 11 are prepared for the AQA GCSE Physics syllabus. Groups are mixed in Years 9 and 10 and then, in Year 11, split between those going ahead to continue towards the Triple science award (the vast majority) and those studying for the Combined Science: Trilogy award.

For many years we have been following the Edexcel A Level specification, and at present there are 48 students studying Physics in Year 12, and 33 in Year 13.

Facilities & Resources

The Science Building has undergone major refurbishment over the past few years, and we now have four dedicated Physics laboratories plus shared use of the new Science Outreach Lab.

The Department has its own office and dedicated prep room, and access to printer/copiers in the Science building. We are also fortunate to have a roof-top Observatory, with different telescopes and a solar scope. All laboratories are equipped with whiteboards and CleverTouch screens that can be linked to a Surface Pro or a laptop. All pupils at Alleyn's bring their own devices, and can access the internet via our network.

All staff have Microsoft Surface Pros with stylus pens as part of a school-wide programme to facilitate blended learning.

The Physics Department is very well resourced. Practical work is at the heart of Physics learning at Alleyn's, and we have plentiful equipment and apparatus to enable a wide variety of investigations, experiments, and demonstrations which promote curiosity and enhance the learning experience for our students.

Our Values (the Alleyn's ROCCCK!)

Respect
Opportunity
Curiosity
Courage
Kindness

About the Role

Post Outline

Alleyn's are seeking to appoint a full-time teacher of Physics ideally from Thursday 29 August 2024 or Monday 6 January 2025.

We have our own competitive salary scale and accommodation may be available.

This post could suit either an experienced teacher, someone early in their career (e.g. an ECT) or possibly an aspiring teacher wanting to enter the profession (we have a full training and induction programme in place).

Above all, we are looking for someone who is enthusiastic and well-qualified, with a real love for Physics 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 assessment of Physics across ability ranges, up to and including A level;
- work closely with the department to develop Physics as a subject within the school;
- contribute to the department's co-curricular activities and participate in the wider school programme of co-curricular activities.

A candidate who also has the ability to teach **Chemistry and/or Biology to KS4** would be on advantage.



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 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.

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 24 April 2024.**

If you have any questions, please contact the Personnel Administrator by email at jobs@alleyns.org.uk or by phone on 020 8613 5016.

Interviews and Appointment

Interviews are planned for **Wednesday 1 May 2024**, and further 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.

Please apply as early as possible because 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.

