



Appointment of
Head of Infants
Full-time, permanent
from 28 August 2025
Information for Applicants

Letter from the Head of the Junior School

Dear Applicant

Thank you very much for your interest in the position of Head of Infants. Alleyn's Junior School is a close-knit community and a wonderful place to work. I am the Head, Simon Severino, and I am writing to you to explain why I think it is so special and why we are excited to be recruiting for our new Head of Infants.

Alleyn's Junior School caters for children between 4 and 11 years old and is part of Alleyn's School, a 400-year-old co-educational independent school on a 30-acre campus in the heart of Dulwich, South London. Whilst the children embrace the school's shared facilities, including acres of grounds with a breath-taking view of the City of London, a highly-regarded 300-seat theatre and our much loved swimming pool and numerous sports facilities, they also benefit from a self-contained junior school community, in its own beautifully redeveloped and architecturally recognised buildings. This means that every child is seen as the individual they are and able to find their feet quickly on their school journey. Helping children to find their thing and be all that they can be is very much our shared goal.

We are well known for being an academically selective and highly performing junior school. Most importantly though, we offer our children a broad, holistic education so that they can discover their passions and build the foundations for a lifelong love of learning. Working at Alleyn's Junior School, you will find yourself working with bright, curious, and engaged children who bring with them the passion, enthusiasm and creativity that makes every lesson unique and inspiring. Whatever their interests might be, we fling open the doors for them!

Life is full and busy here at Alleyn's Junior School, as children throw themselves into a full range of sport, music, dance, drama, art and other co-curricular clubs. Because they automatically receive a place at the Senior School, they have the time and the space to be children, to explore learning for learning's sake and to find the joy of discovery and enlightenment through the academic curriculum, our co-curricular offer, our House system which extends from Reception through to Year 6, and through copious amounts of play.

As a team, we are one staff, coming from both independent and state settings and working closely together, whether we are teachers, or play an operational role. We love to work as a team for our school events. Whether it's our annual Year 6 play, our infant nativity, our comedy show 'A Bit of a Laugh' or our 'Alleyn's Junior School's Got Talent' competition, staff come together to play their part. Because we work together in every aspect of school life, we enjoy a strong bond, regular social events and a shared common space. There is a real sense of camaraderie and true partnership, with everyone supporting each other, and there are plenty of opportunities for development and progression.

The Alleyn's Junior School community is inclusive and welcoming, and we work in partnership with our parent body, who regularly come on site before and after school, as well as for events, coffee mornings and workshops. Diversity and inclusivity are very important to us, and this is something we as staff have worked closely with parents on, to make sure that children understand from an early age that diversity is a cherished and important part of life and that their experience at school reflects that. The genuine diversity of pupils is reflected in the diversity of our staff body.

The informality, the warmth and the unpretentious approach at Alleyn's Junior School really is infectious, and I hope you will feel it the moment you walk through the doors. There is nothing entitled, stuffy or pompous about this school; on the contrary we have an unpretentious warm, energy, that permeates through every classroom.

I hope you can clearly see why the opportunity to help lead in such an inspiring and collegiate environment. Our Senior Leaders are strategic, visionary and committed to the adventure of education and our Head of Infants will play a critical role not only in running and overseeing a vital part of our pupils' educational journey but also, will work closely with me and with the Head of Alleyn's, Jane Lunnon, to help shape school strategy and develop the future direction of our school community.

I hope that all of this feels inspiring to you.

I am delighted that you are interested in Alleyn's Junior School, and I look forward to reading your application.

Yours faithfully,



Mr Simon Severino
The Head (Junior School)



About the Infants

There are two forms in each of Reception, Year 1 and Year 2, and typically there are eighteen children in each class (with a very even gender split). Together, these six classes form the Infant Department, managed by the Head of Infants. Each of the Infant classes has its own Class Teacher and Teaching Assistant. The Infant classrooms are located close together along the ground floor corridor of the main Junior School building (the Fortune Building), with pairs of classrooms in each year group adjacent to each other. Next to them are specialist spaces shared with the wider school, and upstairs are the Junior classrooms.

The Infants are very much part of the wider Junior School, and they take part in most school events and activities, including all assemblies, House events, etc. Staff and children have regular contact with counterparts in the Juniors (Years 3 to 6). All Teachers attend a weekly after-school staff meeting, as well as an Infant Teachers meeting, and there is also a weekly meeting for Infant Teaching Assistants. Being on one site nurtures a sense of intimacy; children and parents appreciate the relationships between older and younger children, with Year 6 monitors who help in Infant classes at break times playing a particularly important role.

To support the needs of the Infant children, they have their own Infant assembly each week, as well as having special Infant events and trips. There is also an Infant newsfeed sent weekly, that each Infant Teacher contributes to with curriculum news and other information for parents, along with a message from the Head of Infants.

All Infant classrooms have their own CleverTouch smartboard, display boards, sinks, cloakroom spaces and external doors (to facilitate drop off and pick up). Each Infant pupil has access to an iPad that they share with another pupil. The Reception classrooms have their own Reception toilets attached, while Years 1 and 2 have shared toilets. There are play spaces outside the Reception and Year 1 classrooms with a school garden very close by. In the afternoon, Reception children have playtime with the rest of the Infants on the adventure playground and in the summer term, they have their morning and lunchtime play on the main play spaces shared with the rest of the school.

Children join Reception from many different nursery settings, both in the independent and state sector. Places are allocated after 4+ assessments in January ahead of a September start. Places at 4+ are very heavily oversubscribed.

The Infant Class Teachers are primarily responsible for much of the teaching to their classes. The children see specialist teachers for some subjects, e.g., music, computing, PSHE, Spanish, creative thinking, and sports. The Reception classes have an afternoon of Forest School once a week, with Years 1 and 2 making half-termly visits.

The Class Teacher takes primary responsibility for the pastoral care of the children in their class, closely supported by the Teaching Assistant, the Head of Infants, Deputy Head, Head and other staff. The Class Teacher takes the children for morning and afternoon registration and sees them at the end of the day. Pairs of Teachers in each year group plan together, liaise closely with their Teaching Assistants and work collaboratively with Teachers in the other Infant year groups to ensure suitable progression. There is also liaison with Subject Coordinators, who have a whole school overview and with Year 3 Teachers. All Infant staff have some involvement in and responsibility for Infant Christmas productions. One of the Reception teachers is the EYFS Coordinator and another the Phonics Coordinator, and they take the lead on such matters. The Head of Infants teaches within the Infants but does not have a class responsibility.

About the Role

The Head of Infants will lead and manage our youngest years in the Infants (Reception, Year 1 and Year 2) and play a key strategic role in helping to position the Junior School for the future and helping to articulate and develop an educational vision for our very youngest pupils in the years to come.

The Head of Infants is an integral part of the Junior School's Senior Leadership Team, working collaboratively alongside senior colleagues to ensure the needs of our youngest children, their parents and their staff are fully met, whilst maximising all the benefits of being part of a Junior School and the wider Alleyn's School.

This role will suit those who delight in learning and school life for our Infant pupils, in leadership and in the wealth of possibilities inherent in working with clever, engaging and interested children starting their journey in the Junior School. We are lucky enough to work in a collaborative community of talented and committed professionals, who like each other, like the pupils and the parents for whom we work and are motivated by a desire to make a real difference. The Head of Infants at Alleyn's Junior School will therefore be leading a vibrant, exciting, and happy Infant community, where there is a strong emphasis on individuals, on collective endeavour, on innovation and on the role we all have to play in making the world a better place. We use the phrase: "all we can be" to reflect our educational mission and the leaders in our school are committed to supporting their teams and each other, to be as fulfilled and professionally developed and inspired, as possible.

In this context, the Head of Infants leads and has oversight of the Infant Department, ensuring our youngest pupils are able to flourish and fulfil their potential in a challenging, exciting and progressive curriculum. The Head of Infants sets the academic and pastoral tones for the youngest years as they embark on their Alleyn's journey.

In summary, the Head of Infants:

- Works collaboratively with other members of the Senior Leadership Team to ensure that Infant pupils have the best possible start to their schooling within the holistic provision of the Junior School, balancing pupil wellbeing, curricular and co-curricular life.
- Sets a vision for all and leads inquiry, innovation, pedagogical exploration and the great adventure of learning in our Infant years.
- Maintains and inspires excellence in teaching and learning across the Infant years.
- Is the leading voice for Infant education within the school and beyond it.
- Models the fun and delight at the heart of education.

The post attracts a reduced teaching load, to enable sufficient space to deliver on the School's strategic ambitions. The teaching load is comprised of teaching all Infant children PSHE and Creative Curriculum.

This is a unique opportunity to contribute to the success of a terrific school with a strong vision and very inspiring plans for the future. The Alleyn's Schools Group has just been launched and we are expanding our provision to educate children in two schools north of the river: Alleyn's Regent's Park and Alleyn's Hampstead from September 2025 and September 2026 respectively. There are therefore numerous opportunities for colleagues, especially our Senior Leaders, to expand their remit and professional experience, through educational partnerships in the years to come.

Key Responsibilities

Leading Strategy:

- Alongside the Junior School Head and the Junior School Senior Leadership Team, the Head of Infants plays a critical part in the collective strategic leadership of the School, with a focus on the needs of the Infants especially. The Junior School Senior Leadership Team is made up of the Head of the Junior School, the Deputy Head, the Deputy Head (Academic), the Head of Infants, and the Assistant Head Co-curricular (Values and Innovation).
- Alongside the Junior School Head and the Senior Leadership Team, the Head of Infants will play a key role in articulating a vision for Infants' education and the development and execution of the Junior School's Strategic Plan and evaluation of performance against it.
- Ensures school development plans enable Infant children to fulfil their potential and are informed by the particular needs of the EYFS and Key Stage 1.
- Keeps abreast of innovation in learning and pedagogy in the EYFS and Key Stage 1 years and fosters a spirit of educational experimentation and exploration in staff and pupils, working with the Deputy Head (Academic) to develop and maintain a culture of academic innovation, experimentation and sharing of good practice. This includes the evolution of the AiQ (Alleyn's Intelligence Quotient) and digital possibilities in the Infant years.
- Seeks appropriate opportunities to promote the holistic educational provision in the Infant years through the media, social media, internal communications and liaison with parents and partners.
- Actively and creatively contributes to the school wide Equality, Diversity & Inclusion agenda.
- Overseas, manages and supports the professional development of colleagues working in the Infants' department.
- Forges and maintains strong relationships with counterparts at local schools and within the Alleyn's Schools Group to share best practice.

Leading Holistic Life in the Infant Years:

- Models the highest of expectations in the classroom and in all interactions with pupils, staff and parents.
- Leads the development and delivery of an inspirational, engaging and dynamic curriculum in the Infant years, which provides a broad and balanced learning experience both in the classroom and beyond it.
- Ensures the curriculum and learning experience in the Infant years prepares pupils for their transition to the Junior years (Key Stage 2) of the Junior School.
- Is a regular voice for Infant matters at the weekly staff meetings.
- In partnership with the Deputy Head (Academic), promotes age-appropriate assessment, feedback and marking, alongside a coherent, comprehensive and effective system for monitoring and analysing pupils' academic progress to inform teaching and learning.
- Supports the Head and Deputy Head (as the school's two Deputy Designated Safeguarding Leads) to ensure best safeguarding practice that always puts the needs of children first.
- Works closely with the Head of Learning Support to meet the needs of Infant pupils.
- Works in tandem with the Deputy Head to support school wide pastoral and wellbeing initiatives, recording and monitoring of pastoral and wellbeing issues, as well as leading on initiatives that are bespoke to the Infant years.



Leading People:

- Plays a key role in the recruitment and appointment of teaching and operational staff in the Infant Department.
- Leads the well-established 4+ assessment process in tandem with the Registrar, Head and Deputy Head.
- Leads the performance reviews of the Teaching Assistants and, as a member of the Senior Leadership Team, is involved in the appraisal of teaching staff across the Junior School.
- Organises and leads a weekly meeting with Infant Teachers and a weekly meeting with Infant Teaching Assistants.
- On a day-to-day basis, oversees the work of the Infant Gap Year Assistant.
- Contributes to the induction of new staff, notably the Infant staff, and actively supports Class Teachers in the line management of their Teaching Assistants.
- Is a visible and accessible presence to Infant parents, empathetic to their particular needs and able to confidently interact and meet with them to support partnership in their children's education. This will occur more formally at open events, induction, workshops and welcome events, as well as informally.
- Communicates the school and Infant vision at open events and writes with confidence and flair in the weekly Infant newsfeed and in any letters to parents.
- Is an accessible and friendly presence to children, notably the Infant children, providing them with an ear and a voice.
- Leads weekly Infant assemblies that promote the school's ROCCK values and learning dispositions within an Infant setting, and celebrates the individual and collective spirit of our youngest children.

Additional Head of Infant Responsibilities:

- Organises and leads bespoke Infant events, such as the Infant Christmas productions and the Infant Celebration Afternoon.
- Manages an Infant Department's budget.
- Along with other members of the Senior Leadership Team, deputises for the Junior School Head.
- Attends Senior Leadership Team meetings, Head of Learning Support meetings and individual weekly meeting with the Head.
- Leads on the Infant (notably EYFS) aspects of ISI inspection.
- Writes reports for the Governors' Education Committee and the Governing Board.

Key Responsibilities

Of all teaching roles at Alleyn's:

Planning, Teaching and Class Management:

- Attend all relevant staff meetings, briefing and planning meetings.
- Adhere to school policies and schemes of work in all areas of the curriculum taught.
- Adhere to an agreed enrichment (homework) timetable.
- Identify clear teaching objectives and specify how they will be taught and assessed.
- Set tasks that challenge and inspire pupils.
- Set clear targets and ensure marking is completed in a timely fashion according to school policy to enable progress.
- Help to identify and support SEND or very able pupils.
- Provide clear structures for lessons, maintaining pace, motivation, and challenge.
- Make effective use of assessment and ensure coverage of programmes of study.
- Maintain discipline in accordance with the school's procedures and encourage good practice with regard to punctuality, behaviour, and standards of performance.
- Ensure pupils acquire and consolidate knowledge, skills, and understanding appropriate to the subject taught.
- Evaluate own teaching critically to improve effectiveness.
- Provide a stimulating learning environment through display work and choice of learning and teaching resources.
- Promote the school's Learning Dispositions and encourage pupils to think and talk about their learning, develop self-control and independence, concentration, and perseverance, and listen attentively.
- Embrace established teaching and learning cultures and initiatives that are promoted within the school and marry these with their own style.

Pastoral Care:

- Promote the safeguarding, welfare and safety of all pupils at all times.
- Adhere to school pastoral, welfare and safeguarding policies and procedures.
- Maintain notes regarding pupil concerns and incidents on the school's database.

Monitoring, Assessment, Recording and Reporting:

- Assess how well learning objectives have been achieved and use them to improve specific aspects of teaching.
- Assess and monitor pupils' development and set targets for progress.
- Prepare and present informative reports to parents and attend parent consultations.

Duties and Extra-Curricular:

- Cover lessons as timetabled by the Deputy Head.
- Carry out break and lunchtime duties as directed.

- Be involved in assessment and pupil recruitment events as expected of all staff, e.g. Open Day, assessment days on non-school days, which sometimes fall on a Saturday.
- Be involved in special school events outside regular school hours such as Founder's Day, the Year 6 play, Infant Nativity, etc.
- Contribute to the co-curricular life of the school by offering a club (or more) each term.

Curriculum Development and Professional Development:

- Contribute to the whole school's planning activities.
- Understand the relevant areas of the National Curriculum.
- Attend pre-term staff INSET and appropriate courses and training to further professional development, including first aid training.

General:

- Be aware of the school's Health & Safety Policy.
- In conjunction with all staff of the School, support, promote and act within the school's policies and practices about Data Protection.
- Promote the school's eco-agenda and ensure all work is carried out with a view to reducing waste and protecting our environment.
- Any additional duties, as directed by the Junior School Head which are within the reasonable capability and responsibility of the Junior School Class Teacher.

Our Values (the Alleyn's ROCCK!)

Respect
Opportunity
Curiosity
Courage
Kindness

Person Specification

In order to fulfil the role successfully, the applicant must have:

- A commitment to the values of the Junior School.
- A very strong personal track record and a wealth of experience of teaching in the Infant years, with experience of EYFS teaching being highly desirable, that informs modelling excellent practice in the classroom.
- Extensive experience of management and leadership at middle or senior levels (ideally of Infant years).
- Knowledge of statutory and ISI requirements with, ideally, involvement of meeting such needs.
- Experience in leading educational change.
- Successful experience of monitoring, evaluating, and improving the quality of teaching and learning in Infant years.
- Strategic insight to plan whole school policy and practice.
- The ability to effectively contribute and collaborate with the Junior School Senior Leadership Team.
- The ability to create effective rapport and strong relationships with parents and colleagues.
- The confidence to communicate to children, parents, and staff across different media.
- The ability to lead, manage and inspire their team and across the school community.
- A belief in the power of digital opportunities to enhance and excite pupils' education and school life.
- A clear educational philosophy showing ambition, breadth, and a sense of fun.
- A desire to keep abreast of relevant educational innovation and pedagogy.
- A delight in the adventure of learning and holistic education for Infant children and have a particular appreciation of the needs of the EYFS as well as a desire to inspire that in others.
- The safeguarding, well-being, and educational needs of the children at the forefront of their work.
- Belief in the importance of the development of the school's diversity strategy.
- Outstanding administrative skills.
- The ability to negotiate and prioritise effectively.
- The highest standards in terms of personal expectations and work ethic.
- Emotional sensitivity and intelligence.
- Vision and integrity.
- A great sense of humour!



Working at Alleyn's

Terms and Conditions

Working at Alleyn's Junior School is a rewarding and enriching experience. Our team of expert and specialist staff is welcoming and friendly. Individual opportunities for personal and professional development are actively encouraged and broader opportunities are provided to the whole staff body at regular intervals through the year.

We have our own very competitive salary scale, and the successful candidate will be remunerated suitably to role, experience and background.

The school provides additional benefits to its staff, including an employee assistance programme, enhanced family leave pay, lunches and other refreshments, the use of school facilities including the swimming pool and gym, a cycle-to-work scheme, a tech scheme, access to the library, free tickets to school performances, and the opportunity to join one of two private healthcare plans. Staff also enjoy discounts with local businesses and may use holiday sports camps for the children of staff at a preferential rate.

Members of staff who have children attending Alleyn's Junior and Senior Schools will benefit from 25% fee remission which, subject to means testing, may increase to a maximum of 85%. This is a non-taxable benefit, and any means-tested element is reviewed annually. Staff children must meet the same admissions criteria as all pupils at Alleyn's. There is also some fee remission available in respect of staff children attending Dulwich College and James Allen's Girls' School, though the terms and conditions are different, and it is a taxable benefit.

On completion of the required recruitment checks, the post will be available to the successful candidate from 28 August 2025.

Commitment to Safeguarding

We are fully committed to providing a safe environment for children, staff and visitors. Alleyn's promote a climate where anyone in the community can freely share their concerns about themselves, or others, in terms of individual safety and well-being.

We protect the interests of the children at Alleyn's through awareness among all members of staff of the kinds of issues of abuse, maltreatment and neglect that would impair a pupil's health or development. In this way, Alleyn's supports its pupils' development by fostering security, confidence and independence.

We provide an environment in which children and young people feel safe, secure, valued and respected, and know how to approach adults if they or those whom they know are in difficulties, with the assurance that they will be listened to.

Everyone in the staff community at Alleyn's takes responsibility for safeguarding, and we always aim to act in the best interests of the child.



Arrangements for the Appointment

Applications

Further information about how to apply can be found on our website, www.alleyns.org.uk/jobs.

The deadline for applications is midday on Wednesday 19 March 2025.

If you have any questions, you are very welcome to contact the HR Department, by email at Jobs@alleyns.org.uk or by phone on 020 8299 8055.

Interviews and Appointment

Interviews will take place at the School during the week beginning Monday 24 March 2025. The process will include interviews with relevant colleagues, including the Head of the Junior School, a lesson observation, and a presentation. There will also be an opportunity to meet the children and tour the School.

Please note that references may be taken up before the interviews. If you would prefer to be contacted first, please state this.

Safeguarding Checks

The School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Applicants must be willing to undergo child protection screening appropriate to the post, including checks with past employers and an enhanced DBS check.

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.

