



pipers corner SCHOOL

An independent day school for girls aged 4-18

Recruitment Pack

SEN Teacher of English

(Full-time or Part-time - Adoption Leave Cover)





The School

Pipers Corner is a Girls' School Association (GSA) and Heads' Conference Association (HMC) Independent School for girls aged 4-18. Set in 96 acres of beautiful Chiltern countryside, the School is four miles north of High Wycombe and two miles from Great Missenden. In its most recent ISI inspection (March 2023) the School was graded as "excellent" in all categories.

Founded in 1930, the School was established on its current site in 1945. The School comprises approximately 620 students, employs more than 170 staff, and has a total income approaching £15m. Demand for a place at Pipers has increased in recent years, and we remain full.

Our site has incredible facilities to inspire the next generation, we have a 280 seat theatre, fully equipped for our student technical team, with plenty of performances for our aspiring performers. Our Pipers Radio studio broadcasts live every lunchtime.

Sporting facilities include the swimming pool, fitness suite, astro pitch and gymnasium. Forest School is conducted in our on-site woodland, and to encourage environmental awareness we have two outdoor eco-classrooms with wind turbines and water butts. Students of all ages benefit from outdoor lessons in our wildflower meadow.





Welcome from the Head

At Pipers, there is no such thing as a typical 'Pipers' girl. All members of staff support the students to fulfil their academic and personal potential, enabling them to emerge as mature, confident and independent young adults. Investment in talented and inspirational teaching staff and professional support staff is at the heart of our success, and our recent academic results and overall performance bear testament to this.

Every member of the Pipers community, both academic and support staff, play a vital role in maintaining the excellent standard of education we provide. Underpinning everything that we do is a team of enthusiastic and determined staff, with a willingness to think outside of the box.

Personal development is always encouraged and supported, and well-being is at the forefront for staff as much as students.

I am incredibly proud of the Pipers community and it is a privilege to work alongside such talented staff and positive students.



Mrs Helen Ness-Gifford





Why work at Pipers?

We have a strong community and pride ourselves on being a warm and supportive workplace. Visitors to the school often comment on the positive atmosphere. Benefits for teaching and support staff include:

- Competitive salaries and excellent pension schemes
- Annual professional review and commitment to CPD for all
- On-site car parking and the possibility of on-site single accommodation
- Free lunch provided in term time, with numerous hot and cold options
- Staffroom with free tea, coffee and fruit
- Use of the fitness suite and swimming pool
- Staff clubs such as yoga, running and football
- Cycle to work scheme
- Access to a counselling service

The school is less than an hour from Central London and has excellent rail links and motorway connections. It is four miles north from High Wycombe, which has a large shopping centre, two multiplex cinemas, a sports centre and several out of town shopping areas.





Testimonials

"The students at Pipers Corner understand the importance of their own, and each other's development, making the classroom culture supportive and nurturing. But what makes Pipers special to work in is that they appreciate this environment, as well as the staff, allowing them to grow as individuals and make progress."

"Since joining Pipers I have been impressed by the strong sense of community between colleagues and the amount of trust and support shown by the parents."

"Pipers Corner School is a great place to work. It has encouraged me to push myself to be the best teacher I can be, allowing me to experiment with my teaching style and get to know pupils in a fun and engaging way. The School has excellent facilities and is focused on helping students reach their highest potential."

"Pipers has a warm working environment, with friendly staff who will do all they can to support your development and positive spirit."

"I enjoy working at Pipers because of the great relationship between staff and students. Lessons have a fun but productive atmosphere and classes of all ages are keen to learn."



Job Advert

SEN Teacher of English

Part-time or full-time | Term time only
Start date TBC | Adoption leave cover for up to one year

We are looking for an experienced and well-qualified teacher to help support English Language and Literature from Years 7 to 11. The successful candidate will be responsible for the teaching of students with learning difficulties and will provide advice to staff for supporting students within the classroom.

An application form can be obtained from the HR Department, email hr@piperscorner.co.uk, or downloaded from our website www.piperscorner.co.uk

Completed application forms and a covering letter should be addressed to the Headmistress and returned to HR via the email address above.

Closing date | Sunday 23 November 2025
Interview date | Tbc

Suitable candidates may be interviewed before the closing date and Pipers Corner School reserves the right to withdraw the position if an early appointment is made.

Pipers Corner School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. The successful applicant will be subject to an Enhanced DBS check.

Registered Charity No. 310635



Job Title SEN Teacher of English	Salary Competitive, dependent on experience	Working hours The role will be 0.6FTE to 0.8FTE, to be worked over five days or full-time for the right candidate
Line managing (direct) N/A	Reporting to Head of Individual Learning	
The Role To assist the Head of Individual Learning indirect provision of Learning Support advice including staff training throughout the School alongside direct teaching of Senior School students for English.		
Remuneration Pipers Corner School has its own generous pay scale and the financial package offered will be commensurate with the responsibilities of the post and the experience of the person appointed. All new staff appointments are subject to verification of medical fitness, receipt of two satisfactory references and clearance from the Disclosure and Barring Service at Enhanced level.		



The Department

The Individual Learning department offer support, advice and assessment to students, parents and teachers to help students achieve their learning potential. The team supports students who require support and provision to fulfil and achieve to the best of their abilities.

Our Head of Individual Learning is both a Chartered Educational Psychologist and qualified teacher. We have one teacher who is a qualified Maths teacher for students with Specific Learning Difficulties including Dyscalculia) and one teacher who is Level 5 trained for Dyslexia. We also have a teaching assistant who works within the classroom and with small groups/individuals to support their learning and as a mentor/coach.

We offer advice and support across the School to promote understanding of learning development and provide interventions to support progression.

Our provision includes:

Individual Learning Support:

- Classroom advice for teachers
- Strategies to implement within the classroom
- Assessment by our Educational Psychologist or Specialist Teacher, as appropriate.
- Classroom Assistant support within the classroom
- Small group/pair support with a specialist teacher e.g. for students with SpLD/Dyslexia in English and/or Maths
- Individual support with Individual Learning (IL) Teacher or IL Assistant for pastoral and mentoring support

Our Individual Learning Department is accredited by CReSTeD (The Council for the Registration of Schools teaching Dyslexic pupils) as a centre within the heart of the School offering advice to students, parents and teachers alongside individual, group and class provision for supporting students with Specific Learning Difficulties (SpLD)/Dyslexia across the School.



Specific Responsibilities	
Principal	• To plan and deliver appropriate lessons to support students with literacy needs throughout the School ensuring that the support is appropriate and tailored to their needs with achievable targets and reviewed regularly • To advise, inform and liaise with the Head of Individual Learning regarding students causing concern • To update the School's data systems with SEND information, as necessary • To attend regular departmental meetings weekly both in Individual learning and English Department • To provide individual, group or in class support as required by the needs of the students • To create parent partnerships where the atmosphere is comfortable, in order to inform, support and review through parents' evenings, emails, telephone calls and meetings • To assist with departmental policy statements and the development of departmental handbooks • To liaise with the Head of Individual Learning to ensure the rooms used by the department follow the Health and Safety guidelines and are comfortable, well-organised and welcoming • To support the administration of the department by ensuring relevant paperwork, emails and communications are placed on file and processed, when appropriate and in compliance with JCQ regulations • To foster an ethos of high expectations and enthusiasm throughout the Department • To promote and safeguard the welfare of children and young persons for whom you are responsible and with whom you come into contact
<i>September 2025</i> <i>This job description will be reviewed annually and may be subject to amendment or modification at any time after consultation with the post holder. It is not a comprehensive statement of procedures and tasks but sets out the main expectations of the school in relation to the post holder's professional responsibilities and duties</i>	



Person Specification	
Qualities	
Experience/ Knowledge	• Essential teaching qualifications e.g. PGCE or QTS equivalent • Experience of teaching English at secondary school age students with learning difficulties • Knowledge of Dyslexia and specific learning difficulties • Experience of leading initiatives or staff training would be desirable • Interests in other areas of SEND such as Autism would be desirable

