



# pipers corner SCHOOL

An independent day school for girls aged 4-18

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## Recruitment Pack

### Head of English





## 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 now comprises of approximately 600 students and employs more than 170 staff. 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



Apply it Methods Ghostly goings on – Part 1

A psychologist wanted to investigate the extent to which people believe in ghosts and devised a questionnaire as a way of assessing this. There were 20 items on the questionnaire in total.

**Questions**

1. Outline *one* way in which the psychologist could have assessed the reliability of the questionnaire. (3 marks)
2. State *three* behavioural categories that could be used to measure the variable 'fear'. (3 marks)
3. Explain *one* way in which the psychologist could have assessed the reliability of their observations. (3 marks)

Following the questionnaire, the psychologist selected a sample of 10 respondents who had completed the questionnaire and then observed their behaviour overnight in a house that was supposedly haunted. Working alongside another observer, the psychologist recorded evidence of a fear reaction to a number of stimuli including a creaking door, a gust of wind and a squeaky floorboard.

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## 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

### Head of English

**Full-time**

**Required September 2026**

**Salary | competitive, dependent on experience**

We are seeking an inspiring and dynamic Head of English to lead our lively, positive, and nurturing English Department and develop English throughout the School, ensuring that each student and colleague is encouraged to develop their potential in this subject to the full.

The successful candidate will be a passionate advocate for English. They will have previous experience of managing a team, and will be highly motivated with excellent communication skills.

An application form can be obtained from the HR Department, email [hr@piperscorner.co.uk](mailto:hr@piperscorner.co.uk), or downloaded from our website [www.piperscorner.co.uk](http://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 | Friday 30 January 2026**

**Interview date | Week commencing 9 February 2026**

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



<b>Job Title</b>	<b>Salary</b>	<b>Working hours</b>		
Head of English	Competitive, dependent on experience	Full-time		
<b>Line managing (direct)</b>	<b>Reporting to</b>			
The English Department	Deputy Head Academic			
<p><b>Purpose</b></p> <p>To provide and inspire positive leadership and management for the successful implementation and development of the School's academic and pastoral programme as a full-time member of the English Department. To manage and develop English throughout the School ensuring that each student and colleague is positively encouraged to develop his or her potential in this subject and their role to the full and to encourage and foster growth for the future; to have each student achieve more than they thought possible. To promote and make central the power of reading, writing and art in each student's life and the work of the School.</p>				
<p><b>Responsible for</b></p> <p>Inspirational leadership and effective management of students and colleagues, subject teaching and pastoral care. The co-ordination of all staff teaching within the Department.</p>				
<p><b>The Department</b></p> <p>The English Department is a highly successful department within the School in terms of the students' enjoyment, value of classes and in public examination results, but we are always looking forward to new initiatives and developments as ways to inspire our students; to animate, enrich and add purpose to their experiences with literature, reading and writing through independent learning. The Department wishes to bring an appreciation of the power of language and its integral role in deepening an appreciation of our world to the forefront of the School.</p> <p>Our desire to have our students achieve higher than they thought possible every year and particularly in national examinations is balanced every day by our desire to keep the true purpose of studying, reading and writing alive. We take preparation for national examinations very seriously as foundations for the students' careers but are equally focused on the importance of introducing the students to the wider world beyond Pipers Lane; the real meaning of research, critical thinking, debating, experiences outside of the classroom, current affairs, residential courses, author visits, reading new authors and even discovering what a library really can be. The emphases in the Department are on the students' learning rather than teaching and on active, critical, independent learning.</p>				



## Specific Responsibilities

Principal	<p><b>Developing an exciting and forward-looking department</b></p> <ul style="list-style-type: none"> <li>• To work towards the Department leading the School as exemplary: inspirational, pioneering and creative</li> <li>• To foster a love and value of literature and language within the School, fostering an ethos of high expectations within all students and colleagues, and enthusiasm throughout the Department</li> <li>• To develop the role of the English Department and School in bringing in community and charity groups, events and speakers which enrich the student experience via events, assemblies and cross curricular opportunities</li> <li>• To enrich the students' appreciation of literature through the organisation of visits to theatres, literary sites, etc. in a structured coherent way, but also encouraging all ad hoc experiences, developing on current Core Trips and residential</li> <li>• To lead by example with leading extra-and super-curricular clubs, and ensure all in the Department do</li> <li>• To achieve the balance of success in public examinations, alongside enabling the students with opening the window to their worlds, and bringing in the outside world</li> <li>• To work closely with the Senior School Library Team and to promote reading in the School</li> <li>• To develop Student Voice within the subject.</li> <li>• To further develop the Literary Society: "English Society"</li> <li>• To be responsible for Debating and Public Speaking within the School</li> <li>• To develop Creative Writing at all levels</li> </ul> <p><b>Academic Responsibility</b></p> <ul style="list-style-type: none"> <li>• To teach English throughout the Senior School as timetabling requires, with all the corresponding responsibilities</li> <li>• To monitor standards of achievements, ensuring that assessment of girls' work is regular and thorough and that full records of work done and marks given are kept</li> <li>• To prepare, implement and review (annually) a scheme of work which provides a well co-ordinated programme of subjects within the Department for all students in the Senior School</li> <li>• To initiate changes which will promote the development of English within the Department, throughout the school, setting and reviewing targets on an annual basis, such as selecting the right Award and Board on a yearly basis at GCSE and A Level</li> <li>• To ensure data is used effectively within the Department to inform decisions, interventions and impact on students</li> </ul>
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Principal

- To liaise with the Head of Prep and Pre Prep and those teaching English in those departments to ensure continuity and progression throughout the key stages
- To represent the Department on the Academic Committee and at full staff meetings, liaising with other departments in the school and with the Headmistress and Deputy Head in all matters concerned with the timetable and curriculum
- To draw up Departmental policy statements following school guidelines and to develop the departmental handbook
- To oversee the setting of examination papers for internal examinations and to organise GCSE and A Level examination entries with subject staff and the Examinations Officer

### **Head of Subject Responsibilities**

- To lead on the English department action plan, with review in September and February, for discussion with Deputy Head Academic and Governors
- To meet regularly with the Deputy Head Academic to discuss and review key academic matters
- To submit an annual faculty budget, planning and controlling spending within the Department
- To order textbooks, stationery and equipment when necessary
- To ensure all colleagues in the faculty are aware of Health and Safety practices, as detailed in the school's Health and Safety Policy document
- To ensure teaching areas within the Department are well organised and space is utilised to its maximum potential

### **Professional Development**

- To build and foster a spirit of true collegiality within the Department
- To hold regular Minuted Departmental meetings and ensure minutes are available for review
- To develop the roles and careers of colleagues, and working with each, especially the Assistant Head of English
- To lead in the Professional Development Programme of the English Department, ensuring all department members have the opportunity to review their teaching practices and engage in professional development opportunities leading to future growth
- To monitor the effectiveness of the teaching of the Department, supporting staff development and participating in professional review arrangements
- To develop the Department's Round Robin approach to peer-observation
- To develop relationships with other ("sister") schools as with Hosting the Cluster Group



<p>Additional</p>	<ul style="list-style-type: none"> <li>• To lead by example with the taking of Year and Whole School Assemblies</li> <li>• To attend regular whole staff meetings, INSET days, departmental meetings and school functions as published in the year's calendar</li> <li>• To take overall responsibility for the production of the annual School Magazine, working together with the Marketing Team and a team of student editors</li> <li>• To be responsible for the pastoral care of a form as Form Tutor or to undertake another pastoral role as directed by the Headmistress</li> <li>• To contribute to the activities of one of the four houses as a staff member of that house</li> <li>• To lead by example at parents' evenings with approaches and detailed preparation and communicate and lead the consultation with parents of girls when necessary throughout the year</li> <li>• To carry out any additional responsibility which the Headmistress or SLT may reasonably from time to time request</li> <li>• To promote and safeguard the welfare of children and young persons for whom you are responsible and with whom you come into contact</li> </ul>
<p>January 2026</p>	

*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*

