



pipers corner SCHOOL

An independent day school for girls aged 4-18

Recruitment Pack

Teacher in Prep Department





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.

180 - 67 / 416 < > Skip to... Type here to search

AQA A Level Psychology from The Complete Classroom



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

Teacher in Prep Department

Full-time

Required September 2026

We are recruiting for an experienced and highly motivated teacher to plan and teach challenging and well-organized lessons as a member of this thriving and successful Prep Department.

To apply for this post, please complete the application form via MyNewTerm. Please note that the application form must be completed in full. It is not sufficient to substitute a C.V. for all or any part of the form. You are welcome to email the school via hr@piperscorner.co.uk to ask for clarification of any matters in this booklet or if you have queries on how to complete the application form.

Send completed application via MyNewTerm addressed to: Mrs Helen Ness-Gifford, Headmistress.

Closing date | Friday 20 February 2026

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 | Salary | Working hours |
|---|--------------------------------------|----------------------|
| Teacher in Prep Department | Competitive, dependent on experience | Full-time |
| Line managing (direct) | Reporting to | |
| N/A | The Head of Pre-Prep and Prep | |
| Purpose | | |
| To support the successful implementation and development of the School's academic and pastoral programme as a member of the Prep Department. | | |
| The Department | | |
| <p>The Prep Department at Pipers is a fully integrated part of the school, comprising 88 students within a thriving independent school of around 600 students. It operates as a single-form entry in Years 3, 4, and 5, expanding to two forms in Year 6, with class sizes ranging from 16 to 20.</p> <p>The Department is led by the Head of Prep, who oversees a highly supportive and passionate team working collaboratively across the four KS2 year groups to provide an engaging and nurturing learning environment.</p> | | |



Specific Responsibilities

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| Principal | <p>1. Duties and Responsibilities</p> <ul style="list-style-type: none"> • To plan and teach challenging and well-organised lessons, following the school's plans, curriculum and schemes of work • To contribute as appropriate to the development of schemes of work • To use an appropriate range of teaching strategies and resources which meet pupils' needs and to raise levels of attainment • To plan, set, support and assess classwork, homework and other assignments as appropriate, to extend and consolidate learning • To assess, record and report the performance of pupils at every stage, adjusting teaching strategies as necessary • Demonstrate good subject and curriculum knowledge. • To be responsible for the pastoral care of a form as form tutor or to undertake another pastoral role as directed by the Headmistress <p>2. Whole school organisation, strategy and development</p> <ul style="list-style-type: none"> • To contribute, where appropriate, to the preparation of the annual departmental development plan • To attend regular whole staff and departmental meetings and school functions as published in the year's calendar • Make a positive contribution to the wider life and ethos of the school • Work with others on curriculum and student development to secure co-ordinated outcomes • To Provide cover, in the unforeseen circumstance that another teacher is unable to teach <p>3. Health, safety and discipline</p> <ul style="list-style-type: none"> • To be responsible for helping to manage resources and equipment ensuring that good practice is followed according to the school's Health and Safety procedures • Within these principal responsibilities, the Classroom Teacher is expected to uphold the policies of the school ensuring, for example, that expectations of a pupil's conduct are consistent with the school's Behaviour and Discipline policy, so that good order and discipline are maintained <p>4. Professional development</p> <ul style="list-style-type: none"> • Take part in the school's professional development procedures • Take part in further training and development in order to improve own teaching • Take part in the professional development of others, where appropriate <p>5. Communication</p> <ul style="list-style-type: none"> • To attend parents' evening and communicate and consult with parents of pupils when necessary throughout the year |
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| | <p>6. Working with colleagues and other relevant professionals</p> <ul style="list-style-type: none"> • Collaborate and work with colleagues and other relevant professionals within and beyond the school • Develop effective professional relationships with colleagues <p>7. Personal and professional conduct</p> <ul style="list-style-type: none"> • Uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school • Have proper and professional regard for the ethos, policies and practices of the school, and maintain high standards of attendance and punctuality • Understand and act within the statutory frameworks setting out their professional duties and responsibilities <p>8. Safeguarding</p> <ul style="list-style-type: none"> • Work in line with statutory safeguarding guidance (e.g. Keeping Children Safe in Education, Prevent) and our safeguarding and child protection policies • Work with the designated safeguarding lead (DSL) to promote the best interests of students, including sharing concerns where necessary • Promote and safeguard the welfare of children and young persons for whom you are responsible and with whom you come into contact |
| Additional | <ul style="list-style-type: none"> • To carry out bus, lunch, break and after-school prep duties as reasonably assigned by the Deputy Head of Prep • To contribute to the school's extra-curricular programme by offering a weekly club/activity • To contribute to the house activities programme as a staff member of an allocated house • To attend and lead on a rota basis, assembly on Monday and Friday afternoon. As Form Tutor to facilitate the tutorial programme • To carry out any additional responsibility which the Headmistress may reasonably from time-to-time request • To organise the classroom and create displays to encourage a positive learning environment • To plan and lead, where appropriate, relevant educational trips and visits |
| <i>January 2026</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

