



pipers corner SCHOOL

An independent day school for girls aged 4-18

Recruitment Pack

Learning Support Teacher- Primary
(Part-time)





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 2026), Pipers Corner School met all of the required Independent School Standards across every area of the inspection.

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 services 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 professional services 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.

A handwritten signature in blue ink that reads "Helen Ness-Gifford".

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 professional services staff include:

- Competitive salaries and excellent pension schemes
- 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 free 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

Learning Support Teacher - Primary

Part-time (0.6-0.8 FTE)

Required September 2026 or January 2027

An opportunity has arisen for a Specialist Teacher for SEN to work across our primary phases of the School supporting our students' English and Maths development in individual lessons, small groups and within the classroom. Previous SEN experience in working with children with speech and language and/or SpLD (dyslexia) would be desirable.

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 | Wednesday 17 June 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
Learning Support Teacher	Competitive, dependent on experience	Part-time 0.6-0.8 FTE, to be worked over 4-5 days
Line managing (direct)	Reporting to	
N/A	SENDCO	
The Role		
<p>To assist with the direct and indirect provision of Learning Support throughout the primary phase of the School. The post holder will be responsible for the teaching of students with learning difficulties and will provide advice to staff for supporting students within the classroom. Additional SEND qualifications such as a Level 5 or above in dyslexia are desirable.</p>		
The Department		
<p>We offer support, advice and assessment to students, parents and teachers to help students achieve their learning potential. We offer advice and support across the School to promote understanding of learning development and provide interventions to support progression.</p> <p>Our provision includes: Learning Support: Classroom advice for teachers Strategies to implement within the classroom Assessment by our SENDCO or Specialist Teacher, as appropriate. Classroom Assistant support within the classroom Small group/pair support with a specialist teacher e.g. for pupils with SpLD/Dyslexia in English and/or Maths Individual support with Individual Learning (IL) Teacher or IL Assistant English as an Additional Language (EAL): Advice and support is offered for girls for whom English is an additional language Gifted and Talented (G&T): Enrichment and extension opportunities are offered across subject specialists.</p>		
<p>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.</p>		



Specific Responsibilities

Principal

- To support students with special educational 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 SENDCO regarding students causing concern.
- To provide assessment for current students (according to qualifications) as needed or requested by the SENDCO.
- To provide advice to academic staff and others as required and to liaise with the Head of Departments regarding students with learning difficulties following consultation with the SENDCO.
- To write and review Individual passports for the students taught and review termly work.
- To update the School's data systems with SEN information, as necessary.
- To attend regular departmental meetings weekly both in Individual learning and school Departments, as required.
- 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, telephone calls and meetings.
- To assist with departmental policy statements and the development of departmental handbooks.
- To co-operate with the SENDCO 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.
- 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.

May 2026

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

