



pipers corner SCHOOL

An independent day school for girls aged 4-18

Recruitment Pack

SENDCO (Interim)





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

SENDCO

Full-time | Interim
Fixed-term for one year from September 2026

We are seeking to appoint a highly capable, experienced and qualified SENDCO to direct the provision for Individual Learning throughout the School. This is a critical leadership role and the successful candidate will need excellent communication and analytical skills, alongside a deep knowledge of SEND and a clear commitment to inclusion.

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 | Thursday 11 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



<p>Job Title</p> <p>SENDCO</p>	<p>Salary</p> <p>Competitive, dependent on experience</p>	<p>Working hours</p> <p>Full-time Fixed-term for one year from September 2026</p>
<p>Line managing (direct)</p> <p>Three Learning Support teachers and one Individual Learning Learning Support Assistant</p>	<p>Reporting to</p> <p>The Headmistress</p>	

The Department

We 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 provision includes:

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

English as an Additional Language (EAL):

- Individual tuition is offered with our EAL co-ordinator and teacher



Gifted and Talented (G&T):

- Enrichment and extension opportunities are offered through our G&T Co-ordinator.

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 pupils with Specific Learning Difficulties (SpLD)/Dyslexia across the School.

Purpose of The Role

- To oversee and to coordinate the provision of all individualised learning in the School. This will include the work of the Individual Learning Department at all levels from Pre-Prep up to Sixth Form.
- To work closely with the Senior Leadership Team (SLT), SEND and other teaching colleagues in the strategic development of the School’s student support policy and oversee the day-to-day operation of that policy with the aim of raising SEND/EAL achievement for our students.
- To ensure the objectives of the Individual Learning Development policy are reflected in the School Development Plan, that effective systems are in place to identify and meet needs and that they are coordinated, monitored, evaluated and reviewed.

Specific Responsibilities

Principal

Leadership and Management

- To be responsible for the strategic direction and development of all aspects of learning support in the school under the guidance of SLT
- To provide professional guidance to staff to secure good teaching for SEND/EAL students through both written guidance and regular meetings
- To contribute to the performance management process for the Individual Learning Department members
- To foster an ethos of high expectations and enthusiasm throughout the Department
- To advise on and contribute to the professional development of staff, including whole school INSET provision
- To provide regular information in the form of a written termly report to the Headmistress and governing body on the evaluation of SEND/EAL provision
- To be responsible for leading and managing the SEND/EAL teams
- To liaise with Educational Psychologists, other professionals and external bodies on any matters relating to learning support and to ensure that correct and detailed documentation is passed on to the relevant institutions
- To oversee liaison with parents and to communicate formally and informally with parents about students with specialised and individualised programmes
- To attend Staff Coffee and be available in the staff room or department office throughout the week for consultation by students or staff
- To attend Senior Academic Team or Senior Pastoral Team meetings when required
- To chair departmental meetings in Individual Learning department
- To meet with Heads of Year weekly to support academic and pastoral support teams across the school
- To draw up Departmental policy statements following school guidelines and to develop the departmental handbook
- To ensure all colleagues in the department 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

Teaching and Learning

- To identify, adopt and oversee the most effective teaching approaches for students with SEND/EAL
- To liaise with other schools to ensure continuity of support and learning when transferring students with SEND/EAL



- To support the identification of and disseminate the most effective teaching approaches for students with SEND/EAL
 - a. to work with SLT and staff to develop effective ways of bridging barriers to learning through: assessment of needs
 - b. monitoring of teaching quality and student achievement
 - c. target setting
 - d. Student passports to be issued to subject teachers

Recording and Assessment

- To set targets for raising achievement among girls with SEND/EAL, overseeing regular updates to Student Passports
- To collect and interpret specialist assessment data
- To set up systems for identifying, assessing and reviewing SEND/EAL/AG&T, ensuring that effective exit and entry procedures are identified for those girls who need specialist support
- To update the SLT and governing body on the effectiveness of provision for students with SEND/EAL
- To work closely with Assistant Head Academic to review / track students data to show the impact of the provision on students and to identify any trends within our SEND students
- To attend parent consultation evenings and keep parents informed about their child's progress

Examinations

- To lead on all access arrangements for public examinations
- To lead on reasonable adjustments required for public examinations

Admissions

- To review all SEND prospective applications with admission/registrar
- To be responsible for access arrangements decisions regarding prospective applications for students with SEND
- To be involved in the assessment process of prospective applications, as appropriate, such as class observations, interviews
- To respond to Local Authority consultation requests for placements for students with EHCPs
- To advise on written responses, including liaising with the school's lawyers, when appropriate



	<p>Working with Local Authority</p> <ul style="list-style-type: none"> • To attend Local Authority requests at SEND Forums for EHCP requests for current students and contribute to the decision-making process by giving advice • To be responsible for responding to Local Authority requests for Educational Advice (appendix B) as part of the ECH needs assessment requests for current student • To manage and provide professionals advice and guidance for current students with EHCPs, including liaising with parents <p>Community Links</p> <ul style="list-style-type: none"> • To attend SEND cluster groups with other independent/state schools • To deliver advice and guidance to parents of all students in schools through, for example, Parent Talks, consultations. <p>Standards and Quality Assurance</p> <ul style="list-style-type: none"> • To support the aims and ethos of the school • To keep abreast of and apply procedures regarding the safeguarding of children • To set a good example in terms of dress, punctuality and attendance • To attend and participate in open mornings, evenings and other school activities • To participate in staff training • To attend team and staff meetings <p>Safeguarding</p> <ul style="list-style-type: none"> • To promote and safeguard the welfare of children and young persons for whom you are responsible and with whom you come into contact
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Additional Responsibilities and Performance and Development</p>	<ul style="list-style-type: none"> • To attend regular whole staff meetings and INSET days • To carry out other duties as reasonably assigned by the Headmistress, Deputy Head or SLT • To chair reviews, case conferences and meetings effectively. • To judge when to make decisions and when to consult with others, including external agencies • To prioritise and manage own time effectively, particularly in relation to balancing the demands made by administrative duties, teaching and acting as a resource for colleagues • To support staff by ensuring that all those involved have the information necessary to secure improvements in teaching and learning, disseminating good practice in SEND/AG&T and EAL across the school in relation to standards for the award of Qualified Teacher Status, Career Entry Profile and standards for induction • To take part in the Professional Development Programme including the opportunity for personal appraisal and the participation in the appraisal of other teachers
<p style="text-align: right;"><i>May 2026</i></p> <p><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></p>	



Person Specification		
Qualities	Essential	Desirable
Qualifications	<ul style="list-style-type: none"> Teaching qualifications eg PGCE or QTS Degree level qualification 	<ul style="list-style-type: none"> Additional qualifications e.g. SENCO award
Experience	<ul style="list-style-type: none"> Substantial classroom experience, ideally across all key stages Evidence of ability to work as a leader and manager in a school, collaborating effectively with SLT, other staff and external professionals Evidence of use of assessment strategies, and of a secure use and understanding of tracking attainment 	
Personal Qualities	<ul style="list-style-type: none"> Very strong communication skills Proven ability to solve problems Resilience Flexibility Emotional intelligence Passionate about inclusive education 	
Knowledge, skills and ability	<ul style="list-style-type: none"> Knowledge of a range of SEND including dyslexia, autism and ADHD Knowledge of SEND frameworks and statutory processes required Ability to lead whole school inclusion strategy (while also enjoying being part of a team) Ability to inspire and motivate children and adults Ability to train and upskill staff 	

