



pipers
corner SCHOOL

An independent day school for girls aged 4-18

Recruitment Pack

Pre-Prep Teaching Assistant and Breakfast Club Leader
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 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.

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 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

Pre-Prep Teaching Assistant and Breakfast Club Leader

Part-time
Required September 2025

We are looking for a dedicated and enthusiastic Pre-Prep Teaching Assistant who is passionate about nurturing young minds to join our team and help inspire the next generation.

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 | Wednesday 26 March 2025
Interview date | Thursday 3 April 2025

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



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| <p>Job Title</p> <p>Pre-Prep Teaching Assistant and Breakfast Club Leader</p> | <p>Salary</p> <p>Competitive, dependent on experience</p> | <p>Working hours</p> <p>Mondays-Thursdays 0715-1345 hours</p> |
| <p>Line managing (direct)</p> <p>N/A</p> | <p>Reporting to</p> <p>Deputy Head of Pre-Prep</p> | |
| <p>The Role</p> <ul style="list-style-type: none"> • Work with class teachers to raise the learning and attainment of students • Promote students' independence, self-esteem and social inclusion • Give support to students, individually or in groups, so they can access the curriculum, take part in learning and experience a sense of achievement | | |



Specific Responsibilities

Principal

Teaching and Learning

- Demonstrate an informed and efficient approach to teaching and learning by adopting relevant strategies to support the work of the teacher and increase achievement of all students including, where appropriate, those with special educational needs and disabilities (SEND)
- Promote, support and facilitate inclusion by encouraging participation of all students in learning and extracurricular activities
- Support the teaching of a broad and balanced curriculum aimed at students achieving their full potential in all areas of learning
- Use effective behaviour management strategies consistently in line with the School's policy and procedures
- Support class teachers with maintaining good order and discipline among students, managing behaviour effectively to ensure a good and safe learning environment
- Organise and manage teaching space and resources to help maintain a stimulating and safe learning environment
- Observe student performance and pass observations on to the class teacher
- Supervise a class if the teacher is temporarily unavailable
- Use ICT skills to advance students' learning
- Undertake any other relevant duties given by the class teacher

Planning

- Contribute to effective assessment and planning by supporting the monitoring, recording and reporting of student performance and progress as appropriate to the level of the role
- Read and understand lesson plans shared prior to lessons, if available
- Prepare the classroom for lessons

Working with staff, parents/carers and relevant professionals

- Communicate effectively with other staff members and students, and with parents and carers under the direction of the class teacher
- Communicate their knowledge and understanding of students to other school staff and education, health and social care professionals, so that informed decision making can take place on intervention and provision
- Understand their role in order to be able to work collaboratively with classroom teachers and other colleagues, including specialist subject teachers
- Collaborate and work with colleagues and other relevant professionals within and beyond the School
- Develop effective professional relationships with colleagues



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| | <p>Health and safety</p> <ul style="list-style-type: none"> • Promote the safety and wellbeing of students, and help to safeguard students' wellbeing by following the requirements of Keeping Children Safe in Education (KCSIE) and our school's child protection policy • Look after children who are upset or have had accidents <p>Professional development</p> <ul style="list-style-type: none"> • Help keep their own knowledge and understanding relevant and up-to-date by reflecting on their own practice, liaising with school leaders, and identifying relevant professional development to improve personal effectiveness • Take opportunities to build the appropriate skills, qualifications, and/or experience needed for the role, with support from the School • Take part in the School's continuous professional development procedure <p>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 • Promote and safeguard the welfare of children and young persons for whom you are responsible and with whom you come into contact |
| Additional | <p>Breakfast club leader</p> <ul style="list-style-type: none"> • To register and supervise girls in breakfast club between 0730 and 0815 hours |

March 2025

The Teaching Assistant will be required to follow School policies and the staff code of conduct.

Please note, this is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the TA will carry out. The postholder may be required to do other duties appropriate to the level of the role, as directed by the headteacher or line manager.

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

