



**FOX GROVE
SCHOOL**

THPT
Schools

Principal

Fox Grove School



Welcome from our CEO

On behalf of the Board of Trustees of the Howard Partnership Trust (THPT), I would like to thank you for your interest in the exciting role of Principal at Fox Grove School. I hope that, after having read the contents of this pack and undertaken other research, you will feel inspired to take your interest further, arrange a visit and make an application for this role.

All employees at THPT are committed to providing the very best opportunities for every young person we educate to bring out the best in them, and this also applies to our staff. There is a firm belief at THPT that outstanding achievement in our schools can be realised more quickly and with greater sustainability through proactive collaboration.



As a values-based employer with strong sense of moral purpose we create an environment within which all leaders take a collective responsibility for the learning and success of all 7,500+ children and young people in our care. We promote a culture in which openness to peer and external scrutiny and an active willingness to share and promote the very best practice are key factors in the improvement of all our schools. We are looking for a Principal who shares this commitment and our values and wants to bring out the best in all our young pupils.

We are seeking someone who, like us, recognises that effective collaboration is the best route to outstanding achievement. They will have an unrelenting focus on developing and delivering high-quality provision, and a particular interest and expertise in inclusive education. They will provide the leadership required to secure our collective aims and be a leader who consistently models our values through their behaviours.

I wish you all the very best with your application and thank you again for your interest in Fox Grove School and THPT.

Louise Lee
CEO The Howard Partnership Trust

About our Trust

The Howard Partnership Trust is a growing family of 13 schools in the South East of England. Our family includes Primary, Secondary and Special Schools and welcomes any school that shares our values and commitment to Bringing out the Best in each and every one of our children and young people.

Our Trust has a proud history of improving and sustaining schools at all stages of their development journey including Outstanding schools and those who were in Special Measures. To do this we work in deep collaboration and partnership across our schools to share expertise and enable the highest quality education for every child.

Driven by our three shared values, we are future focused, knowing that we strive for the best for every child, expanding their life chances and choices from the moment they join us. We use the wealth and diversity of experience across our different settings, together with the expertise available within our dedicated operational service teams, to benefit all within the Trust, sharing and extending good practice to support our continual improvement and secure excellence in education in all of our schools and beyond.

Like the children in them, our schools are unique, and our Principals and staff have the independence to make key decisions to support them in the best ways. We believe our schools have a crucial role to play as community anchors as well as providers of education for the here and now.



Our Schools

Primary Schools and Early Years Provision

- Kenyngton Manor Primary School
- Cuddington Community Primary School
- Eastwick Infant and Eastwick Junior Schools
- Meadhurst Primary School
- St Lawrence Primary School

Secondary Schools

- Howard of Effingham School
- Thomas Knyvett College
- Oxted School
- Three Rivers Academy

Special Phase Schools

- West Hill School
- Linden Bridge School
- Fox Grove School
- Betchwood Vale Academy (in progress)



Our Values

• We build up

We approach every interaction with pupils, their families and colleagues presuming that building them up is the right approach. We hold to this even when it is tested, because we know it brings out the best in our pupils and in one another.

• We serve all

We challenge ourselves to remove barriers for all of our pupils. We seek out opportunities to work in schools and communities where needs – broadly imagined – are great. We support each other to do this challenging work systematically, with confidence, camaraderie and joy.

• We forge paths

We encourage all our colleagues to be creative and thoughtful about how they navigate complexity and ambiguity, and we support individual pupils to do the same. We build shared approaches across the trust when it makes sense, so our schools have common hallmarks that are consistent and lived.

About Fox Grove School

Fox Grove School is a thriving special school for young people with complex autism (ASD), aged 4-19, which was rated Outstanding in 2024. All our students have an Education, Health, and Care Plan in place, and our school caters for a wide range of needs and abilities. We pride ourselves on our positive and inspiring culture- the result is a safe, respectful place to learn where students are listened to and supported. Staff are dedicated with a strong moral purpose and commitment to the school and students.

We recognise the potential for all students to achieve and have the future they deserve and aspire to, and this can only be achieved by a genuine collaboration with families and external agencies. By working together, every student and their family benefit from an enhanced range of provision, services, and support available at the school. Our curriculum is broad, personalised, and creative, developing the strengths and interests of our students. It also encourages independence and leads students towards future employability and further education pathways.

Our school is committed to helping all students - regardless of need - become active members of our communities. We provide them with a combination of class-based learning and real-world experiences that will help them to prepare for the demands of life after school, with a commitment to start to offer accessible and inclusive employability and vocational options for all students after KS3. Our school staff work in close partnership with parents, families, and the community, and we recognise this as a crucial element of our work by having a pastoral team, which includes an Emotional Literacy Support Assistant and two Home Link workers in place.

This is an oversubscribed school community, and we are very proud of our school and the good reputation we have within the local and wider national community. We provide excellent opportunities for all our children and staff so that they can be the best that they can be.

Our School Vision and Values

Vision:

We exist so that every young person we support is able to live their best life - equipped to self-regulate, communicate, and learn. to learn, grow, and flourish.

Values:

- Safety & Trust - A secure environment empowers students to engage and grow.
- Connection - Strong relationships and emotional regulation underpin achievement.
- Belonging - A sense of community gives clarity of identity, purpose, and support.

About the role

Fox Grove School is a vibrant special school. You'll be working with a dedicated staff team and MAT that have great ambition for our school community. We provide a caring and stimulating learning environment, enabling all our students to thrive, learn, and enjoy their time at school. We have high standards and expect all members of the school community to share these to provide our children with the very best care, education, and support.

For the right leader, this is an exciting opportunity. We are looking for an exceptional aspiring or established Principal to manage our next chapter as a school. Priorities for this new phase in the leadership of the school includes overseeing the embedding of the curriculum across all phases, that meets the individual needs of all of our learners and accelerates their progress, with quality systems of assessment to ensure this. Also, fostering deeper connections within the wider school community and local business and colleges, to ensure that qualification pathways are fully optimised.

You will be tenacious and resilient and enjoy bringing people together to achieve shared goals. As our new Principal, you will provide strong, strategic and innovative leadership for a dedicated staff team, that will further improve the school for the students, families, and the community it serves. The ideal candidate needs to be a values-led leader, with mission and purpose for the special school environment, and a passionate advocate for children and young people with diverse special needs. You will have a strong track record of leadership and substantial experience in teaching within a SEND environment. You will have a clear, driven, and supportive approach to the delivery of specialist education. Most importantly, you will understand and value its importance to the students and community we serve. You will be up to date on current research in the area and proactively engage in this to continually modify and reshape the curriculum offer. You will naturally seek out opportunities to support others both within the MAT and beyond as part of your role as a civic leader, and you will be adept at using marketing and social media platforms to make THPT part of the national conversation around specialist education.

In return, we can offer you unparalleled support within a high-achieving school and a supportive trust. At Fox Grove School we know that our children need and deserve the best. If you are an aspiring or established school leader with a passion for inclusive education, then do get in touch.

Job Description

Employment Details:

Job Title:	Principal
Reports to:	Head of Special Phase Improvement and Inclusion
Location:	Fox Grove School, Kingston Road, Leatherhead, Surrey. KT22 7PW
Salary range:	L25-L31

Main Duties and Responsibilities:

School Culture

- Establish and sustain the school's ethos and strategic direction in partnership with THPT and through consultation with the school community.
- Create a culture where students experience a positive and enriching school life.
- Uphold ambitious educational standards that prepare students from all backgrounds for their next phase of education and life.
- Promote positive and respectful relationships across the school community and a safe, orderly, and inclusive environment.
- Ensure a culture of high staff professionalism.
- Uphold effective and exemplary safeguarding practices, ensuring that the safety and well-being of students and staff is the highest priority across every aspect of the role.

Teaching

- Establish and sustain high-quality, expert teaching across all subjects and phases, built on an evidence-informed understanding of effective teaching and how students learn.
- Ensure teaching is underpinned by high levels of subject expertise and approaches that respect the distinct nature of subject disciplines or specialist domains.
- Ensure effective use is made of formative assessment.

Curriculum and AssessmentCurriculum Assessment

- Ensure a broad, structured and coherent curriculum entitlement which sets out the knowledge, skills and values that will be taught.
- Establish effective curricular leadership, developing subject leaders with high levels of relevant expertise with access to professional networks and communities.
- Ensure a personalised curriculum plan for each child to meet their individual needs and strengths.
- Ensure valid, reliable, and proportionate approaches are used when assessing students' knowledge and understanding of the curriculum.
- Ensure the school holds ambitious expectations for all students.
- Establish and sustain culture and practices that enable students to access the curriculum and learn effectively.
- Ensure the school works effectively in partnership with parents, carers and professionals, to identify the additional needs and special educational needs and disabilities of students, providing support and adaptation where appropriate.
- Ensure the school fulfils its statutory duties with regard to the SEND code of practice.

Person Specification

Area	Specification	Essential / Desirable
Qualifications and training	Qualified teacher status (QTS).	Essential
	A degree level qualification or equivalent.	Essential
	Further relevant professional and/or academic study and evidence of CPD.	Essential
	Knowledge of current issues in education especially in relation to SEND.	Essential
	NPQH or equivalent academic leadership qualification.	Desirable
Experience	Substantial experience of SEND and proven strong, successful leadership and management experience in a maintained and/or SEND specialist school(s).	Essential
	Evidence of demonstrating a strategic leadership style that is characterised by integrity, creativity, resilience, and clarity.	Essential
	Experience of implementing, managing and evaluating change at a whole-school level in a collaborative way.	Essential
	Experience of successful and recent teaching experience in a mainstream and/or specialist setting.	Essential
	Experience of up-to-date SEND learning strategies.	Essential
	Experience of effective collaboration with vulnerable families and multiple agencies.	Essential
	Experience of raising standards that have impacted positively on students and teaching and learning.	Essential
	Significant experience in evaluating and using data to inform school improvement planning.	Essential
	Experience in making effective use of funding and other resources.	Essential
	Experience of developing and managing a curriculum that caters for individual needs.	Essential
	Experience effective business planning and management of staffing and resources.	Desirable
	An understanding of how to empower students and staff to excel and maximise performance.	Essential

Area	Specification	Essential / Desirable
Knowledge, understanding and skills	An understanding of the range of needs and abilities of learners, including supporting children who are non-verbal and students who are likely to gain many qualifications	Essential
	A clear understanding of the current Ofsted framework and what constitutes good and outstanding teaching through a deep understanding of how students learn, and the ability to develop a culture where striving for outstanding teaching and learning is central to the school's work.	Essential
	An understanding of how to create and implement whole- community data and accountability systems to maximise the achievement of students.	Essential
	Knowledge of how to best support the mental well-being of staff.	Essential
	Strong financial planning and management skills	Essential
	A clear understanding of and commitment to promoting the safeguarding of students.	Essential
	Excellent communication and presentation skills.	Essential
	Proven ability to listen to, understand, inspire, and work effectively with the school	Essential
	Be able to provide inspirational leadership for the whole school community.	Essential
	Knowledge and understanding of the statutory frameworks which set out their professional duties and responsibilities.	Essential
Personal Qualities	Demonstrate consistently high standards of principled and professional qualities in line with the Headteacher professional standards.	Essential
	Demonstrate optimistic personal behaviour and be the lead professional and role model for communities served.	Essential
	Be able to build positive relationships rooted in mutual respect.	Essential
	Demonstrate tenacity, emotional resilience, and be a positive role model within the school community.	Essential
	Have a commitment to valuing, supporting, and encouraging the professional development of all staff.	Essential
	Be able to build and nurture a strong, positive, and collaborative team culture that enables all staff to carry out their roles to the highest standard and for all staff to work effectively together to deliver school improvement.	Essential
	Be committed to building and maintaining effective and positive relationships with parents, THPT, and the wider school community.	Essential
	Be able to inspire and influence others, within and beyond the school, to believe in the fundamental importance and value of education in young people's lives.	Essential
	Be able to foster an open, transparent, and equitable culture and deal effectively with difficult conversations and conflict at every level.	Essential
	To show tolerance and respect for the rights of others, recognising differences and cultural diversity while upholding the fundamental British values.	Essential

Professional Development

- Ensure staff have access to high-quality, sustained professional development opportunities, aligned to balance the priorities of whole-school improvement, team and individual needs.
- Prioritise the professional development of staff, ensuring effective planning, delivery, and evaluation, which is consistent with the approaches laid out in the standard for teachers' professional development.
- Ensure that professional development opportunities draw on expert provision from beyond the school, as well as within it, including nationally recognised career and professional frameworks and programmes to build capacity and support succession planning

Organisational Management

- Ensure the protection and safety of students and staff through effective approaches to safeguarding, as part of the duty of care.
- Ensure staff are deployed and managed well, with due attention paid to workload.
- Establish and oversee systems, processes, and policies that enable the school to operate effectively and efficiently.
- Ensure rigorous approaches to identifying, managing, and mitigating risk.

Continuous School Improvement

- Make use of effective and proportional processes of evaluation to identify and analyse complex or persistent problems and barriers that limit school effectiveness and identify priority areas for improvement.
- Develop appropriate evidence-informed strategies for improvement as part of well-targeted plans which are realistic, timely, appropriately sequenced, and suited to the school's context.
- Ensure careful and effective implementation of improvement strategies, which lead to sustained school improvement over time.

Working in Partnership

- Forge constructive relationships beyond the school, working in partnership with parents, carers, and the local community.
- Commit their school to work successfully with other schools and organisations in a climate of mutual challenge and support.
- Establish and maintain working relationships with fellow professionals and colleagues across other public services to improve educational outcomes for all students.

Governance and Accountability

- Understand and welcome the role of effective governance, upholding their obligation to give account and accept responsibility.
- Establish and sustain professional working relationships with those responsible for governance.
- Ensure that staff know and understand their professional responsibilities and are held to account.
- Ensure the school effectively and efficiently operates within the required regulatory frameworks and meets all statutory duties.

Further Information

The above outline of key responsibilities and duties is not intended to be exhaustive. The Principal will be required to undertake any other reasonable duties as may be required.

The post holder is subject to the provisions of all safeguarding legislation and the school policies, procedures, professional standards and guidance governing all staff and partners who work with children and vulnerable adults.

Our Commitment to you

We want every candidate to have an informed, engaging, and positive experience, and to support this we've created our Candidate Charter which outlines our commitment to you.

Our commitment to you

- Transparency – we will treat you with respect, honesty and fairness
- Protecting your privacy – we'll ensure your information is secure and handled sensitively
- Understanding – you'll be given everything you need to make informed decisions
- Showcasing talent – we'll provide a good opportunity for you to share your skills, experience and potential
- Feedback – we will provide constructive feedback professionally and promptly
- Listening – we welcome feedback and we'll act on what you have to share
- Inclusivity – our hiring decisions align with our commitment to create a high quality, diverse workforce

We will:

- Provide you with clear, accurate and timely information
- Give you the opportunity to ask questions – and we'll ensure you get the answers you need
- Respond to enquiries promptly and usually within 24 hours during the working week
- Adopt a fair and consistent assessment process
- Make sure you have all the documentation and details you need for an interview, well in advance
- Provide you with real insight about what it's like to be part of our team
- Ensure all offers are fair and equitable
- Seek feedback on your experience at every opportunity, so we can continue to improve

In return we ask that you:

- Be honest and upfront about your experience, aspirations and motivations
- Provide open and accurate information when submitting an application
- Always give yourself the best opportunity to succeed – research who we are and how we work
- Let us know if situations change in relation to your interest – and help us understand why
- Prepare yourself for interview and let us know how we can support you

How to apply

To find out more about the role and the application process, we recommend that, in the first instance, you contact our recruitment partners, Propelo, on 01273 222 877, by email at **thpt@propelo.co.uk**, or by visiting <https://thpt.our-careers.co.uk>

Closing date for applications: Thursday 1st October 2026 at 9am

Interview Dates: 6th & 7th October 2026

The successful candidate will be subject to a satisfactory enhanced disclosure from the Disclosure and Barring Service (DBS). THPT Schools is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. We may also conduct an online search about any shortlisted candidates as part of our due diligence to identify any matters that might relate directly to our legal duty to meet safeguarding duties, in accordance with Keeping Children Safe in Education (KCSIE). All applicants must be able to provide evidence of their Right to Work in the UK prior to commencement of employment.