

Principal

Fox Grove School





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Welcome from the CEO

Thank you very much for your interest in this exciting opportunity to join THPT Schools as Principal of Fox Grove School.

I hope you find within this pack all the information you need about this wonderful special school as well as more about our growing, inclusive and ambitious trust.

It is a great honour to be CEO of THPT. We have made tangible improvements in our schools over recent years, but we are ambitious and there is certainly more to be done. As we continue to evolve and grow, we know we need the very best leaders to help us realise our ambitious aims.

We are now looking for a new leader of Fox Grove School, an Outstanding special all-through school for over 150 students with complex autism. Our recruitment partners, Propelo, would be delighted to talk to you about your skills and experience, and to help you discover whether this great opportunity with us might be right for your next step.

I hope you feel inspired by our work and excited by the opportunity at Fox Grove School.

Thank you for your interest in joining our trust.



Best Wishes,
Louise Lee
CEO



About Our Trust

THPT Schools is a growing family of 13 schools in the Southeast 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 six 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 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.

We value our staff and strive to ensure a warm, supportive environment together with CPD and progression opportunities, to support future growth.

If you share our outlook and passions, we hope you find the information here you need to make an informed application for the role of Principal at Fox Grove School.

Our values

- Integrity
- Resilience
- Respect
- Collaboration
- Aspiration
- Inclusion



About our 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.

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 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.



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.

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 in 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

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 community.	Essential
	Knowledge and understanding of the statutory frameworks which set out their professional duties and responsibilities.	Essential
	Be able to provide inspirational leadership for the whole school community.	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



Candidate Charter

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 will ensure your information is secure and handled sensitively.
- **Understanding** – you will be given everything you need to make informed decisions.
- **Showcasing talent** – we will 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

For an informal conversation (in confidence) in the first instance, please contact our recruitment partners **Propelo** on **01273 222 877** or email: thpt@propelo.co.uk. To find out about the application process through MyNewTerm, please visit: thpt.our-careers.co.uk.

Closing date for applications: **Friday 30th January, 9am**

Interviews: **Tuesday 10th February and Wednesday 11th February**

All applications will be acknowledged. If you have not received confirmation within 24 hours, call **01273 222 877**.

We look forward to hearing from you.

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.



Thank you for
considering a
future career
with THPT
Schools