

Requirement for Supporting Statement – Deputy Headteacher Application

Applicants must provide a detailed supporting statement (maximum 2–3 pages) demonstrating, with clear and specific examples, how they meet the essential and desirable criteria in the person specification.

Your statement should offer examples/ evidence of the following areas:

- 1. Demonstrate effective and proven impact on teaching, learning, and pupil outcomes**
 - Clear, specific examples of how the candidate has improved teaching quality with evidence-based outcomes e.g. improved progress scores, attainment, phonics results, SEND outcomes, reading data, behaviour trends
 - Experience with monitoring, coaching, modelling practice, or leading CPD
 - Understanding of how curriculum, pedagogy, and assessment interlink
 - Reference to research informed approaches or teaching frameworks they've implemented
- 2. Demonstrate effective leadership experience at whole school level**
 - Leading schoolwide initiatives (curriculum, behaviour, attendance, assessment, CPD, safeguarding systems)
 - Contributing to SEFs, SIP's, and strategic planning cycles
 - Deputising for the headteacher or being part of an SLT with responsibility for organisational decisions
 - Leading cross curricular priorities or whole school improvement strands
 - Managing schoolwide data, evaluation, or policy implementation
- 3. Provide examples of safeguarding knowledge and practice**
 - A deep understanding of statutory safeguarding requirements (KCSIE, safer recruitment, multiagency working)
 - Experience acting as DSL, deputy DSL, or safeguarding lead for an area
 - Familiarity with risk assessment, reporting, and safeguarding audits
 - Examples of supporting vulnerable pupils, families, and external agency partnerships
 - Evidence of creating or improving safeguarding systems or training staff
- 4. Evidence of communication, collaboration, and community engagement skills**
 - Where you have developed relationships with staff, pupils, governors, parents, external agencies, and the wider community, communicating with clarity, diplomacy, empathy, and authority
 - Lead multidisciplinary teams effectively
 - Manage difficult conversations sensitively
 - Engage parents and carers in school priorities
 - Work collaboratively across the school to build shared ownership of improvement
- 5. Highlight strengths in curriculum leadership and assessment expertise**
 - Leading curriculum design, sequencing, or review
 - Improving subject leadership capacity across the school
 - Leading assessment systems, moderation processes, or data cycles
 - Using assessment to identify gaps and drive improvement
 - Ensuring curriculum inclusion for SEND, disadvantaged, and EAL pupils
 - Embedding consistency in teaching expectations across phases or departments
- 6. Demonstrate a commitment to inclusion and building an inclusive school for all stakeholders**
 - Experience working with SEND, EAL, PP, and vulnerable groups
 - Practical actions that led to improved inclusion or access to the curriculum
 - Work with SENCOs, pastoral teams, and external agencies
 - Advocacy for pupil voice, parent voice, and staff wellbeing
 - Evidence of creating systems or cultures that reduce barriers to learning
 - A clearly articulated belief that inclusion is central to school culture, not an add on