Subject Leadership Policy Reviewed July 2018

At Laughton Community Primary School, it is the role of the subject leader to implement the vision and values of the school through their subject area.

Core purpose of the subject leader

- To provide professional leadership and management for a subject/ subjects to secure a high standard of teaching, effective use of resources and improved standards of learning and achievement for all pupils.

A subject leader provides leadership and direction for the subject and ensures that it is managed and organised to meet the aims and objectives of the school and the subject. While the head teacher and governors carry overall responsibility for school improvement, a subject leader has responsibility for securing high standards of teaching and learning in their subject/s as well as playing a major role in the development of school policy and practice. Throughout their work, a subject leader ensures that practices improve the quality of education provided, meet the needs and aspirations of all pupils, and raise standards of achievement in the school.

A subject leader plays a key role in supporting, guiding and motivating teachers in their subject. Subject leaders evaluate the effectiveness of learning, the subject curriculum and progress towards targets for pupils and staff, to inform future priorities and targets for the subject. Subject leaders identify needs in their own subject and recognise that these must be considered in relation to the overall needs of the school. It is important that a subject leader has an understanding of how their subject contributes to school priorities (school development plan) and to the overall education and achievement of all pupils.

Every subject leader has access to a copy of the School Development Plan and should maintain a subject Leader File (see Appendix A for a contents list).

Guidelines for Implementation (What Subject Leaders Do)

Strategic direction and development of the subject - Policy

Within the context of the school's aims and policies, subject leaders develop and implement subject policies, non-negotiables, plans, targets and practices, which reflect the school's commitment to high achievement, effective teaching and learning. This can be written as a policy/ vision statement and needs to be updated if there is a development or change in the subject. The policy/ vision statement should be reviewed on an annual basis during subject leadership time. It will then be agreed and put on the school website.

Standards and Progress

Subject leaders evaluate practice and develop an acceptance of accountability. They monitor the progress made in their subject, including adherence to the non-negotiables. They evaluate the effects

on teaching and learning, and use this analysis to guide further improvement, using a variety of Subject Leader tools:

- Book scrutiny
- Learning walks
- Planning sampling
- Teacher discussion
- Pupil interviews/ Pupil voice
- Blinks/ Drop ins
Once the standards have been monitored, the findings are acted upon by the Subject Leader.

-A report should be written for Governors for all subjects prioritised in the SDP
-Feedback is given to head teacher and to colleagues
-Any areas for development are fed into the Subject Action Plan and acted upon.
- A standards File for end of KS English and maths is kept in the staffroom

Curriculum
Subject Leaders
- Establish, with the involvement of relevant staff, short, medium and long term plans for the development of the subject. They ensure that plans and schemes of work are understood by all those involved in putting the plans into practice, including staff who are new to the school. Subject leaders check teacher's plans to ensure that plans are in line with school procedures and that the plans meet the needs of the class, providing appropriate differentiation, levels of progress and challenge and are pitched to meet the needs of all the children.

- Ensure that teachers are clear about the teaching objectives in lessons, understand the sequence of teaching and learning in the subject, and communicate such information to pupils.

- Establish a clear, shared understanding of the importance and role of the subject in contributing to pupils' spiritual, moral, social, cultural, mental and physical development, and in preparing pupils for the opportunities, responsibilities and experiences of adult life. - Ensure curriculum coverage, continuity and progression in their subject for all pupils, including those in receipt of PP and those with special educational or linguistic needs;

- Use data effectively, where appropriate to identify pupils who are underachieving in the subject and, where necessary, create and implement effective plans of action to support those pupils;

In School Improvement Subject Leaders should:

-Subject Leaders create a climate which enables other staff to develop and maintain positive attitudes towards the subject and confidence in teaching it.

- They review the subject action plan annually. Subject leaders are clear about action to be taken, timescales and criteria for success and how it relates to the SDP.

Subject leaders develop a cycle of monitoring, relevant to the SDP throughout the school for the academic year (Monitoring & Evaluation Schedule), ensuring that they are able to make judgements about the standards within their subject, through using a variety of Subject Leader Tools – see Standards section. Evidence of the monitoring is kept and a summary completed. Any findings which cause concern are acted upon by subject leaders.

Resources

Subject leaders ensure the effective and efficient management and organisation of learning resources, including information and communications technology to meet the objectives of the school and subject plans and to achieve value for money. Resources need to be stored appropriately and all staff need to have access to them. Resources are kept up-to-date and are relevant to the themes covered in the subject and to Creative Themes. Where new resources are needed, these need to be identified on an action plan and a request made, along with costings, to the head teacher, for consideration. Subject Leaders will make bids for resources annually (usually in February in time for the setting of the new budget).

Staff CPD

Subject Leaders:

- Audit training needs of staff regularly and lead professional development of staff through example and support, and co-ordinate the provision of high quality professional development by methods such as coaching, drawing on other sources of expertise as necessary.

- Provide guidance on the choice of appropriate teaching and learning methods to meet the needs of the subject and of different pupils.

- Provide the support, challenge, information and development necessary to sustain motivation and secure improvement in teaching.

- Establish clear expectations and constructive working relationships among staff through team working and mutual support.

- Ensure that the head teacher, senior managers and governors are well informed about subject policies/ vision statements, plans and priorities, the success in meeting objectives and targets, and subject-related professional development plans through an annual report to the curriculum committee. An annual schedule for this is established (see Governor Planner).

Requests for CPD opportunities that will incur a cost to the school are made to the Head teacher giving details of the training and how it will impact upon pupil's learning.

A record of all CPD for staff should be kept in the Subject Leader file.

Summary of action to be taken by Subject Leaders

See Appendix B

All subject leaders are entitled to **non-contact time** for each subject throughout the school year for the purposes of monitoring. This will be taken on a rota basis with priority given to maths and English. Wednesday afternoons are dedicated subject leader time with cover for this by an HLTA and a TA. There may be additional subject leader time given and this will need to be agreed with the Headteacher with the purpose clearly stated.

Subject leader files will be monitored by SLT 3 times a year.

Policy written: January 2017   **Policy due to be reviewed: January 2018**

Appendix A: Subject Leader File Contents

Section 1 - Policy
-Subject specific policy/ vision statement with the date of next review

Section 2 - Standards and Progress
-Analysis of progress
-Whole school targets, where appropriate
-Non negotiables
-Evidence of moderation, where appropriate

Section 3 - Curriculum
- Agreed long term plans
- Scheme/programme of work including reference to finding planning on the server

Section 4 – School Improvement
-Action Plan
-Reviewed action plans- including learning walks linked to the SDP
-Monitoring and Evaluation Schedule
-Evidence of planning scrutiny carried out
-Records of discussions with pupils and staff
-Evaluation of children's work/book scrutiny
-Records of Blinks/ Drop ins

Section 5 - Resources
-Any key information recorded e.g website log ins, specific items e.t.c

Section 6 – Staff CPD
--Record CPD

Section 7 – Securing Accountability
-Reports to Governors

Appendix B

Subject Leader Tasks and Timetable

Term	Task	Accountability
Term 1 + 2	• Review and write vision statement • Share updated vision statement with staff and parents • Add vison statement to school website/prospectus • Add vision statement to subject policy • Review and rewrite (if necessary) the subject policy • Share with staff	• Vision is agreed and in the school prospectus

Term 3 + 4	• Monitor the vision in the subject through some of the following:
	   o planning scrutiny
	   o work scrutiny
	   o learning walk
	   o observation
	   o pupil voice
	   o pupil assessment workshops
	• Communicate any areas for development from the subject that need to be a focus on next year's SDP
		• Carry out a range of monitoring procedures and write a brief report to governors based on your findings.

Term 5 + 6	• Ensure the resources promote the subject vision
	• Organise and maintain resources, including network files. Network locations should include folders for each the following:
	   o Resources
	   o Information from training
	   o Cluster meetings
	   o Assessment
	   o Staff Meetings
	• Collect, and store on the network, evidence that shows the vision in action across the school and moderated work
	• Create and maintain an online subject file to include:
	   o Policy
	   o Reports written
	   o SDP and linking work and actions
	   o Evidence
	   o Moderated work
		• Resources, including those on line, are well organised, support the vision and are easy to access
		• There is a range of evidence stored on the network to show the subject vision in action

Ongoing	• Attend relevant cluster meetings and training	• Feedback to staff (usually in the weekly staff meeting)