

# St Francis of Assisi Catholic Primary School 2019-2020

## Subject Leadership Policy

### CORE PURPOSE of the subject leader

- Provide professional leadership, management, organisation and direction for the subject
- Secure high standards of teaching and learning in their subject
- Contribute to the development of school policy and practice
- 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
- Support, guide and motivate teachers in their subject
- Evaluate the effectiveness of learning, the subject curriculum and progress towards targets for pupils and staff
- Identify needs and inform future priorities in the subject, in relation to the overall needs of the school

### KEY RESPONSIBILITIES of the subject leader

#### **1. Strategic direction and development**

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.

#### **2. 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 tools; such as *Book scrutiny, Learning walks, Planning sampling, Teacher discussion, Pupil interviews/ Pupil voice, Observations/ Drop ins, Triangulation*. Once the standards have been monitored, the findings are acted upon by the subject leader; via a *Report to Governors for all subjects prioritised in the SDP, a Feedback given to HT and other staff, and any areas for development fed into the Subject Action Plan and acted upon*.

#### **3. Curriculum**

Subject leaders:

- Develop, establish and 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
- Check teacher's plans to ensure that they are in line with school procedures and meet the needs of the pupils, providing appropriate differentiation, and level of challenge
- 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;

#### **4. School Improvement**

Subject Leaders:

- Create a climate which enables other staff to develop and maintain positive attitudes towards the subject and confidence in teaching it.
- Review the subject action plan annually.
- Are clear about actions to be taken, timescales and criteria for success and how these relate to the SDP.
- Develop a cycle of monitoring, relevant to the SDP, ensuring that they are able to make judgements about the standards within their subject.
- Keep evidence and summary of their monitoring
- Act upon any findings which cause concern.

## 5. 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.
- Keep resources up-to-date and are relevant to the topics covered.
- Identify where new resources are required on an action plan and make a request, along with costings, to the HT, for consideration.

## 6. Staff CPD

Subject Leaders:

- Audit training needs of staff regularly and lead professional development of staff
- 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 HT, SLT 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.

## 7. Monitoring & Accountability

- All subject leaders are entitled to non-contact time throughout the school year for the purposes of monitoring.
- This will be taken on a rota basis with priority given to Maths, English and RE.
- Subject leader time must be agreed with the HT with the purpose clearly stated.
- Subject leader files will be monitored by SLT 3 times a year.

<b>Subject Leader File Contents</b>	<b>Subject Leader Tasks and Timetable</b>
<p><b>Section 1 - Policy</b> -Subject specific policy/ vision statement</p> <p><b>Section 2 - Standards and Progress</b> -Data analysis of attainment and progress -Whole school targets, where appropriate -Evidence of moderation, where appropriate</p> <p><b>Section 3 - Curriculum</b> - Agreed long term plans - Scheme/programme of work</p> <p><b>Section 4 – School Improvement</b> -School Development Plan -Subject 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 Observations/ Drop ins -Evidence of Triangulation</p> <p><b>Section 5 - Resources</b> -Resources Audit -Information about funds allocation &amp; expenditure</p> <p><b>Section 6 – Staff CPD</b> --Record staff CPD</p> <p><b>Section 7 – Monitoring &amp; Accountability</b> -Reports to Governors</p>	<p><b>AUTUMN TERM:</b></p> <ul style="list-style-type: none"> <li>• Review, update and share policy</li> <li>• Ensure policy is on school website</li> <li>• Complete training audit (request staff training)</li> <li>• Write subject action plan, in line with SDP</li> <li>• Establish scheme of work and long term subject plan</li> </ul> <p><b>SPRING TERM:</b></p> <ul style="list-style-type: none"> <li>• Monitor the vision in the subject through the following: <ul style="list-style-type: none"> <li>○ planning scrutiny</li> <li>○ work scrutiny</li> <li>○ learning walk</li> <li>○ observation/drop ins</li> <li>○ pupil/staff voice</li> <li>○ triangulation</li> </ul> </li> <li>• Report to HT and governors and communicating all findings and any areas for development from the subject</li> <li>• If applicable, carry out or take part in internal/external moderation</li> </ul> <p><b>SUMMER TERM:</b></p> <ul style="list-style-type: none"> <li>• Audit, organise and maintain resources, including network files.</li> <li>• Ensure the resources promote the subject vision</li> <li>• Analyse data (outcomes and progress)</li> </ul> <p><b>ONGOING:</b></p> <ul style="list-style-type: none"> <li>• Attend relevant networks, meetings and training (and feedback to staff via weekly staff meetings)</li> </ul>