



Subject Leader Policy

Introduction

Expertise in subject leadership is demonstrated by the ability to apply professional knowledge, understanding, skills and attributes to the identified tasks to bring about the desired outcomes.

These experiences are designed to ensure breadth, depth and relevance, as well as progression for each child irrespective of gender, ethnic background, aptitude or disability

The Role of the Subject Leader

National Standards for Subject Leaders

A range of subject leadership and management tasks is set out on the following policy for each of the four key areas of subject leadership.

- i. Strategic direction and development of the subject
- ii. Teaching and learning
- iii. Leading and managing staff
- iv. Efficient and effective deployment of staff and resources

1) Strategic direction and development of the subject

a) Knowledge and Understanding of:

- i. The school's aims and priorities
- ii. Statutory requirements
- iii. The characteristics of high quality teaching

b) Relations with Parents and Wider Community

- i. Communicate effectively and establish a partnership with parents
- ii. Communicate effectively with Governors
 - A. Each Subject Leader will be expected to establish contact with the Governor responsible for their subject area and invite them in for structured visits.
 - B. Visits will be in accordance with the visitors policy.
 - C. An example of a proforma for visiting Governors is in appendix 2.

iii. Develop effective links with local community including industry.

c) Strategic Leadership

- i. Create a climate for positive attitudes to prevail
- ii. Develop and implement policies
- iii. Ensure Headteacher and other senior leaders are well informed.
- iv. Ensure a clear, shared understanding of the role of the subject in pupils' lives.

2) Teaching and learning

a) Planning and Setting Expectations

- i. Set expectations for teachers and pupils.
- ii. Work with the Inclusion Leader to match work to pupils' needs.
- iii. Establish effective long term, medium term and short term planning

b) Teaching and Managing Pupil Learning. Ensure:

- i. Curriculum coverage, continuity and progression
- ii. Teachers are clear about objectives
- iii. Guidance is given for effective teaching methods.
- iv. Effective development of literacy, maths and ICT skills through the subject.
- v. Effective development of pupils' study skills so that work can be carried out independently away from school.

c) Assessment and Evaluation

- i. Creating (and continually revising) a Subject Leader file
- ii. Analyse all available data
- iii. Write, revise and implement clear policies for assessing, recording and reporting pupil achievement.
- iv. Ensure effective use of transition information
- v. Monitor the progress made in achieving subject plans and targets.
- vi. Evaluate the teaching in the school.

d) Pupils' Achievement

- i. Establish clear targets for pupil achievement
- ii. Use data to identify and support underachieving pupils.

3) Leading and managing staff

a) Managing own professional Development

- i. Prioritise and manage own dedicated non-contact time effectively.
- ii. Achieve challenging professional targets
- iii. Take responsibility for own professional development

b) Managing and Developing Staff and Other Adults.

- i. Establish clear expectations for all staff
 - A. Headteacher and other Senior Managers

The subject leader will work closely with the Headteacher and senior management team in each of the four key areas.

B. Liaising with other colleagues as appropriate

This includes:

- (a) Leading whole/ parts of staff meetings.
- (b) Cascading information gathered on courses and from other sources.
- (c) Monitoring of the subject area through a time inventory i.e. e.g. When is the subject being taught? How many hours per week is that? What is taught in each class? How often is homework set for the subject?
- (d) Monitoring of the subject through work sampling.
- (e) Monitoring of the subject through lesson observation.

C. Identified colleagues with special responsibilities/requirements.

Subject leaders should also understand the roles of others in the school, including:

- (a) newly qualified teachers
 - (b) the Inclusion Leader
 - (c) supply teachers
 - (d) teaching assistants and other support staff.
- ii. Help staff achieve constructive working relationships with pupils
 - iii. Appraise staff of relevant Performance Management Objectives.
 - iv. Lead professional development
 - v. Ensure specific named staff are appropriately trained and supported.

4) Efficient and effective deployment of staff and resources

a) Managing Resources

- i. Working with colleagues to establish their needs
 - A. The subject leader will monitor the use of resources in a number of ways:
 - i. Compiling an inventory of resources, including where they are in the school.
 - ii. Observing how resources are used in lessons.
 - iii. Compiling a 'Wish List' of resources that the staff would like
 - iv. Using the 'Wish List' to create a budget that will be submitted to the Headteacher.
 - v. Spending the budget appropriately.
- ii. Advise Headteacher on deployment of staff.
- iii. Ensure efficient and effective management of learning resources
- iv. Maintain existing resources
- v. Use accommodation to ensure a stimulating environment for learning.
- vi. Ensure a safe working environment.

The effectiveness of the subject leader standards

This will depend on:

- i. The acknowledgement by the Headteacher and governing body of both their responsibility to meet the needs of all pupils as reflected in the school's policies and practices, and their responsibility to enable the subject leader to operate effectively, including in relation to meeting these standards;
- ii. The way in which courses attended by the subject leader- as well as other information collated from other sources- are cascaded back to staff.
- iii. The way in which decisions, policies and practices are communicated and implemented throughout the school;
- iv. The assessment procedures and systems for monitoring and recording progress, for example, how subject leaders contribute to the school assessment, recording and reporting arrangements.

The Subject Leader File

Every subject should have an accompanying file. The subject leader file is to be organized using the list in Appendix 1.

These areas might be supplemented using the following guidance:

- vi. Using the SEF headings
- vii. Using the Ofsted questions (see Appendix 3)

Non contact time

Non contact time should be used efficiently and effectively, this might be in several areas:

- i. The subject leader will have ½ a day each term made available to them to work on their subject.
- ii. The subject leader will also be expected to attend appropriate courses connected to their subject.
- iii. Leading whole staff/ parts of staff meetings
- iv. Leading parts of non pupil days.

Main Responsibilities of the Subject Leader

The following list shows the main responsibilities of each subject leader and form the basis of a summary of this policy. This might also be taken as the basis of a job description.

- i. Writing/ revising a subject policy.

- ii. Monitoring the subject (lesson observations, compiling inventories et. al.)
- iii. Attending appropriate courses and cascading details back to staff.
- iv. Liaising with other stakeholders:
 - a) Each Subject Leader is expected to make first contact with the Governor appointed for the subject
 - b) Parents may request information from subject leaders
- v. Leading meetings eg. Staff meetings, Non pupil days
- vi. Compiling and updating a Subject Leader File.

Policy History

Date	Where	What done
26 th August 2008	Own time	Draft Policy Written by co-ord M.L. Mawson
27 th August 2008	Own time	2 nd draft policy by co-ord
25 th January 2011	Release Time	Reviewed by Subject Leader (L Mawson)
5 th February 2013	Deputy Head time	Reviewed by subject Leader (L. Mawson)
5 th January 2015	Own time	Reviewed by Subject Leader (L Mawson)
31 st January 2017	Deputy Head time	Reviewed by subject Leader (L. Mawson)

Appendix 1

Subject Leader's Folder Contents

- 1) Important Names, Numbers and Addresses.
- 2) Diary of recent events
- 3) Previous OFSTED comments on the subject.
- 4) SDP/ Action plan for the year ahead
- 5) Budget for the year ahead.
- 6) Policy
- 7) Recent courses attended.
- 8) Monitoring the subject:
 - a) Work sampling
 - b) Observations of teaching.
 - c) Examples of planning.
- 9) Resources (including audit.)
- 10) Assessment (including Data Analysis and SATS results if applicable)
- 11) Advice from professionals on subject
- 12) Old policy/ other old materials of interest inc. old correspondence.
- 13) Anything else.



Mawson August 2011 (updated)

Appendix 2

Governor's subject visits to school.

Below is a suggested sheet that should be handed out to the Governor in question before their arrival in school.

Name of visiting Governor	
Subject area	
Date and time of visit	
Focus of visit	
Activity role	
Where you will be	

For the Governor to fill out:

Notes

Appendix 3

This document looks at assisting the organization of your file using the Ofsted headings. It suggests what you may include as evidence under each of the headings.

1) What is distinctive about the work of your school?

- (a) This section will probably be short.
- (b) You could write a short general piece here about mathematics in your school eg that children enjoy lessons, that parents come in to help, maths days, maths clubs etc.
- (c) You might comment here on transition, SEN, FSM, EAL, attainment on entry, whether you provide any extended services for mathematics (eg maths input for adults), whether you have any awards for your subject, involvement with associations or university departments etc.

Possible evidence:

- (a) IEPs for mathematics
- (b) Relevant statistics for SEN / EAL children, attainment on entry
- (c) Awards / evidence of external links

2) Parents, pupils and other stakeholders' views.

- (a) What do the views of your stakeholders tell you about the quality of your provision? How do you know? What are you going to do to improve?

Possible evidence:

Pupil questionnaires and analysis; Pupil interviews; Parents' workshops eg programme and photographs; Parents' questionnaires and analysis
Governor minutes / notes of visits / notes of conversations; School Council minutes / activities

Cross reference: Action plan for information of what will be done to improve

3) How well do learners achieve?

Subject leaders should evaluate:

- (a) the standards reached in achieving challenging targets including the success of learners who are hard to reach and vulnerable, any trends over time and significant variations between groups of learners.
- (b) learners' progress in relation to prior attainment and capabilities including any significant variations between groups of learners
- (c) the impact of any extended services on learners enjoyment, achievement and progress.

Possible evidence:

Summative assessment – results and levels for each year group

Pupil Tracking Matrices

PANDA – particularly to show trends

PANDA to show differences between groups eg gender / EAL

PAT analysis

Evidence from mid-term assessments

Use and effectiveness of curricular targets – layered for whole school or individual

Impact of Springboard and catch-up programmes including Wave 3

Impact of G+T provision

4) How good is the personal development of learners?

Subject leaders should evaluate:

- (a) the attitudes and values of learners, including aspects of SMSC (Spiritual, Moral, Social, Cultural and Physical Development)
- (b) in addition to the capacity of learners to make a contribution to the community.

Possible evidence:

Mathematics club attendance

Evidence of multi-cultural aspects of mathematics – from planning, photographs, lesson observations, maths events

Medium / Long Term planning – cross-curricular links with Physical Education

Rewards system in operation to promote good behaviour within mathematics lessons

Opportunities for mathematics development on schools visits

Cross reference: Lesson observation notes; Pupil questionnaires and analysis – for evidence of attitudes.

5) What is the quality of provision?

Subject leaders should evaluate:

- (a) How well teaching meets individual needs
- (b) The rigor, suitability and use of assessment
- (c) The extent to which parents and carers are involved in their children's learning and development
- (d) How well do the curriculum and other activities meet the needs and interests of learners?
- (e) How well are learners cared for, guided and supported?

Possible evidence:

Lesson observation notes and evaluations – plus impact eg this could be a lesson observation, a shared lesson that happened as a result and then a follow-up observation 6 weeks later to demonstrate that what you were working on has had impact

Work sampling – plus impact; displays

Scrutiny of short term planning – plus impact

Examples of medium-term and short-term planning

Record of courses attended by staff - plus impact

Use of models and images

Use of resources; Evidence from progress made

Policy – which may include other of these items

Curriculum coverage – reference to the National Curriculum and NNS

Organisation of teaching groups; Deployment of staff and teaching assistants; Evaluation of the use of ICT to support the learning and teaching of...; SEN / G+T provision;

Evidence of other provision for the enrichment of the subject eg clubs, participation in 'enrich'; Evidence of the understanding of and catering for different learning styles within each teaching group

Homework provision / links with home; Use of schemes such as a subject Buddy;

Evidence of use of assessment to inform teaching – eg annotated short-term planning or evaluations on reverse of planning

Evidence of use of self-assessment by children – eg in lesson notes highlighted; Use of layered targets / curriculum targets

Cross-references: Partnership with parents and carers – questionnaires and workshops

6) How good are leadership and management?

Subject leaders need to evaluate:

- (a) How effective they are at giving clear direction, leading to improvements in standards, support, personal development, the quality of care and where relevant, any extended services
- (b) How effectively mathematics is managed and its performance is monitored and quality assured
- (c) How effectively the mathematics governor contributes the governing body's statutory responsibilities
- (d) How well equality of opportunity is provided so that all learners make good progress

Possible evidence:

School Development Plan with mathematics elements highlighted /

Action Plan – including evaluations of aspects completed. This should give the current cycle in detail and outlines for developments in future years.

Target setting – numerical and curricular

Whole school developments eg Interactive White Board use in mathematics, AT1 and problem solving

Mathematics budget

Personal log of professional development eg attendance at Subject Leader Cluster meetings, reading professional journals
Communication with Headteacher, Senior Management Team and Governing Body

7) What is the overall effectiveness of the school?

Remember that this is in terms of your subject.

Subject leaders should evaluate:

- (a) How effective and efficient is the provision of mathematics in meeting the needs of the learners and what makes it so?
- (b) What are the main strengths and weaknesses in mathematics?
- (c) What has improved since the last inspection?
- (d) What needs to be done to secure further improvement?

Possible evidence:

Extracts from previous inspection report dealing with mathematics – annotated with actions taken and outcomes

Document celebrating success (as there needs to be a way of recording this) and highlighting areas for improvement (which will be in the Action Plan)

Cross-referencing: Action Plan

This is the section where the 5 areas of Every Child Matters are dealt with:

Being healthy

Brain Gym; Games equipment available at playtime; Links to PE and Science curriculum;

Being safe; Equality of access to curriculum

Creation of a secure learning environment so that children are confident to make a contribution;

Enjoying and achieving

Pupil tracking matrices; Thinking Skills initiative; Club Competitions

Making a positive contribution

Reward system; School council; Buddies;

Economic well-being

Links to real life situations; Handling money / time; Parents as educators

Appendix 3

Lesson observations: Questions to consider

- Is objective shared?
- Are all the pupils involved?
- Is work linked to previous skills?
- Are mental images developed?
- Is vocabulary appropriate?
- Are pupils praised and encouraged?

Introduction

- Is objective shared?
- Are questions clear, well targeted and a good mix of open and closed?
- Is pupil response used as a teaching point?

Main Tasks

- Are instructions clear?
- Are tasks well linked to the objective?
- Are tasks challenging?
- Is concentration sustained?

Classroom Management

- Is the teacher clear about where the teaching is to be directed?
- Are other groups able to work independently?
- Are resources suitable and readily available?

Plenary

- Is success shared?
- Are errors/misconceptions used positively?
- Is the objective used to refocus pupils' thoughts?
- Are the pupils encouraged to reflect on their work?
- Are the pupils encouraged to look ahead?

Appendix 4

Pupil Perception Survey

- 1 What is ***SUBJECT***?
- 2 Why do you think it is taught?
- 3 What was the last thing you learnt in ***SUBJECT***?
- 4 What are you best at in ***SUBJECT***?
- 5 At what are you least good?

- 6 How have your ***SUBJECT*** lessons changed ?
- 7 What part of the lesson do you enjoy the most?
- 8 Do you work with a particular group for ***SUBJECT***? Why?
- 9 Who do you talk to about your ***SUBJECT***?
- 10 Do you have a ***SUBJECT*** target?

- 11 How do you know when you have achieved it?
- 12 What happens when you are stuck?
- 13 How do you know you have done well?
- 14 Is the work easy or do you have to try hard?
- 15 Does your teacher think you work hard enough?

- 16 What equipment helps you or your teacher with ***SUBJECT***?
- 17 Do you have tests or tasks and what happens after this test?
- 18 What helps you to learn? Think of a ***SUBJECT*** lesson where you felt you learnt something new or understood something for the first time, what made a difference?
- 19 If you could decide on next weeks ***SUBJECT*** lesson how would you like it to be taught?
- 20 Any questions you would like to ask about ***SUBJECT***?