

# Subject Leadership Policy



# Wheatley Hill Community Primary School

<b>Author:</b> <i>Alan Scarr</i>
<b>Head Teacher:</b> <i>Alan Scarr</i>
<b>Chair Of Governors:</b> <i>Vikki Winn</i>
<b>Date Written:</b> <i>July 2023</i>
<b>Adopted by Governing Body:</b> <i>Nov 22</i>
<b>Date for Review:</b> <i>July 2023</i>

## **Wheatley Hill Primary 2022/23 – Subject Leader Policy**

Expertise and passion in subject leadership is demonstrated by the ability to apply professional knowledge, understanding, skills and attributes to drive the standard of a given subject area, whilst inspiring pupils and other staff members towards improved 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 SEND.

### **Overview of the Main Responsibilities of the Subject Leader**

The following list shows the main responsibilities of each subject leader and forms the basis of a summary of this policy.

- Developing subject audits and action plans in line with the current School Development Plan.
- Writing/ revising a subject policy including ensuring that not only the National Curriculum is covered but also that an offer of greater depth and challenge is evident.
- Ensuring a challenging and progressive curriculum planning document is in place.
- Monitoring the subject - Observations, floorbook moderations, workbooks etc.
- Managing subject assessment and ensuring pupil assessment data (progress and attainment) is used to implement interventions, develop the school curriculum offer and maintain high standards of pupil outcomes.
- Attending appropriate courses and cascading details back to staff. (inc Networks & Moderations)
- Liaising with other stakeholders: governors, DCC advisors.
- Each Subject Leader is expected to make first contact with the Governor appointed for the subject each term and provide an update prior to the governing body meeting.
- Parents may request information from subject leaders.
- Compiling and updating a Subject Leader File.
- Leading meetings e.g. Staff meetings, Non-pupil days (INSET).

## **The Role of the Subject Leader - Standards for Subject Leaders**

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

- **Strategic direction and development of the subject**
- **Teaching, Learning & Assessment**
- **Leading and managing staff**
- **Efficient and effective deployment of resources**

### **Area 1 - Strategic direction and development of the subject**

#### **Knowledge and Understanding of:**

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

#### **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 and provide monitoring reports.
  - B. Visits will be in accordance with the Governor's Visit policy.
  - C. A proforma for visiting Governors is used.
- iii. Develop effective links with local community including industry.

#### **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.

## **Area 2 – Teaching, Learning & Assessment**

### **Planning and Setting Expectations**

- i. Set expectations for teachers and pupils.
- ii. Work with SENCO to match work to pupils' needs.
- iii. Establish effective long term, medium term and short term planning ensuring that the National Curriculum is not only covered but opportunities for greater depth and challenge is offered. WHPS Progression documents are in place for the subject.

### **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 Reading, Writing, Maths and Computing skills through the subject.
- v. Effective development of pupils' study skills so that work can be carried out independently away from school.

### **Assessment and Evaluation**

- i. Creating (and continually revising) a Subject Leader file.
- ii. A clear school assessment system is in place. (Bsquared / APP)
- iii. Analyse all available data and feedback to SLT
- iv. Write, revise and implement clear policies for assessing, recording and reporting pupil achievement.
- v. Ensure effective use of transition information
- vi. Monitor the progress made in achieving subject plans and targets.
- vii. Evaluate the quality of teaching, learning & assessment in the school.

### **Pupils' Achievement**

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

### **Area 3 - Leading and managing staff**

#### **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

#### **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 observations

#### **Identified colleagues with special responsibilities/requirements.**

##### **i. Subject leaders should also understand the roles of others in the school, including:**

(a) Newly qualified teachers

(b) The special educational needs co-ordinator

(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. Ensure specific named staff are appropriately trained and supported.**

## **Area 4 - Efficient and effective deployment of staff and resources**

### **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.
    - vi. Advise Headteacher on deployment of staff.
    - vii. Ensure efficient and effective management of learning resources
    - viii. Maintain existing resources
    - ix. Use available spaces to ensure a stimulating environment for learning.
    - x. 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 organised using the list outlined below.

**In front of file - Subject Area & Staff member(s) responsible**

- **Divider 1 – Ofsted Reports, Example Ofsted Questions & Statements Linked to Subject**
- **Divider 2 – Subject Policy(ies)**
- **Divider 3 – Subject Audit & Subject Development Plan (Inc Budget)**
- **Divider 4 – Link Governor – Information & Monitoring Forms**
- **Divider 5 – Whole School Planning, Progression Docs & Curriculum Coverage**
- **Divider 6 – Quality of Teaching – Lesson Obs, Peer Coaching, Other Placement Visits**
- **Divider 7 – Progress, Attainment and Assessment Data (Inc Sub Groups – SEN, FSM)**
- **Divider 8 – Challenges, Greater Depth & Support Interventions & Evidence of Impact**
- **Divider 9 – CPD courses attended and course documentation**
- **Divider 10 – Other Documents – Risk Assessments, Examples of Outstanding pupil work**

### **The Subject Leader**

All core and foundation subject leaders will:

- Have the equivalent of half a day each week made available to them to work on their subject. (Additional time can be allocated if required for observations, work scrutinies etc. following discussion with the DHT / Headteacher)
- Be expected to attend appropriate courses connected to their subject.
- Lead whole staff/ parts of staff meetings
- Lead parts of non pupil days (INSET).