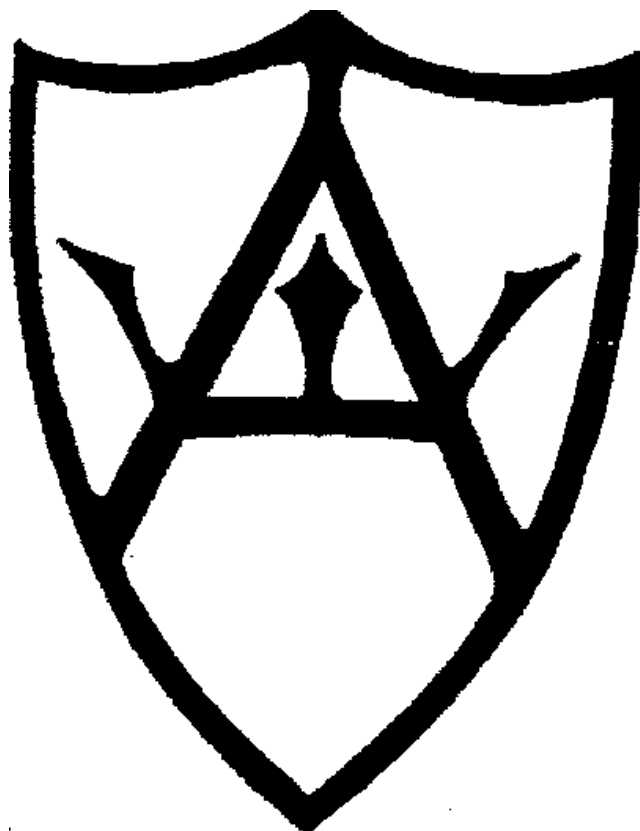# Alfriston School

Policy for Subject Leadership

Policy agreed: Nov 2015

Core purpose of the Subject Leader

To provide professional leadership and management for a subject to secure high quality 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 as well as playing a major role in the development of school policy and practice.

Throughout their work, a Subject Leader ensures that their practice improves the quality of education provided, meets the needs and aspirations of all pupils, and raises 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 and to the overall education and achievement of all pupils.

Every Subject Leader has access to a copy of the following:
- A Job Description
- Teachers' Standards
- The School Development Plan

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, and as and when necessary, subject leaders develop and implement subject policies, plans, targets and practices, which reflect the school's commitment to high achievement, effective teaching and learning.
When a policy is drawn up it needs to be updated at least annually, more often if there is a development or change in the subject.

Standards and Progress
Subject leaders evaluate practice and develop an acceptance of accountability.
They monitor the progress made towards achieving subject plans and targets, they evaluate the effects on teaching and learning, and use this analysis to guide further improvement, using a variety of Subject Leader tools:

- Work scrutiny
- Planning scrutiny
- Teacher discussion
- Pupil interviews
- Data analysis
- Observing learning and rates of progress and engagement in lessons

Once the standards have been monitored, the findings are acted upon by the Subject Leader.
- Feedback is given to headteacher and to colleagues
- A short report is given to Governors
- Any areas for development are fed into the Subject Action Plan/School Development Plan and acted upon.

Curriculum
- Establish, with the involvement of relevant staff, short, medium and long term plans for the development of the subject.
- 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 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.

Subject Leaders 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.

Subject leaders ensure curriculum coverage, continuity and progression in their subject for all pupils, including those of high ability and those with special educational or linguistic needs;

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

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.

Subject leaders develop a cycle of monitoring throughout the school for the academic year, ensuring that they are able to make judgements about the standards within their subject, through using a variety of Subject Leader Tools – see Standards and Progress section.

Evidence of the monitoring is kept confidentially and sent to the headteacher. Any findings which cause concern are acted upon by the subject leader/headteacher.

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. Where new resources are needed, these need to be identified and a request made, along with costings, to the headteacher, for consideration.

Staff CPD

Subject Leaders sustain their own motivation and that of other staff in their subject area.

Subject Leaders audit training needs of staff 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.

Subject Leaders provide guidance on the choice of appropriate teaching and learning methods to meet the needs of the subject and of different pupils.

Subject Leaders provide the support, challenge, information and development necessary to sustain motivation and secure improvement in teaching.

They establish clear expectations and constructive working relationships among staff through team working and mutual support.

Requests for CPD opportunities that will incur a cost to the school are made to the headteacher, giving details of the training and how it will impact upon pupils' learning. Here are a few suggestions of CPD opportunities, (this is not an exhaustive list and colleagues may suggest other activities): For example:

- Meeting with a colleague from another school,
- Meeting an AST in the subject,
- Observing good practice in other schools,
- Team teaching with another colleague,
- Attending a training course,
- Arranging for a consultant to meet you in our school.

Release time for subject leaders
Core Subject Leaders are entitled to one day every 2 terms for the purpose of subject leadership. Other subject leaders are entitled to one day per non-core subject per year. These can be taken as a full day or as half days. If monitoring reveals concerns, then the subject leader will liaise with the headteacher to decide on the best action to take. Release time must be booked in advance with the headteacher and must not disadvantage the subject leader's class responsibilities.

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 vision statement to school 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: - planning scrutiny - work scrutiny - learning walk - observation - pupil voice - pupil assessment	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 files & information on the 'O' Drive. - Collect, and store on the 'O' Drive, monitoring evidence that shows the vision in action across the school. - Communicate any areas for development from the subject that need to be a focus on next year's SDP	- 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 'O' Drive to show the subject vision in action and that the subject is being monitored across the school.
Ongoing	Attend relevant cluster meetings and training	Feedback to staff (usually in the weekly staff meeting)