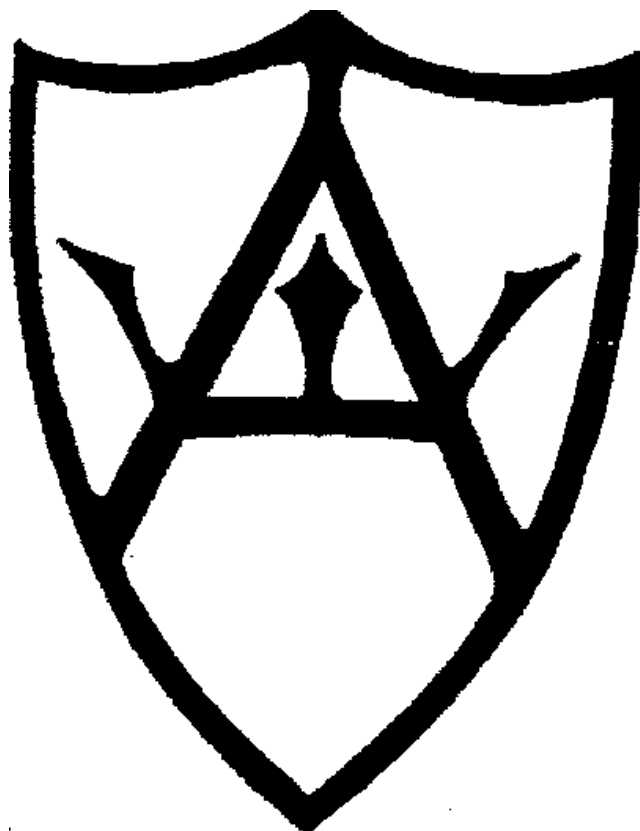


Alfriston School



Policy for Subject Leadership

Policy agreed: Sept 2014

Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct.

Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

Teacher Standards 1st September 2012

At Alfriston Primary School, it is the role of the Subject Leader to implement the aims of the school through their subject area. All teachers have a contractual obligation to help manage the teaching of colleagues through subject leadership.

The following documents outline this obligation:

School Pay and Conditions Document 1999

Teachers who are subject managers for the whole school can be expected

- (a) To develop a clear view of the nature of their subject and its contribution to the wider curriculum of the school;
- (b) To provide advice and documentation to help teachers to teach the subject and interrelate its constituent elements;
- (c) To play a major part in organising the teaching and the resources of the subject so statutory requirements are covered.

These aspects of the Subject Leader's role can largely be discharged outside the teaching day but while they require little or no non-contact time they do need a considerable investment of time and energy.

Primary Matters OFSTED 1994

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
- The School Development Plan

Subject Leaders have a file, which is kept up to date.

All files contain the following information:

Subject Leader File

Section 1 - Policy

- Subject Leadership General Policy
- Subject Leader Job Description
- Subject Specific Policy – inc curriculum aims, time allocations, teaching approaches, classroom organisation
- Date of next review

Section 2 - Standards and Progress

- Analysis of standards in relation to national expectations
- Analysis of progress
- Whole school targets
- Curricular targets
- Evidence of moderation

Section 3 - Curriculum

- Agreed long/term medium term plans
- Scheme/programme

Section 4 – School improvement

- Position statement
- Action Plan
- Reviewed action plans
- Cycle of monitoring
- Evidence of planning scrutiny carried out
- Records of discussions with pupils and staff
- Evaluation of children's work/work scrutiny
- Records of observations

Section 5 - Resources

- Resource audit
- Resource list

Section 6 – Staff CPD

- Subject leadership Audit

- Requests for Subject Leader CPD
- Record of CPD for all staff in this subject

Section 7 – Securing Accountability

- Reports to Governors 4

In addition Subject Leaders should record their findings on the Class Profile which is kept on the 'O' drive under staff – performance management. Once complete this should be kept securely on the subject leader's personal drive and an electronic copy sent to the headteacher. Only the profile with the data should be on the 'O' drive.

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, plans, targets and practices, which reflect the school's commitment to high achievement, effective teaching and learning.

This policy needs to be updated at least annually, more often if there is a development or change in the subject. The policy is sent to the headteacher by the end of September each year, who then arranges for it to be put on the school website.

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.

- An annual report is sent to Governors
- Feedback is given to headteacher and to colleagues
- Any areas for development are fed into the Subject Action 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 regularly 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 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.

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.

They develop a position statement in the first half term of an academic year and then an action plan for the academic year. Subject leaders are clear about action to be taken, timescales and criteria for success.

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 section.

Evidence of the monitoring is kept for each year group and a summary completed. The Performance Evaluation Schedules Part 1 and Part 2 set out the protocol for monitoring and the forms to use. 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. Where new resources are needed, these need to be identified on an action plan 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.

Subject Leaders ensure that the Headteacher, senior managers and governors are well informed about subject policies, 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.

Requests for CPD opportunities that will incur a cost to the school are made to the headteacher using the REQUEST FOR CPD form, 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.

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

Summary of action to be taken by Subject Leaders

September– copy of subject policy to be emailed to Headteacher

October – copy of position statement and action plan to be emailed to Headteacher

Subject Leaders will decide monitoring activities to be carried out and at what time of year this needs to take place. Headteacher needs to be aware of plans for any monitoring activities in advance so that the details can be communicated with all staff members prior to the monitoring.

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 year for monitoring all non-core subjects within their remit. This can be taken as a full day or as 2 half days. This must be booked in advance by completing the CPD request form and must not disadvantage the subject leader's class responsibilities.

Subject leader files will be monitored every half term by SLT.

Subject Leader Position Statement 2014-2015

Subject:

Subject Leader:

Date completed:

Area	Comment
Standards of achievement	
Standards of progress	
Standards of teaching	
Policy	
Curriculum	
Assessment	
Subject Improvement 2014-2015	
Subject Improvement 2015-2016	
Resources needed	
Staff development needed	
Governors Lead Governor Date if report to Govs	

Subject Leader Monitoring Record

Subject:

Date:	Subject Leader:
<u>Details of monitoring activity</u> (Give details of type of activity and which classes were monitored)	
<u>Feedback</u> (Give details of whether it was generic staff feedback or individual. Include any comments from staff on receiving feedback, and put copies of all written feedback in the file. Note whether any follow up monitoring will take place and specify dates.)	
<u>Next steps</u>	

Finds from Monitoring

Subject:

Date:

Year group:

Standards achievement
Standards of teaching
AFL/attitudes to subject
Differentiation
Progress
Planning
Presentation & marking
Learning environment
Other
Next steps

Record of Staff CPD 2014-2015

Subject Area:

Date	Names of all staff members receiving training	Description of activity Name if course provider	Anticipated impact to pupils	Impact

Job Description – core Subject Leader

The duties performed below are in addition to those detailed in the ‘Class Teacher’s’ Job Description. Time is allocated to perform these duties by the Head and Deputy Head Teacher.

General Duties

- Perform all the duties of the class teacher as set out in the class teacher’s job description
- Manage the effective planning, resourcing and assessment of a curriculum subject throughout the primary school
- Review the provision of that subject within the school and provide a report and Action plan for Governors. The action plan should be for the coming year and an overview for the next 3-5 years.
- Implement the actions specified in that Action Plan over a one year period

Specific Duties - Planning

- Ensure that a suitable curriculum map sets out how the school intends to deliver the specified areas of learning prescribed at national and/or local level
- Ensure that ‘medium term plans’ exist to support the teacher in their teaching of a subject by setting out appropriate learning objectives for specific units of work supported by suggested activities and assessment criteria
- Review the quality and relevance of planning documentation on an annual basis to ensure it meets the needs of the children and takes account of national and/or local changes in requirements
- Collect regular feedback from the teaching staff and ensure that issues raised are addressed
- Seek Local Authority (and/or external) support where necessary to improve the provision of planning materials

Specific Duties – Resources

- Ensure that plans are supported by an appropriate level of resources and that those resources are up to date
- Work alongside the other staff to ensure that resources are kept tidy and accessible and that damaged, lost and consumable resources are replaced
- Anticipate resources requirements within the subject and make appropriate budget bids
- Collect and organise online content from content providers and together with ICT leader link into planning in order to support lessons
- Collect and organise staff generated resources (eg PowerPoint presentations) and make these available to support lessons and units of work

Specific Duties – Assessment

- Ensure that there are mechanisms in place for appropriate formative and summative assessments to be made
- Ensure assessments are carried out and moderated every six weeks
- Ensure tracker is completed every six weeks.
- Analyse strengths and weaknesses of achievement every six weeks.
- Ensure that teachers understand when and how to make assessments and that they are enabled to make secure judgements

Specific Duties – Review and Improvement

- On an annual cycle conduct a review of the school's provision in the subject
- Audit some examples of pupils output to inform judgements regarding pupil's levels of attainment every six weeks
- Observe lessons to inform judgements made every six weeks
- Audit planning once every six weeks.

- Audit learning environment every six weeks.
- Record judgements of standards and achievement for each year group
- Make judgements on areas of strength and identify areas for improvement
- Report findings to the Leadership Team/ Deputy Headteacher and Governors
- Construct an Action Plan over an annual time frame for the subject in order to address improvements that need to be made and the time required to implement the plan
- In liaison with the Deputy Headteacher work to implement the development Plan in allocated time

Specific Duties – Professional Development

- Identify areas for personal professional development and training and take measures to receive appropriate training
- Identify areas for the professional development of other and take measures to ensure they receive appropriate training
- Liaise with external agencies and providers in order to deliver INSET
- Ensure that personal subject knowledge and awareness of national and local developments is kept up to date

Job Description – non core Subject Leader

The duties performed below are in addition to those detailed in the ‘Class Teacher’s’ Job Description. Time is allocated to perform these duties by the Head and Deputy Head Teacher.

General Duties

- Perform all the duties of the class teacher as set out in the class teacher’s job description
- Manage the effective planning, resourcing and assessment of a curriculum subject throughout the primary school
- Review the provision of that subject within the school and provide a report and Action plan for Governors. The action plan should identify and urgent actions for the coming year and an overview of development needed over a 5 year period
- Implement the actions specified in that Action Plan over a set time period.

Specific Duties - Planning

- Ensure that a suitable curriculum map sets out how the school intends to deliver the specified areas of learning prescribed at national and/or local level
- Ensure that ‘medium term plans’ exist to support the teacher in their teaching of a subject by setting out appropriate learning objectives for specific units of work supported by suggested activities and assessment criteria
- Review the quality and relevance of planning documentation on an annual basis to ensure it meets the needs of the children and takes account of national and/or local changes in requirements
- Collect regular feedback from the teaching staff and ensure that issues raised are addressed
- Seek Local Authority (and/or external) support where necessary to improve the provision of planning materials

Specific Duties – Resources

- Ensure that plans are supported by an appropriate level of resources and that those resources are up to date

- Work alongside the other staff to ensure that resources are kept tidy and accessible and that damaged, lost and consumable resources are replaced
- Anticipate resources requirements within the subject and make appropriate budget bids
- Collect and organise online content from content providers and together with ICT leader link into planning in order to support lessons
- Collect and organise staff generated resources (eg PowerPoint presentations) and make these available to support lessons and units of work

Specific Duties – Assessment

- Ensure that there are mechanisms in place for appropriate formative and summative assessments to be made
- Ensure that teachers understand when and how to make assessments and that they are enabled to make secure judgements

Specific Duties – Review and Improvement

- On a two-year cycle conduct a review of the school's provision in the subject
- Audit some examples of pupils output to inform judgements regarding pupil's levels of attainment annually
- Observe lessons to inform judgements made annually
- Record judgements of standards and achievement for each year group,
- Make judgements on areas of strength and identify areas for improvement
- Report findings to the Leadership Team/ Deputy Headteacher and Governors
- Construct an Action Plan over a set time frame for the subject in order to address improvements that need to be made and the time required to implement the plan
- In liaison with the Deputy Headteacher work to implement the development Plan in allocated time

Specific Duties – Professional Development

- Identify areas for personal professional development and training and take measures to receive appropriate training
- Identify areas for the professional development of other and take measures to ensure they receive appropriate training
- Liaise with external agencies and providers in order to deliver INSET
- Ensure that personal subject knowledge and awareness of national and local developments is kept up to date