



Hartsbourne Primary School
Subject Leadership Policy

DATE OF POLICY	January 2024	DATE OF NEXT REVIEW	January 2027
MONITORED BY	SENIOR LEADERSHIP TEAM TEACHING AND LEARNING COMMITTEE		

VISION

We aim to be a school where the children are at the centre of everything that we do. Decisions that we make around the curriculum and school life are carefully considered to reflect the current needs of the children. Mental health is balanced with their academic needs to nurture the whole child.

RATIONALE

Primary class teachers have varied and diverse expertise. However, they cannot be an expert in every aspect of the curriculum they are required to teach. Help should come from using the full range of talents possessed by teachers, in a process of mutual support and self-evaluation. Curriculum leaders should be reflective practitioners, able to evaluate their own practice, set their own targets for improvement and be self-regulating. In order to support this process, subject leadership at Hartsbourne is split into teams. Membership of these teams and the subjects included within them will be subject to annual review by SLT.

As a smaller primary school, a perennial challenge is that we often don't have enough teachers for the number of subject leadership roles required. Our 'curriculum teams' approach allows staff to collaborate and shares the burden of expectation. Our expectation is that teams will lead, manage and develop core subjects in full, select one foundation subject each year to make a significant collaborative impact on and monitor all other foundation subjects to ensure embedding of previous developments and maintaining of standards.

Teachers have a contractual obligation not only to teach but also to help manage the teaching of colleagues through subject leadership, as outlined in the School Teachers' Pay and Conditions Document.

AIMS AND OBJECTIVES:

At Hartsbourne, curriculum leaders will aim to:

- Establish good practice and be a role model to others.
- Devise and review appropriate policy in liaison with SLT and other staff.
- Communicate efficiently with all stake-holders (parents, governors, BSJT, pupils, staff).
- Develop a clear view of the nature of the subject and its contribution to the wider curriculum.
- Play a part in the support and development teaching staff, in conjunction with SLT.
- Implement and maintain planning, monitoring, assessment and record keeping procedures (as appropriate).



- Contribute to school improvement planning and identify budget priorities.
- Purchase, distribute and support in the management of appropriate resources.
- Manage a folder within the shared Google drive 'Hartshorne Curriculum' to organise relevant documentation.
- Work collaboratively with SLT and teaching staff to raise student achievement in the subjects they lead.

ROLES AND RESPONSIBILITIES

Subject leaders will work closely with the Headteacher and senior management team in each of the areas outlined below and liaise with other colleagues as appropriate. Subject leaders should also understand the roles of others in the school, including newly qualified teachers, the special educational needs co-ordinator and the Headteacher, as set out in the national standards for those roles.

Strategic Development

Within the context of the school's aims and policies, subject leaders develop and implement subject policies, plans, targets and practices. They will:

- Develop and implement policies and practices for the subject which reflect the school's commitment to high achievement, effective teaching and learning;
- Work alongside SLT where necessary to collate and analyse attainment data to support pupil progress.
- Analyse and interpret relevant national, local and school data, plus research and inspection evidence, to inform policies and practice.
- Write and implement an annual action plan that supports whole-school efforts to improve and identifies realistic and challenging targets for improvement in the subject.
- Monitor the progress made in achieving subject plans and targets, evaluate the effects on teaching and learning, and use this analysis to guide further improvement. Present this evaluation, if required, to SLT, school governors and/or trustees.

Teaching and Learning

A subject leader plays a key role in supporting teachers of the subject, as well as other adults through a variety of monitoring activities.

Subject leaders will work alongside SLT to evaluate the effectiveness of teaching and learning, the subject curriculum and progress towards targets to inform future priorities and targets for the subject. Through a rigorous process of monitoring and evaluation, they will:

- Work along SLT to ensure curriculum coverage, continuity and progression in the subject for all pupils, including those of high ability and those with special educational or linguistic needs.
- Ensure that teachers understand the sequence of teaching and learning in the subject.
- Provide guidance on the choice of appropriate teaching and learning methods to meet the needs of the subject and of different pupils.
- Establish and implement clear policies and practices for assessing, recording and reporting on pupil achievement and share with staff as appropriate.
- Evaluate progress and achievement in the subject by all pupils, including all vulnerable groups, where appropriate.
- Evaluate the teaching of the subject in the school alongside SLT, use this analysis to identify effective practice and areas for development, and act to secure improvements.



- Develop effective links with the local community, businesses and expert visitors to extend the curriculum and offer enrichment experiences to children.
- Recommend and implement schemes of work where needed, or provide refinements to these to support teaching.
- Gauge pupil enjoyment and understanding of the subject by conducting pupil voice interviews.

Leading Staff

The core purpose of a subject leader is 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.

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

- Establish constructive working relationships among staff, delegating tasks as appropriate; evaluating practice; and developing an acceptance of accountability.
- Audit training needs of staff where necessary.
- Contribute to professional development of teaching staff (including ECTs) where necessary through example and support, coaching, staff meetings, modelling and mentoring.
- Work with the Senco and other staff with expertise to contribute to PPMs where required.

Efficient and effective deployment of staff and resources

Subject leaders will identify appropriate resources for the subject and ensure that they are used efficiently, effectively and safely. They will:

- Establish staff and resource needs for the subject and advise the Head/SLT of likely priorities for expenditure.
- Allocate available subject resources with maximum efficiency to meet the objectives of the school and subject plans and to achieve best value for money.
- Ensure the effective and efficient management and organisation of learning resources.
- Maintain existing resources and explore opportunities to develop or incorporate new resources from a wide range of sources inside and outside the school.
- Ensure teaching staff are aware of their responsibilities regarding creating a safe working and learning environment, in which risks are properly assessed.

Continuing Professional Development

Subject leaders should also take responsibility for aspects of their professional development consistently assessing, adapting and improving their own teaching, leadership and subject knowledge. The pathway to this improvement may include attendance of training courses or webinars, subject leadership cluster or moderation meetings, liaising with colleagues across the BSJT, conducting or receiving lesson observations, presenting workshops as part of the BSJT Staff Conference, participation in national awards, qualifications or projects, or forging links with other schools. SLT may also support with subject leadership CPD through the school's usual process of appraisal.

EQUAL OPPORTUNITIES

Children at Hartshorne Primary School will be given access to a broad and balanced curriculum which explores a variety of cross-curricular and enrichment opportunities. All staff will endeavour to assist children to reach their full potential irrespective of race, gender, creed, age or ability.