



Hartsbourne Primary School
Subject Leadership Policy

Mission Statement: Valuing Potential; Creating Opportunities

This policy to be read in conjunction with Assessment Policy, Equal Opportunities Policy, Teaching and Learning Policy, Racial Equality Policy and individual subject policies

SUBJECT LEADER	DATE OF POLICY	DATE OF REVIEW
HEAD	MARCH 2019	MARCH 2021
MONITORING BY	SLT	

OUR VISION

Building a strong school community, inspiring children to gain the confidence, resilience and independence to become life long learners, making the best progress possible and creating happy memories

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.

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 Pay and Conditions Document.

AIMS AND OBJECTIVES:

At Hartsbourne we 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.
- Raise the subject profile within school and the wider community (eg BSJT).
- Guide the development of teaching staff to raise standards of achievement.
- Implement/maintain monitoring, assessment and record keeping procedures as appropriate.
- Contribute to school development planning and Identify budget priorities.
- Buy, organise and manage appropriate resources.
- Facilitate the use of ICT within the subject.
- Keep an up-to-date subject leader’s file.

Objectives:

A range of subject leadership and management tasks is set out on the following pages for each of the four key areas of subject leadership: Subject Leaders will:

- Lead and manage the subject.
- Ensure high quality teaching in their subject.
- Enable and monitor effective use of resources.
- Develop improved standards of learning and achievement by the pupils.



ROLES AND RESPONSIBILITIES

Subject leaders will work closely with the Headteacher and senior management team in each of the four key areas and liaises 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;
- Use data effectively to identify pupils who are underachieving or able, gifted and talented in the subject and, where necessary, create and implement effective plans of action to support those pupils.
- Analyse and interpret relevant national, local and school data, plus research and inspection evidence, to inform policies and practice.
- Establish, with the involvement of relevant staff, short, medium and long term plans for the development and resourcing of the subject.
- Write and implement an Action Plan that 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.

Teaching and Learning

Throughout their work, a subject leader ensures that practices improve the quality of education provided, meet the needs and aspirations of all pupils, and raise standards of achievement in the school. A subject leader plays a key role in supporting, guiding and motivating teachers of the subject, and other adults through a variety of monitoring activities.

Subject leaders will evaluate the effectiveness of teaching and learning, the subject curriculum and progress towards targets for pupils and staff, to inform future priorities and targets for the subject.

Subject leaders secure and sustain effective teaching of the subject, evaluate the quality of teaching and standards of pupils' achievements and set targets for improvement. They will:

- 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.
- Evaluate the teaching of the subject in the school, use this analysis to identify effective practice and areas for development, and act to secure improvements.
- Ensure that teachers of the subject know how to recognise and deal with racial stereotyping.
- Develop effective links with the local community, businesses and expert visitors to extend the curriculum and offer enrichment experiences to children.



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.

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.

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

- Follow and adhere to the National Standards for Subject Leaders
- Establish constructive working relationships among staff, delegating tasks as appropriate; evaluating practice; and developing an acceptance of accountability.
- Audit training needs of staff.
- Lead professional development of other staff through example and support, coaching, staff meetings, modelling and mentoring.
- Contribute to the development of newly qualified teachers and trainees.
- Work with the Senco and other staff with expertise to contribute to PPMs as necessary.

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, including information and communications technology.
- Maintain existing resources and explore opportunities to develop or incorporate new resources from a wide range of sources inside and outside the school.
- Create an effective and stimulating environment for the teaching and learning of the subject.
- Ensure that there is a safe working and learning environment in which risks are properly assessed.

Improved standards of learning and achievement

Monitoring:

- Monitor planning/advise on differentiation/give feedback
- Keep overview of medium term plans and QCA schemes of work
- Monitor pupil attitudes to subject through pupil voice
- Track able pupils and analyse data (SATs results, Raiseonline, TargSats etc.)
- Monitor text and graphics for stereotyping and displays for quality practice

Assessment (see also our Assessment Policy):

- Liaise with Assessment Leader/SLT/ SENCo
- Level examples of work and keep a portfolio where appropriate
- Take part in moderation exercises and target setting



Raise subject profile:

- Organise whole school events
- Liaise with visiting specialists
- Liaise with other schools to share good practice
- Make reports to Governors
- Research and promote off-site visits
- Promote spiritual, moral, social and cultural dimensions to the subject

Supporting Staff:

- Give advice on planning and assessment
- Develop links among staff / know staff strengths
- Role modelling and Induction of new staff
- Classroom observations

Management of information:

- Keep a current subject leader's file
- Update subject library
- Annual review of subject and action plan, review progress and prioritise actions for SIP
- Devise and review policies and guidelines
- Disseminate new information
- Be a point of reference for safety requirements and regulations

Liaising with others:

- Encourage parental involvement
- Meet with advisory staff, subject leaders from Bushey Meads, experts in the field
- Meet with External Agencies (as appropriate)

Finance and Resources:

- Order appropriate resources within budget confines
- Monitor subject spending and Identify priorities for future spending
- Keep an inventory of resources
- Ensure accessibility of resources
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Continuing Professional Development:

- Assess own teaching, leadership and subject knowledge
- Attend Subject Conferences, Teacher Toolkits, BSJT Training
- Organise staff meetings and INSET in line with the school improvement plan

EQUAL OPPORTUNITIES

Children at Hartsbourne 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.



GUIDELINES

Checklist for Subject Leadership

Check List	Date carried out	Notes
Policy		
Scheme of work		
Planning, long term		
Planning, medium term		
Planning, short term		
Budget, resources purchased		
Resources audit		
Classroom observations		
Work sampling		
Pupil Voice		
Staff CPD		
Monitoring of pupil progress/ records		
Reports		
Evidence		
Visits		
Curriculum focus events		
Subject SEF		