Subject Leadership Policy

Review cycle	1 / 2 / 3 years	Date: September 2024
Approved by	Full Governing Body / Executive Headteacher	
Changes made in this review cycle	September 2023 Appendices updated • Develop termly Medium Term Plans, key vocabulary front unit sheets and end of unit quizzes	
Linked policies	Book and Marking Policy Learning Environment Policy Teaching and Learning Policy	
Signed	*J. Procter*	Date: September 2024
Position	Executive Headteacher	
Date of next Review	September 2027	
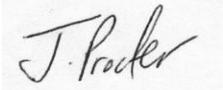
Introduction

At Pioneer Primary Schools, the subject leader will provide professional leadership and management for a subject to secure high quality teaching, effective use of resources and improved standards of learning and achievement of all pupils.

A subject leader provides strategic leadership and direction for the subject and ensures that it is managed and organised to meet the aims of objectives of the school and the subject. While the Executive Head, Heads of School 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 the school policy and practice. 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 in the school.

A subject leader plays a key role in supporting, guiding and motivating teachers of the subject, and other adults. Subject leaders 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. Although the subject leaders will undertake a variety of monitoring activities, the Executive Head Teacher, Heads of School and Assistant Heads will retain a larger proportion of that monitoring which requires direct classroom observation of teaching and learning.

A subject leader identifies needs in their own subject and recognizes 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 pupils.

Effective leadership results in:

a. **pupils who** show sustained improvement in their subject knowledge, understanding and skills in relations to prior attainment; understanding the key ideas in the subject at the level appropriate to their age and stage of development; shows improvement in their literacy, numeracy, information technology skills; knows the purpose and sequence of activities; are well prepared for any tests in the subject; are enthusiastic about the subject and highly motivated to continue with their studies; through their attitudes and behaviour, contribute to the maintenance of a purposeful working environment;

b. **teachers who** work together as a team; support the aims of the subject and understand how they relate to the school's aims; are involved in the formation of policies and plans and apply them consistently in the classroom; are dedicated to improving standards of teaching and learning; have an enthusiasm for the subject which reinforces the motivation of pupils; have high expectations for pupils and set realistic but challenging targets based on a good knowledge of pupils and the progression of concepts in the subject; make good use of guidance, training and support to enhance their knowledge and understanding of the subject and to develop expertise in their teaching; taking account of relevant research and inspection findings; make effective use of subject-specific resources; select appropriate teaching and learning approaches to meet subject-specific learning objectives and the needs of pupils;

c. **parents who** are well informed about their child's achievements and attainment in the subject and about targets for further improvement; know the expectations made of their child in learning the subject; know how they can support or assist their child's learning in the subject;

d. **Senior Leaders who** understand the needs of the subject; use information about achievements and development priorities in the subject in order to make well informed decisions and to achieve greater improvements in the whole school's development and it's aims;

e. **other adults in the school and community, including technical and administrative staff, classroom assistants, external agencies and representatives of business and industry, who** are informed of subject achievements and priorities; are able; where appropriate, to play an effective role in supporting the teaching and learning of the subject.

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

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, including creating Road Maps to show the clear progression of skills and knowledge in the subject;

(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 statuary requirements are covered.

Professional Dialogue

You will have the opportunity to discuss your subject leader role with your reviewer for Performance Management. A copy should be kept in your Professional Portfolio

<u>Subject leaders have a file</u>, which is kept up to date.
All files contain the following information:

Subject Leaders File – front cover – clearly explaining subject

Section 1 – Policy

- Subject Leadership General Policy
- Subject Specific Policy – inc curriculum aims, time allocation, teaching approaches, classroom organisation.

Section 2 – Standard and Progress

- Analysis of standards in relation to national expectation
- Analysis of progress
- Evidence of moderation

Section 3 – Curriculum

- Long term and medium term plans for the subject
- Road Map for the subject to show progression in skills and knowledge
- Unit Progression documents
- Planning examples

Section 4 – School Improvement

- Action Plan (annotations for the 23-24)
- Reviewed previous action plans
- Evidence of planning scrutiny carried out
- Records of discussions with pupils and staff
- Evaluation of children's work / work scrutiny
- Records of observation

Section 5 – Resources

- Resource audit
- Resource list

Section 6 – Staff CPD

- Subject leadership Audit
- Subject questionnaires for cpd

- Record of CPD for all staff in this subject

Section 7 – Securing Accountability
- Reports to the Governors
- SLT reporting on subject area

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.

Standards and Progress
Subject leaders create medium term plans for teachers in all year groups to support the effective delivery of their subject. They 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 sampling
- Planning sampling
- Teacher discussion
- Pupil interviews
- Class swap
- Observing learning and rates of progress in lessons

Once the standards have been monitored, the findings are acted upon by the subject leader.
- An annual report is sent to the Governors
- Feedback is given to head teacher and to colleagues
- Any areas for development are fed into the Subject Action Plan and acted upon

Staff CPD
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.

The role of the subject leader
The overall purpose of the subject leader is to be a **"champion"** for their subject and to contribute to school improvement by raising standards in achievement through the provision of high quality teaching and learning experiences for all children.

The subject leader will:

Consult:
- With the senior leader with responsibility for teaching and learning concerning the development of their area of the curriculum within the context of the school policies
- With the senior leader with responsibility for curriculum to ensure that the legal requirements of the National Curriculum are covered effectively
- With other schools to promote the dissemination of good practice
- With other schools to ensure curriculum continuity and progression, common understanding of assessment practice and the sharing of resources and or/expertise
- With school Governors over the policy documentation and standards in teaching and learning
- With professional associations to draw upon their curriculum expertise and keep up to date with current thinking and research

Develop curriculum planning by:
- Having regard to and interpreting the local authority policy and national guidance
- Develop termly Medium Term Plans, key vocabulary front unit sheets and end of unit quizzes
- Be available to offer ideas for resources or lesson plans where staff need assistance
- Working with the head teacher and staff to draw up/review a policy document for the specific curriculum area
- Working with the relevant teaching staff to draw up units of learning, reviewing those plans subsequently to ensure continuity and progression and monitoring and advising on the planning documentation to ensure breadth, balance and progression

Ensure effective implementation of the curriculum by:
- Working alongside other teachers to support staff in the classroom to inform their practice
- Model good teaching and learning, demonstrating their particular expertise in their subject
- Planning and delivering school based CPD or INSET in their curriculum area
- Keeping up to date on current thinking and research and share significant developments with staff
- Being proactive in their subject leader role by identifying priorities, assessing possibilities and recommending available courses of action
- Working with the senior leadership team to convene meetings for staff to discuss, explain and agree work in their curriculum area. This will involve drawing up agendas, keeping minutes and notes of actions to take

Develop appropriate resources by:
- Developing a knowledge of the resources that are available nationally, regionally and locally e.g. resource centres, museums, area support groups, places of interest, apps and visiting speakers
- Acquiring resources for the school
- Managing the resources within the school ensuring that they anticipate and reflect the planned curriculum
- Providing guidance to the staff on the resources available and the ways in which they can be used
- Maintaining resources and monitoring their proper use and storage
- Alerting staff to any health and safety issues relating to any specific items of equipment

Develop effective assessment and record keeping procedures by:
- Developing, within the context of the whole school policy on assessment and the assessment framework, assessment practices in their particular curriculum area
- Assisting colleagues so that the final assessment procedures are carried out with clarity and consistency
- Within the framework of the whole school policy on assessment and the assessment framework develop an appropriate record keeping system for the curriculum areas which is both formative and summative

Monitor and evaluate standards in teaching and learning by:
- Working with colleagues to establish the effectiveness of the current planning processes, teaching and learning approaches, assessment and record keeping
- Evaluate (and take on board pupil and teacher evaluations) the effectiveness of their subject, making changes in consultation with Heads of School.

Annual schedule for Subject Leaders

Ongoing	Subject in Focus
• Review and amend the subject Action Plan (appendix 1), identify resource needs, including CPD, and priorities for improvement • Produce a summary report on the subject linked to the development plan at end of year • Audit subject plans and coverage of scheme of work. • Monitoring by a scrutiny of work • Audit and order resources • Analysis of subject data and the use of Assessment data to be able to show subject area strengths and weaknesses (feedback into the development plan) • Discussions with children about their work (pupil voice) • Update documentation as required and respond to new developments • As appropriate, liaise with other schools, cluster meetings • Update personal knowledge • Update subject folder, including e folder	• Know when, and plan for, the subject will be the focus of staff meetings. • Policy review • Deliver staff training and provide information for staff on subject development. • Liaise with other schools, cluster meetings • Develop exemplar portfolio • Prepare and deliver report to Governors.

Pioneer Subject Leader Action Plan '2024-25' (SDP Reference: SDP 1.1 & 2.6)

Subject Area:

👤 = Person Responsible   👥 = Identified Group   👓 = Person Monitoring   🔍 = Person Evaluating

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Targets:

1) **Curriculum Cycle 1 Termly (x2) 'MTPs, key vocab sheets and end of unit quizzes' developments:** Ensure development of subject termly 'MTPs, key vocab sheets and end of unit quizzes' for KS1, Lower and Upper KS2 utilising the termly staff meeting dedicated towards this.

2. **Prepare fully for 'Ofsted Deep Dive Conversations':** ensure that you can discuss your curriculum area coherently and explain how it has been developed- being able to discuss the curriculum and 'what, how and why' it is taught the way it is. This includes the development of the 'Unit Progression Document'.

3. **Staff CPD development:** *(What does the staff CPD questionnaire tell you? What CPD needs to happen for outcome gaps to be developed?)* Deliver subject staff meeting linked to staff & curriculum cpd needs.

4. **Monitoring the Quality of Education in your subject:** When and how will you be monitoring books, planning, learning environment and lesson delivery quality and feedback and supporting staff to ensure the highest standards are upheld in your subject?

5. **Any other areas of development for the subject if needed:** Are there any explicit data targets set for your subject? How will these outcomes be tracked and ensure staff are held to account? Are there any specific curriculum developments needed in your subject?

Success Criteria:

If you have achieved the above, the following should be evident in your subject:

✓ Pupils will make at least expected progress from their starting points in your subject (trackers, Subject datawalls/ triangulations)

✓ **Ofsted 'Subject Leadership' Grading:** Middle leaders focus on improving teachers' subject, pedagogical and pedagogical content knowledge in order to enhance the teaching of the curriculum.

✓ **Ofsted 'Outstanding' Criteria:** It is evident from what all staff do that they have a firm and common understanding of the school's curriculum intent and what it means for their practice.

Actions linked to targets	👤	👥	Achievement Milestones (What should have happened due to the actions?)					£	👓	🔍
			Sept 2024	Nov 2024	Jan 2025	April 2025	July 2025			

Objective	Lead	Staff	Actions / Timeline					Monitoring	Evaluation
1) **Curriculum Cycle 1 Termly (x2) 'MTPs, key vocab sheets/'knowledge organiser' & end of unit quizzes' developments** Please save your termly documents here: *G:\Shared drives\Curriculum\Planning\2024-25\MTPs*	Subject Leader	All Pioneer Staff	**Termly Staff Meetings: X2** staff meeting allocation for MTP etc developments- *Time allocated in termly SM,s for these documents to be ready for use in Cohort Planning Meetings in the final week of each term.* o **T1:** 24th September & 9th October o **T2:** 20th November & 27th November o **T3:** 29th January & additional 1 hour release time o **T4:** 5th March & additional 1 hour release time o **T5:** 7th May & additional 1 hour release time o **T6:** 18th June & additional 1 hour release time **What will you do to ensure that this objective is achieved?** • Ensure all these documents ae ready for the end of term Cohort meetings • Ensure MTPs are updated termly (taking into account cohort planning feedback) • Ensure that key vocab is clear for each unit- 'core and advanced' vocab) • Unit quizzes and 'knowledge organiser' prepared • • •					SLT Termly Planning Documents Audits	**Governor monitoring x 2 online** **9th October**- online meeting with SL to evaluate SL Aps **9th July**- online meeting with SL evaluate impact 24/25 as defined via SL APs
2) **Prepare fully for 'Governor/ Ofsted Deep Dive Conversations'** - *Ofsted Q/A prep* - *SL Policy* - *MTPs, Road Map, Subject Unit Progression doc* - *SL File and contents*	Subject Leader	All Pioneer Staff	Update SL policy & disperse to staff - **4th Sept** INSET pm JP provides SL Ofsted key questions – from EH June 2024 Update SL folder	**9th October**- SL Governor meeting Check website content for your subject – is the curriculum intent and offer clear? Add here what needs doing.			**9th July –** review of impact in your subject with link governor	HOS Deep Dive check-ins termly and feedback to JP and FGB	SIP & Ofsted Deep Dives & reports
3) **Staff CPD development** Deliver subject staff meeting linked to staff & curriculum cpd needs. **(July 2024 staff questionnaire feedback)**		All Pioneer Staff	Check when your staff meeting allocation 24/25 and add here what you will be doing to prepared staff cpd.				**July**- '2025/26' staff questionnaires completed	Feedback from Staff at Staff Meeting	SLT evaluation of impact of cpd in termly staff triangulations
4) **Monitoring the 'Quality of Education' in your subject** (Pupil Outcomes (datawalls/trackers), book monitoring x2, pupil voice and observation of lessons)	Subject Leader	All Pioneer Staff	Review SL triangulations info from 23-24 & SL datawalls 23/24 **(summary report)** **Foundation Subject Datawalls 'July 24':** G:\Shared drives\Pioneer Staff Shared\Assessment, Reports & Pupil Outcomes\2023-24\July 24 Foundation Subject Datawalls **Re, Wr, MA, Ph 'July 24' Datawalls:** G:\Shared drives\Pioneer Staff Shared\2023- 2024\OUTCOMES SDPs	Book Audit Triangulations – 8th January (EYFS/KS1) 15th January (KS2)	SL observation for focus schs & pupil voice	Book Audit Triangulations – 4th June (EYFS/KS1) 11th June (KS2)		SLT monitoring of impact of cpd in termly staff triangulations	**Governor sch subject visits** **T3**- Governor 1st visit to focus sch/d- linked to projected AP objectives **T5**- Governor 2nd visit to focus sch/d -

									Governor monitoring x 2 online 9th October- online meeting with SL to evaluate SL APs 9th July- online meeting with SL evaluate impact 24/25 as defined via SL APs	SIP & Ofsted Deep Dives & reports
										linked to projected AP objectives
5) Any other areas of development for the subject if needed Are there any specific curriculum developments needed in your subject? Are there any explicit data targets set for your subject? How will these outcomes be tracked and ensure staff are held to account?	Subject Leader	All Pioneer Staff								

Subject Area: SDP Ref:

 = Person Evaluating   = Person Monitoring   = Identified Group   = Person Responsible

Targets: Ofsted Subject Leadership Grading: (SDP 2.6) Middle leaders focus on improving teachers' subject, pedagogical and pedagogical content knowledge in order to enhance the teaching of the curriculum. 1. Pupil Outcome Targets: (What are the key focus areas from last years data/or trends for this subject?) 2. Staff CPD development: (what do the staff CPD questionnaire tell you? What CPD needs to happen for outcome gaps to be developed?) 3. Curriculum development: 4. 5. Any other areas of develop for subject if needed:
Success Criteria: Ofsted Subject Leadership Grading: (SDP 2.6) This consistently translates into improvements in the teaching of the curriculum and leads to stronger pupil outcomes in identified areas. 1. Pupil Outcome Targets: 2. Staff CPD development: 3. Curriculum development: 4. 5. Any other areas of develop for subject if needed:

Actions	👤	👥	Achievement Milestones (What should have happened due to the actions?)					£	👓	🔍
			Sept 20---	Nov 20--	Jan 20--	April 20---	July 20--			
1. Pupil Outcome Targets:										
2. Staff CPD development:										
3. Curriculum development:										
4.										
5. Any other areas of develop for subject if needed:										

Subject Leader Book Audit Record 2024/5

Books to include range of abilities from all cohorts and must also include SEND and PPG pupils.

Date:	Subject:	Teachers:

Aspects to Consider:
- *Curriculum Coverage* - cross referencing against annotated curriculum maps
- *Pace & Pitching* – is the learning appropriate for the cohort and does it direct link to curriculum maps intent/implementation? Differentiation, support & extension. Is the work challenging and does it reinforce previous learning?
- *Progress in the session* – what is the impact on learning? Can progress be evidenced? and does it link to impact statements on curriculum maps?
- *Vulnerable Group*- is it clear how the curriculum is adapted for SEND pupils and the lowest 10%?
- *Subject leadership cpd impact*- is there evidence that teachers have implemented your subject leadership cpd expectations?

Strengths:	Areas for Development:
Rec/Nursery ✓	➢
Year 1-2 ✓	➢
Year 3-4 ✓	➢
Year 5/6 ✓	➢

Support to be provided to address 'Areas of Development':

Subject Leader Drop In Record

Date:	Subject	Year Group:	Teacher:

<u>Strengths:</u>	<u>Areas for Development:</u>
Rec	
<u>Year 1/2</u>	
<u>Year 3/4</u>	
<u>Year 5/6</u> ✓	➢

Pioneer Primary Schools

Feedback from discussions with pupils

When monitoring through a pupil voice questionnaire, the following questions could be included (this is not an exhaustive list)

Teacher's name…………………………Subject………………Year group………….

Review conducted by……………………………………………Date……………………

What do you understand about this subject? What are you learning about?		
What do you enjoy about this subject?		
What have you found difficult? What did you do to help you overcome this?		

How well do you think you are doing in this subject?		
Do you know what you need to improve next? What is your 'next step'?		
How has the teacher's feedback helped you to improve? Do you prefer written or spoken feedback? Which is best?		
Do you have any questions about this subject?		
A copy of this check should be passed back to the individual teacher and to the head teacher. You should also retain a copy for your own records. *Notes need only be brief, but it may be appropriate to expand on these by a follow up meeting with the teacher.*		

Appendix 3
Questions to consider in your role as a subject leader

Standards:
- Are standards in line with National Curriculum expectations?
- What standards are achieved by children and are there any variations or trends?
- To what extent do high, average and low attaining children acquire and consolidate their knowledge, skills and understanding?
- Do children make progress in line with others of a similar ability?
- How well do children with SEN make good progress towards meeting the targets set for them?
- Is the school meeting its targets and are they sufficiently challenging?
- How do the school's results compare with those of similar schools?

Teaching and learning:
- Do teachers have appropriate knowledge and understanding of the subject?
- How effective is their planning, use of time and resources?
- Do teachers differentiate learning effectively for children, including those with SEN?
- How effectively do they manage children's behaviour and organise learning in the classroom?
- Does the school have an effective and consistent approach to home learning?
- Are children's attitudes towards the subject positive and are they productive?
- How well do children understand the learning set and how well do they apply themselves?
- How is ICT used within the subject?

Curriculum and assessment:
- How is coverage of the subject and progression and continuity of learning ensured?
- Does the school provide a broad range of opportunities for learning in the subject?
- How does the school provide equality of access and opportunity for all children?
- What are the school's approaches to assessment?
- What are the arrangements for recording assessments and do they conform to legal requirements?
- How do teachers record children's general progress?
- How does assessment inform curriculum planning?

Leadership and management of the subject:
- Is the subject reflected in the schools aim?
- Is the subject identified in the SDP and how effective is the action planning?
- Has the subject leader been adequately trained and prepared?
- What is their role in planning and development?
- How is the subject leader involved in monitoring and evaluating their subject?
- How does the school ensure consistency and quality of teaching and learning?
- How are standards and progress of the children monitored?
- How effectively are staff, accommodation and learning resources managed and deployed?

Staffing, accommodation and learning resources:
- Are staff appropriately qualified and experienced?
- Are their professional development needs identified and met?
- Is the accommodation adequate to teach the subject and are the resources accessible and well organised?
- Are there sufficient resources to teach the subject and are they of the right quality?

Subject Leader OFSTED example questions & Deep Dive Preparation

1. Ensure that you can discuss your curriculum area coherently and explained how it has been developed- being able to discuss the curriculum and what, how and why it is taught the way it is.
2. Explain how pupils with special educational needs, those who are disadvantaged and the lowest performing 20% are identified and supported to progress in your subject area.
3. Explain how there are explicit links between the early years curriculum and the national curriculum in key stage 1 and 2f for your subject.
4. How have you developed your subject action plans?
5. How does the SLT help with your workload as a subject leader?
6. Can you explain how the SUBJECT curriculum is personalised to the needs of your school?
7. How is the SUBJECT curriculum organised to maximise pupil progress?
8. How do you ensure continuity of skills from Reception to Y6?
9. How do you consider SUBJECT fits into the wider outcomes for the school?
10. How do you ensure that your SUBJECT curriculum reflects the cultures in wider society?
11. How do you plan for a variety of traditions to be covered in your SUBJECT curriculum?
12. When do you have opportunities to monitor and feedback to other teachers in your SUBJECT?
13. How do you know that this feedback has had impact?
14. How do you make sure that the teachers know which skills to teach?
15. How do make sure that teachers actually teach them?
16. How do you report your subject to the SLT / Governors?
17. How do you include children with SEND & PPG in SUBJECT lessons?
18. How do you assess SUBJECT?
19. What CPD have you had in SUBJECT?
20. What training / courses have your teachers attended in SUBJECT?
21. Can I see your SUBJECT books? *(topic books/RE books/sketch books/spelling journals/guided reading books etc)*
22. Can I see examples of work linked to specific skills?

23. Are there trips planned across the years groups linked to <mark>SUBJECT</mark>?

Appendix 4 – Subject Leader file contents

Subject Leaders File – Contents

Section 1 – Policy
- Subject Leadership General Policy
- Subject Specific Policy – inc curriculum aims, time allocation, teaching approaches, classroom organisation.

Section 2 – Standard and Progress
- Analysis of standards in relation to national expectation
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- Evidence of moderation

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- Long term and medium term plans for the subject
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