



*Following the example of Jesus, together we learn, love and respect one another to be the best we can be.*

St Michael & St John's RC Primary School

# Subject Leadership Policy

Document Information	Date/source of Policy	Responsibility
Date of review	July 2024	Headteacher
Date of new review	July 2026 or as required	Headteacher

## **Rationale and Core Purpose of the Subject Leader**

At SSMJ Primary School, we provide professional leadership and management for all subjects to secure high quality teaching, effective use of resources and improved standards of learning and achievement for all pupils. We support children to achieve, celebrate and succeed in line with our Christian values.

Our subject leaders provide leadership and direction for the subject and ensure that it is managed and organised to meet the aims and objectives of the school and the subject. While the head of school and governors carry overall responsibility for school improvement, the subject leaders have 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 in line with assessment and quality of teaching.

Throughout their work, subject leaders ensure that practices improve the quality of the education provided, meet the needs and aspirations of all pupils, and raise standards of achievement in school.

Subject leaders play a key role in supporting, guiding and motivating teachers and other adults. They 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 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 subject leaders have 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 and input to a copy of the following:

- A Job Description
- The School Improvement Plan

All subject leaders keep a comprehensive subject file online, see Appendix 1.

### **CORE PURPOSE of the subject leader**

- Provide professional leadership, management, organisation and direction for the subject
- Secure high standards of teaching and learning in their subject
- Contribute to the development of school policy and practice
- 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
- Support, guide and motivate teachers in their subject
- Evaluate the effectiveness of learning, the subject curriculum and progress towards targets for pupils and staff

- Identify needs and inform future priorities in the subject, in relation to the overall needs of the school

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 subject leaders have an understanding of how their subject contributes to school priorities and to the overall education and achievement of all pupils.

What is the role of a subject leader?



A subject leader's role is **to analyse and build the appropriate provision in their subject, then cultivate the staff's pedagogical content knowledge to maximise learning across their school**. This process – Analyse, Build and Cultivate – is the ABC of subject leadership.

What does it mean to be a subject leader?

A subject leader is a **person who is tasked with leading improvement and offering guidance to other teachers on one subject within a school**. They are in charge of making key decisions relating to their subject, whether it is maths, English, art, history or drama etc.

### **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 the school curriculum policy, subject policies, non-negotiables, plans, targets and practices, which reflect the school's commitment to high achievement and effective teaching and learning. This policy and vision statement 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 head of school by the end of August each year, after which it will be available on the school website.

#### **Standards and Progress**

Subject leaders regularly evaluate practice and develop an acceptance of accountability. They monitor at least termly the progress made in their subject and towards 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, including:

- Book Look (See appendix 3)
- Planning check
- Teacher discussion
- Pupil voice interviews using a book study approach (see appendix 4)
- Analysing Data
- Display – visual evidence, photographs, ICT etc.
- Questionnaires
- Observing learning and rates of progress in lessons (appendix 8)
- SDP (see appendix 5)
- Subject Leader audit (see appendix 6)

Once the standards have been monitored, the findings are acted upon by the Subject Leader:

- A termly update and an annual report (July) is sent to Governors in the form of a subject evaluation. (See Appendix 7)
- Feedback is given to the Headteacher and to colleagues termly by a review of the subject action plan and monitoring report.
- Any areas for development are fed into the Subject Action Plan and acted upon.

### Overall timetable for Subject Leaders:

Timetable for September 2024 – July 2025 Subject Leaders – What to do When

What needs to be done	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Weekly folder must be created and contain planning for ALL subjects by the date shown for 'Planning Check': All Teaching & Learning Sequences and medium-term planning & KO for: English (Phonics, Guided Reading & SPAG) Maths Science French History/Geography Computing PSHE Art/D&T PE (No KO) Music (No KO) In planning folder for your class on Staff Share Point drive. <a href="#">Curriculum 24-25</a>	Curriculum Reviewed by <b>18/7/24</b> ACTION Plans Ready for <b>6/9/24</b> Check Autumn 1 Planning & Feedback to staff. Any tweaks to be made by <b>6/9/24</b>	<b>14/10/24</b> Planning Checked for Autumn 2 Copy sent to KH and await reply. (cc ZM) <b>14/10/24 – 16/10/24</b> Feedback sent to staff. Any tweaks to be made by <b>18/10/24</b>	<b>16/12/24</b> Planning Checked for Spring 1 Copy sent to KH and await reply. (cc ZM) <b>18/12/24</b> Feedback sent to staff. Any tweaks to be made by <b>20/12/24</b>	<b>10/2/25</b> Planning Checked for Spring 2 Copy sent to KH and await reply. (cc ZM) Feedback to staff <b>14/2/25</b> Any tweaks to be made by <b>16/2/25</b>	<b>31/3/25</b> Planning Checked for Summer 1 Copy sent to KH and await reply. (cc ZM) Feedback to staff <b>3/4/25</b> Any tweaks to be made by <b>4/4/25</b>	<b>19/5/25</b> Planning Checked for Summer 2 Copy sent to KH and await reply. (cc ZM) Feedback to staff <b>21/5/24</b> Any tweaks to be made by <b>22/5/25</b> <b>30/6/25 – 4/7/25</b> Curriculum Review – Any tweaks that need making to the curriculum?

### Curriculum

Subject Leaders establish long term plans for the development of the subject, which form the basis of medium and short term plans created by class teachers.

They 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. These are added to the school website.

Subject leaders check teachers' 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. By the start of the Autumn term, they develop an action plan for the academic year. This is agreed by the HT then shared with the subject link governor.

Subject leaders are clear about action to be taken, timescales and criteria for success and how these relate to the SDP.

Subject leaders develop a cycle of monitoring throughout the school, relevant to the SDP for the academic year, which is added to the weekly action log, 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. All monitoring is agreed by the HT prior to being shared with staff. Any findings which cause concern, are acted upon by subject leaders and HT informed.

Some form of monitoring takes place termly.

Subject Leaders are given some non-contact time but must also use time beyond the school day to ensure completion.

### **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 included in an annual budget bid submitted in the Spring term in preparation for the HT and governors setting the school budget.

## **Staff CPD**

Subject Leaders sustain their own motivation and that of other staff in their subject area. Subject leaders audit training needs of all staff annually 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 leaders 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 subject evaluation to the Governing Body.

Requests for CPD opportunities that will incur a cost to the school are made to the Head teacher, giving details of the training and how it will impact upon pupil's learning. Subject Leaders have the responsibility to source this for colleagues.

Here are a few suggestions of CPD opportunities, (this is not an exhaustive list and colleagues may suggest other activities):

Meeting with a colleague from another school, 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, see Appendix 2.

Subject Leaders will decide monitoring activities to be carried out and at what time of year this needs to take place. The Headteacher needs to be aware of plans for any monitoring activities in advance. All details should be communicated to staff members prior to the monitoring. Feedback should be given within 5 days and revisited.

This will be taken on a rota basis with priority to RE, Maths and English (including phonics). Subject Leader time must be agreed in advance with the HT and the purpose clearly stated by the Subject Leader and in line with school priorities/the SDP.

Subject leader files will be monitored termly by SLT.

## **Supporting Documents and Links**

Ofsted subject reviews

<https://www.gov.uk/government/collections/curriculum-research-reviews>

# Appendix 1

## Subject Leadership File

<i>Subject:</i>	<i>Staff One Drive – Subject Leadership</i>	<i>Subject File</i>	<i>Website</i>
<b>Section 1 - Policy</b>			
Subject Policy – curriculum policy in place for Foundation Subjects. All Foundation Subject leaders ensure this is followed for their subject.	?		?
<b>Section 2 - Standards and Progress</b>			
Analysis of Standards in relation to national expectations (every seasonal term for Foundation Subjects) :% on track for expected for each year group, including Vulnerable Groups report		?	
Analysis of Progress (every seasonal term): % on track for expected progress for each year group		?	
Whole School Targets (annually): Target setting for year ahead for each year group (% of children expected to achieve “expected” at end of year)		?	
Evidence of Moderation/Monitoring (termly for core subjects / seasonal for foundation subjects): For example – planning, pupil/staff voice, work scrutiny, observations, homework		?	
Assessment process to ensure gap analysis and clear next steps.	?		?
<b>Section 3 - Curriculum</b>			
Long Term Plan – annual	?		?
Subject Schemes – links to support staff and parents	? - staff		? - parents
Programme of Suggested Trips/Visitors	?		
<b>Section 4 – School Improvement</b>			
Subject SEF	?		
Action Plan	?	?	
Reviewed Action Plans – seasonal term Foundation Subjects, termly core subjects		?	
Annual Cycle of Monitoring	?		
Evidence for Presentation to Staff/Governors		?	
<b>Section 5 - Resources</b>			
Copy of Purchase Orders -		?	
Resources List / Audit (including internet links)	?		

Evidence of activities taking place		?	?
<b>Section 6 – Staff CPD</b>			
Evidence of Subject CPD		?	
<b>Section 7 – Securing Accountability</b>			
Termly and End of Year Reports to Governors		?	
Minutes of Meetings with Link Governor		?	

**Appendix 2**  
**Record of Staff CPD**

Subject: .....

Date:	Names of Staff Members Receiving Training	Description of Activity / Name of Course Provider	Anticipated Impact to Pupils	Actual Impact

## **Appendix 3**

### **Work Scrutiny Questions to Consider**

Questions to explore when looking at work:

Does the work show improvement in knowledge, understanding and skills?

Do pupils learn from their mistakes?

Do pupils apply what they have learned to new and real-life situations?

Do the pupils communicate in a variety of ways and styles?

Do pupils review and modify their work?

Are clear targets set for improvement?

Is the work matched to the abilities of the pupils? (Is there evidence of differentiation?)

Are there differences between pupils of different abilities, boys and girls, different ethnic groups, and other identifiable groups? Are some pupils given more challenging work than others? Are gaps being closed between those in different groups?

What is revealed about pupils' knowledge, understanding and skills in the subject? Is this appropriate for their age and stage in the course?

Is there evidence of independent learning? (Or copied?)

Does the work show evidence of research, use of ICT and use of pupils' initiative?

Is the work carefully presented, suggesting a positive attitude to work?

Is work completed or are there gaps?

Is the work interesting, demanding, relevant and varied?

Is the work marked regularly, accurately and constructive feedback given to show pupils how to move their learning on?

Are the expectations set by teachers high?

Are all aspects of the programmes of study evident (e.g. all ATs included)? Is there a good balance across ATs?

Is there evidence of SMSC?

Is there a consistent approach and evidence of adherence to school policies – marking, assessment etc?

How do the results of the work scrutiny feed into the monitoring, evaluating and review cycle of the school?

# Appendix 4

## Discussions with Pupils

*These are examples of questions you may wish to ask pupils. These need to be adapted so they are appropriate to the pupils and the subject / topic.*

Subject:	Date:	Pupil interviewed:
What do you enjoy about... ? What do you enjoy learning about in... ?		
What have you been learning about in... this term?		
Can you tell me three new things you have learnt?		
What have you learnt about... (current topic) in school before that has helped you?		
How does the teacher help you remember? (Sticky learning)		
What new words have you learnt? Where are they displayed?		
Do you always understand what you are learning?		
Are you always clear about what you are expected to achieve/have learnt by the end of the lesson?		
Does your teacher explain the work? Are you given help if you are stuck?		
Are you given feedback about the work you do? Is it helpful?		
Are you given time to improve your work once it has been marked?		

Other examples of questions to explore during subject conversations with pupils:

What helps you to learn?

Which parts of the lesson do you enjoy most? Why?

What do you contribute to the lesson?

What are the barriers that stop or slow down your learning?

What resources do you find most helpful in this subject?

What does a good teacher do to help you learn well in this subject? If you don't understand something, what do you do?

How do you use things that you have learned inside school when you are outside school?

How do you know how well you are doing?

How do you know what needs to improve and how to improve?

How do you know what the next steps in your learning are?

What level are you working at? How do you know?

Tell me about your targets. How do you know when you have achieved them?

What do you know now that you did not know at the beginning of this lesson/term/year?

How often do you receive feedback on the quality of your work?

What makes marking helpful? What does good marking look like to you?

What sort of homework is most helpful to you?

Show me your favourite piece of work for the subject. Why is it your favourite?

Rate the subject from 1 – 10 – what would make it higher?

If I didn't know your school, where would you show me the evidence and resources of this subject?

## Appendix 5

### SEF for Subjects

<b>Overall effectiveness: the quality and standards of subject - TITLE</b>		<b>Current grade</b>	1 / 2 / 3 / 4
?			
<b>Main strengths</b>		<b>Why the overall quality and standards are not higher</b>	
□		□	
<b>Main priorities for improving quality and standards</b>		<b>Practical action to be taken</b>	
□		□	

# Appendix 6

## Subject Leader Audit

<b>Name:</b>		<b>Subject:</b>		<b>Date:</b>	
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1. Monitoring and Evaluation	Confident enough to lead others	Confident enough to work on my own	Require support/ training
Lesson observation			
Work scrutiny			
Scrutiny of planning e.g. for sequencing and progression			
Pupil Voice			
Enhanced Learning Walk			
Assessment			

2. Action Planning	Confident enough to lead others	Confident enough to work on my own	Require support/ training
Using evidence from evaluation to identify appropriate priorities			
Drawing up an effective action plan including success criteria, timescales and monitoring opportunities			
Evaluating the impact of actions taken for improvement			

3. Development of self and others	Confident enough to lead others	Confident enough to work on my own	Require support/ training
Personal subject knowledge			
Development of Curriculum maps with clear progression and effective sequencing linked to the national curriculum			
Understand the expectations (end points) for each key stage and year group			
Knowledge of highly effective teaching and learning in this subject (pedagogical content knowledge)			
Identifying effective and appropriate resources			
Identifying professional development needs			

4. Documentation	Confident enough to lead others	Confident enough to work on my own	Require support/ training
Policy document including the rationale for the subject (intent and implementation)			
Website information about the subject			
Producing subject situation reports for self, SLT and governors			
Chronology/log of action			
Assessment			

### **Next steps**

*(to be completed by the Curriculum Leader in discussion with the Subject Leader)*

Support / CPD needed	Actions to be taken	Timescales

# Subject situation analysis report

<b>Subject:</b>	<b>Year:</b>
<b>Leader:</b>	
<b>What is the vision for this subject (short and long-term)?</b> (Include reference to standards, approaches to teaching and learning, pupils' attitudes and the development of pupils' knowledge and skills)	
<b>Where are we now?</b> (Evidence from monitoring and evaluation activities including data analysis, work scrutiny, learning and environment walks, pupil voice discussions, lesson visits; has the curriculum been mapped out effectively towards cumulatively sufficient knowledge and skills?)	
<b>Strengths</b>	
<b>Areas for development</b>	
<b>How are we going to get there? (brief notes to inform the action plan)</b> (Actions to be taken, CPD for staff, resource updates, monitoring, gathering evidence of pupils' work / learning environments, internal expertise, external support)	
<b>Impact of actions taken:</b> (To be updated <b>termly</b> , with priorities for the next term identified at each evaluation. Action plan to be updated accordingly)	

# Appendix 8 – Observing Quality of Education

## SUBJECT LEADER LESSON VISIT (Copy to teacher, HT, Subject Leader)

<b>Teacher:</b>	<b>Date/Time:</b>	<b>Year Group:</b>
<b>Length of Observation</b>		<b>Purpose:</b>
<b>Support Staff:</b>	<b>Observer:</b>	<b>No of Children:</b>
<b>Context of Lesson:</b> (eg. subject focus/group organisation/description of lesson/NC reference)		

<b>Agreed Areas of Focus:</b>
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<b>Notes from Observations</b>
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<b>Areas for Development /Follow-up Action</b>	
<b>Class Teacher:</b>	<b>Subject Leader:</b>