



St Peter's Brafferton
C of E (VA) Primary School

Small school, big heart

As a church school, our vision is for each child to love learning and to have hope, confidence, wisdom and respect for all.

'Life in all its fullness' (John 10:10)

SUBJECT LEADER POLICY

Definition

At St Peter's Brafferton CE VA Primary School, the subject leader is responsible for the professional leadership and management for their allocated subject, in order to secure high quality teaching, effective use of resources and improved standards of learning and achievement of all pupils.

Scope

This policy applies to all teachers working in school, that have taken on the role of a subject leader. This also include the Head Teacher in supporting, monitoring and evaluating subject leadership and Governors, including Link Governors in their monitoring of the implementation and impact of the policy.

Aims

The aim of this policy is to ensure that all subject leaders have an oversight of curriculum coverage and ensure that the curriculum meets national requirements; ensure that colleagues are aware of expectations; action plan for future development and ensure that appropriate resources are in place to deliver a rich and challenging curriculum.

Ethos

St Peter's Brafferton CE (VA) Primary School is committed to putting our Christian vision into action and creating an inclusive culture where all adults working and all pupils learning in school feel valued safe. This policy is intended to outline the ways in which we can support all pupils learning by providing effective subject leadership, so that everyone of our pupils achieves to their full potential and the best possible educational outcomes. This policy incorporates the aims and values of our school vision, which is rooted in our belief that every child is unique and that this is reflected in the desire, commitment, and aspirations of our school staff to meet the needs of all of our pupils. Our Christian values that support this policy are community, compassion, truth trust, friendship and endurance.

Our Christian values which support this policy, and our ethos are:

Community, Compassion, Truth , Trust , Friendship , Endurance

Principles

- 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.
- Subject leaders will utilise a Subject Leadership file which will be updated regularly.

Role and Responsibility of the Head Teacher

- Overall responsibility of monitoring of the quality of teaching and learning in the subject
- Meet regularly to support and guide the subject leader in delivery high quality leadership in the subject.
- Regularly monitor the above by classroom observations and evaluations, involving the subject leader, class teachers, support staff and pupils and parents.
- To track all pupils progress across the subject area.
- To provide regular feedback to the GB on the subject leadership process, development and impact on pupil outcomes.
- To promote effective fit for purpose CPD.

Roles and Responsibility of subject leaders

- 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.
- Provides strategic leadership and direction for the subject across the school.
- Ensures that their allocated subject is managed and organised to meet the aims and objectives of the school.
- 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 within their subject.
- Support, guide and motivate teachers of their subject and other team members as well as parents and carers.
- To inform future priorities and targets for the subject.
- Identifies needs in their own subject and recognises that these must be considered in relation to the overall needs of the school.
- Has an understanding of how their subject contributes to school priorities and to the overall education and achievement of pupils.
- Work together with colleagues to establish the effectiveness of the current planning processes, teaching and learning approaches, assessment and record keeping.

- 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
- Track pupil progress and assessment in the subject area

Role of the Governors

- The governing body is responsible for monitoring the way the school curriculum is implemented.
- The governing body review curriculum development and impact via the Head Teachers reports, subject leader's reports, link governors monitoring reports, pupil voice, parental engagement and school data.
- Each subject has a named link governors who meets with subject leaders termly, to monitor and evaluate the subject leader action plans and their impact.

Impact

PUPILS

1. Sustained improvement in their subject knowledge, understanding and skills is evident, in relations to prior attainment, understanding the key ideas in the subject at the level appropriate to their age and stage of development.
2. Improvement in their literacy, numeracy, information technology skills.
3. Knows the purpose and sequence of curriculum activities.
4. Are well prepared and equipped for any tests in the subject.
5. Are enthusiastic about the subject and highly motivated to continue with their studies, through their attitudes and behaviour.
6. Take great pride in their work and presentation.
7. Positively contribute to the maintenance of a purposeful learning environment.

TEACHERS

1. Work together as a team, effective teamworking.
2. Support the aims of the subject and understand how they relate to the school's strategic priorities.
3. Are actively involved in the formation of policies and plans and apply them consistently in the classroom.
4. Are dedicated to improving standards of teaching and learning.
5. Have an enthusiasm and motivation for the subject which in turn reinforces the motivation of pupils.
6. 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.

7. Make good use of guidance, training and support to enhance their knowledge and understanding of the subject and to develop expertise in their teaching.
8. Keep up to date with relevant research and inspection findings of their subject.
9. Make effective use of subject-specific resources; select appropriate teaching and learning approaches to meet subject-specific learning objectives and the needs of pupils.
10. Monitor pupil progress on the whole school tracker

SUPPORT STAFF

1. Are kept up to date and informed of subject achievements and priorities.
2. Are able and feel equipped to play an effective role in supporting the teaching and learning of the subject and to contribute positively to improving pupil outcomes.

PARENTS

1. Are well informed about their child's achievements and attainment in the subject and about targets for further improvement.
2. know the expectations made of their child in learning the subject.
3. know how they can support or assist their child's learning in the subject, by receiving guidance from the class teacher.
4. Feel supported in supporting their child in home learning that has been set by the teacher to facilitate further learning or due to school closure

Extra support and guidance

Curriculum Policy

Pupil Premium Policy

Pay and Appraisal Policy

SEND policy

Gov website <https://www.gov.uk/government/collections/national-curriculum>

Reviewed/Monitored by: Full Governing Body

Date adopted: June 24

Next review: June 27

Review Cycle: 3 yearly

Appendix 1

Summary schedule for subject leaders

		Monitoring
Autumn Term	<p>Audit subject area including resources and staff CPD</p> <p>Analyse subject area data to show subject strengths and weaknesses</p> <p>Write subject action plan linked to school development plan</p> <p>Review intent, implementation and impact statement</p> <p>Learning walk</p>	<p>Subject leader file – add current data and audit to files</p> <p>HT to do subject leader file monitoring (network and folders)</p> <p>HT to meet with Subject Leaders to discuss action plans</p> <p>Share learning walk findings with staff at staff meeting</p>
Spring Term	<p>Update action plan</p> <p>Review policies linked to subject area</p> <p>Book/work scrutinies</p> <p>Pupil voice</p> <p>Plan and deliver a subject staff meeting (CPD, updates on subject area, resource sharing, example of good practice or current research)</p>	<p>HT to monitor subject action plans on shared network</p> <p>Share findings with staff at staff meeting</p> <p>Update HT on subject area. Discuss strengths/weaknesses and adapt action plan</p>
Summer Term	<p>Update action plan</p> <p>Work with cluster/attend network meetings (may be in any term?)</p> <p>Update subject folders (electronically and folders)</p> <p>Governor visit</p> <p>Write a summary report to share with governors</p>	<p>HT to monitor subject action plans on shared network</p>