

St. Andrew's C of E (VC) Primary School, Great Yeldham

# The Role of the Subject Leader



Revised by Maria Trappitt  
April 2009

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## Core Purpose

“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.” (*National Standards for Subject Leaders originally produced by the Teacher Training Agency in 1998 and further refined by the DfES in 2001.*)

## Key Areas of Subject Leadership

- Strategic direction and development.
- Learning and teaching.
- Leading and managing staff.
- Efficient and effective deployment of staff and resources.

The subject leader will work closely with the headteacher and senior management team in each of the above key areas.

They will liaise with teaching and support staff to ensure a commitment and direction for the subject for which they are responsible.

Throughout their work, a subject leader ensures that teaching and learning practices improve the quality of education provided, meet the needs and aspirations of all pupils, and raise standards of achievement in the school.

The subject leader understands how their subject contributes to school priorities and the overall education and achievement of all pupils.

As subject leader, you will be aware:

- of the need to be considerate to the different ways of working by members of the school team;
- that the decisions you make will affect other people so share them;
- that leadership by example means that most of the time colleagues see you in a positive light;
- that effective leaders work within teams and that the size of the school team will affect impact you wish to make;
- that you will use your enthusiasm to achieve your vision within the team.

### **Strategic Direction and Development of the Subject**

Within the context of the school’s aims and policies, subject leaders develop and implement subject policies, plans, targets and practices. You:

- establish clear aims and values that set high expectations that are understood by all staff and pupils;

- use the outcomes of school/subject self evaluation to identify areas of need and secure improvement;
- analyse pupil progress and performance to determine the subject's and the school's priorities;
- evaluate regularly the quality of teaching and learning, and take appropriate action;
- consult the school's stakeholders about the subject and proposals for change and/or improvement;
- give high priority to motivating, supporting, challenging and developing staff to secure improvement in teaching and learning;
- analyse the performance of the subject/school in relation to local, national and Ofsted expectations;
- monitor the delivery of the scheme of work to ensure continuity and progression;
- develop a timetable of subject monitoring e.g. through scrutiny of work, climate walk, lesson observation and data analysis;
- develop and monitor a subject leader action plan that reflects the priorities of the subject and the school improvement plan;
- identify the core components of a subject leader's file in line with whole school policy and practice;
- develop and implement policies and practices to ensure governors are well informed about subject priorities and plans, the success in meeting objectives and targets, and subject related professional development.

### **Learning and Teaching**

Subject leaders secure and sustain effective teaching of the subject, evaluate the quality of teaching and learning standards, the pupils' achievement and set targets for improvements. You:

- ensure effective learning and teaching through working with and supporting colleagues in the classroom, monitoring teachers' planning, assessment records and moderating standards;
- ensure teachers and pupils show sustained improvement in their subject knowledge;
- enable teachers to work well together as a team;
- establish effective networks within the community to extend the subject curriculum content to enhance teaching and pupils' learning;
- ensure effective development of pupils' literacy, numeracy and information technology skills through the subject;
- apply assessment for learning policy and practice to inform planning in your subject;
- involve pupils in developing their own learning through self evaluation and reflective partnership with peers and teaching staff;
- ensure teachers are up to date with curriculum/subject developments from a national perspective;
- monitor the progress of targeted groups of pupils e.g. vulnerable to underachievement;

- monitor standards at key times e.g. statutory and non statutory SATS; work scrutiny, evaluative writing of lesson observations;
- ensure teaching that promotes successful learning and high achievement which is shared and discussed with pupils;
- ensure that the subject encourages active learning and that pupils work productively and at an appropriate pace;
- promote cross curricular learning through a variety of creative experiences as appropriate.

### **Leading and Managing Staff**

Subject leaders provide for all those with involvement in the teaching or support of the subject, the guidance, challenge, information and development necessary to sustain motivation and secure improvement in teaching. You:

- model good practice in teaching your subject;
- create a climate which enables other staff to develop and maintain positive attitudes towards the subject and confidence in teaching it;
- lead the professional development of staff;
- lead effective teams;
- lead effective meetings and INSET to enhance practice;
- motivate and engage individuals and team performance;
- enable staff to achieve expertise in their subject teaching;
- work with teachers in the classroom;
- intervene to offer advice and support;
- develop consistent approaches, balance, breadth, continuity and progression within the subject and the staff team;
- access external opportunities through partner schools and other agencies to develop subject skills and expertise;
- sustain your own accountability and that of other staff involved in the subject through monitoring;
- ensure senior managers are aware of the professional development needs of staff;
- liaise with governor to timetable joint termly monitoring of the School Improvement Plan (SIP).

### **Efficient and Effective Deployment of Staff and Resources**

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

- manage resources for the subject including finance, staff and accommodation;
- deploy resources effectively to ensure value for money;
- use accommodation to create an effective and stimulating environment for the teaching and learning of the subject;
- use your management skills and resources to effectively celebrate staff and pupils' work in their subject;

- build time into the school diary to look for evidence of your subject being given prominence e.g. climate walk to audit effective deployment of resources and its impact on classroom practice and pupils' achievement.

### Key Documents to Support the Subject Leader

- ☺ Class teacher Job Description which includes Subject Leader Job Description.
- ☺ Policy for the Quality of Learning and Teaching.
- ☺ Policy for Assessment, Recording and Reporting.
- ☺ Target Setting Policy
- ☺ Curriculum Statement
- ☺ SIP on [www.schoolcentre.net](http://www.schoolcentre.net).
- ☺ Guidelines for Governor Visits.
- ☺ Subject policy documents:
  - a) English, Mathematics, Science and ICT;
  - b) RE, Worship;
  - c) History, Geography, Music, PSHCE, Art & Design, Design & Technology, PE and Games, Modern Foreign Languages (MfL);
  - d) BLP.

**Revised** Maria Trappitt April 2009

**Shared with staff** May 2009

**Shared with Governors** May 2009

**Review date** May 2012

The table below offers practical guidance for planning and organisation the subject leader non-contact time.

The lead expert	
Leading development of the subject within the school	<p>By:</p> <ul style="list-style-type: none"> <li>• Discussing development of the subject with senior staff</li> <li>• Ensuring the subject development features in the staff development plan</li> <li>• Leading INSET sessions in their subject</li> </ul>
Ensuring that the needs of teaching the subject are represented within the SIP	<p>By:</p> <ul style="list-style-type: none"> <li>• Ensuring that actions described in the SIP are implemented</li> <li>• Ensuring there are agreed timescales in the SIP</li> <li>• Proposing amendments to the SIP where this is required</li> <li>• Reviewing progress against the SIP at regular intervals</li> </ul>
Keeping up to-date with developments in the subject at local and national level	<p>By:</p> <ul style="list-style-type: none"> <li>• Reading professional materials</li> <li>• Attending relevant courses and cluster meetings</li> <li>• Maintaining contact with advisers and/or advisory teachers</li> </ul>
Maintaining documentation for their subject	
Leading the development and review of policies	<p>By:</p> <ul style="list-style-type: none"> <li>• Writing a policy with staff and governors</li> <li>• Reviewing policies during agreed timescales or when needed if earlier</li> <li>• Presenting policies to governors and staff</li> </ul>
Leading the development of a scheme of work	<p>By:</p> <ul style="list-style-type: none"> <li>• Establishing a coherent scheme of work throughout the school</li> <li>• Ensuring that National Curriculum requirements and the Early Learning Goals are followed.</li> <li>• Ensuring that the allocated</li> </ul>

	<p>time is given for the subject</p> <ul style="list-style-type: none"> <li>• Ensuring that the Scheme of Work develops skills progression as well as covers subject content</li> <li>• Establishing links with other subjects</li> <li>• Ensuring that cross-curricular themes are included within the scheme of work</li> <li>• Advising on how ICT can support development of the subject</li> <li>• Developing cultural links wherever possible through their subjects</li> <li>• Making modifications where needed to the Scheme of Work</li> </ul>
<b>Promoting high standards in their subject</b>	
Having an informed knowledge of standards in their subject throughout the school	<p>By:</p> <ul style="list-style-type: none"> <li>• Scrutiny of pupils' work</li> <li>• Monitoring of planning</li> <li>• Observation of teaching</li> <li>• Analysis of SAT results</li> <li>• Pupil interviews</li> </ul>
Supporting staff in their teaching of the subject	<p>By:</p> <ul style="list-style-type: none"> <li>• Feeding back from lesson observations and scrutiny of pupils' work</li> <li>• Leading INSET</li> <li>• Feeding back from courses</li> <li>• Providing resources/advice to colleagues to support teaching</li> <li>• Liaising with SENCO to provide support for pupils of all abilities</li> </ul>
<b>Responsibility for resourcing their subject</b>	

Auditing resources within the subject	<p>By:</p> <ul style="list-style-type: none"> <li>• Ensuring that existing resources across the school are listed in an appendix to the policy</li> <li>• Investigate any shortfall of resources in relation to the scheme of work</li> <li>• Make recommendations for future spending including purchase of consumables</li> </ul>
Organising resource storage and upkeep	<p>By:</p> <ul style="list-style-type: none"> <li>• Ensure all resources are made known to staff</li> <li>• Ensure that storage of resources is conducive to use</li> <li>• Ensure there is a system for stock replenishment and maintenance</li> </ul>
Organising resource purchase and loan	<p>By:</p> <ul style="list-style-type: none"> <li>• Ensure that resource purchasing is in line with identified priorities</li> <li>• Ensure that value for money is a factor when purchasing</li> <li>• Identify sources of loan materials for staff</li> </ul>