



# KINGSNORTH CHURCH OF ENGLAND PRIMARY SCHOOL

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| <b>Name of Policy:</b>         | <b>Subject Leader</b>                      |   |
| <b>Date Written:</b>           | June 2015                                  |   |
| <b>Date Updated:</b>           | June 2016                                  |   |
| <b>Updated By Who:</b>         | Deputy Headteacher                         |   |
| <b>Policy Originated from:</b> | Kingsnorth Primary School / Aquila/KCC/SPS |   |
| <b>Date To Be Reviewed:</b>    | June 2017                                  |   |
| <b>Policy Approved By:</b>     | SLT:                                       |  |
|                                | Staff:                                     |   |
|                                | Governors:                                 |   |

**Our Vision Statement:**

**Kingsnorth...the best days of OUR lives!**

**Kingsnorth Values Statement**

At Kingsnorth we ACHIEVE by...

Aiming high Academically, Spiritually, Socially and Emotionally

Challenging ourselves constantly to improve our learning

Helping each individual reach their potential

Inspiring others and being inspired

Encouraging risk taking

Valuing others and feeling valued

Enriching lives through our Christian Values to become future citizens of the world

**Our 5 Key Christian Values are:**

Thankfulness, Friendship, Trust, Compassion and Endurance

**Statement of Intent**

'Recognising its historic foundation, the school will preserve and develop its religious character in accordance with the principles of the Church of England and in partnership with the Church at parish level and the Diocese of Canterbury..

The school aims to serve its community by providing an education of the highest quality within the context of Christian belief and practice. It encourages an understanding of the meaning and significance of faith and promotes Christian values through the experience it offers all pupils.'

**Inclusion and Equal Opportunities**

All children have equal access to the curriculum regardless of their race, gender, or disability. Our behaviour policy underpins all that we do at Kingsnorth and should be closely linked to our other policies.



**Purpose of Job:** Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct.

Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

**Responsible to:** Deputy Head and Head teacher

### **Introduction:**

*At Kingsnorth school, it is the role of the subject leader to implement the aims of the school through their subject area.*

*All teachers have a contractual obligation to help manage the teaching of colleagues through subject leadership.*

### **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;

(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 statutory requirements are covered.

*These aspects of the subject leader's role can largely be discharged outside the teaching day but while they require little or no non-contact time they do need a considerable investment of time and energy.*  
*Primary Matters OFSTED*

### **Core purpose of the subject leader**

- 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. 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 in their subject. Subject leaders evaluate the effectiveness of 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 a subject



leader has 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 to a copy of the following:**

- 1) A Job Description
- 2) The School Improvement Plan

**Subject Leaders have a file, which is kept up to date.**

**All files contain the following information:**

- 1) Subject Leader File

**Section 1 - Policy**

- Subject Leadership General Policy
- Subject Leader Job Description
- Subject Specific Policy – inc curriculum aims, time allocations, teaching approaches, classroom organisation
- Date of next review

**Section 2 - Standards and Progress**

- Analysis of standards in relation to national expectations
- Analysis of progress
- Whole School Targets
- Curricular targets
- Evidence of moderation

**Section 3 - Curriculum**

- Agreed long/term medium term plans
- Scheme/programme

**Section 4 – School improvement**

- Position statement
- Action Plan
- Reviewed action plans
- Cycle of monitoring
- Evidence of planning scrutiny carried out
- Records of discussions with pupils and staff
- Evaluation of children's work/work scrutiny
- Records of observations

**Section 5 - Resources**

- Resource audit
- Resource list
- Budget Allocation

**Section 6 – Staff CPD**

- Subject leadership Audit
- Requests for Subject Leader CPD



- Record of CPD for all staff in this subject

## **Section 7 – Securing Accountability**

- Reports to Governors Curriculum Meetings in May/June/July 2016 Dates to be agreed

### **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 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. The policy is sent to the headteacher by the end of September each year, who then arranges for it to be put on the school website.

#### **Standards and Progress**

Subject leaders 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 Governors
- Feedback is given to headteacher and to colleagues
- Any areas for development are fed into the Subject Action Plan and acted upon.

#### **Curriculum**

Subject Leaders establish, with the involvement of relevant staff, short, medium and long term plans for the development of the subject.

Subject leaders 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.

Subject leaders check teacher's 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.

They develop an action SIP for the academic year,

Subject leaders are clear about action to be taken, timescales and criteria for success.

Subject leaders develop a cycle of monitoring throughout the school for the academic year, ensuring that they are able to make judgements about the standards within their subject.

Evidence of the monitoring is kept for each year group and a summary completed. Any findings which cause concern are acted upon by subject leaders.

### **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 a request made, along with costings, to the headteacher, for consideration on an ORDER FORM

### **Staff CPD**

Subject Leaders sustain their own motivation and that of other staff in their subject area.

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.

Subject leaders ensure that the head teacher, senior managers 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 report** to the curriculum committee.

Requests for CPD opportunities that will incur a cost to the school are made to the headteacher/Deputy using the school ORDER FORM, giving details of the training and how it will impact upon pupil's learning.

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 attending subject CATS meetings, in the subject, observing good practice in other schools, team teaching with another colleague, 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.

Curriculum SIP – to Summary of action to be taken by Subject Leaders to Deputy By Sept 2015 copy of subject policy to be emailed to headteacher

-Subject Leaders will decide monitoring activities to be carried out and at what time of year this needs to take place. Deputy Headteacher needs to be aware of plans for any monitoring activities in advance so that the details can be communicated with all staff members prior to the monitoring.

All subject leaders are entitled to at least **one day non-contact time per** term depending on the individual work load of each subject throughout the school year for the purposes of monitoring. This can be taken as a full day or as 2 half days. This must be booked in advance by discussion with deputy Head teacher completing an ORDER FORM to be signed.

Subject leader files will be monitored every term by SLT.