FORTUNATHENA FEDERATION

Subject Leader Policy

Updating Policy Procedure

When a policy is due for review it will be emailed to the reviewer who will revise and highlight those updates and return the policy in full with the highlighted updates back to the Administrator.

When a policy reviewer becomes aware of ***any updates*** they will ask the Administrator to email the policy to them and follow the above procedure.

A policy is a statement of intent and the guidelines we follow, that is adopted by the Fortuna and Athena Federation's Governing Body.

Policy Reviewed by:	Rebecca Wyles
Updated on:	March 2025
Date to be reviewed:	
Date Ratified at FGM	

FORTUNATHENA FEDERATION

Subject Leader Policy

At Athena School, it is the role of the subject leader to implement the vision and values of the school through their subject area.

Intent (Core purpose of the subject leader)

- Having an oversight of curriculum coverage and ensuring that the curriculum meets national requirements;
- Ensuring that colleagues are aware of expectations;
- Action planning for future development;
- Ensuring that appropriate resources are in place to deliver a rich and challenging curriculum.

DfES Definition - To provide professional leadership and management for a subject/ subjects to secure a high standard of 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/s 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 (school development plan) and to the overall education and achievement of all pupils.

Every subject leader has access to a copy of the School Development Plan and should maintain a subject Leader File (see Appendix A for a contents list)

Implementation (What Subject Leaders Do)

- Ensuring that teaching within the subject is strong and promotes the acquisition of key knowledge, building on prior learning;
- Leading professional development, providing guidance and support to colleagues;
- Oversee assessment;
- Making best use of financial and human resources to impact on standards;
- Promoting the subject and championing the subject with colleagues and pupils.

Strategic direction and development of the subject

Within the context of the school's aims and policies, subject leaders develop and implement non-negotiables (Appendix F – science example), planning, targets and practices, which reflect the school's commitment to high expectations in teaching and learning. Subject leaders will write an action plan in line with the 3 I's (intent, implementation and impact) for their subject. The action plan should be reviewed on an annual basis. It will then be agreed and put on the school website.

When a subject is identified as a developing subject, Subject Leaders will write a Rapid Action Plan in line with their 3 I's for their subject. These actions will be things that can be put in place within an 8-week period and can aid the subject making substantial progress over that time. During this time, subject leaders will be present at weekly meetings with the Curriculum Lead to discuss any support and necessary resources.

Standards and Progress

Subject leaders evaluate practice and develop an acceptance of accountability. They monitor the progress made in their subject, including adherence to the non-negotiables. They evaluate the effects on teaching and learning, and use this analysis to guide further improvement, using a variety of Subject Leader tools mapped out in the monitoring timetable (Appendix B):

- *Book scrutiny (Appendix E)*
- *Learning walks*
- *Planning sampling*
- *Soft monitoring e.g. chatting in staff room*
- *Data gathering*
- *Teacher discussion*
- *Pupil interviews/ Pupil voice (Appendix C)*
- *Drop ins (Appendix D)*
- *Ongoing action plan*
- *Annual subject review*

Subject leaders will complete an Impact Table (Appendix G) twice a year (February and June) recording those pupils working towards, meeting standards and exceeding

standards. Subject Leaders will use the Impact Table to identify extra support, CPD or interventions for pupils as well as Gifted and Talented pupils.

Subject Leaders will also complete an annual Subject Action Plan that will be monitored and reviewed throughout the school academic year. (Appendix H)

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.

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 topics covered in the subject. Where new resources are needed, these need to be identified on the action plan and a request made, along with costing, to the head teacher, for consideration.

Staff CPD

Subject Leaders:

- Audit training needs of staff regularly 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.
- Provide guidance on the choice of appropriate teaching and learning methods to meet the needs of the subject and of different pupils.
- Provide the support, challenge, information and development necessary to sustain motivation and secure improvement in teaching.
- Establish clear expectations and constructive working relationships among staff through team working and mutual support.
- Ensure that the head teacher, senior managers and governors are well informed about subject action plans and priorities, the success in meeting objectives and targets.
- Keep a record of all CPD for staff in the Subject Leader file.

Appendix A – Subject leader file –

1. **POLICY**

- Curriculum Policy
- Subject leadership policy.
- Relevant Policies linked to subject

2. **CURRICULUM**

- School 2 year Curriculum Cycle
- Including any agreed long/medium term plans, progression maps or links to other areas of the curriculum, including ICT.
- National Curriculum information e.g. updates, changes for your subject
- Relevant section from last OFSTED inspection
- Curriculum Document

3. **SCHOOL IMPROVEMENT**

- Triple I Action plan
- Subject improvement plans/reviews and extracts from school improvement plans/action plans.
- Audit documentation.
- Cycle of subject monitoring & evaluation.
- Example of planning.
- Discussions with staff & pupils.
- Book Looks/scrutiny
- Records of learning observations/learning walks/drop ins.
- Enrichment information – visitors, trips, celebrations
- Contact list – advisors, websites etc

ASSESSMENT

- Relevant assessment data and targets
- Monitoring of pupils achievement and progress tracking
- Intervention systems being utilised and their impact on learning and progress.

4. **RESOURCES**

- Resource audit.
- Resource list/location.
- Budget allocation/record of expenditure.

5. **CONTINUOUS PROFESSIONAL DEVELOPMENT**

- Record INSET attended
- Record relevant INSET attended by colleagues including any evaluations
- Any in-house activities you organise or deliver with evaluations if appropriate
- Record any external training attended and its impact
- Action Plan
- Rapid Action Plan if necessary.

6. **ARCHIVE/HIISTOR**

Appendix B - Monitoring Time Table

Autumn Term 1

- Review, update and share Triple I (intent, implementation and impact) action plan
- Class Display check and non-negotiable check

Autumn Term 2

- Book Look
- Gifted and Talented Check for subject – work along side Gifted and Talented co-ordinator
- Check in with staff for next topic

Spring Term 1

- Learning walk
- Spring Data analysis (pupil progress meetings where appropriate)
- Pupil voice (discussions with pupils)

Spring Term 2

- Drop ins/ informational observations
- Book look

SUMMER TERM 1

- Teacher discussion (Skill Audit, subject knowledge etc)
- Learning walk
- Audit resources

SUMMER TERM 2

- Check in with staff for next topic
- Review action plan
- End of year data analysis

Appendix C

Pupil interview/questionnaire

Subject:	Date -
Year:	
Name of Child	

Do you enjoy this subject?	
What did you learn in your last lesson?	
What is your most/least favourite thing about this subject?	
How do you know that you are doing well in your learning?	
How could this subject be even better	
Any other comments…	
ACTIONs taken by the subject leader from discussion:	

Appendix D

Lesson Drop ins

Teacher	Date:
Year Group:	
Time:	
Areas for development from previous sessions:	

Check list – Required

Learning Question displayed		Effective use of TA to support children's learning	
Classroom well organised and children access resources where possible independently		Marking is up to date and follows marking policy	
The children talk with confidence about what they are learning and the progress they are making		Children are actively engaged in their learning	
Children know where to find their targets		Presentation of books is of a good standard	
Vocabulary is displayed relating to the subject		Evidence of questioning used to promote children's deeper thinking and understanding	

Overall Comments
Strengths
Area for development

Appendix E

Book Scrutiny (general)

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Class: **Observer:**

Learning Objective evident	
Marking Policy followed	
Spelling and punctuation corrected in line with English expectations	
Children are responding to feedback	
Progress is evident	
Differentiation is evident	
Presentation of books to good standard	

Strengths

Areas for development

Book Scrutiny (focused):

Subject: **Date:** **Present:**
Name:

Whole School		
Area of focus (key questions)	**Strengths**	**Areas for development/actions**

Individual Feedback	
Strengths	**Areas for development/actions**

Appendix F

Non-Negotiables

Generic:

1. **Set out your date, title and learning objective as described.**
2. **Make sure you have used capital letters and full stops.**
3. **ALWAYS work towards your targets.**
4. **If you make a mistake, put one line through it.**
5. **No scribbling out or graffiti in books.**
6. **Read through and up-level your work before presenting it to an adult.**
7. **Make sure you present your work neatly for every subject.**
8. **Start a new piece of work on a new page.**

<u>Science Example:</u>

1. **Use of scientific vocabulary by adults and children. Scientific vocabulary**
    a. **displayed in classrooms, on planning and in lessons.**
2. **All science topics to begin with a KWL Grid.**
3. **Enable children to become effective communicators of scientific ideas,**
    a. **facts and data whilst becoming experts at analysing the data they collect.**
4. **Practical lessons rather than worksheet based tasks. Including trips and**
    a. **visits where appropriate.**
5. **Children develop their independence by having opportunities to plan**
    a. **Scientific Investigations themselves, this includes children organising,**
    b. **collecting equipment and setting up investigations themselves.**
6. **Modelled, Intermediate and Supported Independent investigations**
    a. **featured throughout a child's science book.**
7. **Cross-curricular links are utilised to embed learning and are evidenced in planning and books.**

Appendix G

Impact Table

Data	Working towards Standard	Meeting Standard	Exceeding Standard	Interventions for pupils working towards	Gifted and Talented
February Data					
June Data					

Appendix H

Action Plan and Rapid Action Plan Template

Action	Success Criteria	Timescale	Resources	Accountable	Monitoring and Evaluation