

The Catholic School of Saint Gregory The Great

Believe and Achieve



Guidance for Subject Leadership

Subject Leaders have drive and ambition for their subject. They set a clear vision and ensure implementation of that.

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The Role of a Subject Leader

Subject leaders:

- Provide leadership and direction for their subject and ensure that it is managed and organised to meet the vision and intent of the curriculum.
- Have a clear understanding of the whole curriculum as well as the intent, implementation and impact of what they are trying to do.
- Have an excellent level of subject expertise, a good understanding of how a subject should progress over time and how it connects with the school's curriculum as a whole.
- Have a well-articulated, ambitious vision based on high expectations for all pupils and an excellent understanding of current developments and thinking in the subject.
- Have a real focus on the drive and ambition of their subject. They play a key role in enhancing staff motivation and engagement in their subject.
- Provide effective support and influence whole school behaviours, through modelling best practice, sharing, coaching and mentoring.
- Provide provision of regular and well-focused training for all those involved in teaching the subject in order to foster and share best practice.
- 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.
- Carry out high quality monitoring, self-evaluation and action planning which is clearly focused on improving standards and the quality of teaching and learning.
- 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.

Key Areas of Subject Leadership

A range of subject leadership and management tasks are set out on the following policy for each of the four key areas of subject leadership.

1. Strategic direction and development of the subject

- Be a champion for their subject
- Establish a subject specific vision and intent which is coherent with that of our school and ensure implementation of this.
- Create a climate which enables staff to develop and maintain positive attitudes towards the subject and confidence in teaching it;
- Use data effectively to identify pupils' attainment and act upon it;
- Monitor progress made in achieving subject plans, evaluating effects of teaching and learning and use this analysis to guide further improvement.



2. Teaching and Learning

Subject leaders need to secure and sustain effective teaching of the subject, evaluate the quality of teaching and standards of pupils' achievements and set targets for improvement.

- Ensure curriculum coverage, continuity and progression in the subject for all pupils;
- 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;
- Provide guidance on the choice of appropriate teaching and learning methods, including teaching of mastery;
- Ensure effective development of pupils' literacy including oracy and numeracy skills through the subject;
- Ensure retrieval opportunities are evident in teaching and learning and that they enhance the progress of pupils.
- Ensure that information about pupils' achievements in previous classes is used effectively to secure good progress in the subject;
- Evaluate the teaching of the subject in the school, use this analysis to identify effective practice and areas for improvement and take action to improve further the quality of teaching;
- Establish a partnership with parents to involve them in their child's learning of the subject;
- Develop effective links with the community, including business and industry, in order to extend the subject curriculum, enhance teaching and to develop pupils' wider understanding.

3. Leading and Managing Staff

Subject leaders should support, challenge, inform and develop staff to sustain motivation and secure improvement in teaching.

They should:

- Work collaboratively with members of their KAT team to challenge and support one another to drive their subject/group of subjects forward;
- Establish clear expectations and constructive working relationships with staff, devolving responsibility and delegating tasks, evaluating practice and developing an acceptance of accountability;
- Sustain their own motivation in the subject;
- Audit training needs of staff;
- Lead professional development of the subject through example and support;
- Ensure that ECTs are appropriately trained, monitored and supported;
- Enable teachers to achieve expertise in their subject teaching;
- Work with the Inclusion Lead and support staff to ensure inclusion and progress for all children
- Ensure that the head teacher and senior leaders are well informed about subject policies, plans and priorities.



4. Efficient and Effective deployment of staff and resources

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

- Establish staff and resource needs for their subject and advise the head teacher and senior leaders of likely priorities for expenditure to meet the objectives of the school;
- Ensure the effective and efficient deployment of learning resources;
- Maintain existing resources and explore opportunities to develop or incorporate new resources from a wide range of sources inside and outside of school;
- Ensure that there is a safe working and learning environment in which risks are properly assessed.

Monitoring, Evaluation and Reviewing

This is a vital aspect of subject leadership. Within the context of the school and its policies, subject leaders are responsible for establishing and ensuring high standards of teaching and learning in their subject. They play a key role in monitoring, supporting and motivating other teachers and in setting targets for professional development and improvement. Without monitoring, a subject leader is unable to evaluate the impact of their action plan. All monitoring needs to be conducted with care and sensitivity so that it contributes to learning and improvement.

Examples of Monitoring

- Lesson walks / lesson visits
- Work sampling / book looks
- Scrutiny of planning
- Pupil conferencing
- Data analysis
- Teacher evaluation
- Resources – audit use and accessibility
- Shadowing / Coaching
- Staff questionnaires

For monitoring to be effective and have impact, subject leaders should try to think about the following:

Know the context:

- Identify the focus
- Agree the ground rules
- Share the nerves / Act as a learner
- Recognise the privilege
- Know what to do afterwards



Achieve high quality monitoring by:

- Recording what you see
- Making professional judgments which match the evidence
- Using examples to clarify judgments
- Relating attainment clearly to NC objectives
- Identify strengths and weaknesses (SWOT analysis)
- Explore differences between classes and groups
- Develop a picture of whole school issues
- Track and monitor the progress and attainment of individual pupils and groups of pupils within and between year groups
- Identify areas for development which are incorporated into their action plans
- Provide constructive feedback.

Action Plans

In the Autumn term all subject leaders will be asked to complete an action plan for their subject. Ongoing monitoring and evaluation must be used to inform this. These action plans should be a working document and will be reviewed twice a year (February and July).

Annual Action Planning

When considering priorities for a subject, leaders should also consider the following:

- National initiatives that can be adopted
- Specific developments to the subjects
- Use of outside agencies
- Whole staff development issues
- General areas for development for the children
- Curriculum enhancement activities
- Involving parents/ governors/ local community
- Personal development of the subject leader
- Monitoring of the subject

Ongoing Action Planning

After a subject lead/KAT has carried out a subject monitoring activity, they must decide on the areas for development and on actions which need to be taken to feed into the Subject Action Plan.

To do this they must consider:

- What they have found out
- What areas need developing
- What action will need to be taken to ensure development in these areas
- When and how they are going to go about it
- If the action had the desired impact



Non-contact time

Subject leaders receive leadership time during music lessons every other week and can request additional time if needed. Non-contact time should be used efficiently and effectively and must be taken on site.

CPD

Subject leaders should:

- Research and attend appropriate courses connected to their subject.
- Lead staff meetings
- Attend and contribute to KAT meetings

Subject Leader File

Each subject leader will keep an updated online and physical file for their subject. It will include and be organised in the following way:

Self- Evaluation	1. Action plan
Subject Overview (Intent)	2. Policy 3. Vision
Curriculum (Implementation)	4. Curriculum coverage/overview 5. Long term and medium term planning 6. Progression of skills 7. Vocabulary
Monitoring (Impact)	8. Pupil conferences/ Book looks / Observations/Learning walks/ Planning scrutiny 9. Assessment and headlines
KAT	10. Agendas and minutes 11. Governor report
CPD	12. Training and research
Budget and resources	13. Resource list

Click on the hyperlinks to see templates/examples



Subject Leader Report

When a subject has been monitored, reviewed and evaluated, the subject leaders are to write a report on their findings. KAT leads will collate this information and deliver the report to the Curriculum Committee in order to keep Senior Leaders and Governors informed on developments in each curriculum area.

Reports should be organised using the linked template.

Subject/KAT			
Staff Involved			
Monitoring taken place and what it's told us... (collating information after monitoring, consider how subject is progressing, what is working, planning action, identifying subject's needs)	Subject: Monitoring	What it told us....	Actions based on what we know and impact of these
	Subject: Monitoring	What it told us....	Actions based on what we know and impact of these
	Subject: Monitoring	What it told us....	Actions based on what we know and impact of these
At the review, the KAT leader will be asked about the following for each of the subjects in their KAT. It would be advisable for the KAT leader therefore to have discussed the following with each of their subject leaders prior to the Committee Meeting: • What is your vision for learning in your subject? • How does the curriculum in your subject progress as children move through the school? • What CPD has taken place across the school for your subject in the last 12mths? • How do you know that children are learning ('knowing more and remembering more') in your subject?			
Main challenges within subject area		Main successes within subject area	
Subject:			
• X • X		• X • X	
Subject:			
• X • X		• X • X	
Subject:			
• X • X		• X • X	

You will need to call a KAT meeting prior to writing the report to understand better the following for each subject leader:

- Monitoring taken place
- Impact of monitoring
- Actions

Subject leaders will need to be able to express their understanding of curriculum Intent, Implementation and Impact for their subject to their KAT leader and they will need to be able to talk openly with governors about it.



Ofsted

How will Ofsted understand curriculum intent, implementation and impact (III)?

- They will speak to SLT to gain an understanding of the umbrella view.
- They will identify 'deep dives' into aspects of school life – usually 4 during an inspection – usually subject/aspect specific.
- They will carry out monitoring activities and test impact by speaking to children alongside their work (e.g. lesson visits, work scrutiny, pupil conferencing, listening to readers etc)
- They will interview teachers and TPs on intent, implementation and impact of class specific curriculum
- All monitoring will be fully connected to vision, III.
- They will seek to understand the intent, implementation and impact from a subject/aspect leadership point of view to ensure each and every staff member is following the same vision and understands the rationale behind curriculum content etc.
- There will be a real focus on the drive and ambition of subject leaders to set a vision and ensure implementation of that.

During an Ofsted visit, where possible, KAT leaders would always accompany their relevant subject leader for a deep dive.