



Stretton Handley CE (VC) Primary School Subject Leadership Policy

Role of subject leaders

A subject leader is a person who leads improvement and offers support and guidance to other staff on a subject within a school. They are also in charge of managing the subject to ensure it can be taught well (by ordering or organising resources for example). They are in charge of making key decisions relating to their subject.

Subject leaders are expected to consider their subject in relation to terms of the three 'I's.

- Intent
- Implementation
- Impact.

A teacher may be a subject leader because they have a passion for that subject, a wealth of experience in that curriculum area or higher qualifications in that subject. However, we acknowledge that this is not always the case in a small school with a limited number of staff.

Subject Leadership at Stretton Handley CE VC Primary School

At Stretton Handley CE (VC) Primary School, we value the importance of effective subject leadership and know how crucial they are in improving standards of teaching and learning.

All teaching staff, except for NQTs, are expected to undertake subject leadership roles. Some experienced HLTAs may also be invited to take on a subject leadership role within school.

As a small primary school, we are very conscious that we have a small number of staff to take on multiple subject leadership as we have full list of curriculum areas which need to be lead.

As a school, we manage subject leadership in a way that it makes a difference but in a strategic and manageable way.

We work on a key principle in relation to subject development.

'It can be done quickly or it can be done properly'.

As a school we ensure that subject leadership and development is manageable by making sure that there are not too many areas of development at any time.

Whole school subject leadership themes (Linked to SIP)

There are areas (or themes) of subject leadership which need to be addressed across all subject areas. These themes are developed across the whole school through staff meetings and subject leadership time.

These areas link to the School Improvement Plan. There is an expectation that subject leaders keep up-to-date with these themes.

The themes include:

- Curriculum Intent
- Implementation within the subject – including the development of subject policies.
- Judging Impact – including assessment and monitoring and evaluation (including pupil attitude/voice).
- Change management – developing leadership.

Subjects will either be in ***maintenance*** where the subject is not in a development cycle but will need to be maintained or the subject will be in ***development*** and will be a priority area to be developed and monitored.

Subjects in development

There is an understanding that elements of English and Maths will always be under development.

When identifying subject areas for priority within school, the first consideration will be to those subjects which we know require improvement. If all subjects are at least good, then the schedule will be followed. This schedule ensures that no subject is neglected over time.

There is an understanding that when a subject leader has a subject area in development that they will be able to request release time to conduct their work. Any subject leader who needs release time for their subject should arrange this with the headteacher. This is important as it is about staff well-being, and you should ensure you take the time allocated.

When the subject is in development, the following is a suggested model for leaders to follow. This is only intended as a guide, and we understand that leaders may wish to amend the plan (including timeframes) in order to achieve their aims.

Annex 1 – Model for subjects in development.

Term	Actions to complete
Autumn Term	<ul style="list-style-type: none"> • Thorough review of the subject. • Identification of aims and key areas for development to achieve these aims (if any). • Development of action plan.
Spring Term	<ul style="list-style-type: none"> • Implementation of change. • Supporting staff • Monitoring and evaluation activities. • Reporting to Governors
Summer Term	<ul style="list-style-type: none"> • Evaluation of impact – including what was already good. • Reporting to Governors

Change management – including CPD – This should be continuous throughout the year.

Subjects in maintenance

We have developed and an action plan which subject leaders should use when their subject is in maintenance – Annex 2.

This action plan is not a 'minimum requirement' to be added to. Instead it is exactly what we expect subject leaders to do. Any further actions may be added only through negotiation with the head teacher.

Performance management meetings & subject leadership meetings will provide opportunities to discuss progress against the action.

Annex 2

Subject in Maintenance Action Plan	
DATE	
Subject area:	Subject Leader:
ACTIONS:	NOTES:
Key documentation up-to-date: Subject Leader file created (see annexe 3 for contents required)	
Subject management Keep up-to-date with current developments and innovations in your subject area: <ul style="list-style-type: none"> - OfSTED - Reading including journals and social media. - Word of mouth (networking) - Courses for subject leadership 	
Identification of possible CPD for subject leader	
Consider trialling new initiatives within own classroom (or another colleague with prior agreement).	
Conduct two monitoring activities to ensure that the subject leader is aware of practise across the school.	
Complete activities linked to whole school subject leadership development themes – through staff meeting time.	See school improvement plan.

Nothing more unless agreed through discussion with head teacher. Key questions discussed with the head when deciding whether to include additional actions:

- What is the potential impact on pupil learning?
- What impact will your initiative have on your workload, other staff workload, school finance?
- Could this wait until your subject is in development?
- Could you trial this in your own classroom?

SH CE VC School Subject Leaders Development Cycle

Subject area:	Leader:	Year cycle:
English/Phonics	NK	1
RE	NK	1
EYFS	NK	1
Maths	BC	1
PE – Dance and Gym	BC	3
Science	BC	2
MFL (KS2)	NK/BC/JB	3
PSHE	NK/BC/JB	2
Music	NK/BC/JB	2
Computing	NK/BC/NM	2
Forest School	JFor	1
Art and Design	NK/BC	3
Design and Technology	NK/BC	3
Geography	NK/BC	2
History	NK/BC	2

Year 1 of development is 2021-22

Year 2 of development is 2022-23

Year 3 of development is 2023-24

If your subject is not in the development cycle you should still complete the maintenance for that subject. If you wish to change the development cycle for your subject, please discuss this with the headteacher.

Annexe 3

Subject Leader File

CONTENTS

1. Subject Leadership Policy – Detailing role and responsibility

INTENT

2. Subject Policy – To be created
3. Whole School Intent Statement
4. Subject Intent Statement
5. Whole School Curriculum Long Term Plan (Topic Map Cycle)
6. Signpost to Topic Maps on website and hard copy in HT office
7. Knowledge Progression Overview

IMPLEMENTATION & IMPACT

8. Subject Leader Action Plan
9. Subject Self-Evaluation Summary
10. Previous Action Plans
11. Monitoring and Evaluation Records (including focused reviews)
12. Assessment Records / Data Analysis (where appropriate)
13. Reports/Presentations to Governors

OTHER USEFUL INFORMATION

14. Copy of SIP
15. Copy of SEF
16. Copy of latest OFSTED report
17. Resources (audit)
18. Miscellaneous (Displays, Photos, Big Books etc)

September 2021