

St Anthony's Catholic Primary School

Subject Leader Policy



Introduction

At St Anthony's Catholic Primary School we believe that Subject leadership is a key leadership and management role in our school. It is the role of the subject leader to implement the aims of the school. Teachers at St Anthony's Catholic Primary have a contractual obligation not only to teach but also to help manage colleagues' teaching through subject leadership. The following documents outline this obligation:

Core purpose of the subject leader

A subject leader provides leadership and direction for their 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 of the subject, and other adults. Subject leaders evaluate the effectiveness of teaching and learning in their subject, the curriculum and progress towards targets, to inform future priorities and targets for the subject. The subject leader will undertake a variety of monitoring activities.

A subject leader identifies needs in their own subject and recognises 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 is set out on the following pages for each of the four key areas of subject leadership:

- A. Intent, implementation and impact.**
- B. Teaching and learning**
- C. Leading and managing staff**
- D. Efficient and effective deployment of staff and resources**

It is assumed that the subject leader works closely with the headteacher and senior leadership team in each of the four key areas, and liaises with other colleagues as appropriate. Subject leaders should also understand the roles of others in the school, including early career teachers, the special educational needs co-ordinator and the

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headteacher, as set out in the national standards for those roles, and should support them as appropriate in fulfilling these roles.

What Subject Leaders Do

Intent, implementation and impact

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

- are instrumental in developing a curriculum for the subject that is progressive, ambitious, balanced and appropriate to the needs of the pupils at St Anthony's, taking into account local contexts.
- develop and implement policies and practices for the subject which reflect the school's commitment to high achievement, effective teaching and learning.
- create a climate which enables other staff to develop and maintain positive attitudes towards the subject and confidence in teaching it.
- establish a clear, shared understanding of the importance and role of the subject in contributing to the development of the 'whole child'.
- use assessment effectively to identify pupils who are underachieving in the subject and, where necessary, create and implement effective plans of action to support those pupils.
- use relevant national, local and school data, plus research and inspection evidence, to inform policies, practices and pedagogy in their subject.
- establish, with the involvement of relevant staff, short, medium and long term plans for the development and resourcing of the subject which:
 - identify realistic and challenging targets for improvement in the subject
 - are understood by all those involved in putting the plans into practice
 - are clear about action to be taken, timescales and criteria for success
- monitor the progress made in achieving subject plans and targets, evaluate the effects on teaching and learning, and use this analysis to guide further improvement.

A. Teaching and learning

Subject leaders work with staff to encourage and enable effective teaching of the subject. They monitor standards of pupils' achievements and set targets for improvement.

They:

- ensure curriculum coverage, continuity and progression in the subject for all pupils, including those of high ability and those with special educational or linguistic needs

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- 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 to meet the needs of the subject and of different pupils
- ensure effective development of pupils' literacy, mathematical and information technology skills through the subject
- establish and implement clear policies and practices for assessing, recording and reporting on pupil achievement,
- provide guidance for using this information to recognise achievement and to assist pupils in setting targets for further improvement
- ensure that information about pupils' achievements in previous classes and schools is used effectively to secure good progress in the subject
- provide information about curriculum, attainment, progress and targets for senior leaders, governors and parents.
- develop effective links with the local community, including business and industry, in order to extend the subject curriculum, enhance teaching and to develop pupils' wider understanding where appropriate
- Ensure equal opportunities for all children regardless of ability, gender, race or religion.

B. Leading and managing staff

Subject leaders:

- sustain their own motivation and, where possible, that of other staff involved in the subject
- audit training needs of staff
- 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
- ensure that trainee and early career teachers are appropriately trained and supported in the teaching of their subject
- enable teachers to achieve confidence when teaching their subject.
- work with the SENCO and Gifted and Talented coordinator to ensure that work is well matched to pupils' needs.

C. 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. They:

- Complete annual subject leader audit and action plan which includes financial implications

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- ensure the effective and efficient management and organisation of learning resources, including information and communications technology
- use accommodation to create an effective and stimulating environment for the teaching and learning of the subject where appropriate
- ensure that there is a safe working and learning environment in which risks are properly assessed.

Maintaining records:

All subject leaders keep subject leader files.

- Policy
- Scheme of work
- Curriculum maps
- Update resource list termly
- Evidence of impact to date
- Monitoring through:
 - Subject Leader Audit / Action plan completed annually
 - Termly analysis of planning / childrens' work
 - Speaking to children / staff
 - Termly update to SLT / brief, written monitoring feedback to staff
 - Assessment
 - Evaluating any CPD termly

Supporting colleagues

- Modelling/coaching
- Identifying good practice and sharing with colleagues
- Plan and deliver CPD for staff
- Leading INSET

Standardisation

- Subject leaders to work with staff to moderate pupils' work
- Subject leaders to produce a standardised portfolio from moderation to assist staff with standards
- Subject leaders to moderate at the end of each academic year within the school and with other schools where appropriate

Reviewing impact of changes made

- Analyse pupil performance / planning to consider the impact of changes made to the curriculum on standards of attainment

Review

This policy will be reviewed September 2026