

**'Leadership is the art of giving people a platform for spreading ideas that work' Seth Godin**

### **Introduction**

Research suggests that leadership and management can be highly effective when shared by different individuals and distributed across different levels in a school. Subject Leadership teams play a crucial role in monitoring the intent, implementation and impact of the school curriculum alongside Senior Leaders.

Subject leaders will:

### **Intent**

- Ensure relevant policies and procedures are in place for their subject
- Ensure their subject is represented on the school website including how this is taught for parents
- Write clear progression plans for their subject to ensure it provides full coverage of the national curriculum (and Diocesan framework)
- Identify a clear end point and with teachers ensure their subject is progressively taught using sequenced lessons, designed and delivered in a way that allows pupils to transfer key knowledge to their long term memory
- Ensure their subject contributes to a curriculum that is ambitious
- Ensure that progressive plans for their subject feed into teacher's planning
- Work with the SENCO to ensure pupils with SEND have appropriate access to the curriculum
- Ensure that the resources required to teach their subject are high quality and that there are enough resources to enable effective teaching to take place
- Ensure that texts specific to their subject are available for teachers to use to enhance provision

### **Implementation**

- Support teachers in developing their pedagogical content knowledge
- Provide support for those teaching outside their main area of expertise which may include teaching alongside colleagues to develop practice
- Provide guidance and support for teachers ensuring subject specific content is taught clearly, that teachers check pupils understanding and provide appropriate feedback
- Produce clear assessment, recording and reporting practices and support teachers in completing these procedures

### **Impact**

- Create subject development plans which feed into whole school improvement
- Monitor the quality of education pupils receive in their subject alongside senior leaders using various methods of monitoring including pupil discussion and work sampling ensuring work is a high quality across the curriculum
- Working alongside teachers as a result of monitoring responding to the professional development needs of colleagues sharing skills and knowledge
- Evaluate how pupils achieve in their subjects for example do they know and remember more as a result

### **Subject Leader Teams**

At our school we base our subject leadership around the Areas of Learning from the Foundation Stage Curriculum which incorporates all the National Curriculum subjects. By ensuring that there are colleagues

from each year group within a Subject Leader team, continuity and progression across the two key stages (FS & KS 1)

### **Evidence**

Subject leaders are expected to keep their subject leader files up to date with the evidence listed in the school contents page. This file includes evidence of Intent such as the school vision, curriculum drivers, progression planning. Implementation including CPD opportunities, team teaching records. Impact including evidence from monitoring e.g. work sampling, pupil voice etc. The subject leader file will also include an overview of their subject including strengths which act as a starting point for discussion.

## **Normanton All Saints CE (A) Infant School**



### **Subject leader file - Contents**

- Overview of your subject and how this is delivered in school (10 things...)

### **School context**

- School vision (inc aims, mission statement) last Ofsted and SIAMs report (website) curriculum drivers, curriculum statement, subject statements (taken from the school website)

### **Subject leader**

- School development plan (Section 4 )
- Subject leader teams and subject leader role policy
- Subject leader plans (Most recent and last 2 years including reviewed)
- Progression plan
- LTP for each year group (ensure these match your Progression plan)
- MTP for each year group (ensure these match your progression plans)

### **Relevant documents and research**

- Policies (relevant subject & school policies)
- Research & relevant guidance e.g. New ofsted framework
- CPD training

### **Curriculum and assessment**

- National Curriculum and EYFS Curriculum
- School assessment systems for subject area and national assessment guidelines (core areas)

### **Evidence**

- Monitoring activities such as work sampling, pupil discussions, data analysis, examples of planning, homework, after school clubs, photographs of displays.