Sandling Primary School

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**Job Description**

**Foundation Subject Leader**

**Last reviewed Dec 2022**

**Job Title:** Subject Leader for………………

**Job Holder:**

**Line Managed By**: Directly - Head Teacher

 Indirectly – Deputy Head Teacher

**Date:**

**Health and Safety at Work**

All staff in school have a personal responsibility for the health and safety of themselves, their colleagues, pupils and visitors. They also have a duty in law under the Management of Health and Safety regulation 1999 to report any shortcomings in the employers H&S arrangements.

***Department of Education Definition***

*‘Subject leaders provide professional leadership and management for a subject to secure high quality teaching, effective use of resources and improved*

*standard of learning and achievement for all pupils’.*

**Core Purpose**

It is the role of the subject leader to implement the aims of the school and contribute to the continued drive for improvement through their individual subject area. All teachers, other than first year ECTs, are expected to lead a subject.

While the Head Teacher and Governors have overall responsibility for school improvement, a subject leader provides leadership and direction for an individual subject and ensures that it is managed and organised to meet the aims and objectives of the school and the subject. 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 in that subject.

**Role**

# Strategic direction and development of the subject – Policy

Within the context of the school’s aims and policies, subject leaders develop and implement the subject statement within the Teaching and Learning Policy. They also develop plans and practices, which reflect the school’s commitment to high achievement and effective teaching and learning.

# Standards and Progress

Subject leaders ensure curriculum coverage, continuity and progression in their subject for all pupils. They ensure that the plans and schemes of work are in place and understood by all those involved in putting the plans into practice. They evaluate the impact of actions taken on teaching and learning, and use this analysis to guide further improvement, using a variety of monitoring tools including work scrutiny, planning, teacher feedback, pupil voice and lesson observations.

# School Improvement

Subject leaders carry out a cycle of monitoring throughout the school, ensuring that they are able to make judgements about the standards within their subject, through using a variety of strategies. Evidence of monitoring is kept in the form of a subject leader monitoring report, feedback is given to teachers and action required is taken. Feedback and follow up monitoring is also shared with the Senior Leadership Team.

# Resources

Subject leaders ensure the effective and efficient management and organisation of learning resources to meet the needs of the school. Resources are kept up-to-date and relevant to the needs of the subject. Storage systems for resources are managed including an audit of what is available. Where new resources are needed, these need to be identified and costed as part of subject bidding prior to annual budget setting. When a budget has been set it will be the subject leader’s responsibility to action.

# Staff CPD

Subject leaders maintain an enthusiasm for theirs and others teaching of the subject. Subject leaders audit and/or identify training needs of staff to ensure the provision of high quality professional development. Subject leaders act as a first point of advice for staff to provide the support, challenge, information and development necessary to sustain motivation and secure improvement in teaching.

# Subject Leader’s File

Subject leaders establish and maintain records relating to their subject. A list of contents is included in Appendix 1.

# Guidelines for Implementation

Most aspects of the subject leader’s role can be discharged outside the teaching day – however, it is acknowledged that the role requires considerable investment of time and energy and that some aspects of the role require time during the school day. Therefore, when financially possible, subject leaders can request non-contact time throughout the school year for the purposes of monitoring.

Resources to support the subject leader with monitoring can be found in Tshare; Monitoring and Observation; Subject Leader

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# [Appendix 1 - Subject Leader File]

1. ***Strategic direction and development of the subject – Policy***

Subject statement within T&L policy

1. ***Standards and Progress***

 Analysis of standards in relation to curriculum coverage as detailed in long term plans

Analysis of progress across the school through work scrutiny and pupil voice

1. ***Curriculum***

 Long term curriculum plan

 Medium term plans

Curriculum enrichment e.g. themed days / weeks, clubs, visits

1. ***Monitoring &*** ***Accountability***

 School cycle of monitoring

 Subject leader monitoring reports

 Records of presentation to SLT and / or Governors

1. ***Resources***

Budget Bid

Budget monitoring

Requisition order forms

Resource audit

1. ***Staff CPD***

 Records of INSET delivered in the last 2 years

 Evidence of keeping up to date with the subject e.g. research, wider reading, twitter

1. ***Sharing Good practice***

 Minutes of consortium meetings

 Other records of sharing good practice externally

Work / Planning Scrutiny

|  |  |
| --- | --- |
| Subject: | Leader: |
| Date: |
| Curriculum knowledge taught in year group (using long term plan as reference):*
 |
| Skills taught within year group (using long term plan as reference): |
| Evidence of meeting the above and progress from beginning of year: |
| Emerging pupil:  | Expected pupil: | GDS pupil: |
|  |  |  |
| Strengths |
| Areas for development |
| Date of re-monitoring if appropriate: |
| Outcomes from re-monitoring if appropriate |

**Subject Leader Pupil Voice**Subject: ……………………………….

|  |  |  |  |
| --- | --- | --- | --- |
|  | Agree | Disagree | Don’t know |
| I enjoy these lessons. |  |  |  |
| This subject is important  |  |  |  |
| I understand what I am learning in this subject. |  |  |  |
| My teacher explains this subject clearly. |  |  |  |
| We learn this subject in different ways e.g. computing, pictures, drama, drawing, writing. |  |  |  |
| I know what I need to improve on in this subject |  |  |  |
| I have home learning in this subject. |  |  |  |
| The subject resources help me learn well. |  |  |  |

1. Circle the phrase that best describes how hard this subject is compared to all the other subjects

 you do?

easier about the same harder

1. I think this subject is about:
2. My favourite part of the subject is:
3. My least favourite part of the subject is:
4. This is what would make the subject better: