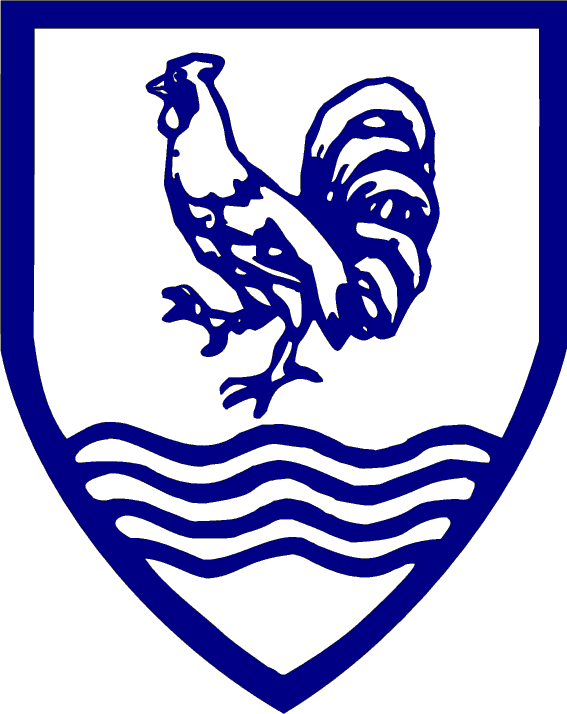
**Plat Douet School**

**Subject Leader Policy**



**September 2019**

At Plat Douet School every learner is entitled to a curriculum rich and varied, challenging and inspiring, which enables every individual to reach their fullest potential to the highest possible standard and allow all pupils to ‘be the best they can be’.

**Government of Jersey Children, Young People, Education and Skills**

‘Subject leaders provide professional leadership and management for a subject to secure high quality teaching, effective use of resources and improved standards of learning and achievement for all pupils’.

**Introduction**

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 NQTs, are expected to contribute to subject leadership.

**Core Purpose of the Subject Leader**

While the Headteacher has the 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 of the Subject Leader: What subject leaders do?**

**1.** Strategic direction and development of the subject – Policy within the context of the school’s aims and policies, subject leaders develop and implement subject policies, plans and practices, which reflect the school’s commitment to high achievement and effective teaching and learning. This policy needs to be updated at least three yearly, but may require updating more often if there is a development or change in the subject.

**2. Standards and Progress**

Subject leaders evaluate practice and develop an acceptance of accountability. They monitor the progress made by pupils and the progress towards achieving subject action plans and targets. They evaluate the impact of actions taken on teaching and learning, and use this analysis to guide further improvement, using a variety of Subject Leader tools including work sampling, planning sampling, teacher discussion, data analysis, pupil interviews, drop-ins and lesson observations.

**3. Curriculum**

Subject leaders ensure curriculum coverage, continuity and progress 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. Subject leaders monitor teacher’s plans to ensure plans are in line with school procedures.

**4. Leading Teaching and Learning**

The Subject Leader is responsible for leading the development of the planning, schemes of work or producing curriculum grids for their subject area.

The scheme of work must focus on:

* National Curriculum requirements and guidelines.
* The school’s curriculum aims.
* Key skills for development and how these progress across the school.

Activities to enhance teaching and learning

* Resources to enhance teaching and learning.
* Assessment procedures.
* Advise staff on how technology can support development in their curriculum area.
* Ensure that cross-curricular themes are included within the scheme of work.

**5. School Improvement.**

All subject leaders develop a ‘subject action plan.’ In their role, subject leaders create a climate which enables other staff to develop and maintain positive attitudes towards the subject and confidence in teaching it. They 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 subject leader tools. Evidence of monitoring is kept in the form of a summary report, feedback is given to teachers and action required is taken. Feedback following monitoring activities is also shared with the Leadership Team.

**6. 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 need to be managed. Where new resources are needed, these need to be identified and costed as part of action planning prior to annual budget setting. When a budget has been set it will be the subject leader’s responsibility.

**7. Staff CPD**

Subject leaders sustain their own motivation and that of other staff in their subject area. Subject leaders audit and/or identify training needs of staff and co-ordinate 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.

**8. Subject Leaders File**

Subject leaders are required to establish and maintain a file including information relating to their role. A list of contents has been created by the Subject Leader team in order for all to be consistent in data and evidence collection.

**9. Guidelines.**

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.

Accountability: Subject action plans will be monitored termly by the Senior Leadership Team.

All Subject Leaders will have a job description for the relevant area they lead and a code of conduct.

D. Maindonald

October 2019