



Newall Green Primary School

Aiming High To Reach Our Goals

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CHECKLIST

Subject leader handbook

Art, DT, Music, PE, Science, ICT, MFL, RE

Each Subject Leader is responsible for maintaining the handbook that can be found at T:\All Staff\SUBJECT LEADERS HANDBOOK.

The areas to be updated are;

Strategic direction and development

CONTENTS

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|---|
| <input type="checkbox"/> Subject Policy, intent, implementation, aim, impact, Long term plan for N-Y6, & scheme of work (subject dependent) |
| <input type="checkbox"/> Progression of skills |
| <input type="checkbox"/> Position statement & Action plan & impact |
| <input type="checkbox"/> National Curriculum Aims |
| <input type="checkbox"/> Reports to governors |
| <input type="checkbox"/> Monitoring Learning walk, book look, pupil voice |

Teaching and learning

CONTENTS

- | |
|-------------------------------------|
| <input type="checkbox"/> Assessment |
| <input type="checkbox"/> Data |

<input type="checkbox"/> CPD
<input type="checkbox"/> Resources

Leading and managing staff

CONTENTS
<input type="checkbox"/> Examples of how, as a subject leader, you've led by demonstrating good practice (for example, a video of teaching)
<input type="checkbox"/> Information about meetings and INSET
Monitoring Schedule

Roles and Responsibilities.

Strategic Direction

- Promote the subject, its importance, and the value it brings across the school
- Have a good understanding of how well the subject is being delivered and the impact it has on pupil achievement
- Use this understanding to feed into the school development plan and produce an action plan for the subject
- Consult pupils, parents and staff about the subject and its effectiveness, and assess the feedback against the school's values, vision and aims
- Work with the special educational needs co-ordinator (SENCO) to ensure the curriculum matches the needs of different pupils
- Work with the Early Years Foundation Stage (EYFS) leader to understand how the subject is developed at the EYFS and to support the EYFS

Leading the Curriculum

- Develop and review regularly the vision, aims and purpose for the subject area
- Oversee the planning of the curriculum content, ensuring it is well sequenced to promote pupil progress
- Ensure the planned curriculum is effectively and consistently implemented across the school
- Make sure there is an effective system of assessment that oversees the progress of pupils to ensure the curriculum has a positive impact on pupils' learning
- Have an overarching responsibility for pupils' achievement and standards in the subject area

Leading and Managing staff

- Establish an effective team and hold regular meetings on the subject to keep staff informed on any developments or changes
- Provide support to staff regarding teaching and learning, resources, and planning in the subject area

- Monitor teaching and learning by visiting lessons, scrutinising books, and talking with pupils to assess how well the subject area is being implemented and how well it is delivered across the school
- Provide feedback to staff based on the above observations to identify training needs and provide continuing professional development (CPD) in the subject area
- Support teachers to make accurate assessments, manage internal and external moderation, and complete external moderation exercises

Deployment of resources

- Provide support with textbooks and library books in the subject area
- Work with the English subject leader to ensure that links between the subject topics and fiction and non-fiction books are used within the English curriculum
- Provide support with classroom displays for the subject area across the school to ensure they are stimulating, of high quality, and inspire curiosity in pupils
- Audit, check and manage resources to ensure they are up to date and match pupil and curriculum needs
- Manage the subject budget effectively to ensure it is spent on resources that add value and enhance the learning experience (this will likely only apply if the subject area is a priority for development)

Monitoring

- A monitoring schedule can be found at T:\All Staff\SUBJECT LEADERS HANDBOOK\Monitoring Schedule
- Non-Core PPMs will take place Spring 1 & Summer 2, the check list used can be found at T:\All Staff\SUBJECT LEADERS HANDBOOK\Non-Core PPMs.
- The directed time allocated to undertake the Subject Leader Role can be found at T:\All Staff\SUBJECT LEADERS HANDBOOK\Non-Core PPMs/staff meeting list 2024-2025
- Additional time is given for Monitoring purposes
- Feedback to staff is expected to take place within the week that the Monitoring exercise took place.

CPD

- Subject Leaders are expected to develop a good understanding of their subject in line with the Teaching Standards out-lined in the Cherry Tree Trust Pay Document which can be found at www.newallgreen.manchester.sch.uk/serve_file/32569061

APPENDIX D – SUBJECT LEADER EXPECTATIONS / UPPER PAY RANGE STAFF

Subject Leader Expectations

In addition to the responsibilities above Teachers must keep a subject Leader handbook that evidences the following areas;

Subject leader	Phase leader	AH/DH	SENCO
<p>Take a lead role either within a phase area or within a specific subject area. Be confident to effectively use skills to</p> <ol style="list-style-type: none"> 1. Monitor and track teaching & learning within the subject by conducting a school audit. 2. Evidence progress of children within the subject area. 3. Manage the subject area budget and order resources. 4. Establish the vision and the long-term goals for the subject area. 5. Complete a position statement for the subject area which is a self-evaluation of the practices and processes we use. 6. Monitor the planning, teaching and data for the subject as outlined in the Monitoring Expectations document. 7. Create action plan to raise attainment within the subject. <p>Key area 1: establish priorities, Key area 2: Improving the quality of teaching and learning, Key area 3: deployment of resources, Key area 4: professional development into practice.</p> <ol style="list-style-type: none"> 8. Monitor and evaluate the effectiveness of the action plan by RAG rating the key areas above, setting targets and keeping evidence for the progress of these targets. 9. Improve the subject knowledge of the teachers. 10. Keep a subject leader handbook with the following: <ol style="list-style-type: none"> a) Position statement & Action plan b) Policy c) SDP d) Curriculum e) Subject content from NC f) Skills Progression g) Planning h) Monitoring i) Assessment j) Data k) CPD record l) Resources 	<p>Use data to inform decision making to:</p> <ol style="list-style-type: none"> 1. Ensure provisions and interventions have maximum impact within the phase. 2. Monitor the class teachers within the phase so that planning is up to date. 3. Monitor the quality of work within the books and ensure marking is up to date. 4. Take on a coaching role to ensure that teachers' skills develop so that we have consistently good teaching or better within the phase. 5. Monitor data and assessment across the phase. 6. Work with class teachers to set aspirations targets for children within the phase. 	<p>In addition to the specific area of responsibility. For the key stage/phase allocated:</p> <ol style="list-style-type: none"> 1. Monitor the quality and effectiveness of provisions to ensure gaps are narrowing. 2. Have a clear understanding of the teachers within the key stage/phase and the skills that need developing. 3. Coach/work with the phase leaders in the key stage/phase to ensure that end of key stage data is at least in line with national average. 4. Monitor the provision for students and ECTs within the key stage. 5. Use data to outline areas to improve and make an action plan with SLT to develop these areas. 6. Use SATs tests to analyse patterns of achievement and identify actions needed to raise attainment and narrow gaps. 7. Use data to track specific groups of children so gaps are narrowed. 8. Monitor planning/teaching/quality of learning in books as outlined in the Monitoring Expectations document. Use this to inform discussion at PPM meetings. 	<p>29 standards assigned to SENCOs</p>