

MERE SCHOOL

The Role of the Subject Leader

At Mere we believe that the role of the subject leader is to act as a consultant in regard to our curriculum area to the Headteacher, Governors and/or staff to do the following:-

- implement and monitor the national curriculum, its statutory requirements and the implications for the school through the organisation of teaching and learning.
- implement relevant actions from Teaching and Learning action plan.
- leading staff meetings, having assessed school needs for training, monitoring and development.
- maintain a high standard of personal achievement in the assigned area of responsibility.
- draft, consult with other staff and review a policy, action plan and schemes of work for their curriculum area and others where links may exist.
- attend county and other INSET courses as requested by the Head and in line with the School Development Plan (SDP) and then feed back to other members of staff.
- recommend courses to other members of staff.
- provide professional advice to colleagues on the content and organisation of teaching within the designated subject/s. This may include:
 1. working alongside colleagues in their classroom
 2. providing advice on activities and learning opportunities
 3. input into termly and weekly planning.
- manage, implement and review assessment activities relating to our curriculum area.
- identify and recommend any financial priorities for the subject.
- review records of achievement and other evidence of children's work (such as sampling) and any other assessment systems to monitor children's achievements in their curriculum area.
- advise on special educational needs differentiation and its implications for our curriculum area, through consultation with others and input into planning.
- develop continuity and progression including liaison across key Stages 1 to 2 and secondary school transition.
- maintain our own professional development through attendance at courses, visits, etc.
- lead and follow-up INSET activities (including TD Days and Staff Meetings)
- through the schools tracking systems monitor, review and report on the school's and children's individual progress and achievement.
- advise on the ongoing needs of the curriculum area and its development through the School Development Plan.
- heighten the awareness of colleagues to the range and use of equipment available within the school in the assigned area.
- manage the storage and maintenance of resources in our subject area/s.
- maintain the subject co-ordinators file/portfolio.

Monitoring

Monitoring is an important part of the subject leader's role. All subject leaders monitor their subject according to the review cycle (see Appendix 1). Subject leaders negotiate the focus for the monitoring with the staff and fill in an evidence trail form (see Appendix 2). The outcomes of this evidence trail will be shared with individual teachers and whole school issues will be discussed at a staff meeting. The completed forms will be stored by the headteacher and a copy will be stored in the subject leader's file. Subject leaders will also track progress in their subject by analyzing tracking data either termly (writing, reading, numeracy, science) or annually and will share their outcomes with the staff and individual teachers.

Ways to Monitor and Evaluate

Some possible strategies for subject leaders

- Structured and focused classroom observation.
- Working alongside colleagues in one focused area.
- Visiting the classrooms of colleagues during specific staff meetings for this purpose and discussing work and objectives.
- Sampling a selection of children's current work - collecting and reviewing sample of pupils' work in a subject or an aspect of the subject. e.g.
 - the last piece of writing done by each child in a year group.
 - the handwriting books of every 6th child on the register in a class
 - the maths books of all year 4 children.
 - a certain piece of work is given to all children during a history/geography based topic which is then collected in and monitored.
- Reviewing the subject policy and noting down what classroom organisation is needed to meet requirements, what sort of classroom management would promote the policy and what teaching methodology best suits it.
- Utilising data on School Pupil Tracker to identify vulnerable groups and to assess progress and achievements throughout the year.
- Selecting "Best Work Books" of high, medium and low ability from each class and assessing the quality of the work in their subject area.
- Moderation and agreement trials with and between schools.
- A subject review/audit.
- Using test results e.g. SAT's for English, Maths and Science end of year assessments and other standardised tests.
- Use of simple performance indicators e.g. Progress through reading scheme or child or class group.
- Reviewing the planning of colleagues:-
 - Are all aspects/attainment targets in your subject being taught?
 - Is an appropriate balance being provided?
 - Write up, review scheme of work, check being used appropriately.
- Talking to children.
- Using displays
- Using questionnaires for staff, parent helpers, student helpers, and visitors.
- Internal assessment.
- Consultants Reports, filed and available to all staff.
- Equal opportunities check list.
- OFSTED criteria.
- Monitoring of weekly planning by Headteacher.
- Build up a progressive picture - as you walk about the school look for indications of your subject. Over a period of a year or more build up a view as to the strengths and weaknesses in your subject. Use your own criteria to judge whether your subject is healthy in the school. Think what you would expect to find in classrooms to promote learning in your subject.

Monitoring

Reasons for Monitoring

Whole school improvement in all subject areas
Identification of vulnerable groups/learners
Providing timely support to address any needs/weaknesses
Identifying the needs of members of staff
Identifying resource needs
Checking continuity and progression
Staff Development

Whole school development
Checking policies - are we doing what we say we do?
Checking curriculum coverage
Maintaining good standards
Providing the optimum learning experience for pupils
Checking balance of time spend on different curriculum areas.

People who should be monitoring and who should be involved in the monitoring process.

Subject leaders
The Headteacher
County Curriculum Consultants
SIP
All teaching staff
All non teaching staff
Governors
Children
Parents
All other stakeholders
Ofsted Inspectors

Resources Needed to Monitor Effectively

School Pupil Tracker
National Curriculum Documents
SAT's results
Reading Screening test results
Time
Money
Schemes of Work
Visits to other schools
A clear set of guidelines to work from - common objectives
A grid to use in which everyone has had an input/topic planning.
Ofsted Handbook/County guidelines.
Staff Development Plan / Targets / School Review.
County Consultant Reports / recommendation/s.
The expertise of both K Stages

Autumn 2011

Autumn 2014

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Curriculum monitoring and development timetable

- All of the subjects will be visited on a 3 yearly cycle with the core subjects and ICT on an annual basis.
- The policy, scheme of work and action plan will be written/reviewed and a programme for the monitoring of the subject will be set up by the subject leader, for that term.
- The subject leader is responsible for leading the staff meeting and feeding back issues from the monitoring visits.
- Any revised or new policies will then be passed to the relevant subject governor for approval.

AUTUMN 2011	SPRING 2012	SUMMER 2012
English ICT French	Maths Geography	Science PE
AUTUMN 2012	SPRING 2013	SUMMER 2013
English Music ICT	Maths Art	Science RE
AUTUMN 2013	SPRING 2012	SUMMER 2012
English ICT PSHE	Maths DT	Science History

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Evidence Trail

Date	Evidence collected by	Completed
Judgement to be evaluated		Reference
Evidence to be evaluated	Method	Completed
Summary of evidence to be collected		
Further action required		Who

