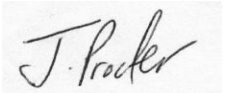
PIONEER FEDERATION

Achievement for All, Learning Together, Learning for Life

Subject Leadership Policy

Review cycle	1 / 2 / 3 years	Date: September 2026
Approved by	Full Governing Body / Executive Headteacher	
Changes made in this review cycle	September 2023 Appendices updated • Develop termly Medium Term Plans, key vocabulary front unit sheets and end of unit quizzes	
Linked policies	Book and Marking Policy Learning Environment Policy Teaching and Learning Policy	
Signed		Date: September 2026
Position	Executive Headteacher	
Date of next Review	September 2029	

Introduction

At Pioneer Primary Schools, the subject leadership teams will provide professional leadership and management for a subject to secure high-quality teaching, effective use of resources and improved standards of learning and achievement of all pupils.

Cluster structure for subject leadership

Schools within the Federation are grouped into geographic Clusters. Subject leadership operates across this cluster model to ensure equity of curriculum delivery, shared resources, and robust moderation. Subject leads are not isolated to one school; they are responsible for their assigned subject across all three schools within their designated cluster. There is a subject lead for each subject within each cluster.

At Pioneer we have a subject lead (L) who will hold overall oversight of the subject for the federation and will manage the team ensuring the intent and implementation of the subject curriculum are consistent across all three clusters. To guarantee compliance and shared understanding, the Lead will organise all monitoring, book audits and policy reviews, and have termly briefings to ensure alignment.

The role of the subject leader

The overall purpose of the subject leader is to be a **"champion"** for their subject and to contribute to school improvement by raising standards in achievement through the provision of high-quality teaching and learning experiences for all children.

The subject leader will:

Consult:

- With the senior leader with responsibility for teaching and learning concerning the development of their area of the curriculum within the context of the school policies
- With the senior leader with responsibility for curriculum to ensure that the legal requirements of the National Curriculum are covered effectively
- With other schools to promote the dissemination of good practice
- With other schools to ensure curriculum continuity and progression, common understanding of assessment practice and the sharing of resources and or/expertise
- With school Governors over the policy documentation and standards in teaching and learning
- With professional associations to draw upon their curriculum expertise and keep up to date with current thinking and research

Subject leaders provide strategic leadership and direction for the subject and ensures that it is managed and organised to meet the aims of objectives of the school and the subject. While the Executive Head, Headteacher and governors carry overall responsibility for school improvement, 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 the school policy and practice. Throughout their work, a subject leader ensures that practices improve the quality of education provided, meet the needs and aspirations of all pupils, and raise standards in the school.

Subject leaders play a key role in supporting, guiding and motivating teachers of the subject, and other adults. Subject leaders evaluate the effectiveness of teaching and learning, the subject curriculum and progress towards targets for pupils and staff, to inform future priorities and targets for the subject. Although the subject leaders will undertake a variety of monitoring activities, the Executive Head Teacher, Headteacher/Head of schools will retain a larger proportion of that monitoring which requires direct classroom observation of teaching and learning.

Subject leaders identify needs and provide adaptions in the medium term plans in their own subject and recognise that these must be considered in relation to the overall needs of the school. It is important that subject leaders have an understanding of how their subject contributes to school priorities and to the overall education and achievement of pupils.

Effective leadership results in:

a. pupils who show sustained improvement in their subject knowledge, understanding and skills in relations to prior attainment; understanding the key ideas in the subject at the level appropriate to their age and stage of development; shows improvement in their literacy, numeracy, information technology skills; knows the purpose and sequence of activities; are well prepared for any tests in the subject; are enthusiastic about the subject and highly motivated to continue with their studies; through their attitudes and behaviour, contribute to the maintenance of a purposeful working environment;
b. teachers who work together as a team; support the aims of the subject and understand how they relate to the school's aims; are involved in the formation of policies and plans and apply them consistently in the classroom; are dedicated to improving standards of teaching and learning; have an enthusiasm for the subject which reinforces the motivation of pupils; have high expectations for pupils and set realistic but challenging targets based on a good knowledge of pupils and the progression of concepts in the subject; make good use of guidance, training and support to enhance their knowledge and understanding of the subject and to develop expertise in their teaching; taking account of relevant research and inspection findings; make effective use of subject-specific resources; select appropriate teaching and learning approaches to meet subject-specific learning objectives and the needs of pupils;
c. parents who are well informed about their child's achievements and attainment in the subject and about targets for further improvement; know the expectations made of their child in learning the subject; know how they can support or assist their child's learning in the subject;
d. Senior Leaders who understand the needs of the subject; use information about achievements and development priorities in the subject in order to make well informed decisions and to achieve greater improvements in the whole school's development and it's aims;
e. other adults in the school and community, including technical and administrative staff, classroom assistants, external agencies and representatives of business and industry, who are informed of subject achievements and priorities; are able; where appropriate, to play an effective role in supporting the teaching and learning of the subject.

All teachers have a contractual obligation to help manage the teaching of colleagues through subject leadership.
The following documents outline this obligation.

School Pay and Conditions Document

Teachers who are subject managers for the whole school can be expected
(a) To develop a clear view of the nature of their subject and its contribution to the wider curriculum of the school, including creating subject overviews to show the clear progression of skills and knowledge in the subject;
(b) To provide advice and documentation to help teachers to teach the subject and interrelate its constituent elements;
(c) To play a major part in organising the teaching and the resources of the subject so statuary requirements are covered.

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, targets and practices, which reflect the school's commitment to high achievement, effective teaching and learning. This policy needs to be updated at least annually, more often if there is a development or change in the subject.

Standards and Progress

Subject leaders create medium term plans for teachers in all year groups to support the effective delivery of their subject. They evaluate practice and develop an acceptance of accountability. They monitor the progress made towards achieving subject plans and targets, they evaluate the effects on teaching and learning, and use this analysis to guide further improvement, using a variety of Subject Leader tools:

- Work sampling
- Planning sampling
- Teacher discussion
- Pupil interviews
- Class swap
- Observing learning and rates of progress in lessons

Once the standards have been monitored, the findings are acted upon by the subject leader.

- Feedback is given to head teacher and to colleagues
- Any areas for development are fed into the Subject Action Plan and acted upon

Staff CPD

Subject Leaders audit training needs of staff and lead professional development of staff through example and support, and co-ordinate the provision of high-quality professional development by methods such as coaching, drawing on other sources of expertise as necessary.

Subject leaders provide guidance on the choice of appropriate teaching and learning methods to meet the needs of the subject and of different pupils.

Subject leaders provide the support, challenge, information and development necessary to sustain motivation and secure improvement in teaching. They establish clear expectations and constructive working relationships among staff through team working and mutual support.

Appendix 1 – Book and drop-in monitoring template & pupil voice templates

Subject Leader Book Audit Record 2026-7

Books to include range of abilities from all cohorts and must also include SEND and PPG pupils.

Date:	Subject:	Teachers:

Aspects to Consider:

- ***Curriculum Coverage*** - cross referencing against annotated curriculum maps
- ***Pace & Pitching*** *– is the learning appropriate for the cohort and does it direct link to curriculum maps intent/implementation? Appropriate adaptions, support & extension. Is the work challenging and does it reinforce previous learning?*
- ***Progress in the session*** *– what is the impact on learning? Can progress be evidenced? and does it link to impact statements on curriculum maps?*
- ***Vulnerable Group****- is it clear how the curriculum is adapted for SEND pupils and the lowest 10%?*
- ***Subject leadership cpd impact***- is there evidence that teachers have implemented your subject leadership cpd expectations?

Strengths:	Areas for Development:
Rec/Nursery ✓	➢
Year 1-2 ✓	➢
Year 3-4 ✓	➢
Year 5/6 ✓	➢

Support to be provided to address 'Areas of Development':

Subject Leader Drop In Record

Date:	Subject	Year Group:	Teacher:

Things to consider:

Behaviour for Learning *– on task, engagement, clarity of present learning intent and knowledge of previous linked learning*
Pace & Pitching *– is the learning appropriate for the cohort and does it direct link to curriculum maps intent/implementation? Adaptions for ability & Extension. Is it challenging and does it reinforce previous learning.*
Progress in the session *– what is the impact on learning and does it link to impact statements on curriculum maps?*
Overview- *what is the Quality of Education for this subject area over time- check the books.*

Strengths:	Areas for Development:
Rec	
Year 1/2	
Year 3/4	
Year 5/6 ✓	➢

Pioneer Primary Schools
Feedback from discussions with pupils

When monitoring through a pupil voice questionnaire, the following questions could be included (this is not an exhaustive list)

Teacher's name……Subject……Year group…….

Review conducted by……Date……

What do you understand about this subject? What are you learning about?		
What do you enjoy about this subject?		

What have you found difficult? What did you do to help you overcome this?		
How well do you think you are doing in this subject?		
Do you know what you need to improve next? What is your 'next step'?		
How has the teacher's feedback helped you to improve? Do you prefer written or spoken feedback? Which is best?		
Do you have any questions about this subject?		
A copy of this check should be passed back to the individual teacher and to the head teacher. You should also retain a copy for your own records. *Notes need only be brief, but it may be appropriate to expand on these by a follow up meeting with the teacher.*		

Appendix 3
Questions to consider in your role as a subject leader

Standards:

- Are standards in line with National Curriculum expectations?
- What standards are achieved by children and are there any variations or trends?
- To what extent do high, average and low attaining children acquire and consolidate their knowledge, skills and understanding?
- Do children make progress in line with others of a similar ability?
- How well do children with SEN make good progress towards meeting the targets set for them?
- Is the school meeting its targets and are they sufficiently challenging?
- How do the school's results compare with those of similar schools?

Teaching and learning:

- Do teachers have appropriate knowledge and understanding of the subject?
- How effective is their planning, use of time and resources?
- Do teachers differentiate learning effectively for children, including those with SEN?
- How effectively do they manage children's behaviour and organise learning in the classroom?
- Does the school have an effective and consistent approach to home learning?
- Are children's attitudes towards the subject positive and are they productive?
- How well do children understand the learning set and how well do they apply themselves?
- How is ICT used within the subject?

Curriculum and assessment:

- How is coverage of the subject and progression and continuity of learning ensured?
- Does the school provide a broad range of opportunities for learning in the subject?
- How does the school provide equality of access and opportunity for all children?
- What are the school's approaches to assessment?

- What are the arrangements for recording assessments and do they conform to legal requirements?
- How do teachers record children's general progress?
- How does assessment inform curriculum planning?

Leadership and management of the subject:

- Is the subject reflected in the schools aim?
- Is the subject identified in the SDP and how effective is the action planning?
- Has the subject leader been adequately trained and prepared?
- What is their role in planning and development?
- How is the subject leader involved in monitoring and evaluating their subject?
- How does the school ensure consistency and quality of teaching and learning?
- How are standards and progress of the children monitored?
- How effectively are staff, accommodation and learning resources managed and deployed?

Staffing, accommodation and learning resources:

- Are staff appropriately qualified and experienced?
- Are their professional development needs identified and met?
- Is the accommodation adequate to teach the subject and are the resources accessible and well organised?
- Are there sufficient resources to teach the subject and are they of the right quality?