

Penllergaer Primary School



Areas of Learning Experiences – AoLE Teams (Subject Leadership) Policy

UNICEF Rights Respecting Schools Articles 28, 29, 31

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Introduction

At Penllergaer Primary School we believe that subject leadership as part of AoLE team is a key leadership and management role. It is the role of the AoLE team to implement the aims of the school. Teachers at Penllergaer Primary have a contractual obligation not only to teach but also to help manage the teaching of colleagues through subject leadership team. The following documents outline this obligation. We have designated each teacher to one or more an AoLE teams:

- Science and technology
- Numeracy/mathematics
- Language and Communication – English
- Language and Communication – Welsh
- Health and Well-being
- Expressive Arts
- Humanities

School Pay and Conditions

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;
- (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 statutory requirements are covered.

These aspects of the subject manager's role can largely be discharged outside the teaching day. They need a considerable investment of time and energy.

Core purpose of the AoLE Team is:

To provide professional leadership and management for a subject/AoLE to secure high quality teaching, effective use of resources and improved standards of learning and achievement for all pupils.

An AoLE Team provides leadership and direction for a subject/AoLE and ensures that it is managed and organised to meet the aims and objectives of the school and the subject/AoLE. While the head teacher and governors carry overall responsibility for school improvement, an AoLE team has responsibility for securing high standards of teaching and learning in their subject/AoLE as well as playing a major role in the development of school policy and practice. Throughout their work, the AoLE Team ensures that practices improve the quality of education provided, meet the needs and aspirations of all pupils, and raise standards of achievement in the school. The AoLE Team plays a key role in supporting, guiding and motivating teachers of the subject/AoLE, and other adults. AoLE Teams evaluate the effectiveness of teaching and learning, the AoLE curriculum and progress towards targets for pupils and staff, to inform future priorities and targets for the subject/AoLE. The AoLE Team will undertake a variety of monitoring activities.

An AoLE Team identifies needs in their own AoLE and recognises that these must be considered in relation to the overall needs of the school. It is important that an AoLE Team has an understanding of how their AoLE and subjects contributes to school priorities and to the overall education and achievement of all pupils.

Every member of an AoLE Team has access to a copy of the following:

- A Job Description
- The National Standards for Subject Leaders
- The School Development Plan (which gives details of subject action plans, etc.)

Key areas of subject leadership

A range of AoLE and management tasks is set out on the following pages for each of the four key areas of subject leadership:

- A. Strategic direction and development of the subject**
- B. Teaching and learning**
- C. Leading and managing staff**
- D. Efficient and effective deployment of staff and resources**

Expertise in AoLE is demonstrated by the ability to apply professional knowledge, understanding, skills and attributes to the identified tasks to bring about the desired outcomes.

The effectiveness of the AoLE Team will also depend on:

- the acknowledgement by the headteacher and governing body of both their responsibility to meet the needs of all pupils as reflected in the school's policies and practices, and their responsibility to enable the Team to operate effectively, including in relation to meeting these standards;
- the way in which decisions, policies and practices are communicated and implemented throughout the school;
- the assessment procedures and systems for monitoring and recording progress, for example, how Team members contribute to the school assessment, recording and reporting arrangements.

It is assumed that the AoLE Team works closely with the headteacher and senior leadership team in each of the five key areas, and liaises with other colleagues as appropriate. Team members should also understand the roles of others in the school, including newly qualified teachers, the additional learning needs leader and the headteacher, as set out in the national standards for those roles, and should support them as appropriate in fulfilling these roles.

What AoLE Teams Do

A. Strategic direction and development of the subject

Within the context of the school's aims and policies, AoLE Teams develop and implement subject policies, plans, targets and practices.

They:

- develop and implement policies and practices for the AoLE which reflect the school's commitment to high achievement, effective teaching and learning;
- create a climate which enables other staff to develop and maintain positive attitudes towards the subject and confidence in teaching it;
- establish a clear, shared understanding of the importance and role of the AoLE in contributing to pupils' spiritual, moral, cultural, mental and physical development, and in preparing pupils for the opportunities, responsibilities and experiences of adult life;

- use data effectively to identify pupils who are underachieving in the AoLE and, where necessary, create and implement effective plans of action to support those pupils;
- analyse and interpret relevant national, local and school data, plus research and inspection evidence, to inform policies, practices, expectations, targets and teaching methods;
- establish, with the involvement of relevant staff, short, medium and long term plans for the development and resourcing of the AoLE, which:
 - contribute to whole-school aims, policies and practices, including those in relation to behaviour, discipline, bullying and racial harassment;
 - are based on a range of comparative information and evidence, including in relation to the attainment of pupils;
 - identify realistic and challenging targets for improvement in the AoLE
 - are understood by all those involved in putting the plans into practice;
 - are clear about action to be taken, timescales and criteria for success;
 - monitor the progress made in achieving subject plans and targets, evaluate the effects on teaching and learning, and use this analysis to guide further improvement through:

B. Teaching and learning

AoLE Teams secure and sustain effective teaching of the AoLE, evaluate the quality of teaching and standards of pupils' achievements and set targets for improvement.

They:

- ensure curriculum coverage, continuity and progression in the AoLE for all pupils, including those of high ability and those with special educational or linguistic needs;
- ensure that teachers are clear about the teaching objectives in lessons, understand the sequence of teaching and learning in the AoLE, and communicate such information to pupils;
- provide guidance on the choice of appropriate teaching and learning methods to meet the needs of the AoLE and of different pupils;
- ensure effective development of pupils' literacy, numeracy and information technology skills through the AoLE;
- establish and implement clear policies and practices for assessing, recording and reporting on pupil achievement, and for using this information to recognise achievement and to assist pupils in setting targets for further improvement;
- ensure that information about pupils' achievements in previous classes and schools is used effectively to secure good progress in the AoLE;
- set expectations and targets for staff and pupils in relation to standards of pupil achievement and the quality of teaching; establish clear targets for pupil achievement, and evaluate progress and achievement in the AoLE by all pupils, including those with special educational and linguistic needs;
- evaluate the teaching of the AoLE in the school, use this analysis to identify effective practice and areas for improvement, and take action to improve further the quality of teaching;
- ensure effective development of pupils' individual and collaborative study skills necessary for them to become increasingly independent in their work and to complete tasks independently when out of school;
- ensure that teachers of the AoLE are aware of its contribution to pupils' understanding of the duties, opportunities, responsibilities and rights of citizens;
- ensure that teachers of the AoLE know how to recognise and deal with racial stereotyping;
- establish a partnership with parents to involve them in their child's learning of the AoLE, as well as providing information about curriculum, attainment, progress and targets;

- develop effective links with the local community, including business and industry, in order to extend the AoLE curriculum, enhance teaching and to develop pupils' wider understanding.

C. Leading and managing staff

Each AoLE Team will provide to all those with involvement in the teaching or support of the AoLE the support, challenge, information and development necessary to sustain motivation and secure improvement in teaching. All AoLE Teams keep AoLE files.

AoLE Teams:

- help staff to achieve constructive working relationships with pupils;
- establish clear expectations and constructive working relationships among staff involved with the AoLE, including through team working and mutual support;
- devolving responsibilities and delegating tasks, as appropriate; evaluating practice; and developing an acceptance of accountability;
- sustain their own motivation and, where possible, that of other staff involved in the AoLE;
- National Standards for Subject Leaders
- audit training needs of staff;
- 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, for example, higher education, LAs, AoLE associations;
- ensure that trainee and newly qualified teachers are appropriately trained, monitored, supported and assessed in relation to standards or the award of Qualified Teacher Status, the Career Entry Profiles and standards for induction;
- enable teachers to achieve expertise in their AoLE teaching;
- work with the Inclusion Officer (ALNCo/ EAL/ MAT) and any other staff with special educational needs expertise, and to ensure that individual education plans are used to set AoLE specific targets and match work well to pupils' needs;
- ensure that the head teacher, senior managers and governors are well informed about AoLE Team policies, plans and priorities, the success in meeting objectives and targets, and subject-related professional development plans through:

D. Efficient and effective deployment of staff and resources

AoLE Teams identify appropriate resources for the AoLE and ensure that they are used efficiently, effectively and safely.

They:

- establish staff and resource needs for the AoLE and advise the headteacher and senior managers of likely priorities for expenditure, and allocate available AoLE resources with maximum efficiency to meet the objectives of the school and AoLE plans and to achieve value for money;
- deploy, or advise the headteacher on the deployment of staff involved in the AoLE Team to ensure the best use of subject, technical and other expertise;
- ensure the effective and efficient management and organisation of learning resources, including information and communications technology;
- maintain existing resources and explore opportunities to develop or incorporate new resources from a wide range of sources inside and outside the school;
- use accommodation to create an effective and stimulating environment for the teaching and learning of the AoLE;

- ensure that there is a safe working and learning environment in which risks are properly assessed.

Role of the AoLE Team at Penllergaer Primary School

The staff, through discussion, have decided the following:

Day to day role:

- Maintaining records
- Keeping up-to-date with developments
- Resourcing – ordering, budgeting
- Supporting colleagues/pupils
- Monitoring
 - teaching (SMT)
 - learning (SL)
 - resources (SL)
- Standardisation/moderation
- Promoting – informing others of new developments/informal discussions/leading INSET
- Action plans
- Feedback monitoring to whole staff/individuals
- Modelling/coaching
- Analyse assessment data
- Identify training needs

How will this manifest itself at Penllergaer Primary?

Maintaining records:

- Policy – pencil changes annually, full review triannually unless national agenda influences the need for this earlier
- Scheme of work – pencil changes annually, full review end of two year cycle
- Curriculum maps – pencil changes annually, full review end of two year cycle
- Update resource list annually
- Monitoring termly
- Action plan /Evaluation annually
- Data analysis termly/annually
- CPD termly

Supporting colleagues:

- Timetable feedback from CPD (cascade 10 mins in Adds)
- Professional dialogue
- Modelling/coaching
- Memo
- Leading INSET

Standardisation:

- AoLE Teams to work with staff to standardise pupils' work against NLF and National Curriculum levels/outcomes

- Produce or support staff in producing a standardised/moderation examples to assist staff with levelling
- Senior Leadership Team moderates at the end of each academic year within the school and cluster

Reviewing impact of changes made

- Analyse pupil performance data, skills ladders to consider the impact of changes made to the curriculum, resources etc on standards of attainment

Review

This policy will be reviewed every two years.