

Learning Accord Multi Academy Trust
Subject Leader and Co-ordinator Policy



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Why is Subject Leadership and Co-ordination so important?

Learning Accord MAT is committed to ensuring all pupils receive a broad, balanced and rich education. Schools plan their curriculums around the **National Curriculum, 2014**. The national curriculum provides an outline around which schools can develop exciting and stimulating lessons to promote the development of pupils' knowledge, understanding and skills as part of the wider school curriculum.

In addition, the **Ofsted Education Inspection Framework (EIF, 2019)** reflects the importance of schools needing a high-quality curriculum. In Appendix I are extracts from the inspection framework where inspectors will make a judgement on the quality of education: curriculum.

Excellent subject leadership and development will ensure the curriculum content is very well considered, of the highest quality and planned for each schools' pupils and context. All qualified teachers work under the Department for Education Teachers' standards, updated December 2021, that outline the **minimum** level of practice expected. Learning Accord MAT are proud of the professionals that work in its schools and recognise that many teachers continue to go 'above and beyond' to support pupils to achieve their very best.

Teachers' standards: specific to subject co-ordination and leadership

Below are the teachers' standards that have a direct link and reference to subject co-ordination and leadership.

2) Promote good progress and outcomes by pupils:

- Be accountable for pupil attainment, progress and outcomes
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3) Demonstrate good subject and curriculum knowledge:

- Have a secure knowledge / curriculum area, know how to foster and maintain pupils' interest in the subject and address misunderstandings
- Demonstrate a critical understanding of developments in subject / curriculum area and promote the value of scholarship

4) Plan and teach well-structured lessons:

- Contribute to the design and provision of an engaging curriculum within the relevant subject area

6) Make accurate and productive use of assessment:

- Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- Make use of formative and summative assessment to secure pupils' progress

8) *Fulfill wider professional responsibilities:*

- Develop effective professional relationships with colleagues knowing how and when to draw on advice and specialist support
- Take responsibility for improving teaching
- Professional development, responding to advice and feedback from colleagues

CORE PURPOSE of the subject leader

In conjunction with SLT, subject leaders will:

- Work with colleagues from Learning Accord MAT to uphold the MAT's vision:

Partnership Promoting Excellence

- Help provide professional leadership, management, organisation and direction for the subject
 - Help secure high standards of teaching and learning in the subject
 - Have opportunity to contribute to the development of school policy and practice
 - Ensure that practices improve the quality of education provided, meet the needs and aspirations of all pupils, and raise standards of achievement in the school
 - Under SLT direction, help support, guide and motivate teachers in the subject
 - Work with SLT to evaluate the effectiveness of learning, the subject curriculum and progress towards targets for pupils and staff
 - Help identify needs and inform future priorities in the subject, in relation to the overall needs of the school

KEY RESPONSIBILITIES of the subject leader

1. Subject Development

Within the context of the school's aims and policies, subject leaders will help develop and implement subject planning, initiatives, targets and practices, which reflect the MAT and the school's commitment to high achievement and effective teaching and learning.

2. Personal CPD and Development

Learning Accord MAT recognises there has been no better time to harness the world-class research and development on curriculum and that focussed on specific subjects. Subject knowledge, skills and understanding of staff for a particular subject is further supported through membership of professional bodies such as National College, ESP Leeds Diocese, Learning Accord MAT subject leader network groups and other local and national forums.

3. Standards and Progress

Subject leaders monitor practice and outcomes in their subject. Any areas for development are fed into the Subject Action Plan and acted upon. They evaluate the effects on teaching and learning, and use this analysis to guide further improvement, using a variety of tools: - book scrutiny, learning walks, planning sampling, teacher discussion, pupil interviews/ pupil voice, observations/ drop ins, triangulation. It may be that a subject leader is asked to produce a short report to Governors. any areas for development fed into the Subject Action Plan and acted upon.

SPECIFIC TASKS carried out by subject leader

- Develop a subject action plan that can be used to support developments within the subject and review this regularly.
- Help develop, establish and ensure that plans and schemes of work are understood by all those involved in putting the plans into practice, including staff who are new to the school.
- Monitor teaching and learning within the subject under the direction of SLT and keep evidence of this. Act on any findings.
- As directed, help check teacher's plans to ensure that they are in line with school procedures and meet the needs of the pupils, providing appropriate differentiation, and level of challenge.
- Ensure that teachers are clear about the teaching objectives in lessons and have a clear understanding as to the importance of the sequence of teaching and learning.
- Through professional training and research, check curriculum coverage, continuity and progression in the subject is appropriate for all pupils, including those in receipt of PP and those with special educational or linguistic needs.

- Collate data and, where appropriate, work with SLT to analyse this.
- Help to create a climate which enables other staff to develop and maintain positive attitudes towards the subject and confidence in teaching it.
- Ensure the effective and efficient management and organisation of learning resources.
 - Keep resources up-to-date and are relevant to the topics covered.
 - Identify where new resources are required on an action plan and make a request, along with costings, to the HT, for consideration.
 - Where necessary, audit training needs of staff regularly and work with SLT to plan CPD and support.

Subject leaders will be provided with a subject leader file that has been standardised by each school's SLT.

Appendix I:

OFSTED QUALITY OF EDUCATION, IN RELATION TO CURRICULUM

Intent

- leaders take on or construct a curriculum that is ambitious and designed to give all learners, particularly the most disadvantaged and those with special educational needs and/or disabilities (SEND) or high needs, the knowledge and cultural capital they need to succeed in life
- the provider's curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment
- the provider has the same academic, technical or vocational ambitions for almost all learners. Where this is not practical – for example, for some learners with high levels of SEND – its curriculum is designed to be ambitious and to meet their needs
- learners study the full curriculum. Providers ensure this by teaching a full range of subjects for as long as possible, 'specialising' only when necessary

Implementation

- teachers have good knowledge of the subject(s) and courses they teach. Leaders provide effective support, including for those teaching outside their main areas of expertise
- teachers present subject matter clearly, promoting appropriate discussion about the subject matter they are teaching. They check learners' understanding systematically, identify misconceptions accurately and provide clear, direct feedback. In doing so, they respond and adapt their teaching as necessary, without unnecessarily elaborate or differentiated approaches
- over the course of study, teaching is designed to help learners to remember in the long term the content they have been taught and to integrate new knowledge into larger concepts
- teachers and leaders use assessment well, for example to help learners embed and use knowledge fluently or to check understanding and inform teaching. Leaders understand the limitations of assessment and do not use it in a way that creates unnecessary burdens for staff or learners
- teachers create an environment that allows the learner to focus on learning. The resources and materials that teachers select – in a way that does not create unnecessary workload for staff – reflect the provider's ambitious intentions for the course of study and clearly support the intent of a coherently planned curriculum, sequenced towards cumulatively sufficient knowledge and skills for future learning and employment
- a rigorous approach to the teaching of reading develops learners' confidence and enjoyment in reading. At the early stages of learning to read, reading materials are closely matched to learners' phonics knowledge

Impact

- learners develop detailed knowledge and skills across the curriculum and, as a result, achieve well. Where relevant, this is reflected in results from national tests and examinations that meet government expectations, or in the qualifications obtained
- learners are ready for the next stage of education, employment or training. Where relevant, they gain qualifications that allow them to go on to destinations that meet their interests, aspirations and the intention of their course of study. They read widely and often, with fluency and comprehension.