

Maths Subject Leader Responsibilities

“To provide professional leadership and management for a subject, to secure high quality teaching, effective use of resources and improved standards of learning and achievement for all pupils.” (*National Standards for Subject Leaders originally produced by the Teacher Training Agency in 1998 and further refined by the DfES in 2001.*)

- Job description: Read and discuss your job description with the headteacher
- Familiarise yourself with the school’s most recent Ofsted Report. Highlight the positives/strengths of maths in your school in green and the areas for development in red. These need to be shared with the rest of the staff.
- Familiarise yourself with the school’s strategic plan and how maths fits into this long term overview.
- Highlight the key points in the SEF relating to maths.
- Produce a maths action plan based on the Ofsted report and recent developments and initiatives.
- Be aware of the Professional Standards for Subject Leaders – these state the legally binding expectations for subject leaders:
 - ❖ Standards for Subject Leaders
 - ❖ Core Purpose of Subject Leader
 - ❖ Key Outcomes
 - ❖ Professional Knowledge and Understanding
 - ❖ Skills
 - ❖ Attributes
 - ❖ Key Areas of Subject leadership
 - ❖ Strategic Direction and Development of the Subject (self-evaluation grid)
 - ❖ Teaching and Learning (self-evaluation grid)
 - ❖ Leading and Managing Staff (self-evaluation grid)
 - ❖ Efficient and Effective Deployment of Staff and Resources (self-evaluation grid)
- Establish a Subject Leader file. This could include the following:
 - Job description
 - Last Ofsted report
 - Action plan
 - Curriculum Reports/Policies
 - Guidance for teachers
 - List of resources

- Analysis of data
- Curriculum Targets
- Monitoring evidence
- Evidence of information provided for governors and parents
- Training attended, internal and external (teaching and non teaching staff)
- Budget details

The Subject Leader file could be divided into four areas based on the Teacher's Professional Standards.

1. Strategic direction and development of the subject

- Develop and implement policy and practice
- Create a climate of positive staff attitudes
- Establish shared understanding of subject's contribution to pupils wider and future development
- Use data to identify areas of low achievement and action plan for improvement
- Analyse and use local and national data to inform policy and practice
- Establish long and medium term plans for development and resourcing which reflect school priorities and policies, are based on attainment data, identify targets, are shared and understood, have clear actions, time scales and success criteria
- Monitor progress and evaluate impact of action

This section could include the following:

Policy Document:

- aims of the curriculum area
- organisation
- time allocations

Curriculum Plan:

- Long term curriculum plan showing who covers what and when
- Rolling programmes where necessary

Reports:

- Reports for governors
- Governors reports for parents
- Newsletters

Analysis of Data:

- Ofsted report
- LA Data/raiseonline

- QCA assessments
- Tracking information
- Evaluation of data

Targets:

- Any statutory targets
- Whole school targets
- Curriculum targets (year group/class)
- Summary of analysis of SATs/QCA papers used to identify strengths and weaknesses

Action Plan:

- Action plan based on the data analysis, target setting process and priorities or initiatives for the curriculum area

Promotion of the subject:

- Log examples of special events and activities with parents and the community
- Photographic evidence

2. Teaching and Learning

- **Ensure curriculum coverage, continuity and progression for all**
- **Ensure teachers are clear about teaching objectives and teaching sequence**
- **Provide guidance on best teaching methods**
- **Ensure cross-curricular links and ICT are included**
- **Establish assessment, recording and reporting and target setting procedures**
- **Set high expectations and challenging targets**
- **Evaluate teaching and plan for improvement**
- **Establish partnership with parents and provide information**
- **Develop community links to enhance literacy teaching**

This section could include the following:

Scrutiny of Planning:

- Evaluate the quality of planning against agreed criteria e.g. agreed format, identified differentiation, reference to targets, homework ...
- Share findings
- Agree action points for development arising from scrutiny

Scrutiny of work:

General scrutiny to focus on the following:

- Progress of attainment (progress over time, progress against targets, differentiation)

- Breadth and balance (range of work including ICT and cross-curricular work)
- Impact of other policies (books/folders used, worksheets, presentation, marking)

Findings to be fed back to staff and action points for development agreed.

Interviewing pupils (valuing the voice of pupils)

- Carrying out pupil surveys
- Talking to the school council
- Pupil Interviews with samples of pupils from across the school
- Findings shared with staff and action points for development agreed

Evaluation of Observations

- No personal observations of individuals should be kept in the file. There should be an evaluation of the overall quality of teaching of the subject, not of each teacher.
- Action points for development shared and agreed

Photos or examples of pupils work showing range of achievement

This section needs to be very focused and used to show improvement. Work samples may show the following:

- High levels of achievement
- Range of activities
- Activities which have no recorded outcome
- Tracking progress of one particular aspect
- Showing improvement due to intervention
- Assessed work with levels

3. Leading and Managing Staff

- **Help staff to develop good relationships with pupils**
- **Establish good relationships among the staff**
- **Sustain own motivation and motivate others**
- **Appraise staff and use for staff development**
- **Audit training needs of staff**
- **Lead and/or co-ordinate professional development**
- **Take part in relevant training**
- **Work with SENco on IEP for the subject**
- **Provide information to headteacher, SMT and governors**

This section could include the following:

Log of training relevant to the subject:

- Log of attendance at external courses
- External provision of school based inset (including any notes of visit)

- Internal provision of school based inset (reference staff meeting minutes)

Log of support

- Log any individual help or support provided by subject leader for other members of staff

Intervention

- Evidence of subject leaders planning to improve the quality of teaching and learning (action plans, team teaching, coaching, mentoring ...)

Deployment of staff

- Timetables as evidence of role in deploying staff (e.g. intervention provision map)
- Log of teaming teachers to make best use of expertise

4. Efficient and Effective deployment of staff and resources

- **Establish resource needs and advise headteacher**
- **Use allocated resources to achieve best value and address priorities**
- **Keep up to date with latest resources**
- **Deploy staff to best use expertise**
- **Organise learning resources effectively**
- **Maintain resources and develop new resources**
- **Make good use of accommodation**
- **Ensure safe working environment**

This section should include the following:

Audit of resources

- List resources available in school and where they are located
- Make staff aware of resources and where they are located
- Share teacher evaluations of resources

Audit of needs

- Prioritise resources required
- Identification of resources based upon the planned curriculum
- Liaise with staff over resources required

Provision of new resources

- Gather information about the resources purchased – their use and effectiveness and value for money
- Provide feedback for staff.