



BERKHAMPSTEAD SCHOOL

The School's motto: "Perseverantia Vincit" meaning perseverance wins through, exemplifies the genuine ethos of striving for success in all aspects of school.

Subject Leaders

The Roles

In order to create fluidity between the Early Years, the Pre-Prep and the Prep departments and to ensure that we have a comprehensive and accurate working subject file, each subject has a leader and a second to lead the teaching of each subject throughout the school. The leader in each department is responsible for liaising with the other department and keeping relevant subject documentation up to date. The "second" should continue to lead the subject in their department but meet regularly to discuss issues and pass on paperwork.

The leaders are:

Subject	Subject Leader	Subject Leader Support
Maths	Zach Lovell	Michelle Watts
English	Bethan Evans and Ian Parker	Cam Macpherson-Light
Science	Tim Morphew	Jacque Kang Martinez
Computing	Keir Jones	Jenna Gargan
CWB	Jenna Gargan	Michelle Bareham
History	Pete McCreanor	Sam Leigh
Geography	Jenny Hannett	Sam Leigh
RS	Gaynor Smith	Michelle Watts
Music	Sarah Baillie	Debbie Sallis
Art	Joanne Lewis	Aimee Stephenson
PE	Charlotte Keegan	
SEN	Teresa Butcher, Colleen Jones	
MFL	Cerys McCreanor	
EYFS	Zoe Meredith-Smyth	Lydia Stoa

Departments should run from Year 1 to Year 6, however it is imperative that liaison occurs with The Early Years Lead for the transition from Early Years.

Subject Leaders' Job Description

Planning

- Oversee planning for the subject using Long-Term Planning strategies, ensuring progression and relevance to the NC (where appropriate).
- Ensure Medium term Plans are relevant and up to date, ensuring they provide scope for adaptation and varying learning styles.
- Provide a wealth and balance of Trips and Enrichment activities.
- Provide clear monitoring of their subject
- Updating their subject's Skills Matrix
- Consider relevant assessment criteria and opportunities, utilising and updating their assessment rubric
- Moderate teacher judgements for their subject and support others in doing so if necessary
- Storing and updating relevant documents within the correct areas of Sharepoint

Monitoring

It is expected that all subject leaders monitor their curriculum area.

- Keep up to date with developments in their subject.
- Monitor pupils' progress in that subject area, using grades where appropriate.
- To monitor the way that a subject is taught throughout the school – this includes monitoring teaching (lesson observations) and looking at samples of work.
- To maintain records of all summative (exam/test/grades) data.
- To review the curriculum plans and ensure that progression is planned into the Schemes of Work.
- To seek and complete relevant CPD

Monitoring refers to the process of ensuring subjects are taught in accordance with subject and school policy. **[See Monitoring Policy]**. The process is ongoing and should be managed by the Subject Leader.

This process goes hand in hand with the following procedures:

1. Subject Development

The monitoring process provides areas to develop in the subject development plan.

2. Whole School Subject Review

The Deputy Head carries this out every 3 to 4 years. This is a more in-depth monitoring and review of the subject with target setting in accordance with the whole school development plan (academic).

Development

- Maintain a departmental development plan
- Provide a strategic lead and direction for the subject
- Support and advise colleagues on issues related to the subject

Resources

- Maintain efficient resource management for the subject
- Manage subject budget in line with whole school processes
- Monitor and sign off expenditure, in discussion with the finance manager and, where necessary, the Head of Teaching and Learning, on an annual basis

Yearly Timetable and subject monitoring

Each subject leader is expected to review their subject, making provision for resources via a yearly budget, and manage a subject development plan.

Time is allocated each term for a subject leader to conduct monitoring activities. These can include learning walks, book looks and pupil voice.