

RCPS Subject Leadership Policy



Our Mission Statement – the reason our College exists

“Learning & Growing in the Light of the Gospel”

With Christ at the centre of our learning, we:

- *Help young people to achieve their greatest potential*
- *Guide their intellectual growth, nurture their God-given talents, and inspire them to live in service to others*
- *Aim to develop honest, confident, responsible and compassionate members of society, based on the educational values of Blessed Antonio Rosmini*

Our Vision Statement – the long-term change resulting from our work

‘Begin Here, Go Anywhere’

Ratcliffe’s unique educational offering based on our College motto, “Legis Plenitudo Charitas”, Love is the fulfilment of the Law, provides a perfect context within which young people may acquire the emotional knowledge and interpersonal skills necessary to live happy and purposeful lives. The College’s inclusive Catholic ethos is complemented by the outstanding quality of our College community through which our Mission, “Learning and Growing in the Light of the Gospel”, serves to nurture resilience and develop maturity. Young people leave Ratcliffe with a strong sense of who they are and their purpose in the world, equipped socially, emotionally, morally and spiritually to go forth and make a difference to the communities in which they live and work.

RCPS Subject Leadership Policy

This policy has been written for the Prep School Only

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Rationale

Ratcliffe College Prep School provides professional leadership and management for all subjects to secure high quality teaching, effective use of resources and improved standards of learning and achievement for all pupils. We all support our pupils in achieving, celebrating and succeeding in line with our Catholic mission. Our subject leaders provide leadership and direction for the subject and ensure that it is managed and organised to meet the aims and objectives of the school and the subject.

The Prep School Senior Management Team (SMT) carry overall responsibility for school improvement and, as part of this, the subject leaders have responsibility for securing high standards of teaching and learning in their subject, as well as playing a major role in the development of school policy and practice in line with assessment and quality of teaching.

Throughout their work, subject leaders ensure that practices improve the quality of the education provided, meet the needs and aspirations of all pupils, and raise standards of achievement in school. Subject leaders play a key role in supporting, guiding and motivating teachers and other professionals delivering the subject. They 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. Subject leaders identify needs 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 all pupils. Every subject leader has a Subject Action Plan and input into the overall Tactical Plan.

All subject leaders keep a comprehensive digital file which may contain the following:

- 1) Action Plan
- 2) Relevant policies e.g. Maths Calculation Policy.
- 3) Evidence of CPD
- 4) Development Team agendas/minutes
- 5) SMT meeting agendas/minutes
- 6) Curriculum Mapping and Overview document

Guidelines for Implementation

Strategic direction and development of the subject

Within the context of the school's aims and policies, subject leaders develop and implement the school curriculum policy, plans, targets and practices, which reflect the school's commitment to high achievement, effective teaching and learning.

Standards and Progress

Subject leaders regularly evaluate practice and monitor the progress made towards achieving subject plans and targets termly. They evaluate the effects of teaching and learning, and use this analysis to guide further improvement, using a variety of Subject Leader tools, including:

- Work sampling
- Planning sampling
- Teacher discussion
- Pupil interviews
- Analysing Data
- Display – visual evidence, photographs, ICT etc.
- Questionnaires
- Observing learning and rates of progress in lessons

Once the standards have been monitored, the findings are acted upon by the subject leader and used to update the subject action plan. Relevant information is included in the termly Prep School Sub-Committee Governor Report.

Curriculum

Subject Leaders, along with SMT inform strategic plans for the development of the subject as well as tactical plans, which form the basis of medium and short term plans created by class teachers. They 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.

Subject leaders check teachers' planning termly to ensure that plans are in line with school procedures and that the plans meet the needs of the class, providing appropriate adaptation, levels of progress and challenge and are pitched to meet the needs of all the children. Subject leaders ensure that teachers are clear about the teaching objectives in lessons, understand the sequence of teaching and learning in the subject, and communicate such information to pupils.

Subject Leaders establish a clear, shared understanding of the importance and role of the subject in contributing to pupils' spiritual, moral, social, cultural, mental and physical development, and in preparing pupils for the opportunities, responsibilities and experiences of adult life in line with the 21st Century Learning Habits. Subject leaders

ensure curriculum coverage, continuity and progression in their subject for all pupils, including those of high ability and those with special educational needs. SMT use data effectively to identify pupils who are underachieving/excelling in subjects and, where necessary, create and implement effective plans of action to support those pupils alongside subject leaders.

School Improvement

Subject Leaders create a climate which enables other staff to develop and maintain positive attitudes towards the subject and confidence in teaching it.

In the autumn term they develop an action plan for the academic year. Subject leaders are clear about action to be taken, timescales and criteria for success. Subject leaders support the cycle of monitoring throughout the school for the academic year. Evidence of the monitoring is kept within their digital file with links on the overview and a summary completed and shared with staff. Any findings which cause concern are acted upon by subject leaders immediately. Some form of monitoring takes place termly. Subject Leaders are given reasonable non-contact time but must also use time beyond the school day to ensure completion.

Resources

Subject leaders ensure the effective and efficient management and organisation of learning resources, including information and communications technology to meet the objectives of the school and subject plans and to achieve value for money. Resources need to be stored appropriately and all staff need to have access to them. Resources are kept up-to-date and are relevant to the themes covered in the subject. Where new resources are needed, these need to be identified on an action plan and discussed with SMT in the first instance.

Staff CPD

Subject Leaders sustain their own motivation and that of other staff in their subject area. Subject leaders audit training needs of all staff annually 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. Subject leaders ensure SMT (and Governors, where appropriate) are well informed about subject policies, plans and priorities, the success in meeting

objectives and targets, and subject-related professional development plans through the annual subject evaluation.

Requests for CPD opportunities that will incur a cost to the school are made to the Director of Teaching and Learning, giving details of the training and how it will impact upon pupil's learning. Subject Leaders have the responsibility to source this for colleagues. The CPD opportunities may include:

- Meeting with a colleague from another school
- Observing good practice in other schools
- Team teaching with another colleague
- Attending a training course in person or online
- Arranging for a consultant/IAPS subject advisor to meet you in school.

A record of all CPD for staff is kept in the Subject Leader file. Subject Leaders will decide monitoring activities to be carried out and at what time of year this needs to take place. The Director of Teaching and Learning needs to be aware of plans for any monitoring activities no less than 2 weeks in advance. All details should be communicated to staff members prior to the monitoring. Feedback should be given within 10 days and revisited. Where necessary, and in consultation with the Director of Teaching and Learning, additional time is taken beyond the school day.

Subject leader files will be monitored half termly by The Director of Teaching and Learning and termly by SMT.

Current Allocation and Overview:

[Subject Leadership 2025-26](#)