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| **Name:** | **Confidence/skill level** |
| **Subject(s) led:** |
| **Strategic direction** | **+** | **=** | **-** |
| Have a deep understanding of your school community |  |  |  |
| Aware of current academic research and inspection evidence in your subject, e.g. subject associations, EEF, Chartered College of Teaching, Ofsted, social media groups |  |  |  |
| Accurate diagnosis of areas for improvement in the subject you lead |  |  |  |
| Interpret reliable data focusing on pupils’ knowledge and skills |  |  |  |
| Make evidence-informed decisions on improvement strategies |  |  |  |
| Develop clear, logical, well-specified subject improvement plans |  |  |  |
| Monitor the implementation of improvement strategies  |  |  |  |
| Can assess and adapt subject improvement plans based on evidence |  |  |  |
| Can objectively evaluate the success of improvement strategies |  |  |  |
| Can develop policies and practices to guide the intent and implementation of your subject |  |  |  |
| Make data comparisons between school and local/national results (where the data is available) |  |  |  |
| **Evidence / notes** |
| **Leading the curriculum (in your subject)** | **+** | **=** | **-** |
| Understand the purpose and aims of your subject as well as the content included from Early Years through to Key Stage 2 |  |  |  |
| Your subject’s curriculum maps out the key knowledge, skills and concepts needed for the pupils to learn the subject |  |  |  |
| Support staff in the creation of progressive, sequential long- and medium-term plans  |  |  |  |
| Fundamental literacy skills, such as vocabulary acquisition and classroom talk, are embedded in the delivery of your subject’s curriculum |  |  |  |
| Your knowledge of subject-specific teaching pedagogies is strong, and you support staff in using them |  |  |  |
| Lessons are structured to support long-term learning through retrieval and spaced practice to build automatic recall of key knowledge and skills |  |  |  |
| Assessment is proportionate and designed to inform teachers’ decision-making in adapting lessons as required |  |  |  |
| You set high expectations and ensure all pupils, including those with SEND or who are disadvantaged, have access to a broad, rich subject curriculum  |  |  |  |
| Your delivery of the subject(s) you lead is highly effective, which sets high standards for staff and pupils across the school |  |  |  |
| Ensure the necessary resources to teach the subject are available and well organised |  |  |  |
| **Evidence / notes** |
| **Leading and managing staff** | **+** | **=** | **-** |
| You lead or organise high-quality training to develop the staff’s expertise in delivering high-quality lessons in your subject |  |  |  |
| Provide targeted support for early career teachers (ECTs) |  |  |  |
| Staff members are supported to build staff confidence and expertise using coaching, team teaching or other appropriate methods  |  |  |  |
| Communicate your expectations with clarity, both orally and in writing |  |  |  |
| Prioritise and manage your own time and tasks effectively and support the staff to do the same |  |  |  |
| Work with the SENCO to ensure work is appropriate and well-scaffolded for pupils with SEND  |  |  |  |
| Sustain your own motivation and that of others to focus on continual improvement |  |  |  |
| Ensure senior leaders, governors/trustees etc are well-informed about your subject and its development |  |  |  |
| **Evidence / notes** |

Subject Leadership: self-development action plan

*To complete the action plan below, copy and paste your main areas for development from the skills audit into the pale green sections on the left. Record the actions you will take relating to this statement. Include specific dates for the completion of each action.*

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| --- | --- |
| **Name:** | **Subject(s) led:** |
| **Strategic Direction** | **Action** | **Complete by** |
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| **Leading the curriculum** | **Action** | **Complete by** |
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| --- | --- | --- |
| **Leading and managing staff** | **Action** | **Complete by** |
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