1998

National Standards for Subject Leaders

2000

Standards for Pastoral Leaders

an exemplification of the
National Standards for Subject Leaders
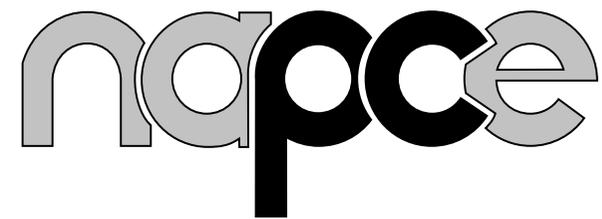
Preface

This document provides the general Subject Leader Standards from the Teacher Training Agency on the left of each page, and the Pastoral Leader Standards on the right.

We would like to acknowledge the initial support to this project given by the TTA, specifically Stephen Harrison. The planned printing and dissemination of this work was not realised after powers were transferred from TTA to DfEE.

March 2000

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NAPCE is an educational charity, an association of teachers, schools and others, whose goals include:
- to disseminate good practice in pastoral care in education
- to promote the education, training and development of thos engaged in pastoral care in education
- to liaise with other organisations having similar objects

These goals are achieved through a range of publications, conferences, and other events.

We welcome members' comments on the content of these standards.

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Foreword

1. The key to unlocking the full potential of pupils in our schools lies in the expertise of teachers and headteachers. Research and inspection evidence demonstrate the close correlation between the quality of teaching and the achievement of pupils and between the quality of leadership and the quality of teaching. It is these links which lie at the heart of the Government's drive for school improvement.

2. A principal aim of the TTA is to promote effective and efficient professional development for teachers and headteachers, targeted on improvements in the quality of teaching and leadership which will have the maximum impact on pupils' learning. The cornerstone of this work is the development of national standards for the teaching profession to define expertise in key roles.

3. National standards have been developed for:
   · the award of Qualified Teacher Status (QTS);
   · Special Educational Needs Co-ordinators (SENC0s);
   · Subject Leaders; and
   · Headteachers.

4. The main aims of the national standards are to:
   a. set out clear expectations for teachers at key points in the profession;
   b. help teachers at different points in the profession to plan and monitor their development, training and performance effectively, and to set clear, relevant targets for improving their effectiveness;
   c. ensure that the focus at every point is on improving the achievement of pupils and the quality of their education;
   d. provide a basis for the professional recognition of teachers' expertise and achievements; and
   e. help providers of professional development to plan and provide high quality, relevant training which meets the needs of individual teachers and headteachers, makes good use of their time and has the maximum benefit for pupils.

5. The national standards set out the professional knowledge, understanding, skills and attributes necessary to carry out effectively the key tasks of that role. It is the sum of these aspects which defines the expertise demanded of the role, in order to achieve the outcomes set out in the standards.

Pupils can be helped to gain the most from their school experienc through high quality teaching, effective guidance and an etho which promotes learning and personal development. These a key building blocks in creating learning communities which can prepare young people for the complex world of the 21st century and beyond.

NAPCE is keen to keep all members up to date with issues and changes in the opportunities for professional development. This includes the development of National Standards for "subject leaders". It is important not to interpret the term "subject" in a restrictive fashion. Team leaders of teams othe than subject teams are also contributing to the overall achievements of the school. We welcome the support of the TT in producing this exemplification of how National Standards for subject leaders may be interpreted for the leaders of pastoral teams.

We hope this document is useful in the following ways:
• to encourage pastoral leaders in the review of their role[1]
• to support the professional recognition of pastoral leader: expertise
• to encourage the identification of training needs
• to act as a guide for providers of professional development experiences

Such activities also contribute to an overall context of review and development which has a positive effect on other roles, and helps to recognise the many other contributions to the school achieving its pastoral goals.

NAPCE views pastoral care as a whole-school concern, and one which aims to enhance the achievement of pupils.

Pastoral Leadership of the proactive style outlined here makes a significant contribution to school achievement, and is a key basis for a pastoral leader becoming a school leader.

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[1] see also the documents from NAPCE: *Tutor Review* and *Quality Review in Pastoral Care*

6. The standards emphasise national Priorities, particularly in support of the Government's key educational targets in relation to literacy, numeracy and information and communications technology.

7. The standards are intended to aid development rather than being barriers to Progression in the profession. They provide the basis for a more structured approach to appraisal, helping teachers and headteachers to set relevant targets, to assist in the evaluation of progress, to identify further development Priorities, and to confirm success.

8. The standards have been the subject of intensive consultation and were developed in close conjunction with teachers, headteachers, governors, professional and subject associations, teacher trainers in schools, local education authorities and higher education institutions, with other agencies, including OFSTED, OHMC, (Wales). QCA and ACCAC, and with others both inside and outside the profession. The standards will continue to be kept under review in the light both of their use by teachers and headteachers and of emerging national priorities.

Whatever the particular arrangements, pastoral care can make significant contributions to important features of the whole school:
➢ the ethos; the sense of community and mutual respect
➢ pupils' engagement in the school
➢ pupils' contributions to each other and to the school
➢ the recognition of a wide range of achievements
➢ the extent to which pupils feel effective and empowered as learners
➢ the quality of teacher-pupil and pupil-pupil communicatio
➢ the extent of collegiality and coordination amongst staff
➢ the attention to morale of all staff
➢ the extent to which the pupil voice is heard and responded t

In successive publications over the last decade NAPCE has emphasised the following Pastoral Goals of a school:
(a) provide a point of personal contact with and between pupi
(b) provide a point of personal contact with and between parents/carers
(c) monitor pupil progress across the whole curriculum
(d) offer support and guidance for pupil achievement
(e) provide colleagues with information to adapt teaching
(f) promote a school which meets pupils' needs
(g) encourage a caring and orderly environment
(h) engage wider networks as appropriate
(i) evaluate the effective achievement of these goals

* In this document we do not assume particular arrangements for pastoral work in a school. Therefore the term "section" of the school is used to refer to Year or House or any other part of the student body for which the pastoral team has responsibility.

Introduction

These national standards set out the knowledge, understanding, skills and attributes which relate to the key areas of subject leadership. The standards define expertise in subject leadership and are designed to guide the professional development of teachers aiming to increase their effectiveness as subject leaders or of those aspiring to take responsibility for leading a subject.

While the standards apply to all schools, they will need to be applied and implemented differently in schools of different type, size and phase. For example, they will need to be used selectively in smaller primary schools where headteachers may retain more of the defined roles than in larger primary schools. The degree to which subject co-ordinators in primary and special schools can use the specified knowledge, understanding, skills and attributes in order to carry out the key tasks in these standards will depend on their experience and the opportunities to develop their role. The subject leader standards are based on how experienced and effective co-ordinators provide leadership in their subject(s).

Although subject leaders must have a good knowledge of the subject, these standards focus primarily on expertise in the leadership and management of a subject. While some aspects of leadership and management are generic, others are specific to the subject and type of school. Training and development for subject leadership will provide a good grounding in many of the leadership and management skills necessary to take on broader and more senior leadership and management roles.

The standards have been revised following consultation, both on the earlier drafts of these standards for subject leaders, and on the national standards for headteachers and for special educational needs co-ordinators. They also build on the considerable work already undertaken in this area by schools, LEAS, higher education institutions, OFSTED and OHMCI (Wales), and other agencies. The standards also take into account work on management standards by those outside the education profession.

The standards are in five parts:

This exemplification of national standards is divided into knowledge, understanding, skills and attributes. These are phrased as a general case - they do not assume a particular structure of pastoral care or particular school arrangements. However in the case of any particular pastoral leader, there can be constraints and pressures on the exercise of these standards. Hence the need to consider the whole school context and the messages it conveys. At the same time as clarifying goals, it is also useful to identify some classic whole-school *Distortions Pastoral Work*[2], each of which makes it less effective.

• The Pastoral/Curricular "split"
In this distortion tutors' and subject teachers' roles are seen as separate and unconnected, rather than contributing to the overall goal of pupil learning.

• The discipline fixation - "fire fighting"
Here the pastoral staff are over-engaged in responding to discipline problems, referred by other teachers. There is little emphasis on developing positive control or looking at the patterns of indiscipline and how they relate to curriculum, classroom climate, and relationships in the school.

• Watered-down welfare
This happens when teachers exceed their roles, trying to solve complex problems of a small number of pupils and families. This approach ignores the development needs of *all* pupils.

• Administrative overload
The school over-uses the pastoral system for administration: collections, notices, checking diaries (not learning from them) to the point that a focus on learning and achievement is squeezed out.

Pastoral leaders must play their part in ensuring that such distortions do not prevail.

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[2] see also NAPCE "*Pastoral Care and Governors*"

1. Core Purposes of the subject leader

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.

A subject leader provides leadership and direction for the subject and ensures that it is managed and organised to meet the aims and objectives of the school and the subject. While the headteacher and governors carry overall responsibility for school improvement, a subject leader has 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. Throughout their work, a subject leader ensures that practices improve the quality of education provided, meet the needs and aspirations of all pupils, and raise standards of achievement in the school.

A subject leader plays a key role in supporting, guiding and motivating teachers of the subject, and other adults. Subject leaders 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. The degree to which a subject leader is involved in monitoring to provide the range of information for evaluation win depend on school policy and be influenced by the size of the school. Although the subject leader will undertake a variety of monitoring activities, headteachers in smaller primary schools may retain a larger proportion of that monitoring which requires direct classroom observation of teaching and learning.

A subject leader identifies needs in their own subject and recognises that these must be considered in relation to the overall needs of the school. It is important that a subject leader has an understanding of how their subject contributes to school priorities and to the overall education and achievement of all pupils.

1. *Core Purposes of the pastoral leader*

To provide professional leadership and management for a pastoral team, to secure high quality tutoring of individuals and groups effective use of resources, enhanced communication across the school, and improved standards of learning and achievement for all pupils

A pastoral leader provides leadership and direction for the section of the school and ensures that it is managed and organised to meet the goals of the school. While the headteacher and governors carry overall responsibility for school improvement, a pastoral leader has responsibility for securing high standards of teaching and learning in their section as well as playing a major role in the development of school policy and practice. Throughout their work, a pastoral leader ensures that practices improve the quality of education provided, meet the needs and aspirations of all pupils, and raise standards of achievement in the school.

A pastoral leader plays a key role in supporting, guiding and motivating teachers in their team, and other adults. Effective pastoral teams clarify their goals and the ways in which they contribute to the achievement of the Pastoral Goals of the School (page 2). Pastoral leaders have a key role in evaluating guidance and support, and its effectiveness in achieving these goals, as a contribution to the aims of the curriculum and whole school. This evaluation needs to inform a cycle of learning and development, both for the team and for the pupils. The degree to which a pastoral leader is involved in monitoring to provide the range of information for evaluation will depend on school policy, and how well the school has developed links between pastoral and subject teams

A pastoral leader identifies needs in their own section and recognises that these must be considered in relation to the overall needs of the school. It is important that a pastoral leader has an understanding of how their work contributes school priorities and to the overall education and achievement of all pupils.

2. Key Outcomes of subject leadership

Effective subject leadership results in:

a. pupils who
show sustained improvement in their subject knowledge, understanding and skills in relation to prior attainment; understand the key ideas in the subject at a level appropriate to their age and stage of development; show improvement in their literacy, numeracy and information technology skills; know the purpose and sequence of activities; are well prepared for any tests and examinations in the subject; are enthusiastic about the subject and highly motivated to continue with their studies; through their attitudes and behaviour, contribute to the maintenance of a purposeful working environment;

b. teachers who
work well together as a team; support the aims of the subject and understand how they relate to the school's aims; are involved in the formation of policies and plans and apply them consistently in the classroom; are dedicated to improving standards of teaching and learning; have an enthusiasm for the subject which reinforces the motivation of pupils; have high expectations for pupils and set realistic but challenging targets based on a good knowledge of their pupils and the progression of concepts in the subject; make good use of guidance, training and support to enhance their knowledge and understanding of the subject and to develop expertise in their teaching; take account of relevant research and inspection findings; make effective use of subject-specific resources; select appropriate teaching and learning approaches to meet subject specific learning objectives and the needs of pupils;

c. parents who
are well informed about their child's achievements in the subject and about targets for further improvement; know the expectations made of their child in learning the subject; know how they can support or assist their child's learning in the subject;

d. headteachers and other senior managers who
understand the needs of the subject; use information about achievements and development priorities in the subject in order to make well informed decisions and to achieve greater improvements in the whole school's development and its aims;

2. Key Outcomes of pastoral leadership

Effective pastoral leadership results in:

a. pupils who
show sustained improvement in their knowledge, understanding and skills in relation to prior attainment; understand key aspects of themselves at a level appropriate their age and stage of development; understand their own patterns in learning and their responses to a range of learning challenges; are knowledgeable about their own personal development; know how to access support and how to get the most from school; are enthusiastic about learning and continued personal development; through their attitude and behaviour, contribute to a learning community;

b. a pastoral team which
works well together; is informed about pupils' needs and in turn informs others; understands and activates links between pastoral and subject work; supports the pastoral goals of the school; is involved in the formation of policies and plans and apply them coherently; is dedicated to improving standards of tutoring, teaching and learning; reviews its goals and practice

c. teachers who
have an enthusiasm for learning which reinforces the motivation of pupils; have high expectations for pupils and set realistic but challenging targets based on a good knowledge of their pupils and their progression and personal-social development; make good use of guidance, training and support to enhance their knowledge and understanding of their role and to develop expertise in their teaching and tutoring; take account of relevant research and inspection findings; make effective use of relevant resources listen to and understand the needs of pupils for guidance and support, and devise appropriate approaches.

e. other adults in the school and community, including technical and administrative staff, classroom assistants, external agencies and representatives of business and industry, who

are informed of subject achievements and priorities; are able, where appropriate, to play an effective role in supporting the teaching and learning of the subject.

d. parents/carers who

are well informed about their child's achievements across a subjects and about targets for further improvement; know th expectations made of their child in learning the subject; know how they can support or assist their child's learning; know how they can access further support to help their child in school

e. headteachers and other senior managers who

understand the needs of pupils; understand the needs and achievements of the pastoral teams; use information about achievements and development priorities in order to make well informed decisions and to achieve greater improvemen in the whole school's development and its aims, including th pastoral goals of the school and the contribution to these made by all teams

f. other adults in the school and community, including technica and administrative staff, classroom assistants, external agencies and representatives of business and industry, who

are informed of student achievements and priorities; are able, where appropriate, to play an effective role in supporting the learning and personal-social development o the student.

3. Professional knowledge and understanding

Subject leaders must have knowledge and understanding which is in part subject-specific and in part generic to the leadership role. The knowledge and understanding required will change over time and it is important that subject leaders recognise their responsibility to remain up to date with developments in their subject area and in other aspects of education relating to their role. The following areas of knowledge and understanding are relevant to all schools, although some aspects will need to be interpreted differently according to the size, type and phase of school. Subject leader expertise is demonstrated by the ability to apply this knowledge and understanding in each of the key areas of subject leadership.

Subject leaders should have knowledge and understanding of:

a. their school's aims, priorities, targets and action plans;
b. the relationship of the subject to the curriculum as a whole;
c. any statutory curriculum requirements for the subject and the requirements for assessment, recording and reporting of pupils' attainment and progress;
d. the characteristics of high quality teaching in the subject and the main strategies for improving and sustaining high standards of teaching, learning and achievement for all pupils;
e. how evidence from relevant research and inspection evidence and local, national and international standards of achievement in the subject can be used to inform expectations, targets and teaching approaches;
f. how to use comparative data, together with information about pupils' prior attainment, to establish benchmarks and set targets for improvement;
g. how to develop pupils' literacy, numeracy and information technology skills through the subject;
h. how teaching the subject can promote pupils' spiritual, moral, social, cultural, mental and physical development;
i. management, including employment law, equal opportunities legislation, personnel, external relations, finance and change;

3. Professional knowledge and understanding

Pastoral leaders must have knowledge and understanding which in part specific to their section of the school and in part gener to the leadership role. The knowledge and understanding required will change over time and it is important that pastoral leaders take responsibility for remaining up to date with developments in their area and in other aspects of education. The following areas of knowledge and understanding are relevant to all schools, although some aspects will need to be interpreted differently according to the size, type and phase of school. Pastoral leader expertise is demonstrated by the ability to apply this knowledge and understanding in each of the key areas of pastoral leadership.

Pastoral leaders should have knowledge and understanding of:

a   the school's aims, priorities, targets and action plans;
b   the relationship of the section to the curriculum and scho as a whole;
c   any statutory and non-statutory requirements for pastora care; for example home-school agreements, sex education careers education, child protection, and so on
d   the characteristics of high quality tutoring and the main strategies for improving and sustaining high standards of teaching, learning and achievement for all pupils;
e   how evidence from relevant research and inspection can b used to improve the practice of guidance and support;
f   how to use comparative data, together with information about pupils' prior learning and attainment, to support their progress;
g   how to develop pupils' key skills through pastoral care;
h   how the whole school and the pastoral team can promote pupils' spiritual, moral, social, cultural, mental and physical development;
i   management of a team, including management of change, together with any legal and financial considerations;

j. how teaching the subject can help to prepare pupils for the opportunities, responsibilities and experiences of adult life;'

k. the current use and future potential of information and communications technology to aid teaching and learning of the subject, and to assist with subject management;

1. the role of school governance and how it can contribute to the work of the subject leader;

m. the implications of information and guidance documents from LEAS, the DFEE, WOED and other national bodies and associations;

n. the implications of the Code of Practice for Special Educational Needs for teaching and learning in their subject;

o. health and safety requirements, including where to obtain expert advice.

j how tutoring, guidance and the whole school experience ca help to prepare pupils for the opportunities, responsibilities and experiences of adult life;'

k the use of ICT to aid guidance, and to assist with school an pastoral management;

1 the role of school governance and how it can contribute to the work of the pastoral leader;

m the implications of information and guidance documents from LEAS, the DFEE, WOED and other national bodies ar associations;

n the implications of the Code of Practice for Special Educational Needs for tutoring, guidance and support;

o health and safety requirements, including where to obtair expert advice

4. Skills and attributes

Subject leaders should have expertise in the teaching of the subject. The skills and attributes which follow are essential, but not exclusive, to the subject leader's role. The headteacher should ensure that the subject leader has access to training related to the development of these necessary skills. Subject leader expertise is demonstrated by the ability to apply these skills and attributes in each of the key areas of subject leadership set out on pages.

a. **Leadership skills, attributes and professional competence - the ability to lead and manage people to work towards common goals**

Where other staff teach or support the subject, subject leaders should be able to:

i. secure commitment to a clear aim and direction for the subject;
ii. prioritise, plan and organise;
iii. work as part of a team;
iv. deal sensitively with people, recognise individual needs and take account of these in securing a consistent team approach to raising achievement in the subject;
v. acknowledge and utilise the experience, expertise and contribution of others;
vi. set standards and provide a role model for pupils and other staff, in the teaching and learning of the subject;
vii. devolve responsibilities and delegate tasks, as appropriate;
viii. seek advice and support when necessary.

Subject leaders should have the professional competence and expertise to:

ix. command credibility through the discharge of their duties and use their expertise to influence others in relation to their subject;
x. make informed use of research and inspection findings;
xi. apply good practice to and from other subjects and areas.

4. Skills and attributes

Pastoral leaders should have expertise in tutoring and the leading of a team. The skills and attributes which follow are essential, but not exclusive, to the pastoral leader's role. The headteacher should ensure that the pastoral leader has access to training related to the development of these necessary skills. Pastoral leader expertise is demonstrated by the ability to apply these skills and attributes in each of the key areas of pastoral leadership set out on pages 12 onwards.

a. *Leadership skills, attributes and professional competence - the ability to lead a team to work towards agreed goals*

Pastoral leaders should be able to:

i develop a clear aim and direction for and with the team;
ii prioritise, plan and organise;
iii work as part of a team;
iv deal sensitively with people, recognise individual needs and take account of these in securing a coherent team approach to raising achievement and supporting personal-social development;
v acknowledge and utilise the experience, expertise and contribution of others; including pupils parents and community
vi lead the school community in the setting of standards and creating a productive climate for pupils and other staff, in tutoring and personal development;
vii devolve responsibilities and delegate tasks, as appropriate
viii seek advice and support when necessary
ix. create credibility through their working relationships and use their expertise to influence the progress of the team;
x. make informed use of research and inspection findings;
xi. seek and apply good practice from other areas.

b. Decision-making skills - the ability to solve problems and make decisions

Subject leaders should be able to:
i.   judge when to make decisions, when to consult with others, and when to defer to the headteacher or senior managers;
ii. analyse, understand and interpret relevant information and data;
iii. think creatively and imaginatively to anticipate and solve problems and identify opportunities.

c. Communication skills - the ability to make points clearly and understand the views of others

Subject leaders should be able to:
i.   communicate effectively, orally and in writing, with the headteacher, other staff, pupils, parents, governors, external agencies and the wider community, including business and industry;
ii. negotiate and consult effectively;
iii. ensure good communication with, and between, staff who teach and support the subject;
iv. chair meetings effectively.

d. Self-management - the ability to plan time effectively and to organise oneself well

Subject leaders should be able to:
i.   prioritise and manage their own time effectively, particularly in relation to balancing the demands made by teaching, subject management and involvement in school development;
ii. achieve challenging professional goals;
iii. take responsibility for their own professional development.

b. Decision-making skills - the ability to solve problems and make decisions
Pastoral leaders should be able to:
i.   judge when to make decisions, when to consult with others, including the headteacher and other senior managers;
ii. analyse, understand and interpret relevant information and data;
iii. think creatively and imaginatively to anticipate and solve problems and identify opportunities.

c. Communication skills - the ability to convey views and hear the views of others
Pastoral leaders should be able to:
i.   communicate effectively, orally and in writing, with the team, pupils, parents, other staff, headteacher, governors, external agencies and the wider community, including business and industry;
ii. negotiate and consult effectively;
iii. ensure good communication with, and between, staff;
iv. play an effective and appropriate role in meetings.
v.   display effective skills in listening and responding, including to emotional and non-verbal dimensions of communication
vi. articulate the process and content of learning and personal social development in a way which enhances the understanding of others
vii support the effective communication of others

d. Self-management
Pastoral leaders should be able to:
i.   prioritise and manage competing and sometimes conflicting demands on time;
ii. review professional practice, identify challenging personal and professional goals, and plan for their achievement
iii. take action in support of professional development.

e.   Attributes

Subject leaders draw upon the attributes possessed and displayed by all
successful and effective teachers in the context of their leadership
and management roles, including:
i.   personal impact and presence;
ii.   adaptability to changing circumstances and new ideas;
iii.   energy, vigour and perseverance;
iv.   self-confidence;
v.   enthusiasm;
vi.   intellectual ability;
vii   reliability and integrity;
viii. commitment.

e.   Attributes
Pastoral leadership is founded on personal attributes possess
and displayed by all successful teachers and learners, and
relates to the attributes found in social competence,
including:
i   positive self-presentation;
ii   adaptability to changing circumstances and new ideas;
iii   goal-directedness and a specific interest in social goals
iv   a willingness to take risks,
v   enthusiasm and resilience;
vi   an intellectual and reflective approach on practice
vii empathy and a wish to understand others
viii   integrity for oneself and in relations with others

5 Key areas of subject leadership

A range of subject leadership and management tasks is set out on the following pages for each of the four key areas of subject leadership:

A.   Strategic direction and development of the subject
B.   Teaching and learning
C.   Leading and managing staff
D.   Efficient and effective deployment of staff and resources

Expertise in subject leadership is demonstrated by the ability to apply professional knowledge, understanding, skills and attributes to the identified tasks to bring about the desired outcomes.

The effectiveness of the subject leader will also depend on:
- the acknowledgement by the headteacher and governing body of both their responsibility to meet the needs of all pupils as reflected in the school's policies and practices, and their responsibility to enable the subject leader to operate effectively, including in relation to meeting these standards;
- the way in which decisions, policies and practices are communicated and implemented throughout the school;
- the assessment procedures and systems for monitoring and recording progress, for example, how subject leaders contribute to the school assessment, recording and reporting arrangements.

It is assumed that the subject leader works closely with the headteacher and senior management team in each of the four key areas, and liaises with other colleagues as appropriate. Subject leaders should also understand the roles of others in the school, including newly qualified teachers, the special educational needs co-ordinator and the headteacher, as set out in the national standards for those roles, and should support them as appropriate in fulfilling these roles. The tasks described are necessary for effective subject leadership, although there will be variation in how schools of different sizes, types and phases carry them out.

5 Key areas of pastoral leadership

A range of pastoral leadership and management tasks is set out on the following pages for each of the four key areas of pastoral leadership:

A. *Developing a direction and strategy*

B. *Tutoring and learning*

C. *Enabling staff and pupils achieve the best they can*

D. *Identifying and developing resources including staff*

Expertise in pastoral leadership is demonstrated by the ability to use professional knowledge, understanding, skills and attributes to contribute to the desired outcomes.

The effectiveness of the pastoral leader will also depend on:
- headteacher and governing body acknowledging their responsibility to meet the needs of all pupils, and to enable the pastoral leader to operate effectively;
- the extent to which connections are actively realised between the various elements of guidance and support, for example personal-social education, careers education and guidance, sex education, child protection, promoting positive behaviour, working with parents, and so on.
- the effectiveness of policy-making, communication and implementation throughout the school;
- the way in which the school engages the pastoral team through its policies, procedures and practices for monitoring and recording progress.

Pastoral leaders need to work closely with and understand the roles of a range of other people to achieve the goals in these key areas. These include the senior management team, subject leaders, special educational needs co-ordinators, and all school staff who relate to pupils, including newly qualified teachers.

The tasks described are necessary for effective pastoral leadership, although there will be variation in how schools of different sizes, types and phases carry them out.

A. Strategic direction and development of the subject

Within the context of the school's aims and policies, subject leaders develop and implement subject policies, plans, targets and practices.

They:

i. develop and implement policies and practices for the subject which reflect the school's commitment to high achievement, effective teaching and learning.,

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

iii. establish a clear, shared understanding of the importance and role of the subject in contributing to pupils' spiritual, moral, cultural, mental and physical development, and in preparing pupils for the opportunities, responsibilities and experiences of adult life;

iv. use data effectively to identify pupils who are underachieving in the subject and, where necessary, create and implement effective plans of action to support those pupils;

v. analyse and interpret relevant national, local and school data, plus research and inspection evidence, to inform policies, practices, expectations, targets and teaching methods;

vi. establish, with the involvement of relevant staff, short, medium and long term plans for the development and resourcing of the subject, which:

- contribute to whole-school aims, policies and practices, including those in relation to behaviour, discipline, bullying and racial harassment;
- are based on a range of comparative information and evidence, including in relation to the attainment of pupils;
- identify realistic and challenging targets for improvement in the subject;
- are understood by all those involved in putting the plans into practice;
- are clear about action to be taken, timescales and criteria for success;

vii. monitor the progress made in achieving subject plans and targets, evaluate the effects on teaching and learning, and use this analysis to guide further improvement.

A. Developing a direction and strategy

Pastoral leaders work with their teams and with others to media and implement the school's aims and policies, and develop relevant strategies.

They recognise and respond to a range of sources inside and outsi the school when setting a direction for work at any time

They:

i identify the general and particular needs for guidance and support which pupils bring to the school.

ii use data on pupil achievement to create an overview of pu progress and development, and inform plans of action to support learning

iii review the effectiveness of tutoring, guidance and support, and use this analysis to guide further improvement.

iv establish plans for the development and resourcing of the pastoral work, which:

- contribute to whole-school aims, policies and practices
- identify realistic and challenging ways for improving the provision for supporting pupil achievement:
- are founded in relevant evidence regarding pupil learning
- are understood and adopted by all those involved in putting the plans into practice;
- are clear about action to be taken, timescales and how evaluation will happen;

v seek and use knowledge of local community and industry order to recognise and respond to issues in the context which may influence pupils' development, and to inform plans appropriately

vi analyse and interpret information from other schools in order to inform the process of developing guidance and support

vii promote an ongoing learning cycle with the team, in whic they monitor the progress made in achieving goals, evaluate the effects on pupils' achievement and development, and use this analysis to guide further improvement.

viii recognise and respond to statutory requirements

B. Teaching and learning

Subject leaders secure and sustain effective teaching of the subject, evaluate the quality of teaching and standards of pupils' achievements and set targets for improvement.

They:

i. ensure curriculum coverage, continuity and progression in the subject for all pupils, including those of high ability and those with special educational or linguistic needs;

ii. 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;

iii. provide guidance on the choice of appropriate teaching and learning methods to meet the needs of the subject and of different pupils;

iv. ensure effective development of pupils' literacy, numeracy and information technology skills through the subject;

v. establish and implement clear policies and practices for assessing, recording and reporting on pupil achievement, and for using this information to recognise achievement and to assist pupils in setting targets for further improvement;

vi. ensure that information about pupils' achievements in previous classes and schools is used effectively to secure good progress in the subject;

vii. set expectations and targets for staff and pupils in relation to standards of pupil achievement and the quality of teaching; establish clear targets for pupil achievement, and evaluate progress and achievement in the subject by all pupils, including those with special educational and linguistic needs;

viii. evaluate the teaching of the subject in the school, use this analysis to identify effective practice and areas for improvement, and take action to improve further the quality of teaching;

ix. ensure effective development of pupils' individual and collaborative study skills necessary for them to become increasingly independent in their work and to complete tasks independently when out of school;

x. ensure that teachers of the subject are aware of its contribution to pupils' understanding of the duties, opportunities, responsibilities and rights of citizens;

B. Tutoring and learning

Pastoral leaders promote effective tutoring, support the evaluation of the quality of tutoring, and lead the team in the setting of targets for improvement.

They:

i develop and communicate a positive vision for tutoring and its significant contribution to pupils' learning and personal development

ii help tutors to clarify the pastoral goals of the school and the special contribution of the tutor to the achievement of these goals

ii ensure that tutors are clear about tutoring objectives with individuals and with groups, understand the sequence in tutoring (exploration -> new understanding -> action), and negotiate such issues with pupils;

iii help tutors choose appropriate tutoring methods to meet the needs of different pupils, and ensure that all pupils have access to their tutoring entitlement

iv support practices for self-assessment, recording and providing accounts of pupil achievement and personal-social development

v ensure that tutoring supports the development of pupils as autonomous learners;

vi ensure that tutoring contributes to the development of pupils' key skills: communication, information technology, application of number, working with others, improving own learning

vii ensure that information about pupils' previous achievements is used in promoting further progress;

viii help the community of pupils and teachers to develop high expectations in tutoring and inter-personal behaviour, including personal integrity, relationships with others, pro-social behaviour and contribution to the community within the school, the school itself, and the wider community

xi. ensure that teachers of the subject know how to recognise and deal with racial stereotyping;

xii. establish a partnership with parents to involve them in their child's learning of the subject, as well as providing information about curriculum, attainment, progress and targets;

xiii. develop effective links with the local community, including business and industry, in order to extend the subject curriculum, enhance teaching and to develop pupils' wider understanding.

ix evaluate with the team and the pupils, the tutoring in the school, and use this analysis to identify effective practice and areas for improvement;

x ensure that tutors recognise and act upon issues which ma disadvantage pupils, such as "race", gender, ability, disability, faiths;

xi establish a partnership with parents to involve them and their perspective in tutoring and learning;

xii develop effective links with the local community, includi business and industry, in order to extend the focus of tutoring and learning.

C. Leading and managing staff

Subject leaders provide to all those with involvement in the teaching or support of the subject, the support, challenge, information and development necessary to sustain motivation and secure improvement in teaching.

They:
i. help staff to achieve constructive working relationships with pupils;
ii. establish clear expectations and constructive working relationships among staff involved with the subject, including through team working and mutual support; devolving responsibilities and delegating tasks, as appropriate; evaluating practice; and developing an acceptance of accountability;
iii. sustain their own motivation and, where possible, that of other staff involved in the subject;
iv. appraise staff as required by the school policy and use the process to develop the personal and professional effectiveness of the appraisee(s);
v. audit training needs of subject staff;
vi. lead professional development of subject 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, for example, higher education, LEAS, subject associations;
vii. ensure that trainee and newly qualified teachers are appropriately trained, monitored, supported and assessed in relation to standards for the award of Qualified Teacher Status, the Career Entry Profiles and standards for induction;
viii. enable teachers to achieve expertise in their subject teaching;
ix. work with the SENCO and any other staff with special educational needs expertise, to ensure that individual education plans are used to set subject specific targets and match work well to pupils' needs;
x. ensure that the headteacher, senior managers and governors are well informed about subject policies, plans and priorities, the success in meeting objectives and targets, and subject-related professional development plans.

C. *Enabling staff and pupils to achieve individual and collective goals*

Pastoral leaders provide to all those involved in tutoring and learning for personal-social development, the culture, opportunities and process necessary to sustain their engagement, motivation and commitment to their own development, and to that of others. They:
i help all members of the school community to develop constructive working relationships;
ii promote a climate of collaborative working and mutual support between members of the team and between pupils;
iii devolve responsibilities and delegate tasks, to team members and pupils as appropriate;
iv develop individual and group accountability, and help tutors and pupils evaluate their own and others' practice;
v. help staff and pupils identify their learning and development needs;
vi. promote professional learning of staff through example and support, and co-ordinate the provision of high quality professional development by all appropriate methods, drawing on the team and on other resources for learning;
vii engage in the school's staff appraisal processes and use them to develop personal and professional learning;
viii ensure that beginner and newly qualified teachers are offered appropriate high quality learning experiences, and are monitored, supported and assessed in relation to their pastoral tasks, at least to the standards for award of Qualified Teacher Status, the Career Entry Profiles and standards for induction;
ix. coordinate and collaborate with staff holding special educational needs responsibilities, to ensure best support for individual pupils;
x. inform the headteacher, senior managers and governors about pastoral policies, plans and priorities, the evaluation of current practice, and pastoral professional learning plans.

D. Efficient and effective deployment of staff and resources

Subject leaders identify appropriate resources for the subject and ensure that they are used efficiently, effectively and safely.

They:
i. establish staff and resource needs for the subject and advise the headteacher and senior managers of likely priorities for expenditure, and allocate available subject resources with maximum efficiency to meet the objectives of the school and subject plans and to achieve value for money;
ii. deploy, or advise the headteacher on the deployment of staff involved in the subject to ensure the best use of subject, technical and other expertise;
iii. ensure the effective and efficient management and organisation of learning resources, including information and communications technology;
iv. maintain existing resources and explore opportunities to develop or incorporate new resources from a wide range of sources inside and outside the school;
v. use accommodation to create an effective and stimulating environment for the teaching and learning of the subject;
vi. ensure that there is a safe working and learning environment in which risks are properly assessed.

D. Identifying and developing resources including staff

Subject leaders recognise the broad range of human and material resources for pastoral work and develop their appropriate use
They:
i develop staff through promoting their confidence in tutoring, guidance and support;
ii develop the pastoral team as a key resource for pupils, for the team itself, and for staff more widely;
iii identify and select appropriate teaching and learning resources for group tutoring;
iv ensure that the necessary knowledge resources are in place for effective individual tutoring;
v arrange the necessary budget for resources to be available;
vi enhance the school community as a resource which enable staff to develop and value the contribution of personal-social development to effective learning and teaching, and therefore helps pupils develop pro-social skills of learning autonomy and resilience so that they may more effectively compose a life and make a difference to the world they will inhabit.

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