



Marlborough Primary Academy School
Subject Leadership Team Structure
2022 - 2023

Rationale for Subject Team Structure

Marlborough Primary Academy is a much smaller than average primary school with a cohort of 111 children for academic year 2022/23. There are four classes covering all three key stages (EYFS, KS1 and KS2). Three of the classes have mixed age cohorts and one class containing 28 Y4 children.

There are 5.2 fte as two of the teaching staff (Headteacher and SENDCo) are part-time. It is known that subject leadership gives teachers the opportunity to make an impact beyond their own classroom and develop new skills and expertise; it provides meaningful development opportunities for teachers and is often the first step in their experience of leadership.

The decision has been taken that the teaching staff of Marlborough Primary will work together as two teams to provide subject leadership. This means that all teachers, including the headteacher, are responsible for leading all National Curriculum subjects between the two teams. Each team has responsibility for the core subject and SEND. This means that each team leads up to six subjects simultaneously, which does pose challenges.

Managing staff workload, whilst maintaining effective leadership and class teaching, is a key priority for the school. Although a limited budget and reduced capacity means all subjects are not able to be allocated release time, all teachers and the school's SENDCo are given regular dedicated time out of class for leadership activities. Working collaboratively as a small, tight-knit team is instrumental to the effectiveness of subject leadership across the whole curriculum at Marlborough. The teaching team works together on the development of all subjects, conversations are supportive in identifying strengths and next steps.

As all curriculum mapping and monitoring is undertaken jointly during staff meeting time, subject leaders have a better understanding of where their subject is within the whole school, the achievement of pupils across all key stages and allows trends to be identified and explored more easily. It is evident that working in this way often supports the successful introduction of new initiatives in staff meetings as the team are familiar in working in a collegiate way and can easily see the rationale behind what is being introduced based on previous working and discussion.

The two subject teams are:

English Team	Steam Team
RWI	Maths
Reading	Science
Writing	PE
Oracy	DT
Handwriting	Computing
History	Art
Geography	RSHE
RE	
MFL	