



Self-Evaluation



2019-2020



Science Leader



SELF-REFLECTION

The two sections below give you a space to record your thoughts as a Science Leader at the beginning of the year and again at the end of the year.

BEGINNING OF ACADEMIC YEAR



01/09/2019

In the space below, write down how you currently see yourself as a science Leader. For example, do you see yourself as proactive, engaged and always trying to exceed any expectation of the role?

Are there any significant things you want to achieve? For example, influence over others, imparting knowledge, etc.

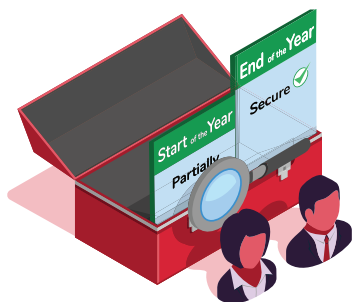
END OF ACADEMIC YEAR



01/09/2019

In the space below, write down how you currently see yourself as a science Leader. For example, do you see yourself as proactive, engaged and always trying to exceed any expectation of the role?

Have you achieved any significant things from your self-reflection at the start of the year? Are there any significant things you want to achieve? For example, influence over others, developing pedagogical knowledge in teachers, etc.



EVALUATION OF THE KEY AREAS OF SUBJECT LEADERSHIP

Scoring yourself against the key areas is a powerful way of identifying what is going well and what needs development. There is space to do this at the **start, middle** and **end** of the academic year.

The evaluation may be something you wish to share with your performance manager during target setting and review meetings.

ACQUIRING AND IMPARTING KNOWLEDGE	Start of year			Half-year review			End of year		
I share information acquired with staff	No	Partially	Secure	No	Partially	Secure	No	Partially	Secure
I ensure any documentation I receive which is relevant to staff is made available	No	Partially	Secure	No	Partially	Secure	No	Partially	Secure
I ensure teaching staff and support staff are aware of statutory requirements	No	Partially	Secure	No	Partially	Secure	No	Partially	Secure
I actively seek out knowledge from beyond courses and scheduled training sessions	No	Partially	Secure	No	Partially	Secure	No	Partially	Secure
I lead/organise structured sessions for staff on updates and training	No	Partially	Secure	No	Partially	Secure	No	Partially	Secure
I lead/organise structured sessions for governors on updates and training	No	Partially	Secure	No	Partially	Secure	No	Partially	Secure
I lead/organise parent/carers workshops	No	Partially	Secure	No	Partially	Secure	No	Partially	Secure
I provide news/updates for parents/carers via our communication channels	No	Partially	Secure	No	Partially	Secure	No	Partially	Secure
I provide news/updates for governors via our communication channels	No	Partially	Secure	No	Partially	Secure	No	Partially	Secure

KEY DOCUMENTATION	Start of year			Half-year review			End of year		
There is a science policy in place	No	Partially	Secure	No	Partially	Secure	No	Partially	Secure
The policy is reviewed regularly with staff as part of the school's timetable for review	No	Partially	Secure	No	Partially	Secure	No	Partially	Secure
A subject action plan is in place	No	Partially	Secure	No	Partially	Secure	No	Partially	Secure
The subject action plan relates to key school improvement priorities	No	Partially	Secure	No	Partially	Secure	No	Partially	Secure
A scheme of work/curriculum is in place	No	Partially	Secure	No	Partially	Secure	No	Partially	Secure
Assessment procedures are in place for science	No	Partially	Secure	No	Partially	Secure	No	Partially	Secure
A review of the science curriculum and assessment procedures is undertaken in line with the school review timetable	No	Partially	Secure	No	Partially	Secure	No	Partially	Secure
An overview of children's standards and expected standards for each year group for science is in place	No	Partially	Secure	No	Partially	Secure	No	Partially	Secure
Annotated work samples are readily available for key tracker children	No	Partially	Secure	No	Partially	Secure	No	Partially	Secure
Audits are completed regularly	No	Partially	Secure	No	Partially	Secure	No	Partially	Secure
Questionnaires, including staff/pupil & parent voice, are conducted regularly and results made available	No	Partially	Secure	No	Partially	Secure	No	Partially	Secure
Observation/learning walk documentation is shared with relevant parties	No	Partially	Secure	No	Partially	Secure	No	Partially	Secure
Any benchmarking quality assurance material is kept up to date	No	Partially	Secure	No	Partially	Secure	No	Partially	Secure

PROFESSIONAL DEVELOPMENT	Start of year			Half-year review			End of year		
I aim to achieve excellence in subject knowledge and skill	No	Partially	Secure	No	Partially	Secure	No	Partially	Secure
Professional development opportunities are actively sought out	No	Partially	Secure	No	Partially	Secure	No	Partially	Secure
Training I provide to staff is purposeful and strongly supports whole school improvement aims	No	Partially	Secure	No	Partially	Secure	No	Partially	Secure
I provide targeted support for individual staff members	No	Partially	Secure	No	Partially	Secure	No	Partially	Secure
I know the training needs of the staff	No	Partially	Secure	No	Partially	Secure	No	Partially	Secure
I can provide strategies for staff to ensure the curriculum is accessible and suitably challenging for all pupils	No	Partially	Secure	No	Partially	Secure	No	Partially	Secure
I take an active role in local cluster groups to acquire and share best practice	No	Partially	Secure	No	Partially	Secure	No	Partially	Secure
Staff feel they can approach me for support and I very much make this known	No	Partially	Secure	No	Partially	Secure	No	Partially	Secure
I consult with senior consultants/advisors on new initiatives	No	Partially	Secure	No	Partially	Secure	No	Partially	Secure
I benchmark my subject against nationally recognisable quality assurance models	No	Partially	Secure	No	Partially	Secure	No	Partially	Secure

LEADING BY EXAMPLE	Start of year			Half-year review			End of year		
I am always positive and passionate about my subject and this is reflected in the staff's attitude towards science	No	Partially	Secure	No	Partially	Secure	No	Partially	Secure
Feedback is given regularly to staff from any training or consultation I have had	No	Partially	Secure	No	Partially	Secure	No	Partially	Secure
Learning display are up to date, relevant, engaging for pupils and make a big impact on promoting excellence in science across the age range of learners.	No	Partially	Secure	No	Partially	Secure	No	Partially	Secure
Information and latest news about science is on display/accessible in staff shared areas and is kept up to date	No	Partially	Secure	No	Partially	Secure	No	Partially	Secure
I act upon areas of development for science in a timely fashion, prioritising as needed	No	Partially	Secure	No	Partially	Secure	No	Partially	Secure
I will constructively feed back to staff on areas of strength and weakness, along with providing suitable strategies to aid improvement	No	Partially	Secure	No	Partially	Secure	No	Partially	Secure

RESOURCES	Start of year			Half-year review			End of year		
A budget is managed by me which aligns with school improvement priorities	No	Partially	Secure	No	Partially	Secure	No	Partially	Secure
Resources are evaluated to ensure they facilitate excellent learning outcomes yet demonstrate excellent value for money	No	Partially	Secure	No	Partially	Secure	No	Partially	Secure
All the relevant resources are ordered and well organised	No	Partially	Secure	No	Partially	Secure	No	Partially	Secure
Expenditure on educational visits and visitors has an evaluation process to ensure impact on learning warrants expenditure	No	Partially	Secure	No	Partially	Secure	No	Partially	Secure
Records of resources are kept up to date and available to all staff	No	Partially	Secure	No	Partially	Secure	No	Partially	Secure

MONITORING	Start of year			Half-year review			End of year		
Curriculum content monitoring takes place regularly	No	Partially	Secure	No	Partially	Secure	No	Partially	Secure
Planning is monitored with a focus on key school improvement areas, i.e. challenge, developing independence...	No	Partially	Secure	No	Partially	Secure	No	Partially	Secure
Pupil work is monitored	No	Partially	Secure	No	Partially	Secure	No	Partially	Secure
Pupil standards are monitored and compared against local and national expected outcomes	No	Partially	Secure	No	Partially	Secure	No	Partially	Secure
Teaching and learning is monitored	No	Partially	Secure	No	Partially	Secure	No	Partially	Secure
Feedback on monitoring is given to concerned individuals in a timely, constructive fashion	No	Partially	Secure	No	Partially	Secure	No	Partially	Secure
Monitoring is effectively used to drive improvements of science through setting targets and informing action plans	No	Partially	Secure	No	Partially	Secure	No	Partially	Secure