Post title Cover Supervisor – General & Delivery of Food Technology

Salary and grade: NJC 21 – 26 £29,628 - £33,326 (Fixed Term until 31st August)

FTE: £34,237 - £38,511

Line manager/s: Senior Leadership Team

Main purpose of the job:

To undertake the role of Cover Supervisor, providing both planned and ad hoc classroom cover across the school to ensure continuity of learning during staff absence, meetings and reviews. The post holder will also lead the delivery of Food Technology lessons for Years 10 and 11 pupils following WJEC Entry Level Pathways qualifications, oversee the day-to-day management of the Food Technology room, and support the ordering, storage and organisation of food and resources. When not providing cover, the post holder will deliver targeted interventions and support the wider educational and pastoral provision of the school.

Key duties and responsibilities

1. Support for pupils

(i) Deliver pre-planned lessons and learning activities for individual pupils, small groups and whole classes across the school (maximum of 8 pupils).
(ii) Deliver Food Technology lessons to groups of up to eight pupils in Years 10 and 11, supported by a Teaching Assistant, following the WJEC Entry Level Pathways curriculum.
(iii) Establish productive and positive working relationships with pupils, acting as a consistent role model and promoting high expectations of behaviour, attendance and engagement.
(iv) Support pupils with SEMH needs to engage successfully in learning through the use of agreed behaviour regulation and support strategies.
(v) Undertake assessment activities and record pupil progress, engagement and achievement in line with school procedures.
(vi) Provide support, guidance and encouragement to pupils, helping them develop confidence, resilience, independence and self-esteem.
(vii) Provide information and feedback to pupils regarding their progress, achievement, effort, behaviour and attendance.
(viii) Support pupils to make positive choices about their learning, conduct and personal development.
(ix) Attend daily pupil review meetings, contributing information regarding pupil progress, behaviour, wellbeing and engagement to support planning for subsequent school days.
(x) Support pupils during breaktimes, lunchtimes and other unstructured parts of the school day to ensure a safe and positive environment.

2. Support for the Teacher

(i) Support pupils' access to learning through appropriate strategies, resources and interventions.
(ii) Deliver lessons and learning activities in the absence of teaching staff, ensuring continuity of learning across all curriculum areas.
(iii) Work with teachers and other staff in planning, evaluating and adapting learning activities as required.
(iv) Monitor and evaluate pupil responses and progress through observation, assessment and planned recording.
(v) Provide objective and accurate feedback to teaching staff and leaders on pupils' achievement, progress, behaviour and engagement.
(vi) Support assessment processes by collecting, recording and reporting evidence of pupil learning and achievement.
(vii) Maintain accurate records and contribute to school tracking and recording systems.
(viii) Carry out administrative tasks associated with the role, including record keeping, communication with relevant staff and preparation of resources.
(ix) Contribute to communication with parents and carers as directed by teaching staff and school leaders.

3. Support for the Curriculum

(i) Implement agreed learning activities and teaching programmes, adapting delivery to meet pupil needs and responses.
(ii) Deliver practical Food Technology lessons that support pupils working towards WJEC Entry Level Pathways qualifications.
(iii) Prepare, organise and maintain resources, ingredients and equipment required for Food Technology and other curriculum activities.
(iv) Support pupils in developing practical, vocational, life and employability skills through Food Technology learning.
(v) Determine the need for, prepare and use specialist equipment and resources to support learning.
(vi) Support assessment and evidence collection relating to WJEC Entry Level Pathways qualifications.
(vii) Actively seek opportunities to enrich and broaden pupils' learning experiences through curriculum and enrichment activities.

General

Postholders should have NVQ level 3 or equivalent in English and Maths will be and additional, minimum requirement, together with training in relevant learning strategies, e.g., Literacy and relevant work experience

The following knowledge/skills will be required:

- Full working knowledge of relevant policies/codes of practice/legislation.
- Working knowledge of national curriculum and other relevant learning programmes.
- Understanding of principals of child development and learning processes and in particular, barriers to learning.
- Ability to plan effective actions for pupils at risk of underachieving.
- Understanding range of support services/providers.
- Understanding of EHCP's, targets and outcomes.
- Ability to self-evaluate learning needs and actively seek learning opportunities.
- Ability to relate well to children and adults.
- Work constructively as part of a team, understanding classroom roles and responsibilities and your own position within these.

Equal opportunities

We are committed to achieving equal opportunities in the way we deliver services to the community and in our employment arrangements. We expect all employees to understand and promote this policy in their work.

Health and safety

All employees have a responsibility for their own health and safety and that of others when carrying out their duties and must help us to apply our general statement of health and safety policy.

Safeguarding

Nexus MAT is committed to safeguarding and promoting the welfare of children and young people. The highest priority must be given to following the guidance and approaches to safeguard children and follow all safeguarding procedures outlined by the MAT and member schools.

Person Specification

		Essential	Desirable
Qualifications & Skills	Grade C or above in both English & Maths GCSE or equivalent	☑	
	Experience of supporting children with special educational needs and challenging behaviour	☑	
	Team Teach or equivalent trained.		☑
	Previous experience of delivering Food Tech Sessions		☑
Teaching & Learning	Placement of pupil learning at the centre of systems, policies and practice.	☑	
	Ability to make sound judgements the attainment & progress of students.	☑	
	Excellent classroom practitioner	☑	
	Knowledge of the National Curriculum and supportive strategies, accredited pathways.	☑	
	Consistent focus on pupil progress and outcomes	☑	
	Has experience of the development and implementation of Individual Education/ Behaviour/Support/Mentoring plans.	☑	
	Can provide positive feedback to pupils in relation to progress, achievement, behaviour and attendance.	☑	
	Able to deliver a diverse package of learning & pastoral support to pupils.	☑	
Developing self and working with others	Ability to set appropriate and challenging targets for self and others	☑	

Job Profile

		Essential	Desirable
	Ability to make and take decisions both individually part of a team.	☐	
	An understanding of when to consult or seek advice and when to be responsive to feedback	☐	
	Ability to contribute to and share quality practice with the ISWs, teachers and team.	☐	
	Commitment to partnership between staff, parents and students	☐	
	Demonstrate ability to work sensitively and effectively with parents/carers as agreed.	☐	
Securing Accountability	Ability to use information and observations of students and teachers to inform strategies to support learning, behaviour and attendance.	☐	
	Ability to address barriers to learning, discuss relevant issues and achieve a resolution.	☐	
	To demonstrate capacity to work independently or part of team with individuals or groups of children	☐	
Personal Qualities and Attributes	Excellent interpersonal skills with the ability to enthuse and motivate others.	☐	
	Self-reflective practitioner	☐	
	Ability to prioritise	☐	
	Ability to work under pressure	☐	
	Dynamic, positive, creative and constructive	☐	
	Open and approachable	☐	
	Conscientious, honest and reliable	☐	
	Child centred	☐	
	Capacity to make dynamic risk assessments and remain calm in challenging circumstance	☐	
Safeguarding	Suitability to work with, and ability to form and maintain appropriate relationships and personal boundaries with children	☐	
	A commitment to safeguarding and promoting the welfare of children, young people and/or vulnerable adults	☐	
	An understanding of and commitment to equal opportunities issues both within the work place and the community in general	☐	
	A criminal records check at and enhanced level	☐	

	Exempt from the rehabilitation of Offenders Act, 1974 (All spent convictions to be declared	☐	