

Cynorthwy-ydd Addysgu Lefel 3

(Cefnogi a Chyflwyno Dysgu)

Gradd 6

Disgrifiad Swydd

Gweithio o dan arweiniad uwch aelodau o'r staff/staff addysgu ac o fewn system gytunedig o oruchwyliaeth; gweithredu rhaglenni gwaith cytunedig gydag unigolion / grwpiau, oddi mewn neu oddi allan i'r ystafell ddosbarth. Gallai hyn olygu'r rhai sy'n galw am wybodaeth fanwl ac arbenigol mewn rhai meysydd, a bydd yn golygu cynorthwyo'r athro neu'r athrawes gyda'r cylch cynllunio cyflawn, yn ogystal â rheolaeth staff a rheoli/paratoi adnoddau. O bryd i'w gilydd hefyd, gall staff oruchwyllo dosbarthiadau cyfan yn ystod absenoldeb byrdymor athrawon. Bydd y prif bwyslais ar gynnal disgyblaeth dda a chadw'r disgyblion wrth eu gwaith. Bydd angen i Oruchwylwyr Llanw ymateb i gwestiynau a rhoi cymorth cyffredinol i'r disgyblion wrth iddynt ymgymryd â gweithgareddau penodol.

Cefnogi disgyblion:

- Goruchwyllo a darparu cefnogaeth neilltuol i ddisgyblion, gan gynnwys y rheiny ag anghenion arbennig, gan sicrhau eu bod yn ddiogel a bod ganddynt fynediad at weithgareddau dysgu.
- Defnyddio profiad/hyfforddiant/sgiliau arbenigol (cwricwlaid/dysgu) i gefnogi disgyblion.
- Cynorthwyo gyda rheolaeth Cynlluniau Addysg/Ymddygiad Unigol a rhaglenni Gofal Personol.
- Sefydlu perthynas adeiladol gyda'r disgyblion, gan ryngweithio â hwy yn unol â'u hanghenion unigol.
- Sefydlu perthynas waith gynhyrchiol gyda'r disgyblion, gan weithredu fel patrwm ymddwyn a gosod disgwyliadau uchel.
- Hyrwyddo cynhwysiant a derbyniad i'r holl ddisgyblion
- Rhoi cefnogaeth gyson i'r disgyblion gan gydnabod ar yr un pryd eu hanghenion unigol, ac ymateb iddynt.
- Gosod disgwyliadau heriol sy'n gofyn llawer, a hyrwyddo hunan-werth ac annibyniaeth
- Herio a symbylu disgyblion, hyrwyddo ac atgyfnerthu hunan-werth.
- Annog disgyblion i ryngweithio ac i weithio ar y cyd gydag eraill, a chynnwys yr holl ddisgyblion yn y gweithgareddau
- Hyrwyddo annibyniaeth a defnyddio strategaethau i gydnabod a gwobrwyo cyflawniad yn deillio o hunanddibyniaeth
- Annog disgyblion i weithredu'n annibynnol, fel y bo'n briodol
- Rhoi adborth i ddisgyblion ynghylch cynnydd a chyflawniad

Cefnogi'r Athro neu'r Athrawes:

- Gweithio gyda'r athro neu'r athrawes i sefydlu amgylchedd dysgu priodol
- Gweithio gyda'r athro neu'r athrawes ar gynllunio gwersi, gwerthuso a diwygio gwersi/cynlluniau gwaith fel y bo'n briodol
- Monitro a gwerthuso ymateb disgyblion i weithgareddau dysgu drwy arsylwi a chadw cofnod cynlluniedig o gyflawniad ar sail amcanion dysgu gosodedig

- Rhoi adborth gwrthrychol a chywir yn ôl y gofyn, ynghyd ag adroddiadau, i'r athro neu'r athrawes ynghylch cyflawniad, cynnydd a materion eraill sy'n ymwneud â'r disgyblion, gan sicrhau argaeledd y dystiolaeth briodol
- Bod yn gyfrifol am gadw cofnodion a'u diweddarau yn unol â'r hyn a gytunwyd gyda'r athro neu'r athrawes, gan gyfrannu tuag at adolygu systemau/cofnodion yn ôl y gofyn
- Ymgymryd â marcio gwaith y disgyblion a chadw cofnod cywir o gyflawniad/cynnydd
- Hyrwyddo gwerthoedd ac agweddau cadarnhaol, ac ymddygiad da, ymhlith y disgyblion, gan ddelio ar unwaith gyda gwrthdaro ac unrhyw ddigwyddiadau, yn unol â'r polisi sefydledig, ac annog disgyblion i fod yn gyfrifol am eu hymddygiad eu hunain
- Cydlynu'n effeithiol a sensitif, o fewn eich swyddogaeth/cyfrifoldeb, gyda'r rhieni/gwarchodwyr yn unol â'r hyn a gytunwyd gyda'r athro neu'r athrawes, a chymryd rhan mewn sesiynau/cyfarfodydd adborth gyda'r rhieni/gwarchodwyr, neu'n unol â'r cyfarwyddyd
- Gweinyddu ac asesu profion arferol a goruchwyllo arholiadau/profion
- Darparu cefnogaeth gyffredinol, yn glerigol/gweinyddol e.e. gweinyddu gwaith cwrs, cynhyrchu taflenni gwaith ar gyfer gweithgareddau cytunedig, ac ati.

Cefnogi'r Cwricwlwm:

- Cefnogi disgyblion i gael mynediad i'r cwricwlwm
- Gweithredu gweithgareddau dysgu/rhaglenni addysgu y cytunwyd arnynt, gan addasu'r gweithgareddau yn ôl ymateb/anghenion y disgyblion
- Gweithredu strategaethau dysgu lleol a chenedlaethol e.e. llythrennedd, rhifedd, CA3, y blynyddoedd cynnar, a gwneud defnydd effeithiol o gyfleoedd a ddaw o weithgareddau dysgu eraill i gefnogi datblygiad sgiliau perthnasol
- Cefnogi'r defnydd o TGCh mewn gweithgareddau dysgu, gan ddatblygu hyfedredd disgyblion a'u hannibynniaeth fel defnyddwyr y dechnoleg
- Cynorthwyo'r disgyblion i gael mynediad at weithgareddau dysgu drwy gyfrwng cefnogaeth arbenigol
- Penderfynu ar yr angen am offer ac adnoddau cyffredinol ac arbenigol, eu paratoi, a'u cynnal a'u cadw

Cefnogi'r Ysgol:

- Bod yn ymwybodol o bolisiau a threfniadaethau perthnasol, gan gydymffurfio â hwy, yn ymwneud ag amddiffyn plant, iechyd, diogelwch a sicrwydd, cyfrinachedd a gwarchod data, a chyflwyno adroddiad ar bob testun pryder i berson priodol
- Bod yn ymwybodol o wahaniaethau a'u cefnogi, a sicrhau bod gan yr holl ddisgyblion fynediad cyfartal i'r cyfleoedd ar gyfer dysgu a datblygu
- Cyfrannu tuag at ethos/gwaith/amcanion cyffredinol yr ysgol
- Sefydlu perthynas adeiladol gyda phobl eraill gan gyfathrebu gydag asiantaethau/gweithwyr proffesiynol eraill, mewn cydweithrediad â'r athro neu'r athrawes, er mwyn cefnogi cyflawniad a chynnydd y disgyblion
- Mynychu cyfarfodydd rheolaidd a chymryd rhan ynddynt
- Cymryd rhan mewn hyfforddiant a gweithgareddau dysgu eraill yn ôl y gofyn
- Cydnabod eich cryfderau a'ch meysydd arbenigol eich hunan a defnyddio'r rhain i gynghori a chefnogi eraill
- Darparu arweiniad a goruchwyliaeth briodol a chynorthwyo gyda hyfforddiant a datblygiad staff fel y bo'n briodol
- Ymgymryd â goruchwyllo cynlluniedig disgyblion mewn gweithgareddau dysgu yn ystod oriau tu allan i'r ysgol
- Goruchwyllo disgyblion ar ymweliadau, gwibdeithiau, a gweithgareddau y tu allan i'r ysgol, yn ôl y gofyn

Manyleb y Person

Profiad:

- Profiad o weithio gyda phlant o'r oed perthnasol

Cymwysterau:

- Sgiliau rhifedd/llythrennedd da
- CGC 3 (Cymhwyster Galwedigaethol Cenedlaethol – NVQ) Cynorthwywyr Addysgu neu gymhwyster neu brofiad tebyg
- Hyfforddiant yn y strategaethau perthnasol e.e. llythrennedd a/neu mewn maes neilltuol o'r cwricwlwm neu ddysgu e.e. dwyieithrwydd, iaith arwyddion, dyslecsia, TGCh, mathemateg, Saesneg, CACHE, ac ati.
- Hyfforddiant cymorth cyntaf priodol

Gwybodaeth/Sgiliau:

- Y gallu i ddefnyddio TGCh yn effeithiol i gefnogi'r dysgu
- Defnydd o offer eraill technoleg – fideo, llungopiwr
- Gwybodaeth drylwyr o bolisiâu/codau ymarfer perthnasol, ac ymwybyddiaeth o'r ddeddfwriaeth berthnasol
- Gwybodaeth ddigonol o'r cwricwlwm cenedlaethol/cyfnod sylfaen a rhaglenni/strategaethau dysgu perthnasol eraill
- Dealltwriaeth o egwyddorion datblygiad a phrosesau dysgu'r plentyn
- Y gallu i hunanwerthuso anghenion dysgu ac ymdrechu i chwilio am gyfleoedd dysgu
- Y gallu i ddod ymlaen yn dda gyda phlant ac oedolion
- Gweithio'n adeiladol a hyblyg yn rhan o dîm, deall cyfrifoldebau a swyddogaethau'r ystafell ddosbarth a'ch safle bersonol o fewn y swyddogaethau hynny

Teaching Assistant – Level 3

(Support & Delivering Learning)

Grade 6

Job Description

To work under the guidance of teaching/senior staff and within an agreed system of supervision, to implement agreed work programmes with individuals/groups, in or out of the classroom. This could include those requiring detailed and specialist knowledge in particular areas and will involve assisting the teacher in the whole planning cycle and the management of staff and the management/preparation of resources. . Staff may also supervise whole classes occasionally during the short-term absence of teachers. The primary focus will be to maintain good order and to keep pupils on task. Cover Supervisors will need to respond to questions and generally assist pupils to undertake set activities.

Support for pupils:

- Supervise and provide particular support for pupils, including those with special needs, ensuring their safety and access to learning activities
- Use specialist (curricular/learning) skills/training/experience to support pupils
- Assist with the management of Individual Education/Behaviour Plans and Personal Care programmes
- Establish constructive relationships with pupils and interact with them according to individual needs
- Establish productive working relationships with pupils, acting as a role model and setting high expectations
- Promote the inclusion and acceptance of all pupils
- Support pupils consistently whilst recognising and responding to their individual needs
- Set challenging and demanding expectations and promote self-esteem and independence
- Challenge and motivate pupils, promote and reinforce self-esteem
- Encourage pupils to interact and work co-operatively with others and engage all pupils in activities
- Promote independence and employ strategies to recognise and reward achievement of self-reliance
- Encourage pupils to act independently as appropriate
- Provide feedback to pupils in relation to progress and achievement

Support for the Teacher:

- Work with the teacher to establish an appropriate learning environment
- Work with the teacher in lesson planning, evaluating and adjusting lessons/work plans as appropriate
- Monitor and evaluate pupils' responses to learning activities through observation and planned recording of achievement against pre-determined learning objectives
- Provide objective and accurate feedback and reports as required, to the teacher on pupil achievement, progress and other matters, ensuring the availability of appropriate evidence
- Be responsible for keeping and updating records as agreed with the teacher, contributing to reviews of systems/records as requested
- Undertake marking of pupils' work and accurately record achievement/progress

- Promote positive values, attitudes and good pupil behaviour, dealing promptly with conflict and incidents in line with established policy and encourage pupils to take responsibility for their own behaviour
- Liaise sensitively and effectively with parents/carers as agreed with the teacher within your role/responsibility and participate in feedback sessions/meetings with parents , or as directed
- Administer and assess routine tests and invigilate exams/tests
- Provide general clerical/admin. Support e.g. administer coursework, produce worksheets for agreed activities etc.

Support for the Curriculum:

- Support pupils in gaining access to the curriculum
- Implement agreed learning activities/teaching programmes, adjusting activities according to pupil responses/needs
- Implement local and national learning strategies e.g. literacy, numeracy, KS3, early years and make effective use of opportunities provided by other learning activities to support the development of relevant skills
- Support the use of ICT in learning activities and develop pupils' competence and independence in its use
- Help pupil to access learning activities through specialist support
- Determine the need for, prepare and maintain general and specialist equipment and resources

Support for the School:

- Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person
- Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop
- Contribute to the overall ethos/work/aims of the school
- Establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher, to support achievement and progress of pupils
- Attend and participate in regular meetings
- Participate in training and other learning activities as required
- Recognise own strengths and areas of expertise and use these to advise and support others
- Provide appropriate guidance and supervision and assist in the training and development of staff as appropriate
- Undertake planned supervision of pupils' out of school hours learning activities
- Supervise pupils on visits, trips and out of school activities as required

Person Specification

Experience:

- Experience working with children of relevant age

Qualifications:

- Very good numeracy/literacy skills
- NVQ 3 for Teaching Assistants or equivalent qualification or experience
- Training in the relevant strategies e.g. literacy and/or in particular curriculum or learning area e.g. bi-lingual, sign language, dyslexia, ICT, maths, English, CACHE etc.
- Appropriate first aid training

Knowledge/Skills:

- Can use ICT effectively to support learning
- Use of other equipment technology – video, photocopier
- Full working knowledge of relevant policies/codes of practice and awareness of relevant legislation
- Working knowledge of national/foundation stage curriculum and other relevant learning programmes/strategies
- Understanding of principles of child development and learning processes
- Ability to self-evaluate learning needs and actively seek learning opportunities
- Ability to relate well to children and adults
- Work constructively and flexibly as part of a team, understanding classroom roles and responsibilities and your own position within these