

Cynorthwy-ydd Addysgu Lefel 4

(Cefnogi a Chyflwyno Dysgu)

Gradd 8

Disgrifiad Swydd

Cyfannu gwaith proffesiynol athrawon drwy fynd yn gyfrifol am weithgareddau dysgu cytunedig o fewn system gytunedig o oruchwyliaeth. Gallai hyn olygu cynllunio, paratoi a chyflwyno gweithgareddau ar gyfer unigolion / grwpiau, neu ar gyfer dosbarthiadau cyfan am gyfnod byr-dymor, a monitro disgyblion, ac asesu, cofnodi a chyflwyno adroddiadau ar gyflawniad, cynnydd a datblygiad disgyblion.

Bod yn gyfrifol am reoli a datblygu maes arbenigol o fewn yr ysgol a/neu reoli cynorthwywyr addysgu eraill gan gynnwys dosbarthu a monitro gwaith, arfarnu, a hyfforddiant.

Cefnogi disgyblion:

- Asesu anghenion disgyblion a defnyddio gwybodaeth fanwl a sgiliau arbenigol i gefnogi dysgu'r disgyblion
- Sefydlu perthynas waith gynhyrchol gyda'r disgyblion, gan weithredu fel patrwm ymddygiad a gosod disgwyliadau uchel
- Datblygu CAUau a'u rhoi ar waith
- Hyrwyddo cynhwysiant a derbyniad i'r holl ddisgyblion o fewn yr ystafell ddosbarth
- Rhoi cefnogaeth gyson i'r disgyblion gan gydnabod ar yr un pryd eu hanghenion unigol, ac ymateb iddynt.
- 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
- Rhoi adborth i ddisgyblion ynghylch cynnydd a chyflawniad

Cefnogi'r Athro neu'r Athrawes:

- Trefnu a rheoli amgylchedd dysgu ac adnoddau priodol
- O fewn system gytunedig o oruchwyliaeth, cynllunio amcanion heriol i'r addysgu a'r dysgu, er mwyn gwerthuso a diwygio gwersi/cynlluniau gwaith fel y bo'n briodol
- Monitro a gwerthuso ymateb disgyblion i weithgareddau dysgu drwy amrediad o strategaethau asesu a monitro ar sail amcanion dysgu gosodedig
- Rhoi adborth gwrthrychol a chywir yn ôl y gofyn, ynghyd ag adroddiadau, ynghylch cyflawniad, cynnydd a materion eraill yn ymwneud â'r disgyblion, gan sicrhau argaeledd y dystiolaeth briodol
- Cadw cofnod systematig o gynnydd a chyflawniad mewn gwersi/gweithgareddau a darparu tystiolaeth o rychwant a lefel cynnydd a chyrhaeddiad
- Gweithio o fewn polisi sefydledig ar ddisgyblaeth er mwyn rhagfynegi a rheoli ymddygiad mewn modd adeiladol, gan hyrwyddo hunanreolaeth ac annibyniaeth
- Cefnogi swyddogaeth rhieni mewn perthynas â dysgu'r disgyblion, a chyfrannu at/arwain cyfarfodydd gyda'r rhieni er mwyn darparu adborth adeiladol ar gynnydd/cyflawniad y disgyblion, ac ati
- Gweinyddu ac asesu profion arferol a goruchwyllo arholiadau/profion
- Cynhyrchu cynlluniau gwersi, taflenni gwaith, cynlluniau, ac ati

Cefnogi'r Cwricwlwm:

- Cyflwyno gweithgareddau dysgu i'r disgyblion o fewn system gytunedig o oruchwyliaeth, gan addasu'r gweithgareddau yn ôl ymateb/anghenion y disgyblion
- Cyflwyno 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'r disgyblion
- Defnyddio TGCh yn effeithiol i gefnogi gweithgareddau dysgu, gan ddatblygu hyfedredd disgyblion a'u hannibynniaeth fel defnyddwyr y dechnoleg
- Dethol a pharatoi adnoddau angenrheidiol ar gyfer arwain gweithgareddau dysgu, gan gymryd i ystyriaeth ddiddordebau, iaith, a chefnidir diwylliannol y disgyblion
- Rhoi cyngor ar leoliad a'r defnydd priodol o gymorth/adnoddau/offer arbenigol

Cefnogi'r Ysgol:

- Cydymffurfio a chynorthwyo gyda pholisïau a threfniadaethau sy'n 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
- Rhoi arweiniad, fel y bo'n briodol, wrth ddatblygu dulliau amlasiantaethol addas i gefnogi disgyblion
- Cydnabod eich cryfderau a'ch meysydd arbenigol eich hunan a defnyddio'r rhain i gynghori a chefnogi eraill
- Ymgymryd â gweithgareddau dysgu yn ystod oriau tu allan i'r ysgol o fewn canllawiau a sefydlwyd gan yr ysgol
- Cyfrannu tuag at ddynodi a chyflawni gweithgareddau dysgu addas yn ystod oriau tu allan i'r ysgol sy'n cyfannu ac ymestyn y gwaith a wnaed yn yr ystafell ddosbarth

Cyfrifoldebau rheolaeth linell fel y bo'n briodol:

- Rheoli cynorthwywyr addysgu eraill
- Cydgysylltu rheolwyr/staff addysgu a chynorthwywyr addysgu
- Cynnal cyfarfodydd tîm yn rheolaidd gyda'r aelodau o staff sydd o dan oruchwyliaeth
- Cynrychioli cynorthwywyr addysgu mewn cyfarfodydd staff addysgu/rheolwyr/cyfarfodydd eraill priodol
- Ymgymryd â recriwtio / cyfnodau cyflwyniad / arfarnu / hyfforddiant / mentora ar gyfer cynorthwywyr addysgu eraill

Manyleb y Person

Profiad:

- Profiad o weithio gyda phlant o'r oed perthnasol mewn amgylchedd dysgu

Cymwysterau:

- Cwrdd â safonau Cynorthwyyr Addysgu Safon Uwch neu gymhwyster neu brofiad cyfwerth
- Sgiliau rhifedd/llythrennedd ardderchog – cyfwerth â'r CGC Lefel 2 (Cymhwyster Galwedigaethol Cenedlaethol – NVQ) mewn Saesneg a Mathemateg
- Hyfforddiant yn y strategaethau dysgu perthnasol e.e. sgiliau arbenigol mewn llythrennedd / hyfforddiant mewn maes dysgu neu'r cwricwlwm e.e. dwyieithrwydd, iaith arwyddion, TGCh

Gwybodaeth/Sgiliau:

- Y gallu i ddefnyddio TGCh yn effeithiol i gefnogi'r dysgu
- Gwybodaeth drylwyr o bolisiâu/codau ymarfer/deddfwriaeth berthnasol
- Gwybodaeth ddigonol a phrofiad o weithredu'r cwricwlwm cenedlaethol/cyfnod sylfaen a rhaglenni/strategaethau dysgu perthnasol eraill
- Dealltwriaeth dda o ddatblygiad a phrosesau dysgu'r plentyn
- Dealltwriaeth o fframweithiau statudol mewn perthynas ag addysgu
- Y gallu i drefnu, arwain a symbylu tîm
- Gwella eich arfer/gwybodaeth eich hunan yn gyson drwy hunanwerthuso a dysgu gan eraill
- 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 4

(Support & Delivering Learning)

Grade 8

Job Description

To complement the professional work of teachers by taking responsibility for agreed learning activities under an agreed system of supervision. This may involve planning, preparing and delivering learning activities for individuals/groups, or short term for whole classes and monitoring pupils and assessing, recording and reporting on pupils achievement, progress and development.

Responsible for the management and development of a specialist area within the school and/or management of other teaching assistants including allocation and monitoring of work, appraisal and training.

Support for pupils:

- Assess the needs of pupils and use detailed knowledge and specialist skills to support pupils' learning
- Establish productive working relationships with pupils, acting as a role model and setting high expectations
- Develop and implement IEPs
- Promote the inclusion and acceptance of all pupils within the classroom
- Support pupils consistently whilst recognising and responding to their individual needs
- 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
- Provide feedback to pupils in relation to progress and achievement

Support for the Teacher:

- Organise and manage appropriate learning environment and resources
- With an agreed system of supervision, plan challenging teaching and learning objectives to evaluate and adjust lessons/work plans as appropriate
- Monitor and evaluate pupils' responses to learning activities through a range of assessment and monitoring strategies against pre-determined learning objectives
- Provide objective and accurate feedback and reports as required on pupil achievement, progress and other matters, ensuring the availability of appropriate evidence
- Record progress and achievement in lessons/activities systematically and providing evidence of range and level of progress and attainment
- Work within an established discipline policy to anticipate and manage behaviour constructively, promoting self control and independence
- Supporting the role of parents in pupils' learning and contribute to/lead meetings with parents to provide constructive feedback on pupil progress/achievement etc
- Administer and assess routine tests and invigilate exams/tests
- Production of lesson plans, worksheet, plans etc

Support for the Curriculum:

- Deliver learning activities to pupils within agreed system of supervision, adjusting activities according to pupil responses/needs
- Deliver 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 pupils' skills
- Use ICT effectively to support learning activities and develop pupils' competence and independence in its use
- Select and prepare resources necessary to lead learning activities, taking account of pupils' interests and language and cultural backgrounds
- Advise on appropriate deployment and use of specialist aid/resources/equipment

Support for the School:

- Comply with and assist with the development of policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting 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
- Take the initiative as appropriate to develop appropriate multi-agency approaches to supporting pupils
- Recognise own strengths and areas of specialist expertise and use these to lead, advise and support others
- Deliver out of school learning activities within guidelines established by the school
- Contribute to the identification and execution of appropriate out of school learning activities which consolidate and extend work carried out in class

Line management responsibilities where appropriate:

- Manage other teaching assistants
- Liaise between managers/teaching staff and teaching assistants
- Hold regular team meetings with managed staff
- Represent teaching assistants at teaching staff/management/other appropriate meetings
- Undertake recruitment/induction/appraisal/training/mentoring for other teaching assistants

Person Specification

Experience:

- Experience working with children of relevant age in a learning environment

Qualifications:

- Meet Higher Level Teaching Assistants standards or equivalent qualification or experience
- Excellent numeracy/literacy skills – equivalent to NVQ Level 2 in English and maths.
- Training in relevant learning strategies e.g. literacy
- Specialist skills/training in curriculum or learning area e.g. bi-lingual, sign language, ICT

Knowledge/Skills:

- Can use ICT effectively to support learning
- Full working knowledge of relevant policies/codes of practice/ legislation
- Working knowledge and experience of implementing national/foundation stage curriculum and other relevant learning programmes/strategies
- Good understanding of child development and learning processes
- Understanding of statutory frameworks relating to teaching
- Ability to organise, lead and motivate a team
- Constantly improve own practice/knowledge through self-evaluation and learning from others
- 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