

Disgrifiad Swydd

Teitl y Swydd	Cynorthwydd Dysgu Lefel 3- Canolfan Clyw
Gwasanaeth	Ysgolion a Diwylliant
Graddfa	6
Pwynt/iau Cyflog	7-10
Cyflog	£24,294 - £25,545
Pwrpas y Swydd	<p>Goruchwyllo a darparu cefnogaeth benodol i ddisgyblion (Nam ar eu Clyw) yn y Ganolfan Adnoddau Clyw ym Mhenglais a Chefnogaeth Allgymorth i ddisgyblion penodol yng Ngheredigion yn ôl yr angen, gan sicrhau eu diogelwch a'u mynediad at weithgareddau dysgu;</p> <p>Gweithio o dan arweiniad staff addysgu / uwch staff, o fewn system oruchwyllo y cytunwyd arni, i weithredu rhaglenni gwaith y cytunwyd arnynt gydag unigolion / grwpiau, i mewn neu allan o'r ystafell ddosbarth. Bydd hyn yn cynnwys gwybodaeth fanwl ac arbenigol mewn meysydd penodol a bydd yn cynnwys cynorthwyo'r athro yn y cylch cynllunio cyfan, rheoli staff a rheoli / paratoi adnoddau. Efallai y bydd gofyn i staff hefyd oruchwyllo dosbarthiadau cyfan / grwpiau bach yn achlysurol yn ystod absenoldeb tymor byr athrawon. Y prif ffocws fydd cadw trefn dda a chadw disgyblion ar dasg. Bydd angen i staff ymateb i gwestiynau a chynorthwyo disgyblion yn gyffredinol i ymgymryd â gweithgareddau penodol.</p>
Lleoliad	Canolfan Clyw Ysgol Penglais
Oriau Gwaith	37 awr yr wythnos
Math o Gytundeb	Llawn-amser
Hyd y Cytundeb	Parhaol
Teitl swydd y Rheolwr Llinell	Dr Louize Miller , Arweinydd y Ganolfan Clyw ac Athrawes Ymgynghorol clyw.
Cyfrifoldebau Goruchwyllo / Rheoli	D/P
Atebolrwydd	Dr Louize Miller a Gwasanaethau Dysgu Ceredigion
Telerau Cytundebol sy'n Gysylltiedig â'r Swydd	Tymor Ysgol

Dyletswyddau a chyfrifoldebau

Gweithio o dan arweiniad staff addysgu / uwch staff, o fewn system oruchwylio y cytunwyd arni, i weithredu rhaglenni gwaith y cytunwyd arnynt gydag unigolion / grwpiau, i mewn neu allan o'r ystafell ddosbarth. Bydd hyn yn cynnwys gwybodaeth fanwl ac arbenigol mewn meysydd penodol a bydd yn cynnwys cynorthwyo'r athro yn y cylch cynllunio cyfan, rheoli staff a rheoli / paratoi adnoddau. Efallai y bydd gofyn i staff hefyd oruchwylio dosbarthiadau cyfan / grwpiau bach yn achlysurol yn ystod absenoldeb tymor byr athrawon. Y prif ffocws fydd cadw trefn dda a chadw disgyblion ar dasg. Bydd angen i staff ymateb i gwestiynau a chynorthwyo disgyblion yn gyffredinol i ymgymryd â gweithgareddau penodol.

Cefnogi'r Disgyblion:

- goruchwylio a darparu cefnogaeth benodol i ddisgyblion (Nam ar eu Clyw) yn y Sylfaen Adnoddau Clyw ym Mhenglais a Chefnogaeth Allgymorth i ddisgyblion penodol yng Ngheredigion yn ôl yr angen, gan sicrhau eu diogelwch a'u mynediad at weithgareddau dysgu
- defnyddio sgiliau / hyfforddiant / profiad arbenigol (cwricwlaidd / dysgu) i gefnogi disgyblion
- cynorthwyo gyda rheoli Cynlluniau Addysg / Ymddygiad Unigol a rhaglenni Gofal Personol
- sefydlu perthnasoedd adeiladol gyda disgyblion a rhyngweithio â nhw yn unol ag anghenion unigol a phenodol
- sefydlu perthnasoedd gwaith cynhyrchiol gyda disgyblion, gan weithredu fel model rôl a gosod disgwyliadau uchel ar eu cyfer
- hyrwyddo cynhwysiant a derbyniad pob disgybl ym mhob lleoliad
- cefnogi disgyblion yn gyson wrth gydnabod ac ymateb i'w hanghenion unigol a phenodol;
- gosod disgwyliadau heriol a heriol sy'n cymell ac yn hyrwyddo hunan-barch ac annibyniaeth disgyblion
- annog disgyblion i ryngweithio a chydweithredu ag eraill a chymryd rhan ym mhob gweithgaredd
- hyrwyddo annibyniaeth a defnyddio strategaethau i gydnabod a gwobrwyo cyflawniad mewn cyrhaeddiad a hunandibyniaeth
- rhoi adborth i ddisgyblion mewn perthynas â chynnydd a chyflawniad. Cefnogi'r Athro/Athrawes

Cefnogi'r Athrawon:

- gweithio gyda'r athro / ysgolion i sefydlu amgylchedd dysgu priodol
- gweithio gyda'r athro / athrawes wrth gynllunio gwersi, gwerthuso a diwygio gwersi / cynlluniau gwaith fel sy'n briodol
- monitro a gwerthuso ymatebion disgyblion i weithgareddau dysgu trwy arsylwi a chofnodi cyflawniad wedi'i gynllunio yn erbyn amcanion dysgu a bennwyd ymlaen llaw
- darparu adborth ac adroddiadau gwrthrychol a chywir yn ôl yr angen, i'r athro, ar gyflawniad disgyblion, cynnydd a materion eraill, gan sicrhau bod tystiolaeth briodol ar gael
- bod yn gyfrifol am gadw a diweddarau cofnodion fel y cytunwyd gyda'r athro, gan gyfrannu at adolygiadau o systemau / cofnodion yn ôl y gofyn
- ymgymryd â marcio gwaith disgyblion a chofnodi cyflawniad / cynnydd yn gywir
- hyrwyddo gwerthoedd cadarnhaol, agweddau ac ymddygiad da disgyblion, gan ddelio'n brydlon â gwrthdaro a digwyddiadau yn unol â pholisi sefydledig ac annog disgyblion i gymryd cyfrifoldeb am eu hymddygiad eu hunain
- cysylltu'n sensitif ac yn effeithiol â rhieni / gofawyr fel y cytunwyd gyda'r athro yn eich rôl / cyfrifoldeb a chymryd rhan mewn sesiynau adborth / cyfarfodydd gyda rhieni, neu yn ôl y cyfarwyddyd
- gweinyddu ac asesu profion arferol a bywiogi arholiadau / profion
- darparu cefnogaeth glerigol / gweinyddol gyffredinol e.e. gweinyddu gwaith cwrs, cynhyrchu taflenni gwaith ar gyfer gweithgareddau y cytunwyd arnynt

Cefnogi'r Cwricwlwm

- Cefnogi disgyblion i gael mynediad i'r cwricwlwm
- Gwahaniaethu tasgau yn ôl yr angen i gefnogi disgyblion
- gweithredu gweithgareddau dysgu / rhaglenni addysgu y cytunwyd arnynt, gan addasu gweithgareddau yn unol ag ymatebion / anghenion disgyblion
- gweithredu strategaethau dysgu lleol a chenedlaethol e.e. llythrennedd, rhifedd, blynyddoedd cynnar, CA2, CA3 a CA4 ac yn gwneud defnydd effeithiol o gyfleoedd a ddarperir gan weithgareddau dysgu eraill i gefnogi datblygiad sgiliau perthnasol
- cefnogi'r defnydd o TGCh mewn gweithgareddau dysgu a datblygu cymhwysedd ac annibyniaeth disgyblion wrth ei ddefnyddio
- helpu'r disgybl i gael mynediad at weithgareddau dysgu trwy gymorth unigol arbenigol
- pennu'r angen am, paratoi a chynnal a chadw offer ac adnoddau cyffredinol ac arbenigol

Cefnogi'r Ysgolion

- Bod yn ymwybodol o, a chydymffurfio â pholisïau sy'n ymwneud ag amddiffyn plant, iechyd, diogelwch, cyfrinachedd a diogelu data, gan adrodd ynghylch pob pryder i berson priodol
- Bod yn ymwybodol o wahaniaeth a'i gefnogi a sicrhau bod yr holl ddisgyblion yn meddu ar fynediad cyfartal i gyfleoedd dysgu a datblygu
- Cyfrannu at ethos/gwaith/nodau cyffredinol yr ysgolion
- Gwerthfawrogi a chefnogi rôl gweithwyr proffesiynol eraill
- Mynychu a chymryd rhan mewn cyfarfodydd perthnasol yn ôl y gofyn
- Cymryd rhan mewn hyfforddiant a gweithgareddau dysgu a datblygiadau perfformiad eraill yn ôl y gofyn
- cydnabod eich cryfderau a'ch meysydd arbenigedd eich hun a defnyddio'r rhain i gynghori a chefnogi eraill
- darparu arweiniad a goruchwyliaeth briodol a chynorthwyo i hyfforddi a datblygu staff fel sy'n briodol
- ymgymryd â goruchwyliaeth gynlluniedig o weithgareddau dysgu y tu allan i oriau ysgol disgyblion
- goruchwyllo disgyblion ar ymweliadau, teithiau a gweithgareddau y tu allan i'r ysgol yn ôl yr angen

Manyleb Person

Gofynnol		
Cymwysterau Academaidd / Proffesiynol / Technegol / Galwedigaethol	<ul style="list-style-type: none"> • sgiliau rhifedd/llythrennedd da • CGC 3 ar gyfer Cynorthwyr Addysgu neu gymwysterau neu brofiad cyfatebol • Hyfforddiant a chymhwyster BSL Lefel 2 (Ileiafswm) • Hyfforddiant yn y strategaethau perthnasol e.e. llythrennedd a / neu yn benodol gwricwlwm neu feysydd dysgu e.e. dwyieithog, iaith arwyddion, dyslecsia, TGCh, mathemateg, Saesneg, CACHE ac ati • Hyfforddiant Cymorth Cyntaf priodol 	
Sgiliau Ieithyddol Cymraeg	Gwrando/Siarad: Lefel 2 Darllen: Lefel 2 Ysgrifennu: Lefel 2	Rhaid cwrdd a'r sgiliau ieithyddol Cymraeg a nodwyd o fewn dwy flynedd i benodiad
Sgiliau Ieithyddol Saesneg	Gwrando/Siarad: Lefel 5 Darllen: Lefel 5 Ysgrifennu: Lefel 5	Rhaid cwrdd a'r sgiliau ieithyddol Saesneg a nodwyd ar apwyntiad.
Sgiliau Ymarferol / Personol	<ul style="list-style-type: none"> • y gallu i ddefnyddio TGCh yn effeithiol I gefnogi dysgu. • defnyddio technoleg offer arall - cymhorthion clyw, cymhorthion radio, fideo, llungopiwr • gwybodaeth ymarferol lawn o bolisiau / codau ymarfer perthnasol ac ymwybyddiaeth o ddeddfwriaeth berthnasol • gwybodaeth ymarferol o strategaethau Cwricwlwm Cenedlaethol, Rhifedd a Llythrennedd a rhaglenni / strategaethau dysgu perthnasol eraill • dealltwriaeth o egwyddorion datblygiad plant a phrosesau dysgu • y gallu i hunanwerthuso anghenion dysgu disgyblion a mynd ati i chwilio am gyfleoedd dysgu priodol • y gallu i gysylltu'n dda â phlant ac oedolion • gweithio'n adeiladol ac yn hyblyg fel rhan o dîm, gan ddeall rolau a chyfrifoldebau ystafell ddosbarth a'ch safle eich hun yn y rhain 	
Profiad Hanfodol	<ul style="list-style-type: none"> • profiad o weithio gyda phlant, yn enwedig plant ag anghenion addysgol ychwanegol o oedrannau perthnasol • meistrolaeth dda ar yr iaith Saesneg i helpu disgyblion i gael mynediad i'r cwricwlwm a chwblhau gweithgareddau a osodwyd. 	
Hyfforddiant/addysg y mae'n ofynnol eu cyflawni/mynd ati i'w cyflawni ar gyfer y swydd	<ul style="list-style-type: none"> • Cymwysterau BSL • Hyfforddiant ymwybyddiaeth o fyddardod • Hyfforddiant ar gyfer anghenion eraill yn ôl yr angen h.y. ADHD, ASD, Dyslecsia ac ati 	

Dymunol

Cymwysterau / Hyfforddiant

- gallu gweithio'n annibynnol ond o fewn y strwythur
- Hyfforddiant BSL perthnasol

Sgiliau Ymarferol / Personol

- profiad o weithio gyda phlant sydd wedi colli eu clyw

Job Description

Post Name	Teaching Assistant Level 3 (Hearing Impaired)
Service	Schools and Culture
Grade	6
Spinal Point/s	7-10
Salary	£24,294 - £25,545
Job Purpose	<p>Supervise and provide particular support for (Hearing Impaired) pupils at the Hearing Resource Base at Penglais and Outreach Support for specific pupils within Ceredigion as required, ensuring their safety and access to learning activities.</p> <p>To work under the guidance of teaching / senior staff, within an agreed system of supervision, to implement agreed work programmes with individuals / groups, in or out of the classroom. This will include detailed and specialist knowledge in particular areas and will involve assisting the teacher in the whole planning cycle, the management of staff and, the management / preparation of resources. Staff may also be required to supervise whole classes / small groups occasionally during the short-term absence of teachers. The primary focus will be to maintain good order and to keep pupils on task. Staff will need to respond to questions and generally assist pupils to undertake set activities.</p>
Location	Ysgol Penglais, Specialist Hearing Resource Centre
Hours of Work	37 hours per week
Type of Contract	Full-time
Contract Duration	Permanent
Line Managers Job Title	Dr Louize Miller, Leader of Hearing Resource Centre and Advisory teacher for pupils with hearing loss (QtoD)
Supervisory/Managerial Responsibilities	N/A
Accountability	Dr Louize Miller and Ceredigion Learning Services
Contractual Terms Associated with the Post	School term time only

Duties and Responsibilities

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

Support for pupils

- supervise and provide particular support for (Hearing Impaired) pupils at the Hearing Resource Base at Penglais and Outreach Support for specific pupils within Ceredigion as required, 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 and specific needs
- establish productive working relationships with pupils, acting as a role model and setting high expectations for them
- promote the inclusion and acceptance of all pupils in all settings
- support pupils consistently whilst recognising and responding to their individual and specific needs
- set challenging and demanding expectations which motivate and promote pupils' self-esteem and independence
- encourage pupils to interact and work co-operatively with others and engage in all activities
- promote independence and employ strategies to recognise and reward achievement in attainment and self-reliance
- provide feedback to pupils in relation to progress and achievement

Support for the Teacher

- work with the teacher /schools to establish an appropriate learning environment
- work with the teacher in lesson planning, evaluating and amending 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

Support for the Curriculum

- support pupils in gaining access to the curriculum. Differentiate tasks as required to support pupils
- implement agreed learning activities / teaching programmes, adjusting activities according to pupil responses / needs
- implement local and national learning strategies e.g. literacy, numeracy, early years, KS2, KS3 and KS4 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 individual 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 the 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 professional 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

Essential		
Academic / Professional / Technical / Vocational Qualifications	<ul style="list-style-type: none"> • very good Numeracy and Literacy skills • NVQ 3 for Teaching Assistants or equivalent qualification or experience • BSL Level 2 training and qualification (minimum) • Training in the relevant strategies e.g. literacy and / or in particular curriculum or learning areas e.g. bi-lingual, sign language, dyslexia, ICT, maths, English, CACHE etc • appropriate First Aid training 	
Welsh Linguistic Skills	Listening/Speaking: Level 2 Reading: Level 2 Writing Level 2	The Welsh linguistic skills noted must be attained within two years of appointment.
English Linguistic Skills	Listening/Speaking: Level 5 Reading: Level 5 Writing Level 5	The English linguistic skills noted are required on appointment.
Practical and personal skills	<ul style="list-style-type: none"> • ability to use ICT effectively to support learning • use of other equipment technology – hearing aids, radio aids, video, photocopier • full working knowledge of relevant policies / codes of practice and awareness of relevant legislation • working knowledge of National Curriculum, Numeracy and Literacy strategies and other relevant learning programmes / strategies • understanding of principles of child development and learning processes • ability to self-evaluate pupils' learning needs and actively seek appropriate 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 	
Required Experience	<ul style="list-style-type: none"> • experience of working with children, in particular children with additional educational needs of relevant ages • good command of the English language to help pupils to access the curriculum and complete activities set 	
Training/education required to be undertaken for the post/worked towards	<ul style="list-style-type: none"> • BSL Qualifications • Deaf awareness training • Training for other needs as required i.e. ADHD, ASD, Dyslexia etc 	

Desirable	
Qualifications / Training	<ul style="list-style-type: none"> • able to work independently but within the structure • relevant BSL training
Practical / Personal Skills	<ul style="list-style-type: none"> • experience of working with children with hearing loss