

Disgrifiad Swydd

Teitl y Swydd	HLTA Cefnogi Tiwtora
Gwasanaeth	Ysgolion a Diwylliant
Graddfa	9
Pwynt/iau Cyflog	24-26
Cyflog	£33,024 - £34,834 pro rata
Pwrpas y Swydd	<p>Sicrhau bod yr awdurdod yn cadw at ei gyfrifoldebau statudol i wneud trefniadau i ddisgyblion o oedran ysgol gorfodol gael mynediad at addysg addas os na chânt fynychu'r ysgol brif ffrwd am unrhyw gyfnod oherwydd salwch, gwaharddiad neu fel arall.</p> <p>Prif rôl yr HLTA / tiwtor yw darparu cymorth addysgol i'r plant hynny sy'n gymwys i gael hyfforddiant o'r fath.</p>
Lleoliad	Lleoliadau yng Ngheredigion
Oriau Gwaith	37 – amser tymor yn unig
Math o Gytundeb	Rhan-amser
Hyd y Cytundeb	Dros Dro
Teitl swydd y Rheolwr Llinell	Arweinydd Tîm Gwasanaeth Cynhwysiant Addysg
Cyfrifoldebau Goruchwylio / Rheoli	Dim
Atebolrwydd	Arweinydd Tîm Gwasanaeth Cynhwysiant Addysg
Telerau Cytundebol sy'n Gysylltiedig â'r Swydd	<ul style="list-style-type: none"> mae Diogelu ac Amddiffyn Plant yn flaenoriaethau allweddol i ni. Ein nod yw cefnogi plant a phobl ifanc bregus er mwyn sicrhau eu bod mor ddiogel â phosibl. Rydym ni yn cydnabod bod plant a phobl ifanc a'r hawl i gael eu hamddiffyn a byddwn yn cymryd camau i ddiogelu'u lles. Disgwylir i bob aelod staff a gwirfoddolwr rannu'r ymrwymiad hwn a byddwn yn gofyn am Wiriad Manylach y Gwasanaeth Datgelu a Gwahardd (DBS), sef y CRB gynt aelod o'r CGA

Dyletswyddau a chyfrifoldebau

- darparu cefnogaeth addysgol i'r plant sy'n gymwys i dderbyn tiwtora
- cysylltu ag ysgol y disgyblion er mwyn darparu parhad gwaith fel rhan o gyflwyno rhaglenni astudio priodol
- cymryd rhan mewn trefniadau paratoi disgyblion ar gyfer arholiadau
- cefnogi ail-integreiddio yn ôl i'r ysgol brif ffrwd
- cydlynu a threfnu darpariaeth briodol
- monitro, cofnodi ac adrodd ar anghenion dysgu, cynnydd a chyflawniadau disgybl penodedig i'r swyddogion All a enwir a'r ysgol
- cymryd rhan mewn cyfleoedd hyfforddi i wella canlyniadau plant (Adfer trawma, ACE's ac ati). Cefnogi disgyblion
- chwarae rhan flaenllaw yn y gwaith o reoli ac ymgymryd â chefnogaeth fugeiliol i'r disgyblion
- rheoli'r gwaith o oruchwylio disgyblion naill ai a eithriwyd o, neu nad ydynt yn gweithio i, amserlen arferol
- ymwneud ag anghenion personol y disgyblion a darparu cyngor i gynorthwyo gyda'u datblygiad cymdeithasol, iechyd a hylendid
- ymgymryd ag asesiadau cynhwysfawr o'r disgyblion er mwyn pennu pa rai sydd angen cymorth neilltuol
- cynorthwyo'r athro neu'r athrawes gyda datblygu a gweithredu Cynlluniau Addysg/Ymddygiad/Cefnogi/Mentora Unigol
- chwarae rhan flaenllaw yn y gwaith o ddarparu cefnogaeth i ddisgyblion ag anghenion arbennig
- sefydlu perthynas waith gynhyrchiol gyda'r disgyblion, gan weithredu fel patrwm ymddwyn
- trefnu a datblygu trefniant mentora 1:1 gyda'r disgyblion a darparu cefnogaeth ar gyfer disgyblion gofidus
- chwarae rhan flaenllaw yn y gwaith o reoli trosglwyddiad sydyn/effeithiol i ddisgyblion ar draws cyfnodau/integreiddiad y rheiny a fu'n absennol
- darparu gwybodaeth a chyngor er mwyn galluogi disgyblion i wneud dewisiadau am eu dysgu/ymddygiad/presenoldeb eu hunain
- herio a symbylu disgyblion, hyrwyddo ag atgyfnerthu hunan-werth
- rhoi adborth i ddisgyblion ynghylch cynnydd, cyflawniad, ymddygiad, presenoldeb, ac ati

Cefnogi'r Athro neu'r Athrawes

- rheoli'r cyswllt ag ysgolion cyflenwol a chyrrff perthnasol eraill er mwyn casglu gwybodaeth am ddisgyblion
- cefnogi mynediad disgyblion at ddysgu drwy ddefnyddio strategaethau, adnoddau, ac ati, priodol
- gweithio gydag aelodau eraill o'r staff ar gynllunio, gwerthuso a diwygio gweithgareddau dysgu fel y bo'n briodol
- monitro a gwerthuso ymateb a chynnydd disgyblion ar sail amcanion dysgu gosodedig drwy arsylwi a chadw cofnod cynlluniedig o gyflawniad
- rhoi adborth gwrthrychol a chywir yn ôl y gofyn, ynghyd ag adroddiadau, i aelodau eraill o'r staff ynghylch cyflawniad, cynnydd a materion eraill sy'n ymwneud â'r disgyblion, gan sicrhau argaeledd y dystiolaeth briodol
- rheoli systemau a phrosesau cadw cofnodion
- chwarae rhan flaenllaw yn y gwaith o ddatblygu a gweithredu strategaethau addas ar gyfer rheoli ymddygiad
- sefydlu perthynas gadarnhaol gyda rhieni/gwarchodwyr, gan gyfnewid gwybodaeth a galluogi eu cefnogaeth i bresenoldeb, mynediad a dysgu eu plentyn, a chefnogi dolenni cyswllt rhwng y cartref a'r ysgol a'r gymuned
- chwarae rhan flaenllaw yn y gwaith o ddatblygu, gweithredu a monitro systemau sy'n berthnasol i bresenoldeb ac integreiddio e.e. bod ar gofrestr, triwantiaeth, systemau bugeiliol, ac ati.

- cefnogaeth weinyddol e.e. delio gyda gohebiaeth, casglu/dadansoddi/cyflwyno adroddiadau ar bresenoldeb, diarddel ac ati, gwneud galwadau teleffon, ac ati.

Cefnogi'r Cwricwlwm

- gweithredu gweithgareddau dysgu/rhaglenni addysgu y cytunwyd arnynt, gan addasu'r gweithgareddau yn ôl ymateb/anghenion y disgyblion
- ymdrechu i ddod o hyd i wybodaeth ynghylch amrediad o weithgareddau, cyrsiau, sefydliadau ac unigolion, a defnyddio'r wybodaeth hon i ddarparu cefnogaeth i ddisgyblion a fydd yn ehangu a chyfoethogi eu dysgu
- penderfynu ar yr angen am offer, cynlluniau ac adnoddau arbenigol, eu paratoi, a'u defnyddio i gefnogi disgyblion

Cefnogi'r Ysgol (yn ôl yr angen)

- 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
- bod yn gyfrifol am ddarparu gweithgareddau dysgu y tu allan i'r ysgol o fewn canllawiau a sefydlwyd gan yr ysgol
- cyfrannu tuag at ddynodi a chyflawni gweithgareddau dysgu addas y 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 (os yn briodol)
- cydgysylltu rheolwyr/staff addysgu a chynorthwywyr addysgu

Manyleb Person

Gofynnol		
Cymwysterau Academaidd / Proffesiynol / Technegol / Galwedigaethol	<ul style="list-style-type: none"> cwrdd â safonau Cynorthwywyr Addysgu Safon Uwch neu gymhwyswr neu brofiad cyfwerth ystod dda o TGAU: Mathemateg a Saesneg, Cymraeg. Lefel A neu gyfwerth neu GNVQ 	
Sgiliau Ieithyddol Cymraeg	Gwrando/Siarad: Lefel 5 Darllen: Lefel 5 Ysgrifennu: Lefel 4	Rhaid cwrdd a'r sgiliau ieithyddol Cymraeg a nodwyd ar apwyntiad
Sgiliau Ieithyddol Saesneg	Gwrando/Siarad: Lefel 5 Darllen: Lefel 5 Ysgrifennu: Lefel 4	Rhaid cwrdd a'r sgiliau ieithyddol Saesneg a nodwyd ar apwyntiad
Sgiliau Ymarferol / Personol	<ul style="list-style-type: none"> sgiliau rheoli ymddygiad cadarnhaol agwedd gadarnhaol, gynhwysol tuag at amrywiaeth y gallu i berthnasu'n dda â disgyblion a phobl ifanc bregus/heriol y gallu i weithio'n annibynnol neu fel rhan o dîm bod yn hyblyg yn eich agwedd a gallu datrys problemau y gallu i hunanwerthuso anghenion dysgu a cheisio cyfleoedd dysgu bod yn arloesol ac yn greadigol yn eich dull o gefnogi pobl ifanc bregus a heriol y gallu i fod yn ddibynadwy, ac i barchu cyfrinachedd y gallu i fod yn drefnus y gallu i gydlynu a threfnu darpariaeth addas y gallu i gynnal perthynas broffesiynol wrth weithio gyda phobl ifanc ac ysgolion 	
Profiad Hanfodol	<ul style="list-style-type: none"> profiad o weithio gyda phlant a theuluoedd gan gynnwys y rhai a allai ddangos ymddygiadau heriol profiad o weithio gyda phlant o'r oed perthnasol mewn amgylchedd dysgu profiad o weithio gyda disgyblion gydag anghenion ychwanegol profiad o gadw cofnodion ac ysgrifennu adroddiadau cryno a chywir profiad o weithio mewn tîm profiad o weithio ar pen eich hun profiad neu wybodaeth am weithdrefnau diogelu plant dealltwriaeth o'r materion allweddol sy'n effeithio ar fywydau pobl ifanc heddiw profiad o dulliau gweithio ar wahân (y tu allan i leoliadau ffurfiol) a'i gyfyngiadau gwybodaeth am hawliau pobl ifanc gwybodaeth drylwyr o bolisïau/codau ymarfer/deddfwriaeth berthnasol gwybodaeth ddigonol o'r cwricwlwm cenedlaethol a rhaglenni dysgu perthnasol eraill. dealltwriaeth o egwyddorion datblygiad a phrosesau dysgu'r plentyn ac, yn fwyaf arbennig, rhwystrau i ddysgu. 	

	<ul style="list-style-type: none"> • y gallu i gynllunio camau gweithredu effeithiol ar gyfer disgyblion sydd mewn perygl o dangyflawni • deall yr amrywiaeth o ddarparwyr/gwasanaethau cefnogi • 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.
Hyfforddiant/addysg y mae'n ofynnol eu cyflawni/mynd ati i'w cyflawni ar gyfer y swydd	<ul style="list-style-type: none"> • Amddiffyn Plant Lefel 2

Dymunol	
Cymwysterau / Hyfforddiant	<ul style="list-style-type: none"> • dealltwriaeth elfennol o natur statudol darparu addysg addas ac ymrwymadau statudol cysylltiedig eraill • gwybodaeth sylfaenol yn ymwneud ag iechyd emosiynol plant a phobl ifanc • gwybodaeth elfennol o weithdrefnau amddiffyn plant
Sgiliau Ymarferol / Personol	

Job Description

Post Name	HLTA Support Tutor
Service	Schools and Culture
Grade	9
Spinal Point/s	24-26
Salary	£33,024 - £34,834 pro rata
Job Purpose	<p>To ensure that the authority adhere to their statutory responsibilities to make arrangements for pupils of compulsory school age to access suitable education if by reason of illness, exclusion or otherwise, they may not for any period attend mainstream school.</p> <p>The principal role of the HLTA /tutor is to provide educational support for those children who qualify for such tuition.</p>
Location	Locations within Ceredigion
Hours of Work	37 term time only
Type of Contract	Part-time
Contract Duration	Temporary
Line Managers Job Title	Manager and Team Leader - Education Inclusion Service
Supervisory/Managerial Responsibilities	None
Accountability	Team Leader Education Inclusion Service
Contractual Terms Associated with the Post	<ul style="list-style-type: none"> • Safeguarding, Child Protection are key priorities for us. We aim to support vulnerable children and young people to ensure they are as safe as they can possibly be. We acknowledge that children and young people have a right to protection and will take action to safeguard their welfare. Each member of staff and volunteer is expected to share this commitment, and we will require an Enhanced Check by the Disclosure and Barring Service (DBS), formerly CRB • member of the EWC

Duties and Responsibilities

- to provide educational support for those children who qualify for tuition
- to liaise with the pupils school in order to provide continuity of work as part of the delivery of appropriate programmes of study
- participate in arrangements for preparing pupils for examinations
- to support re-integration back into mainstream school
- coordinate and arrange appropriate provision
- monitor, record and report on the learning needs, progress and achievements of assigned pupil to the named LA officers and school
- engage in training opportunities to improve children's outcomes (Trauma Recovery, ACEs etc.)
- take a lead role in managing and delivering pastoral support to pupils
- manage the supervision of pupils excluded from, or otherwise not working to, a normal timetable
- attend to pupils' personal needs and provide advice to assist in their social, health & hygiene development
- undertake comprehensive assessments of pupils to determine those in need of particular help
- assist the teacher with the development and implementation of Individual Education/Behaviour/Support/Mentoring plans
- take a lead role in the provision of support for pupils with special needs
- establish productive working relationships with pupils, acting as a role model
- arrange and develop 1:1 mentoring arrangements with pupils and provide support for distressed pupils
- take a lead role in managing the speedy/effective transfer of pupils across phases/integration of those who have been absent
- provide information and advice to enable pupils to make choices about their own learning/behaviour/attendance
- challenge and motivate pupils, promote and reinforce self-esteem
- provide feedback to pupils in relation to progress, achievement, behaviour, attendance etc

Support for the Teacher

- manage liaison with feeder schools and other relevant bodies to gather pupil information
- support pupils' access to learning using appropriate strategies, resources etc.
- work with other staff in planning, evaluating and adjusting learning activities as appropriate
- monitor and evaluate pupils' responses and progress against action plans through observation and planned recording
- provide objective and accurate feedback and reports as required, to other staff on pupils achievement, progress and other matters, ensuring the availability of appropriate evidence
- manage record keeping systems and processes
- take lead role in the development and implementation of appropriate behaviour management strategies
- establish constructive relationships with parents/carers, exchanging information, facilitating their support for their child's attendance, access and learning and supporting home to school and community links
- take lead role in the development, implementation and monitoring of systems relating to attendance and integration e.g. registration, truancy, pastoral systems etc.
- administrative support e.g. dealing with correspondence, compilation/analysis/reporting on attendance, exclusions etc., making phone calls etc.

Support for the Curriculum

- implement agreed learning activities/teaching programmes, adjusting activities according to pupil responses/needs
- actively seek information regarding, and utilise, the range of activities, courses, organisations and individuals to provide support for pupils to broaden and enrich their learning

- determine the need for, prepare and use specialist equipment, plans and resources to support pupils

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 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
- be responsible for the provision of 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 (where appropriate)
- liaise between manager/teaching staff and teaching assistants

Job Evaluation Post Ref

SUP 062

Person Specification

Essential		
Academic / Professional / Technical / Vocational Qualifications	<ul style="list-style-type: none"> • meet Higher Level Teaching Assistant standards or equivalent qualification or experience. • good range of GCSE's: Maths and English, Welsh. • A Level or Equivalent or GNVQ 	
Welsh Linguistic Skills	Listening/Speaking: Level 5 Reading: Level 5 Writing Level 4	The Welsh linguistic skills noted are required on appointment
English Linguistic Skills	Listening/Speaking: Level 5 Reading: Level 5 Writing Level 4	The English linguistic skills noted are required on appointment
Practical and personal skills	<ul style="list-style-type: none"> • positive behaviour management skills • positive, inclusive attitude towards diversity • ability to relate well to vulnerable/challenging pupils and young people • ability to work independently or as part of a team • be flexible in your approach and be able to problem-solve • ability to self-evaluate learning needs and actively seek learning opportunities • to be innovative and creative in your approach to supporting vulnerable and challenging young people • ability to be trustworthy and reliable, and to respect confidentiality • to be organised • be able to organise and coordinate suitable provision • ability to maintain a professional relationship whilst working with young people and schools 	
Required Experience	<ul style="list-style-type: none"> • experience of working with children and families including those who may display challenging behaviours • experience working with children of relevant age • experience of working with pupils with additional needs • experience of record keeping and writing concise and accurate reports • experience of working within a team setting • experience of lone working • experience or knowledge of child safeguarding procedures • an understanding of the key issues impacting on young people's lives today • experience of detached working methods (outside of formal settings) and it's constraints • knowledge of young people's rights and entitlements • full working knowledge of relevant policies/code of practice/legislation • working knowledge of national curriculum and other relevant learning programmes. 	

	<ul style="list-style-type: none"> • understanding of principles of child development and learning processes and in particular, barriers to learning • ability to plan effective actions for pupils at risk of underachieving. • understand range of support services/providers • 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
Training/education required to be undertaken for the post/worked towards	<ul style="list-style-type: none"> • Child Protection Level 2

Desirable	
Qualifications / Training	<ul style="list-style-type: none"> • basic understanding of the statutory nature of providing a suitable education and other related statutory obligations • basic knowledge related to children and young people's emotional health • basic knowledge of child protection procedures
Practical / Personal Skills	