Disgrifiad Swydd

Teitl y Swydd	Mentor Sgiliau i Blant a Phobl Ifanc
Cyfeirnod at Ddibenion Gwerthuso Swyddi	JD 1314
Maes Gwasanaeth	Gwasanaeth Ymgysylltu a Chrhaeddiad – Dysgu Gydol Oes
Graddfa SCP a Chyflog	Graddfa 8 - £29,269 - £31,364 pro rata Scale Point 18 -22
Diben y Swydd	➢ Mae'r Mentor yn gyfrifol am gynllunio, datblygu a chydlynu ystod o ddulliau arloesol o ran datblygiad personol, cymdeithasol, emosiynol ac ymddygiadol plant a phobl ifanc mewn ysgolion a lleoliadau cymunedol ➢ Mae'r Mentor yn gyfrifol am gysylltu plant a phobl ifanc â chyfleoedd, gweithgareddau ac addysg wedi'i hachredu. Bydd hyn yn golygu defnyddio dulliau amrywiol sy'n gweddu i anghenion y bobl ifanc ac sy'n gwella'u sgiliau a'u gwybodaeth, a'u datblygiad deallusol, gwleidyddol, addysgol, personol, emosiynol a chymdeithasol wrth iddynt fynd o blentyndod i lencyndod ac ymlaen i fod yn oedolion. ➢ Hefyd bydd y Mentor yn gyfrifol am gynllunio, cydlynu a darparu cymorth ac ymyrraeth gynhwysol i unigolion bregus a heriol mewn ysgol ddynodedig a/neu yn y gymuned. Hefyd bydd yn gyfrifol am gefnogi gweledigaeth y gwasanaeth dysgu gydol oes o ddarparu ymyrraeth gynnar drwy ddarpariaethau cadarn sydd wedi'u targedu ac sy'n fwy cyffredinol, drwy ysgolion, unedau cyfeirio disgyblion a chanolfannau addysgol eraill. Bydd hefyd yn cefnogi gwasanaethau cymunedol eraill i ymgysylltu â phlant a phobl ifanc y tu allan i leoliadau prif ffrwd yr ysgol, gan weithio mewn partneriaeth agos â'r prif randdeiliaid statudol a gwirfoddol. ➢ Cydweithio â gwasanaethau Porth Cymorth Cynnar i ddarparu cymorth cofleidiol i riant/gwarcheidwad y plentyn ac i wella dealltwriaeth a hyder er mwyn cyfrannu'n gadarnhaol at ddatblygiad, gwytnwch teuluol a dyfodol y plentyn. 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 a'n sefydliadau addysgiadol 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.
Lleoliad	Penmorfa, Aberaeron Bydd mentoriaid yn gweithio'n uniongyrchol mewn lleoliadau cynradd, uwchradd prif ffrwd ac unedau cyfeirio disgyblion, ac ar adegau mewn lleoliadau addysgol eraill megis canolfannau ieuenctid a chanolfannau Dysgu Seiliedig ar Waith. Bydd y lleoliadau'n amrywio yn ôl anghenion y disgyblion a'r gwasanaeth. Bydd mentoriaid hefyd yn gweithio'n agos

	gyda phartneriaid mewnol ac allanol eraill i ddarparu cymorth cyfannol i deuluoedd yn ôl yr angen.
Oriau Gwaith	29.36 awr yr wythnos
Math o Gontract	Rhan Amser
Hyd y Contract	Dros Dro
Teitl swydd y Rheolwr Llinell Uniongyrchol	Rheolwr Tîm Ymgysylltu a Chyrhaeddiad
Cyfrifoldebau Goruchwylio / Rheoli – os ydyw'n berthnasol	Ar adegau, bydd y Mentor yn goruchwylio ac yn cefnogi prentisiaid, gwirfoddolwyr a myfyrwyr ar leoliad, yn ôl yr angen. Ond, ni fydd ganddo/ganddi gyfrifoldeb uniongyrchol fel rheolwr llinell.
Dyletswyddau a chyfrifoldebau	➢ Ymgysylltu a thrafod ynghylch ymyriadau grymuso a chynhwysol mewn ysgolion uwchradd dynodedig yng Ngheredigion, gan weithio'n agos gyda swyddog cyswllt enwebedig yr ysgol e.e. Athro Cyswllt neu Ddirprwy Bennaeth; a hynny er mwyn nodi unigolion a/neu grwpiau o blant a phobl ifanc a fyddai'n elwa ar gwricwlwm ategol a chymorth ymddygiad penodol yn yr ysgol. Bydd anghenion y plant a'r bobl ifanc yn cael eu mesur a'u hasesu gan y Mentor er mwyn cynllunio a darparu'r ddarpariaeth gefnogol orau ar eu cyfer. ➢ Arwain a chydlynu darpariaethau pwrpasol ar gyfer disgyblion mewn ysgolion neu ganolfannau addysgol dynodedig, gan gynnwys unedau cyfeirio disgyblion. Bydd hyn yn cynnwys gweithredu strategaethau i sicrhau bod disgyblion heriol yn cael eu cynnwys mewn dosbarthiadau prif ffrwd. Byddwch hefyd yn edrych ar ffyrdd eraill o ymgysylltu a ffyrdd o hyrwyddo ymddygiad cadarnhaol, gan gynnwys clybiau a phrosiectau amser cinio, clybiau a phrosiectau ar ôl ysgol, a chyfleoedd i gymryd rhan mewn digwyddiadau a phrosiectau cymunedol a rhaglenni ehangach ar gyfer gweithgareddau gwyliau. ➢ Gweithio'n annibynnol ac fel rhan o dîm i gydgysylltu agweddau ar gymorth y Gwasanaeth Ymgysylltu a Chyrhaeddiad mewn ysgol ddynodedig neu mewn lleoliad addysgol/cymunedol. Gweithio mewn partneriaeth â gwasanaethau cymorth ieuenctid statudol a gwirfoddol i gydlynu cyfleoedd arloesol a fydd o fudd i blant a phobl ifanc sydd mewn perygl o ymddieithrio a dod yn NEET (heb fod mewn addysg, cyflogaeth na hyfforddiant). ➢ Bydd y Mentor yn gyfrifol am reoli llwyth achosion o blant a phobl ifanc a bydd yn gweithredu strategaethau ar gyfer y rhain naill ai mewn cyd-destun un-i-un neu mewn grŵp, gan weithio'n annibynnol neu fel rhan o dîm. ➢ Gweithio'n annibynnol ac fel rhan o dîm i gydgysylltu agweddau ar gwricwlwm a rhaglen gymorth y Gwasanaeth Ymddygiad, a hynny er mwyn cynllunio a chyflenwi ystod eang o ddarpariaethau i feithrin a grymuso. Bydd y rhain ar gael yn hwylus ac yn diwallu anghenion holl blant a phobl ifanc Ceredigion. At hynny, dylai'r rhaglenni a'r ymyriadau hyn ategu gwasanaethau eraill er mwyn gwella gwytnwch cyffredinol teuluoedd a lleihau eu sefyllfa fregus.

	Mae hyn yn cynnwys gweithio'n ystyriol ac yn berswadiol i fynd i'r afael ag ymgysylltiad addysgol gwael, allgáu cymdeithasol, sefyllfa ansicr o ran tai a thor-perthynas o fewn y teulu. ➢ Sicrhau bod plant a phobl ifanc yn cael mynediad at wasanaethau priodol o ran gwybodaeth a chyngor, gan eu cyfeirio at wasanaethau eraill a'u cefnogi'n ddwys fel y bo'n briodol, a chan hyrwyddo ymrwymiad Cyngor Sir Ceredigion i'r syniad o Gyfranogi. ➢ Bod yn gyfrifol am ddatblygu a chydlynu cyfleoedd dysgu achrededig a hyfforddiant i bobl ifanc (fel y'u diffinnir yn Neddf Dysgu a Sgiliau (2000), canllawiau statudol Llywodraeth Cymru - Ymestyn Hawliau (2002), a'r Strategaeth Genedlaethol ar gyfer Gwaith Ieuenctid. Felly, sicrhau bod pobl ifanc yn gallu cael mynediad at gyfleoedd dysgu anffurfiol/heb fod yn ffurfiol o safon, sydd wedi'u teilwra i'w hanghenion a'u hoff arddull ddysgu. ➢ Bod yn gyfrifol am gydlynu hyfforddiant a chyfleoedd dysgu achrededig ar gyfer partneriaid gwirfoddol a statudol, gan weithio o fewn eu cylch gwaith penodedig er mwyn gwella'r ddarpariaeth a'r cymorth i blant a phobl ifanc. Er enghraifft, Model Adfer yn dilyn Trawma, cyrsiau Gwaith Ieuenctid lefel 2 a 3, Hyfforddi Emosiynol a *Team Teach.* ➢ Bydd y Mentor yn gyfrifol am fod yn bwynt cyswllt i ysgolion a chanolfannau addysgol megis Agored Cymru, Addysg Oedolion Cymru ac Asdan; bydd yn eistedd ar grwpiau hyfforddiant rhanbarthol perthnasol ac yn cynnal Sicrwydd Ansawdd y Gwasanaeth mewn perthynas â Dilysu Mewnol. ➢ Sicrhau bod systemau monitro cadarn yn cael eu rheoli a'u cwblhau'n broffesiynol er mwyn cofnodi ac adrodd data ansoddol a meintiol ar reoli ymddygiad yng Ngheredigion a hynny ar gyfer y gofynion lleol, rhanbarthol a chenedlaethol. Er enghraifft, nifer y bobl ifanc sy'n aros mewn lleoliadau prif ffrwd, a nifer y bobl ifanc sy'n gweithio tuag at/ wedi cyflawni canlyniadau dysgu achrededig a dangos tystiolaeth o'r pellter a deithiwyd. Bydd y Mentor yn gyfrifol am ddarparu camau gweithredu ac adborth i'r panel ymddygiad a lles, yn ôl y gofyn. ➢ Sicrhau y dilynir gweithdrefnau priodol o ran diogelu, mewn modd proffesiynol. Os oes pryderon am esgeulustod neu niwed corfforol, emosiynol, rhywiol neu o fath arall, mae'n ddyletswydd ar y Mentor i riportio ac ymateb i bryderon yn unol â pholisi Ceredigion ar Amddiffyn Plant. ➢ Sicrhau y dilynir yr holl weithdrefnau a pholisïau iechyd a diogelwch mewn modd proffesiynol. Mae gan y Mentor gyfrifoldeb dros sicrhau y cynllunnir ac y cydlynir yr holl ddarpariaethau mewn modd diogel drwy asesu risg ac adrodd yn gadarn, fel y nodir yn y Polisi Ymweliadau Addysgol.

	➢ Deall a bod yn ymwybodol o'r datblygiadau Cenedlaethol a Lleol perthnasol er mwyn cefnogi'r gwaith o weithredu mentrau o'r fath er budd plant a phobl ifanc Ceredigion. ➢ Sicrhau bod y ddarpariaeth yn adlewyrchu anghenion plant a phobl ifanc gan ddatblygu mecanweithiau ymgynghorol er mwyn eu cynnwys yn y gwaith o gynllunio, datblygu a gwerthuso gwasanaethau. ➢ Arwain a goruchwylio gwirfoddolwyr sy'n ymwneud â'r gwasanaeth a ddarperir, gan gefnogi rhaglen hyfforddi gwirfoddolwyr y Gwasanaeth. ➢ Bod yn gyfrifol am unrhyw gyllideb, fel sy'n ofynnol gan y Rheolwr ymgysylltu a chyrhaeddiad, yn ogystal â mynd ati i chwilio am gyfleoedd am gyllid allanol i wella'r cyfleoedd i bobl ifanc. ➢ Cynrychioli mewn cyfarfodydd allweddol yn ôl yr angen, mewn ysgolion a lleoliadau cymunedol. ➢ Ymgymryd ag unrhyw ddyletswyddau eraill sy'n berthnasol i'r rôl, fel sy'n ofynnol gan y Rheolwr Ymgysylltu a Chyrhaeddiad a'r Rheolwr Corfforaethol dros Ymgysylltu a Chyrhaeddiad. ➢ Cynghori a chefnogi Penaethiaid, Athrawon a Staff Cymorth o ran y technegau mwyaf effeithiol ar gyfer dad-ddwysáu mewn sefyllfaoedd argyfwng ac ymdrin yn gadarnhaol er mwyn sicrhau diogelwch pawb. Mae hyn yn cynnwys rheoli risgiau a materion Amddiffyn Plant.
Atebolrwydd	Cydlynnydd, Rheolwr Tîm, Rheolwr Corfforaethol Ymgysylltu a Chyrhaeddiad.

Manyleb Person

Y cymwysterau academaidd/proffesiynol/ technegol/galwedigaethol (gan gynnwys Lefel y cymwysterau) sy'n ofynnol ar gyfer y swydd	• Gradd mewn Gwaith Ieuenctid, Gwaith Cymunedol, Cyfiawnder Ieuenctid, Gofal Cymdeithasol, Addysg, Seicoleg neu faes tebyg; • **neu** dair blynedd o brofiad mewn maes sy'n perthyn i reoli ymddygiad.			
Lefel y sgiliau ieithyddol sy'n ofynnol ar gyfer y swydd **(Gweler y canllawiau iaith a'r ceri | net)**	Gweler y tabl isod. **Nodyn:* ***Bydd gofyn*** *i'r ymgeisydd llwyddiannus ddysgu'r Gymraeg o fewn 2 flynedd o gael ei benodi os nad ydyw eisoes yn siarad Cymraeg.*			
	Gwrando/ Siarad	**Darllen**	**Ysgrifennu**	
Saesneg (Lefelau Fframwaith ALTE)	5	4	4	**Hanfodol**
Cymraeg (Lefelau Fframwaith ALTE)	5	4	4	**Hanfodol***
Sgiliau ymarferol/personol sy'n ofynnol ar gyfer y swydd	➢ Mae'n hanfodol gallu cyfathrebu yn Gymraeg ac yn Saesneg. ➢ Sgiliau da o ran cyfathrebu a thrafod. ➢ Gallu gweithio'n annibynnol neu fel rhan o dîm. ➢ Gallu gweithio mewn gwahanol leoliadau addysgol, gan gynnwys mewn ysgolion, lleoliadau allgymorth, lleoliadau datgysylltiedig, mewn canolfannau ac yn y gymuned h.y. troseddau ieuenctid neu waith ieuenctid. ➢ Gallu adeiladu perthynas dda â phlant a phobl ifanc bregus a bod yn arloesol ac yn greadigol wrth gefnogi eu datblygiad. ➢ Gallu hunanwerthuso anghenion dysgu ac yn chwilio am gyfleoedd dysgu. ➢ Ymwybyddiaeth ardderchog o'r polisïau / gweithdrefnau / prosesau sy'n berthnasol i'r swydd (e.e. diogelu / cyfleoedd wedi'u hachredu). ➢ Gallu cydlynu, datblygu a chynnal safleoedd TGCh a thudalennau cyfryngau cymdeithasol a gwefan y Gwasanaeth. ➢ Gallu cynnal perthynas broffesiynol wrth weithio gyda phlant, pobl ifanc a phartneriaid cyflenwi allanol. ➢ Yn gallu arwain a goruchwylio staff rhan-amser a gwirfoddolwyr. ➢ Gallu cydlynu a bod yn gyfrifol am amrywiaeth o adnoddau a chyllidebau dynodedig y Gwasanaeth. ➢ Dangos y gallu i weithio mewn amgylchedd nad yw'n stigmateiddio ac yn gorthrymu. ➢ Gallu cynllunio, monitro a gwerthuso'r gwasanaethau a ddarperir er mwyn diwallu'r anghenion a nodwyd. ➢ Ymrwymiad i ddatblygu cyfleoedd hyfforddiant i ddiwallu anghenion penodol staff, plant a phobl ifanc (llawn-amser/rhan-amser a gwirfoddol). ➢ Ymrwymiad i ddatblygu partneriaeth a chydweithio gyda sefydliadau eraill, gan gynnwys y sector gwirfoddol.			

	➢ Ymrwymiad i ddatblygu staff a'i rôl yn y gwaith o ddarparu gwasanaethau. ➢ Gallu rheoli amser yn effeithiol a threfnu a blaenoriaethu llwythi gwaith o fewn terfynau amser. ➢ Gallu nodi, gwerthuso a blaenoriaethu anghenion unigolion a chymunedau a gwneud argymhellion ynghylch defnyddio adnoddau. ➢ Gallu gwneud cais llwyddiannus am gyllid allanol ar gyfer hyrwyddo cymorth ymddygiad i blant a phobl ifanc. ➢ Deall Cyfle Cyfartal ac yn ymrwymo i'r syniad. ➢ Ymrwymo i ymwneud ac ymgysylltu â phrosesau democrataidd. ➢ Rhoi pwys ar weithredu ac ymrwymo i faes dysgu a chyflawni gydol oes. ➢ Gallu rhesymu a datrys materion mewn modd dadansoddol. ➢ Sgiliau da o ran cyfathrebu ar lafar ac yn ysgrifenedig ac yn ddeheuig wrth ddefnyddio TGCh. ➢ Sgiliau rhyngbersonol da sy'n adlewyrchu ymagwedd broffesiynol y Gwasaneth Dysgu Gydol Oes. ➢ Rhaid i chi feddu ar drwydded yrru lawn a chyfredol a chael mynediad i gerbyd. ➢ Gallu gweithio y tu allan i oriau swyddfa arferol, ar y penwythnos a fin nos, gan gynnwys gwaith preswyl o bosib o dro i dro.
Profiad sy'n ofynnol ar gyfer y swydd	➢ Profiad o weithio gyda phlant a phobl ifanc bregus. ➢ Profiad o gydlynu a chyflenwi cyfleoedd wedi'u hachredu a dealltwriaeth o ofynion/safonau dilysu. ➢ Profiad neu ddealltwriaeth o weithdrefnau amddiffyn plant a diogelu. ➢ Profiad o gydlynu a chyflwyno cwricwlwm amrywiol o weithgareddau addysgol i blant a phobl ifanc, e.e. addysg awyr agored, iechyd rhyw, chwaraeon, lles ac ati. ➢ Profiad a dealltwriaeth o ddatblygu a hyrwyddo cyfryngau cymdeithasol a gwefannau. ➢ Profiad o gydweithio'n agos gyda gweithwyr proffesiynol allanol a rhanddeiliaid allweddol o ran cyd-drafod a phledio achos plant a phobl ifanc gyda'r nod o gyflawni canlyniadau. ➢ Profiad o weithio mewn amrywiaeth o leoliadau gwaith ymddygiad ac ieuenctid, gan gynnwys mewn ysgolion, lleoliadau allgymorth, lleoliadau datgysylltiedig, mewn canolfannau ac yn y gymuned. ➢ Deall y prif faterion allweddol sy'n effeithio ar fywydau plant a phobl ifanc heddiw. ➢ Ymwybyddiaeth o'r prif bolisïau a deddfwriaeth sy'n ymwneud â phlant a phobl ifanc. ➢ Ymwybyddiaeth a dealltwriaeth ragorol o'r gwahanol wasanaethau, adrannau ac asiantaethau sy'n cefnogi plant a phobl ifanc yng Ngheredigion. ➢ Dealltwriaeth o hawliau plant a phobl ifanc.

Hyfforddiant/addysg y mae'n ofynnol eu cyflawni/mynd ati i'w cyflawni ar gyfer y swydd	➢ Bod yn barod i ymgymryd â rhaglen berthnasol o Ddatblygiad Proffesiynol Parhaus, yn ôl y gofyn. ➢ TEAM TEACH
Sgiliau/cymwysterau dymunol	<u>Cymwysterau Dymunol:</u> ➢ *Amddiffyn Plant Lefel 2 ➢ *Cymorth Cyntaf Lefel 2 ➢ *TEAM TEACH Lefel 1 neu 2 Datblygiadau proffesiynol eraill yn ymwneud â Chynhwysiant: e.e. Ymlyniad, Hyfforddiant ar Emosiwn, Disgyblaeth Gadarn, Ymarfer sy'n ymwneud â Thrawma, Cyfiawnder Ieuenctid, Gwaith Ieuenctid a Model Adfer yn dilyn Trawma.

Job Description

Post Name	Children and Young People's Skills Mentor
Job Evaluation Post No	JD 1314
Service Area	Attainment and Engagement – Lifelong Learning
Grade SCP and salary	Grade 8 - £29,269 - £31,364 pro rata Point 18 - 22
Job Purpose	➢ The Mentor has responsibility to design, develop and coordinate a range of innovative personal, social, emotional, and behavioural development approaches for children and young people within both schools and community settings ➢ The Mentor has the responsibility to engage children and young people into opportunities, activities and accredited learning. This will involve utilising various methods as appropriate to the needs of the young people and which enhances their skills and knowledge; and their intellectual, political, educative, personal, emotional and social development during their transition from childhood to adolescence and on to adulthood. ➢ The Mentor will have responsibility for planning, coordinating and delivering inclusive support and intervention for vulnerable and challenging individuals in a designated school and/or community. They will also have responsibility to support the Lifelong Learning vision of providing early intervention through robust targeted and universal provisions. They will also support other community based services to engage with children and young people outside of the mainstream school settings, working in close partnership with key statutory and voluntary stakeholders. ➢ To work collaboratively with Porth Cymorth Cynnar services to provide wrap around support for the child's parent/ guardian and to enhance understanding and confidence in order to contribute positively to the child or young person's development, family resilience and future. Safeguarding and 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 and our educational establishments 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.
Location	Educational settings, and on occasions in other settings such as youth centres and Work Based Learning centres. Locations will vary

	according to the needs of pupils and of the service. Mentors will also work closely with other internal and external partners to provide holistic support for families as and when appropriate.
Hours of Work	29.36 hours per week/4 days (Term Time only)
Type of Contract	Part time
Length of Contract	Temporary
Immediate Line Managers job title	Team Manager for Attainment and Engagement
Supervisory/Managerial responsibilities – if applicable	On occasions, the Mentor will oversee and support apprentices, volunteers and student placements as and when required. However, they will not have direct line management responsibility.
Duties and responsibilities	➢ Liaise and negotiate empowering and inclusive interventions in designated Ceredigion schools, working closely with the nominated school contact e.g. Link Teacher or Senior Leadership Team; in order to identify appropriate individuals and/ or groups of children and young people who would benefit from complementary curriculum and targeted school-based behaviour support. The needs of the children and young people will be measured and assessed by the Mentor in order to plan and deliver the most effective supportive provision for them. ➢ Lead and coordinate bespoke provisions for pupils, which will include implementing strategies to ensure the inclusion of challenging pupils within mainstream classes. You will also look at other avenues of engagement and ways to promote positive behaviour, including lunch-time clubs and projects, after-school clubs and projects, and opportunities to engage in community events, projects and wider holiday activity programmes. ➢ Working independently and as part of a team to coordinate aspects of support within a designated school and/ or educational/ community setting. Work in partnership with statutory and voluntary youth support services to coordinate innovative opportunities that will be of benefit to children and young people who are, at risk of becoming disengaged and becoming NEET (Not in Education, Employment and/ or Training). ➢ The Mentor will have responsibility to manage a caseload of children and young people and will implement strategies for these in either a one-to-one or group context, working independently or/ and as part of a team. ➢ Working independently and as part of a team to coordinate aspects of the curriculum and support programme in order to plan and deliver a broad range of nurturing and empowering provisions that are accessible and meet the needs of all children and young people in Ceredigion. Furthermore, these

	programmes and interventions should complement other services to enhance overall family resilience and reduce vulnerabilities. This includes working sensitively and persuasively on an ongoing basis to address poor educational engagement; social exclusion; insecure housing and/or family breakdown. ➢ Ensure that children and young people receive access to appropriate information and advice services, signposting to other services and intensively supporting them as appropriate, promoting Ceredigion County Council's commitment to Participation. ➢ To have responsibility for developing and coordinating accredited learning opportunities and training for young people (as defined in the Learning and Skills Act (2000), Welsh Government's statutory guidance Extending Entitlement (2002) and National Youth Work Strategy. Thus, ensuring that young people are able to access high quality informal/ non-formal learning outcomes, tailored to their needs and preferred learning style. ➢ To have responsibility for coordinating training and accredited learning opportunities for voluntary and statutory partners working within their designated remit in order to enhance the offer and support to children and young people. For example, Trauma Recovery Model, Youth Work level 2 & 3 courses, Emotional Coaching and Team Teach. ➢ The Mentor will have responsibility of being a point of contact for schools and educational centres such as Agored Cymru, Adult Learning Wales and Asdan; to sit on any relevant regional training groups and maintain the Service's Quality Assurance in relation to Internal Verification. ➢ Ensure robust monitoring systems are managed and completed professionally in order to evidence and report qualitative and quantitative data of behaviour management in Ceredigion for local, regional and national requirements. For example, the number of young people remaining in mainstream settings, and the number of young people working towards/ achieved accredited learning outcomes and evidencing any distance travelled measures. The Mentor will be responsible for provide actions and feedback to the behaviour and wellbeing panel as and when appropriate. ➢ Ensure that appropriate safeguarding procedures are adhered to professionally. If there are concerns about neglect or physical, emotional, sexual or other forms of harm, the Mentor has a duty to report and respond to any concern in accordance with Ceredigion's Child Protection policy.

	➢ Ensure that all appropriate H&S procedures and policies are adhered to professionally. The Mentor has responsibility to ensure that all provisions are planned and coordinated safely with robust risk assessment and reporting, as stated in the Educational Visits Policy. ➢ To have knowledge and awareness of the relevant National and Local developments to support the appropriate implementation of such initiatives for the benefit of children and young people in Ceredigion. ➢ Ensure provision reflects the needs of children and young people, developing consultative mechanisms to involve them in service planning, development and evaluation ➢ Lead and supervise volunteers that engage with the service provision, supporting the Service's Volunteer training programme. ➢ To have responsibility for any budget as required by the Attainment and Engagement Team Manager as well as actively seeking external funding opportunities to enhance opportunities for young people ➢ Representation at key meetings as and when required, in both schools and community settings. ➢ Undertake any other duties relevant to the role as required by the Attainment and Engagement Team Manager and Corporate Manager for Attainment and Engagement. ➢ To advise and support Head Teachers, Teachers and Support Staff in crisis situations on the most effective de-escalation techniques and use of positive handling to ensure the safety of all involved. This includes managing risks and Child Protection matters.
Accountability	➢ Coordinator, Team Manager, Corporate Manager for Attainment and Engagement, CLO Lifelong Learning

Person Specification

The Academic / professional / Technical / vocational qualifications (including qualification Level) required for the post	• Degree in Youth and Community Work, Youth Justice, Social Care, Education, Psychology or similar; • **or** three years' experience in a relevant field to behaviour management.			
Linguistic skills level required for the post **(Please refer to guidance on ceri | net)**	See table below. **Note: The successful candidate **will be required** to learn the language within 2 years of being appointed if he/she is not currently a Welsh speaker.*			
	Listening/ Speaking	**Reading**	**Writing**	
English (ALTE Framework Levels)	5	4	4	**Essential**
Welsh (ALTE Framework Levels)	5	4	4	**Essential***
Practical/personal skills required for the post	➢ The ability to communicate in both English and Welsh are essential ➢ Excellent negotiation and communication skills ➢ Ability to work independently and as part of a team ➢ Ability and competency in working within various educational settings, including school-based, outreach, detached, centre-based and community based support i.e. youth offending or youth work. ➢ Ability to build rapport and positive relationships with vulnerable children and young people and be innovative and creative in supporting their development ➢ Ability to self-evaluate learning needs and actively seek learning opportunities ➢ Excellent awareness of relevant policies / procedures / processes related to the post (e.g. safeguarding/ accredited opportunities) ➢ Ability to coordinate, develop and maintain ICT sites and the Service's social media pages and website. ➢ Ability to build and maintain professional relationships whilst working with children, young people and external delivery partners ➢ Ability to lead and supervise part-time staff and volunteers ➢ Ability to coordinate and have responsibility for a variety of the Service resources and designated budgets ➢ Demonstrate the ability to work in a non-stigmatising and anti-oppressive environment ➢ Ability to plan, monitor and evaluate service delivery to meet identified needs. ➢ Commitment to the development of training opportunities to meet the identified needs of staff, children and young people (full/ part-time and voluntary).			

	➢ Commitment to the development of partnership and collaborative working with other organisations, including the voluntary sector. ➢ Commitment to staff development and its role in service delivery. ➢ The ability to manage time effectively, arrange and prioritise workloads within deadlines. ➢ Ability to identify, evaluate and prioritise the needs of individuals and communities and to make recommendations about the deployment of resources. ➢ Ability to successfully bid for external funding for promoting behaviour support with children and young people. ➢ Understanding and commitment to Equal Opportunities. ➢ Commitment to participation and engagement in democratic processes. ➢ Action orientated with a commitment to lifelong learning and achievement. ➢ The ability to reason and resolve issues in an analytical manner ➢ High level of oral and written communication skills and competent in the application of ICT. ➢ Effective level of inter-personal skills, which reflect the professional approach of the Attainment and Engagement Service. ➢ You must possess a full current driving licence and access to a vehicle is essential. ➢ Be able to work outside normal office hours, on weekends and evenings which may include occasional residential work.
Experience required for the post	➢ Experience of working with vulnerable children and young people ➢ Experience of coordinating and delivering accredited opportunities and knowledge of verification requirements/ standards ➢ Experience or knowledge of child protection and safeguarding procedures ➢ Experience of coordinating and delivering a varied curriculum of educational activities for both children and young people, e.g. outdoor education, sexual health, sport, wellbeing and so forth ➢ Experience and knowledge of developing and promoting social media and websites ➢ Experience of working closely with external professionals and key stakeholders in negotiating and advocating on behalf of children and young people to ensure results ➢ Experience of working in a variety of behaviour and youth work settings, including school-based, outreach, detached, centre-based and community-based. ➢ An understanding of the key issues impacting on both children and young people's lives today ➢ An awareness of the major policies and legislation relating to children and young people

	➢ An excellent awareness and knowledge of the various services, departments and agencies that support children and young people in Ceredigion ➢ Knowledge of children and young people's rights and entitlements.
Training/education required to be undertaken for the post/worked towards	➢ A willingness to undertake a relevant programme of Continued Professional Development as required. ➢ TEAM TEACH
Desirable Skills/Qualifications	<u>Desirable Qualifications</u>: ➢ *Child Protection Level 2 ➢ *First Aid Level 2 ➢ *TEAM TEACH Level 1 or 2 Other professional development relating to Inclusion: e.g. Attachment, Emotion Coaching, Assertive Discipline, Trauma Informed Practice, Youth Justice, Youth Work and Trauma Recovery Model.