

Disgrifiad Swydd

Teitl y Swydd	Cynorthwydd Addysgu Lefel 4 – Cydlynnydd Cwricwlwm a Chymorth ADY BGS
Cyfeirnod at Ddibenion Gwerthuso Swyddi	
Maes Gwasanaeth	Addysg
Graddfa SCP a Chyflog (yn amodol ar Werthuso Swyddi)	Graddfa 9 - 34,314- 36,124
Diben y Swydd	I gefnogi'r CADy ac arweinydd y cwricwlwm, ar draws yr Adran ADY a'r ganolfan ddysgu, i fynd i'r afael ag anghenion disgyblion sydd angen cymorth neilltuol i oresgyn rhwystrau i ddysgu.
Lleoliad	Ysgol Gyfun Aberaeron
Oriau Gwaith	32.5
Math o Contract	Amser Tymor
Hyd y Contract	Parhaol
Teitl swydd y Rheolwr Llinell Uniongyrchol	CADY
Cyfrifoldebau Goruchwyllo / Rheoli – os ydyw'n berthnasol	
Dyletswyddau a chyfrifoldebau	<u>Cyfrifoldebau Penodol y Swydd</u> - Cefnogi'r CADy ar draws yr Adran ADY a'r ganolfan ddysgu, i gydlynu a darparu ystod o ymyraethau unigol/grŵp a chwricwlwm bydd yn diwallu anghenion dysgwyr bregus ac ADY. - Cymryd yr arweiniad i ddarparu ac asesu agweddau'r cwricwlwm gan gynnwys cyrsiau byr ac achrediadau. Arwain a chynghori eraill sy'n darparu cyrsiau tebyg e.e. ASDAN, Agored Cymru a BTECH - Cydlynu amserlenni'r canolfan ddysgu er sicrhau eglurder a threfniant i'r diwrnod - Cefnogir' CADy i arwain ar faterion Ymddygiad a Lles yr Adran. - Cydlynu amserlenni disgyblion a staff yn ôl yr angen <u>Cefnogi disgyblion</u> - Chwarae rhan flaenllaw yn y gwaith o reoli ac ymgymryd â chefnogaeth fugeiliol i'r disgyblion trwy waith ymyraethau a Chwricwlwm amgen - Rheoli'r gwaith o oruchwyllo disgyblion naill ai a eithriwyd o, neu nad ydynt yn gweithio i, amserlen arferol y brif -ffrwd

- 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 cynhyrchol 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 hunanwerth
- Rhoi adborth i ddisgyblion ynghylch cynnydd, cyflawniad addysgol, 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
- Arwain agweddau'r cwricwlwm gan gynnwys cyrsiau byr ac achrediadau

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

Caiff y swydd ddisgrifiad hon ei hadolygu'n flynyddol a gall fod yn agored i addasiadau neu newidiadau ar unrhyw achlysur yn dilyn trafodaeth gyda deiliad y swydd. Nid yw'n cynnwys rhestr gyflawn o dasgau a gweithrediadau, ond yn hytrach yn datgan prif ddisgwyliadau'r ysgol

	mewn perthynas â dyletswyddau a chyfrifoldebau'r swydd ddeiliad, yn cynnwys y ddarpariaeth o addysg a dysgu safonol ar draws yr ysgol a gofal bugeiliol o ddisgyblion o dan ei (g)ofal. Gellir trafod elfennau o'r swydd ddisgrifiad hon ac unrhyw newidiadau iddi ar gais y Pennaeth neu ddeiliad y swydd
Atebolrwydd	

Job Description

Post Name	Teaching Assistant Level 4 – BGS ALN Curriculum & Support Co-ordinator
Job Evaluation Post No	
Service Area	Ysgol Gyfun Aberaeron
Grade SCP and salary – subject to Job Evaluation	Grade 9
Job Purpose	To Support the CADy and curriculum lead across the ALN Department and the Canolfan Ddysgu (Learning Centre), to address the needs of pupils who need particular support to overcome barriers to learning.
Location	Ysgol Gyfun Aberaeron
Hours of Work	32.5
Type of Contract	Term Time
Length of Contract	Permanent
Immediate Line Managers job title	ALNCo
Supervisory/Managerial responsibilities – if applicable	
Duties and responsibilities	<u>Specific Roles and Responsibilities</u> • Support the ALNCo and Specialist Teachers across the ALN Department and the Learning Centre, to coordinate and deliver a range of individual interventions of support and Curriculum packages to meet the needs of ALN and other vulnerable learners. • To take the lead role in delivering and assessing key curricular areas, to include a range of short courses and accreditations across all centres. Provide leadership and advice to others delivering similar courses e.g. ASDAN, Agored Cymru, BTECH • To coordinate timetables across the centres so that there is clarity and cohesion • To take the lead role in supporting the ALNCo to manage pastoral care and behaviour across the ALN Department. Coordinate pupil and staff timetables to ensure quality of provision.

Support for pupils

- Take a lead role in managing and delivering pastoral support to pupils with a range of ALN Needs via interventions and alternative curriculum support
- Manage the supervision of pupils excluded from, or otherwise not working to, a mainstream 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 and curriculum support
- Take a lead role in the provision of support for pupils with ALN
- 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, educational 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
- Take a lead role in delivering and coordinating a range of short courses, accreditations and qualifications across the ALN Department and Specialist Centres .

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 as and when required
- Liaise between manager/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

This job description is subject to annual review and may be subject to modifications or changes at any time following discussion with the post holder. It does not include a complete list of tasks and operations, but rather sets out the school's main expectations in relation to the duties and

	responsibilities of the post holder, including the provision of quality school-wide education and learning and the pastoral care of pupils. Elements of this job description and any changes to it may be discussed at the request of the Headteacher or post holder
Accountability	

Manyleb Person

Y cymwysterau academaidd/proffesiynol/technegol/galwedigaethol (gan gynnwys Lefel y cymwysterau) sy'n ofynnol ar gyfer y swydd	Cwrdd â safonau Cynorthwyrwyr 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			
Lefel y sgiliau ieithyddol sy'n ofynnol ar gyfer y swydd (Gweler y canllawiau iaith a'r ceri net)	Gweler y tabl isod. <i>*Nodyn: Bydd gofyn i'r ymgeisydd llwyddiannus ddysgu'r Gymraeg o fewn 2 flynedd o gael ei benodi os nad ydyw eisoes yn siarad Gymraeg.</i>			
	Gwranddo/ Siarad	Darllen	Ysgrifennu	
Saesneg (Lefelau Fframwaith ALTE)	5	5	5	Hanfodol
Cymraeg (Lefelau Fframwaith ALTE)	3	3	3	Hanfodol*
Sgiliau ymarferol/personol sy'n ofynnol ar gyfer y swydd	- Gwybodaeth drylwyr o bolisiâu/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. - 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 ymdrechgu 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.			
Profiad sy'n ofynnol ar gyfer y swydd	Profiad o weithio gyda phlant o'r oed perthnasol mewn amgylchedd dysgu			

	• Profiad o weithio gyda disgyblion gydag anghenion ychwanegol.
Sgiliau/cymwysterau dymunol	• Hyfforddiant yn y strategaethau dysgu perthnasol e.e. llythrennedd • Hyfforddiant cymorth cyntaf/hyfforddiant briodol • Rhaglen Gyflwyniad Cynorthwy-ydd Addysgu yr Adran dros Addysg a Gwyddoniaeth wedi'i chwblhau

Person Specification

The Academic / professional / Technical / vocational qualifications (including qualification Level) required for the post	Meet Higher Level Teaching Assistant standards and equivalent qualification or experience. Excellent numeracy/literacy skills – equivalent to NVQ Level 2 in English and Mathematics.			
Linguistic skills level required for the post (Please refer to guidance on ceri net)	See table below. <i>*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.</i>			
	Listening/ Speaking	Reading	Writing	
English (ALTE Framework Levels)	5	5	5	Essential
Welsh (ALTE Framework Levels)	3	3	3	Essential*
Practical/personal skills required for the post	• Full working knowledge of relevant policies/code of practice/legislation. • Working knowledge of the national curriculum and other relevant learning programmes. • 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			
Experience required for the post	• Experience working with children of relevant age. • Experience of working with pupils with a range of Additional Needs.			
Desirable Skills/Qualifications	• Training in the relevant learning strategies e.g. literacy • First aid training/training as appropriate. • Completion of DfES Teacher Assistant Induction Programme.			