

Disgrifiad Swydd

Teitl y Swydd	Cydlynnydd Allgymorth BESD
Gwasanaeth	Schools Service
Graddfa	Graddfa 8
Pwynt/iau Cyflog	18 – 22
Cyflog	£30,559 - £32,654 per annum
Pwrpas y Swydd	Bydd y Cydlynnydd yn gyfrifol am redeg y ddarpariaeth allgymorth BESD o ddydd i ddydd, mewn cydweithrediad â'r tîm ADY, y tîm Cyrhaeddiad ac Ymgysylltu (gan gynnwys mentoriaid a fydd hefyd yn cyfrannu at y ddarpariaeth) a phenaethiaid/athrawon dosbarth yn ôl yr angen.
Lleoliad Gwaith Cytundebol	Canolfan Rheidol, fodd bynnag, bydd angen cefnogaeth ar draws gwahanol leoliadau yn yr Awdurdod Lleol
Oriau Gwaith	32.5 awr, yn ystod y tymor yn unig
Math o Gytundeb	Llawn-amser
Hyd y Cytundeb	Cyfnod Penodedig
Teitl swydd y Rheolwr Llinell	Rheolwr Corfforaethol ADY, Cynhwysiant a Lles
Cyfrifoldebau Goruchwylio / Rheoli	Bydd gofyn i'r deiliad swydd oruchwylio'r gwaith o redeg y ddarpariaeth allgymorth yn gyffredinol (gan gynnwys defnyddio mentoriaid mewn cydweithrediad â'r Athro Ymgynghorol ar gyfer Anawsterau Ymddygiad, Emosiynol, Cymdeithasol)
Atebolrwydd	Atebol i'r Rheolwr Corfforaethol ADY, Cynhwysiant a Lles
Telerau Cytundebol sy'n Gysylltiedig â'r Swydd	Mae diogelu ac amddiffyn plant yn flaenoriaethau allweddol i ni. Ein nod yw cefnogi plant a phobl ifanc agored i niwed i sicrhau eu bod mor ddiogel ag y gallant fod. Rydym ni a'n sefydliadau addysgol yn cydnabod bod gan blant a phobl ifanc hawl i gael eu hamddiffyn a byddwn yn cymryd camau i ddiogelu eu lles. Disgwylir i bob aelod o staff a gwirfoddolwr rannu'r ymrwymiad hwn, a bydd angen Gwiriad Uwch gan y Gwasanaeth Datgelu a Gwahardd (DBS), CRB gynt
Dyletswyddau a chyfrifoldebau	

Cymorth i ddisgyblion:

- Darparu cymorth i ddisgyblion oed cynradd ag anghenion dysgu ychwanegol, yn enwedig SEMH a BESD.
- Gweithio gyda disgyblion mewn grwpiau bach ac ar sail 1:1 i hyrwyddo ymgysylltu, lles a chynnydd a hwyluso pontio llwyddiannus i addysg brif ffrwd amser llawn.
- Gosod disgwyliadau heriol sy'n ymestyn y disgyblion ond hefyd yn sicrhau eu bod yn profi llwyddiant er mwyn hyrwyddo eu hunan-barch a'u hymrwymiad.
- Bod yn ymwybodol o anghenion unigol pob disgybl o fewn y grŵp a gwahaniaethu'r tasgau yn ôl yr angen.
- Cadw cofnod o ymatebion disgyblion a chynnydd dros amser.
- Cynyddu ymwybyddiaeth disgyblion o'r sgiliau y maent yn eu dysgu a'u datblygu o fewn y ddarpariaeth a hyrwyddo trosglwyddo'r rhain o fewn yr ystafell ddosbarth brif ffrwd.
- Helpu i greu amgylchedd dysgu cadarnhaol.
- Cefnogi disgyblion yn gyson tra'n cydnabod ac ymateb i'w hanghenion unigol.
- Annog disgyblion i ryngweithio a gweithio ar y cyd ag eraill ac ymgysylltu â'r holl ddisgyblion mewn gweithgareddau.
- Hyrwyddo annibyniaeth a defnyddio strategaethau i gydnabod a gwobrwyo cyflawniad hunan-ddibyniaeth.
- Darparu adborth i ddisgyblion mewn perthynas â chynnydd a chyflawniad.
- Cyfrannu at adolygiadau person ganolog a Chynlluniau Datblygu Unigol (CDUau) yn ôl yr angen.

Cymorth i ysgolion:

- Mewn cydweithrediad â staff addysgu, cynllunio amcanion addysgu a dysgu heriol i werthuso ac addasu gwersi/cynlluniau gwaith fel y bo'n briodol.
- Cydweithio â staff addysgu a'r tîm cymorth ehangach i weithredu strategaethau ymddygiad a dysgu wedi'u teilwra a sicrhau bod disgyblion yn cael mynediad at ddysgu o ansawdd uchel pan fyddant yn mynychu'r ddarpariaeth allgymorth.
- Sefydlu dull person-ganolog a pherthynas adeiladol gyda'r disgyblion, tîm cymorth ehangach, pennaeth, cynorthwywyr addysgu a rhieni.
- Monitro'r ddarpariaeth yn yr ysgolion ar ôl iddynt dderbyn cymorth allgymorth.
- Modelu strategaethau priodol i uwchsgilio a chynyddu hyder staff ysgol.
- Ysbrydoli staff yr ysgol i deimlo'n hyderus i gefnogi ymddygiad heriol yn annibynnol.
- Darparu adborth ac adroddiadau gwrthrychol a chywir yn ôl yr angen ar gyflawniad, cynnydd ac ymddygiad disgyblion, gan sicrhau bod tystiolaeth briodol ar gael.
- Cofnodi cynnydd a chyflawniad mewn gwersi/gweithgareddau yn systematig a darparu tystiolaeth o ystod a lefel cynnydd a chyrhaeddiad.
- Gweithio o fewn polisi disgyblaeth sefydledig i ragweld a rheoli ymddygiad yn adeiladol, gan hyrwyddo hunanreolaeth ac annibyniaeth.
- Gweithredu fel y bo'n briodol i ddatblygu dulliau aml-asiantaeth priodol o gefnogi disgyblion.
- Cydnabod cryfderau a meysydd arbenigedd arbenigol eich hun a defnyddio'r rhain i arwain, cynghori a chefnogi eraill.

Cefnogaeth i'r Cwricwlwm:

- Cyflwyno gweithgareddau dysgu i ddisgyblion o fewn system oruchwyliaeth y cytunwyd arno, gan addasu gweithgareddau yn ôl ymatebion/anghenion disgyblion.
- Cyflwyno strategaethau dysgu lleol a chenedlaethol a gwneud defnydd effeithiol o'r cyfleoedd a ddarperir gan weithgareddau dysgu eraill i gefnogi datblygiad sgiliau disgyblion.
- Defnyddio TGCh yn effeithiol i gefnogi gweithgareddau dysgu a datblygu cymhwysedd ac annibyniaeth disgyblion.
- Dewis a pharatoi adnoddau i arwain gweithgareddau dysgu, gan ystyried diddordebau disgyblion a chefnidiroedd iaith a diwylliannol.
- Cynghori ar ddefnydd cymorth/adnoddau/offer arbenigol yn briodol.

Cyfrifoldebau rheoli llinell:

- Cyswllt rhwng rheolwyr/staff addysgu, mentoriaid a chynorthwywyr addysgu.
- Cynnal cyfarfodydd tîm rheolaidd gyda staff.

Manyleb Personol

Gofynnol		
Cymwysterau Academaidd / Proffesiynol / Technegol / Galwedigaethol	<ul style="list-style-type: none"> Bodloni safonau Cynorthwywyr Addysgu Lefel Uwch neu gymhwyster neu brofiad cyfatebol. Sgiliau rhifedd/llythrennedd rhagorol – sy'n cyfateb i NVQ Lefel 2 mewn Saesneg a Mathemateg. Gwybodaeth gadarn o anghenion dysgu ychwanegol. Trwydded yrru gyfredol. 	
Sgiliau Ieithyddol Cymraeg	Gwrando/Siarad: Lefel 4 Darllen: Lefel 4 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 5	Rhaid cwrdd a'r sgiliau ieithyddol Saesneg a nodwyd ar apwyntiad
Sgiliau Ymarferol / Personol	<ul style="list-style-type: none"> Sgiliau cyfathrebu cryf, amynedd, a dull gwydn, gofalgar, sy'n gallu meithrin perthynas a dylanwadu'n gadarnhaol ar ddisgyblion; Unigolyn empathig ac amyneddgar gyda'r gallu i addasu i anghenion ac arddulliau dysgu amrywiol dysgwyr; Angerdd gwirioneddol am helpu plant i ffynnu yn emosiynol ac yn academaidd; Datrysyr problemau rhagweithiol gyda dulliau creadigol o gymorth addysgol; Chwaraewr tîm gyda'r gallu i weithio'n annibynnol pan fo angen. 	
Profiad Hanfodol	Profiad o weithio gyda disgyblion oedran cynradd, mewn lleoliad addysgol neu amgylchedd tebyg.	
Hyfforddiant/addysg y mae'n ofynnol eu cyflawni/mynd ati i'w cyflawni ar gyfer y swydd	Team Teach Relational Practice Trauma Informed Practice	

Dymunol	
Cymwysterau / Hyfforddiant	<ul style="list-style-type: none"> Mae cymhwyster Team Teach yn ddymunol ond gellir darparu hyfforddiant. Cymwysterau penodol i Ymddygiad/Trawma/Meithrin.
Sgiliau Ymarferol / Personol	<ul style="list-style-type: none"> Profiad o gefnogi plant ag anghenion dysgu ychwanegol, yn enwedig SEMH a BESD.

Job Description

Post Name	BESD Outreach Coordinator
Service	Schools Service
Grade	Grade 8
Spinal Point/s	18 – 22
Salary	£30,559 - £32,654 per annum
Job Purpose	The Coordinator will be responsible for the day-to-day running of the BESD outreach provision, in collaboration with the ALN team, the Attainment & Engagement team (including mentors who will also be contributing to the provision) and headteachers/class teachers as necessary.
Contractual Work Location/Base	Canolfan Rheidol however support will be needed across various settings in the Local Authority
Hours of Work	32.5 hours, term-time only
Type of Contract	Full-time
Contract Duration	Fixed Term
Line Managers Job Title	Corporate Manager ALN, Inclusion and Wellbeing
Supervisory/Managerial Responsibilities	The post-holder will be required to supervise the general running of the outreach provision (including deployment of mentors in collaboration with the Advisory Teacher for Behaviour, Emotional, Social Difficulties)
Accountability	Accountable to Corporate Manager ALN, Inclusion and Wellbeing
Contractual Terms Associated with the Post	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.
Duties and Responsibilities	

Support for pupils:

- Provide support to primary-aged pupils with additional learning needs, particularly SEMH and BESD.
- Work with pupils in small groups and on a 1:1 basis to promote engagement, wellbeing and progress and facilitate a successful transition to full-time mainstream education.
- Set challenging expectations that stretch the pupils but also ensure that they experience success in order to promote their self-esteem and commitment.
- Be aware of the individual needs of each pupil within the group and distinguish the tasks according to need.
- Keep a record of pupils' responses and progress over time.
- Increase pupils' awareness of the skills they learn and develop within the provision and promote the transfer of these within the mainstream classroom.
- Help create a positive learning environment.
- 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.
- Contribute to person-centred reviews and Individual Development Plans (IDPs) as necessary.

Support for schools:

- In collaboration with teaching staff, plan challenging teaching and learning objectives to evaluate and adjust lessons/work plans as appropriate.
- Collaborate with teaching staff and the wider support team to implement tailored behaviour and learning strategies and ensure that pupils access high quality learning when they attend the outreach provision.
- Establish a person-centered approach and constructive relationship with the pupils, wider support team, headteacher, teaching assistants and parents.
- Monitor provision in the schools after they have received outreach support.
- Model appropriate strategies to upskill and increase the confidence of school staff.
- Inspire school staff to feel confident to support challenging behaviour independently.
- Provide objective and accurate feedback and reports as required on pupils' achievement, progress and behaviour, 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.
- 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.

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 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.

Line management responsibilities:

- Liaise between managers/teaching staff, mentors and teaching assistants.
- Hold regular team meetings with staff.

Job Evaluation Post Ref

JD 1856

Person Specification

Essential		
Academic / Professional / Technical / Vocational Qualifications	<ul style="list-style-type: none"> Meet Higher Level Teaching Assistants standards or equivalent qualification or experience. Excellent numeracy/literacy skills – equivalent to NVQ Level 2 in English and maths. Solid knowledge of additional learning needs. Current driving licence. 	
Welsh Linguistic Skills	Listening/Speaking: Level 4 Reading: Level 4 Writing: Level 4	The Welsh linguistic skills noted are required on 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"> Strong communication skills, patience, and a resilient, caring approach, capable of building rapport and positively influencing pupils. An empathetic and patient individual with the ability to adapt to learners' varying needs and learning styles. A genuine passion for helping children thrive both emotionally and academically. A proactive problem-solver with creative approaches to educational support. A team player with the ability to work independently when necessary. 	
Required Experience	Experience working with primary-aged pupils, in an educational setting or similar environment.	
Training/education required to be undertaken for the post/worked towards	Team Teach Relational Practice Trauma Informed Practice	

Desirable	
Qualifications / Training	<ul style="list-style-type: none"> A Team Teach qualification is desirable however training can be provided. Behaviour/Trauma/Nurture-specific qualifications.
Practical / Personal Skills	<ul style="list-style-type: none"> Experience supporting children with additional learning needs, particularly SEMH and BESD.