

**MANYLEB PERSON AR GYFER PENNAETH
PERSON SPECIFICATION FOR HEADTEACHER**

YSGOL GYNRADD GATHOLIG PADARN SANT

| Categori Category | Hanfodol | Essential | Dymunol | Desirable |
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| 1. Cymwysterau <i>Qualifications</i> | <ul style="list-style-type: none"> Statws athro cymwysedig Yn gofrestredig gyda Chyngor y Gweithlu AddysG Dyfarniad CPCP | <ul style="list-style-type: none"> Qualified teacher status WEC registration NPQH Award | <ul style="list-style-type: none"> Gradd anrhydedd Cymhwyster lefel ôl-raddedig CCRS neu gymhwyster cyfwerth Rhaglen Arweinyddiaeth mewn Ysgolion Eglwysig | <ul style="list-style-type: none"> Honours degree Postgraduate level qualification CCRS or equivalent Church School Leadership Programme |
| 2. Ymrwymiad Ffydd <i>Faith Commitment</i> | <ul style="list-style-type: none"> Person Catholig ymrwymedig mewn gair a gweithred a fydd, fel arweinydd ffydd, yn amddiffyn, yn meithrin ac yn datblygu ethos Catholig yr ysgol. Dealltwriaeth gadarn o natur nodweddiadol addysg Gatholig ac ysgolion Catholig gyda'r gallu i fynegi athroniaeth addysg Gatholig. Dealltwriaeth o atebolrwydd ysgol Gatholig i'r Archesgob, i'r Ymddiriedolwyr ac i'r Esgobaeth. Dealltwriaeth o bwysigrwydd y Cwricwlwm Addysg Grefyddol a sut i gyflawni rhagoriaeth mewn Addysg Grefyddol mewn ysgol Gatholig. Dealltwriaeth o bwysigrwydd rôl arweinyddiaeth mewn perthynas â datblygiad ysbrydol disgyblion a staff. Dealltwriaeth o bwysigrwydd Arolygiadau Canonaidd Adran 50 a sut i baratoi ysgol ar gyfer arolygiad trwy hunanwerthuso parhaus a | <ul style="list-style-type: none"> A committed practising Catholic who, as a faith leader, will protect, nurture and develop the Catholic ethos and life of the school. A sound understanding of the distinctive nature of Catholic education and Catholic schools with the ability to articulate a philosophy of Catholic education. An understanding of the accountability of a Catholic school to the Archbishop, Trustees and Diocese. Understanding of the importance of the Religious Education Curriculum and how to achieve excellence in RE in a Catholic school. An understanding of how the leadership role serves to enhance the spiritual development of pupils and staff. Understanding of the importance of Section 50 Canonical Inspections and how to prepare a | <ul style="list-style-type: none"> Tystiolaeth o gyfranogi i fywyd ffydd yn y gymuned ehangach. Profiad o arwain bywyd ysbrydol, litwrgaidd, addoliad a gweddi ysgol gyda'r weledigaeth i'w ddatblygu. Profiad o arwain gweithredoedd addoli mewn ysgolion Catholig. Profiad o Arolygiad Canonaidd Adran 50. Ymwneud â bywyd eu plwyf. | <ul style="list-style-type: none"> Evidence of participation in faith life in the wider community. Experience of leading and a vision for developing the spiritual, liturgical, worship and prayer life of a school. Experience of leading acts of worship in Catholic schools. Experience of a Section 50 Canonical Inspection. Involvement in the life of their parish. |

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| | <p>chynllunio gwelliant.</p> <ul style="list-style-type: none"> Dealltwriaeth o rôl yr ysgol yn y plwyf a'r gymuned ehangach. | <p>school for inspection through on-going self-evaluation and improvement planning.</p> <ul style="list-style-type: none"> Understanding of the role of the school in the parish and the wider community. | | |
| 3. Profiad Experience | <ul style="list-style-type: none"> Profiad diweddar sylweddol fel dirprwy bennaeth neu bennaeth cynorthwyol, neu arweinydd cyfnod allweddol. Profiad llwyddiannus o arwain un neu ragor o bynciau. Profiad sylweddol o addysgu llwyddiannus. | <ul style="list-style-type: none"> Significant recent experience as a deputy head or assistant head teacher, or key stage leader. Successful experience of leading one or more subjects. Significant experience of successful teaching. | <ul style="list-style-type: none"> Profiad diweddar mewn ysgol fabanod/iau/ gynradd Gatholig wirfoddol a gynorthwyir. Wedi arwain y cwricwlwm mewn un neu ragor o bynciau craidd/MDaPh. Profiad o addysgu mewn mwy nag un ysgol. Profiad o addysgu dosbarthiadau oed cymysg. Profiad o reoli materion iechyd a diogelwch. Gwybodaeth am weithdrefnau asesu risg sy'n ymwneud ag adeiladau ysgol. | <ul style="list-style-type: none"> Recent experience in a voluntary aided Catholic Infant/Junior/Primary school. Led the curriculum in one or more core subjects/AoLE Experience of teaching in more than one school. Experience of teaching mixed age classes. Experience in managing health and safety issues. Knowledge of risk assessment procedures relating to school buildings. |
| 4. Datblygiad Proffesiynol Parhaus Continuous Professional Development | <ul style="list-style-type: none"> Tystiolaeth o ddatblygiad proffesiynol parhaus sy'n ymwneud ag ethos Catholig, cenhadaeth ac addysg grefyddol Gatholig. Tystiolaeth o weithredu ddatblygiad proffesiynol parhaus perthnasol a diweddar sy'n ymwneud â rheolaeth ac arweinyddiaeth ysgol, dysgu ac addysgu'r cwricwlwm ar waith. Arwain HMS a hyfforddiant diweddar, ac arwain datblygiad proffesiynol parhaus ar gyfer staff. | <ul style="list-style-type: none"> Evidence of continuous professional development relating to Catholic ethos, mission and religious education. Evidence of implementing current and relevant continuous professional development related to management and school leadership, learning and teaching the curriculum in practice. Leading recent INSET and training, and leading continuing professional | <ul style="list-style-type: none"> Profiad o weithio gydag ysgolion/ sefydliadau/ asiantaethau eraill neu glwstwr. Profiad o weithio gyda grwpiau a sefydliadau cymunedol. | <ul style="list-style-type: none"> Experience of working with other schools/ organisations/ agencies or a cluster. Experience of working with community groups and organisations. |

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| | <ul style="list-style-type: none"> • Gallu nodi'ch anghenion dysgu'ch hun a chynorthwyo eraill i nodi'u hanghenion dysgu nhw. • Profiad o arwain/ cydgysylltu cyfleoedd datblygiad proffesiynol. | <p>development for staff.</p> <ul style="list-style-type: none"> • Be able to identify your own learning needs and help others identify theirs. • Experience of leading/co-ordinating professional development opportunities. | | |
| <p>5 Arweinyddiaeth Strategol <i>Strategic Leadership</i></p> | <ul style="list-style-type: none"> • Y gallu i fynegi a rhannu gweledigaeth addysg gynradd o fewn cyd-destun cenhadaeth ysgol Gatholig. • Tystiolaeth o lwyddo i droi gweledigaeth yn realiti ar lefel ysgol gyfan. • Y gallu i ysbrydoli ac ysgogi staff, disgyblion, rhieni a llywodraethwyr i gyflawni amcanion addysg Gatholig. • Tystiolaeth o strategaethau llwyddiannus ar gyfer cynllunio, gweithredu, monitro a gwerthuso er mwyn sicrhau gwelliant parhaus. • Y gallu i ddadansoddi data/data cynnydd, datblygu cynlluniau strategol, gosod targedau a monitro/gwerthuso cynnydd mewn perthynas â'r rhain. • Gwybod beth yw darpariaeth addysgol o safon, beth yw nodweddion ysgol effeithiol, a strategaethau ar gyfer gwella safonau a chyflawniad pob disgybl. • Dealltwriaeth ac ymrwymiad i hyrwyddo a diogelu lles | <ul style="list-style-type: none"> • Ability to articulate and share the vision of primary education within the context of a Catholic school's mission. • Evidence of success in turning vision into reality at a whole-school level. • Ability to inspire and motivate staff, pupils, parents and governors to achieve Catholic education objectives. • Evidence of successful strategies for planning, implementing, monitoring and evaluating to ensure continuous school improvement. • Ability to analyse data/progress data, develop strategic plans, set targets and monitor/evaluate progress in relation to these. • Know what quality educational provision is, what the characteristics of an effective school are, and strategies for improving the standards and achievement of all pupils. • Understanding and commitment to promoting and safeguarding the welfare of pupils. • An understanding | <ul style="list-style-type: none"> • Gwybodaeth o rôl y corff llywodraethu mewn ysgol Gatholig wirfoddol a gynorthwyr. | <ul style="list-style-type: none"> • Understanding the role of the governing body in a voluntary aided Catholic school. |

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| | <ul style="list-style-type: none"> • disgyblion. • Dealltwriaeth o hapusrwydd a lles disgyblion ac ymrwymiad i'w hybu a'u diogelu. • Y gallu i adnabod a chynnwys llais y disgybl ym mhob agwedd berthnasol o'r ysgol. • Y gallu i ddatblygu a gweithredu strategaethau effeithiol ac arloesol i gynnal a gwella recriwtio disgyblion. | <ul style="list-style-type: none"> • of pupils' happiness and well-being and a commitment to promoting and protecting these. • The ability to recognise and include pupil voice in all relevant aspects of the school. • The ability to develop and implement effective and innovative strategies to maintain and improve pupil recruitment. | | |
| <p>6 Dysgu ac Addysgu <i>Teaching and Learning</i></p> | <ul style="list-style-type: none"> • Dealltwriaeth gadarn o egwyddorion y Cwricwlwm newydd i Gymru a'r Cod Rhaglen Trawsnewid ADY ar hyn o bryd ac yn y dyfodol. • Gwybodaeth a phrofiad o rychwant eang o strategaethau dysgu ac addysgu llwyddiannus ac addysgeg wyddiannus i gwrdd ag anghenion pob disgybl. • Dealltwriaeth gadarn o strategaethau asesu, a defnydd o asesiadau i osod sail camau nesaf y dysgu. • Profiad o fonitro a gwerthuso'r dysgu a'r addysgu'n effeithiol. • Gwybodaeth gadarn o'r gofynion statudol sy'n gysylltiedig â'r Cwricwlwm i Gymru ac ag asesu a chynnydd. • Dealltwriaeth o nodweddion amgylchedd dysgu effeithiol, ac elfennau allweddol rheoli ymddygiad yn llwyddiannus. | <ul style="list-style-type: none"> • A sound understanding of the principles of the new Curriculum for Wales and the ALN Code currently and in the future. • Knowledge and experience of a wide range of successful learning and teaching strategies/pedagogy to meet the needs of all pupils. • A sound understanding of assessment strategies, and use of assessments to inform the next stages of learning. • Experience of effective monitoring and evaluation of learning and teaching. • A sound knowledge of the statutory requirements associated with the Curriculum for Wales and assessment and progression. • An understanding of the characteristics of an effective learning environment, and | <ul style="list-style-type: none"> • Dealltwriaeth gadarn o ofynion y Cyfeiriadur Cwricwlwm Addysg Grefyddol ('RED') – 'To know you more clearly' ynghyd â'r Cyfeiriadur Gweddi a Liturgi ar gyfer Ysgolion Catholig. • Dealltwriaeth o addysgu a dysgu addysg grefyddol yn llwyddiannus ar draws y continwwm. | <ul style="list-style-type: none"> • A sound understanding of the requirements of the Religious Education Directory (RED) – 'To know You more clearly' – and the on Prayer and Liturgy Directory in Catholic Schools. • An understanding of the successful teaching and learning of religious education across the continuum. |

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| | <ul style="list-style-type: none"> • Y gallu i arddangos cofnod profedig o atebolrwydd ymhob agwedd o reolaeth ysgol. • Y gallu i ddadansoddi, dehongli a chyflwyno data. | <p>the key elements of successful behaviour management.</p> <ul style="list-style-type: none"> • The ability to demonstrate a proven record of accountability in all aspects of school management. • The ability to analyse, interpret and present data. | | |
| 7 Arwain a Rheoli Staff <i>Leadership and Management of Staff</i> | <ul style="list-style-type: none"> • Profiad o weithio fel aelod o dîm ac fel arweinydd tîm staff. • Y gallu i ddirprwyo gwaith a chynorthwyo cydweithwyr i ysgwyddo cyfrifoldebau. • Profiad o reoli perfformiad a chynorthwyo gyda datblygiad proffesiynol parhaus cydweithwyr. • Deall sut i gynllunio cyllideb a defnyddio adnoddau'n effeithiol. • Deall sut mae rheoli cyllid ac adnoddau'n galluogi ysgol i gyflawni'i blaenoriaethau addysgol. | <ul style="list-style-type: none"> • Experience of both working as a member, and as a staff team leader. • Ability to delegate work and support colleagues to take on responsibilities. • Experience of performance management and assisting with the continuing professional development of colleagues. • Understand how to plan a budget and use resources effectively. • Understand how managing finances and resources enables a school to deliver its educational priorities. | <ul style="list-style-type: none"> • Profiad o weithio gyda llywodraethwyr i'w galluogi i gyflawni cyfrifoldebau ysgol gyfan. • Cymryd rhan yn llwyddiannus yn y gwaith o recriwtio staff/ymgynefino, deall anghenion ysgol Gatholig. • Gwybodaeth am wahanol arddulliau arweinyddiaeth a rheoli. | <ul style="list-style-type: none"> • Experience of working with governors to enable them to fulfil whole-school responsibilities. • Successful involvement in staff recruitment/ induction, understanding the needs of a Catholic school. • Knowledge of different leadership and management styles. |
| 8 Atebolrwydd <i>Accountability</i> | <ul style="list-style-type: none"> • Y gallu i gyfathrebu'n effeithiol, ar lafar ac yn ysgrifenedig, gyda chynulleidfaoedd amrywiol, e.e. staff, disgyblion, rhieni, llywodraethwyr, plwyfolion a chlerigwyr. • Profiad o hunanwerthusiad ysgol gyfan a strategaethau gwella effeithiol. • Y gallu i ddarparu gwybodaeth glir a chymorth clir i staff a llywodraethwyr. | <ul style="list-style-type: none"> • Ability to communicate effectively, both orally and in writing, with diverse audiences, e.g., staff, pupils, parents, governors, parishioners and clergy. • Experience of whole-school self-evaluation and effective improvement strategies. • Ability to provide clear information and support to staff and governors. | <ul style="list-style-type: none"> • Profiad o gyflwyno adroddiadau i lywodraethwyr. • Deall meini prawf gwerthuso ysgol Gatholig. • Arwain sesiynau gwybodaeth i rieni. • Profiad o gynnig her a chymorth i wella perfformiad. | <ul style="list-style-type: none"> • Experience of reporting to governors. • Understanding Catholic school evaluation criteria. • Leading information sessions for parents. • Experience of offering challenge and support to improve performance. |

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| | <ul style="list-style-type: none"> • Dealltwriaeth gadarn o strategaethau rheoli perfformiad. • Hyrwyddo a chefnogi polisiau'r CES a'r awdurdod lleol. | <ul style="list-style-type: none"> • A sound understanding of performance management strategies. • Promotion and support of the CES and the Local Authority's policies. | | |
| <p>9 Sgiliau, Rhinweddau a Galluoedd <i>Skills, Qualities and Abilities</i></p> | <ul style="list-style-type: none"> • Sgiliau addysgu o ansawdd da. • Ymrwymiad cryf i genhadaeth ysgol Gatholig • Ymrwymiad i'ch datblygiad ysbrydol eich hun a datblygiad ysbrydol eich disgyblion. • Y gallu i fynegi a chyfleu gweledigaeth glir o sut i ddarparu profiad addysgol Catholig o ansawdd uchel i bob plentyn. • Disgwyliadau uchel o ran y dysgu a chyrhaeddiad dysgwyr. • Ymrwymiad cadarn i wella'r ysgol a chynyddu cyflawniad pob disgybl. • Y gallu i arwain, rheoli a chymell staff a disgyblion i gyflawni safonau uchel. • Y gallu i adeiladu a chynnal perthynas dda â dysgwyr a rhanddeiliaid eraill. • Y gallu i fod yn wydn o dan bwysau gan barhau i fod yn gadarnhaol, yn frwdfrydig ac yn egniol bob amser. • Y gallu i drefnu gwaith yn dda, blaenoriaethu tasgau, gwneud penderfyniadau da, a gwneud defnydd da o amser. • Empathi tuag at ddisgyblion. • Sgiliau rhyngersonol a sgiliau cyfathrebu da. | <ul style="list-style-type: none"> • Good quality teaching skills. • Strong commitment to Catholic school mission. • A commitment to your own spiritual development and that of your pupils. • Ability to articulate and communicate a clear vision of how to provide a high quality Catholic educational experience for all children. • High expectations of learning and learner attainment. • A strong commitment to improving the school and increasing the achievement of all pupils. • Ability to lead, manage and motivate staff and pupils to achieve high standards. • Ability to build and maintain good relationships with learners and other stakeholders. • Ability to be resilient under pressure and to remain positive, enthusiastic and energetic at all times. • Ability to organise work well, prioritise tasks, make sound decisions, and make good use of time. • Empathy towards | <ul style="list-style-type: none"> • Lefel uchel o sgiliau TGCh personol wrth ddefnyddio a chymhwyso technoleg gwybodaeth a chyfathrebu. | <ul style="list-style-type: none"> • High level of personal ICT skills in using and applying information and communication technology. |

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| | <ul style="list-style-type: none"> • Ymrwymiad cadarn i hyrwyddo'r iaith Gymraeg a'i diwylliant. • Ymdeimlad o ofal am bob unigolyn ac o ddiddordeb ynddynt. • Disgwyliadau uchel ohonoch chi eich hunan ac o eraill. • Bod yn agored i syniadau newydd drwy fod yn arloesol ac yn ysbrydoledig. • Parhau i hyrwyddo a chryfhau cysylltiadau cymunedol. | <p>pupils.</p> <ul style="list-style-type: none"> • Good interpersonal and communication skills. • A firm commitment to promoting the Welsh language and Welsh culture. • A sense of care and interest in every individual. • High expectations of oneself and of others. • Being open to new ideas by being innovative and inspiring. • Continue to promote and strengthen community connections. | | |
| <p>10 Geirda Reference</p> | <ul style="list-style-type: none"> • Geirda ffydd positif a chefnogol oddi wrth offeiriad man addoli rheolaidd yr ymgeisydd. • Argymhelliad positif trwy eirdâu proffesiynol. | <ul style="list-style-type: none"> • Positive and supportive faith reference from the priest of the applicant's regular place of worship. • Positive recommendation through professional references. | | |