Disgrifiad Swydd

Teitl y Swydd	Cynorthwyydd Dysgu Lefel 2
Cyfeirnod at Ddibenion Gwerthuso Swyddi	
Maes Gwasanaeth	Addysg
Graddfa SCP a Chyflog (yn amodol ar Werthuso Swyddi)	Gradd 4
Diben y Swydd	Cynorthwyo Disgyblion yn Canolfan Croeso (yn annibynnol ar brydiau) o dan arweiniad uwch aelodau o'r staff/staff addysgu er mwyn ymgymryd â rhaglenni gwaith / gofal / cefnogi / allanol (mewn meysydd arbenigol) i alluogi mynediad at ddysgu i'r disgyblion ac i gynorthwyo'r athro neu'r athrawes gyda rheolaeth y disgyblion a'r ystafell ddosbarth. Gall y gwaith ddigwydd yn yr ystafell ddosbarth neu oddi allan i'r prif leoliad addysgu.
Lleoliad	Ysgol Gyfun Aberaeron
Oriau Gwaith	32.5
Math o Gontract	Amser tymor
Hyd y Contract	Parhaus
Teitl swydd y Rheolwr Llinell Uniongyrchol	ALNCo
Cyfrifoldebau Goruchwylio / Rheoli – os ydyw'n berthnasol	
Dyletswyddau a chyfrifoldebau	**Cefnogi disgyblion** • Goruchwylio a darparu cefnogaeth neilltuol i ddisgyblion, gan gynnwys y rheiny ag anghenion arbennig, gan sicrhau eu bod yn ddiogel a bod ganddynt fynediad at weithgareddau dysgu • Defnyddio profiad/hyfforddiant/sgiliau arbenigol i ddarparu cefnogaeth allanol i ddisgyblion ag anghenion arbennig, gan sicrhau eu bod yn ddiogel a bod ganddynt fynediad at weithgareddau dysgu • Cynorthwyo gyda datblygu, gweithredu ac adolygu Cynlluniau Addysg/Ymddygiad Unigol a rhaglenni Gofal Personol

	• Sefydlu perthynas adeiladol gyda'r disgyblion, gan ryngweithio yn unol â'u hanghenion unigol • Hyrwyddo cynhwysiant a derbyniad i'r holl ddisgyblion • Gosod disgwyliadau heriol sy'n gofyn llawer, a hyrwyddo hunan-werth ac annibyniaeth • Herio a symbylu disgyblion, hyrwyddo ac atgyfnerthu hunan-werth. • Rhoi adborth i ddisgyblion ynghylch cynnydd, cyflawniad, ymddygiad, presenoldeb, ac ati. • Annog disgyblion i ryngweithio ag eraill ac i gymryd rhan mewn gweithgareddau o dan arweiniad yr athro neu'r athrawes • Annog disgyblion i weithredu'n annibynnol, fel y bo'n briodol **Cefnogi'r Athro neu'r Athrawes** • Creu a chynnal amgylchedd pwrpasol, trefnus a chefnogol, yn unol â chynlluniau gwersi, a chynorthwyo gydag arddangos gwaith disgyblion • Defnyddio strategaethau, mewn cydweithrediad â'r athro neu'r athrawes, i gefnogi disgyblion er mwyn cyflawni cyrchnodau dysgu • Cynorthwyo gyda'r gwaith o gynllunio a chyflwyno gweithgareddau dysgu penodol • Monitro ymateb disgyblion i weithgareddau dysgu penodol a • chadw cofnod cywir o gyflawniad/cynnydd yn unol â'r cyfarwyddyd • Rhoi adborth manwl a rheolaidd i'r athro neu'r athrawes ynghylch cyflawniad, cynnydd, problemau, ac ati, sy'n ymwneud â'r disgyblion • Hyrwyddo ymddygiad da ymhlith y disgyblion, delio ar unwaith gyda gwrthdaro ac unrhyw ddigwyddiadau, yn unol â'r polisi sefydledig, ac annog disgyblion i fod yn gyfrifol am eu hymddygiad eu hunain • Sefydlu perthynas adeiladol gyda rhieni/gwarchodwyr • Gweinyddu profion arferol a goruchwylio arholiadau, ac ymgymryd â thasgau arferol marcio gwaith y disgyblion • Darparu cefnogaeth glerigol/weinyddol e.e. llungopïo, teipio, ffeilio, casglu arian, ac ati. • Cefnogi'r Cwricwlwm • Cefnogi disgyblion i gael mynediad i'r cwricwlwm • Ymgymryd â strwythurau a gweithgareddau dysgu/rhaglenni addysgu y cytunwyd arnynt, gan addasu'r gweithgareddau yn ôl ymateb y disgyblion • Ymgymryd â rhaglenni sydd â chyswllt â strategaethau dysgu lleol a chenedlaethol e.e. llythrennedd, rhifedd, CA3, y blynyddoedd cynnar, gan gadw cofnod o

	gyflawniad a chynnydd, ac adrodd yn ôl i'r athro neu'r athrawes • Cefnogi'r defnydd o TGCh mewn gweithgareddau dysgu, gan ddatblygu hyfedredd disgyblion a'u hannibynniaeth fel defnyddwyr y dechnoleg • Paratoi, cynnal a chadw, a defnyddio offer/adnoddau sy'n angenrheidiol i gwrdd â gofynion cynlluniau gwersi/gweithgaredd dysgu perthnasol, a chynorthwyo'r disgyblion i'w defnyddio **Cefnogi'r Ysgol** • Bod yn ymwybodol o bolisïau 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 • Gwerthfawrogi a chefnogi swyddogaeth y gweithwyr proffesiynol eraill • Mynychu cyfarfodydd perthnasol yn ôl y galw a chymryd rhan ynddynt • Cymryd rhan mewn hyfforddiant a gweithgareddau dysgu eraill a datblygu perfformiad yn ôl y gofyn • Cynorthwyo gyda'r gwaith o oruchwylio disgyblion ar adegau y tu allan i wersi, gan gynnwys cyn ac ar ôl ysgol ac yn ystod yr awr ginio • Mynd gyda'r staff addysgu a'r disgyblion ar ymweliadau, gwibdeithiau, a gweithgareddau y tu allan i'r ysgol yn ôl y gofyn, a bod yn gyfrifol am grŵp o dan oruchwyliaeth yr athro neu'r athrawes
Atebolrwydd	

Manyleb Person

Y cymwysterau academaidd/proffesiynol/ technegol/galwedigaethol (gan gynnwys Lefel y cymwysterau) sy'n ofynnol ar gyfer y swydd	CGC 3 (Cymhwyster Galwedigaethol Cenedlaethol – NVQ) Cynorthwywyr Addysgu neu gymhwyster neu brofiad tebyg			
Lefel y sgiliau ieithyddol sy'n ofynnol ar gyfer y swydd **(Gweler y canllawiau iaith a'r ceri | net)**	Gweler y tabl isod. **Nodyn: **<u>Bydd gofyn</u>** 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	5	5	**Hanfodol**
Cymraeg (Lefelau Fframwaith ALTE)	4	3	3	**Hanfodol***
Sgiliau ymarferol/personol sy'n ofynnol ar gyfer y swydd	• Defnydd effeithiol o TGCh i gefnogi'r dysgu • Cymwysterau Sgiliau rhifedd/llythrennedd da • Defnydd o offer eraill technoleg– fideo, llungopïwr • Dealltwriaeth o bolisïau/codau ymarfer perthnasol, ac ymwybyddiaeth o'r ddeddfwriaeth berthnasol. • Dealltwriaeth gyffredinol o'r cwricwlwm cenedlaethol/cyfnod sylfaen a rhaglenni/strategaethau dysgu sylfaenol eraill. • Dealltwriaeth sylfaenol o ddatblygiad a dysgu'r plentyn. • 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			
Profiad sy'n ofynnol ar gyfer y swydd	• Profiad o gweithio gyda, neu ofalu am, blant o'r oed perthnasol. • Profiad o ddefnyddio Makaton i gefnogi cyfathrebu â disgyblion ag anghenion dysgu ychwanegol, gan helpu i hyrwyddo dealltwriaeth, cynhwysiant ac ymgysylltu yn yr ystafell ddosbarth.			

Sgiliau/cymwysterau dymunol	• Hyfforddiant yn y strategaethau dysgu perthnasol e.e. llythrennedd • Hyfforddiant cymorth cyntaf/hyfforddiant briodol • "TeamTeach" • Rhaglen Gyflwyniad Cynorthwy-ydd Addysgu yr Adran dros Addysg a Gwyddoniaeth wedi'i chwblhau

Job Description

Post Name	Teaching Assistant Level 2
Job Evaluation Post No	
Service Area	Ysgol Gyfun Aberaeron
Grade SCP and salary – subject to Job Evaluation	Grade 4
Job Purpose	Support pupils in Canolfan Croeso (at times, independently) under the guidance of teaching / senior staff to undertake work / care / support / outreach (within specialist areas) programs (to enable access to learning for pupils and to assist the teacher in the management of pupils and the classroom. Work may be carried out in the classroom or outside the main teaching area.
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	**Support for pupils** • Supervise and provide particular support for pupils, including those with special needs, ensuring their safety and access to learning activities. • Use specialist skills/training/experience to provide outreach support to pupils with special needs, ensuring their safety and access to learning activities. • Assist with the development, implementation and review of Individual Education/Behaviour Plans and Personal Care programmes • Establish constructive relationships with pupils and interact with them according to individual needs

	• Promote the inclusion and acceptance of all pupils • Encourage pupils to interact with others and engage in activities led by the teacher • Set challenging and demanding expectations and promote self-esteem and independence • Challenge and motivate pupils, promote and reinforce self-esteem • Provide feedback to pupils in relation to progress, achievement, behaviour, attendance etc. • Encourage pupils to interact with others and engage in activities led by the teacher • Encourage pupils to act independently as appropriate **Support for the Teacher** • Create and maintain a purposeful, orderly and supportive environment, in accordance with lesson plans and assist with the display of pupils' work • Use strategies, in liaison with the teacher, to support pupils to achieve learning goals • Assist with the planning and delivery of specific learning activities • Monitor pupils' responses to specific learning activities and accurately record achievement/progress as directed • Provide detailed and regular feedback to teacher on pupils achievement, progress, problems etc. • Promote good pupil behaviour, dealing promptly with conflict and incidents in line with established policy and encourage pupils to take responsibility for their own behaviour • Establish constructive relationships with parents/carers • Administer routine tests and invigilate exams and undertake routine marking of pupils' work • Provide clerical/admin. Support e.g. photocopying, typing, filing, money, administer coursework etc. **Support for the Curriculum** • Support pupils in gaining access to the curriculum • Undertake structures and agreed learning activities/teaching programmes, adjusting activities according to pupil responses • Undertake programmes linked to local and national learning strategies e.g. literacy, numeracy, KS3, early years recording achievement and progress and feeding back to the teacher • Support the use of ICT in learning activities and develop pupils' competence and independence in its use • Prepare, maintain and use equipment/resources required to meet the lesson plans/relevant learning activity and assist pupils in their use

	Support for the School • Be aware of and comply with 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 • Appreciate and support the role of other professionals • Attend and participate in relevant meetings as required • Participate in training and other learning activities and performance development as required • Assist with the supervision of pupils out of lesson times, including before and after school and at lunchtime • Accompany teaching staff and pupils on visits, trips and out of school activities as required and take responsibility for a group under the supervision of the teacher
Accountability	

Person Specification

The Academic / professional / Technical / vocational qualifications (including qualification Level) required for the post	NVQ 3 for Teaching Assistants or equivalent qualifications or experience.
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	5	5	**Essential**
Welsh (ALTE Framework Levels)	4	3	3	**Essential***

Practical/personal skills required for the post	• Effective use of ICT to support learning. • Good numeracy/literacy skills. • Use of other equipment technology – video, photocopier. • Understanding of relevant policies/codes of practice and awareness of relevant legislation. • General understanding of national/foundation stage curriculum and other basic learning programmes/strategies. • Basic understanding of child development and learning. • 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 of working with or caring for children of relevant age. • Experience in using Makaton to support communication with pupils with additional learning needs, helping to promote understanding, inclusion, and engagement in the classroom.
Desirable Skills/Qualifications	• Training in the relevant learning strategies e.g. literacy • First aid training/training as appropriate. • TeamTeach • Completion of DfES Teacher Assistant Induction Programme