

Disgrifiad Swydd

Teitl y Swydd	Cynorthwydd addysgu (Lefel 3) gydag arbenigedd Nam Clyw/arbenigedd arwyddiaith (BSL)
Gwasanaeth	Ysgolion, Gydol Oes a Diwylliant
Graddfa	6
Pwynt/iau Cyflog	7 - 10
Cyflog	£26,403 – 27,694 pro rata
Pwrpas y Swydd	Goruchwyllo a darparu cefnogaeth benodol i ddisgyblion (Nam ar eu Clyw) yn y Ganolfan Adnoddau Clyw ym Mhenglais a Chefnogaeth Allgymorth i ddisgyblion penodol yng Ngheredigion yn ôl yr angen, gan sicrhau eu diogelwch a'u mynediad at weithgareddau dysgu. Gweithio o dan arweiniad staff addysgu / uwch staff, o fewn system oruchwyllo y cytunwyd arni, i weithredu rhaglenni gwaith y cytunwyd arnynt gydag unigolion / grwpiau, i mewn neu allan o'r ystafell ddosbarth. Bydd hyn yn cynnwys gwybodaeth fanwl ac arbenigol mewn meysydd penodol a bydd yn cynnwys cynorthwyo'r athro yn y cylch cynllunio cyfan, rheoli staff a rheoli / paratoi adnoddau. Efallai y bydd gofyn i staff hefyd oruchwyllo dosbarthiadau cyfan / grwpiau bach yn achlysurol yn ystod absenoldeb tymor byr athrawon. Y prif ffocws fydd cadw trefn dda a chadw disgyblion ar dasg. Bydd angen i staff ymateb i gwestiynau a chynorthwyo disgyblion yn gyffredinol i ymgymryd â gweithgareddau penodol.
Lleoliad Gwaith Cytundebol	Canolfan Clyw Ysgol Penglais, Aberystwyth
Oriau Gwaith	18.5 awr adeg y tymor yn unig
Math o Gytundeb	Rhan-amser
Hyd y Cytundeb	Dros Dro
Teitl swydd y Rheolwr Llinell	Arweinydd y Ganolfan Clyw ac Athrawes Ymgynghorol clyw.
Cyfrifoldebau Goruchwyllo / Rheoli	D/B
Atebolrwydd	Arweinydd y Ganolfan Clyw a Gwasanaethau Dysgu Ceredigion
Telerau Cytundebol sy'n Gysylltiedig â'r Swydd	Mae'r swydd yn amodol ar wiriad Manylach DBS ar gyfer Plant, gan gynnwys gwiriad yn erbyn y Rhestr Waharddedig i Blant.

Dyletswyddau a chyfrifoldebau	
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Cefnogi'r Disgyblion: • goruchwylio a darparu cefnogaeth benodol i ddisgyblion (Nam ar eu Clyw) yn y Sylfaen Adnoddau Clyw ym Mhenglais a Chefnogaeth Allgymorth i ddisgyblion penodol yng Ngheredigion yn ôl yr angen, gan sicrhau eu diogelwch a'u mynediad at weithgareddau dysgu; • defnyddio sgiliau / hyfforddiant / profiad arbenigol (cwricwlaid / dysgu) i gefnogi disgyblion; • cynorthwyo gyda rheoli Cynlluniau Addysg / Ymddygiad Unigol a rhaglenni Gofal Personol; • sefydlu perthnasoedd adeiladol gyda disgyblion a rhyngweithio â nhw yn unol ag anghenion unigol a phenodol; • sefydlu perthnasoedd gwaith cynhyrchiol gyda disgyblion, gan weithredu fel model rôl a gosod disgwyliadau uchel ar eu cyfer; • hyrwyddo cynhwysiant a derbyniad pob disgybl ym mhob lleoliad; • cefnogi disgyblion yn gyson wrth gydnabod ac ymateb i'w hanghenion unigol a phenodol; • gosod disgwyliadau heriol a heriol sy'n cymhell ac yn hyrwyddo hunan-barch ac annibyniaeth disgyblion; • annog disgyblion i rhyngweithio a chydweithredu ag eraill a chymryd rhan ym mhob gweithgaredd; • hyrwyddo annibyniaeth a defnyddio strategaethau i gydnabod a gwobrwyo cyflawniad mewn cyrhaeddiad a hunanddibyniaeth; a • rhoi adborth i ddisgyblion mewn perthynas â chynnydd a chyflawniad.	
Cefnogi'r Athrawon: • gweithio gyda'r athro / ysgolion i sefydlu amgylchedd dysgu priodol; • gweithio gyda'r athro / athrawes wrth gynllunio gwersi, gwerthuso a diwygio gwersi / cynlluniau gwaith fel sy'n briodol; • monitro a gwerthuso ymatebion disgyblion i weithgareddau dysgu trwy arsylwi a chofnodi cyflawniad wedi'i gynllunio yn erbyn amcanion dysgu a bennwyd ymlaen llaw; • darparu adborth ac adroddiadau gwrthrychol a chywir yn ôl yr angen, i'r athro, ar gyflawniad disgyblion, cynnydd a materion eraill, gan sicrhau bod tystiolaeth briodol ar gael; • bod yn gyfrifol am gadw a diweddarw cofnodion fel y cytunwyd gyda'r athro, gan gyfrannu at adolygiadau o systemau / cofnodion yn ôl y gofyn; • ymgymryd â marcio gwaith disgyblion a chofnodi cyflawniad / cynnydd yn gywir; • hyrwyddo gwerthoedd cadarnhaol, agweddau ac ymddygiad da disgyblion, gan ddelio'n brydlon â gwrthdaro a digwyddiadau yn unol â pholisi sefydledig ac annog disgyblion i gymryd cyfrifoldeb am eu hymddygiad eu hunain; • cysylltu'n sensitif ac yn effeithiol â rhieni / gofawyr fel y cytunwyd gyda'r athro yn eich rôl / cyfrifoldeb a chymryd rhan mewn sesiynau adborth / cyfarfodydd gyda rhieni, neu yn ôl y cyfarwyddyd; • gweinyddu ac asesu profion arferol a bywiogi arholiadau / profion; a • darparu cefnogaeth glerigol / gweinyddol gyffredinol e.e. gweinyddu gwaith cwrs, cynhyrchu taflenni gwaith ar gyfer gweithgareddau y cytunwyd arnynt.	

Cefnogi'r Cwricwlwm

- Cefnogi disgyblion i gael mynediad i'r cwricwlwm.
- Gwahaniaethu tasgau yn ôl yr angen i gefnogi disgyblion;
- gweithredu gweithgareddau dysgu / rhaglenni addysgu y cytunwyd arnynt, gan addasu gweithgareddau yn unol ag ymatebion / anghenion disgyblion;
- •gweithredu strategaethau dysgu lleol a chenedlaethol e.e. llythrennedd, rhifedd, blynyddoedd cynnar, CA2, CA3 a CA4 ac yn gwneud defnydd effeithiol o gyfleoedd a ddarperir gan weithgareddau dysgu eraill i gefnogi datblygiad sgiliau perthnasol;
- cefnogi'r defnydd o TGCh mewn gweithgareddau dysgu a datblygu cymhwysedd ac annibyniaeth disgyblion wrth ei ddefnyddio;
- helpu'r disgybl i gael mynediad at weithgareddau dysgu trwy gymorth unigol arbenigol; a pennu'r angen am, paratoi a chynnal a chadw offer ac adnoddau cyffredinol ac arbenigol.

Cefnogi'r Ysgolion

- Bod yn ymwybodol o, a chydymffurfio â pholisïau sy'n ymwneud ag amddiffyn plant, iechyd, diogelwch, cyfrinachedd a diogelu data, gan adrodd ynghylch pob pryder i berson priodol.
- Bod yn ymwybodol o wahaniaeth a'i gefnogi a sicrhau bod yr holl ddisgyblion yn meddu ar fynediad cyfartal i gyfleoedd dysgu a datblygu.
- Cyfrannu at ethos/gwaith/nodau cyffredinol yr ysgolion.
- Gwerthfawrogi a chefnogi rôl gweithwyr proffesiynol eraill.
- Mynychu a chymryd rhan mewn cyfarfodydd perthnasol yn ôl y gofyn.
- Cymryd rhan mewn hyfforddiant a gweithgareddau dysgu a datblygiadau perfformiad eraill yn ôl y gofyn.
- cydnabod eich cryfderau a'ch meysydd arbenigedd eich hun a defnyddio'r rhain i gynghori a chefnogi eraill;
- darparu arweiniad a goruchwyliaeth briodol a chynorthwyo i hyfforddi a datblygu staff fel sy'n briodol;
- ymgymryd â goruchwyliaeth gynlluniedig o weithgareddau dysgu y tu allan i oriau ysgol disgyblion; a
- goruchwyllo disgyblion ar ymweliadau, teithiau a gweithgareddau y tu allan i'r ysgol yn ôl yr angen.

Cyfeirnod at Ddibenion Gwerthuso Swyddi

JD 1746

Manyleb y Person

Gofynion Hanfodol	
Cymwysterau Academaidd / Proffesiynol / Technegol / Galwedigaethol	- Sgiliau rhifedd/llythrennedd da. - CGC 3 ar gyfer Cynorthwyyr Addysgu neu gymwysterau neu brofiad cyfatebol. - Hyfforddiant a chymhwyster BSL Lefel 2 (lleiafswm) - Hyfforddiant yn y strategaethau perthnasol e.e. llythrennedd a / neu yn benodol gwricwlwm neu feysydd dysgu e.e. dwyieithog, iaith arwyddion, dyslecsia, TGCh, mathemateg, Saesneg, CACHE ac ati. - Hyfforddiant Cymorth Cyntaf priodol.
Sgiliau leithyddol Cymraeg:	Rhaid i chi feddu ar y sgiliau ieithyddol canlynol pan fyddwch chi'n dechrau'r swydd. Gwrando a Siarad Lefel 2: Medru deall craidd sgwrs. Medru derbyn a deall negeseuon syml ar batrymau arferol, e.e. amser a lleoliad cyfarfod, cais am siarad gyda rhywun. Medru cyfleu gwybodaeth elfennol a chyfarwyddiadau syml. Medru agor a chau. Sgiliau Darllen Lefel 2: Gallu deall y rhan fwyaf o adroddiadau byr a chyfarwyddiadau arferol o fewn arbenigedd y gwaith, a bod digon o amser wedi ei ganiatlgau. Sgiliau Ysgrifennu Lefel 2: Medru llunio neges fer syml ar bapur neu e-bost i gydweithiwr o fewn y Cyngor neu gyswllt cyfarwydd y tu allan i'r Cyngor.
Sgiliau leithyddol Saesneg:	Rhaid i chi feddu ar y sgiliau ieithyddol canlynol pan fyddwch chi'n dechrau'r swydd. Gwrando a Siarad Lefel 5: Medru cyfrannu'n rhugl a hyderus yng nghyswllt pob agwedd ar y gwaith beunyddiol, gan gynnwys trafod a chynghori ar faterion technegol, arbenigol neu sensitif. Sgiliau Darllen Lefel 5: Gallu deall adroddiadau, dogfennau ac erthyglau y mae'n debygol o ddod ar eu traws yn ystod y gwaith, gan gynnwys cysyniadau cymhleth wedi'u mynegi yn nhermau astrus.

	Sgiliau Ysgrifennu Lefel 5: Medru llunio gohebiaeth fusnes, adroddiadau byr, negeseuon e-bost a llenyddiaeth hysbysrwydd i safon dderbyniol gyda chymorth cymhorthion iaith. Medru llunio nodiadau manwl tra'n cymryd rhan lawn mewn cyfarfod.
Sgiliau Ymarferol / Personol	• Y gallu i ddefnyddio TGCh yn effeithiol i gefnogi dysgu. • Defnyddio technoleg offer arall - cymhorthion clyw, cymhorthion radio, fideo, llungopiwr. • Gwybodaeth ymarferol lawn o bolisiâu / codau ymarfer perthnasol ac ymwybyddiaeth o ddeddfwriaeth berthnasol. • Gwybodaeth ymarferol o strategaethau Cwricwlwm Cenedlaethol, Rhifedd a Llythrennedd a rhaglenni / strategaethau dysgu perthnasol eraill. • Dealltwriaeth o egwyddorion datblygiad plant a phrosesau dysgu. • Y gallu i hunanwerthuso anghenion dysgu disgyblion a mynd ati i chwilio am gyfleoedd dysgu priodol. • Y gallu i gysylltu'n dda â phlant ac oedolion. • Gweithio'n adeiladol ac yn hyblyg fel rhan o dîm, gan ddeall rolau a chyfrifoldebau ystafell ddosbarth a'ch safle eich hun yn y rhain.
Profiad Hanfodol	• Profiad o weithio gyda phlant, yn enwedig plant ag anghenion addysgol ychwanegol o oedrannau perthnasol. • Meistrolaeth dda ar yr iaith Saesneg i helpu disgyblion i gael mynediad i'r cwricwlwm a chwblhau gweithgareddau a osodwyd.
Hyfforddiant/addysg y mae'n ofynnol eu cyflawni/mynd ati i'w cyflawni ar gyfer y swydd	• Cymwysterau BSL • Hyfforddiant ymwybyddiaeth o fyddardod • Hyfforddiant ar gyfer anghenion eraill yn ôl yr angen h.y. ADHD, ASD, Dyslecsia ac ati

Gofynion Dymunol	
Cymwysterau / Hyfforddiant	• Gallu gweithio'n annibynnol ond o fewn y strwythur • Hyfforddiant BSL perthnasol
Sgiliau Ymarferol / Personol	• Profiad o weithio gyda phlant sydd wedi colli eu clyw

Job Description

Post Name	Teaching Asistant (Level 3) with HI specialism/sign expertise (BSL)
Service	Schools, Lifelong Learning & Culture
Grade	6
Spinal Point/s	7 - 10
Salary	£26,403 – £27,694 pro rata
Job Purpose	Supervise and provide particular support for (Hearing Impaired) pupils at the Hearing Resource Base at Penglais and Outreach Support for specific pupils within Ceredigion as required, ensuring their safety and access to learning activities. To work under the guidance of teaching / senior staff, within an agreed system of supervision, to implement agreed work programmes with individuals / groups, in or out of the classroom. This will include detailed and specialist knowledge in particular areas and will involve assisting the teacher in the whole planning cycle, the management of staff and, the management / preparation of resources. Staff may also be required to supervise whole classes / small groups occasionally during the short-term absence of teachers. The primary focus will be to maintain good order and to keep pupils on task. Staff will need to respond to questions and generally assist pupils to undertake set activities.
Contractual Work Location/Base	Ysgol Penglais, Aberystwyth
Hours of Work	18.5 hours term time only
Type of Contract	Part-time
Contract Duration	Temporary
Line Managers Job Title	Leader of Hearing Resource Centre
Supervisory/Managerial Responsibilities	N/A
Accountability	Leader of Hearing Resource Centre and Ceredigion Learning Services
Contractual Terms Associated with the Post	This post is subject to an Enhanced Child DBS check, including a check against the Children's Barred List.

Duties and Responsibilities

To work under the guidance of teaching / senior staff, within an agreed system of supervision, to implement agreed work programmes with individuals / groups, in or out of the classroom. This will include detailed and specialist knowledge in particular areas and will involve assisting the teacher in the whole planning cycle, the management of staff and, the management / preparation of resources. Staff may also be required to supervise whole classes / small groups occasionally during the short-term absence of teachers. The primary focus will be to maintain good order and to keep pupils on task. Staff will need to respond to questions and generally assist pupils to undertake set activities.

Support for pupils

- supervise and provide particular support for (Hearing Impaired) pupils at the Hearing Resource Base at Penglais and Outreach Support for specific pupils within Ceredigion as required, ensuring their safety and access to learning activities;
- use specialist (curricular/learning) skills/training/experience to support pupils;
- assist with the management of Individual Education / Behaviour Plans and Personal Care programmes;
- establish constructive relationships with pupils and interact with them according to individual and specific needs;
- establish productive working relationships with pupils, acting as a role model and setting high expectations for them;
- promote the inclusion and acceptance of all pupils in all settings;
- support pupils consistently whilst recognising and responding to their individual and specific needs;
- set challenging and demanding expectations which motivate and promote pupils' self-esteem and independence;
- encourage pupils to interact and work co-operatively with others and engage in all activities;
- promote independence and employ strategies to recognise and reward achievement in attainment and self-reliance; and
- provide feedback to pupils in relation to progress and achievement.

Support for the Teacher

- work with the teacher /schools to establish an appropriate learning environment;
- work with the teacher in lesson planning, evaluating and amending lessons / work plans as appropriate;
- monitor and evaluate pupils' responses to learning activities through observation and planned recording of achievement against pre-determined learning objectives;
- provide objective and accurate feedback and reports as required, to the teacher, on pupil achievement, progress and other matters, ensuring the availability of appropriate evidence;
- be responsible for keeping and updating records as agreed with the teacher, contributing to reviews of systems / records as requested;
- undertake marking of pupils' work and accurately record achievement / progress;
- promote positive values, attitudes and good pupil behaviour, dealing promptly with conflict and incidents in line with established policy and encourage pupils to take responsibility for their own behaviour;
- liaise sensitively and effectively with parents / carers as agreed with the teacher within your role / responsibility and participate in feedback sessions / meetings with parents, or as directed;
- administer and assess routine tests and invigilate exams / tests; and

- provide general clerical / admin support e.g. administer coursework, produce worksheets for agreed activities.

Support for the Curriculum

- support pupils in gaining access to the curriculum. Differentiate tasks as required to support pupils;
- implement agreed learning activities / teaching programmes, adjusting activities according to pupil responses / needs;
- implement local and national learning strategies e.g. literacy, numeracy, early years, KS2, KS3 and KS4 and make effective use of opportunities provided by other learning activities to support the development of relevant skills;
- support the use of ICT in learning activities and develop pupils' competence and independence in its use;
- help pupil to access learning activities through specialist individual support; and
- determine the need for, prepare and maintain general and specialist equipment and resources

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 the 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 professional training and other learning activities as required;
- recognise own strengths and areas of expertise and use these to advise and support others;
- provide appropriate guidance and supervision and assist in the training and development of staff as appropriate;
- undertake planned supervision of pupils' out of school hours learning activities; and
- supervise pupils on visits, trips and out of school activities as required.

Job Evaluation Post Ref

JD 1746

Person Specification

Essential Requirements	
Academic / Professional / Technical / Vocational Qualifications	• Very good Numeracy and Literacy skills. • NVQ 3 for Teaching Assistants or equivalent qualification or experience. • BSL Level 2 training and qualification (minimum) • Training in the relevant strategies e.g. literacy and / or in particular curriculum or learning areas e.g. bi-lingual, sign language, dyslexia, ICT, maths, English, CACHE etc. Appropriate First Aid training
Welsh Linguistic Skills:	You must possess the following linguistic skills when you start the position. Listening & Speaking Level 2: Can understand the essence of a conversation. Can receive and understand simple messages following normal patterns, such as time and place of meeting, request to talk to someone. Can pass on basic information and simple instructions. Can begin and end conversations and meetings bilingually. Reading Skills Level 2: Can understand most short reports and familiar instructions within his/her own area of expertise, provided enough time is given. Writing Skills Level 2: Can write a short simple message on paper or by e-mail to a colleague within the Council or a known external contact.
English Linguistic Skills:	You must possess the following linguistic skills when you start the position. Listening & Speaking Level 5: Can contribute fluently and confidently in relation to all aspects of day-to-day work, including discussing and advising upon technical, specialist or sensitive matters.

	Reading Skills Level 5: Can understand reports, documents and articles he/she is likely to read during his/her work, including complicated concepts expressed in abstruse terms. Writing Skills Level 5: Can write business correspondence, short reports, e-mail messages and information literature to an acceptable standard with the assistance of language tools. Can write detailed notes in a meeting whilst contributing fully.
Practical and personal skills	• Ability to use ICT effectively to support learning. • Use of other equipment technology – hearing aids, radio aids, video, photocopier. • Full working knowledge of relevant policies / codes of practice and awareness of relevant legislation. • Working knowledge of National Curriculum, Numeracy and Literacy strategies and other relevant learning programmes / strategies. • Understanding of principles of child development and learning processes. • Ability to self-evaluate pupils' learning needs and actively seek appropriate 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.
Required Experience	• Experience of working with children, in particular children with additional educational needs of relevant ages. • Good command of the English language to help pupils to access the curriculum and complete activities set.
Training/education required to be undertaken for the post/worked towards	• BSL Qualifications • Deaf awareness training • Training for other needs as required e.g. ADHD, ASD, Dyslexia etc

Desirable Requirements	
Qualifications / Training	• Able to work independently but within the structure • Relevant BSL training
Practical / Personal Skills	• Experience of working with children with hearing loss

