

**Disgrifiad Swydd**

**Ysgol Xxx**

**Disgrifyddion Swydd**

 **Cynorthwy-ydd Addysgu ~ *Ymddygiad/arweiniad/cefnogaeth***

**Lefel 4**

**Gradd: 9 scp 24-26**

**Cyflog: (£\*\*\*\*\*\* - £\*\*\*\*\*\*\* CLlA)**

O dan system gytunedig o oruchwyliaeth: chwarae rhan flaenllaw o fewn yr ysgol i fynd i’r afael ag anghenion disgyblion sydd angen cymorth neilltuol i oresgyn rhwystrau i ddysgu.

# Cefnogi disgyblion

* Chwarae rhan flaenllaw yn y gwaith o reoli ac ymgymryd â chefnogaeth fugeiliol i’r disgyblion
* Rheoli’r gwaith o oruchwylio disgyblion naill ai a eithriwyd o, neu nad ydynt yn gweithio i, amserlen arferol
* 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 gynhyrchiol 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 hunan-werth
* Rhoi adborth i ddisgyblion ynghylch cynnydd, cyflawniad, ymddygiad, presenoldeb, ac ati

Cefnogi’r Athro neu’r Athrawes

* Rheoli’r cyswllt ag ysgolion cyflenwol a chyrff 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

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

## Manyleb Bersonol

Profiad Profiad o weithio gyda phlant o’r oed perthnasol mewn amgylchedd dysgu

Profiad o weithio gyda disgyblion gydag anghenion ychwanegol.

Cymwysterau Cwrdd â safonau Cynorthwywyr 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

Gwybodaeth/Sgiliau Gwybodaeth drylwyr o bolisïau/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 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.



**Job Description**

**Xxx School**

**Descriptors of Job**

**Teaching Assistant – *Behaviour/Guidance/Support***

**Level 4**

**Grade: 9 scp 24-26**

**Salary: (£\*\*\*\*\*\*\*\* - £\*\*\*\*\*\*\* CLlA)**

Under an agreed system of supervision: take a lead role within the school to address the needs of pupils who need particular help to overcome barriers to learning.

# Support for pupils

* Take a lead role in managing and delivering pastoral support to pupils
* Manage the supervision of pupils excluded from, or otherwise not working to, a normal 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
* Take a lead role in the provision of support for pupils with special needs
* 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, 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

# 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
* 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

## Person Specification

Experience Experience working with children of relevant age.

Experience of working with pupils with additional needs.

Qualifications Meet Higher Level Teaching Assistant standards of equivalent qualification or experience.

Excellent numeracy/literacy skills – equivalent to NVQ Level 2 in English and maths.

Knowledge/Skills Full working knowledge of relevant policies/code of practice/ legislation.

Working knowledge of 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.