

**ADVERT**

**ROLE TITLE: Higher Level Teaching Assistant, for Pembroke Primary Specialist Resource Base.** Temporary for the period of one year.

**ADVERT TEXT:**

Pembroke Primary School Additional Learning Centre, is a caring and supportive primary school setting, dedicated to fulfilling the potential of children with additional learning needs. We are excited to recruit a passionate, caring and enthusiastic Higher Level Teaching Assistant to join our team of friendly and professional staff. We are looking for someone who is passionate about supporting the individual needs of all children and committed to their own professional development.

**POST ID: L22281023**

**LOCATION:** Pembroke Primary school, Chepstow- Additional Learning Centre for children with Profound and Multiple Learning Difficulties s and/or Autism.

**GRADE:** Band F (SCP 19 – 23)

**SALARY:** £29,777 - £32,076 pro rata per annum (term time only)

**HOURS:** 32.5 Per Week, 39 Weeks per year

**TEMPORARY:** Temporary: 1 year's contract starting 1st September 2024 – 31st August 2025

**DBS CHECK:** Yes (Disclosure & Barring Service Check)

**CLOSING DATE:** 12pm on Friday 31st May 2024

**Additional Information**

**Please note that we are not able to accept CVs**

**To apply for this post please complete an application form via:**

<https://www.monmouthshire.gov.uk/jobs-employment/>

Applications may be submitted in Welsh, and that an application submitted in Welsh will not be treated less favourably than an application submitted in English.

The Governing Body is committed to safeguarding and promoting the welfare of children and young people and expects all employees and volunteers to share this commitment.

All posts are open to job-share unless stated otherwise.

Monmouthshire County Council is:-

- an equal opportunities employer and welcomes applications from all sections of the community.
- a disability confident committed employer.
- an Armed Forces friendly employer.
- Autism aware and committed to removing barriers to employment
- committed to supporting young people who leave our care to access new opportunities and gain experience.



## JOB DESCRIPTION

**ROLE TITLE:** ALC HLTA (Temporary)  
Temporary

**POST ID:** L22281023

**GRADE:** Band F (SCP 19 – 23)

**SALARY:** £29,777 - £32,076 pro rata per annum (term time only)

**HOURS:** 32.5 Per Week, 39 Weeks per year

**WORK PATTERN:** Full time = 32.5 hours Monday to Friday 8.30am to 3.30pm,

**LOCATION:** Pembroke Primary school, Chepstow - Additional Learning Centre for children with Profound and Multiple Learning Difficulties and/or Autism.

**DISCLOSURE AND BARRING SERVICE (DBS) CHECK:**

Appointment to this post is exempt from Rehabilitation of Offenders Act and is subject to the following DBS check:

An Enhanced with Children Barred List Check

**RESPONSIBLE TO:** Headteacher Mrs Jade Wakley

**WELSH LANGUAGE ASSESSMENT:**

Welsh language skills are desirable;

**SAFEGUARDING:**

Child and Adult Safeguarding are key priorities for the School and Council. We aim to support children and adults at risk to be as safe as they can and to fulfil their potential. You are responsible for playing your part in the well-being, safety and protection of children and adults at risk. You will have a responsibility to participate in training to the appropriate level of safeguarding and have a duty to fulfil your personal responsibilities for safeguarding.

**Our Purpose:-**

'Happy and Secure, Learning together' captures the heart of Pembroke Primary School. We believe that Pembroke offers all of its children an excellent education that is full of challenge, interest and fun. In addition, children are encouraged to build their self-esteem and confidence, to develop self-reliance, to take risks without fear of failure and to make decisions about their own learning.

We also believe that we can only achieve the best for our pupils by developing a close relationship between home and school.

## **The Purpose of this Role:-**

**1.1** To work with the Lead Teacher for the SRB and the wider SRB Staff Team to provide effective delivery, which includes PPA / absence cover for colleagues across the SRB.

1.2 To plan and devise appropriate targeted intervention to address identified areas of need across the SRB

1.3 To review the impact of any agreed support strategies and report these to the relevant class teacher and the Lead for the SRB.

## **Responsibilities**

2.1 To support the implementation of the ALN Act 2018 and The Additional Learning Needs Code for Wales 2021.

2.2 Establish and maintain good relationships with parents/carers and relevant outside agencies.

2.3 Become familiar with the specific needs of each learner within the classes allocated across the SRB.

2.4 Promote independence and resilience and supporting the development of positive mental health.

2.5 Be aware of and support differences and ensure equal opportunities for all.

2.6 Contribute to the overall ethos, learning and intended outcomes of each class.

2.7 Appreciate and support the role of other professionals, communicating with outside agencies as required.

2.8 To share the effective approaches developed with the school to support transfer of progress from the intervention to the classroom.

2.9 To contribute to the One Page Profiles and short-term targets for individuals receiving support.

2.10 Where appropriate, to attend and contribute to Annual Reviews of learners with Statements / IDPs.

2.11 To contribute to any additional plans developed to enhance learner provision and progress, for example enhanced transition plans, risk assessments.

2.12 To uphold and comply with the statutory provisions of the Health and Safety Work Regulations 1999, The Monmouthshire Safeguarding and Child Protection Policy 2014 and any other relevant Council and School policies relating to Safeguarding and Health and Safety.

2.13 To follow school and LA policies and procedures on Safeguarding and Child Protection in all work with children and families.



- 2.14 Be aware of and comply with policies and procedures relating to Behaviour Management, uniform, confidentiality and data protection, reporting all concerns to an appropriate person in each setting.
- 2.15 Participate in training, learning activities and performance development as required.

### **Guidance**

- 3.1 Planning and delivering innovative and highly differentiated activities that take into account the needs of learners within each SRB class
- 3.2 Contributing to the content and review of Individual Development Plans (IDPs), with a particular focus upon Additional Learning Provision (ALP).
- 3.3 Contributing to and developing person centred practice and where appropriate / requested liaison with parents / carers.
- 3.4 Attendance at meetings where a multi-agency approach is being taken to support individuals.
- 3.5 To support the school SRB Team as required.
- 3.6 To work closely with identified learners within the SRB. This will include in-class provision and withdrawal support as required.
- 3.7 Attendance at planned parent/carer meetings alongside relevant staff in order to help plan additional learning provision and to ensure effective transition.

You will also be expected to carry out any other duties which may reasonably be directed by the Headteacher from time to time

## PERSON SPECIFICATION

### Person Specification: Higher Level Teaching Assistant – Specialist Resource Base

Date: April 2024

Post Title: HLTA – SRB

	Requirement	Essential or Desirable	How Tested (S) used at Shortlisting
<b>Education/Qualifications</b>			
1.1	5 GCSEs Grade A*-C, or equivalent English and Mathematics	E	Application Form
1.2	Higher Level Teaching Assistant Qualification	D	Application Form
1.3	NVQ Level 3 or equivalent qualification	E	Application Form
1.4	Further/Higher education qualifications	D	Application Form
1.5	Recent Safeguarding Training	D	Application Form
1.6	First Aid Training	D	Application Form
1.7	Training relevant to working with children with additional learning needs, for example Team Teach, Attention Autism, Signalong	D	Application Form
<b>Knowledge and Experience</b>			
2.1	Experience of working in an educational environment, providing direct support for children and young people	E	Application Form / Interview
2.2	Good knowledge of the Additional Learning Needs	E	Application Form / Interview
2.3	Confident verbal communicator with the skills to communicate with students in order to improve teaching and learning	E	Application Form / Interview
2.4	The ability to use different communication systems to aid students to communicate effectively	E	Application Form / Interview
2.5	Good literacy, numeracy and digital competency skills	E	Application Form / Interview
2.6	Good administrative and organisational skills	E	Application Form / Interview



2.7	The ability to prioritise workloads and work to given deadlines	E	Application Form / Interview
2.8	Knowledge of different learning styles and learning needs	E	Application Form / Interview
2.10	Knowledge of and ability to use a range of strategies to deal with the behavioural needs of children and young people	E	Application Form / Interview
2.11	Experience of supporting the development of literacy and/or numeracy with small groups, or individuals	D	Application Form / Interview
2.12	Experience of working with outside agencies and local authority services	D	Application Form / Interview
<b>Aptitudes and Skills</b>			
3.1	Ability to approach tasks with creativity and flexibility in order to meet a range of additional learning needs	E	Application Form/Interview
3.2	Ability to inspire, challenge and motivate students	D	Application Form / Interview
3.3	Ability to demonstrate personal enthusiasm and commitment to the learning process	E	Application Form / Interview / Micro-lesson
3.4	An ability to plan, deliver and review targeted interventions	E	Application Form / Interview
3.5	To think flexibly and creatively to anticipate and solve problems	E	Application Form / Interview
3.6	To build and maintain effective relationships with team members	E	Application Form / Interview
3.7	To ensure the very best experience for all students with additional learning needs	E	Application Form / Interview
<b>Personal Attributes</b>			
4.1	A good role model	E	Interview
4.2	Ability to deal calmly with different situations as they arise	E	Interview
4.3	Ability to be flexible	E	Interview
4.4	Develop good relationships with children, young people, parents/carers and staff	E	Interview
4.5	The ability to work collaboratively with others	E	Interview
4.6	High personal and professional standards	E	Interview
4.7	Excellent organizational skills	E	Interview
4.8	Reliability – good attendance and punctuality records	E	Interview
4.9	An ability to exercise discretion and maintain high levels of confidentiality	E	Interview
<b>Safeguarding</b>			

5.1	Commitment to pupil well-being, safeguarding and child protection	E	Interview
5.2	Positive references	E	Post short-listing
5.3	Enhanced DBS	E	Post-interview

**Your responsibilities are to:-  
The Head teacher**

All employees are responsible for ensuring that they act at all times in a way that is consistent with Monmouthshire's Equal Opportunities Policy in their own area of responsibility and in their general conduct.

**Here's what we can provide you with:-**

- The opportunity to develop Welsh language skills.
- The school is committed to supporting all in developing their practice to achieve the very best outcomes for all students. The school CPD policy outlines the provision and practice for this role.

**What else you need to know.....Our Values:**

Our purpose is underpinned by a clear sense of who we are as an organisation. We expect people who work with us to share a strong value set and expect that these are evident in the ways in which we work and engage with our communities.

**Teamwork:** We will work with you and our partners to support and inspire everyone to get involved. We will make the best of the ideas, and resources available to make sure we do the things that most positively impact our people and places.

**Openness:** We are open and honest. People have the chance to be involved and tell us what matters.

**Flexibility:** We are flexible, enabling delivery of the most effective and efficient services. This means a genuine commitment to working with everyone to embrace new ways of working.

**Fairness:** We provide opportunities for people and communities to thrive. We will always try to treat everyone fairly and consistently.

**Kindness:** We will show kindness to all those we work with, putting the importance of relationships and the connections we have with one another at the heart of all interactions.

This role will work with Monmouthshire to achieve these.

**In addition:**

All employees are responsible for ensuring that they act at all times in a way that is consistent with Monmouthshire's Equal Opportunities Policy in their own area of responsibility and in their general conduct.

**Should you require any further information regarding this post, please contact:  
Mrs Jade Wakley, Headteacher Tel: 01291 440920**



**Closing Date: 12pm Friday 31st May 2024**

**Interviews: Monday 10th June 2024**



## WELSH LANGUAGE SKILLS FRAMEWORK

### LEVEL 1

*Can understand basic everyday phrases if the speaker talks slowly and clearly and is willing to help. Can introduce yourself and others and can ask and answer questions regarding basic information, e.g. individual asking to see someone, where is the xxx meeting, toilet etc. Can transfer phone calls pass on a simple message or make a straightforward request, e.g. via e-mail.*

UNDERSTANDING	SPEAKING	READING	WRITING
<ul style="list-style-type: none"> <li>➤ Can understand simple questions: where is the xxx meeting, where is the toilet, who is the person they wish to see. Can understand who to transfer a phone call to etc,</li> </ul>	<ul style="list-style-type: none"> <li>➤ Can pronounce place names and personal names correctly.</li> <li>➤ Can greet individuals face to face or over the phone</li> <li>➤ Can open and close a conversation or open and close a meeting.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Can read short sentence, e.g. basic signs, simple instructions, agenda items, simple information on forms</li> </ul>	<ul style="list-style-type: none"> <li>➤ Can open and close an e-mail or letter</li> <li>➤ Can write personal names, place names, job titles</li> <li>➤ Can write a simple message to a colleague on paper or e-mail, e.g. such and such has called.</li> </ul>

### LEVEL 2

*Can understand sentences when people talk about everyday situations, e.g. simple personal and family information. Can hold a basic conversation with someone to obtain or exchange straightforward information, e.g. discuss how a person is feeling; something which has happened; simple plan for the future. Can write and read messages in letters or e-mails describing familiar issues and written in short sentences.*

UNDERSTANDING	SPEAKING	READING	WRITING
<ul style="list-style-type: none"> <li>➤ Can understand when people speak slowly about everyday situations, e.g. providing personal information, talking about what they have been doing, what they would like to do, how they feel general</li> <li>➤ Can understand when people ask you do something</li> </ul>	<ul style="list-style-type: none"> <li>➤ Can communicate simple information or ask common questions, e.g. to acquire information from an individual</li> <li>➤ Can use Welsh to get to and emphasise with the individual but not able to conduct the entire conversation or session in Welsh</li> <li>➤ Can hold a short conversation with an individual or exchange relatively straightforward information</li> <li>➤ Can contribute to a meeting, but need to revert to English for specialist terms.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Can read short message and certain letters or e-mails, e.g. those which make a request or ask you to pass on a message</li> </ul>	<ul style="list-style-type: none"> <li>➤ Can write a short message to a colleague asking a question, thanking her/him, explaining something, e.g. time and place of a meeting</li> <li>➤ Can write a short letter or e-mail to arrange an appointment</li> </ul>

### LEVEL 3



*Can understand the main points when an individual or colleague is talking about familiar subjects, e.g. during a conversation or small group meeting. Can hold extended conversations with fluent speakers about familiar subjects involving everyday work. Can describe experiences and events and provide concise explanations and reasons for opinions and plans. Can read articles, letters or e-mails about general subjects. Can write letters or e-mails about most subjects, e.g. requesting something; providing information; inviting somebody or organising an event.*

UNDERSTANDING	SPEAKING	READING	WRITING
<ul style="list-style-type: none"> <li>➤ Can understand individuals and colleagues when exchanging information or discussing plans, if the subject is familiar.</li> <li>➤ Can understand a discussion at a meeting if the subject is familiar.</li> <li>➤ Can understand individuals and colleagues in a familiar situation or in everyday conversation.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Can take part in most conversations with colleagues about work and plans if the vocabulary is not too technical.</li> <li>➤ Can hold a conversation with an individual or exchanging relatively straightforward information.</li> <li>➤ Can contribute to a meeting but need to revert to English for specialist terms.</li> <li>➤ Can adapt the style of language to suit the audience.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Can understand most e-mail messages or letters concerning day to day work.</li> <li>➤ Can guess the meaning of a word based on context if the subject is familiar.</li> <li>➤ Can read a simple, straightforward article in a newspaper or magazine types of written material.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Can write a letter or e-mail to an individual, or colleague about most topics in order to request something; provide an explanation; describe an experience or situation; invite people or organise an event.</li> <li>➤ Can write relatively accurately when drafting a short information leaflet or poster in Welsh as required.</li> </ul>

**LEVEL 4**

*Can usually follow most conversations or discussions, even on unfamiliar topics, Can talk confidently with fluent speakers about familiar subjects relating to work, and an express an opinion, take part in discussion, and talk extensively about general topics, e.g. in meetings or one-to-one situations with individuals. Can understand most correspondence, newspaper articles and reports intended for fluent speakers with the aid of Welsh language resources and can scan long texts to find details. Can complete forms and write reports relating to work and respond accurately.*

UNDERSTANDING	SPEAKING	READING	WRITING
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<ul style="list-style-type: none"> <li>➤ Can follow most conversations and discussions with individuals or colleagues even if the subject matter is unfamiliar.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Can contribute effectively to internal and external meetings in a work context.</li> <li>➤ Can converse comfortably with individuals and exchange information as required.</li> <li>➤ Can argue for and against a specific case.</li> <li>➤ Can chair meetings and answer questions from the chair confidently.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Can read most correspondence and scan long texts to find details.</li> <li>➤ Can understand most newspaper articles and reports with the aid of a dictionary.</li> <li>➤ Can understand texts, unless written in a very formal or colloquial form.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Can produce correspondence of all types, short reports, documents and literature with support of Welsh language translation aids eg. Cysgeir, cysill.</li> </ul>
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**LEVEL 5**

*Can understand everything that is being said. Can talk extensively about complex issues, presenting difficult information and can facilitate and summarise extended or complex discussions. Can summarise information from different sources (orally and in writing) and present it in a coherent way. Can express themselves spontaneously, fluently and in detail, adapting the language to suit the audience.*

<b>UNDERSTANDING</b>	<b>SPEAKING</b>	<b>READING</b>	<b>WRITING</b>
<ul style="list-style-type: none"> <li>➤ Can follow all conversations and discussions with individuals or colleagues.</li> <li>➤ Can understand the ambiguity and nuance of language.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Can express yourself fully in detail, even when discussing complex issues.</li> <li>➤ Can adapt the style and register of your language to suit the audience.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Can read and understand almost all written texts without difficulty, referring to a dictionary occasionally.</li> <li>➤ Can read long texts to find relevant details and can understand most types of written material.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Can write reports in a clear style appropriate to the reader with the support of electronic language aids.</li> <li>➤ Can write formal or informal Welsh as required.</li> <li>➤ Can write a range of documents accurately and with confidence.</li> </ul>



## HYSBYSEB

**TEITL Y RÔL:** Cynorthwydd Dysgu Lefel Uwch, ar gyfer Canolfan Adnoddau Arbenigol Cynradd Penfro. Dros dro am gyfnod o flwyddyn.

### TESTUN YR HYSBYSEB:

Mae Canolfan Dysgu Ychwanegol Ysgol Gynradd Penfro yn lleoliad ysgol gynradd ofalgar a chefnogol, sy'n ymroddedig i gyflawni potensial plant ag anghenion dysgu ychwanegol. Rydym yn gyffrous i recriwtio Cynorthwy-ydd Dysgu Lefel Uwch sy'n angerddol, gofalgwr a brwdfrydig i ymuno â'n tîm o staff cyfeillgar a phroffesiynol. Rydym yn chwilio am rywun sy'n angerddol am gefnogi anghenion unigol pob plentyn ac sy'n ymroddedig i'w datblygiad proffesiynol eu hunain.

**RHIF ADNABOD Y SWYDD: L22281023**

**LLEOLIAD:** Ysgol Gynradd Penfro, Cas-gwent - Canolfan Dysgu Ychwanegol ar gyfer plant ag Anawsterau Dysgu Dwys a Lluosog a/neu Awtistiaeth.

**GRADD:** Band F (SCP 19 – 23)

**CYFLOG:** £29,777 - £32,076 pro rata y flwyddyn (term ysgol yn unig)

**ORIAU:** 32.5 Yr Wythnos, 39 Wythnos y flwyddyn

**DROS DRO:** Dros Dro: Cytundeb blwyddyn yn dechrau 1af Medi 2024 –  
31ain Awst 2025

**GWIRIAD DBS:** Bydd angen gwiriad (Gwiriad Gwasanaeth Datgelu a Gwahardd)

**DYDDIAD CAU:** 12pm ar ddydd Gwener, 31ain Mai 2024

### Gwybodaeth Ychwanegol

**A fydddech gystal â nodi na allwn dderbyn CV**

**I wneud cais am y swydd hon llenwch ffurflen gais drwy:**

<https://www.monmouthshire.gov.uk/jobs-employment/>

Gellid cyflwyno ceisiadau yn y Gymraeg, ac ni fydd cais a gyflwynir yn y Gymraeg yn cael ei drin yn llai ffafriol na chais a gyflwynir yn y Saesneg.

Mae'r Corff Llywodraethol wedi ymrwymo i ddiogelu lles plant a phobl ifanc ac mae'n disgwyl i bob gweithiwr a gwirfoddolwr rannu'r ymrwymiad hwn.

Mae pob swydd yn agored i'w rhannu oni nodir yn wahanol.

Mae Cyngor Sir Fynwy :-

- yn gyflogwr cyfleoedd cyfartal ac mae'n croesawu ceisiadau o bob adran o'r gymuned.
- yn gefnogwr anabledd hyderus, ymroddedig .
- yn gyflogwr cyfeillgar i'r Lluoedd Arfog .
- yn ymwybodol o Awtistiaeth ac yn ymroddedig i symud unrhyw rwystrau i gyflogaeth
- yn ymrwymedig i gefnogi pobl ifanc sy'n gadael ein gofal i gael mynediad i gyfleoedd newydd a magu profiad.



## SWYDD- DDISGRIFIAD

**TEITL Y RÔL:** Cynorthwydd Dysgu Lefel Uwch (Dros Dro)  
Dros dro yn y lle cyntaf gyda'r posibilrwydd o a  
swydd barhaol ar ôl blwyddyn

**RHIF ADNABOD Y SWYDD:** L22281023

**GRADD:** Band F (SCP 19 – 23)

**CYFLOG:** £29,777 - £32,076 pro rata y flwyddyn (term ysgol yn unig)

**ORIAU:** 32.5 Yr Wythnos, 39 Wythnos y flwyddyn

**PATRWM GWAITH:** Llawn amser = 32.5 awr o ddydd Llun i ddydd Gwener  
8.30am i 3.30pm,

**LLEOLIAD:** Ysgol Gynradd Penfro, Cas-gwent - Canolfan Dysgu  
Ychwanegol ar gyfer plant ag Anawsterau Dysgu Dwys a Lluosog a/neu Awtistiaeth.

### **GWIRIAD GWASANAETH DATGELU A GWAHARDD (DBS):**

Mae penodiad i'r swydd hon wedi'i eithrio o'r Ddeddf Adsefydlu Troseddwr ac yn  
amodol ar y gwiriad DBS canlynol:

Gwiriad Manwl gyda Phlant o'r Rhestr Waharddedig

**YN ATEBOL I:** Pennaeth Mrs Jade Wakley

### **ASESIAD IAITH GYMRAEG:**

Mae sgiliau iaith Gymraeg yn ddymunol;

### **DIOGELU:**

Mae Diogelu Plant ac Oedolion yn flaenoriaethau allweddol i'r Ysgol a'r Cyngor. Ein  
nod yw cefnogi plant ac oedolion sydd mewn perygl i fod mor ddiogel ag y gallant ac  
i gyflawni eu potensial. Chi sy'n gyfrifol am chwarae eich rhan mewn lles, diogelwch  
ac amddiffyn plant ac oedolion sy'n wynebu risg. Bydd gennych gyfrifoldeb i gymryd  
rhan mewn hyfforddiant i'r lefel briodol o ddiogelu a bydd gennych ddyletswydd i  
gyflawni eich cyfrifoldebau personol dros ddiogelu.

### **Ein Pwrpas:-**

Mae 'Hapus a Diogel, Dysgu Gyda'n Gilydd' yn adlewyrchu Ysgol Gynradd Penfro.  
Credwn fod Penfro yn cynnig addysg ragorol i'w holl blant sy'n llawn her, diddordeb a  
hwyl. Yn ogystal, anogir plant i adeiladu eu hunan-barch a hyder, i ddatblygu  
hunanddibyniaeth, i gymryd risgiau heb ofni methu ac i wneud penderfyniadau am eu  
dysgu eu hunain.

Credwn hefyd mai dim ond trwy ddatblygu perthynas agos rhwng y cartref a'r ysgol y  
gallwn gyflawni'r gorau i'n disgyblion.



## **Pwrpas y Rôl hon:-**

- 1.1 Gweithio gyda'r Athro Arweiniol ar gyfer y CAA a'r Tîm Staff SRB ehangach i ddarparu darpariaeth effeithiol, sy'n cynnwys CPA / cyflenwi yn ystod absenoldeb ar gyfer cydweithwyr ar draws y CAA.
- 1.2 Cynllunio a dyfeisio ymyrraeth wedi'i thargedu priodol i fynd i'r afael â meysydd angen a nodwyd ar draws y CAA
- 1.3 Adolygu effaith unrhyw strategaethau cymorth cytûn ac adrodd ar y rhain i'r athro dosbarth perthnasol ac Arweinydd y CAA.

## **Cyfrifoldebau**

- 2.1 Cefnogi gweithrediad Deddf ADY 2018 a Chod Anghenion Dysgu Ychwanegol Cymru 2021.
- 2.2 Sefydlu a chynnal perthynas dda gyda rhieni/gofalwyr ac asiantaethau allanol perthnasol.
- 2.3 Dod yn gyfarwydd ag anghenion penodol pob dysgwr o fewn y dosbarthiadau a ddyrennir ar draws y CAA.
- 2.4 Hyrwyddo annibyniaeth a gwytnwch a chefnogi datblygiad iechyd meddwl cadarnhaol.
- 2.5 Bod yn ymwybodol o wahaniaethau a'u cefnogi a sicrhau cyfle cyfartal i bawb.
- 2.6 Cyfrannu at ethos cyffredinol, dysgu a chanlyniadau arfaethedig pob dosbarth.
- 2.7 Gwerthfawrogi a chefnogi rôl gweithwyr proffesiynol eraill, gan gyfathrebu ag asiantaethau allanol yn ôl yr angen.
- 2.8 Rhannu'r dulliau effeithiol a ddatblygwyd gyda'r ysgol i gefnogi trosglwyddo cynnydd o'r ymyriad i'r ystafell ddosbarth.
- 2.9 Cyfrannu at y Proffiliau Un Tudalen a thargedau tymor byr ar gyfer unigolion sy'n derbyn cymorth.
- 2.10 Lle bo'n briodol, mynychu a chyfrannu at Adolygiadau Blynyddol o ddysgwyr â Datganiadau / CDU.
- 2.11 Cyfrannu at unrhyw gynlluniau ychwanegol a ddatblygir i wella darpariaeth a chynnydd dysgwyr, er enghraifft cynlluniau pontio gwell, asesiadau risg.
- 2.12 Cynnal a chydymffurfio â darpariaethau statudol Rheoliadau Gwaith Iechyd a Diogelwch 1999, Polisi Diogelu ac Amddiffyn Plant Sir Fynwy 2014 ac unrhyw bolisïau perthnasol eraill gan y Cyngor a'r Ysgol yn ymwneud â Diogelu ac Iechyd a Diogelwch.
- 2.13 Dilyn polisïau a gweithdrefnau'r ysgol a'r ALI ar Ddiogelu ac Amddiffyn Plant ym mhob gwaith gyda phlant a theuluoedd.
- 2.14 Bod yn ymwybodol o bolisïau a gweithdrefnau sy'n ymwneud â Rheoli Ymddygiad, gwisg ysgol, cyfrinachedd a diogelu data a chydymffurfio â hwy, gan adrodd am bob pryder i berson priodol ym mhob lleoliad.
- 2.15 Cymryd rhan mewn hyfforddiant, gweithgareddau dysgu a datblygu perfformiad yn ôl yr angen.



## Cyfarwyddo

3.1 Cynllunio a chyflwyno gweithgareddau arloesol a hynod wahaniaethol sy'n ystyried anghenion dysgwyr ym mhob dosbarth CAA

3.2 Cyfrannu at gynnwys ac adolygiad o Gynlluniau Datblygu Unigol (CDU), gyda ffocws penodol ar Ddarpariaeth Dysgu Ychwanegol (DdA).

3.3. Cyfrannu at arfer sy'n canolbwyntio ar yr unigolyn a'i ddatblygu a lle bo'n briodol / gofyn am gyswllt â rhieni / gofalwyr.

3.4 Presenoldeb mewn cyfarfodydd lle mae dull aml-asiantaeth yn cael ei ddefnyddio i gefnogi unigolion.

3.5 Cefnogi Tîm CAA yr ysgol yn ôl yr angen.

3.6 Gweithio'n agos gyda dysgwyr a nodwyd yn y CAA. Bydd hyn yn cynnwys darpariaeth yn y dosbarth a chymorth tynnu'n ôl yn ôl yr angen.

3.7 Presenoldeb mewn cyfarfodydd rhieni/gofalwyr a gynlluniwyd ochr yn ochr â staff perthnasol er mwyn helpu i gynllunio darpariaeth dysgu ychwanegol a sicrhau pontio effeithiol.

Bydd disgwyl i chi hefyd gyflawni unrhyw ddyletswyddau eraill y gellir yn rhesymol eu cyfarwyddo gan y Pennaeth o bryd i'w gilydd

## Manyleb Person

### Manyleb Person: Cynorthwydd Addysgu Lefel Uwch – Canolfan Adnoddau Arbenigol

Dyddiad: Ebrill 2024

Teitl y Rôl: CDLU – CAA

	Gofynion	Hanfodol / Dymunol	Sut y Caiff Ei Ddefnyddio i Lunio'r Rhestr Fer
<b>Addysg/Cymwysterau</b>			
1.1	5 TGAU Gradd A*-C, neu Saesneg a Mathemateg cyfatebol	H	Ffurflen Gais
1.2	Cymhwyster Cynorthwydd Addysgu Lefel Uwch	D	Ffurflen Gais
1.3	NVQ Lefel 3 neu gymhwyster cyfatebol	H	Ffurflen Gais
1.4	Cymwysterau addysg bellach/uwch	D	Ffurflen Gais
1.5	Hyfforddiant Diogelu Diweddar	D	Ffurflen Gais
1.6	Hyfforddiant Cymorth Cyntaf	D	Ffurflen Gais
1.7	Hyfforddiant sy'n berthnasol i weithio gyda phlant ag anghenion dysgu ychwanegol, er enghraifft Team Teach, Attention Autism, Signalong	D	Ffurflen Gais
<b>Gwybodaeth a Phrofiad</b>			
2.1	Profiad o weithio mewn amgylchedd addysgol, gan ddarparu cymorth uniongyrchol i blant a phobl ifanc	H	Ffurflen Gais / Cyfweliad
2.2	Gwybodaeth dda o Anghenion Dysgu Ychwanegol	H	Ffurflen Gais / Cyfweliad
2.3	Cyfathrebwr llafar hyderus gyda'r sgiliau i gyfathrebu â myfyrwyr er mwyn gwella addysgu a dysgu	H	Ffurflen Gais / Cyfweliad
2.4	Y gallu i ddefnyddio systemau cyfathrebu gwahanol i gynorthwyo myfyrwyr i gyfathrebu'n effeithiol	H	Ffurflen Gais / Cyfweliad
2.5	Sgiliau llythrennedd, rhifedd a chymhwysedd digidol da	H	Ffurflen Gais / Cyfweliad
2.6	Sgiliau gweinyddol a threfnu da	H	Ffurflen Gais / Cyfweliad
2.7	Y gallu i flaenoriaethu llwythi gwaith a gweithio i derfynau amser penodol	H	Ffurflen Gais / Cyfweliad
2.8	Gwybodaeth am wahanol arddulliau dysgu ac anghenion dysgu	H	Ffurflen Gais / Cyfweliad





2.1 0	Gwybodaeth a gallu i ddefnyddio ystod o strategaethau i ddelio ag anghenion ymddygiadol plant a phobl ifanc	H	Ffurflen Gais / Cyfweliad
2.1 1	Profiad o gefnogi datblygiad llythrennedd a/neu rifedd gyda grwpiau bach, neu unigolion	D	Ffurflen Gais / Cyfweliad
2.1 2	Profiad o weithio gydag asiantaethau allanol a gwasanaethau awdurdodau lleol	D	Ffurflen Gais / Cyfweliad
<b>Doniau a Sgiliau</b>			
3.1	Y gallu i ymdrin â thasgau gyda chreadigrwydd a hyblygrwydd er mwyn bodloni ystod o anghenion dysgu ychwanegol	H	Ffurflen Gais / Cyfweliad
3.2	Y gallu i ysbrydoli, herio ac ysgogi myfyrwyr	D	Ffurflen Gais / Cyfweliad
3.3	Y gallu i ddangos brwdfrydedd personol ac ymrwymiad i'r broses ddysgu	H	Ffurflen Gais / Cyfweliad
3.4	Y gallu i gynllunio, darparu ac adolygu ymyriadau wedi'u targedu	H	Ffurflen Gais / Cyfweliad
3.5	Meddwl yn hyblyg ac yn greadigol i ragweld a datrys problemau	H	Ffurflen Gais / Cyfweliad
3.6	Creu a chynnal perthnasoedd effeithiol gydag aelodau'r tîm	H	Ffurflen Gais / Cyfweliad
3.7	Sicrhau'r profiad gorau oll i bob myfyriwr ag anghenion dysgu ychwanegol	H	Ffurflen Gais / Cyfweliad
<b>Rhinweddau Personol</b>			
4.1	Yn gosod esiampl dda	H	Cyfweliad
4.2	Y gallu i ymdrin yn bwyllog â gwahanol sefyllfaoedd wrth iddynt godi	H	Cyfweliad
4.3	Y gallu i fod yn hyblyg	H	Cyfweliad
4.4	Datblygu perthynas dda gyda phlant, pobl ifanc, rhieni/gofalwyr a staff	H	Cyfweliad
4.5	Y gallu i gydweithio ag eraill	H	Cyfweliad
4.6	Safonau personol a phroffesiynol uchel	H	Cyfweliad
4.7	Sgiliau trefnu rhagorol	H	Cyfweliad
4.8	Dibynadwyedd – cofnodion presenoldeb a phrydlondeb da	H	Cyfweliad
4.9	Y gallu i arfer disgrisiwn a chynnal lefelau uchel o gyfrinachedd	H	Cyfweliad
<b>Diogelu</b>			
5.1	Ymrwymiad i les disgyblion, diogelu ac amddiffyn plant	H	Cyfweliad
5.2	Cyfeiriadau cadarnhaol	H	Ar ôl llunio'r rhestr fer



5.3	Gwiriad manwl o'r Rhestr Gwahardd a Diogelu	H	Ar ôl llunio'r rhestr fer
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### **Byddwch yn atebol i'r:- Pennaeth**

Mae pob gweithiwr yn gyfrifol am sicrhau eu bod yn gweithredu bob amser mewn ffordd sy'n gyson â Pholisi Cyfle Cyfartal Sir Fynwy yn eu maes cyfrifoldeb eu hunain ac yn eu hymddygiad cyffredinol..

### **Dyma'r hyn y mae modd i ni gynnig i chi:-**

- Y cyfle i ddatblygu sgiliau iaith Gymraeg.
- Mae'r ysgol wedi ymrwymo i gefnogi pawb i ddatblygu eu harfer i gyflawni'r canlyniadau gorau oll i bob myfyriwr. Mae polisi DPP yr ysgol yn amlinellu'r ddarpariaeth a'r arfer ar gyfer y rôl hon

### **Beth arall sydd angen i chi ei wybod.....Ein Gwerthoedd:**

Ategir ein pwrpas gan synnwyr clir o bwy ydym ni fel sefydliad. Disgwylwch i bobl sy'n gweithio gyda ni rannu set o werthoedd cryf a disgwylwch fod y rhain yn amlwg yn y ffyrdd yr ydym yn gweithio ac yn ymgysylltu â'n cymunedau.

**Gwaith tîm:** Byddwn yn gweithio gyda chi a'n partneriaid i gefnogi ac ysbrydoli pawb i gymryd rhan. Byddwn yn gwneud y gorau o'r syniadau, a'r adnoddau sydd ar gael i wneud yn siŵr ein bod yn gwneud y pethau sy'n effeithio'n fwyaf cadarnhaol ar ein pobl a'n lleoedd.

**Tryloywder:** Rydym yn agored ac yn onest. Caiff pobl y cyfle i gymryd rhan a dweud wrthym beth sydd yn bwysig.

**Hyblygrwydd :** Rydym yn hyblyg, gan ein galluogi i ddarparu'r gwasanaethau mwyaf effeithiol ac effeithlon. Mae hyn yn golygu ymrwymiad diffuant i weithio gyda phawb i gofleidio ffyrdd newydd o weithio.

**Tegwch:** Rydym yn darparu cyfleoedd i bobl a chymunedau ffynnu. Byddwn bob amser yn ceisio trin pawb yn deg ac yn gyson.

**Caredigrwydd:** Byddwn yn dangos Caredigrwydd i bawb byddwn yn gweithio gyda nhw, gan roi pwysigrwydd perthnasoedd a'r cysylltiadau sydd gennym â'n gilydd wrth wraidd pob rhyngweithio.

Bydd y rôl hon yn gweithio gyda Sir Fynwy i gyflawni'r rhain.

### **Yn ychwanegol:**

Mae'n holl weithwyr yn gyfrifol am sicrhau eu bod yn gweithredu bob amser mewn ffordd sy'n gyson â Pholisi Cyfle Cyfartal Sir Fynwy yn eu maes cyfrifoldeb eu hunain ac yn eu hymddygiad cyffredinol.

**Os hoffech unrhyw wybodaeth bellach am y swydd hon, cysylltwch â: Mrs Jade Wakley, Pennaeth Ffôn: 01291 440920**



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**Dyddiad Cau: 12pm dydd Gwener 31ain Mai 2024**



## FFRAMWAITH SGILIAU YN Y GYMRAEG

LEFEL 1			
<p><i>Gall ddeall ymadroddion sylfaenol bob dydd os yw'r siaradwr yn siarad yn araf ac yn glir ac yn fodlon helpu. Gall gyflwyno ei hunan ac eraill a gall ofyn ac ateb cwestiynau am wybodaeth sylfaenol e.e. unigolyn yn gofyn am weld rhywun, ble mae cyfarfod xxx, toiled ac yn y blaen. Gall drosglwyddo galwadau ffôn, cyfleu neges fer neu wneud cais syml e.e. drwy e-bost.</i></p>			
DEALL	SIARAD	DARLLEN	YSGRIFENNU
<ul style="list-style-type: none"> <li>➤ Gall ddeall cwestiynau syml: lle mae cyfarfod xxx, pwy yw'r person y dymunant ei weld. Gall ddeall i bwy i drosglwyddo galwad ffôn ac yn y blaen.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Gall ynganu enwau lleoedd ac enwau personol yn gywir.</li> <li>➤ Gall gyfarch unigolion wyneb yn wyneb neu dros y ffôn.</li> <li>➤ Gall agor a chau sgwrs neu agor a chau cyfarfod.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Gall ddarllen brawddeg fer, e.e. arwyddion syml, cyfarwyddiadau syml, eitemau agenda, gwybodaeth syml ar ffurflenni.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Gall agor a chau neges e-bost neu llythyr.</li> <li>➤ Gall ysgrifennu enwau personol neu enwau lleoedd, teitlau swyddi.</li> <li>➤ Gall ysgrifennu neges syml neu gydwethiwr ar bapur neu e-bost e.e. mae hon wedi galw.</li> </ul>
LEFEL 2			
<p><i>Gall ddeall brawddegau pan mae pobl yn siarad am sefyllfaoedd bob dydd, e.e. gwybodaeth bersonol a theuluol syml. Gall gynnal sgwrs sylfaenol gyda rhywun i gael neu gyfnewid gwybodaeth e.e. trafod sut mae person yn teimlo; rhywbeth a ddigwyddodd; cynllun syml ar gyfer y dyfodol. Gall ysgrifennu a deall negeseuon mewn llythyrau neu negeseuon e-bost yn disgrifio mae hon wedi galw.</i></p>			
DEALL	SIARAD	DARLLEN	YSGRIFENNU
<ul style="list-style-type: none"> <li>➤ Gall ddeall pan mae pobl yn siarad yn araf am sefyllfaoedd bob dydd e.e. rhoi gwybodaeth bersonol, siarad am beth fuont yn ei wneud, yr hyn yr hoffent ei wneud, sut y teimlant yn gyffredinol</li> <li>➤ Gall ddeall pan mae pobl yn gofyn iddynt wneud rhywbeth</li> </ul>	<ul style="list-style-type: none"> <li>➤ Gall gyfathrebu gwybodaeth syml neu ofyn cwestiynau cyffredin, e.e. cael gwybodaeth gan unigolion.</li> <li>➤ Gall ddefnyddio'r Gymraeg i gyrraedd a dangos empathi gydag unigolyn ond dim i gynnal yr holl sgwrs neu sesiwn yn y Gymraeg.</li> <li>➤ Gall gynnal sgwrs fer gydag unigolyn neu gyfnewid gwybodaeth cymharol syml.</li> <li>➤ Gall gyfrannu at gyfarfod ond bydd angen troi i'r Saesneg ar gyfer termau arbenigol.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Gall ddarllen negeseuon byr a rhai llythyrau neu negeseuon e-bost, e.e. rhai sy'n gwneud cais neu'n gofyn am gyfleu neges</li> </ul>	<ul style="list-style-type: none"> <li>➤ Gall ysgrifennu neges syml neu gydwethiwr yn gofyn cwestiwn, yn rhoi iddo/iddi, esbonio rhywbeth e.e. amser cyfarfod</li> <li>➤ Gall ysgrifennu llythyr neu neges e-bost byr i drefnu apwyntiad</li> </ul>
LEFEL 3			
<p><i>Gall ddeall y prif bwyntiau pan mae unigolyn neu gydweithiwr yn siarad am bynciau cyfarwydd e.e. yn ystod sgwrs neu gyfarfod grŵp bach. Gall gynnal sgwrs estynedig gyda siaradwyr rhuonol neu gydwethiwr yn gofyn am bynciau cyfarwydd yn ymwneud â gwaith bob dydd. Gall ddisgrifio profiadau a digwyddiadau a rhoi esboniadau am a rhesymau cryno am farnau a chynlluniau. Gall ddarllen erthyglau, llythyr neu neges e-bost byr i drefnu apwyntiad</i></p>			



*neu negeseuon e-bost am bynciau cyffredinol. Gall ysgrifennu llythyrau neu negeseuon e-bost am y rhan fwyaf o bynciau, e.e. yn gofyn am rywbeth; rhoi gwybodaeth; gwahodd rhywun neu digwyddiad.*

DEALL	SIARAD	DARLLEN	YSGRIFENNU
<ul style="list-style-type: none"> <li>➤ Gall ddeall unigolion a chydweithwyr wrth gyfnewid gwybodaeth neu drafod cynlluniau, os yw'r pwnc yn gyfarwydd.</li> <li>➤ Gall ddeall trafodaeth mewn cyfarfod os yw'r pwnc yn gyfarwydd.</li> <li>➤ Gall ddeall unigolion a chydweithwyr mewn sefyllfa gyfarwydd neu mewn sgwrs bob dydd.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Gall gymryd rhan yn y rhan fwyaf o sgysiau gyda chydweithwyr am waith a chynlluniau os nad yw'r eirfa yn rhy dechnegol.</li> <li>➤ Gall gynnal sgwrs gydag unigolyn neu gyfnewid gwybodaeth cymharol syml.</li> <li>➤ Gall gyfrannu at gyfarfod ond gall fod angen troi i'r Saesneg am dermau arbenigol.</li> <li>➤ Gall addasu cywair iaith i weddu i'r gynulleidfa.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Gall ddeall y rhan fwyaf o negeseuon e-bost neu llythyrau'n ymwneud â gwaith dydd i ddydd.</li> <li>➤ Gall ddyfalu ystyr gair yn seiliedig ar gyd-destun os yw'r pwnc yn gyfarwydd.</li> <li>➤ Gall ddarllen erthygl syml a rhydd mewn papurau newydd neu fathau o ddeunydd ysgrifenedig mewn cylchgrawn.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Gall ysgrifennu llythyr neu negeseuon e-bost at unigolyn neu gydweithiwr am y rhan fwyaf o bynciau er mwyn gofyn am rywbeth; rhoi esboniad; disgrifio profiad neu sefyllfa; gwahodd pobl neu drefnu digwyddiad.</li> </ul>

**LEFEL 4**

*Gall fel arfer ddilyn y rhan fwyaf o sgysiau neu drafodaethau, hyd yn oed ar bynciau anghyfarwydd. Gall siarad yn hyderus gyda siaradwyr rhugl am bynciau cyfarwydd yn ymwneud â gwneud mynegi barn, cymryd rhan mewn trafodaeth a siarad yn helaeth am bynciau cyffredinol e.e. mewn cyfarfodydd neu sefyllfaoedd un-i-un gydag unigolion. Gall ddeall y rhan fwyaf o ohebiaethau, erthyglau papur newydd ac adroddiadau a fwriedir ar gyfer siaradwyr rhugl gyda chymorth adnoddau Cymraeg a gall fwrw golwg dros destunau hir i ganfod manylion. Gall lenwi ffurfiolau ysgrifennu adroddiadau'n ymwneud â gwaith ac ymateb yn gywir.*

DEALL	SIARAD	DARLLEN	YSGRIFENNU
<ul style="list-style-type: none"> <li>➤ Gall ddilyn y rhan fwyaf o sgysiau a thrafodaethau gydag unigolion neu gydweithwyr hyd yn oed os yw'r deunydd pwnc yn anghyfarwydd.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Gall gyfrannu'n effeithlon at gyfarfodydd mewnol ac allanol mewn cyd-destun gwaith.</li> <li>➤ Gall sgwrsio'n gysurus gydag unigolion a chyfnewid gwybodaeth fel sydd angen.</li> <li>➤ Gall ddadlau dros ac yn erbyn achos penodol.</li> <li>➤ Gall gadeirio cyfarfodydd ac ateb cwestiynau o'r gadair yn hyderus.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Gall ddarllen y rhan fwyaf ohebiaeth a bwrw golwg ar destunau hir i ganfod manylion.</li> <li>➤ Gall ddeall y rhan fwyaf o erthyglau ac adroddiadau papur newydd gyda chymorth geiriadur.</li> <li>➤ Gall ddeall testunau, os na ysgrifennwyd mewn dull ffurfiol iawn neu dafodieithol.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Gall gynhyrchu gohebiaeth o'r math, adroddiadau byr, dogfennau llythrennog gyda chymorth offer cyfarwydd Cymraeg e.e. Cysgair, Cysill.</li> </ul>

**LEFEL 5**

*Gall ddeall popeth a gaiff ei ddweud. Gall siarad yn helaeth am faterion cymhleth, gan gyflwyno gwybodaeth anodd a gall hwyluso a chrynhof trafodaethau estynedig neu gymhleth. Gall gwybodaeth o wahanol ffynonellau (yn llafar ac yn ysgrifenedig) a'i chyflwyno mewn modd cydlynus. Gall fynegi ei hunan yn fyrfyr, rhugl ac yn fanwl, gan addasu'r iaith i weddu i'r gynulleidfa.*

DEALL	SIARAD	DARLLEN	YSGRIFENNU
<ul style="list-style-type: none"> <li>➤ Gall ddilyn pob sgwrs a thrafodaeth gydag unigolion neu gydweithwyr.</li> <li>➤ Gall ddeall amwysedd a naws iaith.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Gall fynegi ei hunan yn fanwl, hyd yn oed wrth drafod materion cymhleth</li> <li>➤ Gall addasu arddull a chywair yr iaith i weddu i'r gynulleidfa.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Gall ddarllen a deall bron bob testun ysgrifenedig heb anhawster, gan ddefnyddio geiriadur yn achlysurol.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Gall ysgrifennu adroddiadau arddull glir addas i'r darlennydd chefnogaeth offer cymorth iaith electronig</li> <li>➤ Gall ysgrifennu Cymraeg ffurfiol anffurfiol yn ôl yr angen.</li> </ul>



➤ Gall ddarllen testunau hir i ganfod manylion perthnasol a gall ddeall y rhan fwyaf o fathau o ddeunydd ysgrifenedig.

➤ Gall ysgrifennu ystod o ddogfen gywir ac yn hyderus.



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