



SWYDD DDISGRIFIAD

DARLITHYDD PLASTRO

CYFLOG - £27,381 - £42,325 y flwyddyn
(yn ddibynol ar gymwysterau a phrofiad)

LLEOLIAD:- CaMDA, CAMPWS DOLGELLAU

PWRPAS Y SWYDD

Rôl Darlithydd mewn Plastro yw cyflwyno addysgu o ansawdd uchel, creu cyfleoedd effeithiol ar gyfer dysgu a galluogi pob dysgwr i gyflawni hyd eithaf ei allu. Er y gall fod cyfleoedd i addysgu'n ymarferol mewn amgylchedd gweithdy, bydd y rhan fwyaf o'r gwaith mewn ystafell ddosbarth.

Bydd yr ymgeisydd llwyddiannus yn gyfrifol am ddysgu tair lefel wahanol o ddysgwyr, o ymadawyr ysgol hyd at brentisiaid trydedd flwyddyn. Byddant hefyd yn cysylltu â'r Corff Dyfarnu (City and Guilds) i sicrhau bod safonau'n cael eu bodloni a gweithdrefnau'n cael eu dilyn yn gywir. Fel rhan o'r rôl, bydd cyfleoedd hefyd i ymweld â dysgwyr ar y safle i'w hasesu yn eu gweithle.

PRIF DDYLETSWYDDAU

A: Asesu Anghenion Y Dysgwyr

- A1. Darparu cyngor ac arweiniad priodol i ddarpar fyfyrwyr
- A2. Asesu profiadau dysgu a chyflawniadau blaenorol dysgwyr mewn perthynas â rhaglen ddysgu ddynodedig
- A3. Cynnal cyfweiliadau â darpar fyfyrwyr a gweinyddu unrhyw brofion dethol sydd eu hangen
- A4. Ymgymryd ag asesiadau cychwynnol a nodi unrhyw anghenion dysgu neu'r angen am gefnogaeth arbennig.
- A5. Sicrhau bod dysgwyr yn cofrestru gyda'r coleg a chyrff dyfarnu

B: Cynllunio a Pharatoi Rhaglenni Dysgu ac Addysgu

- B1. Nodi canlyniadau dysgu a pharatoi Cynlluniau Gwaith a Chynlluniau Gwersi ar gyfer rhaglenni perthnasol yn unol â gofynion cyrff dyfarnu a chanllawiau'r Grŵp.
- B2. Sicrhau bod sgiliau sylfaenol (hanfodol) yn cael eu hintegreiddio i'r rhaglen ddysgu fel y bo'r angen
- B3. Cynllunio ar gyfer anghenion ieithyddol y grŵp myfyrwyr er mwyn caniatáu i fyfyrwyr ddefnyddio'r iaith a ddewisant (Cymraeg neu Saesneg) lle bynnag y bo modd
- B4. Dethol amrywiaeth o ddulliau dysgu i ddiwallu anghenion myfyrwyr

C: Rheoli'r Broses Ddysgu

- C1. Sefydlu a chynnal amgylchedd dysgu ddiogel ac effeithiol
- C2. Datblygu a defnyddio amrywiaeth o dechnegau dysgu ac addysgu er mwyn annog dysgu annibynnol a hwyluso dysgu trwy brofiadau
- C3. Cynhyrchu a defnyddio deunyddiau dysgu priodol gan ddefnyddio technoleg gwybodaeth dysgu lle y bo modd
- C4. Nodi a mynd i'r afael â diffyg cymhelliant a herio ymddygiad amhrïodol
- C5. Gosod tasgau heriol a chytuno ar dargedau a nodau unigol gyda dysgwyr lle bo hynny'n briodol
- C6. Strwythuro sesiynau'n briodol i gadw at yr amserlen a chynnal diddordeb
- C7. Cynnal a hybu cyfathrebu effeithiol gyda, a rhwng, yr holl ddysgwyr, gan ddefnyddio technoleg briodol lle bo hynny'n berthnasol
- C8. Cynnal perthynas waith effeithiol o fewn timau'r rhaglen
- C9. Sefydlu cysylltiadau priodol a chysylltu â chyrff allanol yn ôl y galw
- C10. Trefnu ac arsylwi lleoliadau profiad gwaith i ddysgwyr gan ddilyn y trefniadau a gytunwyd arnynt, yn cynnwys ymweliadau a gweithgareddau preswyl lle bo hynny'n briodol
- C11. Cydymffurfio â systemau gwybodaeth coleg a sicrhau bod cydweithwyr yn cael yr holl wybodaeth angenrheidiol ar yr amser cywir ac ar y ffurf sefydliadol y cytunwyd arno
- C12. Cyfrannu at holl systemau sicrhau ansawdd perthnasol y coleg; gweithdrefnau rheoli mewnol ac allanol
- C13. Cymryd rhan mewn prosesau hunanasesu yn cynnwys gwerthuso modiwlau a chysiau

D: Darparu cefnogaeth i ddysgwyr

- D1. Cyfrannu at lunio gweithdrefnau cynefino a chyflwyno dysgwyr yn effeithiol i'r sefydliad
- D2. Sicrhau bod dysgwyr yn ymwybodol o wasanaethau cefnogi a chynghori priodol ac yn gwybod sut i'w defnyddio
- D3. Cynnal systemau tiwtora yn unol â chanllawiau'r coleg
- D4. Darparu cyngor, arweiniad, trefniadau cynefino a chefnogaeth academiaidd

E: Asesu'r deilliannau dysgu a chyflawniadau'r dysgwyr

- E1. Cynllunio strategaethau asesu priodol ar gyfer rhaglenni dysgu yn unol â gofynion cyrff dyfarnu a rhoi gwybod i fyfyrwyr amdanynt
- E2. Defnyddio amrywiaeth o ddulliau asesu priodol i gynnal asesiadau teg a dibynadwy
- E3. Sicrhau bod dysgwyr yn cael adborth ysgrifenedig a llafar, sy'n glir ac yn adeiladol, o fewn cyfnod priodol
- E4. Cadw cofnodion asesu a darparu gwybodaeth i randdeiliaid perthnasol e.e. cydweithwyr, rhieni, cyflogwyr, cyrff dyfarnu

F: Ystyried a chloriannu eich perfformiad eich hun a chynllunio at y dyfodol

- F1. Cloriannu eich ymarfer eich hun mewn perthynas ag anghenion y dysgwyr a'r rhaglen
- F2. Defnyddio adborth o systemau sicrhau ansawdd i wella eich ymarfer eich hun
- F3. Sicrhau eich bod yn ymwybodol o ddatblygiadau cyfredol yn eich maes arbenigol
- F4. Cymryd rhan yn system Adolygu Perfformiad y coleg er mwyn cloriannu eich perfformiad ac adnabod anghenion datblygu
- F5. Cymryd rhan mewn datblygiad proffesiynol parhaus perthnasol yn unol â safonau proffesiynol y Cyngor Gweithlu Addysg.

G: Dyletswyddau Penodol:

- G1. Ymgymryd â rôl Tiwtor Personol, Areweinydd Rhaglen, Dilysydd Mewnol ac os bydd y rheolwr rhaglen yn cytuno, gweithredu fel Prif Ddilysydd a Chydlynnydd Cwricwlwm.
- G2. Goruchwylio arholiadau ac asesiadau fel bo'r angen

H: Cyfrifoldebau Cyffredinol

- H1. Cydymffurfio â pholisi Diogelwch, Iechyd a'r Amgylchedd Diwygiedig y Grŵp er mwyn cynnal amgylchedd gwaith ac amgylchedd addysgu diogel
- H2. Cyflawni unrhyw ddyletswyddau priodol eraill sy'n ymwneud â'ch rôl a'ch swydd ar gais eich rheolwr atebol, Prifathro Cynorthwyol neu'r Prif Weithredwr



JOB DESCRIPTION

LECTURER IN PLASTERING

**SALARY - £27,381 - £42,325 per annum
(Dependant on qualifications and experience)**

LOCATION:- CaMDA, DOLGELLAU CAMPUS

JOB PURPOSE

The role of a Lecturer in Plastering is to deliver high quality teaching, to create effective opportunities for learning and to enable all learners to achieve to the best of their ability. Whilst there may be opportunities to teach practically in a workshop environment, the majority of the work will be in a classroom.

The successful applicant will be in charge of the learning of three different levels of learners, from school leavers up to third year apprentices. They will also liaise with the Awarding Body (City and Guilds) to ensure standards are met and procedures followed correctly. As part of the role, there will also be opportunities to visit learners on site to assess them in their workplace.

MAIN DUTIES

A: Assessing Learners' Needs

- A1. Provide prospective students with appropriate advice and guidance
- A2. Assess learners' previous learning experiences and achievements in relation to the identified learning programme
- A3. Conduct interviews with prospective students and administer any necessary selection tests
- A4. Undertake initial assessments and identify any special learning or support Needs
- A5. Ensure learners are registered with the college and with awarding bodies

B: Planning and Preparing Teaching and Learning Programmes

- B1. Identify learning outcomes and prepare Schemes of Work and Lesson Plans for relevant programmes in line with awarding body requirements and Grŵp guidelines
- B2. Ensure that literacy and numeracy / essential skills are integrated into the learning programme as required
- B3. Plan for the linguistic needs of the student group in order to allow students to use their language of choice (Welsh or English) wherever possible
- B4. Select a range of learning methods to meet student needs

C: Managing the Learning Process

- C1. Establish and maintain a safe and effective learning environment
- C2. Develop and use a range of teaching and learning techniques to encourage individual learning and facilitate learning through experience
- C3. Produce and use appropriate learning materials using information learning technology where possible
- C4. Identify and address poor motivation and challenge inappropriate behaviour
- C5. Set challenging tasks and agree individual goals and targets with learners as appropriate
- C6. Structure sessions appropriately to provide pace and maintain interest
- C7. Maintain and encourage effective communication with and between all learners, using appropriate technology where relevant
- C8. Maintain effective working relationships within programme teams
- C9. Establish appropriate links and liaise with external bodies as required
- C10. Arrange and supervise work experience placements for learners following agreed procedures including visits and residential activity where appropriate
- C11. Comply with college management information systems and ensure that colleagues are given all necessary information at the correct time in the agreed organisational format
- C12. Contribute to all relevant college quality assurance systems; internal and external control procedures;
- C13. Participate in self-assessment processes including the evaluation of modules and courses

D: Providing learners with support

- D1. Contribute to the design of induction procedures and induct learners effectively into the organisation
- D2. Ensure that learners are aware of and have access to appropriate support and guidance services
- D3. Maintain tutorial systems in line with college guidelines
- D4. Provide advice, guidance, induction, pastoral and academic support and signpost to other suitable support avenues where appropriate

E: Assessing the outcomes of learning and learners' achievements

- E1. Plan appropriate assessment strategies for learning programmes in line with awarding body requirements and communicate these to students
- E2. Use a range of appropriate assessment methods to conduct fair and reliable assessments
- E3. Ensure that learners are provided with clear and constructive written and oral feedback within an appropriate timescale
- E4. Maintain assessment records and provide information to relevant stakeholders e.g. colleagues, parents, employers, awarding bodies

F: Reflecting upon and evaluating one's own performance and planning future practice

- F1. Evaluate your own practice in relation to learners' and programme needs
- F2. Use feedback from quality assurance systems to improve your own practice
- F3. Keep up to date with current development within your own specialist field
- F4. Participate in the college Performance Review system in order to evaluate own performance and identify development needs
- F5. Engage in relevant continuous professional development in line with the EWC professional standards

G: Other Specific duties

- G1. Undertake the role of Personal Tutor, Programme Leader, Internal Verifier and, if agreed with the programme manager, Lead Verifier or Curriculum Co-ordinator
- G2. Invigilate examinations or assessments as appropriate

H: General Responsibilities

- H1. Comply with the Grŵp's Safety, Health & Environment Policy in order to maintain a safe working and learning environment
- H2. Undertake any other relevant duties appropriate to your role and position which may be required by the line manager, assistant principal or the chief executive.



MANYLEB Y PERSON – DARLITHYDD PLASTRO

	Hanfodol	Dymunol
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Cymhwysterau	● Cymhwyster Galwedigaethol Lefel 3 neu gymhwyster cyfatebol mewn Plastro ● Cymhwyster dysgu neu'r parodrwydd i'w ennill o fewn 2 flynedd	● Cymhwyster Level 4 neu uwch mewn maes perthnasol ● Cymhwysterau asesu a dilysu mewnol
Profiad	● 2 flynedd neu fwy o brofiad:- dysgu Plastro neu gweithio fel plastrwr yn y maes Adeiladwaith.	
Sgiliau Cyffredinol	● Sgiliau rhyngbersonol effeithiol ● Sgiliau cyfathrebu rhagorol ● Sgiliau trefniadaethol effeithiol ● Sgiliau effeithiol mewn Technoleg Gwybodaeth	● Gallu defnyddio ystod o dechnegau TGD
Priodoleddau Personol	● Yn hyblyg ac yn ymatebol i newid ● Hunan-hyderus ● Yn ymatebol i anghenion amrywiaeth o ddysgwyr ● Yn frwdfrydig ac â chymhelliant cryf ● Sgiliau datrys problemau effeithiol ● Ymrwymiad i weithio mewn Tîm	
Sgiliau Ieithyddol	● Gallu i gyfathrebu'n effeithiol yn y Gymraeg a'r Saesneg	



PERSON SPECIFICATION - LECTURER IN PLASTERING

	Essential	Desirable
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Qualifications	● Vocationally related Level 3 or equivalent qualification in plastering. ● Teaching qualification or commitment to gaining it within two years	● Level 4 or above in a related area. ● Assessing and internal verifying qualifications.
Experience	● Two or more years of experience of:- teaching plastering or working as a plasterer within construction industry.	
General skills	● Effective interpersonal skills ● Excellent communication skills ● Effective organisational skills ● Effective IT user skills	● Able to use a range of ILT skills
Personal Attributes	● Flexible and responsive to change ● Self-confident ● Responsive to the needs of a variety of learners ● Enthusiastic and self-motivated ● Effective problem solving and troubleshooting skills ● Commitment to Team working	
Linguistic skills	● Ability to communicate effectively in both Welsh and English	