

CYNGOR SIR DDINBYCH SWYDD-DDISGRIFIAD

Teitl y Swydd: 2il yn yr Adran Fathemateg

Graddfa: PRC/URC + CAD 2B

Gwasanaeth: Addysg

Maes Gwasanaeth: Rhuthun

Yn gyfrifol i: Pennaeth Cyfadran

Swydd I.D / Dyddiad cyhoeddi:



NID DYSG HEB FOES

YSGOL BRYNHYFRYD

Swydd Ddisgrifiad

Mae'r penodiad hwn yn amodol ar yr amodau gwaith cyfredol ar gyfer Athrawon fel ag sydd wedi'u nodi yn Nogfen Cyflogau ac Amodau Gwaith Athrawon Ysgol, Deddf Safonau a Fframwaith Ysgolion (1988) Safonau Statws Athro Cymwysedig ynghyd â deddfwriaethau cyfredol eraill.

CYFLWYNIAD

SWYDD: 2il yn yr Adran Fathemateg

Pwrpas y Swydd:

Cyflawni dyletswyddau proffesiynol athro fel sy'n cael ei nodi yn y Ddogfen Cyflogau ac Amodau Gwaith Athrawon Ysgol, yn unol â pholisïau'r ysgol ac yn ôl cyfarwyddyd rhesymol y Pennaeth.

Adrodd yn ôl i : Pennaeth Cyfadran Mathemateg

Yn gyfrifol am: Ddarparu profiad dysgu llawn a chefnogi'r myfyrwyr

Cysylltu â: Y Pennaeth, Y Tîm Arweinyddiaeth, Athrawon, Staff Cefnogi a rhieni.

Oriau Gwaith: Llawn amser fel mae'n nodi yn y Ddogfen Cyflogau ac Amodau Gwaith Athrawon Ysgol.

PRIF GYFRIFOLDEBAU

Defnyddio eich sgiliau a'ch doethineb proffesiynol i arwain a chyfoethogi prosesau dysgu a chynnydd pob disgybl:

- Arwain y broses o ddatblygu meysydd llafur addas, cynlluniau gwaith, adnoddau, polisïau marcio, strategaethau asesu, addysgu a dysgu o fewn yr adran.
- Bod yn ymwybodol o'r datblygiadau cenedlaethol diweddaraf yn y maes Mathemateg ac o ran arferion a methodoleg addysgu.
- Ymateb i gynlluniau a datblygiadau cwricwlaidd ar lefelau cenedlaethol, rhanbarthol a lleol.
- Monitro, gwerthuso a gwella ansawdd dysgu ac addysgu Mathemateg.
- Orlhain cynnydd disgyblion a pharatoi rhaglenni ymyrraeth effeithiol ac amser sy'n cael effaith ar ddeilliannau.
- Cynllunio a pharatoi Rhaglenni Dysgu a gwersi rhagorol i'w defnyddio fel esiampl ar gyfer eraill.
- Monitro'r broses o asesu gwaith disgyblion ar draws yr adran, gan ddefnyddio eich asesiadau eich hun fel model o arfer gorau.
- Monitro asesiadau ysgrifenedig, adroddiadau a thystlythyrau yn ymwneud â myfyrwyr unigol a grwpiau o fyfyrwyr, gan ddefnyddio eich rhai eich hun fel model o arfer gorau.
- Creu amgylchfyd ffisegol a chymdeithasol addas ar gyfer dysgu ar draws yr adran (gan gynnwys hyrwyddo cod ymddygiad yr ysgol).
- Monitro'r defnydd o'r gefnogaeth yn y dosbarth, gan sicrhau ei bod yn effeithiol.

Cyfrannu tuag at ddatblygiad a lles disgyblion trwy:

- Feithrin lles emosiynol, deallusol, ysbrydol, creadigol a chorfforol pob disgybl.
- Bod yn Diwtor i grŵp penodol o ddisgyblion (gweler rôl ddiffiniedig y tiwtor personol).
- Defnyddio data i osod targedau.

Parhau i ddatblygu'n broffesiynol trwy :

- Chwarae rhan arweiniol yn rhaglen datblygu staff yr ysgol a chymryd rhan mewn trefniadau ar gyfer sesiynau hyfforddiant a datblygiad proffesiynol pellach.
- Gwerthuso'n feirniadol eich dulliau addysgu personol a dulliau addysgu eraill er mwyn gwella effeithiolrwydd
- Asesu i ba raddau y llwyddwyd i gyflawni'r amcanion dysgu mewn gwersi a defnyddio'r canlyniadau hynny i wella agweddau penodol ar yr addysgu.
- Chwarae rhan arweiniol yn y broses Adolygiad Rheoli Perfformiad, gan gefnogi datblygiad cydweithwyr eraill.

Cyfrannu'n effeithiol fel arweinydd tîm drwy:

- Hyrwyddo gwaith tîm
- Cymryd rhan mewn prosesau penodi, cynefino a datblygu staff
- Arwain y gwaith o ddatblygu adnoddau, cynlluniau gwaith, polisïau marcio a strategaethau addysgu o fewn y Maes Cwricwlaidd.
- Arwain cynllun datblygu'r Maes Cwricwlwm a sicrhau ei fod yn cael ei weithredu.
- Datblygu a gwella arferion addysgu eraill.
- Sicrhau bod polisïau'r ysgol yn cael eu gweithredu'n gyson o fewn yr adran.

Chwarae rhan gyflawn yng nghymuned yr ysgol trwy:

- Gefnogi ethos, nodau, amcanion a pholisïau'r ysgol.
- Gweithredu bob amser o fewn polisïau ac arferion datganedig yr ysgol.
- Cymryd rhan ac arwain mewn cyfarfodydd a systemau rheoli angenrheidiol ar gyfer cydlynu rheolaeth yr ysgol

- Cyfrannu tuag at hunan-arfarniad ysgol gyfan a'r gweithgareddau cynllunio.
- Cysylltu'n effeithiol gyda rhieni
- Ysgwyddo unrhyw gyfrifoldebau ychwanegol a fydd yn cael eu pennu o bryd i'w gilydd.

Atebolrwydd

- Y Pennaeth

Mae'n bosib y bydd y swydd ddisgrifiad hwn yn cael ei addasu ar unrhyw adeg, yn dilyn trafodaethau rhwng y Pennaeth a'r athro/athrawes. Caiff ei adolygu'n flynyddol.

CYNGOR SIR DDINBYCH MANYLEB PERSON

Mae'r Fanyleb yn nodi'r sgiliau, yr wybodaeth a'r profiad a ystyrir yn hanfodol er mwyn ymgymryd â dyletswyddau'r swydd yn effeithiol. Caiff ei defnyddio wrth lunio rhestr fer ac ar gyfer y broses o gyfweld am y swydd hon. Dylech ddangos ar eich ffurflen gais sut rydych yn bodloni'r meini prawf hyn. Byddwch ddim ond yn cael eich cynnwys ar y rhestr fer os ydych yn bodloni pob un o'r meini prawf hanfodol (â'r meini prawf dymunol lle bo'n berthnasol).

Teitl y Swydd: 2il yn yr Adran Fathemateg

Gwasanaeth: Addysg

Graddfa:

MEINI PRAWF	HANFODOL	DYMUNOL	DULL ASESU Ffurflen Gais / Cyfweliad / Cyflwyniad / Geirda / Arall
i. ADDYSG A CHYMWYSTERAU	Gradd dda mewn Mathemateg neu bwnc perthnasol TAR Athro/athrawes wedi cymhwyso		Ffurflen Gais
ii. PROFIAD PERTHNASOL	Profiad o arwain a rheoli agweddau ar y cwricwlwm Profiad o addysgu Mathemateg yng	Profiad neu ddealltwriaeth o addysgu Mathemateg ar lefel UG/Safon Uwch	Ffurflen gais a chfweliad

	Nghyfnodau Allweddol 3 a 4		
iii. GWYBODAETH A SGILIAU SY’N YMWNEUD Â’R GWAITH	Gwybodaeth o raglenni astudio CA3 a manylebau TGAU, UG a Safon Uwch. Ymwybyddiaeth o’r datblygiadau diweddaraf ym maes addysgu Mathemateg a methodoleg addysgu. Dealltwriaeth o nodweddion addysgu ardderchog. Profiad o ddefnyddio strategaethau ar gyfer codi safonau, a thystiolaeth o effaith Dealltwriaeth o egwyddorion asesu ar gyfer dysgu		Ffurflen gais a chyfweliad
iv. PRIODWEDDAU PERSONOL	Gallu i gynllunio i sicrhau bod disgyblion yn gwneud cynnydd a sicrhau addysgu effeithiol Gallu i ddefnyddio ystod o ddulliau dysgu a rheoli dosbarth yn llwyddiannus a helpu eraill i wneud yr un fath Gallu i greu amgylchedd dysgu pwrpasol sy’n cynnwys pob disgybl, yn cefnogi dysgu ac yn gofalu fod disgyblion yn teimlo’n ddiogel a hyderus Gallu i gymell disgyblion i gyflawni eu potensial Sgiliau cyfathrebu ardderchog	Sgiliau TGCh effeithiol y gellir eu defnyddio i wella’r dysgu a’r addysgu	Ffurflen gais, arsylwi gwers, cyfweliad a geirda

	Sgiliau TGCh da Gallu i weithio'n effeithiol fel aelod o dîm		
v. GOFYNION ERAILL	Gallu ymwneud yn dda â disgyblion o bob gallu. Brwdfrydig, cadarnhaol, egnïol a blaengar Hyblyg, dibynadwy Ymrwymiad i addysgu a sicrhau fod pob unigolyn yn cyflawni ei botensial Parodrwydd i gymryd rhan ym mywyd ehangach yr ysgol Ymrwymiad i ddatblygiad proffesiynol ac i gefnogi eraill i wneud hyn hefyd Parodrwydd i arwain proses hunan arfarnu, i ddysgu ac i ddatblygu Y gallu i gyfathrebu yn y Gymraeg		Cyfweliad a geirda

DENBIGHSHIRE COUNTY COUNCIL JOB DESCRIPTION

Job Title: 2nd in Mathematics

Grade: MPS/ UPS + TLR2B

Service: Education

Service Area: Ruthin

Responsible to: Head of Faculty

Job ID Number / Date Issued:



NID DYSG HEB FOES

YSGOL BRYNHYFRYD

Job Description

This appointment is subject to the current conditions of employment for teachers contained in the School Teachers' Pay and Conditions Document, The School Standards and Framework Act (1988), The Standards for Qualified Teacher Status and other current legislation

INTRODUCTION

Post: 2nd in Mathematics

Purpose of the Post:

To carry out the professional duties of a teacher as set out in the School Teachers' Pay and Conditions Document in accordance with the school's policies and under the reasonable direction of the Headteacher.

Reporting to: Head of Faculty

Responsible for: The provision of a full learning experience and support for students

Liaising with: Headteacher, Leadership Team, Teachers, Support Staff and parents

Working Time: Full time as specified within the STPCD

PRINCIPAL ACCOUNTABILITIES

Use your professional skills and judgement to facilitate the learning and progress of all pupils by:

- Leading the development of appropriate syllabuses, schemes of work, resources, marking policies, assessments and teaching and learning strategies within the department.

- Keeping up to date with national developments in Mathematics teaching practice and methodology
- Responding to curriculum development and initiatives at national, regional and local level
- Monitoring, evaluating and improving the quality of teaching and learning in Mathematics
- Tracking pupil progress and preparing effective and timely intervention programmes which impact on outcomes
- Planning and preparing Learning Programmes and excellent lessons which act a guide for others
- Monitoring the assessment of students' work across the department, using your own assessment as a model of best practice
- Monitoring written assessments, reports and references relating to individual students and groups of students, using your own as a model of best practice
- Creating an appropriate physical and social environment for learning (including promotion of the school's code of conduct) across the department
- Monitor classroom support, ensuring that it is effective

Contribute to the development and welfare of pupils by:

- Nurturing the emotional, intellectual, spiritual, creative and physical well-being of all pupils
- Being a Form Tutor to an assigned group of pupils (see defined role of form tutor)
- Using data to set targets

Continue to develop professionally by:

- Taking a lead role in the school's staff development programme and participating in arrangements for further training and professional development
- Critically evaluating your own teaching and that of others to improve effectiveness
- Assessing how well learning objectives have been achieved in lessons and using the outcomes to improve specific aspects of teaching
- Take a lead role in the Performance Management Review process, supporting the development of other colleagues

Contribute effectively as a team leader by:

- Promoting teamwork
- Participating in the appointment, induction and development of staff
- Lead in the development of resources, schemes of work, marking policies and teaching strategies within the Curriculum Area
- Lead the Curriculum Area's development plan and its implementation
- To develop and enhance the teaching practice of others
- To ensure that school policies are consistently implemented within the department

Play a full part in the life of the school community by:

- Supporting the school's ethos, aims and objectives and policies
- Operating at all times within the stated policies and practices of the school
- Participating and leading in meetings and management systems necessary to co-ordinate the management of the school
- Contributing to the whole school's self-evaluation and planning activities
- Liaising effectively with parents
- Take on any additional responsibilities which might from time to time be determined

Accountability

- Headteacher

This job description may be amended at any time following discussion between the head teacher and member of staff, and will be reviewed annually.

DENBIGHSHIRE COUNTY COUNCIL PERSON SPECIFICATION

The Person Specification sets out the skills, knowledge and experience that are considered to be necessary to carry out the duties of the post effectively. It will be used in the short-listing and interview process for this post. You should demonstrate on your application form how you meet these criteria as you will only be shortlisted if you meet all of the essential criteria (and desirable criteria where applicable).

Post Title: 2nd in Mathematics

Service: Education

Grade:

<u>CRITERIA</u>	<u>ESSENTIAL</u>	<u>DESIRABLE</u>	<u>METHOD OF ASSESSMENT</u> Application Form / Interview / Presentation / References etc
i. EDUCATION & QUALIFICATIONS	A good degree in Mathematics or a relevant subject PGCE Qualified teacher		Application Form
ii. RELEVANT EXPERIENCE	Experience of leading and managing aspects of the curriculum Experience of teaching Mathematics at Key Stages 3 and 4.	Experience or understanding of teaching Mathematics at AS/A Level	Application Form and interview

iii. JOB RELATED KNOWLEDGE & SKILLS	Knowledge of KS3 programmes of study and GCSE, AS and Advanced Level specifications An awareness of the most recent developments in the teaching of Mathematics and of teaching methodology. An understanding of the characteristics of excellent teaching Experience of using strategies for raising standards, and evidence of impact An understanding of the assessment principles of teaching		Application Form and interview
iv. PERSONAL QUALITIES	An ability to plan in order to ensure pupil progress and effective teaching An ability to utilise a range of teaching and class management methods successfully, and to help others do the same An ability to create a purposeful learning environment which includes each and every pupil, and which supports the learning, and ensures that pupils feel secure and confident An ability to motivate pupils in order that they fulfil their potential. Excellent communicating skills	Effective ICT skills which can be used to improve teaching and learning.	Application Form, lesson observation, interview and references

	Good ICT skills An ability to work effectively as part of a team.		
v. OTHER REQUIREMENTS	An ability to communicate well with pupils of all abilities Enthusiastic, positive, energetic and innovative. Adaptable, dependable. A commitment to teaching and ensuring that each individual fulfils their potential A willingness to participate in the wider school community A commitment to develop professionally and to support others in this A willingness to lead a self-appraisal processes, to learn and to develop Welsh is essential for this post		Interview and references