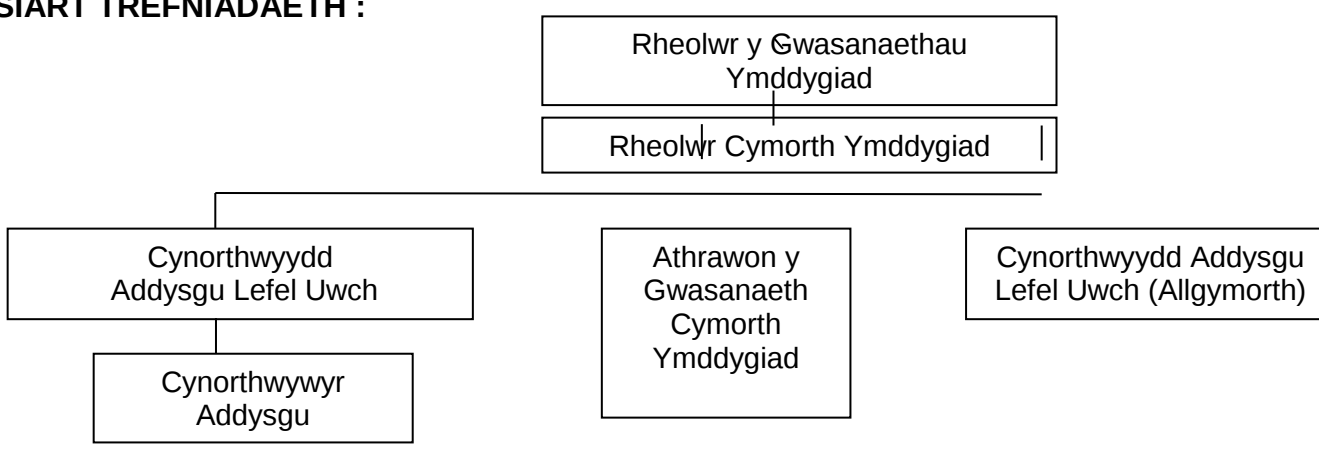


PROFFIL SWYDD

TEITL Y SWYDD:	Athro Uwchradd (Allgymorth) ar gyfer y Gwasanaeth Cymorth Ymddygiad	RHIF Y SWYDD:	006130
ADRAN:	Addysg a Phlant	GRADD:	Y Brif Raddfa Broffesiynol (MPS)/Y Raddfa Dâl Uwch (UPS) ac 1 Anghenion Addysgol Arbennig (AAA)
IS-ADRAN / ADAIN:	Cynhwysiad/Canolfan Bro Tywi		
YN ATEBOL I:	Rheolwr Cymorth Ymddygiad	YN GYFRIFOL AM:	Amh.
SIART TREFNIADAETH :			
 <pre> graph TD A[Rheolwr y Gwasanaethau Ymddygiad] --> B[Rheolwr Cymorth Ymddygiad] B --> C[Cynorthwydd Addysgu Lefel Uwch] B --> D[Athrawon y Gwasanaeth Cymorth Ymddygiad] B --> E[Cynorthwydd Addysgu Lefel Uwch (Allgymorth)] C --> F[Cynorthwywyr Addysgu] </pre>			
PRIF DDIBEN Y SWYDD:			
▪ Darparu allgymorth, cyngor, arweiniad a hyfforddiant, gan gynnwys cynllunio, paratoi a darparu rhaglenni gwaith/ymyriadau priodol ac effeithiol gyda disgyblion, athrawon, cynorthwywyr addysgu a rhieni/gofalwyr er mwyn cefnogi disgyblion unigol a grwpiau bach o ddisgyblion i reoli eu hymddygiad ar draws ysgolion uwchradd prif ffrwd yn Sir Gaerfyrddin ac ysgolion Cynradd yn ôl yr angen. ▪ Gweithredu systemau effeithiol o asesu, cofnodi ac adrodd ar gynnydd disgyblion. ▪ Hybu a chynnal disgwyliadau uchel o ran ymddygiad a disgyblaeth.			

Y PRIF GYFRIFOLDEBAU:

Gwybodaeth a dealltwriaeth

- Bod yn athro effeithiol o ran yr ystod lawn o oeddrannau a galluoedd mewn ysgolion uwchradd, gan feddu ar wybodaeth a dealltwriaeth sicr o'r cysyniadau a'r sgiliau yn ymwneud ag addysgu a dysgu ledled y meysydd pynciol.
- Cynnal gwybodaeth drylwyr a diweddar am bynciau a ddysgir/ymyriadau a dargedir ac ystyried strategaethau cenedlaethol a datblygiad ehangach y cwricwlwm sy'n berthnasol i'r gwaith hwn.
- Bod â gwybodaeth sicr am ddatblygiad plant, yn enwedig datblygiad cymdeithasol ac emosiynol, a dulliau i helpu i oresgyn rhwystrau o ran dysgu.

Cynllunio, Addysgu a Rheoli Dosbarth

- Llundio a darparu rhaglenni gwaith/ymyriadau a dargedir i ddatblygu gallu disgyblion i reoli eu hymddygiad ar draws yr holl feysydd pynciol a bywyd ysgol.
- Sicrhau bod yr holl raglenni gwaith/ymyriadau yn sicrhau cynnydd o ran dysgu'r disgyblion, gan nodi targedau clir, gosod tasgau priodol a gwneud y defnydd gorau o'r amser sydd ar gael.
- Nodi amcanion addysgu, cynnwys, cynlluniau gwersi, strwythurau a dilyniannau clir sy'n briodol i'r pwnc/ymyrraeth a dargedir a'r disgyblion sy'n cael eu haddysgu.
- Bod yn gyfarwydd â Chôd Ymarfer Anghenion Addysgol Arbennig ac ymateb i anghenion disgyblion o bob gallu gan ddatblygu a gweithredu cynlluniau Mentora / Cymorth / Ymddygiad / Addysg Unigol a chynlluniau sy'n Canolbwyntio ar yr Unigolyn.
- Bod yn ymarferydd effeithiol ac ymroddedig yn yr ystafell ddosbarth ar gyfer disgyblion ag anawsterau cymdeithasol, emosiynol ac ymddygiadol
- Bod yn rheolwr effeithiol ar ymddygiad disgyblion a hynny yn yr ystafell ddosbarth ac yn yr ysgolion/y Ganolfan gyfan o ran datblygu a gweithredu strategaethau rheoli ymddygiad priodol.

Monitro, Asesu, Cofnodi ac Adrodd

- Sicrhau bod cynnydd disgyblion yn cael ei fonitro, ei asesu a'i gofnodi'n rheolaidd, a bod disgyblion yn cael adborth effeithiol y maent yn ei ddeall er mwyn gwneud cynnydd da.
- Defnyddio data perfformiad i werthuso cynnydd disgyblion a gosod targedau priodol ar gyfer gwella dyheadau a chyraeddiadau'r disgyblion.
- Cadw cofnodion cywir a diweddar am gynnydd disgyblion, ysgrifennu adroddiadau diwedd tymor/ymyrraeth a chyfrannu i asesiadau a chyfarfodydd cynllunio fel bo'r angen.
- Adrodd ar gynnydd disgyblion i rieni ac ysgol brif ffrwd yn unol â gofynion statudol a gofynion y Gwasanaeth Cymorth Ymddygiad.
- Cynllunio o ran datblygu, gweithredu, a monitro systemau mewn perthynas â phresenoldeb/ymyriadau ac integreiddio/ailintegreiddio fel sy'n briodol.

Gofynion Proffesiynol Eraill

- Gweithredu holl bolisïau a gweithdrefnau'r Gwasanaeth Cymorth Ymddygiad a'r Awdurdod Lleol sy'n cynnwys amddiffyn plant, iechyd, diogelwch a diogelu, cyfrinachedd a diogelu data gan roi gwybod am eich holl bryderon i berson priodol.
- Gwneud cyfraniad effeithiol i bolisïau, cynlluniau a bywyd y Ganolfan/y Gwasanaeth Cymorth Ymddygiad.
 - Gweithio gyda'r rheolwr llinell priodol wrth gymryd rhan yn rhaglen rheoli perfformiad y Gwasanaeth Cymorth Ymddygiad gan gynnwys gosod targedau ar gyfer datblygiad proffesiynol.
 - Cymryd rhan mewn hyfforddiant a gweithgareddau dysgu eraill yn ôl yr angen gan gynnwys ymyrraeth gorfforol.
 - Mynychu pob cyfarfod angenrheidiol ac ymgymryd â dyletswyddau goruchwyllo yn ôl y gofyn o fewn y cyfanswm amser cyfeiriedig sydd wedi'i gynnwys yn nogfen Cyflogau ac Amodau Athrawon Ysgol.
 - Gosod esiampl dda i ddisgyblion drwy gyflwyniad ac ymddygiad proffesiynol priodol a thrwy ddull cefnogol a chadarnhaol o ran datblygu perthnasoedd llawn ymddiriedaeth.
- Sefydlu perthynas waith gadarnhaol gyda chydweithwyr proffesiynol a bod yn aelod o dîm.
- Gweithio mewn partneriaeth â rhieni, gofalwyr ac ysgolion prif ffrwd gan gyfnewid gwybodaeth a darparu cymorth.
- Rhoi cymorth i ddisgyblion sy'n ailintegreiddio i mewn i ysgolion prif ffrwd.
- Ymgymryd ag unrhyw ddyletswyddau eraill y byddai'n rhesymol i'r Rheolwr Cymorth Ymddygiad neu Swyddogion yr Awdurdod Lleol ofyn amdanynt, yn unol â Dogfen Cyflogau ac Amodau Athrawon Ysgol.

GOFYNION Y SWYDD:

- Swydd addysgu a gyflogir yn ganolog yw hon yn y Gwasanaeth Cymorth Ymddygiad, Canolfan Bro Tywi, sy'n darparu allgymorth ac arweiniad ledled ysgolion Sir Gaerfyrddin.

**PARATOWYD
GAN:**

Angela Davies,

Prif Seicolegydd Addysg a
Phlant

**DYDDIAD
PARATOI:**

Mawrth 2017

MANYLEB PERSON

TEITL Y SWYDD:	Athro Uwchradd ar gyfer y Gwasanaeth Cymorth Ymddygiad	RHIF Y SWYDD:	006130
ADRAN:	Addysg a Phlant	GRADD:	Y Brif Raddfa Broffesiynol (MPS)/Y Raddfa Dâl Uwch (UPS) ac 1 Anghenion Addysgol Arbennig (AAA)
IS-ADRAN / ADAIN:	Cynhwysiad/Canolfan Bro Tywi		

<u>CYMWYSTERAU/ HYFFORDDIANT GALWEDIGAETHOL/ GALLUOEDD</u>	<u>HANFODOL</u>	<u>DYMUNOL</u>	<u>DULL ASESU</u>
Gradd neu gymhwyster cyfwerth	☒	☐	Ffurflen gais a thystysgrifau
Cymhwyster ôl-raddedig/gradd uwch	☐	☒	Ffurflen gais a thystysgrifau
Statws Athro Cymwysedig	☒	☐	Ffurflen gais a thystysgrifau
<u>GWYBODAETH</u>			
Gwybodaeth ymarferol ddiweddar am feysydd pynciol CA3 a CA4	☒	☐	Ffurflen gais / cyfweiliad
Gwybodaeth am ddatblygiad plant, yn enwedig datblygiad cymdeithasol ac emosiynol	☒	☐	Ffurflen gais / cyfweiliad
Gwybodaeth am strategaethau cenedlaethol presennol megis Llythrennedd a Rhifedd	☒	☐	Ffurflen gais / cyfweiliad
Gwybodaeth am Strategaethau Rheoli Ymddygiad, Llesiant a Chynhwysiant effeithiol.	☒	☐	Ffurflen gais / cyfweiliad
Dealltwriaeth o ddiogelu	☒	☐	Ffurflen gais / cyfweiliad
Cofnod o ddatblygiad proffesiynol perthnasol	☒	☐	Ffurflen gais / cyfweiliad

PROFIAD

Profiad pendant a llwyddiannus diweddar fel athro dosbarth/athrawes ddosbarth ysgol uwchradd

X

Profiad pendant a llwyddiannus diweddar o reoli disgyblion sy'n ymddwyn yn heriol

X

Profiad diweddar o ddatblygu strategaethau addysgu a dysgu effeithiol ar draws y cwricwlwm Uwchradd

X

Ffurflen gais / cyfweliad

Ffurflen gais / cyfweliad

Ffurflen gais / cyfweliad

Y SGILIAU SY'N YMWNEUD Â'R SWYDD

Y gallu i ymddwyn yn broffesiynol

X

Y gallu i weithio'n gytûn ag amrywiaeth o bobl

X

Y gallu i weithio'n annibynnol ac fel aelod o dîm

X

Y gallu i reoli eich amser a'ch adnoddau eich hun yn effeithiol

X

Ffurflen gais / cyfweliad

Ffurflen gais / cyfweliad

Ffurflen gais / cyfweliad

Ffurflen gais / cyfweliad

SGILIAU PERSONOL**HANFODOL****DYMUNOL****DULL ASESU**

Brwdfrydedd, stamina, egni, hyder, gwytnwch, gonestrwydd, ymrwymiad a synnwyr digrifwch

X

Cefnogol, amyneddgar ac ymagwedd gadarnhaol

X

Trefnus, gweithgar a dibynadwy

X

Natur bwyllog

X

Ffurflen gais / cyfweliad

Ffurflen gais / cyfweliad

Ffurflen gais / cyfweliad

Ffurflen gais / cyfweliad

Gwerthoedd Craidd / Cydraddoldeb ac Amrywiaeth

Disgwylir i'r holl weithwyr gynnal gwerthoedd craidd yr Awdurdod a glynw wrth egwyddorion Polisi Cydraddoldeb ac Amrywiaeth yr Awdurdod neu, os cânt eu cyflogi mewn ysgol/canolfan, Bolisi Cydraddoldeb ac Amrywiaeth yr ysgol/y ganolfan, fel sy'n briodol i lefel atebolrwydd a chyfrifoldeb y swydd o fewn y sefydliad.

Sgiliau Cyfathrebu:-**Nodwch lefel rhwng 1 a 5 ar gyfer sgiliau llafar a sgiliau ysgrifennu**

<u>Yr Iaith</u>	<u>Sgiliau Llafar</u>	<u>Sgiliau Ysgrifennu</u>
Cymraeg	3	2
Saesneg	5	5
Iaith Arall (nodwch)		

AMGYLCHIADAU ARBENNIG: Angen teithio o fewn y Sir

Os bernir bod gwiriad o gofnodion troseddol yn berthnasol i'r swydd hon, rhaid nodi'r math o wiriad a'r rheswm dros ei gynnal isod.

A fyddech cystal â llenwi pob un o'r tair adran drwy roi tic wrth y math o ddatgeliad sy'n ofynnol a'r math o weithlu gan nodi'r rheswm dros y gwirio.

Os bydd angen cymorth arnoch i gwblhau'r adran hon edrychwch ar y canllawiau sydd ar gael yma: [Polisi DBS - Gweler Pwynt 13](#) neu gofynnwch i'ch Swyddog Adnoddau Dynol am gyngor.

Adran A – y math o ddatgeliad

DATGELIAD SAFONOL

DATGELIAD MANWL

DATGELIAD MANWL GAN WIRIO'R RHESTR WAHARDD

✓

Adran B – y math o weithlu

Y GWEITHLU PLANT

Y GWEITHLU OEDOLION

Y GWEITHLU PLANT AC OEDOLION

GWEITHLU ARALL

✓

Y RHESWM: Gweithio gyda plant**PARATOWYD GAN:** Angela Davies, Prif
Seicolegydd Addysg a
Phlant**DYDDIAD**
PARATOI: Mawrth 2017

JOB PROFILE

POST TITLE:	Secondary Teacher for Behaviour Support Service Outreach	POST NO:	006130
DEPARTMENT:	Education and Children	GRADE:	MPS/UPS + 1 SEN point
DIVISION / SECTION:	Inclusion / Canolfan Bro Tywi		
ACCOUNTABLE TO:	Behaviour Support Manager	ACCOUNTABLE FOR:	N/A

ORGANISATIONAL CHART :

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graph TD
    BSM[Behaviour Services Manager] --- BSM2[Behaviour Support Manager]
    BSM2 --- HLTA[Higher Level Teaching Assistant]
    BSM2 --- BSS[BSS Teachers]
    BSM2 --- OHLTA[Outreach Higher Level Teaching Assistant]
    HLTA --- TA[Teaching Assistants]
  
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MAIN PURPOSE OF JOB:

- To provide outreach support, advice, guidance and training, including planning, preparing and delivering appropriate and effective programmes of work/interventions with pupils, teachers, teaching assistants and parents/carers in order to help support individual and small groups of pupils to manage their behaviour across mainstream Secondary schools in Carmarthenshire and Primary schools as appropriate
- To implement effective systems of assessment, recording and reporting of pupil progress.
- To promote and maintain high expectations in terms of behaviour and discipline

PRINCIPAL ACCOUNTABILITIES:

Knowledge and understanding

- Be an effective teacher across the full age and ability range within Secondary Schools, having a secure knowledge and understanding of the concepts and skills in teaching and learning across subject areas
- Maintain a thorough and up to date knowledge of subjects taught/targeted interventions and take account of wider curriculum development and national strategies relevant to this work
- Have a sound knowledge of child development, particularly social and emotional development, and approaches to help to overcome barriers to learning

Planning, Teaching and Classroom Management

- Devise and deliver targeted interventions/programmes of work to develop pupil's ability to manage their behaviour across all subject areas and school life
- Ensure all interventions/programmes of work achieve progression in pupils' learning, identifying clear targets, setting appropriate tasks and making the best use of time available
- Identify clear teaching objectives, content, lesson plans, structures and sequences appropriate to the targeted intervention / subject matter and pupils taught
- Be familiar with the SEN Code of Practice and respond to the needs of pupils of all abilities, developing and implementing Person Centred/ Individual Education/Behaviour/Support/ Mentoring plans
- Be an effective and committed classroom practitioner for pupils with social, emotional and behaviour difficulties
- Be an effective manager of pupil behaviour – both in the classroom and within the schools/ Centre as a whole in the development and implementation of appropriate behaviour management strategies

Monitoring, Assessment, Recording and Reporting

- Ensure that pupils' progress is regularly monitored, assessed and recorded, and that pupils receive and understand effective feedback in order to make good progress
- Use performance data to evaluate pupils' progress and set appropriate targets for improvement raising aspiration and attainment
- Maintain accurate and up-to-date records of pupils' progress, write end of intervention/term reports and contribute to assessments and planning meetings as necessary
- Report pupils' progress to parents and mainstream school according to statutory and Behaviour Support Service (BSS) requirements
- To plan the development, implementation and monitoring of systems relating to interventions/attendance and integration/reintegration as appropriate

Other Professional Requirements

- Implement all BSS and Local Authority policies and procedures which include child protection, health, safety and security, confidentiality and data protection, reporting all concerns to the appropriate person
- Make an effective contribution to the policies, plans and life of the BSS/Centre
 - Work with the appropriate line manager in participating in the BSS's performance management programme, including setting targets for professional development
 - Participate in training and other learning activities as required, including physical intervention
 - Attend all necessary meetings and undertake supervision duties as required within the total directed time contained in the School Teachers' Pay and Conditions document
 - Set a good example to pupils through appropriate professional conduct and presentation and through a positive, nurturing approach to building trusting relationships
- Establish positive working relationships with professional colleagues and be a team player
- Work in partnership exchanging information, facilitating support with parents, carers and mainstream schools
- Provide support for pupils reintegrating to mainstream schools
- Undertake such other duties as may be reasonably required by the Behaviour Support Manager or Local Authority Officers, in accordance with Schoolteachers' Pay and Conditions Document

MAGNITUDE OF JOB:

- This is a centrally-employed teaching post, based at the Behaviour Support Service's Canolfan Bro Tywi and provides outreach support and guidance across schools in Carmarthenshire

PREPARED BY: Angela Davies,

DATE PREPARED: March 2017

Principal Educational and
Child Psychologist

PERSON SPECIFICATION

POST TITLE:	Secondary Teacher for Behaviour Support Service		POST NO:	006130
DEPARTMENT:	Education and Children		GRADE:	MPS/UPS + 1 SEN point
DIVISION / SECTION:	Inclusion / Canolfan Bro Tywi			

<u>QUALIFICATIONS / VOCATIONAL TRAINING / COMPETENCIES</u>	<u>ESSENTIAL</u>	<u>DESIRABLE</u>	<u>METHOD OF ASSESSMENT</u>
Degree or equivalent level qualification	☒	☐	Job applications and certificates
Postgraduate qualification/higher degree	☐	☒	Job applications and certificates
Qualified Teacher Status	☒	☐	Job applications and certificates
<u>KNOWLEDGE</u>			
Working, up-to-date knowledge of subjects areas at KS3 and 4	☒	☐	Job application / interview
Knowledge of child development, particularly social and emotional development	☒	☐	Job application / interview
Knowledge of current national strategies such as Literacy and Numeracy	☒	☐	Job application / interview
Knowledge of effective Inclusion, Wellbeing and Behaviour Management Strategies	☒	☐	Job application / interview
An understanding of Safeguarding	☒	☐	Job application / interview
A record of relevant professional development	☒	☐	Job application / interview
<u>EXPERIENCE</u>			
Recent proven successful experience as a Secondary school class teacher	☒	☐	Job application / interview

Recent proven successful experience in managing pupils who exhibit challenging behaviour	X			Job application / interview
Recent experience of developing effective teaching and learning strategies across the Secondary curriculum	X			Job application / interview
<u>JOB RELATED SKILLS</u>				
Ability to conduct oneself in a professional manner	X			Job application / interview
Ability to work harmoniously with a range of individuals	X			Job application / interview
Ability to work both independently and as a member of a team	X			Job application / interview
Ability to manage own time and resources effectively	X			Job application / interview
<u>PERSONAL SKILLS</u>	<u>ESSENTIAL</u>	<u>DESIRABLE</u>	<u>METHOD OF ASSESSMENT</u>	
Enthusiasm, stamina, drive, confidence, resilience, integrity, commitment and a sense of humour	X			Job application / interview
Nurturing, patient and positive approach	X			Job application / interview
Well-organised, hard-working and reliable	X			Job application / interview
Calm disposition	X			Job application / interview
<u>Core Values / Equality and Diversity</u>				
Every employee is expected to uphold the authority's core values and maintain the principles of the authority's Equality and Diversity Policy or, if employed within a school/Centre, the school's/Centre's Equality and Diversity Policy, as appropriate to the accountabilities and seniority of the post within the organisation.				
Communication Skills:-				
<i>Please indicate level between 1 and 5 for verbal and written skills</i>				
<u>Language</u>	<u>Verbal Level</u>		<u>Written Level</u>	
Welsh	3		2	
English	5		5	
Other Language (please state)				

SPECIAL CIRCUMSTANCES: Requirement to travel within the County

Where a criminal record check has been identified as relevant to the post, the level of check and justification for carrying out such a check must be specified below.

Please complete all three sections by ticking the level of disclosure required and the workforce type providing a justification for the check.

If you need any assistance in completing this section please refer to the guidance available here: [DBS Policy - See Point 13](#) or ask your HR Officer for advice.

Section A – type of disclosure

STANDARD DISCLOSURE

☐

ENHANCED DISCLOSURE

☐

ENHANCED DISCLOSURE WITH BARRED LIST CHECK

☒

Section B – workforce type

CHILD WORKFORCE

☐

ADULTS WORKFORCE

☐

CHILDREN AND ADULTS WORKFORCE

☒

OTHER WORKFORCE

☐

JUSTIFICATION: Working with children

PREPARED BY: Angela Davies, Principal
Educational and Child
Psychologist

DATE PREPARED: March 2017