

## *Come and join the team!*

### ADVERT

**ROLE TITLE:** Education Support Team Practitioner

**ADVERT TEXT:**

We are recruiting to a support team within the Children and Young People's Directorate. This is an exciting opportunity to become part of this innovative service that works in partnership with schools and colleagues across the local authority to enhance and promote the inclusion of children and young people in Monmouthshire schools.

Applications are sought from experienced, enthusiastic practitioners from a range of backgrounds who have a commitment to inclusive practice. We welcome interest from practitioners with experience of working with children/young people presenting with behaviours that challenge, including those with additional learning needs (ALN), neurodevelopmental conditions such as autism, and those at risk of exclusion.

**POST ID:** LEST02

**LOCATION:** Usk County Hall, which may change in the future if the service location needs to relocate. Relocation or disturbance expenses will not be paid if this happens.

**GRADE:** LEST02 LGE Band F SCP 19 £29,777 – SCP 23 £32,076  
Pro Rata if working part-time or term-time only

**HOURS:** LEST02 Practitioner– 37 hours per week full-time –  
Part-time and term-time only hours will be considered  
(LGE Terms and Conditions)

**TEMPORARY:** Temporary. To cover a Maternity Leave. Initially 6 months, with potential for extension until post holder returns from Maternity Leave. This post is open to applications for a secondment opportunity. Please make sure you have your Line Manager's permission to apply for a secondment before submitting an application.

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

**CLOSING DATE:** 5pm on 10<sup>th</sup> July 2024

**Additional Information**

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

**To apply for this post please complete the online application form which can be found on the following page:**

**<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.

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.

## ROLE PROFILE

**ROLE TITLE:** Education Support Team Practitioner

Temporary. To cover a Maternity Leave. Initially 6 months, with potential for extension until post holder returns from Maternity Leave. This post is open to applications for a secondment opportunity. Please make sure you have your Line Manager's permission to apply for a secondment before submitting an application.

**POST ID:** LEST02

**GRADE:** LEST02 LGE Band F SCP 19 £29,777 – SCP 23 £32,076  
Pro Rata if working part-time or term-time only

**HOURS:** LEST02 Practitioner– 37 hours per week full-time –  
Part-time and term-time only hours will be considered  
(LGE Terms and Conditions)

**WORK PATTERN:** LEST02 Practitioners  
37 hours per week. 7.24 hours per day Monday to Friday. Part-time hours will be considered.

**LOCATION:** Usk County Hall. which may change in the future if the service location needs to relocate. Relocation or disturbance expenses will not be paid if this happens.

**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:

Enhanced with Children Barred List Check

**RESPONSIBLE TO:** Head of Inclusion

**WELSH LANGUAGE ASSESSMENT:**

Welsh language skills are desirable;

**Education Support Team.....Who are we?**

**SAFEGUARDING:**

Child and Adult Safeguarding are key priorities for the Council. We aim to support children and adults at risk to be as safe as they can and to fulfil their potential. All Council employees and volunteers are responsible for playing their part in the well-being, safety and protection of children and adults at risk. All employees and

volunteers will be trained to the appropriate level of safeguarding and have a duty to fulfil their personal responsibilities for safeguarding.

### **Our Purpose:-**

The Education Support Team is a team that sits under the broad umbrella of Inclusion in the Children and Young People's Directorate. This team works in close partnership with schools and colleagues including those in Additional Learning Needs (ALN), Educational Psychology and Pupil Referral Services to enhance inclusion for all children and young people in Monmouthshire.

The purpose of this team is to promote early intervention, clear identification and understanding of the needs of all children/young people presenting with barriers to accessing education. This includes children/ young people who present with behaviours that challenge, those who have additional learning needs (ALN) including neurodevelopmental conditions such as autism, and those at risk of exclusion.

Monmouthshire prides itself as an inclusive authority which aims to enable all children and young people to access appropriate education within their local community. We aim to ensure all children and young people have the opportunity to achieve their personal potential through creative, person centred approach to working with children/young people, families and their schools.

We are committed to the inclusion of vulnerable children and young people, including those with ALN across Monmouthshire, and recognise that all learners must be supported to be emotionally and physically ready to learn in safe and supportive environments. The Education Support Team supports settings and schools to identify, extend and embed excellent inclusive practice across our schools.

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

To provide support, advice and guidance to develop strong and inclusive schools committed to excellence, equality and wellbeing. Your role will be to develop, model and support inclusive approaches that meet the needs of all pupils. This will include those who present with behaviours that challenge, including those with additional learning needs (ALN), neurodevelopmental conditions such as autism, and those at risk of exclusion.

To work proactively, responsively and creatively to support schools and settings in Monmouthshire to build their capacity to meet the needs of children/young people experiencing barriers to accessing education.

The role will include:

- Developing and embedding systems and processes to ensure a robust and consistent approach to support children/ young people who present with social, emotional and mental health needs in schools.
- This will include working in partnership with schools to:
  - further develop and embed systems and practices focused on the early identification of need allowing for early intervention;
  - plan appropriate support and intervention;

- develop and monitor appropriate provision to address barriers to learning.
- Having high expectations for the child/ young person and an appreciation that positive change and progress is possible.
- Working collaboratively with families and schools so that they feel well supported to understand the needs, barriers and provision necessary, to ensure progress and positive engagement.
- Promoting person-centred approaches to enhance positive relationships, especially between home and school, so that the child and their family feel valued and welcomed in their school community.
- Ensuring children and young people have the right support to give them the best chance to succeed in school regardless of their background, vulnerabilities or experiences.
- Working with individuals and groups of children/ young people to reduce the barriers to accessing learning, and to promote enhanced understanding of the presenting needs and their inclusion.
- Working collaboratively with multi-agency colleagues to develop awareness and deepen understanding of the social, emotional and mental health needs experienced by pupils in schools.
- Promoting a holistic, inclusive approach, where schools, pupils and families work in partnership to find creative solutions to meet need.
- Building confidence, knowledge, skills and resilience of staff and pupils to ensure and promote the positive mental health and wellbeing needs of all.

**Expectation and Outcomes of this Role:-**

- To support schools develop and embed highly effective and inclusive teaching and learning strategies of all pupils including those with ALN, and other vulnerable groups.
- To promote consistency of approaches to understand behaviours that challenge. For example, trauma informed approaches, Positive Behaviour Support, ACE awareness, ELSA, embedding whole school approaches to emotional health and wellbeing.

**Your responsibilities are to:-**

- Support schools with the identification of need and early intervention to promote a positive school experience.
- Maintain a focus on pupils' emotional wellbeing, positive behaviour and good school attendance.
- Provide guidance, training and practical support to schools, to enhance their capacity to meet a range of needs.
- Provide responsive and direct intervention to the school, to support the development of an immediate plan to stabilise the child/ young person through a period of crisis, and to work collaboratively to establish appropriate next steps including around reintegration and transition.
- Establish constructive relationships with school staff and other agencies/professionals to ensure good communication that supports a clear understanding of needs, recommended provision and leads to good progress for pupils.

- Maintain appropriate records to track progress of pupils and inform support service developments.
- To evaluate the impact of interventions and support using qualitative and quantitative measures.
- Follow current legislation and guidance, particularly the ALNET Act and Code.
- Fulfil expectations with regards to security, confidentiality and data protection, reporting concerns appropriately as necessary.
- Maintain an up to date knowledge and understanding of safeguarding processes and your role within them.

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

- The opportunity to develop Welsh language skills.

**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.

## Person Specification

**How will we know if you are the right person for the role? As the successful candidate you will have demonstrated:-**

Educational Achievements/ Qualifications	<ul style="list-style-type: none"> <li>• Qualification or training relevant to work with children/young people.</li> </ul>
Experience and Knowledge	<ul style="list-style-type: none"> <li>• Experience of working with vulnerable children/young people where barriers to learning and engagement are apparent.Experience of working to good effect within schools or settings to improve outcomes for children and young people.</li> <li>• Understanding of current legislation and guidance affecting vulnerable children/ young people in Wales.</li> <li>• Good knowledge and understanding of child development and relationship based models of understanding behaviour.</li> <li>• Good knowledge of relevant approaches to support children/young people who present with vulnerabilities.</li> <li>• Experience of planning and delivering individualised programmes of support for children/ young people.</li> <li>• Ability to keep records, monitor progress and provide feedback, different audiences including to families, school based colleagues and other professionals.</li> <li>• Experience of providing input such as training, coaching or support to groups (such as school staff) to enhance knowledge and promote/ model skills.</li> </ul>
Skills and Abilities	<ul style="list-style-type: none"> <li>• Ability to apply skills and knowledge in a range of contexts.</li> <li>• Excellent interpersonal skills and sound communication skills, both written and oral, which reflect an ability to engage positively with others.</li> <li>• Experience of participation in multi-agency work and partnerships.</li> <li>• Ability to use assessment and observation to identify need and plan appropriate intervention and support programmes.</li> <li>• Good understanding of principles underpinning relationship based approaches relevant to the current context.</li> <li>• Ability to work creatively and effectively to gain the confidence and trust of children/young people who present with barriers to engagement.</li> <li>• Ability to form positive and supportive relationships based on empathy and understanding with families who may have their own challenges and</li> </ul>

	<p>vulnerabilities.</p> <ul style="list-style-type: none"> <li>• Ability to relate sensitively and effectively to a range of people, including children/young people, families, school staff and other professionals.</li> <li>• A high level of personal organisation and effectiveness.</li> <li>• Ability to keep succinct and high quality records of involvement.</li> <li>• Ability to work independently and show initiative, while being effective under potentially demanding conditions.</li> <li>• Ability to respond flexibly and to adapt to challenging and changing work situations.</li> <li>• Commitment to continuing professional development to update skills.</li> <li>• Commitment and ability to work collaboratively as part of a team in a transparent and open manner.</li> <li>• Commitment to reflective practice and continued professional development.</li> <li>• Ability to demonstrate a commitment to equal opportunities principles and practice.</li> </ul>
Other Factors	<ul style="list-style-type: none"> <li>• A commitment to quality and efficiency in all areas of work.</li> <li>• Hardworking, resilient and with the ability to monitor and manage stress levels.</li> <li>• To undertake your role in line with all Child Protection and Safeguarding and Health and Safety policies and guidelines. The post holder will be committed to the principles of Equal Opportunities and Children's Rights.</li> <li>• A current driving licence and use of a car.</li> <li>• A suitable DBS check will be required as well as two suitable written employment references.</li> <li>• Welsh language skills are desirable. <b>Welsh Desirable.</b></li> <li>• You may be required to learn or improve your existing skills through attending staff Welsh language training funded by the council. This will be implemented if a need for Welsh language skills in the role arises.</li> </ul>

Should you require any further information regarding this post, please contact: Dr Lucie Doyle (Principal Educational Psychologist) Tel: 01633 644011 email: [luciedoyle@monmouthshire.gov.uk](mailto:luciedoyle@monmouthshire.gov.uk)

**Closing Date: 5pm on 10th July 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.

<b>UNDERSTANDING</b>	<b>SPEAKING</b>	<b>READING</b>	<b>WRITING</b>
<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

<b>UNDERSTANDING</b>	<b>SPEAKING</b>	<b>READING</b>	<b>WRITING</b>
<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> </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>

	<ul style="list-style-type: none"> <li>• Can contribute to a meeting, but need to revert to English for specialist terms.</li> </ul>		
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**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.

<b>UNDERSTANDING</b>	<b>SPEAKING</b>	<b>READING</b>	<b>WRITING</b>
<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.

<b>UNDERSTANDING</b>	<b>SPEAKING</b>	<b>READING</b>	<b>WRITING</b>
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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>

# Dewch i ymuno gyda'r tîm!

## HYSBYSEB SWYDD

**TEITL Y RÔL:** Ymarferwyr Tîm Cymorth Addysg

### COPI AR GYFER YR HYSBYSEB:

Rydym yn recriwtio ar gyfer tîm cymorth newydd o fewn y Gyfarwyddiaeth Plant a Phobl Ifanc. Dyma gyfle cyffrous i ddod yn rhan o wasanaeth arloesol a fydd yn gweithio mewn partneriaeth ag ysgolion a chydweithwyr ar draws yr awdurdod lleol er mwyn gwella a hyrwyddo'r gwaith o gynnwys plant a phobl ifanc yn ysgolion Sir Fynwy.

Rydym yn chwilio am geisiadau gan ymarferwyr brwdfrydig sydd â phrofiad o weithio gyda phlant/pobl ifanc sydd yn arddangos ymddygiad sydd yn herio gan gynnwys y sawl sydd ag anghenion dysgu ychwanegol, awtistiaeth a chyflyrau niwroddatblygol neu mewn peryg o gael eu gwahardd.

**RHIF ADNABOD Y SWYDD:** LEST02

**GRADD:** LEST02 LGE Band F SCP 19 £29,777 – SCP 23 £32,076  
Pro Rata os yn gweithio yn ystod term ysgol yn unig

**ORIAU:** 37 awr yr wythnos, llawn amser –  
byddwn ond yn ystyried term ysgol  
(Telerau ac Amodau LGE)

**PATRWM GWAITH:** 7.24 awr y diwrnod, dydd Llun i ddydd Gwener

**LLEOLIAD:** Dros Dro. I gyflenwi Absenoldeb Mamolaeth. 6 mis i ddechrau, gyda phosibilrwydd o estyniad hyd nes y bydd deiliad y swydd yn dychwelyd o Absenoldeb Mamolaeth. *Croesewir ceisiadau gan ymgeiswyr sy'n awyddus i fanteisio ar gyfle i gael secondiad. Sicrhewch, os gwelwch yn dda eich bod wedi cael caniatâd eich rheolwr i wneud cais am secondiad cyn gwneud cais.*

### GWIRIAD GAN Y GWASANAETH DATGELU A GWAHARDD:

Bydd apwyntiad i'r rôl hon wedi ei eithrio o'r Ddeddf Adsefydlu Troseddwy ac yn amodol ar y gwiriad canlynol gan y Gwasanaeth Datgelu a Gwahardd:

- a. Gwiriad Manwl gan Wirio'r Rhestr Gwahardd Gweithio gyda Phlant

**YN ATEBOL I:** Pennaeth Cynhwysiant

### ASESIAD O'R GYMRAEG:

Sgiliau yn y Gymraeg yn ddymunol

**DIOGELU:**

Mae Diogelu ac Amddiffyn Plant ac Oedolion yn flaenoriaethau allweddol i'r Cyngor. Ein nod yw cefnogi plant ac oedolion sydd mewn perygl i fod mor ddiogel ag y gallant ac i gyflawni eu potensial. Mae holl weithwyr a gwirfoddolwyr y Cyngor yn gyfrifol am chwarae rhan yng ngwaith lles, diogelu ac amddiffyn plant ac oedolion sydd mewn perygl. Bydd yr holl weithwyr a gwirfoddolwyr yn cael eu hyfforddi i'r lefel briodol o ddiogelu ac mae ganddynt ddyletswydd i gyflawni eu cyfrifoldebau personol dros ddiogelu.

**DYDDIAD CAU: 5pm 10fed Gorffennaf 2024**

## **TÎM CYMORTH ADDYSG.....Pwy ydym ni**

### **Ein Diben:-**

Mae'r Tîm Cymorth Addysg yn dîm newydd sydd yn rhan o'r ymbarél ehangach o Gynhwysiant yn y Gyfarwyddiaeth Plant a Phobl Ifanc. Bydd y tîm hwn yn gweithio mewn partneriaeth agos ag ysgolion a chydweithwyr gan gynnwys y rhai ym maes Anghenion Dysgu Ychwanegol, Seicoleg Addysgol a Gwasanaethau Atgyfeirio Disgyblion, er mwyn gwella'r gwaith o gynnwys plant a phobl ifanc yn Sir Fynwy.

Pwrpas y tîm yw hyrwyddo ymyrraeth gynnar, adnabod a deall anghenion plant/pobl ifanc sydd yn profi rhwystrau ar fyd addysg. Mae hyn yn cynnwys plant/pobl ifanc sydd yn cyflwyno ymddygiad sydd yn heriol, y sawl sydd ag anghenion dysgu ychwanegol gan gynnwys cyflyrau niwroddatblygol fel awtistiaeth neu mewn perygl o gael eu gwahardd.

Mae Sir Fynwy yn ymfalchïo fel awdurdod lleol sydd yn ceisio sicrhau bod plant a phobl ifanc yn cael mynediad at addysg addas o fewn eu cymunedau lleol. Byddwn yn ceisio gwarantu bod plant a phobl ifanc yn cael y cyfle i wireddu eu potensial personol drwy weithio mewn modd creadigol, sy'n canoli ar y person wrth weithio gyda phlant/pobl ifanc, teuluoedd a'u hysgolion.

Rydym wedi ymrwmo i gynnwys plant a phobl ifanc sy'n fregus, gan gynnwys y sawl ag ADY ar draws Sir Fynwy ac yn cydnabod bod yr holl ddysgwyr angen cael eu cefnogi yn emosiynol a'n gorfforol er mwyn medru dysgu mewn amgylchedd diogel a chefnogol. Bydd y Tîm Cymorth Addysg yn cefnogi lleoliadau ac ysgolion i adnabod, ehangu ac atgyfnerthu arferion cynhwysol ardderchog ar draws ein hysgolion.

### **Pwrpas y Rôl hon:-**

Yn darparu cymorth, cyngor a chanllawiau i ddatblygu ysgolion cryf a chynhwysol sydd wedi ymrwmo i ardderchowgrwydd, cydraddoldeb a llesiant. Bydd eich rôl yn cynnwys datblygu, modelu a chefnogi dulliau o weithio sy'n gynhwysol er mwyn diwallu anghenion pob un disgybl. Bydd hyn yn cynnwys y sawl sydd yn cyflwyno ymddygiad sydd yn herio gan gynnwys y sawl sydd ag anghenion dysgu ychwanegol, cyflyrau niwroddatblygol ac mewn risg o waharddiad.

Yn gweithio mewn modd rhagweithiol, ymatebol a'n greadigol er mwyn cefnogi ysgolion a lleoliadau Sir Fynwy i adeiladu eu capasiti i ddiwallu anghenion plant/pobl ifanc sydd yn profi rhwystrau yn cael mynediad at addysg.

Bydd y rôl hon yn cynnwys:

- Datblygu ac atgyfnerthu systemau a phrosesau er mwyn sicrhau bod yna ddull cadarn a chyson tuag at gefnogi plant/pobl ifanc sydd yn cyflwyno anghenion cymdeithasol, emosiynol ac iechyd meddwl mewn ysgolion.
- Bydd hyn yn cynnwys gweithio mewn partneriaeth ag ysgolion er mwyn:
  - datblygu ac atgyfnerthu systemau ac arferion sydd yn ffocysu ar adnabod anghenion yn gynnar er mwyn caniatáu ymyrraeth gynnar
  - cynllunio cymorth ac ymyrraeth briodol;
  - datblygu a monitro darpariaeth briodol er mwyn mynd i'r afael gyda'r rhwystrau at ddysgu.
- Yn meddu ar ddisgwyliadau uchel ar gyfer y plentyn/person ifanc a bod yna werthfawrogiad o'r gallu i newid a datblygu.
- Gweithio gyda theuluoedd ac ysgolion er mwyn eu teimlo eu bod yn cael eu cefnogi'n dda er mwyn deall anghenion, y rhwystrau a'r ddarpariaeth, er mwyn sicrhau bod yna gynnydd yn cael ei wneud ac ymgysylltiad positif.
- Hyrwyddo dulliau sydd yn canoli ar bobl er mwyn gwella'r berthynas positif ag eraill, yn enwedig rhwng y cartref a'r ysgol, fel bod y plentyn a'r teulu yn cael eu gwerthfawrogi a'u croesawu yng nghymuned yr ysgol.
- Yn sicrhau bod plant a phobl ifanc yn derbyn y gefnogaeth gywir sydd angen er mwyn cael y cyfle gorau i lwyddo yn yr ysgol, nid oes ots beth yw cefndir, pa mor fregus ydynt neu'u profiadau.
- Gweithio ag unigolion a grwpiau o blant/pobl ifanc er mwyn lleihau'r rhwystrau at ddysgu a'n hyrwyddo dealltwriaeth well o'r anghenion sy'n cael eu cyflwyno a'u cynnwys ym mywyd yr ysgol.
- Gweithio gyda chydweithwyr aml-asiantaeth er mwyn datblygu dealltwriaeth o anghenion cymdeithasol, emosiynol ac iechyd meddwl sydd yn cael eu profi gan ddisgyblion mewn ysgolion.
- Hyrwyddo dull holistaidd, cynhwysol, lle y mae ysgolion, disgyblion a theuluoedd yn gweithio mewn partneriaeth er mwyn dod o hyd i ddatrysiadau creadigol sydd yn diwallu anghenion.
- Adeiladu hyder, gwybodaeth, sgiliau a dygnwch y staff a'r disgyblion er mwyn sicrhau a'n hyrwyddo iechyd meddwl a llesiant positif i bawb.

### **Disgwyliadau a Chanlyniadau'r Rôl hon:-**

- Yn cefnogi ysgolion i ddatblygu ac atgyfnerthu strategaethau dysgu ac addysgu hynod effeithiol a chynhwysol ar gyfer yr holl ddisgyblion, gan gynnwys y sawl ag ADY a'r grwpiau bregus eraill.
- Yn hyrwyddo cysondeb o ran dulliau gwaith er mwyn deall yr ymddygiad sydd yn heriol. Er enghraifft, dulliau sy'n cael eu llywio gan

drawma, Cymorth Ymddygiad Positif, ymwybyddiaeth o brofiad adweithiol yn ystod plentyndod, ELSA, gan atgyfnerthu dulliau ysgol gyfan at iechyd a lles emosiynol.

### **Bydd eich cyfrifoldebau yn cynnwys:-**

- Cefnogi ysgolion gydag adnabod anghenion ac ymyrraeth gynnar er mwyn hyrwyddo profiad ysgol positif.
- Cynnal ffocws ar lesiant emosiynol y disgyblion, ymddygiad positif a phresenoldeb da yn yr ysgol.
- Darparu canllawiau, hyfforddiant a chymorth ymarferol i ysgolion, er mwyn gwella eu capasiti i ddiwallu ystod o anghenion.
- Yn darparu ymyrraeth ymatebol ac uniongyrchol i'r ysgol, er mwyn cefnogi datblygu cynllun brys i sefydlogi'r plentyn/person ifanc drwy gyfnod o argyfwng, a'n gweithio ag eraill er mwyn cadarnhau'r camau nesaf gan gynnwys ail-integreiddio a phontio.
- Sefydlu perthynas adeiladol gyda staff yr ysgol ac asiantaethau/gweithwyr proffesiynol eraill er mwyn sicrhau bod yna gyfathrebu da sydd yn cefnogi dealltwriaeth glir o anghenion, darpariaeth sy'n cael ei hargymell ac yn arwain at gynnydd da ymhlith disgyblion.
- Cynnal cofnodion priodol er mwyn monitro cynnydd ymhlith disgyblion a'n llywio datblygiadau'r gwasanaeth cymorth.
- Gwerthuso effaith yr ymyriadau a'n cefnogi mesurau meintiol ac ansoddol.
- Dilyn deddfwriaeth gyfredol, yn enwedig y Ddeddf Anghenion Dysgu Ychwanegol a'r Tribiwnlys Addysg a'r Cod.
- Cwrdd â'r disgwyliadau o ran diogelwch, cyfrinachedd a diogelu data, gan roi gwybod am unrhyw bryderon fel sydd yn briodol.
- Cynnal gwybodaeth dda a dealltwriaeth o'r broses ddiogelu a'ch rôl chi o fewn hyn.

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

- Y cyfle i ddatblygu sgiliau iaith Gymraeg.
- Y cyfle i weithio gyda thîm o gydweithwyr aml-asiantaeth cyfeillgar, cefnogol ac ymroddiad at gynnwys plant a phobl ifanc.
- Yn cefnogi a'n goruchwylio, a rhaglen o ddatblygiad proffesiynol parhaus er mwyn mynd i'r afael ag anghenion datblygu unigol a'r gwasanaeth a'n datblygu meysydd o ddiddordeb arbenigol.
- Cyfleusterau TGCh da gan gynnwys y rhyngwyd, ffôn ac e-bost ar liniadur gan ganiatáu dull ystwyth o weithio.
- Yn caniatáu trefniadau hyblyg a phell o weithio sydd yn cefnogi aelodau o'r tîm i daro cydbwysedd rhwng bywyd/gwaith.
- Rhaglen gorfforaethol o anwytho a hyfforddi.
- Statws defnyddiwr car achlysurol a chynllun car ar brydles.
- Y cyfle i weithio mewn sir ddeniadol, wledig gan amlaf gyda chysylltiadau da gyda rhannau eraill o'r wlad.

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

Caiff ein diben ei seilio ar ymdeimlad clir o bwy ydym fel sefydliad. Disgwylwn i'r bobl sy'n gweithio gyda ni i rannu set gref o werthoedd a disgwylwn y bydd y rhain yn amlwg yn y ffyrdd y gweithiwn ac yr ymgysylltw'n gyda'n cymunedau.

**Gwaith tîm:** Byddwn yn gweithio gyda chi a'ch partneriaid i gefnogi ac ysbrydoli pawb i gymryd rhan. Byddwn yn gwneud y gorau glas o'r syniadau a'r adnoddau sydd ar gael i sicrhau ein bod yn gwneud y pethau sy'n cael yr effaith fwyaf cadarnhaol ar ein pobl a'n lleoedd.

**Tryloywder:** Rydym yn agored ac yn onest. Mae pobl yn cael cyfle i gymryd rhan a dweud wrthym beth sy'n bwysig.

**Hyblygrwydd:** Rydym yn hyblyg, gan alluogi darparu'r gwasanaethau mwyaf effeithlon ac effeithiol. Mae hyn yn golygu ymrwymiad gwirioneddol i weithio gyda phawb i groesawu ffyrdd newydd o weithio.

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

**Caredigrwydd:** Byddwn yn dangos caredigrwydd i bawb y gweithiwn gyda nhw, gan roi pwysigrwydd perthynas a'r cysylltiadau sydd gennym gyda'n gilydd wrth galon bob rhyngweithio.

A bydd y rôl hon yn gweithio gyda Sir Fynwy er mwyn cyflawni hyn.

### **Yn ychwanegol at hyn:**

Mae'r holl weithwyr yn gyfrifol am sicrhau eu bod yn gweithredu bob amser mewn ffordd sy'n gydnaws â Pholisi Cyfle Cyfartal Sir Fynwy yn eu meysydd o gyfrifoldeb ac fel rhan o'u hymddygiad cyffredinol.

Mae Cyngor Sir Fynwy yn gweithredu polisi Dim Ymysgu yn y Gweithle ac mae disgwyl i'r holl weithwyr i gydymffurfio gyda hyn.



**FFRAMWAITH SGILIAU YN Y GYMRAEG**
**LEFEL 1**

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.

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 lythyr.</li> <li>Gall ysgrifennu enwau personol, enwau lleoedd, teitlau swyddi.</li> <li>Gall ysgrifennu neges syml i gydweithiwr ar bapur neu e-bost e.e. mae hwn a hon wedi galw.</li> </ul>

**LEFEL 2**

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 syml, 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 materion cyfarwydd ac ysgrifennu mewn brawddegau byr.

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</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 fer at gydweithiwr yn gofyn cwestiwn, yn diolch iddo/iddi, esbonio rhywbeth e.e. amser a lle cyfarfod</li> <li>Gall ysgrifennu llythyr neu neges e-bost byr i drefnu apwyntiad</li> </ul>

	<p>unigolyn neu gyfnewid gwybodaeth cymharol syml.</p> <ul style="list-style-type: none"> <li>Gall gyfrannu at gyfarfod ond bydd angen troi i'r Saesneg ar gyfer termau arbenigol.</li> </ul>		
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### LEFEL 3

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 sgysiau estynedig gyda siaradwyr rhugl 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, llythyrau 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 drefnu 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 lythyrau'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 rhwydd mewn papurau newydd neu fathau o ddeunydd ysgrifenedig mewn cylchgrawn.</li> </ul>	<ul style="list-style-type: none"> <li>Gall ysgrifennu llythyr neu neges 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> <li>Yn gallu ysgrifennu'n gymharol gywir wrth ddrafftio taflen wybodaeth fer neu boster yn Gymraeg yn ôl yr angen.</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 gwaith, a 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 ohebiaeth, 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 ffurflenni ac 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 bob math, adroddiadau byr, dogfennau a llenyddiaeth gyda chymorth offer cyfieithu 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 grynhoi 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> <li>Gall ddarllen testunau hir i ganfod manylion perthnasol a gall ddeall y rhan fwyaf o fathau o ddeunydd ysgrifenedig.</li> </ul>	<ul style="list-style-type: none"> <li>Gall ysgrifennu adroddiadau mewn arddull glir addas i'r darllynydd gyda chefnogaeth offer cymorth iaith electronig.</li> <li>Gall ysgrifennu Cymraeg ffurfiol neu anffurfiol yn ôl yr angen.</li> <li>Gall ysgrifennu ystod o ddogfennau yn gywir ac yn hyderus.</li> </ul>