

ADVERT

ROLE TITLE: Class Teacher

ADVERT TEXT:

An exciting opportunity has arisen due to a retirement in the team, and we are looking for an enthusiastic and dynamic teacher join us in January 2025 at Archbishop Rowan Williams Church in Wales Primary School.

POST ID: L33270011

LOCATION: Archbishop Rowan Williams Church in Wales Primary School

GRADE: Teachers' Pay Scale (TPS)

HOURS: 32.5 hours per week

CONTRACT TYPE: Permanent

DBS CHECK: Yes (Disclosure & Barring Service Check)

CLOSING DATE: 12pm 11/10/2024

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/>

or

<https://www.eteach.com/jobs-in-monmouthshire-schools>

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: Class Teacher

POST ID: L33270011

GRADE: Teachers' Pay Scale (TPS)

SALARY: Teachers' Pay Scale (TPS)

HOURS: 32.5 hours per week

WORK PATTERN: Teachers - Monday to Friday in accordance with the School Teachers' Pay and Conditions Document

LOCATION: Archbishop Rowan Williams Church in Wales Primary School

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

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:

The Children, Staff and Governors of Archbishop Rowan Williams Primary School are looking to appoint a passionate, committed and highly motivated teacher to work as part of our team, providing high quality teaching and learning.

The successful candidate will inspire and motivate children and uphold the Christian values of our School. You will promote our inclusive, caring ethos, have high expectations of learning and behaviour and will challenge all children to achieve their personal best.

We would welcome applications from Newly Qualified Teachers (NQTs).

At Archbishop Rowan Williams Church in Wales Primary School, we believe that learning should be inspiring and engaging to encourage children's social, academic, personal and emotional development. By encouraging respect, love and care for each other and valuing the opportunities and experiences we have, we motivate the

children to grow and learn together. We encourage our children to become self-confident and independent learners and we work in close partnership with parents and the local community to achieve high standards of work and behaviour.

The Purpose of this Role:

To undertake the duties of a Teacher in accordance with the School Teachers Pay and Conditions Document, the Professional Standards for Teaching and Leadership and other current educational legislation.

Pedagogy

1. Consistently secure the best outcomes for learners through progressively refining and advancing teaching and influencing learners.
2. Establish and maintain a learning environment that promotes positive learning habits and behaviours that meet the four purposes and enables learners take growing responsibility for their own learning.
3. Utilise a range of assessment techniques to monitor and record pupil progress and to inform planning in order to meet identified needs of learners.
4. Make effective use of differentiation to meet the needs of all learners.
5. Make effective use of data to produce timely and accurate feedback, records and reports to facilitate a deeper understanding of learning and enhance the learning experience.
6. Involve parents, carers, other partners and stakeholders in learner development in terms of the four purposes of the curriculum.
7. Embed, develop and extend the four purposes in planning, preparation and teaching to drive learner experience and achieve positive outcomes for all learners.
8. Utilise relevant pedagogies and disciplines within and across subject content, areas of learning and cross-curricular themes in both planning and delivery.
9. Deploy a wide range of teaching methods and blended learning experiences.
10. Extend learners' cultural, linguistic, religious and socio-economic experience through the use of real-life, authentic contexts for learning.
11. Work with learners to track progress in learning and identify next steps for progress.
12. Develop and use cross-curricular themes relevant to areas of learning to build links and enable effective reflection on learning.
13. Communicate and provide appropriate levels of challenge and expectations for the range of student abilities and characteristics in order to motivate learners to achieve.
14. Seek, listen to and take account of the views of learners in order to engage and encourage them as active participants in their own learning.
15. Encourage learners to reflect upon their own learning and take an active role in managing their own learning agenda.
16. Promote and secure self-motivation and self-direction in learners.
17. Provide time for learners to reflect and evaluate own learning and behaviours.
18. Promote the links between high-quality learning experiences and outcomes and



improved learning and well-being.

19. Safeguarding and Child and Adult Protection 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.

Collaboration

20. Work productively with all partners in learning in order to extend professional effectiveness.

21. Proactively seek and engage with advice and support from a range of formal and informal sources and implement this to improve outcomes for learners.

22. Work with in-school colleagues collaboratively and innovatively to enhance learner experience.

23. Support the development of others through contribution to whole school initiatives, involvement in programmes that extend expertise and developing high quality relationships with colleagues in order to have a positive impact upon learner experiences.

Professional Learning

24. Take responsibility for own professional learning by continuously seeking to extend knowledge, skills and understanding and embracing challenge and support to progressively develop pedagogy.

25. Undertake wider reading to enhance understanding of theories and research relating to assessment, pedagogy, child and adolescent development and learning relevant to planning and day to day practice.

26. Engage with professional networks and communities

27. Use the Professional Learning Passport to record professional learning and reflect on and improve practice.

Innovation

28. Employ an innovative outlook to developing techniques and approaches to improve pedagogy and outcomes.

29. Support the development of others through modelling teaching techniques and utilising experience to offer advice and expertise.

30. Use professional judgement and critical analysis to develop new techniques and shape practice to take learning forward.

31. Evaluate, analyse and share the impact of changes in practice.

Leadership

32. Exercise leadership through all aspects of professional practice to support the

efforts of others across the school and beyond to fulfil the education ambitions for Wales.
33. Demonstrate a personal and professional commitment to the principles of equity and maximising the potential of all learners.
34. Exercise corporate responsibility through ensuring understanding and compliance with the policies, principles and values of the school, including safeguarding, health and safety and equality.
35. Demonstrate commitment to leading learning through engagement with collaborative experiences in school and other contexts.
36. Support formal leadership roles through seeking an understanding of the role, responsibilities and contribution of others across the school towards the school's ethos and the fulfilment of the school's vision.

Here's what we can provide you with:

- To work within a highly motivated, supportive team of colleagues
- To join a school where we believe, in making a positive difference through all that we do
- Working in a school based on core values; respect, trust, kindness and humour, to name a few
- Continuous Professional development to help you reach your full potential

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:

	ESSENTIAL	DESIRABLE
QUALIFICATION	<p>Qualified teacher status Current EWC registration</p>	<p>Further qualifications and/or professional studies relevant to the age-range.</p>
KNOWLEDGE and EXPERIENCE	<p>Evidence of successful relevant teaching experience including teaching practice.</p> <p>Good understanding of effective curriculum planning, assessment and target setting approaches.</p> <p>Knowledge of 'A Curriculum for Wales' and its implications on teaching and learning.</p> <p>Knowledge and experience of using emerging technologies to support teaching and learning. Knowledge and experience of effective behaviour management strategies.</p> <p>Thorough understanding of safeguarding and child protection processes and procedures.</p>	
SKILLS	<p>Excellent written and verbal communication skills.</p> <p>A commitment to incremental development of personal skills and learners skills in the use of the Welsh language.</p> <p>Well organised, flexible and innovative practitioner.</p>	<p>Ability to further enhance the life of the school through extra-curricular activities.</p> <p>Ability to communicate, both verbally and in writing, through the medium of Welsh.</p>



	ESSENTIAL	DESIRABLE
	<p>Ability to create a challenging and effective learning environment and have effective pupil management skills.</p> <p>Ability to establish good relationships and work in partnership with other staff, governors, parents and other stakeholders.</p>	
PERSONAL ATTRIBUTES	<p>The ability to be resilient under pressure and remain positive and enthusiastic.</p> <p>A commitment to continuous professional learning A commitment to the promotion of the Welsh language and culture.</p> <p>Excellent team member who is self-motivated and committed Commitment to equal opportunities and use of a variety of strategies and practices to promote equality in the classroom.</p>	
OTHER REQUIREMENTS	<p>This post is exempt from the Rehabilitation of Offenders Act (1974) and a comprehensive screening process will be undertaken on all applicants.</p> <p>This will include an enhanced with barred list check with the Disclosure and Barring Service (DBS).</p> <p>Appointment to this post will be subject to 2 suitable written references (one from most recent employer).</p>	



	ESSENTIAL	DESIRABLE
	Understand and demonstrate a willingness to promote positively the equal opportunities policy of The Council.	

Should you require any further information regarding this post, please contact:

Caroline Swann - Head Teacher on 01291420526

Closing Date: 12pm 11.10.2024



WELSH LANGUAGE SKILLS FRAMEWORK

LEVEL 1			
<p>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.</p>			
UNDERSTANDING	SPEAKING	READING	WRITING
<ul style="list-style-type: none"> ➤ 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, 	<ul style="list-style-type: none"> ➤ Can pronounce place names and personal names correctly. ➤ Can greet individuals face to face or over the phone ➤ Can open and close a conversation or open and close a meeting. 	<ul style="list-style-type: none"> ➤ Can read short sentence, e.g. basic signs, simple instructions, agenda items, simple information on forms 	<ul style="list-style-type: none"> ➤ Can open and close an e-mail or letter ➤ Can write personal names, place names, job titles ➤ Can write a simple message to a colleague on paper or e-mail, e.g. such and such has called.
LEVEL 2			
<p>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.</p>			
UNDERSTANDING	SPEAKING	READING	WRITING
<ul style="list-style-type: none"> ➤ 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 ➤ Can understand when people ask you do something 	<ul style="list-style-type: none"> ➤ Can communicate simple information or ask common questions, e.g. to acquire information from an individual ➤ Can use Welsh to get to and emphasise with the individual but not able to conduct the entire conversation or session in Welsh ➤ Can hold a short conversation with an individual or exchange relatively straightforward information ➤ Can contribute to a meeting, but need to revert to English for specialist terms. 	<ul style="list-style-type: none"> ➤ 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 	<ul style="list-style-type: none"> ➤ Can write a short message to a colleague asking a question, thanking her/him, explaining something, e.g. time and place of a meeting ➤ Can write a short letter or e-mail to arrange an appointment



LEVEL 3			
<p>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.</p>			
UNDERSTANDING	SPEAKING	READING	WRITING
<ul style="list-style-type: none"> ➤ Can understand individuals and colleagues when exchanging information or discussing plans, if the subject is familiar. ➤ Can understand a discussion at a meeting if the subject is familiar. ➤ Can understand individuals and colleagues in a familiar situation or in everyday conversation. 	<ul style="list-style-type: none"> ➤ Can take part in most conversations with colleagues about work and plans if the vocabulary is not too technical. ➤ Can hold a conversation with an individual or exchanging relatively straightforward information. ➤ Can contribute to a meeting but need to revert to English for specialist terms. ➤ Can adapt the style of language to suit the audience. 	<ul style="list-style-type: none"> ➤ Can understand most e-mail messages or letters concerning day to day work. ➤ Can guess the meaning of a word based on context if the subject is familiar. ➤ Can read a simple, straightforward article in a newspaper or magazine types of written material. 	<ul style="list-style-type: none"> ➤ 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. ➤ Can write relatively accurately when drafting a short information leaflet or poster in Welsh as required.
LEVEL 4			
<p>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.</p>			
UNDERSTANDING	SPEAKING	READING	WRITING
<ul style="list-style-type: none"> ➤ Can follow most conversations and discussions with individuals or colleagues even if the subject matter is unfamiliar. 	<ul style="list-style-type: none"> ➤ Can contribute effectively to internal and external meetings in a work context. ➤ Can converse comfortably with individuals and exchange information as required. ➤ Can argue for and against a specific case. ➤ Can chair meetings and answer questions from the chair confidently. 	<ul style="list-style-type: none"> ➤ Can read most correspondence and scan long texts to find details. ➤ Can understand most newspaper articles and reports with the aid of a dictionary. ➤ Can understand texts, unless written in a very formal or colloquial form. 	<ul style="list-style-type: none"> ➤ Can produce correspondence of all types, short reports, documents and literature with support of Welsh language translation aids eg. Cysgeir, cysill.



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.

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



HYSBYSEB

TEITL SWYDD: Athro Dosbarth/Athrawes Ddosbarth

GEIRIAD HYSBYSEB:

Daeth cyfle cyffrous ar gael oherwydd ymddeoliad yn y tîm a rydym yn edrych am athro/athrawes brwdfrydig a deinamig i ymuno â ni ym mis Ionawr 2025 yn Ysgol Gynradd Eglwys yng Nghymru yr Archesgob Rowan Williams.

CYFEIRNOD SWYDD: L33270011

LLEOLIAD: Ysgol Gynradd yr Eglwys yng Nghymru Archesgob Rowan Williams

GRADD: Graddfa Gyflog Athrawon

ORIAU: 32.5 awr yr wythnos

MATH CONTRACT: Parhaol.

GWIRIAD DBS: Oes (Gwiriad Gwasanaeth Datgelu a Gwahardd)

DYDDIAD CAU: 12pm 11/10/2024

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/>

neu

<https://www.eteach.com/jobs-in-monmouthshire-schools>

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 a hyrwyddo 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



DISGRIFIAD SWYDD

TEITL SWYDD: Athro Dosbarth/Athrawes Ddosbarth

CYFEIRNOD SWYDD: L33270011

GRADD: Graddfa Gyflog Athrawon

CYFLOG: Graddfa Gyflog Athrawon

ORIAU: 32.5 awr yr wythnos

PATRWM GWAITH: Athrawon – Dydd Llun i ddydd Gwener yn unol â Dogfen Cyflog ac Amodau Athrawon

LLEOLIAD: Ysgol Gynradd yr Eglwys yng Nghymru yr Archesgob Rowan Williams

GWIRIAD GWASANAETH DATGELU A GWAHARDD (DBS): Mae penodiad i'r swydd hon wedi'i eithrio o'r Ddeddf Adsefydlu Troseddwyr ac yn amodol ar y gwiriad DBS canlynol: Manwl gyda Gwiriad o'r Rhestr Gwahardd rhag gweithio gyda Phlant

ATEBOL I: Pennaeth yr Ysgol

ASESIAD SGILIAU YN Y GYMRAEG: Byddai sgiliau yn y Gymraeg yn ddymunol

DIOGELU: Mae Amddiffyn Plant ac Oedolion yn flaenoriaethau allweddol i'r Ysgol a'r Cyngor. Ein nod yw cefnogi plant ac oedolion sydd mewn risg 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 am ddiogelu.

Ein diben:

Mae Plant, Staff a Llywodraethwyr Ysgol Gynradd yr Archesgob Rowan Williams yn dymuno penodi athro/athrawes angerddol, ymroddedig a gyda chymhelliant uchel i weithio fel rhan o'r tîm, gan ddarparu addysgu a dysgu ansawdd uchel.

Bydd yr ymgeisydd llwyddiannus yn ysbrydoli ac yn ysgogi plant ac yn cynnal gwerthoedd Cristnogol ein Hysgol. Byddwch yn hyrwyddo ein hethos cynhwysol, gofalgar, bydd gennych ddisgwyliadau uchel o ran dysgu ac ymddygiad a byddwch yn herio pob plentyn i gyflawni ei wir botensial personol.

Byddem yn croesawu ceisiadau gan Athrawon Newydd Gymhwysu.

Yn Ysgol Gynradd yr Eglwys yng Nghymru yr Archesgob Rowan Williams, credwn y dylai dysgu fod yn ysbrydoledig ac yn ddiddorol er mwyn annog datblygiad cymdeithasol, academaidd, personol ac emosiynol plant. Drwy annog parch, cariad a gofal am ein gilydd a gwerthfawrogi'r cyfleoedd a'r profiadau a gawn, rydym yn ysgogi'r plant i dyfu a dysgu gyda'n gilydd. Rydym yn annog ein plant i ddod yn



ddysgwyr hunan-hyderus ac annibynnol ac rydym yn gweithio mewn partneriaeth agos â rhieni a'r gymuned leol i gyflawni safonau uchel o waith ac ymddygiad.

Diben y swydd hon:

Ymgymryd â dyletswyddau Athro/Athrawes yn unol â Dogfen Cyflog ac Amodau Athrawon Ysgol, y Safonau Proffesiynol ar gyfer Addysgu ac Arweinyddiaeth a deddfwriaeth addysgol gyfredol arall.

Addysgeg

1. Sicrhau'r canlyniadau gorau i ddysgwyr yn gyson drwy fireinio a datblygu addysgu a dylanwadu ar ddysgwyr yn gynyddol.
2. Sefydlu a chynnal amgylchedd dysgu sy'n hyrwyddo arferion ac ymddygiad dysgu cadarnhaol sy'n bodloni'r pedwar diben ac sy'n galluogi dysgwyr i gymryd cyfrifoldeb cynyddol am eu dysgu eu hunain.
3. Defnyddio ystod o dechnegau asesu i fonitro a chofnodi cynnydd disgyblion a llywio'r cynllunio er mwyn bodloni anghenion canfyddedig dysgwyr.
4. Gwneud defnydd effeithiol o wahaniaethu i fodloni anghenion pob dysgwr.
5. Gwneud defnydd effeithiol o ddata i ddarparu adborth, cofnodion ac adroddiadau amserol a chywir i hwyluso dealltwriaeth ddyfnach o ddysgu a gwella'r profiad o ddysgu.
6. Cynnwys rhieni, gofalwyr, partneriaid eraill a rhandddeiliaid yn natblygiad dysgwyr o ran pedwar diben y cwricwlwm.
7. Ymgorffori, datblygu ac ehangu'r pedwar diben mewn cynllunio, paratoi ac addysgu i ysgogi profiad y dysgwr a chyflawni canlyniadau cadarnhaol ar gyfer pob dysgwr.
8. Defnyddio addysgeg a disgyblaethau perthnasol o fewn ac ar draws cynnwys pynciol, meysydd dysgu a themâu trawsgwricwlaidd wrth gynllunio a chyflwyno.
9. Defnyddio ystod eang o ddulliau dysgu a phrofiadau dysgu cyfunol.
10. Ehangu profiad diwylliannol, ieithyddol, crefyddol ac economaidd-gymdeithasol dysgwyr drwy ddefnyddio cyd-destunau bywyd go iawn ar gyfer dysgu.
11. Gweithio gyda dysgwyr i olrhain cynnydd mewn dysgu a nodi'r camau nesaf ar gyfer cynnydd.
12. Datblygu a defnyddio themâu trawsgwricwlaidd sy'n berthnasol i feysydd dysgu i adeiladu cysylltiadau a galluogi myfyrio effeithiol ar ddysgu.
13. Cyfathrebu a darparu lefelau priodol o her a disgwiliadau ar gyfer yr ystod o alluoedd a nodweddion myfyrwyr er mwyn ysgogi dysgwyr i gyflawni.
14. Ceisio, gwranddo ar ac ystyried safbwyntiau dysgwyr er mwyn ennyn eu diddordeb a'u hannog fel cyfranogwyr gweithredol yn eu dysgu eu hunain.
15. Annog dysgwyr i fyfyrwyr ar eu dysgu eu hunain a chymryd rhan weithredol wrth reoli eu agenda ddysgu eu hunain.
16. Hyrwyddo a sicrhau hunan-gymhelliant a hunan-gyfeiriad mewn dysgwyr.
17. Rhoi amser i ddysgwyr fyfyrwyr a gwerthuso'u dysgu a'u hymddygiad eu hunain.
18. Hyrwyddo'r cysylltiadau rhwng profiadau a chanlyniadau dysgu o ansawdd uchel a gwell dysgu a lles.
19. Mae diogelu ac amddiffyn 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 a chyflawni eu potensial. Rydych yn gyfrifol am chwarae eich rhan yn 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.

Cydweithio

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| 20. Gweithio'n gynhyrchiol gyda'r holl bartneriaid mewn dysgu er mwyn ymestyn effeithiolrwydd proffesiynol. |
| 21. Mynd ati'n rhagweithiol i geisio ymgysylltu a cheisio cyngor a chefnogaeth o ystod o ffynonellau ffurfiol ac anffurfiol a gweithredu hyn i wella canlyniadau ar gyfer dysgwyr. |
| 22. Gweithio gyda chydweithwyr yn yr ysgol ar y cyd ac yn arloesol i wella profiad dysgwyr. |
| 23. Cefnogi datblygiad pobl eraill drwy gyfrannu at gynlluniau ysgol gyfan, cymryd rhan mewn rhaglenni sy'n ymestyn arbenigedd a datblygu perthnasoedd o ansawdd uchel gyda chydweithwyr er mwyn cael effaith gadarnhaol ar brofiadau dysgwyr. |

Dysgu Proffesiynol

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| 24. Cymryd cyfrifoldeb am eich dysgu proffesiynol eich hun drwy geisio ymestyn gwybodaeth, sgiliau a dealltwriaeth yn barhaus a chroesawu her a chefnogaeth i ddatblygu addysgeg yn gynyddol. |
| 25. Ymgymryd â darllen ehangach i wella dealltwriaeth o ddamcaniaethau ac ymchwil sy'n ymwneud ag asesu, addysgeg, datblygiad a dysgu plant a phobl ifanc sy'n berthnasol i gynllunio ac ymarfer o ddydd i ddydd. |
| 26. Ymgysylltu â rhwydweithiau a chymunedau proffesiynol. |
| 27. Defnyddio Pasbort Dysgu Proffesiynol i gofnodi dysgu proffesiynol a myfyrio ar arfer a'i wella. |

Arloesedd

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| 28. Defnyddio agwedd arloesol at ddatblygu technegau a dulliau i wella addysgeg a deilliannau. |
| 29. Cefnogi datblygiad pobl eraill drwy fodelu technegau addysgu a defnyddio profiad i gynnig cyngor ac arbenigedd. |
| 30. Defnyddio barn broffesiynol a dadansoddiad beirniadol i ddatblygu technegau newydd a llywio arfer er mwyn symud y dysgu yn ei flaen. |
| 31. Gwerthuso, dadansoddi a rhannu effaith newidiadau mewn ymarfer. |

Arweinyddiaeth

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| 32. Ymarfer arweinyddiaeth drwy bob agwedd o ymarfer proffesiynol i gefnogi ymdrechion pobl eraill ar draws yr ysgol a thu hwnt i gyflawni uchelgeisiau addysgol Cymru. |
| 33. Arddangos ymrwymiad personol a phroffesiynol i egwyddorion tegwch a |



gwneud ym mwyaf o botensial pob dysgwr.
34. Ymarfer cyfrifoldeb corfforaethol drwy sicrhau dealltwriaeth a chydymffurfiaeth â pholisïau, egwyddorion a gwerthoedd yr ysgol, gan gynnwys diogelu, iechyd a diogelwch a chydaddoldeb.
35. Arddangos ymrwymiad i arwain dysgu drwy ymgysylltu â phrofiadau cydweithredol yn yr ysgol a chyd-destunau eraill.
36. Cefnogi rolau arweinyddiaeth ffurfiol drwy geisio deall rôl, cyfrifoldebau a chyfraniad eraill ar draws yr ysgol tuag at ethos yr ysgol a chyflawni gweledigaeth yr ysgol.

Dyma'r hyn y gallwn ei ddarparu ar eich cyfer:-

- Gweithio gyda thîm cefnogol o gydweithwyr gyda chymhelliant uchel.
- Ymuno ag ysgol lle credwn mewn gwneud gwahaniaeth cadarnhaol drwy bopeth a wnawn.
- Gweithio mewn ysgol yn seiliedig ar werthoedd craidd: parch, ymddiriedaeth, caredigrwydd a hiwmor, ymhlith nodweddion eraill.
- Datblygiad Proffesiynol Parhaus i'ch helpu i gyrraedd eich llawn botensial

Beth arall sydd angen i chi ei wybodEin Gwerthoedd:

Ategir ein pwrpas gan synnwyr clir o bwy ydym ni fel sefydliad. Disgwyliwn i bobl sy'n gweithio gyda ni rannu set o werthoedd cryf a disgwyliwn 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 gyda'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 cael yr effaith fwyaf cadarnhaol ar ein pobl a'n lleoedd.

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

Hyblygrwydd: Rydym yn hyblyg, gan ein galluogi i ddarparu'r gwasanaethau mwyaf effeithiol ac effeithlon. Mae hyn yn golygu ymrwymiad gwirioneddol 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 rydym yn gweithio gyda nhw, gan roi pwysigrwydd perthnasoedd a chysylltiadau sydd gennym â'n gilydd wrth wraidd pob rhyngweithio.

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

Yn ychwanegol:

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.

Manyleb Person

Sut fyddwn ni'n gwybod ai chi yw'r person cywir ar gyfer y swydd?
Fel yr ymgeisydd llwyddiannus byddwch wedi dangos eich bod wedi:-

	HANFODOL	DYMUNOL
CYMHWYSTER	<p>Statws athro cymwys Cofrestriad cyfredol gyda Chyngor y Gweithlu Addysg</p>	<p>Cymwysterau pellach a/neu astudiaethau proffesiynol sy'n berthnasol i'r ystod oedran.</p>
GWYBODAETH A PHROFIAD	<p>Tystiolaeth o brofiad addysgu perthnasol llwyddiannus gan gynnwys ymarfer addysgu.</p> <p>Dealltwriaeth dda o ddulliau effeithiol o gynllunio'r cwriclewm, asesu a gosod targedau.</p> <p>Gwybodaeth am 'Cwriclewm i Gymru' a'i oblygiadau ar addysgu a dysgu.</p> <p>Gwybodaeth a phrofiad o ddefnyddio technolegau newydd i gefnogi addysgu a dysgu.</p> <p>Gwybodaeth a phrofiad o strategaethau rheoli ymddygiad effeithiol.</p> <p>Dealltwriaeth drylwyr o brosesau a gweithdrefnau diogelu ac amddiffyn plant.</p>	
SGILIAU	<p>Sgiliau cyfathrebu ysgrifenedig a llafar rhagorol.</p> <p>Ymrwymiad i ddatblygiad cynyddol sgiliau personol a sgiliau dysgwyr yn y defnydd o'r Gymraeg.</p>	<p>Y gallu i gyfoethogi bywyd yr ysgol ymhellach trwy weithgareddau allgyrsiol.</p> <p>Y gallu i gyfathrebu, ar lafar ac yn ysgrifenedig, trwy gyfrwng y Gymraeg.</p>



	HANFODOL	DYMUNOL
	<p>Ymarferydd trefnus, hyblyg a blaengar.</p> <p>Y gallu i greu amgylchedd dysgu heriol ac effeithiol a meddu ar sgiliau rheoli disgyblion effeithiol.</p> <p>Y gallu i sefydlu perthynas dda a gweithio mewn partneriaeth â staff eraill, llywodraethwyr, rhieni a rhanddeiliaid eraill</p>	
NODWEDDION PERSONOL	<p>Y gallu i fod yn wydn o dan bwysau ac aros yn gadarnhaol a brwdfrydig.</p> <p>Ymrwymiad i ddysgu proffesiynol parhaus</p> <p>Ymrwymiad i hyrwyddo'r iaith Gymraeg a'i diwylliant</p> <p>Aelod tîm rhagorol sy'n llawn cymhelliant ac yn ymroddedig</p> <p>Ymrwymiad i gyfle cyfartal a defnydd o amrywiaeth o strategaethau ac arferion i hyrwyddo cydraddoldeb yn y dosbarth</p>	
GOFYNION ERAILL	<p>Mae'r swydd hon wedi'i heithrio o Ddeddf Adsefydlu Troseddwyr (1974) a bydd proses sgrinio gynhwysfawr yn cael ei chynnal ar bob ymgeisydd. Bydd hyn yn cynnwys gwiriad manwl gyda rhestr wahardd gyda'r Gwasanaeth Datgelu a Gwahardd (DBS).</p> <p>Bydd penodiad i'r swydd hon yn amodol ar 2 eirda ysgrifenedig addas (un gan y cyflogwr diweddaraf).</p>	



	HANFODOL	DYMUNOL
	Deall a dangos parodrwydd i hyrwyddo polisi cyfle cyfartal y Cyngor yn gadarnhaol	

**Petai angen rhagor o wybodaeth arnoch am y swydd hon, a fyddech gystal â
chysylltu â:** Caroline Swann - Pennaeth yr Ysgol **Ffôn:** 01291 420526

Dyddiad Cau 5pm 12.10.2024



FFRAMWAITH SGILIAU YN Y GYMRAEG

LEFEL 1			
<p>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.</p>			
DEALL	SIARAD	DARLLEN	YSGRIFENNU
<ul style="list-style-type: none"> ➤ 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. 	<ul style="list-style-type: none"> ➤ Gall ynganu enwau lleoedd ac enwau personol yn gywir. ➤ Gall gyfarch unigolion wyneb yn wyneb neu dros y ffôn. ➤ Gall agor a chau sgwrs neu agor a chau cyfarfod. 	<ul style="list-style-type: none"> ➤ Gall ddarllen brawddeg fer, e.e. arwyddion syml, cyfarwyddiadau syml, eitemau agenda, gwybodaeth syml ar ffurflenni. 	<ul style="list-style-type: none"> ➤ Gall agor a chau neges e-bost neu lythyr. ➤ Gall ysgrifennu enwau personol, enwau lleoedd, teitlau swyddi. ➤ Gall ysgrifennu neges syml i gydweithiwr ar bapur neu e-bost e.e. mae hwn a hon wedi galw.
LEFEL 2			
<p>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.</p>			
DEALL	SIARAD	DARLLEN	YSGRIFENNU
<ul style="list-style-type: none"> ➤ 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 ➤ Gall ddeall pan mae pobl yn gofyn i chi wneud rhywbeth 	<ul style="list-style-type: none"> ➤ Gall gyfathrebu gwybodaeth syml neu ofyn cwestiynau cyffredin, e.e. cael gwybodaeth gan unigolion. ➤ Gall ddefnyddio'r Gymraeg i gyrraedd a dangos empathi gydag unigolyn ond dim i gynnal yr holl sgwrs neu sesiwn yn y Gymraeg. ➤ Gall gynnal sgwrs fer gydag unigolyn neu gyfnewid gwybodaeth cymharol syml. ➤ Gall gyfrannu at gyfarfod ond bydd angen troi i'r Saesneg ar gyfer termau arbenigol. 	<ul style="list-style-type: none"> ➤ Gall ddarllen negeseuon byr a rhai llythyrau neu negeseuon e-bost, e.e. rhai sy'n gwneud cais neu'n gofyn am gyfleu neges 	<ul style="list-style-type: none"> ➤ Gall ysgrifennu neges fer at gydweithiwr yn gofyn cwestiwn, yn diolch iddo/iddi, esbonio rhywbeth e.e. amser a lle cyfarfod ➤ Gall ysgrifennu llythyr neu neges e-bost byr i drefnu apwyntiad



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 sgwrs estynedig gyda siaradwyr rhugl am bynciau cyfarwydd yn ymwneud â gwaith bob dydd. Gall ddisgrifio profiadau a digwyddiadau a darparu esboniadau a rhesymau cryno am safbwyntiau a chynlluniau. Gall ddarllen erthyglau, llythyrau neu e-byst am bynciau cyffredinol. Gall ysgrifennu llythyrau neu e-byst am y rhan fwyaf o bynciau, e.e. yn gofyn am rywbeth, yn rhoi gwybodaeth, yn gwahodd rhywun neu drefnu digwyddiad.

DEALL	SIARAD	DARLLEN	YSGRIFENNU
<ul style="list-style-type: none"> ➤ Gall ddeall unigolion a chydweithwyr wrth gyfnewid gwybodaeth neu drafod cynlluniau, os yw'r pwnc yn gyfarwydd. ➤ Gall ddeall trafodaeth mewn cyfarfod os yw'r pwnc yn gyfarwydd. ➤ Gall ddeall unigolion a chydweithwyr mewn sefyllfa gyfarwydd neu mewn sgwrs bob dydd. 	<ul style="list-style-type: none"> ➤ Gall gymryd rhan yn y rhan fwyaf o sgyrsiau gyda chydweithwyr am waith a chynlluniau os nad yw'r eirfa yn rhy dechnegol. ➤ Gall gynnal sgwrs gydag unigolyn neu gyfnewid gwybodaeth cymharol syml. ➤ Gall gyfrannu at gyfarfod ond gall fod angen troi i'r Saesneg am dermau arbenigol. ➤ Gall addasu cywair iaith i weddu i'r gynulleidfa. 	<ul style="list-style-type: none"> ➤ Gall ddeall y rhan fwyaf o negeseuon e-bost neu lythyrau'n ymwneud â gwaith dydd i ddydd. ➤ Gall ddyfalu ystyr gair yn seiliedig ar gyd-destun os yw'r pwnc yn gyfarwydd. ➤ Gall ddarllen erthygl syml a rhwydd mewn papurau newydd neu fathau o ddeunydd ysgrifenedig mewn cylchgrawn. 	<ul style="list-style-type: none"> ➤ 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. ➤ Gall ysgrifennu'n gymharol gywir wrth ddrafftio taflen wybodaeth fer neu boster yn y Gymraeg yn ôl y gofyn.

LEFEL 4

Gall ddilyn y rhan fwyaf o sgyrsiau neu drafodaethau fel arfer, hyd yn oed ar bynciau anghyfarwydd, Yn gallu 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. Yn gallu deall y rhan fwyaf o ohebiaeth, erthyglau papur newydd ac adroddiadau ar gyfer siaradwyr rhugl gyda chymorth adnoddau Cymraeg a gallu sganio testunau hir i ddod o hyd i fanylion. Yn gallu llenwi ffurflenni ac ysgrifennu adroddiadau yn ymwneud â gwaith ac ymateb yn gywir.

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



LEFEL 5			
Gall ddeall popeth a gaiff ei ddweud. Gall siarad yn helaeth am faterion cymhleth, gan gyflwyno gwybodaeth anodd a gall hwyluso a chrynhai 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">➤ Gall ddilyn pob sgwrs a thrafodaeth gydag unigolion neu gydweithwyr.➤ Gall ddeall amwysedd a naws iaith.	<ul style="list-style-type: none">➤ Gall fynegi ei hunan yn fanwl, hyd yn oed wrth drafod materion cymhleth➤ Gall addasu arddull a chywair yr iaith i weddu i'r gynulleidfa.	<ul style="list-style-type: none">➤ Gall ddarllen a deall bron bob testun ysgrifenedig heb anhawster, gan ddefnyddio geiriadur yn achlysurol.➤ Gall ddarllen testunau hir i ganfod manylion perthnasol a gall ddeall y rhan fwyaf o fathau o ddeunydd ysgrifenedig.	<ul style="list-style-type: none">➤ Gall ysgrifennu adroddiadau mewn arddull glir addas i'r darlennydd gyda chefnogaeth offer cymorth iaith electronig.➤ Gall ysgrifennu Cymraeg ffurfiol neu anffurfiol yn ôl yr angen.➤ Gall ysgrifennu ystod o ddogfennau yn gywir ac yn hyderus.