ADVERT

ROLE TITLE: Class Teacher

ADVERT TEXT:
We are looking for a teacher who is passionate about providing outstanding teaching and learning activities in this dynamic school. An exciting opportunity has arisen to join the team at Llantilio Pertholey Primary Church in Wales Primary School.

POST ID: L30040011

LOCATION: Llantilio Pertholey Church in Wales Primary School

GRADE: Teachers' Pay Scale (TPS)

HOURS: 32.5 hours per week / 39 weeks per year

TEMPORARY: Yes
1 year contract initially
September 1st 2024 until August 31st 2025
(with the possibility of a permanent contract)

DBS CHECK: Yes (Disclosure & Barring Service Check)

CLOSING DATE: 12pm on Friday 3rd May 2024

INTERVIEWS: Monday 13th May

Additional Information
Please note that we are not able to accept CVs

To apply for this post please complete an application form via ETeach:

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

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

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Yes
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September 1st 2024 until August 31st 2025
(with the possibility of a permanent contract)

POST ID: L30040011

GRADE: Teachers' Pay Scale (TPS)

SALARY: Teachers' Pay Scale (TPS)

HOURS: 32.5 hours per week / 39 weeks per year

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

LOCATION: Llantilio Pertholey 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:

It isnt often that teaching roles become available at our School, so this is a wonderful opportunity for an excellent class teacher, who is passionate about children and their learning, to join the team. 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 Llantilio Pertholey 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:

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

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

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	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:
Helen King - Head Teacher on 01873 853746

Closing Date: 12pm on Friday 3rd May 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.

UNDERSTANDING	SPEAKING	READING	WRITING
➢ 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,	➢ 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.	➢ Can read short sentence, e.g. basic signs, simple instructions, agenda items, simple information on forms	➢ 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-email, e.g. such and such has called.

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.

UNDERSTANDING	SPEAKING	READING	WRITING
➢ 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	➢ 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.	➢ 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	➢ 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			
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.			
UNDERSTANDING	**SPEAKING**	**READING**	**WRITING**
➢ 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.	➢ 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.	➢ 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.	➢ 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			
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.			
UNDERSTANDING	**SPEAKING**	**READING**	**WRITING**
➢ Can follow most conversations and discussions with individuals or colleagues even if the subject matter is unfamiliar.	➢ 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.	➢ 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.	➢ 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**
➢ Can follow all conversations and discussions with individuals or colleagues. ➢ Can understand the ambiguity and nuance of language.	➢ Can express yourself fully in detail, even when discussing complex issues. ➢ Can adapt the style and register of your language to suit the audience.	➢ 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.	➢ 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.

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HYSBYSEB

TEITL Y RÔL: Athro/Athrawes Dosbarth

TESTUN YR HYSBYSEB:
Rydym yn chwilio am athro/athrawes sy'n angerddol am ddarparu gweithgareddau addysgu a dysgu rhagorol yn yr ysgol ddeinamig hon. Mae cyfle cyffrous wedi codi i ymuno â thîm Ysgol Gynradd yr Eglwys yng Nghymru Llandeilo Bertholau.

RHIF ADNABOD Y SWYDD: L30040011

LLEOLIAD: Ysgol Gynradd yr Eglwys yng Nghymru Llandeilo Bertholau

GRADD: Graddfa Gyflog Athrawon

ORIAU: 32.55 awr yr wythnos / 39 wythnos y flwyddyn

DROS DRO: Oes
Contract 1 flynedd i ddechrau
Medi 1af 2024 tan 31 Awst 2025
(gyda'r posibilrwydd o gontract parhaol)

A oes angen Gwiriad Gwasanaeth Datgelu a Gwahardd? Oes

DYDDIAD CAU: 12pm ddydd Gwener 3ydd Mai 2024

CYFWELIADAU: Dydd Llun 13eg Mai

Gwybodaeth Ychwanegol
Gofynnir i chi nodi na allwn dderbyn CVau

I wneud cais am y swydd hon, cwblhewch ffurflen gais drwy ETeach:

https://www.eteach.com/jobs-in-monmouthshire-schools
neu
https://www.monmouthshire.gov.uk/cy/swyddi-chyflogaeth/

Gellir cyflwyno ceisiadau yn y Gymraeg ac ni chaiff cais a gyflwynir yn y Gymraeg ei drin yn llai ffafriol na chais a gyflwynir yn Saesneg.

Mae'r Corff Llywodraethu wedi ymrwymo i ddiogelu a hyrwyddo lles plant a phobl ifanc ac mae'n disgwyl i'r holl weithwyr a gwirfoddolwyr rannu'r ymrwymiad hwn.

Mae'r holl swyddi'n agored i'w rhannu os na nodir fel arall.

Mae Cyngor Sir Fynwy -
- yn gyflogwr cyfle cyfartal ac yn croesawu ceisiadau gan bob adran o'r gymuned.
- yn gyflogwr Hyderus o ran Anabledd.
- yn gyflogwr sy'n gyfeillgar i'r Lluoedd Arfog.
- yn ystyriol o Awtistiaeth ac wedi ymrwymo i gael gwared ar y rhwystrau i gyflogaeth

- yn ymrwymedig i gefnogi pobl ifanc sy'n gadael ein gofal i fanteisio ar gyfleoedd newydd ac ennill profiad.

DISGRIFIAD SWYDD

TEITL Y RÔL: Athro/Athrawes Dosbarth

Oes
Contract 1 flynedd i ddechrau
Medi 1af 2024 tan 31 Awst 2025
(gyda'r posibilrwydd o gontract parhaol)

RHIF ADNABOD Y SWYDD: L30040011

GRADD: Graddfa Gyflog Athrawon

CYFLOG: Graddfa Gyflog Athrawon

ORIAU: 32.55 awr yr wythnos / 39 wythnos y flwyddyn

PATRYMAU GWAITH: Athrawon - dydd Llun i ddydd Gwener yn unol â Dogfen Gyflog ac Amodau Athrawon Ysgol.

LLEOLIAD: Ysgol Gynradd yr Eglwys yng Nghymru Llandeilo Bertholau

GWIRIAD GWASANAETH DATGELU A GWAHARDD (GDG) Mae penodiad i'r swydd hon wedi'i eithrio o'r Ddeddf Adsefydlu Troseddwyr ac mae'n destun y gwiriad GDG canlynol: Gwiriad Manwl gyda Gwiriad Rhestr Wedi'i Wahardd o Blant

YN ATEBOL I: Y Pennaeth

ASESIAD Y GYMRAEG: Mae sgiliau yn y Gymraeg yn ddymunol.

DIOGELU: Mae Diogelu 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 ac i gyflawni eu potensial. Chi sy'n gyfrifol am chwarae eich rhan yng ngwaith lles, diogelu ac amddiffyn plant ac oedolion sydd mewn perygl. Bydd gennych gyfrifoldeb i gymryd rhan mewn hyfforddiant i'r lefel briodol o ddiogelu ac mae gennych ddyletswydd i gyflawni eich cyfrifoldebau personol o ran diogelu.

Ein Pwrpas:

Nid yn aml y daw rolau addysgu ar gael yn ein Hysgol, felly mae hwn yn gyfle gwych i athro/athrawes dosbarth rhagorol, sy'n frwd dros blant a'u dysgu, ymuno â'r tîm. Bydd yr ymgeisydd llwyddiannus yn ysbrydoli ac 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 orau personol.

Byddem yn croesawu ceisiadau gan Athrawon Newydd Gymhwyso.

Yn Ysgol Gynradd yr Eglwys yng Nghymru Llandeilo Bertholau, credwn y dylai dysgu fod yn ysbrydoledig ac yn ddiddorol er mwyn annog datblygiad cymdeithasol, academaidd, personol ac emosiynol plant. Trwy 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 hunanhyderus 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 Rôl hon:

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

Addysgeg

37. Sicrhau'r canlyniadau gorau ar gyfer dysgwyr yn gyson trwy fireinio a datblygu addysgu a dylanwadu ar ddysgwyr yn gynyddol.
38. Sefydlu a chynnal amgylchedd dysgu sy'n hyrwyddo arferion ac ymddygiadau dysgu cadarnhaol, sy'n bodloni'r pedwar diben ac yn galluogi dysgwyr i gymryd cyfrifoldeb cynyddol am eu dysgu eu hunain.
39. Defnyddio ystod o dechnegau asesu i fonitro a chofnodi cynnydd disgyblion ac i lywio cynllunio er mwyn diwallu anghenion a nodwyd gan ddysgwyr.
40. Gwneud defnydd effeithiol o wahaniaethu i ddiwallu anghenion pob dysgwr.
41. Gwneud defnydd effeithiol o ddata i gynhyrchu adborth, cofnodion ac adroddiadau amserol a chywir i hwyluso dealltwriaeth ddyfnach o ddysgu a gwella'r profiad dysgu.
42. Cynnwys rhieni, gofalwyr, partneriaid eraill a rhanddeiliaid yn natblygiad dysgwyr o ran pedwar diben y cwricwlwm.
43. Ymgorffori, datblygu ac ymestyn y pedwar diben mewn cynllunio, paratoi ac addysgu i ysgogi profiad dysgwyr a sicrhau canlyniadau cadarnhaol i bob dysgwr.
44. Defnyddio addysgeg a disgyblaethau perthnasol o fewn ac ar draws cynnwys y pwnc, meysydd dysgu a themâu trawsgwricwlaidd wrth gynllunio a chyflwyno.
45. Defnyddio ystod eang o ddulliau addysgu a phrofiadau dysgu cyfunol.
46. Ymestyn profiad diwylliannol, ieithyddol, crefyddol ac economaidd-gymdeithasol dysgwyr drwy ddefnyddio cyd-destunau go iawn a dilys ar gyfer dysgu.
47. Gweithio gyda dysgwyr i olrhain cynnydd mewn dysgu a nodi'r camau nesaf ar gyfer cynnydd.
48. Datblygu a defnyddio themâu trawsgwricwlaidd sy'n berthnasol i feysydd dysgu i adeiladu cysylltiadau a galluogi myfyrio effeithiol ar ddysgu.
49. Cyfathrebu a darparu lefelau priodol o her a disgwyliadau ar gyfer yr ystod o alluoedd a nodweddion myfyrwyr, er mwyn cymell dysgwyr i gyflawni.
50. Ceisio, gwrando ar, ac ystyried barn dysgwyr er mwyn ennyn diddordeb a'u hannog fel cyfranogwyr gweithredol yn eu dysgu eu hunain.
51. Annog dysgwyr i fyfyrio ar eu dysgu eu hunain a chymryd rôl weithredol wrth reoli eu hagenda ddysgu eu hunain.

52. Hyrwyddo a sicrhau hunan-gymhelliant a hunan-gyfeiriad mewn dysgwyr.
53. Rhoi amser i ddysgwyr fyfyrio a gwerthuso'u dysgu a'u hymddygiad eu hunain.
54. Hyrwyddo'r cysylltiadau rhwng profiadau dysgu a chanlyniadau o ansawdd uchel a gwell dysgu a lles.
55. 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 ac i gyflawni eu potensial. Chi sy'n gyfrifol am chwarae eich rhan yng ngwaith lles, diogelu ac amddiffyn plant ac oedolion sydd mewn perygl. Bydd gennych gyfrifoldeb i gymryd rhan mewn hyfforddiant i'r lefel briodol o ddiogelu ac mae gennych ddyletswydd i gyflawni eich cyfrifoldebau personol o ran diogelu.

Cydweithio

56. Gweithio'n gynhyrchiol gyda'r holl bartneriaid mewn dysgu er mwyn ymestyn effeithiolrwydd proffesiynol.
57. Ceisio ac ymgysylltu â chyngor a chefnogaeth o amrywiaeth o ffynonellau ffurfiol ac anffurfiol a'u gweithredu i wella canlyniadau i ddysgwyr.
58. Gweithio gyda chydweithwyr yn yr ysgol ar y cyd ac yn arloesol i wella profiad y dysgwyr.
59. Cefnogi datblygiad eraill drwy gyfrannu at fentrau 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

60. Cymryd cyfrifoldeb dros ddysgu proffesiynol eich hun trwy geisio ymestyn gwybodaeth, sgiliau a dealltwriaeth yn barhaus a chroesawu her a chefnogaeth i ddatblygu addysgeg yn raddol.
61. Ymgymryd â darllen ehangach i wella dealltwriaeth o ddamcaniaethau ac ymchwil sy'n ymwneud ag asesu, addysgeg, datblygiad plant a phobl ifanc a dysgu sy'n berthnasol i gynllunio ac ymarfer o ddydd i ddydd.
62. Ymgysylltu â rhwydweithiau a chymunedau proffesiynol
63. Defnyddiwch y Pasbort Dysgu Proffesiynol i gofnodi dysgu proffesiynol a myfyrio ar ymarfer a'i wella.

Arloesedd

64. Defnyddio agwedd arloesol at ddatblygu technegau a dulliau i wella addysgeg a chanlyniadau.
65. Cefnogi datblygiad eraill drwy fodelu technegau addysgu a defnyddio profiad i gynnig cyngor ac arbenigedd.
66. Defnyddio barn broffesiynol a dadansoddiad beirniadol i ddatblygu technegau newydd a llunio ymarfer i symud ymlaen â'r dysgu.
67. Gwerthuso, dadansoddi a rhannu effaith newidiadau mewn ymarfer.

Arwain

68.	Ymarfer arweinyddiaeth drwy bob agwedd ar ymarfer proffesiynol i gefnogi ymdrechion eraill ar draws yr ysgol a thu hwnt i gyflawni'r uchelgeisiau addysg ar gyfer Cymru.
69.	Dangos ymrwymiad personol a phroffesiynol i egwyddorion tegwch a gwneud y mwyaf o botensial pob dysgwr.
70.	Ymarfer cyfrifoldeb corfforaethol drwy sicrhau dealltwriaeth a chydymffurfiad â pholisïau, egwyddorion a gwerthoedd yr ysgol, gan gynnwys diogelu, iechyd a diogelwch a chydraddoldeb.
71.	Dangos ymrwymiad i arwain dysgu drwy ymgysylltu â phrofiadau cydweithredol yn yr ysgol a chyd-destunau eraill.
72.	Cefnogi rolau arweinyddiaeth ffurfiol drwy geisio dealltwriaeth o rôl, cyfrifoldebau a chyfraniad eraill ar draws yr ysgol tuag at ethos yr ysgol a chyflawni gweledigaeth yr ysgol.

Dyma beth y gallwn ei rhoi i chi:

- Cyfle i ddatblygu sgiliau iaith Gymraeg
- Datblygiad Proffesiynol Parhaus i'ch helpu i gyrraedd eich llawn botensial

Beth arall sydd angen i chi ei wybod..... Ein Gwerthoedd:
Mae ein diben yn seiliedig ar ymdeimlad clir o bwy ydym ni fel sefydliad. Rydym yn disgwyl i bobl sy'n gweithio gyda ni rannu set gwerth cryf a disgwyl bod 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'n partneriaid i gefnogi ac ysbrydoli pawb i gymryd rhan. Byddwn yn gwneud y gorau o'r syniadau, a'r adnoddau sydd ar gael er mwyn sicrhau ein bod yn gwneud y pethau sy'n cael effaith fwyaf cadarnhaol ar ein pobl a'n lleoedd.
Bod yn agored: 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 er mwyn gallu darparu'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 yr ydym yn gweithio gyda nhw, gan roi pwysigrwydd perthnasoedd a'r cysylltiadau sydd gennym â'n gilydd wrth wraidd pob rhyngweithio.

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

Yn ogystal:
Mae pob gweithiwr yn gyfrifol am gynnal eu hunain mewn modd sy'n cydymffurfio â Pholisi Cyfle Cyfartal Sir Fynwy yn eu maes cyfrifoldeb eu hunain ac yn eu hymddygiad cyffredinol.

Manyleb Person

Sut y byddwn yn gwybod os mai chi yw'r person cywir ar gyfer y swydd?
Fel yr ymgeisydd llwyddiannus, byddwch wedi dangos y canlynol:

	HANFODOL	DYMUNOL
CYMWYSTERAU	Statws Athro Cymwys Cofrestriad cyfredol gyda CGA	Cymwysterau pellach a/neu astudiaethau proffesiynol sy'n berthnasol i'r ystod oedran.
GWYBODAETH A PHROFIAD	Tystiolaeth o brofiad addysgu perthnasol llwyddiannus gan gynnwys ymarfer addysgu. Dealltwriaeth dda o ddulliau cynllunio'r cwricwlwm, asesu a gosod targedau effeithiol. Gwybodaeth am y 'Cwricwlwm i Gymru' a'i oblygiadau ar addysgu a dysgu. Gwybodaeth a phrofiad o ddefnyddio technolegau sy'n dod i'r amlwg i gefnogi addysgu a dysgu. Gwybodaeth a phrofiad o strategaethau rheoli ymddygiad effeithiol. Dealltwriaeth drylwyr o brosesau a gweithdrefnau diogelu ac amddiffyn plant.	
SGILIAU	Sgiliau cyfathrebu ysgrifenedig a llafar rhagorol. Ymrwymiad i ddatblygiad cynyddol sgiliau personol a sgiliau dysgwyr wrth ddefnyddio'r Gymraeg. Ymarferydd trefnus, hyblyg ac arloesol.	Y gallu i wella bywyd yr ysgol ymhellach trwy weithgareddau allgyrsiol. Y gallu i gyfathrebu, ar lafar ac yn ysgrifenedig, drwy gyfrwng y Gymraeg.

	HANFODOL	DYMUNOL
	Y gallu i greu amgylchedd dysgu heriol ac effeithiol a meddu ar sgiliau rheoli disgyblion effeithiol. Y gallu i sefydlu perthnasoedd da a gweithio mewn partneriaeth â staff, llywodraethwyr, rhieni a rhanddeiliaid eraill.	
NODWEDDION PERSONOL	Y gallu i fod yn wydn o dan bwysau a pharhau i fod yn gadarnhaol ac yn frwdfrydig. Ymrwymiad i ddysgu proffesiynol parhaus Ymrwymiad i hyrwyddo'r Iaith Gymraeg a diwylliant Cymru. Aelod tîm rhagorol sy'n hunan-gymhellol ac ymroddedig Ymrwymiad i gyfle cyfartal a defnydd o amrywiaeth o strategaethau ac arferion i hyrwyddo cydraddoldeb yn yr ystafell ddosbarth.	
GOFYNION ERAILL	Mae'r swydd hon wedi'i heithrio o Ddeddf Adsefydlu Troseddwyr (1974) a chynhelir proses sgrinio gynhwysfawr ar bob ymgeisydd. Bydd hyn yn cynnwys gwiriad rhestr wedi'i wahardd gyda'r Gwasanaeth Datgelu a Gwahardd. Bydd penodiad i'r swydd hon yn amodol ar 2 eirda ysgrifenedig addas (un gan y cyflogwr diweddaraf). Deall a dangos parodrwydd i hyrwyddo polisi cyfle cyfartal y	

	HANFODOL	DYMUNOL
	Cyngor yn gadarnhaol.	

Os ydych am gael unrhyw wybodaeth bellach am y rôl hon, mae croeso i chi gysylltu â'r canlynol: Helen King **-** Pennaeth, ar 01873 853746

Dyddiad Cau: 12pm ddydd Gwener 3ydd Mai 2024

FFRAMWAITH SGILIAU IAITH 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**
➢ 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.	➢ 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.	➢ Gall ddarllen brawddeg fer, e.e. arwyddion syml, cyfarwyddiadau syml, eitemau agenda, gwybodaeth syml ar ffurflenni.	➢ 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			
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**
➢ 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 iddynt wneud rhywbeth.	➢ 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.	➢ Gall ddarllen negeseuon byr a rhai llythyrau neu negeseuon e-bost, e.e. rhai sy'n gwneud cais neu'n gofyn am gyfleu neges.	➢ 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:			

<table>
<tr><td colspan="4">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 sgyrsiau 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.</td></tr>
<tr><th>DEALL</th><th>SIARAD</th><th>DARLLEN</th><th>YSGRIFENNU</th></tr>
<tr><td>➢ 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.</td><td>➢ 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.</td><td>➢ 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.</td><td>➢ 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.
➢ Gallu ysgrifennu'n gymharol gywir wrth ddrafftio taflen wybodaeth fer neu boster yn Gymraeg fel bo'r angen.</td></tr>
<tr><th colspan="4">LEFEL 4</th></tr>
<tr><td colspan="4">Gall fel arfer ddilyn y rhan fwyaf o sgyrsiau 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.</td></tr>
<tr><th>DEALL</th><th>SIARAD</th><th>DARLLEN</th><th>YSGRIFENNU</th></tr>
<tr><td>➢ Gall ddilyn y rhan fwyaf o sgyrsiau a thrafodaethau gydag unigolion neu gydweithwyr hyd yn oed os yw'r deunydd pwnc yn anghyfarwydd.</td><td>➢ 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.</td><td>➢ 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.</td><td>➢ Yn gallu cynhyrchu gohebiaeth o bob math, adroddiadau, dogfennau a llenyddiaeth byr gyda chymorth cymhorthion cyfieithu Cymraeg ee. Cysgeir, Cysill.</td></tr>
<tr><th colspan="4">LEFEL 5</th></tr>
</table>

Gall ddeall popeth a gaiff ei ddweud. Gall siarad yn helaeth am faterion cymhleth, gan gyflwyno gwybodaeth anodd a gall hwyluso a chrynhoi 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 fyrfyfyr, rhugl ac yn fanwl, gan addasu'r iaith i weddu i'r gynulleidfa.

DEALL	SIARAD	DARLLEN	YSGRIFENNU
➢ Gall ddilyn pob sgwrs a thrafodaeth gydag unigolion neu gydweithwyr. ➢ Gall ddeall amwysedd a naws iaith.	➢ 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.	➢ 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.	➢ Gall ysgrifennu adroddiadau mewn arddull glir addas i'r darllenydd 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.