

Come and join the team!

ADVERT

ROLE TITLE: Pupil Referral Service (PRS) Coordinator

ADVERT TEXT: We are seeking a strong, inspirational and experienced leader for the role of PRS Coordinator to lead our enthusiastic and dedicated team of teachers and support staff. We are looking for someone who can inspire and support the committed workforce towards a brighter, sustainable future of high quality provision that prioritises pupil wellbeing and engagement in excellent learning experiences.

POST ID: PRS1

LOCATION: The Pupil Referral Service is currently based across two sites in Chepstow and Abergavenny, this may change in the future if the service location needs to relocate. Relocation or disturbance expenses will not be paid if this happens.

GRADE: Leadership Pay Scale L11 – L17 £61,547 - £71,195 per annum

HOURS: 32.5 per week in line with School Teachers' Pay and Conditions

TEMPORARY: No

DBS CHECK: Yes (Disclosure & Barring Service Check)

CLOSING DATE: 12pm on Fri 13th September 2024

Interview dates: 23rd/ 24th September 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: Pupil Referral Service (PRS) Coordinator
PERMANENT:

POST ID: PRS1

GRADE: Leadership Pay Scale L11 – L17 £61,547 - £71,195 per annum
HOURS: 32.5 per week in line with School Teachers' Pay and Conditions

WORK PATTERN: 32.5 hours per week Monday to Friday

LOCATION: The Pupil Referral Service is currently based across two sites in Chepstow and Abergavenny 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

(b) Enhanced with Children Barred List Check

RESPONSIBLE TO: Dr Morwenna Wagstaff, Head of Service: Inclusion, Children and Young People's Directorate

WELSH LANGUAGE ASSESSMENT:

(b) Welsh language skills are desirable;

Pupil Referral Service.....**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:-

Monmouthshire PRS is a portfolio provision with bases in the north and south of the county, providing education for children and young people experiencing emotional, social and/or behavioural difficulties, including those who, by reason of illness, exclusion or otherwise, may not receive such education in a mainstream school.

The Purpose of this Role:-

We are seeking a strong, inspirational and experienced leader for the role of PRS Coordinator to lead our enthusiastic and dedicated team of teachers and support staff. We are looking for someone who can inspire and support the committed workforce

towards a brighter, sustainable future of high quality provision that prioritises pupil wellbeing and engagement in excellent learning experiences.

NB: In Monmouthshire this post is referred to as the 'PRS Coordinator', some LAs use 'headteacher'. This refers to the role of 'teacher-in-charge' as reflected in the regulations where the 'teacher in charge' is responsible for the internal organisation, management and control of the PRU, and for advising on and implementing the strategic plan. [Guidance PRU Management Committees Regulations, 2014](#)

Expectation and Outcomes of this Role:-

We are looking for highly successful, enthusiastic and experienced senior leader committed to shaping the long-term future of the PRS and making a significant contribution to the inclusive ethos of Monmouthshire Local Authority. We require a lead professional who has the breadth of vision, creativity, energy and motivation to manage an exciting period of change, to build on our success and ensure we strive for excellence in all that we do.

In Monmouthshire the PRS has recently undergone a review to ensure its future direction and focus is aligned with the needs of our children/ young people, schools and their families. Changes that reflect the future improvement to the service include moving into newly refurbished accommodation designed to better meet the needs of pupils accessing the service in the county. Work is ongoing, the move is currently planned for during the autumn term 2024. The PRS Coordinator will have the opportunity to manage and shape this important transition which represents some of the exciting changes ahead for this crucial service, and a commitment to improving the effectiveness of the service by the Local Authority.

Your responsibilities are to:-

- Bring dynamic and strategic leadership that can drive the PRS forward, by motivating and enthusing all stakeholders to achieve their best; creating a shared culture and positive climate that permeates through all aspects of the LA's ambitions and provision;
- Develop creative, responsive and effective approaches to learner engagement; contributing to the development of collaborative practice within the PRS and improving the learning experience for all vulnerable learners;
- Empower all learners to take an active part in their own learning and to develop personal responsibility for improving their future opportunities for educational experience, employment and wellbeing;
- Promote the needs of vulnerable learners including those who present with behaviours that challenge;
- Effectively collaborate with the whole PRS community, as well as with schools, settings and other agencies to provide a holistic approach to the care and well-being of all stakeholders;
- Be an excellent communicator with highly developed interpersonal skills;
- Be a forward thinking, innovative and creative practitioner, up to date with latest legislation including the responsibilities associated with the effective identification, assessment and provision for pupils additional learning needs (ALN), and evidence-based thinking and practice;

- Utilise a depth of knowledge and experience to meet a wide range of educational, social and emotional needs of pupils with ALN;
- Demonstrate a strong commitment to continuing the established and successful partnerships with staff, pupils, families, Management Committee members, other outside agencies and the wider community;
- Bring positivity and flexibility in managing change;
- Have high expectations of pupils' learning and behaviour;
- Demonstrate excellent understanding of responsibilities with regards to safeguarding, to comply with Monmouthshire's corporate safeguarding policies and expectations outlined in Keeping Learners Safe, ensuring the safeguarding of learners and staff is prioritised and processes implemented effectively and to a high standard.
- Work under pressure while effectively managing challenging situations;
- Work collaboratively with the LA and with LA Officers.

Here's what we can provide you with:-

- The opportunity to develop Welsh language skills.
- An exciting opportunity to lead a dedicated, and caring and experienced staff team who are motivated and supportive.
- A superb opportunity to work with our amazing young people.
- A commitment to meeting the needs of individual pupils and promoting their inclusion;
- An opportunity to work in collaboration with a range of colleagues to shape the future inclusion agenda within the LA.
- A PRS committed to service improvement and developing a more sustainable model of service delivery, through the ongoing support of the LA, and with effective links with PRUs across the region.
- A supportive and experienced Management Committee.
- Ongoing support, both planned and responsive, from the Lead Officer for Safeguarding in Education and associated professional development.
- A range of rich leadership professional learning opportunities through the Education Achievement Service (EAS) and the LA; including support in achieving an NPQH.

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.

Job Description and Person Specification

This job description complements the standards, values and dispositions identified in the Professional Standards for Teaching and Leadership 2018. The PRS Coordinator will align to, demonstrate and promote the overarching values and dispositions defined within the Professional Standards of:

- 1) Professional entitlement
- 2) Welsh language and culture
- 3) Rights of learners
- 4) Literacy, numeracy and digital competence
- 5) The professional learner
- 6) The system role

The post holder is required to undertake the professional responsibilities of a Headteacher as specified in the School Teachers' Pay and Conditions Document.

JOB PURPOSE

To develop a clear vision for the Pupil Referral Service (PRS), in partnership with all PRS stakeholders, providing the professional leadership required to enable all staff to support learners achieve their full potential. This should be achieved in accordance with the policies of the Management Committee, and the priorities set out in both local and national education strategies.

KEY AREAS

Pedagogy

1. Be accountable for supporting the pedagogy of others by creating and sustaining the conditions to realise the four purposes for learners and achieve the best for them in terms of well-being, standards and progress.
2. Be accountable for developing strategies, structures and systems, with all stakeholders, to ensure that the PRS is working effectively towards realising the service's shared vision and achieving sustained improvement, to enable the achievement of the four purposes of learning, taking account of national and local circumstances, policies and initiatives.
3. Motivate and work with others to create and sustain a service ethos and learning environment conducive to effective learning.
4. Ensure the organisation and delivery of the curriculum and implementation of a range of pedagogic approaches within the PRS, to support high quality teaching and learning and the delivery of the Curriculum for Wales.
5. Ensure a consistent and continual service wide focus on all learners' wellbeing, experience and achievement, establishing a culture that values learners' views in informing all stages of learning and PRS experience.
6. Be responsible for the development of policies and practices, in collaboration with the relevant stakeholders, that promote the Welsh language and culture and that develop learners' bilingual skills as appropriate.
7. Enable the development of the four purposes for learning through the creation of structures and systems that support planning and emphasise the disciplines

of different areas of learning in context, to secure highly effective teaching and learning.
8. Develop and implement effective systems to monitor and evaluate the impact of learning experiences and learners' progress to bring about sustained improvement.
9. Demonstrate accountability for learner wellbeing and outcomes by working with all relevant stakeholders to ensure the wellbeing and achievement of all learners is valued and evident throughout the PRS.
10. Develop inclusive strategies, structures policies and systems, in collaboration with relevant stakeholders, that enable all learners to gain full access to opportunities to achieve and ensure their individual learning needs are met.
11. Promote and ensure equity in academic, vocational and experiential learning routes.
12. Develop and articulate a coherent, understandable and accurate account of the PRS's performance, to a range of partners, including parents/carers, Management Committee members and the Local Authority, ensuring this incorporates learner wellbeing and progress.
13. Manage the effective communication and implementation of recommendations arising from reports, including the outcomes of service self-evaluation and external inspection by Estyn, in order to drive and sustain service improvement.
14. Collaborate with all PRS stakeholders to build a service climate and learning culture which reflects the richness and diversity of the PRS's community, including Welsh Language and culture.

** Contribute, as appropriate, to the teaching in the PRS.*

Collaboration

15. Establish a climate of mutual support and effective collaboration both within and beyond the PRS to develop, enhance and share effective pedagogy.
16. Establish a collaborative learning culture within the PRS and actively engage with other educational establishments, to build effective learning communities.
17. Promote and facilitate effective collaboration with employers, business, government and other educational professionals to encourage innovative approaches and support and improve every day practice of the learning organisation.
18. Establish and build partnerships within PRS and across Pupil Referral Units to share best practice and support service improvement for mutual benefit in terms of high quality and flexible support to develop professional practice.
19. Work with the Management Committee, so that it is able to meet its responsibilities in supporting effective learning and teaching and sustained service improvement.
20. Welcome strong governance and actively support the Management Committee to understand its role and deliver its functions effectively.
21. Establish effective and open relationships with parents/ carers and the wider local community to actively engage them with learners' wellbeing, experience and progress and ensure the PRS plays a central role in the community.
22. Collaborate with other agencies, including the Local Authority, in providing for wellbeing of learners and their families.

23. Develop a service-wide commitment to continuous improvement and sustainable development through actively promoting and facilitating collaborative opportunities for all staff, accurately identifying areas of concern and taking appropriate action to support and secure improved performance.

Professional Learning

24. Create an environment in which professional learning is valued, has impact upon pedagogy and supports professional growth across the learning community within and beyond the PRS.

25. Ensure sustained and focused professional learning for all staff, including self-framing professional growth within pedagogic practice, learner experiences and outcomes.

26. Develop a culture that supports growth and leadership at all levels by developing and nurturing leadership potential in others, and contributing to opportunities available, to build the leadership capacity of the PRS.

27. Establish professional networks and communities to enable the PRS to play an active role in the widest education community contributing to the training of future teachers and other adults who work with learners and developing practice orientated research.

Innovation

28. Coordinate innovation with all relevant stakeholders, to ensure the PRS embraces and benefits from evidence-based approaches to innovation aligned to the long-term vision for Wales.

29. Establish a long-term programme of evidence-based approaches to innovation that aim to meet challenges, manage change and take learning forward effectively to improve wellbeing and outcomes.

30. Create a culture where expertise, experience and pedagogical practice is continually developed and shared within and across schools.

31. Develop a culture where evidence derived from innovative practice is used to evaluate the impact of changes, both within and beyond the PRS community.

Leadership

32. Work with the PRS community to bring coherence, clarity and a shared commitment to realising the pedagogical vision, learners, colleagues and the wider community in Wales.

33. Work with relevant stakeholders to ensure that strategic planning reflects the diversity, values, experience and context of the PRS and the community at large.

34. Ensure, with the support and input of the Management Committee, the PRS is compliant with all internal, local and national policies.

35. Create a culture in which others can grow professionally.

36. Develop and nurture leadership potential in others at all levels to build the leadership capacity of the PRS and inspire future leaders.

37. Develop, empower and sustain effective individuals and teams through distributed leadership, encouraging reflective practice.

38. Build effective networks to share professional knowledge, research and practical expertise that enables both the PRS and other schools to benefit through mutual collaboration.

Managing the PRS

39. Produce and implement clear, evidence-based improvement plans and policies for the development of the PRS and its facilities, in collaboration with the relevant stakeholders.

40. With the support of the Management Committee and Local Authority, manage and organise the PRS environment efficiently and effectively to ensure that it meets the needs of the curriculum and health and safety regulations.

41. Make effective use of the support and challenge provided by the Local Authority, regional consortium and other relevant bodies.

42. Work with the Management Committee and Local Authority to manage the PRS's financial and human resources effectively and efficiently to achieve the service's education priorities and goals.

43. Monitor, evaluate and review, in collaboration with the Management Committee, the range, quality and use of all available resources to improve the quality of education for all learners and to secure value for money.

44. Work with relevant stakeholders to develop and implement strategies that ensure a safe, calm and well-ordered environment for all learners and staff and secure high standards of behaviour and attendance, resulting in successful conditions for learning.

PERSON SPECIFICATION

S = Shortlisting criteria

Please note, shortlisting criteria may also be tested at assessment stage

	ESSENTIAL	DESIRABLE
QUALIFICATION	<p>Qualified teacher status (S)</p> <p>Degree (S)</p> <p>Current EWC registration (S)</p>	<p>Further qualifications and/or professional studies relevant to the age-range. (S)</p> <p>NPQH for new Headteacher (S)</p>
KNOWLEDGE and EXPERIENCE	<p>Significant recent senior leadership experience preferably of a PRU or specialist provision.</p> <p>Proven success in a range of strategic roles including:</p> <ul style="list-style-type: none"> • leading a large service delivering a range of services to support children and young people experiencing social emotional and mental health needs • taking a lead role in working in partnership with a range of statutory and non-statutory agencies and organisations. • managing budgets within a Local Authority team or school (Senior Management Team level) <p>Up to date knowledge and understanding of Education legislation and statutory guidance on, but not limited to, the Curriculum for Wales, ALN reform and Qualifications frameworks as well as meeting the needs of learners with social emotional and mental health needs</p> <p>Excellent knowledge of best practice and procedures for safeguarding children and young people (S) and a variety of approaches to pupil engagement, developing children and young people's social skills and</p>	<p>Experience of health and safety management</p>

	ESSENTIAL	DESIRABLE
	<p>managing conflict amongst pupils and adults successfully. Proven experience of monitoring, evaluating and reviewing performance in order to raise achievement for all groups of pupils.</p> <p>Up-to-date knowledge and understanding of what constitutes excellent teaching and learning and how to implement it (S)</p> <p>Knowledge of effective strategies and procedures relating to professional learning and performance review.</p> <p>Successful experience of managing change.</p> <p>Experience of building effective relationships with governors or Management Committee, parents/carers and the wider community (S).</p>	
SKILLS	<p>Ability to articulate and communicate a clear vision of high quality educational provision for the PRS in light of the new curriculum reform (S)</p> <p>Strategic management ability including staff, financial and material resources and planning (S)</p> <p>Ability to lead, manage and motivate staff and pupils to achieve high standards of delivery and outcomes, whilst maintaining high levels of wellbeing (S)</p> <p>Successful experience of providing for pupils with additional learning needs and groups of vulnerable learners (S).</p> <p>Ability to build a strong network of collaborative relationships and partnerships with other PRUs, schools, education professions and</p>	High level of personal skill in using and applying information and communication technology (ICT)

	ESSENTIAL	DESIRABLE
	<p>appropriate external organisations (S)</p> <p>Ability to communicate and develop links effectively, both orally and in writing with a range of audiences. (S)</p> <p>Good organisational abilities and ability to delegate.</p>	
PERSONAL ATTRIBUTES	<p>The ability to be resilient under pressure and remain positive and enthusiastic.</p> <p>A commitment to continuous professional learning for both self and others</p> <p>A commitment to promote the wellbeing of all members of the PRS community (S)</p> <p>Ability to demonstrate sound and balanced judgement, decisiveness and flexibility</p> <p>Integrity, loyalty and sensitivity</p>	<p>A commitment to the promotion of the Welsh language and culture</p> <p>Welsh Desirable. You may be required to learn or improve your existing skills through attending staff Welsh language training funded by the council.</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. This will include an enhanced with barred list check with the Disclosure and Barring Service. (DBS)</p> <p>Understand and demonstrate a willingness to promote positively the equal opportunities policy of The Council</p>	

Should you require any further information regarding this post, please contact:
Dr Morwenna Wagstaff, Head of Service: Inclusion on 01633 644032 or via email:
MorwennaWagstaff@Monmouthshire.gov.uk

Closing Date: 12pm on Friday 13th September 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
<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

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
<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. 	<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.

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

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

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
<ul style="list-style-type: none"> • Can follow most conversations and discussions with individuals or 	<ul style="list-style-type: none"> • Can contribute effectively to internal and external meetings in a work context. 	<ul style="list-style-type: none"> • Can read most correspondence and scan long texts to find details. 	<ul style="list-style-type: none"> • Can produce correspondence of all types, short reports, documents

<p>colleagues even if the subject matter is unfamiliar.</p>	<ul style="list-style-type: none"> • 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 understand most newspaper articles and reports with the aid of a dictionary. • Can understand texts, unless written in a very formal or colloquial form. 	<p>and literature with support of Welsh language translation aids eg. Cysgeir, cysill.</p>
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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.

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.

Dewch i ymuno gyda'r tîm!

HYSBYSEB

TEITL Y RÔL: Cydlynnydd Gwasanaeth Cyfeirio Disgyblion (GCD)

GEIRIAD HYSBYSEB: Rydym yn edrych am arweinydd cryfymroddedig a phrofiadol ar gyfer swydd Cydlynnydd GCD i arwain ein tîm o athrawon a staff cymorth brwdfrydig ac ymroddedig. Edrychwn am rywun a all ysbrydoli a chefnogi'r gweithlu ymroddedig tuag at ddyfodol cynaliadwy, mwy disglair o ddarpariaeth ansawdd uchel sy'n rhoi blaenoriaeth i lesiant dysgwyr a'u hymgysylltu mewn profiadau dysgu rhagorol.

RHIF ADNABOD Y SWYDD: PRS1

LLEOLIAD: Mae'r Gwasanaeth Cyfeirio Disgyblion wedi ei seilio ar ddau safle yng Nghas-gwent a'r Fenni ar hyn o bryd. Gall hyn newid yn y dyfodol os oes angen i leoliad y gwasanaeth symud. Ni fyddir yn talu treuliau adleoli neu darfu os yw hyn yn digwydd.

GRADD: Graddfa Tâl Arweinyddiaeth L11 – L17 £61,547 - £71,195 y flwyddyn

ORIAU: 32.5 yr wythnos yn unol â Thâl ac Amodau Athrawon

DROS DRO: Na

GWIRIAD DBS: Oes (Gwiriad Gwasanaeth Datgelu a Gwahardd)

DYDDIAD CAU: 12pm ar ddydd Gwener, 13eg Medi 2024

Dyddiad y Cyfweiliad: 23/24ain Medi 2024

Gwybodaeth Ychwanegol

Gofynnir i chi nodi na allwn dderbyn CV

Er mwyn gwneud cais am y rôl hon, cwblhewch y ffurflen gais ar-lein sydd ar gael ar y dudalen ganlynol:

<https://www.monmouthshire.gov.uk/cy/swyddi-chyflogaeth/>

Mae modd 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 Saesneg,

Mae modd rhannu'r holl swyddi os na nodir fel arall.

Mae Cyngor Sir Fynwy yn:-

- cyflogwr cyfle cyfartal ac yn croesawu ceisiadau gan bob rhan o'r gymuned.
- cyflogwr sydd wedi ymrwymo i fod yn hyderus o ran anabledd.
- cyflogwr sydd yn gyfeillgar i'r Lluoedd Arfog.
- ymwybodol o Awtistiaeth ac wedi ymrwymo i ddileu unrhyw rwystrau at gyflogaeth.
- ymrwymo i gefnogi pobl ifanc sydd yn gadael ein gofal i gael cyfleoedd newydd a phrofiad.

PROFFIL Y SWYDD

TEITL Y SWYDD: Cydlynnydd Gwasanaeth Cyfeirio Disgyblion (GCD)
PARHAOL

RHIF ADNABOD Y SWYDD: PRS1

GRADD: Graddfa Tâl Arweinyddiaeth L11 – L17 £61,547 - £71,195 y flwyddyn

ORIAU: 32.5 awr yr wythnos yn unol â Thâl ac Amodau Athrawon Ysgol

PATRW M GWAITH: 32.5 awr yr wythnos dydd Llun i ddydd Gwener

LLEOLIAD: Mae'r Gwasanaeth Cyfeirio Disgyblion wedi ei seilio ar ddau safle yng Nghas-gwent a'r Fenni ar hyn o bryd. Gall hyn newid yn y dyfodol os oes angen i leoliad y gwasanaeth symud. Ni fyddir yn talu treuliau adleoli neu darfu os yw hyn yn digwydd.

GWIRIAD GAN Y GWASANAETH DATGELU A GWAHARDD (DBS):

Bydd apwyntiad i'r swydd hon wedi ei eithrio o'r Ddeddf Adsefydlu Troseddwr ac yn amodol ar y gwiriad DBS canlynol:

(b) Gwiriad Manwl gan Wirio'r Rhestr Gwahardd Gweithio gyda Phlant

YN ATEBOL I: Dr Morwenna Wagstaff, Pennaeth Gwasanaeth: Cynhwysiant, Cyfarwyddiaeth Plant a Phobl Ifanc

ASESIAD O'R GYMRAEG:

(b) Sgiliau yn y Gymraeg yn ddymunol

Gwasanaeth Cyfeirio Disgyblion **Pwy ydym ni?**

DIOGELU:

Mae Diogelu ac Amddiffyn Plant ac Oedolion yn flaenoriaethau allweddol i'r Cyngor. Ein nod yw cefnogi plant ac oedolion sydd mewn risg 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 risg. 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.

Ein diben:-

Mae GCD Sir Fynwy yn ddarpariaeth portffolio gyda chanolfannau yng ngogledd a de y sir, gan ddarparu addysg ar gyfer plant a phobl ifanc sy'n profi anawsterau emosiynol, cymdeithasol a/neu ymddygiadol, yn cynnwys y rhai nad ydynt, oherwydd salwch, gwaharddiad neu reswm arall, yn derbyn addysg o'r fath mewn ysgol brif ffrwd.

Diben y swydd:-

Rydym yn edrych am arweinydd cryf, ymroddedig a phrofiadol ar gyfer swydd Cydlynnydd GCD i arwain ein tîm o athrawon a staff cymorth brwdfrydig ac ymroddedig. Edrychwn am rywun a all ysbrydoli a chefnogi'r gweithlu ymroddedig tuag at ddyfodol cynaliadwy, mwy disglair o ddarpariaeth ansawdd uchel sy'n rhoi blaenoriaeth i lesiant dysgwyr a'u hymgysylltu mewn profiadau dysgu rhagorol.

D.S. Yn Sir Fynwy caiff y swydd hon ei galw yn 'Gydlynnydd GCD', mae rhai awdurdodau lleol yn defnyddio 'Pennaeth'. Mae hyn yn cyfeirio at rôl 'athro-mewn-gofal' fel y'i hadlewyrchir yn y rheoliadau lle mae'r 'athro mewn gofal' yn gyfrifol am drefniadaeth fewnol a rheoli'r PRU, ac am gynghori ar a gweithredu'r cynllun strategol: Canllawiau Rheoliadau Pwyllgorau Rheoli PRU, 2014.

Disgwyliadau a chanlyniadau'r swydd:-

Edrychwn am weithiwr proffesiynol sy'n ymroddedig i lunio dyfodol hirdymor y GCD a gwneud cyfraniad sylweddol i ethos cynhwysol Awdurdod Lleol Sir Fynwy. Rydym angen gweithiwr proffesiynol arweiniol sydd â gweledigaeth eang, creadigrwydd, egni a chymhelliant i reoli mewn cyfnod cyffrous o newid, i adeiladu ar ein llwyddiant a sicrhau ein bod yn ymdrechu am ragoriaeth ym mhopeth a wnawn.

Cafodd GCD Sir Fynwy ei adolygu yn ddiweddar i sicrhau bod ei gyfeiriad a'i ffocws ar y dyfodol yn gydnaws ag anghenion plant/pobl ifanc, ysgolion a'u teuluoedd. Mae newidiadau sy'n adlewyrchu gwelliant i'r gwasanaeth yn y dyfodol yn cynnwys symud i adeilad newydd ei adnewyddu a gynlluniwyd i ddiwallu yn well yr anghenion sydd gan ddisgyblion sy'n defnyddio'r gwasanaeth yn y Sir. Mae'r gwaith yn mynd rhagddo a bwriedir symud yn ystod tymor hydref 2024. Bydd gan Gydlynnydd y GCD gyfle i reoli a llunio'r trosiant pwysig hwn sy'n cynrychioli rhai o'r newidiadau cyffrous sydd i ddod i'r gwasanaeth hollbwysig hwn ac ymrwymiad i wella effeithlonrwydd y gwasanaeth gan yr Awdurdod Lleol.

Eich cyfrifoldebau yw:-

- Dod ag arweinyddiaeth ddeinamig a strategol a all yrru'r GCD ymlaen, drwy gymell ac ennyn brwdfrydedd pob rhanddeiliad i gyflawni eu gorau glas; creu diwylliant a gaiff ei rannu a hinsawdd cadarnhaol sy'n ymdreiddio drwy bob agwedd o uchelgeisiau a darpariaeth yr awdurdod lleol;
- Datblygu ymagweddau creadigol, ymatebol ac effeithiol ar ymgysylltu dysgwyr; cyfrannu at ddatblygu arfer ar y cyd o fewn y GCD a gwella profiad dysgu yr holl ddysgwyr bregus;
- Grymuso'r holl ddysgwyr i gymryd rhan weithgar yn eu dysgu eu hunain a datblygu cyfrifoldeb personol am wella eu cyfleoedd ar gyfer profiad addysgol, cyflogaeth a llesiant yn y dyfodol;
- Hyrwyddo anghenion dysgwyr bregus yn cynnwys rhai sy'n cyflwyno gydag ymddygiad sy'n herio;
- Cydweithio'n effeithlon gyda holl gymuned y GCD, yn ogystal â gydag ysgolion, gosodiadau ac asiantaethau eraill i ddarparu ymgwedd holistig at ofal a llesiant yr holl randdeiliaid;
- Bod yn gyfathrebydd rhagorol gyda sgiliau rhyngpersonol uwch;
- Bod yn ymarferydd blaengar, arloesol a chreadigol, sy'n gyfarwydd gyda'r ddeddfwriaeth ddiweddaraf yn cynnwys y cyfrifoldebau sy'n gysylltiedig gydag adnabod, asesu a darpariaeth effeithlon ar gyfer disgyblion gydag anghenion dysgu ychwanegol (ADY) a meddwl ac ymarfer seiliedig ar dystiolaeth;
- Defnyddio dyfnder gwybodaeth a phrofiad i ateb ysgod eang o anghenion addysgol, cymdeithasol ac emosiynol disgyblion gyda ADY;
- Arddangos ymroddiad cryf i gadarnhau partneriaethau sefydledig a llwyddiannus gyda staff, disgyblion, teuluoedd, aelodau'r Pwyllgor Rheoli, asiantaethau allanol eraill a'r gymuned yn ehangach;
- Dod ag agwedd gadarnhaol a hyblyg wrth reoli newid;

- Arddangos dealltwriaeth ragorol o gyfrifoldebau yng nghyswllt diogelu, i gydymffurfio gyda pholisïau diogelu corfforaethol a disgwyliadau Cyngor Sir Fynwy a amlinellir yn Cadw Dysgwyr yn Ddiogel, gan sicrhau y rhoddir blaenoriaeth i ddiogelu dysgwyr a staff ac y caiff prosesau eu gweithredu'n effeithiol ac i safon uchel;
- Gweithio dan bwysau tra'n rheoli sefyllfaoedd a allai fod yn heriol mewn modd effeithlon;
- Cydweithio gyda'r awdurdod lleol a swyddogion yr awdurdod lleol.

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

- Cyfle i ddatblygu sgiliau iaith Gymraeg.
- Cyfle cyffrous i arwain tîm staff ymroddedig, gofalgar a phrofiadol sy'n llawn cymhelliant ac yn gefnogol.
- Cyfle gwych i weithio gyda'n pobl ifanc anhygoel.
- Ymrwymiad i gwrdd ag anghenion disgyblion unigol a hyrwyddo eu cynhwysiad;
- Cyfle i weithio ar y cyd ag ystod o gydweithwyr i lunio'r agenda cynhwysiant yn y dyfodol o fewn yr ALI.
- SRhP wedi ymrwymo i wella gwasanaethau a datblygu model mwy cynaliadwy o ddarparu gwasanaethau, trwy gefnogaeth barhaus yr ALI, a gyda chysylltiadau effeithiol ag UCDAu ar draws y rhanbarth.
- Pwyllgor Rheoli cefnogol a phrofiadol.
- Cefnogaeth barhaus, wedi'i chynllunio ac ymatebol, gan y Swyddog Arweiniol ar gyfer Diogelu mewn Addysg a datblygiad proffesiynol cysylltiedig.
- Ystod o gyfleoedd dysgu proffesiynol arweinyddiaeth gyfoethog trwy'r Gwasanaeth Cyflawni Addysg (GCA) a'r ALI; gan gynnwys cymorth i gyflawni CPCP.

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

Caiff ein diben ei seilio ar ymdeimlad glir o bwy ydym fel sefydliad. Disgwyliwn i'r bobl sy'n gweithio gyda ni i rannu set gref o werthoedd a disgwyliwn 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 pob rhyngweithio.

A bydd y swydd 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.

Disgrifiad Swydd a Manyleb Person

Mae'r disgrifiad swydd hwn yn cyd-fynd â'r safonau, y gwerthoedd a'r tueddiadau a nodir yn Safonau Addysgu ac Arweinyddiaeth Proffesiynol 2018. Bydd Cydlynnydd y GCD yn ceisio dangos a hyrwyddo'r gwerthoedd a'r tueddiadau trosfwaol a ddiffinnir yn Safonau Proffesiynol y canlynol:

- 1) Hawl broffesiynol
- 2) Y Gymraeg a diwylliant Cymru
- 3) Hawliau dysgwyr
- 4) Llythrennedd, rhifedd a chymhwysedd digidol
- 5) Y dysgwr proffesiynol
- 6) Rôl y system

Mae gofyn i ddeiliad y swydd ymgymryd â chyfrifoldebau proffesiynol Pennaeth fel a nodir yn Nogfen Tâl ac Amodau Athrawon Ysgol.

DIBEN Y SWYDD

Datblygu gweledigaeth glir i'r GCD, mewn partneriaeth â holl randdeiliaid GCD, gan ddarparu'r arweinyddiaeth broffesiynol mae ei hangen i alluogi'r staff i gefnogi dysgwyr er mwyn iddynt gyflawni eu potensial llawn. Dylai hyn gael ei gyflawni'n unol â pholisïau'r Pwyllgor Rheoli, a'r blaenoriaethau a nodir mewn strategaethau addysg lleol a chenedlaethol.

MEYSYDD ALLWEDDOL

Addysgeg

1. Bod yn atebol am gefnogi addysgeg eraill drwy greu a chynnal yr amodau i wireddu'r pedwar diben i ddysgwyr a chyflawni'r gorau iddynt o ran llesiant, safonau a chynnydd.
2. Bod yn atebol am ddatblygu strategaethau, strwythurau a systemau, gyda'r holl randdeiliaid, i sicrhau bod y GCD yn gweithio'n effeithiol tuag at wireddu gweledigaeth a rennir a chyflawni gwelliant cynaliadwy, er mwyn galluogi cyflawniad y pedwar diben dysgu, gan ystyried amgylchiadau, polisïau a mentrau cenedlaethol a lleol.
3. Annog a gweithio gydag eraill i greu a chynnal ethos gwasanaeth ac amgylchedd dysgu sy'n hwyluso dysgu effeithiol.
4. Sicrhau trefniant a chyflenwi'r cwricwlwm a rhoi amrywiaeth o ymagweddau addysgeg ar waith y GCD i gefnogi addysgu a dysgu o safon uwch a chyflawni'r Cwricwlwm i Gymru.
5. Sicrhau ffocws gwasanaeth cyfan cyson a pharhaus ar lesiant, profiad a chyflawniad yr holl ddysgwyr, gan sefydlu diwylliant sy'n gwerthfawrogi barn dysgwyr wrth hysbysu pob cam o ddysgu a phrofiad GCD.
6. Bod yn gyfrifol am ddatblygu polisïau ac arferion, ar y cyd â'r rhanddeiliaid perthnasol, sy'n hyrwyddo'r Gymraeg a diwylliant Cymru ac sy'n datblygu sgiliau dwyieithog dysgwyr fel y bo'n briodol.

7. Galluogi datblygiad y pedwar diben ar gyfer dysgu drwy greu strwythurau a systemau sy'n cefnogi cynllunio ac sy'n pwysleisio disgyblaethau meysydd dysgu gwahanol mwn cyd-destun i sicrhau dysgu ac addysgu effeithiol iawn.
8. Datblygu a gweithredu systemau effeithiol i fonitro a gwerthuso effaith profiadau dysgu a chynnydd dysgwyr i gyflwyno gwelliant parhaus.
9. Arddangos atebolrwydd o ran llesiant a deilliannau dysgwyr drwy weithio gyda'r holl randdeiliaid perthnasol i sicrhau y gwerthfawrogi llesiant a chyflawniad yr holl ddysgwyr a bod hynny'n amlwg drwy'r GCD.
10. Datblygu strategaethau, strwythurau, polisïau a systemau cynhwysol, ar y cyd â rhanddeiliaid perthnasol, sy'n galluogi'r holl ddysgwyr i gael mynediad llawn i gyfleoedd i gyflawni a sicrhau y diwellir eu hanghenion dysgu unigol.
11. Hyrwyddo a sicrhau cydraddoldeb mewn llwybrau dysgu academiaidd, galwedigaethol a dysgu drwy brofiad.
12. Datblygu a llunio cofnod cydlynol, dealladwy a chywir o berfformiad y GCD i amrywiaeth o bartneriaid, gan gynnwys rhieni/gofalwyr, aelodau'r Pwyllgor Rheoli a'r Awdurdod Lleol, gan sicrhau bod hyn yn cynnwys llesiant a chynnydd dysgwyr.
13. Rheoli dulliau cyfathrebu effeithiol a gweithredu argymhellion sy'n codi o adroddiadau, gan gynnwys canlyniadau hunan-werthuso ac arolygon allanol gan Estyn, er mwyn datblygu a chynnal gwelliant gwasanaeth.
14. Cydweithio gyda holl randdeiliaid y GCD i adeiladu hinsawdd gwasanaeth a diwylliant dysgu sy'n adlewyrchu cyfoeth ac amrywiaeth cymuned y GCD, yn cynnwys y Gymraeg a diwylliant Cymru.

**Cyfrannu, fel y bo'n briodol, at yr addysgu yn y GCD.*

Cydweithio

15. Sefydlu hinsawdd o gefnogaeth ar y cyd a chydweithio effeithiol yn y GCD a'r tu hwnt i ddatblygu, gwella a rhannu addysgeg effeithiol.
16. Sefydlu diwylliant dysgu ar y cyd yn y GCD a gweithio gyda sefydliadau addysg eraill i adeiladu cymunedau dysgu effeithiol.
17. Hyrwyddo a hwyluso cydweithio effeithiol gyda chyflogwyr, busnesau, y llywodraeth a gweithwyr addysg proffesiynol eraill i annog ymagweddau arloesol a chefnogi a gwella arfer beunyddiol y sefydliad dysgu.
18. Sefydlu a meithrin partneriaethau yn y GCD ac ar draws Unedau Cyfeirio Disgyblion i rannu arfer gorau a chefnogi gwella'r ysgol er lles yr ysgol o ran cefnogaeth o safon a hyblyg i ddatblygu arfer proffesiynol.
19. Gweithio gyda'r Pwyllgor Rheoli fel ei fod yn gallu bodloni ei gyfrifoldebau wrth gefnogi dysgu ac addysgu effeithiol a chynnal gwelliant y gwasanaeth.
20. Croesawu llywodraethu cryf a chefnogi'r Pwyllgor Rheoli mewn modd gweithredol i ddeall ei rôl a chyflawni ei swyddogaethau'n effeithiol.
21. Meithrin perthnasoedd effeithiol ac agored gyda rhieni/gofalwyr a'r gymuned ehangach i'w cynnwys yn llesiant, profiadau a chynnydd dysgwyr a sicrhau bod y GCD yn chwarae rôl ganolog yn y gymuned.
22. Cydweithio ag asiantaethau eraill, gan gynnwys yr awdurdod lleol, wrth ddarparu ar gyfer llesiant dysgwyr a'u teuluoedd.
23. Datblygu ymrwymiad gwasanaeth cyfan at welliant parhaus a datblygiad cynaliadwy drwy hyrwyddo a hwyluso cyfleoedd cydweithredol i'r holl staff,

gan nodi meysydd o gonsyrn yn gywir a chymryd camau gweithredu priodol i gefnogi a sicrhau perfformiad gwell.

Dysgu Proffesiynol

24. Creu amgylchedd lle caiff dysgu proffesiynol ei werthfawrogi, sy'n cael effaith ar addysgeg ac sy'n cefnogi twf proffesiynol ar draws y gymuned ddysgu yn y GCD a'r tu hwnt.
25. Sicrhau dysgu proffesiynol cynaliadwy â ffocws i'r holl staff, gan gynnwys twf proffesiynol o fewn arfer addysgeg, profiadau a deilliannau'r dysgwyr.
26. Datblygu diwylliant sy'n cefnogi twf ac arweinyddiaeth ar bob lefel drwy ddatblygu a meithrin potensial arweinyddiaeth mewn eraill, a chyfrannu at gyfleoedd sydd ar gael i adeiladu ar gapasiti arweinyddiaeth y GCD.
27. Sefydlu rhwydweithiau a chymunedau proffesiynol i alluogi'r GCD i chwarae rôl weithredol yn y gymuned addysg ehangaf gan gyfrannu at hyfforddi athrawon y dyfodol ac oedolion eraill sy'n gweithio gyda dysgwyr a datblygu ymchwil sy'n ymwneud ag arfer.

Arloesedd

28. Cydlynu arloesedd gyda'r holl randdeiliaid perthnasol i sicrhau bod y GCD yn defnyddio ac yn elwa o ymagweddau sy'n seiliedig ar dystiolaeth at arloesedd sy'n gydnaws â'r weledigaeth tymor hir i Gymru.
29. Sefydlu rhaglen tymor hir o ymagweddau sy'n seiliedig ar dystiolaeth at arloesedd sy'n ceisio bodloni heriau, rheoli newid a datblygu dysgu'n effeithiol i wella llesiant a deilliannau.
30. Creu diwylliant lle caiff arbenigedd, profiad ac arfer addysgeg eu datblygu'n barhaus a'i rannu ar draws ysgolion.
31. Datblygu diwylliant lle defnyddir arfer arloesol ar sail dystiolaeth ei ddefnyddio i werthuso effaith newidiadau yng nghymuned y GCD a'r tu hwnt.

Arweinyddiaeth

32. Gweithio gyda chymuned y GCD i gyflwyno cydlyniant, eglurder ac ymrwymiad a rennir i wireddu'r weledigaeth, y dysgwyr, y cydweithwyr a'r gymuned addysgeg ehangach yng Nghymru.
33. Gweithio gyda rhanddeiliaid perthnasol i sicrhau bod cynllunio strategol yn adlewyrchu amrywiaeth, gwerthoedd, profiadau a chyd-destun yr ysgol a'r gymuned ehangach.
34. Sicrhau, gyda chefnogaeth a mewnbwn y Pwyllgor Rheoli, fod y GCD yn cydymffurfio â'r holl bolisiau mewnol, lleol a chenedlaethol.
35. Creu diwylliant lle gall eraill dyfu'n broffesiynol.
36. Datblygu a meithrin potensial arweinyddiaeth mewn eraill ar bob lefel i feithrin capasiti arweinyddiaeth y GCD ac ysbrydoli arweinwyr eraill y dyfodol.
37. Datblygu, grymuso a chynnal unigolion a thimau effeithiol drwy arweinyddiaeth a ddsberthir, gan annog arfer adlewyrchol.

38. Adeiladu rhwydweithiau effeithiol i rannu gwybodaeth, ymchwil ac arbenigedd ymarferol proffesiynol sy'n galluogi'r GCD ac ysgolion eraill i elwa drwy gydweithio ar y cyd.

Rheoli'r GCD

39. Cynhyrchu a gweithredu cynlluniau a pholisïau gwella clir sy'n seiliedig ar dystiolaeth er mwyn datblygu'r GCD a'i gyfleusterau, mewn cydweithrediad â'r rhanddeiliaid perthnasol.

40. Gyda chefnogaeth y Pwyllgor Rheoli a'r Awdurdod Lleol, rheoli a threfnu amgylchedd y GCD yn effeithlon ac yn effeithio i sicrhau ei fod yn diwallu anghenion y cwricwlwm a rheoliadau iechyd a diogelwch.

41. Gwneud defnydd effeithiol o'r gefnogaeth a'r her a ddarperir gan yr Awdurdod Lleol, consortia rhanbarthol a chyrff perthnasol eraill.

42. Gweithio gyda'r Pwyllgor Rheoli a'r Awdurdod Lleol i reoli adnoddau ariannol a dynol yr ysgol yn effeithiol ac yn effeithlon i gyflawni blaenoriaethau a nodau addysgol y GCD.

43. Monitro, gwerthuso ac adolygu, ar y cyd â'r Pwyllgor Rheoli, yr amrywiaeth, yr ansawdd a'r defnydd o'r holl adnoddau sydd ar gael i wella ansawdd yr addysg i'r holl ddysgwyr ac i sicrhau gwerth am arian.

44. Gweithio gyda rhanddeiliaid perthnasol i ddatblygu a gweithredu strategaethau sy'n sicrhau amgylchedd diogel, tawel a threfnus i'r holl ddysgwyr a staff a sicrhau safonau uchel o ymddygiad a phresenoldeb, gan greu amodau dysgu llwyddiannus.

MANYLEB PERSON

M = Meini prawf cyrraedd y rhestr fer

Sylwer, gall y meini prawf er mwyn cyrraedd y rhestr fer hefyd gael eu profi yn y cam asesu

	HANFODOL	DYMUNOL
CYMHWYSTER	<p>Statws athro cymwys (M)</p> <p>Gradd (M)</p> <p>Cofrestriad cyfredol gyda Chyngor y Gweithlu Addysg (M)</p>	<p>Cymwysterau pellach a/neu astudiaethau proffesiynol sy'n berthnasol i'r ystod oedran. (M)</p> <p>CPCP i Ben\aeithiad newydd (M)</p>
GWYBODAETH A PHROFIAD	<p>Profiad sylweddol a diweddar fel uwch arweinydd PRU neu ddarpariaeth arbenigol.</p> <p>Llwyddiant amlwg mewn amrywiaeth o rolau strategol yn cynnwys:</p> <ul style="list-style-type: none"> • arwain gwasanaeth mawr yn darparu ystod o wasanaethau i gefnogi plant a phobl ifanc sy'n profi anghenion cymdeithasol, emosiynol ac iechyd meddwl • cymryd rôl arweiniol wrth weithio mewn partneriaeth ag ystod o asiantaethau a sefydliadau statudol ac anstatudol. • rheoli cyllidebau o fewn tîm Awdurdod Lleol neu ysgol (lefel Uwch Dîm Rheoli). <p>Gwybodaeth a dealltwriaeth gyfredol o ddeddfwriaeth Addysg a chanllawiau statudol ar, ond heb fod yn gyfyngedig i, y Cwricwlwm i Gymru, diwygio ADY a fframweithiau Cymwysterau yn ogystal â diwallu anghenion dysgwyr gydag anghenion cymdeithasol, emosiynol ac iechyd meddwl.</p> <p>Gwybodaeth ragorol o arfer gorau a gweithdrefnau ar gyfer diogelu plant a phobl ifanc (M) ac amrywiaeth o ddulliau ymgysylltu</p>	<p>Profiad o reoli iechyd a diogelwch</p>

	HANFODOL	DYMUNOL
	<p>plant, datblygu sgiliau cymdeithasol plant a phobl ifanc a rheoli gwrthdaro ymysg disgyblion ac oedolion yn llwyddiannus.</p> <p>Profiad amlwg o fonitro, gwerthuso ac adolygu perfformiad er mwyn gwella cyflawniad i'r holl grwpiau o ddisgyblion.</p> <p>Gwybodaeth ddiweddar a dealltwriaeth o'r hyn yw dysgu ac addysgu rhagorol a sut i'w gweithredu (M)</p> <p>Gwybodaeth am strategaethau a gweithdrefnau effeithiol sy'n ymwneud â dysgu proffesiynol ac adolygu perfformiad.</p> <p>Profiad llwyddiannus o reoli newid.</p> <p>Profiad o feithrin perthnasoedd effeithiol gyda llywodraethwyr neu Bwyllgor Rheoli, rhieni a'r gymuned ehangach (M)</p>	
SGILIAU	<p>Y gallu i gyfleu a chyfathrebu gweledigaeth glir o ddarpariaeth addysg o safon i'r GCD yng noleuni diwygio'r cwricwlwm newydd (M)</p> <p>Gallu rheoli strategol gan gynnwys adnoddau a chynllunio staff, ariannol a chynllunio (M)</p> <p>Y gallu i arwain, rheoli a hybu staff a disgyblion i gyflawni safonau uchel mewn cyflenwi a deilliannau, tra'n cynnal lefelau uchel o lesiant (M)</p> <p>Profiad llwyddiannus o ddarparu ar gyfer disgyblion ag anghenion dysgu ychwanegol a grwpiau o ddysgwyr bregus (M)</p> <p>Y gallu i feithrin rhwydwaith cryf o berthnasoedd a phartneriaethau cydweithredol gyda PRU eraill,</p>	<p>Lefel uchel o sgiliau personol mewn defnyddio a gweithredu technoleg gwybodaeth a chyfathrebu (TGCh)</p>

	HANFODOL	DYMUNOL
	<p>proffesiynau addysgol a sefydliadau allanol priodol (M)</p> <p>Y gallu i gyfathrebu a datblygu cysylltiadau'n effeithiol, ar lafar ac yn ysgrifenedig gydag amrywiaeth o gynulleidfaoedd (M)</p> <p>Galluoedd trefnu da a'r gallu i ddirprwyo</p>	
NODWEDDION PERSONOL	<p>Y gallu i fod yn wydn dan bwysau a bod yn gadarnhaol ac yn frwdfrydig</p> <p>Ymroddiad i ddysgu proffesiynol parhaus ar gyfer yr hunan ac eraill</p> <p>Ymroddiad i hyrwyddo llesiant holl aelodau'r gymuned GCD (M)</p> <p>Y gallu i arddangos barn gadarn a chytbwys, pendantrwydd a hyblygrwydd</p> <p>Dilysrwydd, teyrngarwch a sensitifrwydd</p>	<p>Ymroddiad i hyrwyddo'r iaith Gymraeg a diwylliant Cymru</p> <p>Sgiliau yn y Gymraeg yn ddymunol Gall fod angen i chi ddysgu neu wella eich sgiliau presennol drwy fynychu hyfforddiant yn y y Gymraeg y bydd y Cyngor yn talu amdano ar gyfer staff</p>
GOFYNION ERAILL	<p>Mae'r swydd hon wedi'i heithrio o Deddf Adsefydlu Troseddwyr (1974) ac ymgymerir â phroses sgrinio gynhwysfawr i'r holl ymgeiswyr. Bydd hyn yn cynnwys rhestr wirio eithrio gyda'r Gwasanaeth Datgelu a Gwahardd (DBS).</p> <p>Deall ac arddangos parodrwydd i hyrwyddo polisi cyfle cyfartal y Cyngor.</p>	

Os ydych angen unrhyw wybodaeth bellach am y swydd hon, cysylltwch os gwelwch yn dda gyda: Dr Morwenna Wagstaff, Pennaeth Gwasanaeth: Cynhwysiant ar 01633 644032 neu e-bost: Morwenna.Wagstaff@Monmouthshire.gov.uk

Dyddiad Cau:

12pm ar ddydd Gwener, 13eg Medi 2024

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"> 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

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"> 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 	<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. 	<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

	<ul style="list-style-type: none"> Gall gyfrannu at gyfarfod ond bydd angen troi i'r Saesneg ar gyfer termau arbenigol. 		
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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"> 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 sgysiau 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 llythyrau'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. Yn gallu ysgrifennu'n gymharol gywir wrth ddrafftio taflen wybodaeth fer neu boster yn Gymraeg yn ôl yr angen.

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"> Gall ddilyn y rhan fwyaf o sgysiau a thrafodaethau gydag unigolion neu gydweithwyr hyd yn oed os 	<ul style="list-style-type: none"> Gall gyfrannu'n effeithlon at gyfarfodydd mewnol ac allanol mewn cyd-destun gwaith. 	<ul style="list-style-type: none"> Gall ddarllen y rhan fwyaf ohebiaeth a bwrw golwg ar destunau hir i ganfod manylion. 	<ul style="list-style-type: none"> Gall gynhyrchu gohebiaeth o bob math, adroddiadau byr, dogfennau a llenyddiaeth

<p>yw'r deunydd pwnc yn anghyfarwydd.</p>	<ul style="list-style-type: none"> • 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 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. 	<p>gyda chymorth offer cyfieithu Cymraeg e.e. Cysgair, Cysill.</p>
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LEFEL 5

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 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 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.