

# DISGRIFIAD SWYDD

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| **Cyfadran:** | ADDYSG A DYSGU GYDOL OES |
| **Uwchadran:** | Ysgolion, Mynediad a Chynhwysiant |
| **Isadran:** | Mynediad a Chynhwysiant |
| **Uned:** | Gwasanaeth Cynnal Dysgu |
| **Teitl y Swydd:** | Athro - Anawsterau Cymdeithasol, Emosiynol ac Ymddygiadol |
| **Rhif y Swydd ar Vision:** | Ysgol Nant-gwyn  |
| **Gradd:** | Prif Raddfa Gyflog ynghyd â Lwfans Anghenion Addysgol Arbennig (AAA) (£2001) pro rata |
| **Yn atebol i:** | Pennaeth a Dirprwy Bennaeth  |
| **Swyddi sy'n ateb i'r swydd yma:** | Staff cymorth y Dosbarth Cynnal Dysgu  |
| **Carfan:** | CA3/CA4 |
| **Lefel Gwiriad y Gwasanaeth Datgelu a Gwahardd:** | Manwl. |
| **Lleoliad:** | Ysgol Nant-gwyn |
| **Dyddiad y Disgrifiad:** | Medi 2022  |

**Amcanion Allweddol**

1. Sicrhau addysgu o ansawdd uchel, defnydd effeithiol o adnoddau a safonau dysgu a chyflawniad gwell gan ddysgwyr ag Anawsterau Cymdeithasol, Emosiynol ac Ymddygiadol.
2. Bod yn gyfrifol am reoli staff cymorth yn effeithiol yn y Dosbarth Cynnal Dysgu ar gyfer disgyblion ag Anawsterau Cymdeithasol, Emosiynol ac Ymddygiadol
3. Bod yn gyfrifol am ddatblygu, trefnu, adolygu a gwerthuso darpariaeth Anawsterau Cymdeithasol, Emosiynol ac Ymddygiadol yn yr ysgol ar y cyd â'r Pennaeth a'r Awdurdod Lleol.

## Cyfrifoldebau allweddol

1. Sicrhau bod eich darpariaeth yn gweithredu'n ddi-drafferth o ddydd i ddydd. Paratoi a monitro pob agwedd o waith y disgyblion, gan gynnwys rhaglenni arbennigol.
2. Sicrhau cydweithio gyda’r staff arweiniol ar gyfer Dysgu ac Addysgu i sicrhau arferion addysgeg rhagorol a'u bod yn cael eu gweithredu yn y dosbarth.
3. Datblygu a gweithredu amserlen amrywiol i'r dosbarth a fydd yn cyfoethogi dysgu disgyblion, gan gyfeirio at amserlen yr ysgol gyfan i sicrhau bod gyda phob disgybl fynediad at brofiadau a gweithgareddau cytbwys a pherthnasol eang yn unol â pholisi'r ysgol.
* Cynllunio, gweithredu, monitro a gwerthuso cynlluniau cynhwysiant unigol ar gyfer yr holl ddisgyblion Anawsterau Cymdeithasol, Emosiynol ac Ymddygiadol y darperir ar eu cyfer gan ystyried anghenion a galluoedd unigol.
1. Addysgu'n unol â'r amserlen a chanllawiau cwricwlwm yr ysgol.
* Ymgysylltu â staff prif ffrwd yr ysgol i hyrwyddo cynhwysiant a chynnydd effeithiol.
1. Sicrhau bod pob disgybl yn derbyn cymorth a gofal addysgu priodol, gan ganiatáu iddyn nhw gyflawni eu potensial llawn.
2. Cydweithio ag Uwch Garfan Rheoli yr ysgol i leddfu unrhyw bryderon yn ymwneud â disgyblion unigol neu anawsterau yn y dosbarth.
3. Bod yn gyfrifol am sicrhau amgylchedd dysgu cynhwysol a deniadol, o ran arddangosfeydd perthnasol, trefniadaeth ystafell ddosbarth briodol, gan sicrhau bod eich ystafell ddosbarth yn hwyluso dysgu ar gyfer dysgwyr ag Anawsterau Cymdeithasol, Emosiynol ac Ymddygiadol.
4. Asesu, cofnodi ac adrodd yn briodol ar gyfer pob disgybl yn unol â'r polisi y cytunwyd arno.
5. Sefydlu a chynnal sianelu cyfathrebu clir gyda rhieni/gwarcheidwaid, ac, os oes angen, gofyn i aelod o Uwch Garfan Rheoli yr Ysgol eich helpu i gael cydweithrediad rhieni mewn sefyllfaoedd cymhleth.
6. Cydweithio gyda Swyddog Plant sy'n Derbyn Gofal yr ysgol i sicrhau darpariaeth briodol ar gyfer y disgyblion hynny.
7. Cydweithio â charfanu ‘Cyflawniad ac Anghenion Dysgu Ychwanegol (ADY)’ yr ysgol i sicrhau bod ymateb graddedig cadarn yn cael ei roi ar waith ar gyfer yr holl ddysgwyr sy’n defnyddio’r ddarpariaeth Anawsterau Cymdeithasol, Emosiynol ac Ymddygiadol.
8. Gweithredu strategaethau Anawsterau Cymdeithasol, Emosiynol ac Ymddygiadol arbenigol gyda dysgwyr lle bo angen.
9. Defnyddio TGCh i gynorthwyo â'r dysgu
10. Ar y cyd â Chydlynydd ADY yr ysgol, casglu gwybodaeth ynghyd ar gyfer asesiadau ffurfiol/adolygiadau blynyddol, fel sy'n ofynnol gan y Cod Ymarfer.
11. Cyfrannu a gweithio'n rhan o Garfan Cyflawniad yr ysgol, gan sicrhau bod polisi perthynas gadarnhaol yr ysgol yn cael ei gymhwyso’n gyson ym mhob rhan o'r ddarpariaeth Anawsterau Cymdeithasol, Emosiynol ac Ymddygiadol
12. Cydgysylltu a chydweithio ag asiantaethau allanol yn ôl yr angen, gan fynychu cyfarfodydd lle bo angen er mwyn darparu gwybodaeth gyfredol a chywir sy’n canolbwyntio ar y disgybl.
13. Addysgu'ch hun am faterion polisi a chwricwlwm perthnasol trwy ddarllen a mynychu cyrsiau datblygiad proffesiynol. Cymryd rhan a chyfrannu tuag at raglen ddysgu proffesiynol yr ysgol.
14. Cymryd rhan mewn hyfforddiant i wella sgiliau staff yr ysgol mewn perthynas â materion Anawsterau Cymdeithasol, Emosiynol ac Ymddygiadol, a phan fo'n berthnasol, arwain ar yr hyfforddiant hwnnw.
15. Bod yn gyfrifol am ofal bugeiliol y disgyblion yn eich dosbarth, trwy fod yn effro i absenoldebau, cadw llygad am drallod, newidiadau yn amgylchiadau'r cartref a rhoi gwybod am unrhyw newidiadau i'r staff perthnasol.
16. Cymryd rhan mewn adolygiad blynyddol o'ch gwaith a'ch cyflawniad.
17. Cyfrannu at hyfforddiant mewn swydd yr ysgol gyfan
18. Rheoli llinell Cynorthwywyr Cynnal Dysgu y ddarpariaeth Anawsterau Cymdeithasol, Emosiynol ac Ymddygiadol.
19. Modelu strategaethau addysgu rhagorol ar gyfer Cynorthwywyr Cynnal Dysgu mewn perthynas â disgyblion unigol
20. Cydymffurfio â'r polisïau a gweithdrefnau i gyd sy'n ymwneud â diogelu plant.
21. A chithau'n weithiwr, bod yn effro i'ch cyfrifoldebau iechyd a diogelwch, a'u gweithredu. Lle y bo'n briodol, bod yn effro i unrhyw gyfrifoldebau iechyd a diogelwch arbenigol neu reoli ychwanegol fel sydd wedi'u diffinio ym mholisi a gweithdrefnau iechyd a diogelwch yr ysgol, a'u gweithredu.
22. Cynnal cyfarfodydd sy'n canolbwyntio ar unigolion a'r unigolyn gyda rhanddeiliaid perthnasol yn unol â phrosesau Cynlluniau Datblygiad Personol o dan ofynion y Cod ADY.

Cyflawni unrhyw ddyletswyddau a chyfrifoldebau sy'n gymesur â'ch swydd, fel sy'n ofynnol yn rhesymol gan y Gwasanaeth Mynediad a Chynhwysiant ac mewn cytundeb â'r Pennaeth.

**BYDD CYNNWYS Y DDOGFEN YMA'N CAEL EI ADOLYGU O BRYD I'W GILYDD MEWN YMGYNGHORIAD Â DEILIAD Y SWYDD. MAE'N BOSIBL BYDD Y DISGRIFIAD SWYDD YN NEWID YN SGIL HYNNY.**

**Mae diogelu plant ac oedolion agored i niwed yn gyfrifoldeb craidd pob un o'n gweithwyr. Mae disgwyl i weithwyr roi gwybod i'w rheolwyr llinell am unrhyw bryderon sydd gyda nhw o ran achosion o gam-drin Plentyn neu Berson Ifanc sy'n agored i niwed, neu ymddygiad amhriodol tuag atyn nhw.**



**MANYLEB PERSON**

**Mae'r fanyleb yma'n nodi gwybodaeth a/neu gymwysterau, profiad a chymwyseddau personol a fyddai'n ddelfrydol ar gyfer y swydd benodol yma.**

Mae'r adrannau **Gwybodaeth/Cymwysterau a Phrofiad** yn disgrifio'r gallu technegol sy'n angenrheidiol er mwyn gwneud y swydd yma yn llwyddiannus.

Mae'r adran **Cymwyseddau** yn disgrifio'r mathau o sgiliau (heb fod yn dechnegol), y galluoedd, a'r nodweddion personol, a fyddai gyda'r person sy'n ddelfrydol ar gyfer y swydd benodol yma. Mae'r cymwyseddau yn disgrifio sut byddai'r person hwnnw, yn ddelfrydol, yn gweithio gyda phobl eraill a sut y byddai'n ymgymryd â'i gyfrifoldebau.

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| PRIODOLEDD | HANFODOL | DYMUNOL |
| ADDYSG/GWYBODAETH | * Cymhwyster dysgu cydnabyddedig
* Gradd Anrhydedd da neu gyfwerth.
* Gwybodaeth gadarn o'r cwricwlwm yng Nghyfnodau Allweddol 3 a 4.
* Datblygiad Proffesiynol Parhaus (DPP) diweddar, gan gynnwys Diogelu, ADY ac Anawsterau Cymdeithasol, Emosiynol ac Ymddygiadol
* Bod yn fodlon ymgymryd â hyfforddiant arbenigol pellach lle bo hynny'n briodol mewn perthynas â diwallu anghenion disgyblion ag Anawsterau Cymdeithasol, Emosiynol ac Ymddygiadol.
* Gweithdrefnau Amddiffyn Plant
* Gwybodaeth am systemau olrhain cynnydd disgyblion, e.e. B-Squared.
* Gwybodaeth a phrofiad o strategaethau penodol i gynorthwyo â disgyblion ag Anawsterau Cymdeithasol, Emosiynol ac Ymddygiadol.
* Gwybodaeth am ddeddfwriaeth ADY gyfredol.
* Gwybodaeth am ganllawiau addysg cyfredol allweddol gan gynnwys agweddau ar gyfrinachedd.
* Tystiolaeth o DdDP parhaus ym maes ADY.
 | * Cymhwyster ôl-raddedig mewn Anawsterau Cymdeithasol, Emosiynol ac Ymddygiadol neu ddiploma uwch mewn AAA neu gymwysterau AAA eraill.
* Cymhwyster/cymwysterau AAA perthnasol pellach.
* DPP diweddar, perthnasol a sylweddol mewn perthynas ag Anawsterau Cymdeithasol, Emosiynol ac Ymddygiadol.
* Hyfforddiant ar ddefnyddio Ymyriad Corfforol Cyfyngol.
* Gwybodaeth am arferion ac ymchwil arloesol ym maes Anawsterau Cymdeithasol, Emosiynol ac Ymddygiadol
* Y gallu i siarad Cymraeg.
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| PRIODOLEDD | HANFODOL | DYMUNOL |
| SGILIAU | * Sgiliau TGCh cryf mewn perthynas â maes rheoli a'r cwricwlwm.
* Y gallu i weithio'n effeithiol yn rhan o garfan.
* Y gallu i ddatrys achosion o wrthdaro ac ymdrin yn sensitif â phobl.
* Y gallu i geisio cymorth, a'i dderbyn pan fo angen.
* Y gallu i ymateb yn bwyllog i ddisgyblion sydd ag ymddygiadau heriol.
 | * Y gallu i ddadansoddi data cyflawniad
* Yn hunan-ysgogi
* Y gallu i gymryd cyfrifoldeb am eich DPP eich hun.
* Y gallu i weithio o dan bwysau.
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| PROFIAD | * Profiad o ddarpariaeth AAA gan gynnwys lleoli Cynorthwywyr Cynnal Dysgu a staff cysylltiedig yn effeithiol.
* Profiad o gyfrannu at broses adolygu polisi ysgol gyfan.
* Profiad o fod yn athro/athrawes ddosbarth effeithiol yng Nghyfnodau Allweddol 3 a 4.
* Profiad o weithio ar y cyd ac yn effeithiol gyda rhieni neu warcheidwaid ac ystod o asiantaethau.
* Profiad o weithdrefn ADY/AAA statudol (Cod Ymarfer AAA).
* Profiad o gynllunio addysgu a dysgu ystod o ddisgyblion ag Anawsterau Cymdeithasol, Emosiynol ac Ymddygiadol mewn naill ai ysgol brif ffrwd neu ysgol arbennig
 | * Profiad o weithio mewn darpariaeth arbenigol ar gyfer disgyblion ag Anawsterau Cymdeithasol, Emosiynol ac Ymddygiadol.
* Profiad o ddarparu hyfforddiant.
* Profiad o rôl strategol wrth gynnal gwaith gwella'r ysgol
* Profiad o rwydweithio proffesiynol ym maes AAA/ADY yn lleol ac yn rhanbarthol.
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# JOB DESCRIPTION

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| **Group:** | EDUCATION & LIFELONG LEARNING |
| **Division:** | Schools & Access & Inclusion |
| **Section:** | Access and Inclusion |
| **Sub Section:** | Learning Support Service |
| **Post Title:** | Teacher – Social, Emotional and Behavioural Difficulties |
| **Vision Post Number:** | Ysgol Nant Gwyn  |
| **Grade:** | MPG + SEN allowance (£2001) pro rata |
| **Responsible to:** | Headteacher and Deputy Headteacher  |
| **Post reporting to this post:** | Learner Support Class support staff  |
| **Team:** | KS3/KS4 |
| **CRB Required Level:** | Enhanced. |
| **Location:** | Ysgol Nant Gwyn |
| **Date of Description:** | September 2022  |

**Key Objectives**

1. To secure high quality teaching, effective use of resources and improved standards of learning and achievement by learners with social, emotional and behavioural difficulties (SEBD)
2. To be responsible for the effective management of support staff within the Learner Support Class for pupils with SEBD
3. To be responsible for the development, organisation, review and evaluation of the SEBD provision at the school in conjunction with the Headteacher and LA.

## Key responsibilities

1. Maintaining the smooth day to day running of the provision. Preparing and monitoring all aspects of pupils’ work, including all specialist programmes.
2. Ensure to collaborate with the lead staff for Learning & Teaching to ensure excellent pedagogical practices and implemented within the class.
3. Develop and implement a diverse and enriching class timetable, with reference to the whole school timetable to ensure all pupils have access to a broad balanced and relevant experiences and activities in line with the school’s curriculum.
* To plan, implement, monitor and evaluate individual inclusion plans for all SEBD learners in the provision taking account of individual needs and abilities.
1. Teaching according to the timetable and school’s curriculum guidelines.
* Liaising with mainstream school staff to promote effective inclusion and progress.
1. Ensuring that all pupils are receiving appropriate teaching support and care, allowing them to achieve their full potential.
2. Working in collaboration with the schools Senior Leadership Team to reduce any concerns relating to individual pupils or to class difficulties.
3. To be responsible for ensuring an inclusive and inviting learning environment, in terms of relevant displays, appropriate classroom organisation, ensuring that your classroom facilitates learning for learners with SEBD.
4. To undertake appropriate assessment, recording and reporting for all pupils inline with the agreed policy.
5. To establish and maintain clear lines of communication with parents/carers, and, if necessary, asking a member of the School Senior Leadership Team to support parental co-operation in complex situations.
6. To work in collaboration with the schools CLA officer to ensure appropriate provision for CLA pupils.
7. To work in collaboration with the schools ‘Achievement and ALN’ teams to ensure a robust graduated response is implemented for all learners accessing the SEBD provision.
8. To implement specialist SEBD strategies with learners where necessary.
9. To use ICT to support learning
10. To work in collaboration with the schools ALNCO to compile information for formal assessment/annual reviews, as required by the Code of Practice.
11. To contribute and work as part of the schools achievement team, ensuring the schools positive relationships policy is consistently applied throughout the SEBD provision
12. To liaise and co-operate with outside agencies as required, attending meetings where required to provide up to date, accurate pupil centred information.
13. To keep informed about relevant policy and curriculum matters through reading and attending professional development courses. To take part and contribute to the schools professional learning programme.
14. To take part in and, when relevant, lead training to up skill school staff in relation to SEBD issues.
15. To be responsible for the pastoral care of the pupils in your class, by being aware of absences, signs of distress, changes in home circumstances and to discuss any changes to the relevant staff.
16. To participate in an annual review of your role and performance.
17. To contribute to whole school inset.
18. To line manage SEBD provision LSAs.
19. To model excellent teaching strategies for LSAs in relation to individual pupils
20. To comply with and implement all safeguarding policy and procedures.
21. To be aware and implement your health and safety responsibilities as an employee and where appropriate, any additional specialist or managerial health and safety responsibilities as defined in the school’s health and safety policy and procedures.
22. To hold Personal Centred meetings with relevant stakeholders in line with IDP processes under the requirements of the ALN Code.

To undertake such duties and responsibilities commensurate with the your role, as may be reasonably required by Access and Inclusion in agreement with the Headteacher.

**THE CONTENTS OF THE DOCUMENT WILL BE THE SUBJECT TO REVIEW FROM TIME TO TIME IN CONSULTATION WITH THE POSTHOLDER. JOB DESCRIPTIONS MAY BE AMENDED TO REFLECT AND RECORD SUCH CHANGES.**

**Protecting Children and Vulnerable Adults is a core responsibility of all staff. Staff are expected to alert their line manager to any concerns they may have regarding the abuse or inappropriate treatment of a Child or Young Person, or Vulnerable adult.**



**PERSON SPECIFICATION**

**This Person Specification sets out the knowledge and / or qualifications, past experience and personal competencies that would be ideal for this particular post.**

The **Knowledge/ Qualifications and Experience** sections describe what is required in terms of the technical ability that is needed to do this job successfully.

The **Competencies** section describes the kinds of non-technical skills, abilities and personal characteristics that the ideal person for this particular role would have. The competencies describe how that person would ideally work with other people and how they would approach their responsibilities.

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| ATTRIBUTE | ESSENTIAL | DESIRABLE |
| EDUCATION/KNOWLEDGE | * A recognised teaching qualification
* Good Honours Degree or equivalent.
* Sound curriculum knowledge at KS3/4.
* Recent CPD including Safeguarding, ALN and SEBD
* Willingness to undergo further training where appropriate in relation to meeting the SEBD needs of pupils.
* Child Protection procedures
* Knowledge of pupil progress tracking systems eg. B Squared.
* Knowledge and experience of specific strategies to support pupils with SEBD.
* Knowledge of current ALN legislation.
* Knowledge of key current education guidance including aspects of confidentiality.
* Evidence of continuing professional development in ALN.
 | * Post graduate qualification in SEBD or advanced Diploma in SEN or other SEN qualifications.
* Further relevant SEN qualification (s).
* Recent, relevant and substantial CPD in relation to SEBD.
* Training in use of Restrictive Physical Intervention.
* Knowledge of innovative practice and research in the field of SEBD
* Ability to speak Welsh.
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| ATTRIBUTE | ESSENTIAL | DESIRABLE |
| SKILLS | * Strong ICT skills for management and curriculum.
* Able to work effectively as part of a team.
* Able to resolve conflicts and deal sensitively with people.
* Able to seek and accept support when necessary.
* Ability to respond calmly to learners exhibiting challenging behaviours.
 | * Able to analyse performance data,
* self motivating,
* Able to take responsibility for own CPD.
* Ability to work under pressure.
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| EXPERIENCE | * SEN provision experience including the effective deployment of Support Assistants and associate staff.
* Experience of contributing to whole school policy review.
* Experience as an effective classroom teacher at Key Stages 3 / 4.
* Experience of collaborative and effective working with parents or carers and a range of agencies.
* Experience of statutory ALN/SEN procedure (SEN Code of Practice).
* Experience of planning the teaching and learning for pupils with SEBD in either a mainstream or special school
 | * Experience of working in specialist provision for SEBD students.
* Experience of delivering training.
* Experience of a strategic role in school improvement
* Experience in professional networking in the field of SEN/ALN locally and regionally.
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