



SWYDD DDISGRIFIAD

DARLITHYDD GOSOD BRICS

37 AWR YR WYTHNOS, PARHAOL

CYFLOG - £28, 750 - £44, 442 Y FLWYDDYN

CAMPWS CaMDA, DOLGELLAU

PWRPAS Y SWYDD

Rôl darlithydd mewn Gosod Brics yw trefnu a chyflwyno sesiynau theori yn yr ystafell ddosbarth mewn gosod brics i lefel 3 a phynciau ychwanegol cysylltiedig. Mae'r rôl hefyd yn ei gwneud yn ofynnol i'r ymgeisydd llwyddiannus addysgu ymarferol mewn lleoliad gweithdy o bryd i'w gilydd a chynnal asesiad o waith dysgwyr, gallai hyn olygu mynd allan i'r gweithle i gynnal asesiad. Bydd darlithwyr hefyd yn cysylltu â'r Sefydliad Dyfarnu (City & Guilds) ac yn sicrhau bod ansawdd gwaith dysgwyr yn cael ei gynnal drwy weithgareddau sicrhau ansawdd mewnol.

Mae'r rôl hefyd yn cynnwys arweinyddiaeth o fewn y tîm, fel bod aseswyr a hyfforddwyr yn gweithio ar yr un pynciau yn y gweithdy ag sy'n cael eu haddysgu mewn sesiynau theori.

Yn ogystal â hyn, bydd angen cynnal sesiynau tiwtorial grŵp ac un i un rheolaidd i sicrhau bod pob dysgwr ar y trywydd iawn ac i gyfoethogi eu hamser yn y coleg. Bydd darparu cyfleoedd i ddysgwyr gymryd rhan yng nghystadlaethau Cystadleuaeth Sgiliau Cymru, World Skills, ac Urdd y Gosodwyr Brics hefyd yn rhan o'r rôl.

PRIF DDYLETSWYDDAU

A: Asesu Anghenion Y Dysgwyr

- A1. Darparu cyngor ac arweiniad priodol i ddarparu fyfyrwyr
- A2. Asesu profiadau dysgu a chyflawniadau blaenorol dysgwyr mewn perthynas â rhaglen ddysgu ddynodedig
- A3. Cynnal cyfweiliadau â darpar fyfyrwyr a gweinyddu unrhyw brofion dethol sydd eu hangen
- A4. Ymgymryd ag asesiadau cychwynnol a nodi unrhyw anghenion dysgu neu'r angen am gefnogaeth arbennig.

A5. Sicrhau bod dysgwyr yn cofrestru gyda'r coleg a chyrff dyfarnu

B: Cynllunio a Pharatoi Rhaglenni Dysgu ac Addysgu

- B1. Nodi canlyniadau dysgu a pharatoi Cynlluniau Gwaith a Chynlluniau Gwersi ar gyfer rhaglenni perthnasol yn unol â gofynion cyrff dyfarnu a chanllawiau'r Grŵp.
- B2. Sicrhau bod sgiliau sylfaenol (hanfodol) yn cael eu hintegreiddio i'r rhaglen ddysgu fel y bo'r angen
- B3. Cynllunio ar gyfer anghenion ieithyddol y grŵp myfyrwyr er mwyn caniatáu i fyfyrwyr ddefnyddio'r iaith a ddewisant (Cymraeg neu Saesneg) lle bynnag y bo modd
- B4. Dethol amrywiaeth o ddulliau dysgu i ddiwallu anghenion myfyrwyr

C: Rheoli'r Broses Ddysgu

- C1. Sefydlu a chynnal amgylchedd dysgu ddiogel ac effeithiol
- C2. Datblygu a defnyddio amrywiaeth o dechnegau dysgu ac addysgu er mwyn annog dysgu annibynnol a hwyluso dysgu trwy brofiadau
- C3. Cynhyrchu a defnyddio deunyddiau dysgu priodol gan ddefnyddio technoleg gwybodaeth dysgu lle y bo modd
- C4. Nodi a mynd i'r afael â diffyg cymhelliad a herio ymddygiad amhriodol
- C5. Gosod tasgau heriol a chytuno ar dargedau a nodau unigol gyda dysgwyr lle bo hynny'n briodol
- C6. Strwythuro sesiynau'n briodol i gadw at yr amserlen a chynnal diddordeb
- C7. Cynnal a hybu cyfathrebu effeithiol gyda, a rhwng, yr holl ddysgwyr, gan ddefnyddio technoleg briodol lle bo hynny'n berthnasol
- C8. Cynnal perthynas waith effeithiol o fewn timau'r rhaglen
- C9. Sefydlu cysylltiadau priodol a chysylltu â chyrff allanol yn ôl y galw
- C10. Trefnu ac arsylwi lleoliadau profiad gwaith i ddysgwyr gan ddilyn y trefniadau a gytunwyd arnynt, yn cynnwys ymweliadau a gweithgareddau preswyl lle bo hynny'n briodol
- C11. Cydymffurfio â systemau gwybodaeth coleg a sicrhau bod cydweithwyr yn cael yr holl wybodaeth angenrheidiol ar yr amser cywir ac ar y ffurf sefydliadol y cytunwyd arno
- C12. Cyfrannu at holl systemau sicrhau ansawdd perthnasol y coleg; gweithdrefnau rheoli mewnol ac allanol
- C13. Cymryd rhan mewn prosesau hunanasesu yn cynnwys gwerthuso modiwlau a chysiau

D: Darparu cefnogaeth i ddysgwyr

- D1. Cyfrannu at lunio gweithdrefnau cynefino a chyflwyno dysgwyr yn effeithiol i'r sefydliad
- D2. Sicrhau bod dysgwyr yn ymwybodol o wasanaethau cefnogi a chynghori priodol ac yn gwybod sut i'w defnyddio
- D3. Cynnal systemau tiwtora yn unol â chanllawiau'r coleg
- D4. Darparu cyngor, arweiniad, trefniadau cynefino a chefnogaeth academaidd

E: Aseu'r deilliannau dysgu a chyflawniadau'r dysgwyr

- E1. Cynllunio strategaethau aseu priodol ar gyfer rhaglenni dysgu yn unol â gofynion cyrff dyfarnu a rhoi gwybod i fyfyrwyr amdanynt
- E2. Defnyddio amrywiaeth o ddulliau aseu priodol i gynnal aseuadau teg a dibynadwy
- E3. Sicrhau bod dysgwyr yn cael adborth ysgrifenedig a llafar, sy'n glir ac yn adeiladol, o fewn cyfnod priodol
- E4. Cadw cofnodion aseu a darparu gwybodaeth i randdeiliaid perthnasol e.e. cydweithwyr, rhieni, cyflogwyr, cyrff dyfarnu

F: Ystyried a chlориannu eich perfformiad eich hun a chynllunio at y dyfodol

- F1. Cloriannu eich ymarfer eich hun mewn perthynas ag anghenion y dysgwyr a'r rhaglen
- F2. Defnyddio adborth o systemau sicrhau ansawdd i wella eich ymarfer eich hun
- F3. Sicrhau eich bod yn ymwybodol o ddatblygiadau cyfredol yn eich maes arbenigol
- F4. Cymryd rhan yn system Adolygu Perfformiad y coleg er mwyn cloriannu eich perfformiad ac adnabod anghenion datblygu
- F5. Cymryd rhan mewn datblygiad proffesiynol parhaus perthnasol

G: Dyletswyddau Penodol:

- G1. Ymgymryd â rôl Tiwtor Personol, Rheolwr Rhaglen, Dilysydd Mewnol ac os bydd y rheolwr rhaglen yn cytuno, gweithredu fel Prif Ddilysydd a Chydlynnydd Cwricwlwm.
- G2. Goruchwyllo arholiadau ac aseuadau fel bo'r angen

H: Cyfrifoldebau Cyffredinol

- H1. Cydymffurfio â pholisi Diogelwch, Iechyd a'r Amgylchedd Diwygiedig y Grŵp er mwyn cynnal amgylchedd gwaith ac amgylchedd addysgu diogel
- H2. Cyflawni unrhyw ddyletswyddau priodol eraill sy'n ymwneud â'ch rôl a'ch swydd ar gais eich rheolwr atebol, Uwch Gyfarwyddwr neu'r Prif Weithredwr



JOB DESCRIPTION

LECTURER IN BRICKLAYING

37 HOURS PER WEEK, PERMANENT

SALARY - £28, 750 - £44, 442 PER ANNUM

CaMDA CAMPUS, DOLGELLAU

JOB PURPOSE

The role of a Lecturer in Bricklaying is to organise and deliver classroom theory sessions in bricklaying to level 3 and associated additional topics. The role also requires the successful applicant to occasionally teach practical in a workshop setting and carryout assessment of learners work, this could involve going out to the workplace to carry out assessment. Lecturers will also liaise with the Awarding Organisation (City & Guilds) and ensuring that the quality of learner work is maintained through internal quality assurance activities.

The role also involves leadership within the team, so that assessors and instructors are working on the same topics in the workshop as are being taught in theory sessions.

In addition to this, there will be regular group and one to one tutorial sessions to ensure all learners are on track and to enrich their time at college. Providing opportunities for learners to take part in Skills Competition Wales, World Skills, and Guild of Bricklayers competitions will also fall under the role's purview.

MAIN DUTIES

A: Assessing Learners' Needs

- A1. Provide prospective students with appropriate advice and guidance
- A2. Assess learners' previous learning experiences and achievements in relation to the identified learning programme
- A3. Conduct interviews with prospective students and administer any necessary selection tests

- A4. Undertake initial assessments and identify any special learning or support Needs
- A5. Ensure learners are registered with the college and with awarding bodies

B: Planning and Preparing Teaching and Learning Programmes

- B1. Identify learning outcomes and prepare Schemes of Work and Lesson Plans for relevant programmes in line with awarding body requirements and Grŵp guidelines
- B2. Ensure that literacy and numeracy / essential skills are integrated into the learning programme as required
- B3. Plan for the linguistic needs of the student group in order to allow students to use their language of choice (Welsh or English) wherever possible
- B4. Select a range of learning methods to meet student needs

C: Managing the Learning Process

- C1. Establish and maintain a safe and effective learning environment
- C2. Develop and use a range of teaching and learning techniques to encourage individual learning and facilitate learning through experience
- C3. Produce and use appropriate learning materials using information learning technology where possible
- C4. Identify and address poor motivation and challenge inappropriate behaviour
- C5. Set challenging tasks and agree individual goals and targets with learners as appropriate
- C6. Structure sessions appropriately to provide pace and maintain interest
- C7. Maintain and encourage effective communication with and between all learners, using appropriate technology where relevant
- C8. Maintain effective working relationships within programme teams
- C9. Establish appropriate links and liaise with external bodies as required
- C10. Arrange and supervise work experience placements for learners following agreed procedures including visits and residential activity where appropriate
- C11. Comply with college management information systems and ensure that colleagues are given all necessary information at the correct time in the agreed organisational format
- C12. Contribute to all relevant college quality assurance systems; internal and external control procedures;
- C13. Participate in self-assessment processes including the evaluation of modules and courses

D: Providing learners with support

- D1. Contribute to the design of induction procedures and induct learners effectively into the organisation

- D2. Ensure that learners are aware of and have access to appropriate support and guidance services
- D3. Maintain tutorial systems in line with college guidelines
- D4. Provide advice, guidance, induction, pastoral and academic support and signpost to other suitable support avenues where appropriate

E: Assessing the outcomes of learning and learners' achievements

- E1. Plan appropriate assessment strategies for learning programmes in line with awarding body requirements and communicate these to students
- E2. Use a range of appropriate assessment methods to conduct fair and reliable assessments
- E3. Ensure that learners are provided with clear and constructive written and oral feedback within an appropriate timescale
- E4. Maintain assessment records and provide information to relevant stakeholders e.g. colleagues, parents, employers, awarding bodies

F: Reflecting upon and evaluating one's own performance and planning future practice

- F1. Evaluate your own practice in relation to learners' and programme needs
- F2. Use feedback from quality assurance systems to improve your own practice
- F3. Keep up to date with current development within your own specialist field
- F4. Participate in the college Performance Review system in order to evaluate own performance and identify development needs
- F5. Engage in relevant continuous professional development

G: Other Specific duties

- G1. Undertake the role of Personal Tutor, Programme Leader, Internal Verifier and, if agreed with the programme manager, Lead Verifier or Curriculum Co-ordinator
- G2. Invigilate examinations or assessments as appropriate

H: General Responsibilities

- H1. Comply with the Grŵp's Safety, Health & Environment Policy in order to maintain a safe working and learning environment
- H2. Undertake any other relevant duties appropriate to your role and position which may be required by the line manager, Executive Director or the Chief Executive.

DARLITHYDD MEWN GWAITH BRICS

MANYLEB Y PERSON

	Hanfodol	Dymunol
Cymwysterau	NVQ Lefel 3 mewn Gwaith Brics	Cymhwyster proffesiynol mewn maes perthnasol ac wedi cymhwyso i lefel HNC. Cymwysterau asesu a dilysu mewnol Cymhwyster Dysgu (TAR) Cymhwyster ECDL neu gymhwyster TG cyfatebol
Profiad	Lleiafswm o 3 blynedd o brofiad diwydiannol yn y Maes Adeiladwaith	Profiad o addysgu gwaith brics i ddysgwyr llawn amser neu brentis
Sgiliau Cyffredinol	Sgiliau rhyngpersonol effeithiol Sgiliau cyfathrebu rhagorol Sgiliau TG rhagorol Sgiliau trefniadol	Gallu defnyddio ystod o dechnegau TGD
Priodoleddau Personol	Yn hyblyg ac yn ymatebol i newid Hunan-hyderus Yn ymatebol i anghenion amrywiaeth o ddysgwyr Yn frwdfrydig ac a chymhelliant cryf	
Sgiliau Ieithyddol		Gallu i gyfathrebu'n effeithiol yn y Gymraeg a'r Saesneg

LECTURER IN BRICKLAYING

PERSON SPECIFICATION

	Essential	Desirable
Qualifications	NVQ Level 3 in Bricklaying	Professionally qualified in a relevant field and qualified to HNC level. Assessing and internal verifying qualifications. Teacher Training Qualification. ECDL or equivalent IT qualification.
Experience	Minimum of 3 years industrial experience in construction industry	Experience of teaching bricklaying to full time learners and apprentices.
General skills	Effective interpersonal skills Excellent communication skills Excellent IT skills Organisational skills	Able to use a range of ILT skills
Personal Attributes	Flexible and responsive to change Self-confident Responsive to the needs of a variety of learners Enthusiastic and self-motivated	
Linguistic skills	Ability to communicate effectively in both Welsh and English	Ability to communicate effectively in both Welsh and English