Proffil Swydd/Job Profile

Teitl y Swydd – Cynorthwyydd Dysgu Lefel 3

Post Title – Teaching Assistant Level 3

Adran	Addysg a Hamdden
Department	Education and Leisure
Is-Adran/Adain	Gwasanaethau Ymddygiad
Division/Section	Behaviour Services
Gradd/Grade	F+4%
Rhif y Swydd/Post Number	
Paratowyd Gan/Prepared by	Josie Chapman
Dyddiad Paratoi/Date prepared	Hydref / October 2026

Disgwylir i bob gweithiwr gynnal gwerthoedd craidd yr Awdurdod, sydd wedi'u hadlewyrchu yn ein Fframwaith Ymddygiad a Gwerthoedd, a chynnal egwyddorion Polisi Cydraddoldeb ac Amrywiaeth yr Awdurdod neu, os ydynt yn gweithio mewn ysgol, Bolisi Cydraddoldeb ac Amrywiaeth yr ysgol, fel sy'n briodol i lefel atebolrwydd a chyfrifoldeb y swydd yn y sefydliad

Every employee is expected to uphold the authority's core values reflected within our Behaviour and Values Framework and maintain the principles of the authority's Equality and Diversity Policy or, if employed within a school, the school's Equality and Diversity Policy, as appropriate to the accountabilities and seniority of the post within the organisation.

Prif Ddiben y Swydd

Gweithio dan arweiniad: darparu cefnogaeth i fynd i'r afael ag anghenion disgyblion â ADY sydd angen cymorth penodol i oresgyn rhwystrau i ddysgu

Prif dasgau/cyfrifoldebau

Cymorth i'r disgyblion

- Darparu cymorth bugeiliol i ddisgyblion
- Mynd i'r afael ag anghenion personol disgyblion a rhoi cyngor i gynorthwyo yn eu datblygiad cymdeithasol, iechyd ac emosiynol
- Cymryd rhan mewn asesiad cynhwysfawr o ddisgyblion i benderfynu ar y rhai sydd angen cymorth penodol
- Cynorthwyo'r athro/athrawes gyda datblygu a gweithredu cynlluniau Addysg Unigol/Ymddygiad/Cefnogaeth/Mentora
- Cefnogi darpariaeth ar gyfer disgyblion ag anghenion dysgu ychwanegol
- Sefydlu perthnasoedd gwaith cynhyrchiol gyda disgyblion, gan weithredu fel rôl fodel
- Datblygu trefniadau mentora 1:1 gyda disgyblion a darparu cefnogaeth i ddisgyblion sydd mewn trallod
- Herio a chymell disgyblion, hyrwyddo ac atgyfnerthu hunan-barch
- Darparu adborth i ddisgyblion mewn perthynas â chynnydd, cyflawniad, ymddygiad, presenoldeb ac ati
- Darparu cefnogaeth i ddisgyblion sy'n ail-integreiddio i ysgolion prif ffrwd
- Cefnogi disgyblion mewn gwersi i gael mynediad at y cwricwlwm ac ymgysylltu â gwaith
- Darparu ymyriadau wedi'u targedu yn seiliedig ar lythrennedd a rhifedd
- Gweithio un yn un y tu allan i'r ystafell ddosbarth i arwain a chefnogi disgyblion trwy'r cyfnod academaidd.

Cymorth i'r athro/athrawes

- Cyd-gysylltu ag ysgolion bwydo a chyrff perthnasol eraill i gasglu gwybodaeth am ddisgyblion
- Cefnogi mynediad disgyblion at ddysgu gan ddefnyddio strategaethau, adnoddau priodol
- Gweithio gyda staff eraill i gynllunio, gwerthuso ac addasu gweithgareddau dysgu yn ôl yr angen
- Monitro a gwerthuso ymatebion a chynnydd disgyblion yn erbyn cynlluniau gweithredu trwy arsylwi a chofnodi wedi'i gynllunio
- Darparu adborth ac adroddiadau gwrthrychol a chywir yn ôl yr angen, i staff eraill ar gyflawniad, cynnydd a materion eraill disgyblion, gan sicrhau bod tystiolaeth priodol ar gael
- Bod yn gyfrifol am gadw a diweddaru cofnodion fel y cytunwyd gyda staff eraill, cyfrannu at adolygiadau o systemau/cofnodion yn ôl y gofyn
- Cynorthwyo i ddatblygu a gweithredu strategaethau rheoli ymddygiad priodol
- Sefydlu perthnasoedd adeiladol â rhieni/gofalwyr. Cyfnewid gwybodaeth, hwyluso eu cefnogaeth i bresenoldeb, mynediad a dysgu eu plentyn a chefnogi cysylltiadau rhwng

y cartref a'r ysgol a'r gymuned.

- Cynorthwyo i ddatblygu, gweithredu a monitro system sy'n ymwneud â presenoldeb ac integreiddio
- Cefnogaeth clerigol/gweinyddol e.e. delio â gohebiaeth, llunio/dadansoddi/adrodd ar bresenoldeb, gwaharddiadau ac ati, gwneud galwadau ffôn ac ati.

Cymorth i'r Cwricwlwm

- Rhoi rhaglenni addysgu/gweithgareddau dysgu cytûn ar waith, gan addasu'r gweithgareddau yn unol ag ymatebion/anghenion y disgyblion
- Bod yn ymwybodol o amrywiaeth o weithgareddau, cyrsiau, sefydliadau, ac unigolion er mwyn rhoi cymorth i ddisgyblion ehangu a chyfoethogi eu dysgu
- Penderfynu ar yr angen am adnoddau, cynlluniau, ac offer arbenigol i helpu disgyblion, ynghyd â pharatoi a defnyddio'r pethau hynny

Cymorth i'r Ysgol

- Gwybod am y polisïau a'r gweithdrefnau sy'n ymwneud ag amddiffyn plant, iechyd, diogelwch a diogelu, cyfrinachedd a diogelu data, a chydymffurfio â hwy, gan roi gwybod am eich holl bryderon i berson priodol
- Gwybod am wahaniaethau a chefnogi hynny gan sicrhau bod yr holl ddisgyblion yn cael yr un cyfleoedd i ddysgu a datblygu
- Cyfrannu i ethos/gwaith/amcanion cyffredinol yr ysgol.
- Meithrin cysylltiadau cadarnhaol a chyfathrebu ag asiantaethau/gweithwyr proffesiynol eraill, dan gyfarwyddyd Pennaeth y Ganolfan, er mwyn cefnogi cyflawniad a chynnydd y disgyblion
- Mynychu a chymryd rhan mewn cyfarfodydd rheolaidd
- Cymryd rhan mewn hyfforddiant a gweithgareddau dysgu eraill yn ôl yr angen
- Adnabod eich cryfderau a'ch arbenigedd a defnyddio'r rhain i gynghori a chefnogi eraill
- Helpu i oruchwylio, hyfforddi, a datblygu'r staff
- Goruchwylio disgyblion ar ymweliadau, tripiau a gweithgareddau y tu allan i'r ysgol yn ôl yr angen, ac o dan oruchwyliaeth yr athro/athrawes arweiniol.

Yn gyfrifol am staff/offer

Yn atebol i

Rheolwr y Ganolfan

Meini Prawf Hanfodol
Cymwysterau, Hyfforddiant galwedigaethol ac Aelodaeth Broffesiyno
Sgiliau rhifedd/llythrennedd da iawn
Y sgiliau sy'n ymwneud â'r swydd a Galluoed
Y gallu i ymddwyn yn broffesiynol mewn amgylchedd proffesiynol. Y gallu i weithio fel aelod o dîm Y gallu i drefnu Sgiliau da o ran Technoleg Gwybodaeth a Chyfathrebu
Gwybodaeth
Gwybodaeth lawn am bolisïau/codau ymarfer perthnasol ac ymwybyddiaeth o ddeddfwriaeth berthnasol Gwybodaeth ddigonol am y cwricwlwm cenedlaethol a rhaglenni dysgu perthnasol eraill Dealltwriaeth o egwyddorion prosesau dysgu a datblygiad plant a rhwystrau o ran dysgu, yn benodol Y gallu i drefnu camau effeithiol ar gyfer plant y mae risg y gallent dangyflawni Y gallu i hunanwerthuso anghenion dysgu ac i chwilio am gyfleoedd dysgu Y gallu i ymwneud yn dda â phlant ac oedolion Gweithio'n adeiladol fel rhan o dîm, gan ddeall rolau a chyfrifoldebau ystafell ddosbarth a'ch safle chi o fewn y rhain
Profiad
Profiad o weithio gyda phlant o'r oedran perthnasol
Rhinweddau personol
Natur bwyllog Synnwyr digrifwch Empathi
Meino Prawf Dymunol
Cymhwyster Galwedigaethol Cenedlaethol (NVQ) 3 ar gyfer cynorthwywyr dysgu, neu gymhwyster neu brofiad cyfwerth Dealltwriaeth lawn o'r holl ddarparwyr/gwasanaethau cynnal. Profiad o weithio gyda disgyblion sydd ag anghenion ychwanegol Gwybodaeth am wasanaethau lles ychwanegol fel: Ymarferiad Adferol, Meddwlgarwch, Hyfforddiant Trawma, Thera-Chwarae, Hyfforddiant Emosiwn, Chwarae Perthynol, Therapi Logo, Darlunio a Siarad a Chwarëusrwydd, Derbyniad, Chwilfrydedd ac Empathi (PACE) i Ysgolion.

Sgiliau Iaith /Cyfathrebu

Cliciwch ar y ddolen - Pa lefel ydych chi?

Cymraeg	Sgiliau Llafar Lefel 2	Sgiliau Ysgrifennu Lefel 2
Saesneg	Sgiliau Llafar Lefel 5	Sgiliau Ysgrifennu Lefel 5
Arall (nodwch)		

GWIRIADAU'R GWASANAETH DATGELU A GWAHARDD (DBS)
Gall fod gwiriadau DBS yn ofynnol ar gyfer rhai swyddi lle bydd angen gweithio gyda phlant ac oedolion agored i niwed. Mae'r canlynol yn ofynnol ar gyfer y swydd hon Adran A – y math o ddatgeliad Datgeliad Manwl gan wirio'r rhestr wahardd Adran B – y math o weithlu Y gweithlu plant

Y RHESWM
I ymweld gydag ysgolion lle mae plant yn presennol

UNRHYW WYBODAETH ARALL
Gall dyletswyddau a chyfrifoldebau'r swydd amrywio o dro i dro, yn ôl anghenion newidiol yr ysgol. Gall y disgrifiad swydd gael ei adolygu yn ôl disgresiwn Rheolwr y Ganolfan yng ngoleuni'r gofynion newidiol hynny ac mewn ymgynghoriad â deilydd y swydd a'r Pwyllgor Rheoli.

Main Purpose of Job

Working under guidance: provide support in addressing the needs of pupils with SEMH who need particular help to overcome barriers to learning

Key responsibilities

Support for pupils

- Provide pastoral support to pupils
- Attend to pupils' personal needs and provide advice to assist in their social, health and emotional development
- Participate in comprehensive assessment of pupils to determine those in need of particular help
- Assist the teacher with the development and implementation of Individual Education / Behaviour / Support / Mentoring plans
- Support provision for pupils with additional learning needs
- Establish productive working relationships with pupils, acting as a role model
- Develop 1:1 mentoring arrangements with pupils and provide support for distressed pupils
- Challenge and motivate pupils, promote and reinforce self-esteem
- Provide feedback to pupils in relation to progress, achievement, behaviour, attendance etc.
- Provide support for pupils reintegrating to mainstream schools
- Support pupils in lessons to access the curriculum and engage in work
- Provide targeted interventions based on literacy and numeracy
- Work one to one outside of the classroom to guide and support pupils through academic

Support for the teacher

- Liaise with feeder schools and other relevant bodies to gather pupil information
- Support pupils' access to learning using appropriate strategies, resources etc.
- Work with other staff in planning, evaluating and adjusting learning activities as appropriate
- Monitor and evaluate pupils' responses and progress against action plans through observation ad planned recording
- Provide objective and accurate feedback and reports as required, to other staff on pupils' achievement, progress and other matters, ensuring the availability of appropriate evidence
- Be responsible for keeping and updating records as agreed with other staff, contributing to reviews of systems/records as requested
- Assist in the development and implementation of appropriate behaviour management strategies
- Establish constructive relationships with parents/carers, exchanging information, facilitating their support for their child's attendance, access and learning and supporting home to school and community links
- Assist in the development, implementation and monitoring of systems relating to attendance and integration
- Clerical/admin support e.g. dealing with correspondence, compilation / analysis / reporting on attendance, exclusions etc., making phone calls etc.

Support for the Curriculum

- Implement agreed learning activities/teaching programmes, adjusting activities according to pupil responses/needs
- Be aware of and appreciate a range of activities, courses, organisations and individuals to provide support for pupils to broaden and enrich their learning
- Determine the need for, prepare and use specialist equipment, plans and resources to support pupils

Support for the Centre

- Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person
- Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop
- Contribute to the overall ethos/work/aims of the school
- Establish constructive relationships and communicate with other agencies/professionals, under the direction of the Centre Manage, to support achievement and progress of pupils
- Attend and participate in meetings when required
- Participate in training and other learning activities as required
- Recognise own strengths and areas of expertise and use these to advise and support others
- Supervise pupils on visits, trips and out of school activities as required, and under the supervision of the lead teacher

Responsible for staff/equipment

Reporting to

Centre Manager

Essential Criteria
Qualifications, Vocational training and Professional Memberships
GCSE or equivalent
Job Related Skills and Competencies
Ability to conduct oneself in a professional manner in a professional setting Ability to work as a member of a team Ability to organise
Knowledge
Full working knowledge of relevant policies/codes of practice and awareness of relevant legislation Working knowledge of national curriculum and other relevant learning programmes Understanding of principles of child development and learning processes and in particular, barriers to learning Ability to plan effective actions for pupils at risk of underachieving Ability to self-evaluate learning needs and actively seek learning opportunities Ability to relate well to children and adults Work constructively as part of a team, understanding classroom roles and responsibilities and your own position within these
Experience
Experience working with children of relevant age with additional learning needs
Personal qualities
Calm disposition A sense of humour Empathy
Desirable Criteria
NVQ 3 for Teaching Assistants or equivalent qualification or experience Full understanding of the range of support services/providers Experience of working with pupils with additional needs Knowledge of additional wellbeing support such as; Restorative Practice, Mindfulness, Trauma training, Thera-play, Emotion coaching, Relational Play, Lego Therapy, Drawing and Talking and PACE for Schools

Language and Communication Skills

Click on the link What level are you?

Welsh	Spoken Level 2	Written level 2
English	Spoken Level 5	Written level 5
Other (please State)		

DISCLOSURE AND BARRING SERVICES (DBS) CHECKS
DBS Checks may be required for certain posts which work with children and vulnerable adults. This post requires: Section A – type of disclosure Enhanced Disclosure with Barred list check Section B – workforce type Child Workforce

JUSTIFICATION
The Post holder will be in contact with children

ANY OTHER INFORMATION
The post holder may be working on an individual 1:1 basis with a specified pupil. The duties and responsibilities of the post may vary from time to time, according to the changing needs of the school. The job description may be reviewed at the discretion of the Centre Manager in the light of those changing requirements and in consultation with the postholder and Management Committee.