

“Gallwn, gofalwn”
“Gallwn, gofalwn”

Ysgol Dyffryn Taf
Cydlynydd Anghenion Dysgu Ychwanegol (CADY)
(Amser Llawn a Pharhaol)
Dyddiad dechrau: 5 Ebrill 2027
Cyflog: Graddfa Arweinyddiaeth L4–L8

Am y rôl:
Diolch am eich diddordeb yn swydd Cydlynydd Anghenion Dysgu Ychwanegol (CADY) yma yn Ysgol Dyffryn Taf. Rydym yn falch o allu cynnig y cyfle hwn i arweinydd deinamig, gweithgar a gofalgar arwain gwaith cynhwysiant yn Ysgol Dyffryn Taf, gan sicrhau bod ein darpariaeth gyffredinol yn diwallu anghenion ein holl ddisgyblion a bod y gofal a'r ddarpariaeth unigol sydd eu hangen ar ddisgyblion ag anghenion dysgu ychwanegol yn cael eu darparu. Rydym yn chwilio am rywun a fydd yn arweinydd cydweithredol, sydd wedi ymrwymo'n llwyr i lwyddiant academaidd, gofal a lles ein holl ddisgyblion, gan roi pwyslais penodol ar y rhai ag anghenion dysgu ychwanegol; arweinydd sydd â'r sgiliau, y weledigaeth a'r gallu i ysbrydoli, ennyn brwdfrydedd a rhoi sicrwydd i staff, ein disgyblion a'u teuluoedd. Bydd angen i'r ymgeisydd llwyddiannus egluro'n glir sut y bydd yn gallu cefnogi ein gweledigaeth a hyrwyddo twf a llwyddiant parhaus ein disgyblion.

Ysgol brif ffrwd yw Ysgol Dyffryn Taf. Nid oes gennym ganolfan adnoddau dysgu nac uned arbenigol, felly darperir ein holl ddarpariaeth ar gyfer dysgwyr ag ADY o fewn addysg brif ffrwd, drwy ddarpariaeth gyffredinol o ansawdd uchel a darpariaeth ddysgu ychwanegol wedi'i thargedu. Er bod ein holl athrawon a staff cymorth yn addysgwyr pobl ifanc ag ADY, chi fel CADY fydd yr unigolyn sy'n sicrhau, ar lefel strategol, bod anghenion pob dysgwr ag ADY yn Ysgol Dyffryn Taf yn cael eu diwallu. Yn unol â Dogfen Cyflog ac Amodau Athrawon Ysgol (Cymru), mae'r CADY yn aelod o grŵp arweinyddiaeth yr ysgol. Byddwch yn arwain darpariaeth ADY yr ysgol a'r tîm cymorth dysgu, ac yn gweithio'n agos gyda'r Uwch Dîm Arwain, gan fynychu cyfarfodydd uwch arweinyddiaeth lle trafodir ADY, cynhwysiant a darpariaeth. Mae'r rôl hefyd yn cynnwys cyfrifoldeb am ein darpariaeth ar gyfer dysgwyr ag English as an additional language (EAL), cymorth i ddysgwyr y mae eu hanghenion yn effeithio ar eu presenoldeb yn yr ysgol, a goruchwyliaeth strategol dros drefniadau'r ysgol i gefnogi dysgwyr ag anghenion gofal

iechyd, gan gynnwys cynlluniau gofal iechyd unigol. Mae'r swydd yn cynnwys ymrwymiad addysgu o rhwng 8 a 12 awr, yn ôl anghenion yr ysgol. Bydd hyn yn ein helpu i reoli a chyflawni ein dyletswyddau a'n cyfrifoldebau o ran nodi a diwallu anghenion plant a phobl ifanc ag ADY. Mae tua hanner ein disgyblion yn byw yn Sir Benfro, felly byddwch yn gweithio gyda phartneriaid proffesiynol, gwasanaethau a systemau yn Sir Gaerfyrddin a Sir Benfro. Bydd eich rôl yn cynnwys gweithio mewn partneriaeth agos â chydweithwyr uwch, yn enwedig arweinwyr ymddygiad a lles, penaethiaid blwyddyn ac athrawon yr ysgol, er mwyn llunio strategaethau cymorth ac ymyrraeth addysgu a dysgu ar gyfer pob disgybl a allai gael anhawster cael mynediad at ddysgu ar draws y cwricwlwm.
Er mwyn cefnogi'r CADY, bydd yr Uwch Dîm Arwain yn rhoi cyngor, cymorth a her i'r systemau a'r prosesau yn Ysgol Dyffryn Taf, er mwyn sicrhau eu bod yn diwallu anghenion ein holl ddisgyblion. Bydd yr awdurdod lleol hefyd yn eich cefnogi yn rôl y CADY, gan gynnwys darparu arweiniad lle bo'n briodol.

Amdanom ni, ein gweledigaeth a'n gwerthoedd:
Rydym yn ysgol gyfun lwyddiannus i ddisgyblion 11–18 oed, sydd wedi'i lleoli yng nghanol Gorllewin Cymru hardd. Rydym yn falch o hanes yr ysgol a'r gwerthoedd y mae Ysgol Dyffryn Taf wedi'u hyrwyddo ers blynyddoedd lawer. Ein gweledigaeth ar gyfer yr ysgol yw “Gallwn, gofalwn”. Mae hyn yn ategu ein harwyddair hirsefydlog, “I Fyny For Nôd”. Gweithiwn yn galed i wireddu'r weledigaeth hon drwy annog staff a disgyblion i weithio mewn partneriaeth, anelu'n uchel a gofalu am ein gilydd. Credwn mewn gwaith caled a safonau uchel. Disgwyliwn i ddisgyblion ymddwyn yn dda a dangos parch tuag atynt eu hunain, eu cyfoedion a'r staff. Ein nod yw bod Ysgol Dyffryn Taf yn gymuned gytûn sy'n gynhwysol, yn oddefgar ac yn amrywiol, ond sydd hefyd wedi'i huno gan ethos a nodau cyffredin.

Mae addysgu a dysgu o ansawdd uchel wrth wraidd ein hysgol. Ein nod yw cyfuno traddodiadau gorau'r ysgol ag arloesedd ym maes addysgu a'r cwricwlwm er mwyn datblygu'r sgiliau, y gwytnwch a'r hyblygrwydd sydd eu hangen ar ddisgyblion i lwyddo yn y byd modern.

Er ein bod yn addysgu'n bennaf drwy gyfrwng y Saesneg, rydym yn falch o ddathlu'r Gymraeg a diwylliant Cymru. Mae hyn yn cynnwys dosbarth ym mhob grŵp blwyddyn yn yr ysgol isaf sy'n derbyn rhai o'i wersi drwy gyfrwng y Gymraeg.

Anogir pob plentyn nid yn unig i gyflawni ei botensial ond hefyd i ehangu'r disgwyliadau o'r hyn y gallai'r potensial hwnnw fod. Rydym yn cefnogi ein disgyblion i wneud hyn ac yn ceisio gwneud hynny drwy weithio mewn partneriaeth â'n rhieni a'n gofalwyr. Rydym yn gwerthfawrogi cyfleoedd ffurfiol i drafod, megis nosweithiau rhieni, yn ogystal â sianeli anffurfiol eraill. Mae Ysgol Dyffryn Taf yn ysgol lle rydym bob amser yn sicrhau bod aelodau o staff ar gael i helpu er budd ein disgyblion. Fel ysgol, rydym wedi'n gwreiddio'n gadarn yn y cymunedau rydym yn eu gwasanaethu, ac rydym yn ystyried y perthnasoedd rydym wedi'u datblygu yn nodwedd allweddol arall o'n llwyddiant. Mae perthnasoedd yn gofyn am ymdrech ac ymddiriedaeth, a disgwyliwn i bawb yng nghymuned yr ysgol rannu'r ethos hwn.

Yn ogystal â'n hymrwymiad i gyflawni safonau uchel, rydym hefyd yn rhoi pwys mawr ar agweddau ehangach bywyd ysgol. Credwn fod clybiau, timau a chyfleoedd neu ymweliadau y tu allan i'r ystafell ddosbarth a'r ysgol yn cyfoethogi bywydau pobl ifanc. Ein nod yw meithrin talent pob plentyn, beth bynnag fo'i ddawn, gan roi llwyfan iddo/iddi gynrychioli'r ysgol a datblygu fel unigolyn.

Rydym am i'n disgyblion fwynhau'r ysgol a bod yn falch ohoni. Rydym hefyd yn ceisio rhoi'r sgiliau sydd eu hangen arnynt i ddiwallu anghenion yr economi a ffynnu mewn amgylchedd cynyddol gystadleuol. Rydym am weld ein dysgu'n adlewyrchu ein cynefin, ein diwylliant a'n cymunedau, gan fod yn Gymreig

unigryw ond hefyd yn edrych tuag allan yn lleol, yn rhanbarthol, yn genedlaethol ac yn fyd-eang.

Yn Ysgol Dyffryn Taf rydym yn falch o fod yn uchelgeisiol ac yn flaengar. Rydym am i bawb sy'n ymuno â ni rannu'r uchelgais honno, fel y gallwn gyflawni pethau gwych gyda'n gilydd. Byddwch yn chwarae rhan allweddol wrth arwain cynhwysiant a darpariaeth ADY ar draws Ysgol Dyffryn Taf, a byddwch yn cyfrannu'n sylweddol at sicrhau bod gan ein holl ddisgyblion fynediad at brofiadau dysgu eang a chyfoethog.

Byddwch yn cael arweiniad rhagorol, cymorth a chyfleoedd dysgu proffesiynol parhaus yn Ysgol Dyffryn Taf; y cyfan a ofynnwn yn gyfnewid yw eich ymrwymiad i gyflawni rhagoriaeth, eich gallu i ysbrydoli eraill ac angerdd dros wella cyfleoedd bywyd holl aelodau cymuned yr ysgol. Croesawn ymweliadau gan ddarpar ymgeiswyr; os hoffech wneud hynny, cysylltwch â'r ysgol i drefnu ymweliad. Os oes angen rhagor o wybodaeth arnoch, cysylltwch â'r ysgol. Edrychaf ymlaen at dderbyn eich cais.

Yr eiddoch yn gywir,
Mr Alun Owen
Pennaeth

Disgrifiad Swydd
Teitl y swydd: Cydlynydd Anghenion Dysgu Ychwanegol (CADY)
Yn atebol i: Y Pennaeth / Dirprwy Bennaeth
Graddfa arweinyddiaeth: L4–L8

Cyfrifoldebau a disgwyliadau cyffredinol

Fel CADY yn Ysgol Dyffryn Taf, bydd angen i chi:
• Ddeall tueddiadau lleol, rhanbarthol a chenedlaethol sy'n effeithio ar addysg, ac ADY yn benodol, a'u heffaith bosibl ar ddisgyblion a staff.
• Gweithio gydag uwch arweinwyr i greu, cyfathrebu a gweithredu gweledigaeth gyffredin ar gyfer addysgu a dysgu cynhwysol yn Nyffryn Taf, gan ystyried y ddarpariaeth gyffredinol ac anghenion dysgu ein holl ddisgyblion.
• Cyfrannu at y broses cynllunio strategol mewn perthynas ag ADY a chynhwysiant.
• Goruchwylio, llunio a diweddaru polisïau perthnasol sy'n gysylltiedig â'r rôl, yn unol â chyfarwyddyd y Pennaeth.
• Cymryd rôl arweiniol wrth reoli prosesau newid sy'n ymwneud ag ADY ac sy'n cefnogi'r Cynllun Gwella Ysgol.
• Rheoli llinell y tîm cymorth dysgu ac unrhyw staff eraill yn unol â chyfarwyddyd y Pennaeth neu'r Dirprwy Bennaeth.
• Ymgymryd ag unrhyw ddyletswyddau rhesymol y gofynnir amdanynt ac a ddirprwyir gan y Pennaeth.
• Cyflawni dyletswyddau athro ac aelod o'r grŵp arweinyddiaeth fel y'u nodir yn nogfen gyfredol Cyflog ac Amodau Athrawon Ysgol (Cymru).
• Addysgu amserlen o rhwng 8 a 12 awr, yn ôl anghenion yr ysgol.

Ymrwymo i:
• Weledigaeth ysgol gydweithredol o ragoriaeth a thegwch; Gallwn, gofalwn.
• Helpu i nodi, cytuno a chyflawni blaenoriaethau heriol ac uchelgeisiol ar gyfer gwella'r ysgol, a chyfrannu at y Cynllun Gwella Ysgol.
• Sicrhau bod pob disgybl yn yr ysgol yn cael y cymorth pwrpasol sydd ei angen i gyrraedd ei botensial.
• Gynhwysiant a thegwch.

Dangos a datblygu'r gallu i:
• Feddwl yn strategol.
• Ysbrydoli, herio, cymell a grymuso eraill.
• Fodelu gwerthoedd a gweledigaeth yr ysgol.
• Dirprwyo'n briodol.
• Flaenoriaethu, cynllunio a threfnu eich gwaith eich hun a gwaith eraill.
• Lunio barn a gwneud penderfyniadau o ansawdd uchel.
• Feddwl yn greadigol ac yn rhagweithiol er mwyn rhagweld a datrys problemau; canolbwyntio ar atebion.

Cyfrifoldebau penodol sy'n gysylltiedig ag arwain Dysgu Cynhwysol a rôl y CADY y Dyffryn Taf:

• Sicrhau bod polisïau perthnasol yr ysgol yn cyd-fynd yn briodol â'r Cod ADY newydd, gan sicrhau bod Ysgol Dyffryn Taf yn cydymffurfio â'i holl gyfrifoldebau gorfodol.
• Cydlynu adnoddau ADY yn strategol, megis drwy leoli a chefnogi staff a gweithio gyda chydweithwyr ar yr uwch dîm arwain i gynllunio a phenderfynu ar yr adnoddau priodol sydd eu hangen i gefnogi staff yn Ysgol Dyffryn Taf.
• Cyfrannu at y broses o wneud penderfyniadau ynghylch cyllidebau ac adnoddau er mwyn helpu i gynllunio darpariaeth briodol.
• Goruchwylio'n strategol drefniadau'r ysgol ar gyfer cefnogi dysgwyr ag anghenion gofal iechyd, gan gynnwys cynlluniau gofal iechyd unigol (CGI), yn unol â chanllawiau statudol Llywodraeth Cymru, Cefnogi dysgwyr ag anghenion gofal iechyd. Mae hyn yn cynnwys sicrhau bod cynlluniau ar waith lle bo angen, eu bod yn cael eu hadolygu'n rheolaidd, a'u bod yn cael eu cydlynu â Chynlluniau Datblygu Unigol (CDU) pan fo gan ddysgwyr ADY hefyd. Aelod arall o staff fydd yn gyfrifol am ddatblygu a rheoli cynlluniau gofal iechyd o ddydd i ddydd.
• Arwain darpariaeth yr ysgol ar gyfer dysgwyr ag English as an additional language (EAL), gan gynnwys asesu eu caffaeliad iaith a sicrhau bod cymorth priodol ar waith.
• Cefnogi dysgwyr y mae eu hanghenion dysgu ychwanegol, gan gynnwys niwroamrywiaeth, yn effeithio ar eu gallu i fynychu'r ysgol. Byddwch yn arwain achosion sy'n mynd y tu hwnt i'r cymorth sydd ar gael drwy'r tîm bugeiliol, gan weithio gyda theuluoedd, y tîm presenoldeb ac asiantaethau allanol i gynllunio, cydlynu ac adolygu cymorth.
• Gweithio'n agos gydag arweinwyr ymddygiad a lles, gan gynnwys drwy gyfarfodydd ar y cyd rheolaidd ynghylch dysgwyr agored i niwed, er mwyn sicrhau dealltwriaeth gyfannol a chydlynol o bob plentyn a'r cymorth a gaiff.
• Datblygu, gweithredu a dilyn systemau a phrotocolau clir sy'n sicrhau bod yr ysgol yn bodloni gofynion Deddf ADY a'r Cod ADY yn gyson.
• Ni ddisgwylir i chi fel CADY ymwneud yn uniongyrchol â'r broses o gefnogi pob dysgwr ag ADY o ddydd i

ddydd. Cyfrifoldeb athro'r dosbarth yw hyn; fodd bynnag, bydd staff cymorth dysgu yn helpu'r CADY i sicrhau bod athrawon yn cael cymorth a bod anghenion pob dysgwr yn cael eu diwallu.

Mae dyletswyddau gorfodol CADY yn cynnwys:

• Cyfrifoldeb cyffredinol am gydlynu Darpariaeth Ddysgu Ychwanegol (DDY) ar gyfer disgyblion ag ADY. Gallwch gyflawni'r gofynion hyn eich hun neu drefnu i eraill gyflawni'r tasgau. Yn Ysgol Dyffryn Taf, mae'r CADY ar hyn o bryd yn chwarae rhan ganolog wrth ddatblygu ac adolygu CDUau, gyda chymorth y tîm cymorth dysgu, ac mae ganddo gyfrifoldeb cyffredinol dros sicrhau bod gan bob dysgwr ag ADY CDU.

• Nodi ADY disgybl neu fyfyriwr a chydlynu'r gwaith o lunio DDY sy'n diwallu'r anghenion hynny. Er mwyn cyflawni'r ddyletswydd hon, dylech sicrhau, pryd bynnag y mae dyletswydd arnom i benderfynu a oes gan ddisgybl neu fyfyriwr ADY, fod unigolyn yn cael ei ddynodi i gydlynu'r camau sydd eu hangen i wneud y penderfyniad hwn ac, os bydd angen CDU wedyn, i fod yn gyfrifol am ei baratoi.

• Sicrhau gwasanaethau perthnasol a fydd yn cefnogi DDY disgybl neu fyfyriwr yn ôl yr angen. Bydd angen cymorth asiantaethau allanol a gweithwyr proffesiynol ar rai dysgwyr ag ADY. Eich cyfrifoldeb chi fydd cysylltu â'r gwasanaethau arbenigol hyn a sicrhau bod y gwasanaethau'n cael eu darparu pan gytunir i'w darparu.

• Cadw cofnodion o benderfyniadau ynghylch ADY a CDUau.

• Hyrwyddo cynhwysiant disgybl neu fyfyriwr yng nghymuned Ysgol Dyffryn Taf a sicrhau bod ganddo fynediad at y cwricwlwm, y cyfleusterau a'r gweithgareddau allgyrsiol. Wrth wneud hynny (fel wrth arfer eich holl swyddogaethau), rhaid i chi roi sylw i safbwyntiau, dymuniadau a theimladau'r plentyn, rhiant y plentyn neu'r person ifanc.

• Monitro effeithiolrwydd unrhyw DDY. I wneud hyn, efallai y byddwch am ddefnyddio'n effeithiol y systemau gwybodaeth reoli a ddefnyddir gennym yn Nyffryn Taf, er mwyn monitro effaith ymyriadau ac asesu'r cynnydd a wnaed yn erbyn y canlyniadau arfaethedig ar gyfer pob dysgwr ag ADY. Os nad yw'r cynnydd yn cyrraedd y disgwyliadau, dylid adolygu ac addasu ymyriadau yn briodol.

• Cynghori athrawon ynghylch dulliau addysgu gwahaniaethol sy'n briodol ar gyfer disgyblion neu fyfyrwyr unigol ag ADY.

• Goruchwylio a threfnu hyfforddiant gweithwyr cymorth dysgu sy'n gweithio gyda disgyblion neu fyfyrwyr ag ADY. Bydd gweithwyr cymorth dysgu yn adnodd pwysig i chi wrth gydlynu darpariaeth cymorth ar draws Ysgol Dyffryn Taf. Dylai gweithwyr cymorth dysgu ddarparu sgiliau arbenigol i gefnogi dysgwyr ag ADY, a chynnig cymorth ymarferol a gweinyddol i chi fel CADY.

• Cyfrannu at hyfforddiant mewn swydd i athrawon yn Ysgol Dyffryn Taf. Byddwch yn chwarae rhan bwysig wrth roi cyngor a chyfrannu at y cymorth ehangach a ddarperir yn Nyffryn Taf, yn ogystal â dysgu proffesiynol aelodau eraill o staff. Felly, mae'n hanfodol eich bod yn rhoi'r wybodaeth ddiweddaraf i chi'ch hun am y canllawiau, y cymorth a'r dystiolaeth ddiweddaraf o arferion gorau sydd ar gael ar gyfer ADY.

Yn ogystal â'r dyletswyddau gorfodol, bydd eich prif gyfrifoldebau hefyd yn cynnwys:

• Goruchwylio'r broses o bennu pa ddisgyblion fydd angen trefniadau mynediad yn ystod profion ffurfiol ac arholiadau; cysylltu â swyddogion arholiadau ac athrawon arbenigol wrth geisio addasiadau rhesymol ar gyfer arholiadau (os nad oes gan yr ymgeisydd a benodir y cymhwyster priodol eisoes, disgwylir iddo ennill y cymhwyster hwnnw).

• Pan fo gofynion penodol yn nodi bod yn rhaid i ni ddarparu dogfennau, hysbysiadau neu wybodaeth i blentyn, rhiant plentyn neu berson ifanc, byddwch yn goruchwylio'r ddarpariaeth honno.

• Goruchwylio gweithrediad beunyddiol ein trefniadau ar gyfer ADY.

• Goruchwylio'r DDY ar draws Dyffryn Taf er mwyn diwallu'r anghenion a nodwyd yn y CDUau. Dylech sicrhau bod DDY a ddarperir i ddysgwyr yn eu lleoliad yn cael ei hadolygu'n rheolaidd ac, lle bo'n briodol, arwain y broses adolygu er mwyn sicrhau bod y ddarpariaeth yn parhau i ddiwallu'r anghenion a nodwyd.

• Sicrhau bod CDUau'n cael eu datblygu a'u hadolygu'n briodol (yn unol â Phennod 25 o'r Cod ADY).
• Cefnogi dysgwyr sydd â CDU wrth iddynt drosglwyddo rhwng lleoliadau addysg neu i fyd oedolion, addysg bellach neu waith.
• Goruchwylio trosglwyddo gwybodaeth yn briodol rhwng lleoliadau addysg ynghylch ADY a DDY y dysgwr.
• Cyfrannu at ddatblygu a gweithredu gweithdrefnau a systemau ADY priodol yn Ysgol Dyffryn Taf, gan gynnwys cynllunio ariannol strategol, defnyddio adnoddau'n effeithiol a chasglu a dadansoddi data, gyda'r nod o wella canlyniadau dysgwyr ag ADY.
• Datblygu sgiliau a gwybodaeth arbenigol er mwyn dod yn ffynhonnell arbenigedd ar ADY.
• Sicrhau eich bod yn cael y wybodaeth ddiweddaraf am y canllawiau a'r cymorth diweddaraf sydd ar gael ar gyfer ADY.
• Cyfoethogi eich dysgu proffesiynol eich hun drwy gysylltu â'r rhwydwaith lleol o CADYau (y dylai awdurdodau lleol ystyried ei sefydlu a'i hwyluso) ac, lle bo'n briodol, ysgolion arbennig, er mwyn datblygu a rhannu profiad ac arferion gorau.
• Sicrhau bod y cofnod o'ch rolau a'ch dysgu proffesiynol fel rhan o'ch cofrestriad gyda Chyngor y Gweithlu Addysg yn gyfredol o ran ADY.
• Darparu cymorth proffesiynol i'r holl staff er mwyn galluogi nodi, asesu a chynllunio'n gynnar ar gyfer dysgwyr ag ADY. Gall hyn gynnwys cefnogi staff i gynnal gwaith olrhain ysgol gyfan a'u helpu i osod targedau da.
• Sicrhau bod y trefniadau a sefydlwyd gan yr awdurdod lleol mewn perthynas ag osgoi a datrys anghytundebau yn cael eu defnyddio'n llawn fel y bo'n briodol.
• Gweithredu fel prif bwynt cyswllt â gwasanaethau cynhwysiant a chymorth awdurdodau lleol Sir Gaerfyrddin a Sir Benfro, gan weithio ar draws eu systemau a'u llwyfannau priodol, a chydag asiantaethau allanol, sefydliadau annibynnol/gwirfoddol, gweithwyr iechyd a gofal cymdeithasol proffesiynol, seicolegwyr addysg ac ati.
• Cysylltu ag arbenigwyr gyrfaoedd i sicrhau bod dysgwyr ag ADY yn cael cyngor gyrfaoedd priodol.
• Gweithio'n strategol gyda'r uwch dîm arwain a'r llywodraethwyr i sicrhau bod y lleoliad addysg yn cyflawni ei gyfrifoldebau o dan y Ddeddf, y Cod hwn a Deddf Cydraddoldeb 2010.

Manyleb Person Cydlynydd Anghenion Dysgu Ychwanegol (CADY)			
Maen prawf	Hanfodol	Dymunol	Sut y caiff ei nodi

Gwybodaeth a Phrofiad	• Profiad sylweddol a pharhaus o gyfrifoldebau addysgu a dysgu fel athro ac arweinydd canol. • Gwybodaeth, profiad, dealltwriaeth a chymhwysiad sylweddol a pharhaus o ddiwygio Anghenion Dysgu Ychwanegol a'r Cod ADY. • Profiad profedig o fonitro, gwerthuso ac adolygu perfformiad er mwyn codi cyrhaeddiad pob dysgwr. • Hanes profedig o godi cyrhaeddiad yn eich addysgu eich hun. • Profiad profedig o fonitro, gwerthuso ac adolygu cynnydd a lles disgyblion yn effeithiol. • Y gallu i ddatblygu a chynnal partneriaethau effeithiol â rhieni, gwasanaethau'r awdurdod lleol, gwasanaethau plant ac oedolion, byrddau iechyd lleol ac asiantaethau eraill. • Dealltwriaeth o'r dulliau addysgegol sydd eu hangen i sicrhau darpariaeth gyffredinol effeithiol. • Profiad o gynllunio ar gyfer gweithredu deddfwriaeth a pholisïau newydd. • Profiad o ddatblygu a dilyn systemau a phrotocolau ar gyfer gweithio o fewn y Cod ADY.	• Profiad o arwain a gweithredu mentrau ysgol gyfan a rheoli newid, gan ddatblygu strategaethau i godi cyrhaeddiad. • Profiad o gyflawni rôl CADY neu ddirprwy CADY. • Cymhwyster ôl-raddedig perthnasol mewn ADY, neu barodrwydd i weithio tuag at un. • Gwybodaeth am y canllawiau statudol ar gefnogi dysgwyr ag anghenion gofal iechyd. • Profiad o gefnogi dysgwyr ag English as an additional language. • Profiad o gefnogi dysgwyr sy'n osgoi'r ysgol am resymau emosiynol neu sydd â rhwystrau eraill i bresenoldeb.	A/I

Sgiliau, rhinweddau a nodweddion allweddol	• Cynnal ymddiriedaeth y cyhoedd mewn arweinyddiaeth ysgol a safonau uchel o foeseg, ymddygiad ac ymddygiad proffesiynol. • Y gallu i arwain, rheoli a chymell staff a disgyblion i gyflawni safonau uchel. • Profiad profedig o feithrin rhwydwaith cryf o berthnasoedd a phartneriaethau cydweithredol ag ysgolion eraill, gweithwyr addysg proffesiynol a sefydliadau allanol priodol. • Gwybodaeth a dealltwriaeth ragorol o blant a phobl ifanc ag ystod eang o ADY. • Ymrwymiad i sicrhau'r canlyniadau gorau i bob disgybl a hyrwyddo ethos a gwerthoedd yr ysgol. • Y gallu i hyrwyddo ymddygiad da a pherthnasoedd parchus drwy'r ysgol. • Y gallu i weithio dan bwysau a blaenoriaethu'n effeithiol er mwyn bodloni terfynau amser.		A/I/R

	• Y gallu i feddwl yn ddadansoddol ac yn strategol. • Y gallu i ymchwilio, gwneud penderfyniadau a datrys problemau. • Y gallu i aros yn gadarnhaol ac yn frwdfrydig dan bwysau. • Ymrwymiad i gynnal cyfrinachedd bob amser. • Ymrwymiad i ddiogelu a chydraddoldeb. • Ymwybyddiaeth o anghenion cydweithwyr. • Y gallu i weithio'n gydweithredol gyda'r Uwch Dîm Arwain i ddatblygu dulliau ysgol gyfan o ymdrin â chynhwysiant. • Trefnus iawn, gyda sylw rhagorol i fanylion. • Sgiliau TG da, gan gynnwys defnydd hyderus o systemau gwybodaeth reoli. • Sgiliau cyfathrebu ysgrifenedig a llafar cryf a sgiliau rhyngbersonol datblygedig. • Ymrwymiad clir i gynhwysiant a chyfle cyfartal.		
Datblygiad proffesiynol parhaus	• Tystiolaeth o ddatblygiad proffesiynol parhaus ac angerdd drosto. • Cymryd rhan mewn hyfforddiant a gweithgareddau datblygu diweddar sy'n ymwneud ag ADY a datblygiad ysgol gyfan. • Tystiolaeth o ddarparu datblygiad proffesiynol a hyfforddiant o fewn y sefydliad.	• Cymhwyster i bennu trefniadau mynediad priodol ar gyfer disgyblion a nodwyd.	A/I
Gweithio gyda phobl a'u rheoli	• Profiad o weithio o fewn timau staff a thrwyddynt. • Dealltwriaeth o brosesau addas i ddiogelu plant yn effeithiol. • Profiad o ymateb i newid a'i reoli'n effeithiol.	• Profiad o arwain timau'n effeithiol, gan gynnwys staff cymorth dysgu. • Profiad o gefnogi staff i sicrhau darpariaeth gyffredinol sy'n diwallu anghenion dysgu pob disgybl. • Profiad o weithio'n effeithiol gyda rhieni/gofalwyr.	A/I
Datblygiad proffesiynol parhaus	• Tystiolaeth o ddatblygiad proffesiynol parhaus. • Cymryd rhan mewn hyfforddiant a gweithgareddau datblygu diweddar sy'n ymwneud â datblygiad ysgol gyfan. • Tystiolaeth o ddarparu datblygiad proffesiynol a hyfforddiant i sefydliadau mewnol/allanol.		A/I

Datblygu cyfeiriad strategol a datblygiad yr ysgol	• Profiad o chwarae rhan wrth reoli newid llwyddiannus. • Cyfrannu at gynllunio strategol ar lefel ysgol gyfan, gan gynnwys y Cynllun Gwella Ysgol. • Defnyddio prosesau gwerthuso'n effeithiol i lywio newidiadau a sicrhau gwelliannau. • Sgiliau cryf o ran trin data a'r gallu i ddadansoddi a dehongli data.		A/I

Mae'r swydd hon yn amodol ar wiriad manylach a gweithdrefnau recriwtio mwy diogel.
(A = cais, C = cyfweliad, R = geirda)

Gellir amrywio'r dyletswyddau yn ôl gofynion newidiol yr ysgol, yn ôl disgresiwn rhesymol y Pennaeth.

Nid yw'r disgrifiad swydd hwn yn rhan o'r contract cyflogaeth. Mae'n disgrifio'r modd y disgwylir ac y mae'n ofynnol i ddeiliad y swydd gyflawni a chwblhau'r dyletswyddau penodol a nodir uchod.

Dull penodi:

Os hoffech gael sgwrs anffurfiol, neu os oes angen rhagor o wybodaeth arnoch am y swydd hon, mae croeso i chi gysylltu â'r ysgol ar 01994 242100, lle bydd Mr Alun Owen (Pennaeth) yn gallu trafod y rôl yn fanylach.
Cwblhewch y cais yn llawn. Gellir cyflwyno ceisiadau drwy eteach, neu drwy e-bost at: Nicola.Tinsley@dyffryntaf.org.uk neu drwy'r post, ond rhaid iddynt gyrraedd yr ysgol erbyn 9am ddydd Llun 30 Tachwedd 2026.
Byddwn yn cysylltu â chanolwyr ymgeiswyr ar y rhestr fer cyn y cyfweliad.

Llunio'r rhestr fer: Dydd Mawrth 1 Rhagfyr 2026
Dyddiadau cyfweld: Dydd Iau 10 Rhagfyr 2026

Mae Ysgol Dyffryn Taf wedi ymrwymo i ddiogelu a hyrwyddo lles plant a phobl ifanc, ac mae'n disgwyl i'r holl staff a gwirfoddolwyr rannu'r ymrwymiad hwn.

Mae'n ofynnol yn ôl y gyfraith i ni ofyn i chi ddarparu tystiolaeth o'ch hawl i weithio yn y DU. Os cewch eich gwahodd i gyfweliad, gofynnir i chi ddarparu dogfennau priodol, megis eich tystysgrif geni lawn/pasbort/trwydded waith, yn unol â Deddf Lloches a Mewnfudo 1996.

Mae'r swydd hon wedi'i heithrio o Ddeddf Adsefydlu Troseddwyr (1974), a chynhelir proses fetio gynhwysfawr ar bob ymgeisydd. Bydd hyn yn cynnwys gwiriad manylach gan y Gwasanaeth Datgelu a Gwahardd (DBS).

"Gallwn, gofalwn
We can, we care"

Ysgol Dyffryn Taf

Additional Learning Needs Coordinator (ALNCo)
(Full Time and Permanent)
To start April 5th 2027
Salary: Leadership Range L4 - L8

About the role:

Thank you for your interest in the post of Additional Learning Needs Coordinator (ALNCo) here at Ysgol Dyffryn Taf. We are excited to be able to offer this opportunity for a dynamic, hard working and caring leader to lead inclusion at Ysgol Dyffryn Taf, ensuring that our universal provision meets the needs of all our pupils and that those with additional learning needs get the bespoke care and provision they need. We are looking for someone who will be a collaborative leader, fully committed to the academic success, care and welfare of all our pupils, with a particular focus on those with additional learning needs; a leader with the skill, vision and ability to inspire, enthuse and reassure staff, our pupils and their families. The successful candidate will need to clearly articulate how they will be able to support our vision and promote sustained growth and success for our pupils.

Ysgol Dyffryn Taf is a mainstream school. We do not have a learning resource centre or specialist unit, so all of our provision for learners with ALN is delivered within mainstream schooling, through high-quality universal provision and targeted additional learning provision. Whilst all of our teachers and associate staff are educators of young people with ALN, as the ALNCo you will be the individual who, at a strategic level, ensures the needs of all learners with ALN at Ysgol Dyffryn Taf are met. In line with the School Teachers' Pay and Conditions (Wales) Document, the ALNCo is a member of the school's leadership group. You will lead the school's ALN provision and the learning support team, and will work closely with the Senior Leadership Team, attending senior leadership meetings where ALN, inclusion and provision are discussed. The role also includes responsibility for our provision for learners with English as an additional language, support for learners whose needs affect their attendance at school, and strategic oversight of the school's arrangements for supporting learners with healthcare needs, including individual healthcare plans. The post carries a teaching commitment of between 8 and 12 hours, determined by the needs of the school. This will support us in managing and delivering our duties and

responsibilities in identifying and meeting the needs of children and young people with ALN. Around half of our pupils live in Pembrokeshire, so you will work with professional partners, services and systems across both Carmarthenshire and Pembrokeshire. Your role will involve working in close partnership with senior colleagues, particularly the leaders of behaviour and wellbeing, heads of year and the teaching staff of the school to formulate teaching and learning support/intervention strategies for all pupils who may experience difficulties in accessing learning across the curriculum.
To support the ALNCo, the senior leadership team will advise, support and challenge the systems and processes at Ysgol Dyffryn Taf, to ensure they meet the needs of all of our pupils. The local authority will also support you in the role of the ALNCo, including providing guidance where appropriate.

Us, our vision and values:
We are a successful, 11-18 comprehensive school located in the heart of beautiful West Wales. We are proud of the history of the school and the values Ysgol Dyffryn Taf has promoted for many years. Our vision for the school is "Gallwn, gofalwn", "We can, we care". This complements our long-standing motto, "I Fyny For Nôd", "Reach For The Highest". We work hard to make that vision a reality by encouraging staff and pupils to work in partnership, to aim high and to look after each other. We believe in hard work and high standards. We expect pupils to display good behaviour and to show respect towards themselves, their peers and staff. Our aim is that Ysgol Dyffryn Taf is a harmonious community which is inclusive, tolerant and diverse, whilst also being united by a shared ethos and goals.

High quality teaching and learning is at the core of our school. We aim to combine the best traditions of the school with innovation in teaching and the curriculum to develop the skills, resilience and flexibility required for pupils to succeed in the modern world.

Whilst we teach mostly through the medium of English, we are proud to celebrate the Welsh language and Welsh culture. This includes a class in each year group in the lower school which receives some of its lessons through the medium of Welsh.

Every child is encouraged not only to fulfil their potential but to push expectations of what that potential could be. We support our pupils to do this and we aim to do so by working in partnership with our parents and carers. We value formal opportunities for dialogue, such as parents' evenings and other informal channels. Ysgol Dyffryn Taf is a school where we always make staff members available to help in the interest of our pupils. As a school we are firmly rooted in the communities we serve and see the relationships that we have developed to be another key feature of our success. Relationships require effort and trust and we expect everybody in the school community to share this ethos.

Alongside our commitment to achieving standards, we also place great emphasis on the wider aspects of school life. We believe that clubs, teams and opportunities or visits outside the classroom and school enhance the lives of young people. Our aim is that wherever a child's talent lies, Dyffryn Taf will seek to nurture it, providing him, her or them with a platform to represent the school and to develop as a person.

We want our pupils to enjoy and be proud of the school. We also seek to provide them with the skills they need to meet the needs of the economy and to thrive within an increasingly competitive

environment. We want to see our learning reflect our cynefin, our culture and our communities, being distinctly Welsh but looking outwards locally, regionally, nationally and globally.

At Ysgol Dyffryn Taf we are proud to be ambitious and forward thinking. We want everyone who joins us to share that ambition, so that together we can achieve great things. You will play a key role in leading inclusion and ALN provision across Ysgol Dyffryn Taf, and you will have significant input into ensuring that all our pupils have access to broad, enriching learning experiences.

You will be offered excellent guidance, support and ongoing professional learning opportunities whilst at Ysgol Dyffryn Taf; all we ask in return is your commitment to achieving excellence, your ability to inspire others and a passion for improving the life chances of all members of the school community. We welcome visits from prospective applicants; if this is something you would like to do, please contact the school to make those arrangements. If you require any further information, please contact the school. I look forward to receiving your application.

Yours faithfully
Mr. Alun Owen
Headteacher

Job Description

Post Title: Additional Learning Needs Coordinator (ALNCo)

Responsible to: Headteacher/Deputy Headteacher

Leadership range: L4 - L8

General responsibilities and expectations

As ALNCo at Ysgol Dyffryn Taf you will need to:

- Have an awareness of local, regional and national trends affecting education, and ALN in particular, and their potential impact on pupils and staff.
- Work with senior leaders to create, communicate and implement a shared vision for inclusive teaching and learning at Dyffryn Taf, which factors in the universal offer and the learning needs of all of our pupils.
- Contribute to the strategic planning process in relation to ALN and inclusion.
- Oversee, create and update relevant policies related to the role as directed by the Headteacher.
- Take a leading role in managing change processes relating to ALN that support the School Improvement Plan.
- Line manage the learning support team, and any other staff as directed by the Headteacher or Deputy Headteacher.
- Undertake any reasonable duties as requested and delegated by the Headteacher.
- Perform the duties of a teacher and a member of the leadership group as set out in the current School Teachers' Pay and Conditions (Wales) Document.
- Teach a timetable of between 8 and 12 hours, determined by the needs of the school.

Give a commitment to:

- A collaborative school vision of excellence and equity; Gallwn, gofalwn, we can, we care.
- Helping to identify, agree and achieve challenging and ambitious school improvement priorities and contribute to the School Improvement Plan.
- Ensuring all pupils in school receive the purposeful support to reach their potential.
- Inclusion and equity.

Show and to develop the capacity to:

- Think strategically.
- Inspire, challenge, motivate and empower others.
- Model the values and vision of the school.
- Delegate appropriately.
- Prioritise, plan and organise the work of yourself and others.
- Make high quality judgments and decisions.
- Think creatively and proactively to anticipate and solve problems; be solution focused.

Specific Responsibilities linked to leading Inclusive Learning and the role of ALNCo at Dyffryn Taf:

- Ensure that relevant school policies align appropriately with the new ALN code, ensuring Ysgol Dyffryn Taf is compliant with all mandatory responsibilities.
- Strategic coordination of ALN resources, such as in deploying and supporting staff and working with colleagues on the senior leadership team to plan and decide on the appropriate resources required to support staff at Ysgol Dyffryn Taf.
- Contribute to the decision making process around budgets and resources to help plan appropriate provision.
- Strategic oversight of the school's arrangements for supporting learners with healthcare needs, including individual healthcare plans (IHPs), in line with the Welsh Government's statutory guidance, Supporting learners with healthcare needs. This includes ensuring that plans are in place where needed, are reviewed regularly, and are coordinated with IDPs where learners also have ALN. The day-to-day development and management of healthcare plans will be the responsibility of another member of staff.
- Leading the school's provision for learners with English as an additional language (EAL), including assessing their language acquisition and ensuring appropriate support is in place.
- Supporting learners whose additional learning needs, including neurodivergence, affect their ability to attend school. You will take the lead on cases that go beyond the support available through the pastoral team, working with families, the attendance team and external agencies to plan, coordinate and review support.
- Working closely with the leaders of behaviour and wellbeing, including through regular joint meetings on vulnerable learners, to ensure a holistic and coordinated view of each child and the support they receive.
- Developing, implementing and following clear systems and protocols that ensure the school meets the requirements of the ALN Act and ALN Code consistently.

- As ALNCo you will not be expected to be directly involved with the day to day process of supporting every learner with ALN. This is the responsibility of the class teacher, however learning support staff will aid the ALNCo in ensuring that teachers are supported and the needs of all learners are met.

Mandatory duties as an ALNCo include:

- Overarching responsibility for coordinating ALP for pupils with ALN. You may undertake these requirements yourself or arrange for tasks to be undertaken by others. At Ysgol Dyffryn Taf, the ALNCo currently plays a central role in developing and reviewing IDPs, supported by the learning support team, and has overall responsibility for ensuring that all learners who have ALN have an IDP.
- Identifying a pupil or student's ALN and co-ordinating the making of ALP that meets those needs. To deliver this duty, you should ensure that whenever we have a duty to decide whether a pupil or student has ALN, a person will be designated to coordinate the actions required to make this decision, and, if an IDP is subsequently required, to be responsible for preparing it.
- Securing relevant services that will support a pupil or student's ALP as required. Some learners with ALN will need the support of external agencies and professionals. It will be your responsibility to liaise with these specialist services and when there is agreement to provide such services, ensure that these are secured.
- Keeping records of decisions about ALN and IDPs.
- Promoting a pupil or student's inclusion in the Ysgol Dyffryn Taf community and ensuring they have access to the curriculum, facilities and extracurricular activities. In doing so, (as with the exercise of all their functions) you must have regard to the views, wishes and feelings of the child, the child's parent or the young person.
- Monitoring the effectiveness of any ALP. To do so, you may wish to make effective use of management information systems we use at Dyffryn Taf, to monitor the impact of interventions and to assess progress achieved against planned outcomes for all learners with ALN. Where progress is not meeting expectations, interventions should be reviewed and adjusted accordingly.
- Advising teachers about differentiated teaching methods appropriate for individual pupils or students with ALN.
- Supervising and arranging for the training of learning support workers who work with pupils or students with ALN. Learning support workers will be an important resource to you when coordinating provision of support across the Ysgol Dyffryn Taf. Learning support workers should provide specialist skills to support learners with ALN, and will offer both practical and administrative support to you as ALNCo.
- Contributing to in-service training for teachers at Ysgol Dyffryn Taf. You will play an important role in advising on and contributing to the broader support provided within Dyffryn Taf, as well as the professional learning for other staff members. Therefore, it is essential that you keep up to date on the latest guidance, support and evidence of best practice available for ALN.

In addition to the mandatory duties, your key responsibilities will also include:

- Overseeing the process of establishing which pupils will require access arrangements during formal testing and examination processes; liaising with exams officers and specialist teachers when seeking reasonable adjustments for examinations (*if not already qualified, there will be an expectation that the appointed candidate gains the appropriate qualification).*

- Where certain requirements stipulate that we must provide documents, notifications, or information to a child, a child's parent or a young person, you will oversee that provision;
- Overseeing the day-to-day operation of our arrangements for ALN.
- Overseeing the ALP across Dyffryn Taf to meet the needs identified within IDPs. You should ensure that regular reviews of the ALP made for learners in their setting are undertaken and, where appropriate, lead the review process to ensure provision continues to meet identified needs.
- Ensuring IDPs are developed and reviewed appropriately (in accordance with Chapter 25 of the ALN Code).
- Supporting learners with an IDP with their transition between education settings or into adulthood, further study or work.
- Overseeing the appropriate transfer of information between education settings about the learner's ALN and ALP.
- Contributing to the development and implementation of appropriate ALN procedures and systems within Ysgol Dyffryn Taf, including strategic financial planning, effective deployment of resources and data collection and analysis, with a view to improved outcomes for learners with ALN.
- Becoming a source of expertise on ALN by developing specialist skills and knowledge.
- Keeping up-to-date on the latest guidance and support available for ALN.
- Enhancing your own professional learning by liaising with the local network of ALNCos (which local authorities should consider establishing and facilitating) and, where appropriate, special schools to develop and share experience and best practice.
- Ensuring the record of your roles and professional learning as part of their registration with the Education Workforce Council is an up-to-date record in respect of ALN.
- Providing professional support to all staff to enable the early identification, assessment and planning for learners with ALN, this might include supporting staff to undertake whole school tracking and supporting staff to manage good target setting.
- Ensuring that the arrangements put in place by the local authority in relation to avoiding and resolving disagreements are fully utilised as appropriate.
- Acting as the key point of contact with the inclusion and support services of both Carmarthenshire and Pembrokeshire local authorities, working across their respective systems and platforms, and with external agencies, independent/voluntary organisations, health and social care professionals, educational psychologists, etc..
- Liaising with careers specialists to ensure that learners with ALN receive appropriate careers advice.
- Working strategically with the senior leadership team and governors to ensure the education setting is meeting its responsibilities under the Act, this Code and the Equality Act 2010.

Person Specification

Additional Learning Needs Coordinator (ALNCo)

Criteria	Essential	Desirable	How Identified

Knowledge and Experience	• Significant and sustained experience of teaching and learning responsibilities as a teacher and middle leader. • Significant and sustained knowledge, experience, understanding and application of the Additional Learning Needs reform and the ALN Code. • Proven experience of monitoring, evaluating and reviewing performance in order to raise achievement for all learners. • Proven track record in raising achievement within own teaching. • Proven experience of how to effectively monitor, evaluate and review pupils' progress and wellbeing. • The ability to develop and sustain effective partnerships with parents, local authority services, children and adult services, local health boards and other agencies. • Understanding of the pedagogical approaches/methodologies required to ensure effective universal provision. • Experience of planning for the implementation of new legislation and policies. • Experience of developing and following systems and protocols for working within the ALN Code.	• Experience of leading and implementing whole school initiatives and managing change, developing strategies for raising achievement. • Experience of undertaking the role of ALNCo or deputy ALNCo. • A relevant postgraduate qualification in ALN, or a willingness to work towards one. • Knowledge of the statutory guidance on supporting learners with healthcare needs. • Experience of supporting learners with English as an additional language. • Experience of supporting learners with emotionally based school avoidance or other barriers to attendance.	**A/I**

Key Skills, qualities, and attributes	• Uphold public trust in school leadership and maintain high standards of ethics, behaviour and professional conduct. • The ability to lead, manage and motivate staff and pupils to achieve high standards. • Proven experience of building a strong network of collaborative relationships and partnerships with other schools, education professionals and appropriate external organisations. • An excellent knowledge and understanding of children and young people with a wide range of additional learning needs. • A commitment to getting the best outcomes for all pupils and promoting the ethos and values of the school. • Ability to promote good behaviour and respectful relationships throughout the school. • Ability to work under pressure and prioritise effectively to meet deadlines. • Ability to think analytically and strategically. • Ability to research, make decisions and solve problems. • Ability to remain positive and enthusiastic under pressure. • Commitment to maintaining confidentiality at all times. • Commitment to safeguarding and equality. • Ability to demonstrate an awareness of the needs of colleagues. • Ability to work collaboratively with the Senior Leadership Team in developing whole-school approaches to inclusion. • Highly organised, with excellent attention to detail. • Good IT skills, including confident use of management information systems. • Strong written and verbal communication skills, and well-developed interpersonal skills. • Clear commitment to inclusion and equality of opportunity.		**A/I/R**

Continuous professional development	• Evidence and passion for continuous professional development. • Participation in recent training and development activities relating to ALN and whole school development. • Evidence of providing professional development and training within the organisation.	• Qualified to determine appropriate access arrangements for identified pupils.	**A/I**
Working with and managing people	• Experience of working within and through staff teams. • Understanding of suitable processes to effectively safeguard children. • Experience of responding to and effectively managing change.	• Experience of effectively leading teams of people, including learning support staff. • Experience of supporting staff to ensure universal provision; meeting the learning needs of all pupils. • Experience of effectively working with parents/carers.	**A/I**
Continuous professional development	• Evidence of continuous professional development. • Participation in recent training and development activities relating to whole school development. • Evidence of providing professional development and training to internal/external organisations.		**A/I**
Developing the strategic direction and development of the school	• Experience of taking a role in managing successful change. • Contribution to strategic planning at a whole school level, including the School Improvement Plan. • Effective use of evaluation processes to inform changes and bring about improvements. • Strong data handling skills and the ability to analyse and interpret data.		**A/I**

This post is subject to enhanced disclosure and safer recruitment procedures.

(A=application, I=interview, R=reference)

The duties may be varied to meet the changing demands of the school at the reasonable discretion of the Headteacher.

This job description does not form part of the contract of employment. It describes the way the postholder is expected and required to perform and complete the particular duties as set out above.

Method of appointment:

If you would like an informal conversation, or for any further information on this post, please feel free to contact the school on 01994 242100, where Mr. Alun Owen (Headteacher) will be able to discuss the role in greater detail.
Please complete the application in full. Applications may be completed via eteach, or emailed to: **Nicola.Tinsley@dyffryntaf.org.uk or by post, but must be received at the school by 9am on Monday 30th November 2026.**
We will contact the referees of short-listed candidates prior to interview.

Shortlisting: Tuesday 1st December 2026
Dates for interview: Thursday 10th December 2026

Ysgol Dyffryn Taf is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

We are legally obliged to ask you to provide evidence of your right to work in the UK. If you are invited to interview, you will be asked to provide appropriate documents such as your full birth certificate/passport/work permit in accordance with the Asylum and Immigration Act 1996.

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 check with the Disclosure and Barring Service.