



Athrawes/Athro

Cyfeirnod y swydd: YMLD00034W3FDE
Lleoliad: Ysgol Melyd, Meliden
Cyflog: Graddfa Cyflog Athrawon
Oriau: Llawn Amser
Cytundeb: AIL GYFLWR AM HYD AT 24 MIS
Swydd Fewnol / Allanol

Mae Corff Llywodraethol Ysgol Melyd ar hyn o bryd yn chwilio am unigolyn brwdfrydig, hunan-gymhellol i ymuno â'u fîm fel athro llawn amser. Mae'r swydd hon yn gyfle gwych i weithiwr proffesiynol arloesol a dawnus addysgu yn ein hysgol groesawgar, gymunedol.

Rhaid bod gennych y gallu a'r cymwysterau i addysgu ar draws yr ystod oedran a gallu cynradd.

Penodiad yn amodol ar Ddatgeliad Gwasanaeth Datgelu ac Atal a geir daon boddhaol.

Os hoffech chi drafod unrhyw agwedd ar y swydd, ffoniwch Mr Dafydd Jones ar 01745 852782.

Os oes gennych ddi-ddordeb yn y swydd wag hon, gwnewch gais ar-lein trwy ein gwefan www.sirddinbych.gov.uk Am ddulliau eraill o wneud cais, cysylltwch â'r Adran Gwasanaethau Cwsmeriaid ar 01824 706100.

Rhaid i ymgeiswyr gwblhau ein ffurflen gais i gael ei ystyried. Mae'n ddrwg gennym nad ydym yn gallu ateb pob cais. Os nad ydych wedi derbyn ateb o fewn tair wythnos i'r dyddiad cau, dylech gymryd yn ganiataol nad ydych wedi cyrraedd y rhesstr fer am gyfweiliad.

Dyddiad Cau: 1 Mehefin 2023
Dyddiad Cyfweiliad: W/D Dydd Llun 12 Mehefin 2023

Mae Cyngor Sir Ddinbych yn ymroddedig i Gyfle Cyfartal a'i Safonau Iaith Gymraeg. Rydym yn croesawu ceisiadau yn y Gymraeg. Sylwch na fydd unrhyw ffurflenni cais a dderbynnir yn y Gymraeg yn cael eu trin yn llai ffafriol na ffurflenni cais a gyflwynwyd yn Saesneg.

Teacher

Job reference: YMLD00034W3FDE
Location: Ysgol Melyd, Meliden
Salary: Teacher Pay Scale
Hours: Full Time
Contract: SECONDMENT COVER FOR UP TO 24 MONTHS
Internal / External

The Governing Body of Ysgol Melyd are currently seeking an enthusiastic, self-motivated individual to join their team as a full-time teacher. This post presents an excellent opportunity for an innovative and talented professional to teach in our welcoming, community-focused school.

You must have the ability and qualifications to teach across the primary age and ability range.

Appointment subject to Disclosure & Barring Service Check and satisfactory references.

If you would like to discuss any aspect of the post, please call Mr Dafydd Jones on 01745 852782

If you are interested in this vacancy, please apply on-line via the website www.denbighshire.gov.uk. For alternative methods of applying please contact Customer Services on 01824 706101.

Candidates must complete our application form to be considered. We regret that we are unable to reply to all applications. If you have not received a reply within three weeks of the closing date, you must assume that you have not been short listed for interview.

Closing Date: 1 June 2023
Interview Date: W/C Monday 12th June 2023

Denbighshire County Council is committed to Equal Opportunities and its Welsh Language Standards. We welcome applications in the Welsh Language and application forms received in the Welsh Language will not be treated less favourably than an application form submitted in English.

AMODAU CYFLOGAETH ATHRAWON HEBLAW PENAETHIAID (fel a nodir yn Dogfen Cyflog ac Amodau Athrawon Ysgol Cymru 2021)

Teitl y Swydd:	Athro / Athrawes
Graddfa:	Raddfa Gyflog I Athrawon
Gwasanaeth:	Ysgolion
Yn atebol i:	Pennaeth
Cyfeirnod y Swydd / Dyddiad cyhoeddi:	01746

Safonau Athrawon wrth eu Gwaith (Cymru)

Rhaid i athrawon fodloni'r Safonau Addysgu Newydd ar ddiwedd y cyfnod sefydlu a pharhau i'w cyrraedd drwy gydol eu gyrfa addysgu.

Gwerthoedd a rhinweddau proffesiynol

- Gwerthfawrogi anghenion amrywiol plant a phobl ifanc.
- Gwerthfawrogi perthnasoedd teg, parchus, llawn ymddiriedaeth, cefnogol ac adeiladol gyda phlant a phobl ifanc.
- Meddu ar ddisgwyliadau uchel o blant a phobl ifanc er mwyn gwella canlyniadau a lles i bob dysgwr.
- Gwerthfawrogi pwysigrwydd meithrin perthynas gadarnhaol rhwng y cartref a'r ysgol.
- Gwerthfawrogi cyfranogiad gweithredol plant a phobl ifanc yn eu cynnydd, datblygiad a lles.
- Gwerthfawrogi cyfranogiad gweithredol rhieni a gofalwyr yng nghynnydd, datblygiad a lles plant a phobl ifanc.
- Gwerthfawrogi a dathlu'r cyfraniad y mae plant a phobl ifanc yn ei wneud o fewn eu cymunedau.
- Gwerthfawrogi a gwerthfawrogi'r cyfraniad y mae staff cymorth a gweithwyr proffesiynol eraill yn ei wneud i ddysgu, datblygiad a lles plant a phobl ifanc.
- Cymryd rhan weithredol mewn rhwydweithiau proffesiynol a chymunedau dysgu sy'n rhannu ac yn profi credoau a dealltwriaeth gyda chydweithwyr ac yn cyfrannu at ddatblygiad ehangach yr ysgol a'r proffesiwn.
- Gwerthfawrogi'r gwelliant mewn ymarfer trwy fyfyrion a chymryd cyfrifoldeb am ddatblygiad proffesiynol parhaus.
- Meddu ar ddisgwyliadau uchel o ran datblygiad y Gymraeg yng nghyd-destun natur ddwyieithog Cymru.

Gwybodaeth a dealltwriaeth broffesiynol

- Cynnal gwybodaeth a dealltwriaeth gyfredol o ddyletswyddau a chyfrifoldebau proffesiynol athrawon a'r fframwaith statudol y maent yn gweithio oddi mewn iddo.
- Deall y cyd-destun polisi addysg cenedlaethol yng Nghymru a blaenoriaethau cenedlaethol Llywodraeth Cymru ar gyfer addysg, gan gynnwys dealltwriaeth o egwyddorion y Cwricwlwm Cymreig a sut y dylai lywio a siapio eu harfer.
- Defnyddio dealltwriaeth o'r disgwyladau, y trefniadau sefydliadol a'r ymagwedd addysgeg yn y cyfnodau neu'r cyfnodau allweddol cyn a/neu ar ôl y rhai y maent yn eu haddysgu i lywio eu harfer a'u cynllunio.
- Deall y ffactorau allweddol sy'n effeithio ar ddysgu a lles plant a phobl ifanc.
- Cynnal dealltwriaeth gyfredol o'u pynciau/meysydd cwricwlwm ac addysgeg gysylltiedig er mwyn llywio ymarfer.
- Deall eu rôl mewn gwella sgiliau llythrennedd a rhifedd ar draws y cwricwlwm.
- Cynnal gwybodaeth a dysgu mewn TGCh i gefnogi addysgu, dysgu ac yn eu rôl broffesiynol ehangach.
- Deall a chymhwyso Cod Ymarfer AAA Cymru i ddiwallu anghenion amrywiol dysgwyr.
- Deall pryd y bo'n briodol a sut i geisio gwybodaeth, cyngor a chymorth gan ffynonellau mewnol ac allanol gan gynnwys gweithdrefnau ar ddiogelu.
- Meddu ar wybodaeth am ystod o strategaethau a gwybod sut i'w defnyddio i hybu ymddygiad da a chreu amgylchedd dysgu pwrpasol.
- Deall sut y gellir defnyddio Confensiwn y Cenhedloedd Unedig ar Hawliau'r Plentyn a Safonau Cyfranogiad Plant a Phobl Ifanc Cymru i lywio ymarfer a gwella canlyniadau dysgwyr.
- Deall y disgwyladau yn y cwricwlwm o ran darpariaeth cyfrwng Cymraeg a/neu Gymraeg Ail Iaith

Sgiliau proffesiynol

Cynllunio a gosod targedau

- Pennu amcanion addysgu a dysgu heriol sy'n cael eu harwain gan ddisgwyladau gwybodus o ddysgwyr unigol yn seiliedig ar wybodaeth am safonau disgwyliedig y grŵp oedran perthnasol ac ystod a chynnwys y gwaith sy'n briodol i ddysgwyr yn y grŵp oedran hwnnw.
- Defnyddio amcanion addysgu a dysgu i gynllunio gwersi, a dilyniannau o wersi, sy'n dangos yn glir sut bydd gwybodaeth, sgiliau a dealltwriaeth dysgwyr yn cael eu hasesu.
- Personoli dysgu er mwyn mynd i'r afael ag anghenion unigol gan gynnwys ceisio barn dysgwyr ar yr hyn a fyddai'n eu helpu i gyflawni eu potensial.
- Nodi adnoddau i gefnogi dysgu a fydd yn ysgogi ac yn ysgogi pob dysgwr i gyflawni'r canlyniadau dymunol.

- Gweithio'n effeithiol fel aelod fim a chydweithio gyda chydweithwyr i gynllunio gwaith a gosod targedau.
- Cynllunio i staff cymorth gael eu cynnwys yn briodol wrth gefnogi dysgu a sicrhau eu bod yn deall y rolau y disgwylir iddynt eu cyflawni.
- Cynllunio cyfleoedd priodol i blant a phobl ifanc ddysgu mewn lleoliadau y tu allan i'r ystafell ddosbarth.
- Rheoli a blaenoriaethu amser yn effeithiol o fewn eu rôl broffesiynol ehangach.
 - Cychwyn a chynnal cyfathrebu effeithiol gyda phlant, pobl ifanc, a'u rhieni/gofalwyr.

Monitro ac asesu

Defnyddio ystod o strategaethau monitro ac asesu, gan gynnwys asesu ffurfiannol a chrynodol, i werthuso cynnydd dysgwyr tuag at amcanion dysgu cynlluniedig, a defnyddio'r wybodaeth hon i wella eu cynllunio a'u haddysgu eu hunain.

- Cwrdd â'r gofynion a'r trefniadau asesu ar gyfer y pynciau/meysydd cwricwlwm a'r cyfnodau y maent yn eu haddysgu, gan gynnwys y rhai sy'n ymwneud ag arholiadau cyhoeddus a chymwysterau.
- Defnyddio monitro ac asesu i nodi a chefnogi dysgwyr gan gynnwys: y rhai ag anghenion dysgu ychwanegol; dysgwyr mwy abl a dawnus; dysgwyr sy'n gweithio islaw disgwyladau cysylltiedig ag oedran; dysgwyr yn methu â chyflawni eu potensial; a dysgwyr ag anawsterau ymddygiadol, emosiynol a chymdeithasol.
- Cynnwys dysgwyr wrth osod targedau ac wrth fyfyrion ar eu perfformiad a'i werthuso.
- Monitro a chofnodi cynnydd a chyflawniadau dysgwyr er mwyn darparu tystiolaeth o ystod eu gwaith, eu cynnydd a'u cyrhaeddiad dros amser gan ystyried cyfranogiad a safbwyntiau'r dysgwr.
- Rhoi adborth cywir ac adeiladol i ddysgwyr ar eu cryfderau, gwendidau, cyrhaeddiad, cynnydd a meysydd i'w datblygu, gan gynnwys cynlluniau gweithredu ar gyfer gwella.
- Rhoi adborth amserol, cywir ac adeiladol i gydweithwyr, rhieni a gofalwyr ar gyrhaeddiad, cynnydd a meysydd i'w datblygu dysgwyr gan ddefnyddio cofnodion ategol a thystiolaeth arall.

Addysgu a rheoli dysgu

- Sefydlu a chynnal amgylcheddau dysgu effeithiol lle mae pob dysgwr yn teimlo'n ddiogel, yn sicr ac yn hyderus.
- Addysgu'r sgiliau, y wybodaeth a'r ddealltwriaeth ofynnol a disgwyliedig sy'n berthnasol i anghenion y dysgwr gan wneud defnydd priodol o ganllawiau cenedlaethol perthnasol.
- Gwneud darpariaeth bersonol effeithiol yn eu haddysgu gan gynnwys rhoi ystyriaeth ymarferol i amrywiaeth a hyrwyddo cydraddoldeb a chynhwysiant.
- Herio achosion o ragfarn, stereoteipio, bwlio ac aflonyddu, yn unol â pholisïau a gweithdrefnau'r ysgol.

- Addysgu gwersi neu ddilyniannau o waith sydd wedi'u strwythuro'n glir fel bod pob dysgwr yn deall ac yn bodloni'r amcanion dysgu arfaethedig.
- Defnyddio strategaethau addysgu priodol sy'n datblygu gallu pob dysgwr i weithio ar y cyd ac yn annibynnol.
- Adeiladu ar brofiadau, cyflawniadau a diddordebau amrywiol dysgwyr i'w helpu i wneud cynnydd.
- Rheoli amser addysgu a dysgu yn effeithiol.
- Rheoli'r amgylchedd dysgu ffisegol, offer, deunyddiau, testunau ac adnoddau eraill yn ddiogel ac yn effeithiol.
- Defnyddio strategaethau addysgu priodol i sicrhau ymddygiad cadarnhaol.
- Defnyddio strategaethau addysgu priodol i hyrwyddo lles plant a phobl ifanc.
- Defnyddio strategaethau addysgu priodol i hyrwyddo cynnydd a chanlyniadau da i ddysgwyr dros gyfnod parhaus o amser.
- Defnyddio TGCh yn effeithiol mewn addysgu a dysgu.
- Annog dysgwyr i symud ymlaen yn annibynnol trwy ddarparu gweithgareddau neu astudiaeth arall y tu allan i'r ysgol sy'n atgyfnerthu ac yn ymestyn gwaith a wneir yn yr ysgol.
- Gweithio ar y cyd ac ar y cyd ag athrawon a chydweithwyr eraill, gan gynnwys y rhai o asiantaethau allanol, i wella dysgu a lles y rhai y maent yn eu haddysgu.
- Hyrwyddo dealltwriaeth dysgwyr o natur ddwyieithog Cymru a datblygu eu sgiliau dwyieithog fel y bo'n briodol.

CYNGOR SIR DDINBYCH MANYLION AM YR UNIGOLYN

Mae'r Manylion yn nodi'r sgiliau, yr wybodaeth a'r profiad a ystyrir yn hanfodol er mwyn ymgymryd â dyletswyddau'r swydd yn effeithiol. Caiff ei defnyddio wrth lunio rhestr fer ac ar gyfer y broses o gyfweld am y swydd hon. Dylech ddangos ar eich ffurflen gais sut rydych yn bodloni'r meini prawf hyn. Byddwch ddim ond yn cael eich cynnwys ar y rhestr fer os ydych yn bodloni pob un o'r meini prawf hanfodol (â'r meini prawf dymunol lle bo'n berthnasol).

Teitl y Swydd:	Athro Dosbarth		
Gwasanaeth:	Addysg		
Graddfa:	Graddfa Gyflog Athrawon		
<u>MEINI PRAWF</u>	<u>HANFODOL</u>	<u>DYMUNOL</u>	<u>DULL ASESU</u> Ffurflen Gais / Cyfweliad / Cyflwyniad / Geirda ac ati
1. ADDYSG A CHYMWYSTERAU	<ul style="list-style-type: none"> • Statws Athro Cymwysedig 	<ul style="list-style-type: none"> • Tystiolaeth o ddatblygiad proffesiynol ychwanegol yn ddiweddar 	<ul style="list-style-type: none"> • Ffurflen Gais • Proses Gyfweld • Geirdaon

<p>2. PROFIAD PERTHNASOL</p>	<p>O leiaf dwy flynedd o brofiad addysgu.</p> <p>Profiad o addysgu o fewn y sector cynradd.</p>	<p>Profiad o drefnu a chynnal gweithgareddau allgyrsiol. Profiad o addysgu mewn dosbarthiadau CS a CA2.</p>	<ul style="list-style-type: none"> • Ffurflen Gais • Proses Gyfweld • Geirdaon
<p>3. GWYBODAETH A SGILIAU CYSYLLTIEDIG Â'R SWYDD</p>	<p>Gwybodaeth a dealltwriaeth dda o'r cwricwlwm a'r Fframwaith Sgiliau.</p> <p>Y gallu i ddefnyddio ystod o ddulliau addysgu a rheoli dosbarth yn llwyddiannus.</p> <p>Y gallu i gynllunio gwersi wedi'u gwahaniaethu'n briodol, sy'n cyflwyno her, yn darparu cefnogaeth ac yn ysgogi plant i ddysgu.</p> <p>Y gallu i weithio'n effeithiol fel rhan o dîm. Sgiliau TGCh da</p> <p>Y gallu i weithio i derfynau amser heriol lle bo'n briodol a rheoli amser yn effeithiol.</p> <p>Y gallu i ymgysylltu â phlant a rhieni ar lefel unigol.</p> <p>Y gallu i ddysgu Cymraeg fel ail iaith</p>		<ul style="list-style-type: none"> • Ffurflen Gais • Proses Gyfweld • Geirdaon
<p>4. NODWEDDION PERSONOL</p>	<p>Hunan-gymhelliant, hunanddibynnol, trefnus, egnïol ac arloesol.</p> <p>Sgiliau cyfathrebu llafar ac ysgrifenedig rhagorol.</p> <p>Y gallu i gyfathrebu'n dda gyda disgyblion o bob gallu.</p>		<ul style="list-style-type: none"> • Ffurflen Gais • Proses Gyfweld • Geirdaon

	<p>Ymrwymiad i addysgu a sicrhau bod pob unigolyn yn cyflawni ei botensial.</p> <p>Ymrwymiad i ddatblygu'n broffesiynol.</p> <p>Parodrwydd i gwblhau prosesau hunanwerthuso, i ddysgu ac i ddatblygu.</p>		
5. GOFYNION ERAILL	<p>Empathi at y Gymraeg a diwylliant Cymreig./ cymraeg hanfodol</p>	<p>Siaradwr Cymraeg rhugl</p>	<ul style="list-style-type: none"> • Ffurflen Gais • Cyfweiliad • Geirdaon

DENBIGHSHIRE COUNTY COUNCIL JOB DESCRIPTION

Job Title:	Class Teacher (1.0)
Grade:	Teacher Pay Scale
Service:	Education
Service Area:	Ysgol Melyd, Prestatyn
Responsible to:	Head Teacher – Mr Dafydd R. Jones
Job ID Number / Date Issued:	09/05/2023

Job Purpose

Practising Teacher Standards (Wales)

Teachers must meet the New Teaching Standards at the end of the induction period and continue to meet them throughout their teaching career.

Professional values and attributes

- Appreciate the diverse needs of children and young people.
- Value fair, respectful, trusting, supportive and constructive relationships with children and young people.
- Have high expectations of children and young people in order to improve outcomes and well-being for all learners.
- Value the importance of building positive relationships between home and school.
- Value the active involvement of children and young people in their progress, development and well-being.

- Value the active involvement of parents and carers in the progress, development and well-being of children and young people.
- Value and celebrate the contribution children and young people make within their communities.
- Appreciate and value the contribution that support staff and other professionals make to the learning, development and well-being of children and young people.
- Be actively involved in professional networks and learning communities which share and test beliefs and understandings with colleagues and contribute to the wider development of the school and profession.
- Value the improvement of practice through reflection and taking responsibility for continuing professional development.
- Have high expectations with regard to Welsh-language development in the context of the bilingual nature of Wales.

Professional knowledge and understanding

- Maintain an up-to-date knowledge and understanding of the professional duties and responsibilities of teachers and the statutory framework within which they work.
- Understand the national education policy context in Wales and the Welsh Government's national priorities for education, including an understanding of the principles of the Cwricwlwm Cymreig and how it should inform and shape their practice.
- Use understanding of the expectations, organizational arrangements and pedagogical approach in the key stages or phases before and/or after the ones they teach to inform their practice and planning.
- Understand the key factors that affect children and young people's learning and well-being.
- Maintain an up-to-date understanding of their subjects/curriculum areas and related pedagogy in order to inform practice.
- Understand their role in improving literacy and numeracy skills across the curriculum.
- Maintain knowledge and learning in ICT to support teaching, learning and in their wider professional role.
- Understand and apply the SEN Code of Practice for Wales to meet the diverse needs of learners.
- Understand when appropriate and how to seek information, advice and support from internal and external sources including procedures on safeguarding.
- Have a knowledge of a range of strategies and know how to use them to promote good behaviour and create a purposeful learning environment.
- Understand how the United Nations Convention on the Rights of the Child and the Children and Young People's Participation Standards for Wales can be used to inform practice and improve learner outcomes.
- Understand the expectations in the curriculum with regard to Welsh-medium provision and/or Welsh Second Language.

Professional skills

Planning and target setting

- Set challenging teaching and learning objectives that are guided by informed expectations of individual learners based on knowledge of the expected standards of the relevant age group and the range and content of work appropriate to learners in that age group.

- Use teaching and learning objectives to plan lessons, and sequences of lessons, which clearly show how learners' knowledge, skills and understanding will be assessed.
- Personalise learning in order to address individual needs including seeking the views of learners on what would help them achieve their potential.
- Identify resources to support learning that will stimulate and motivate all learners to achieve desired outcomes.
- Work effectively as a team member and collaborate with colleagues to plan work and establish targets.
- Plan for support staff to be appropriately involved in supporting learning and ensure they understand the roles they are expected to fulfil.
- Plan appropriate opportunities for children and young people to learn in settings beyond the classroom.
- Manage and prioritise time effectively within their wider professional role.
- Instigate and maintain effective communication with children, young people, and their parents/carers.

Monitoring and assessment

- Use a range of monitoring and assessment strategies, including both formative and summative assessment, to evaluate learners' progress towards planned learning objectives, and use this information to improve their own planning and teaching.
- Meet the assessment requirements and arrangements for the subjects/curriculum areas and phases within which they teach, including those relating to public examinations and qualifications.
- Use monitoring and assessment to identify and support learners including: those with additional learning needs; more able and talented learners; learners working below age-related expectations; learners failing to achieve their potential; and learners with behavioural, emotional and social difficulties.
- Involve learners in target setting and in reflecting upon and evaluating their performance.
- Monitor and record learners' progress and achievements to provide evidence of the range of their work, progress and attainment over time whilst taking account of the participation and views of the learner.
- Provide learners with accurate and constructive feedback on their strengths, weaknesses, attainment, progress and areas for development, including action plans for improvement.
- Provide colleagues, parents and carers with timely, accurate and constructive feedback on learners' attainment, progress and areas for development using supporting records and other evidence.

Teaching and managing learning

- Establish and maintain effective learning environments where all learners feel safe, secure and confident.
- Teach the required and expected skills, knowledge and understanding relevant to the needs of the learner making appropriate use of relevant national guidance.
- Make effective personalised provision in their teaching including taking practical account of diversity and promoting equality and inclusion.
- Challenge instances of prejudice, stereotyping, bullying and harassment, in line with school policies and procedures.
- Teach clearly structured lessons or sequences of work so that all learners understand and meet the intended learning objectives.
- Employ appropriate teaching strategies which develop all learners' capacity to work collaboratively and independently.

- Build on the varying experiences, achievements and interests of learners to help them make progress.
- Manage teaching and learning time effectively.
- Manage the physical learning environment, equipment, materials, texts and other resources safely and effectively.
- Employ appropriate teaching strategies to secure positive behaviour.
- Employ appropriate teaching strategies to promote the well-being of children and young people.
- Employ appropriate teaching strategies to promote good progress and outcomes for learners over a sustained period of time.
- Use ICT effectively in teaching and learning.
- Encourage learners to progress independently by providing activities or other out-of-school study which consolidates and extends work carried out in school.
- Work co-operatively and collaboratively with other teachers and colleagues, including those from external agencies, to enhance the learning and wellbeing of those they teach.
- Promote learners' understanding of the bilingual nature of Wales and develop their bilingual skills as appropriate.

DENBIGHSHIRE COUNTY COUNCIL PERSON SPECIFICATION

The Person Specification sets out the skills, knowledge and experience that are considered to be necessary to carry out the duties of the post effectively. It will be used in the short-listing and interview process for this post. You should demonstrate on your application form how you meet these criteria as you will only be shortlisted if you meet all of the essential criteria (and desirable criteria where applicable).

Post Title:	Class Teacher – Full Time To Cover Secondment Leave		
Service	Education – Ysgol Melyd, Meliden		
Grade:	Teacher Pay Scale		
<u>CRITERIA</u>	<u>ESSENTIAL</u>	<u>DESIRABLE</u>	<u>METHOD OF ASSESSMENT</u> Application Form / Interview / Presentation / References etc
1. EDUCATION & QUALIFICATIONS	Qualified Teacher status	Evidence of recent further professional development	Application Form/ Interview/ Certificates
2. RELEVANT EXPERIENCE	At least two years teaching experience. Experience of teaching within the primary sector.	Experience organising and running extra-curricular activities. Experience teaching in FP and KS2 classes.	Application Form/ Interview/ References

<p>3. JOB RELATED KNOWLEDGE & SKILLS</p>	<p>Good knowledge and understanding of the curriculum and the Skills Framework.</p> <p>An ability to utilise a range of teaching and class management methods successfully.</p> <p>An ability to plan appropriately differentiated lessons, which present challenge, provide support and motivate children to learn.</p> <p>An ability to work effectively as part of a team. Good ICT skills</p> <p>An ability to work to challenging deadlines where appropriate and manage time effectively.</p> <p>The ability to engage with children and parents on an individual level.</p> <p>Ability to teach Welsh as a second Language</p>		<p>Application Form/ Lesson Observation/ Interview/ References</p>
<p>4. PERSONAL QUALITIES</p>	<p>Self-motivated, self-reliant, organised, energetic and innovative.</p> <p>Excellent oral & written communication skills.</p> <p>An ability to communicate well with pupils of all abilities.</p> <p>A commitment to teaching and ensuring that each individual fulfils their potential.</p>		<p>Application Form/ Interview / References</p>



	<p>A commitment to develop professionally.</p> <p>A willingness to complete self-appraisal processes, to learn and to develop.</p>		
5. OTHER REQUIREMENTS	Empathy with the Welsh Language and Culture	Fluent Welsh Speaker	Application Form/ Interview