



**Ysgol Uwchradd
Prestatyn
High School**



Athro / Ahtrawes Astudiaethau Crefyddol / Cymdeithaseg a Seicoleg

Cyfeirnod y swydd: YPHS00365N1FDE

Yn eisiau Mis Medi 2026

Lleoliad: Ysgol Uwchradd Prestatyn

Cyflog: MPS

Contract tymor penodol 1 flwyddyn

Swydd Allanol

Rydym yn ceisio penodi athro Astudiaethau Crefyddol brwdfrydig a chymwysterau i gyfrannu tuag at addysgu Astudiaethau Cymdeithasol yng Nghyfnod Allweddol 3 a Chyfnod Allweddol 4. Bydd y rôl hon yn cynnwys addysgu AC yn bennaf ond hefyd i gynnwys Seicoleg a Chymdeithaseg. Byddai addysgu ar Safon Uwch yn fantais er nad yw'n hanfodol.

Mae Ysgol Uwchradd Prestatyn yn ysgol llwyddiannus a phoblogaidd gyda chweched dosbarth fawr a chanlyniadau da. Mae gan yr ysgol rhwydwaith cadarn a llwyddiannus i gefnogi staff sydd newydd eu penodi.

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

Os oes gennych ddiddordeb yn y swydd wag hon, gwnewch gais ar-lein trwy ein gwefan www.sirddinbych.gov.uk Am ddielliau 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 rhestr fer am gyfweiliad.

Dyddiad Cau: 19 March 2026
Dyddiad Cyfweiliad: 27 mawrth 2026

Teacher of Religious Studies / Sociology and Psychology

Required for September 2026

Job reference: YPHS00365N1FDE

Location: Prestatyn High School

Salary: MPS

1 year fixed term contract

External vacancy

We are seeking to appoint an enthusiastic and well qualified teacher of Religious Studies to join our large social studies department to contribute towards the teaching of Social Studies at Key Stage 3 and Key Stage 4/5. This role will involve predominantly teaching RS but to also include Psychology and Sociology. Teaching at A-level would be an advantage although not essential.

Prestatyn High School is a successful and oversubscribed school with a large sixth form and good examination results. The school has a strong and successful support network for newly appointed staff.

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

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: 19 March 2026
Interview Date: 27 March 2026



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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.

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.

Atodiad 1: Safonau Athrawon wrth eu Gwaith (Cymru) (Wedi ei gymryd o Dogfen Cyflog ac Amodau Athrawon Ysgol 2016 a Chanllawiau ar Gyflog ac Amodau Athrawon Ysgol)

Teitl y Swydd:	Athro / Athrawes
Graddfa:	Raddfa gyflog i athrawon
Gwasanaeth:	Ysgolion
Maes Gwasanaeth:	Addysg
Yn atebol i:	Pennaeth
Cyfeirnod y Swydd / Dyddiad cyhoeddi:	01746
Categori Iaith Gymraeg:	Nid yw sgiliau iaith Gymraeg yn angenrheidiol Lefelau o ran sgiliau Cymraeg

Safonau Athrawon wrth eu Gwaith (Cymru)

- Rhaid i athrawon gyrraedd Safonau Athrawon wrth eu Gwaith ar ddiwedd y cyfnod ymsefydlu a pharhau i'w cyrraedd drwy gydol eu gyrfa addysgu.

Gwerthoedd a nodweddion proffesiynol

- Gwerthfawrogi anghenion amrywiol plant a phobl ifanc.
- Gwerthfawrogi cydberthnasau teg, parchus, cefnogol, adeiladol a llawn ymddiriedaeth â phlant a phobl ifanc.
- Meddu ar ddisgwyliadau uchel o blant a phobl ifanc er mwyn gwella deilliannau a lles pob dysgwr.
- Gwerthfawrogi pwysigrwydd meithrin cydberthnasau cadarnhaol rhwng y cartref a'r ysgol.
- Gwerthfawrogi'r rhan weithredol y mae plant a phobl ifanc yn ei chwarae o ran eu cynnydd, eu datblygiad a'u lles eu hunain.
- Gwerthfawrogi'r rhan weithredol y mae rhieni a gofalwyr yn ei chwarae 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'r cyfraniad y mae staff cymorth a gweithwyr proffesiynol eraill yn ei wneud at ddysgu, datblygiad a lles plant a phobl ifanc.
- Chwarae rhan weithredol mewn rhwydweithiau proffesiynol a chymunedau dysgu sy'n rhannu rhagdybiaethau a dealltwriaeth a'u treialu, a chyfrannu at ddatblygiad ehangach yr ysgol a'r proffesiwn.
- Gwerthfawrogi pwysigrwydd gwella ymarfer drwy fyfyrion a chymryd cyfrifoldeb am ddatblygiad proffesiynol parhaus.



- Meddu ar ddisgwyliadau uchel o ran datblygu'r iaith Gymraeg yn unol â natur ddwyieithog Cymru.

Gwybodaeth a dealltwriaeth broffesiynol

- Meddu ar yr wybodaeth a'r ddealltwriaeth ddiweddaraf ynghylch dyletswyddau a chyfrifoldebau proffesiynol athrawon a'r fframwaith statudol a ddilynir ganddynt.
- Deall y cyd-destun polisi addysg cenedlaethol yng Nghymru a blaenoriaethau Llywodraeth Cymru ar gyfer addysg, gan gynnwys deall egwyddorion y Cwricwlwm Cymreig a sut y dylid ei ddefnyddio i lywio eu hymarfer.
- Defnyddio dealltwriaeth o ddisgwyliadau, trefniadaeth ac addysgeg yn y cyfnodau allweddol neu'r cyfnodau cyn a/neu ar ôl y rheini a addysgir ganddynt er mwyn llywio eu hymarfer a'u gwaith 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 berthnasol er mwyn llywio eu hymarfer.
- Deall eu rôl o ran gwella sgiliau llythrennedd a rhifedd ar draws y cwricwlwm.
- Cynnal gwybodaeth a dysgu ym maes TGCh er mwyn cefnogi'r addysgu a'r dysgu, ac yn eu rôl broffesiynol ehangach.
- Deall Cod Ymarfer AAA Cymru a'i gymhwyso er mwyn diwallu anghenion amrywiol dysgwyr.
- Deall pryd y mae'n briodol gofyn am wybodaeth, cyngor a chefnogaeth gan ffynonellau mewnol ac allanol, gan gynnwys gweithdrefnau diogelu, a sut i wneud.
- Bod yn ymwybodol o amrywiaeth o strategaethau a gwybod sut i'w defnyddio i annog ymddygiad da a chreu amgylchedd dysgu pwrpasol.
- Deall sut y gellid defnyddio Confensiwn y Cenhedloedd Unedig ar Hawliau'r Plentyn a'r Safonau Cenedlaethol ar gyfer Cyfranogiad Plant a Phobl Ifanc i lywio eu hymarfer a gwella deilliannau dysgwyr.
- Deall disgwyliadau'r cwricwlwm mewn perthynas â darpariaeth cyfrwng Gymraeg a/neu Gymraeg Ail Iaith.

Sgiliau proffesiynol

Cynllunio a phennu targedau

- Pennu amcanion addysgu a dysgu heriol sy'n seiliedig ar ddisgwyliadau deallus o ddysgwyr unigol yn unol â gwybodaeth am safonau disgwylidig y grŵp oedran perthnasol ac amrywiaeth a chynnwys y gwaith sy'n briodol i ddysgwyr yn y grŵp oedran hwnnw.
- Defnyddio'r amcanion addysgu a dysgu hyn i gynllunio gwersi, a chyfresi o wersi, sy'n dangos yn glir sut y caiff gwybodaeth, sgiliau a dealltwriaeth y dysgwyr eu hasesu.
- Personoli'r dysgu er mwyn diwallu anghenion unigol gan gynnwys ceisio barn dysgwyr ynghylch yr hyn a fyddai'n eu helpu i gyflawni eu potensial.
- Nodi adnoddau i gefnogi'r dysgu a fydd yn ysgogi ac yn cymhell pob dysgwr i gyflawni'r deilliannau dymunol.



- Gweithio'n effeithiol fel aelod o dîm a chydlafulio â chydweithwyr i gynllunio gwaith a phennu targedau.
- Cynllunio i gynnwys staff cymorth yn briodol yn y gwaith o gefnogi'r 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 â phlant, pobl ifanc a'u rhieni/gofalwyr.

Monitro ac asesu

- Defnyddio amrywiaeth o strategaethau monitro ac asesu, gan gynnwys asesiadau ffurfiannol a chyfunol, i werthuso cynnydd dysgwyr tuag at gyflawni amcanion dysgu a gynlluniwyd, a defnyddio'r wybodaeth hon i wella eu gwaith cynllunio ac addysgu eu hunain.
- Bodloni'r gofynion a'r trefniadau asesu ar gyfer y pynciau/meysydd cwricwlwm a chyfnodau a addysgir ganddynt, gan gynnwys y rheini sy'n ymwneud ag arholiadau a chymwysterau cyhoeddus.
- Defnyddio technegau monitro ac asesu i nodi a chefnogi dysgwyr, gan gynnwys: y rheini ag anghenion dysgu ychwanegol; dysgwyr mwy abl a thalentog; dysgwyr sy'n gweithio ar lefel is na'r disgwyl ar gyfer eu hoedran; dysgwyr sy'n methu â chyrraedd eu potensial; a dysgwyr ag anawsterau ymddygiadol, emosiynol a chymdeithasol.
- Cynnwys dysgwyr yn y gwaith o bennu targedau a myfyrio ar eu perfformiad a'i werthuso.
- Monitro a chofnodi cynnydd a chyflawniadau dysgwyr er mwyn rhoi tystiolaeth o amrywiaeth eu gwaith, eu cynnydd a'u cyrhaeddiad dros gyfnod o amser, gan ystyried cyfranogiad a safbwynt y 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 a chynnydd dysgwyr a meysydd i'w datblygu, gan ddefnyddio cofnodion ategol a thystiolaeth arall.

Addysgu a rheoli'r dysgu

- Creu a chynnal amgylcheddau dysgu effeithiol lle mae pob dysgwr yn teimlo'n ddiogel ac yn hyderus.
- Addysgu'r sgiliau, y wybodaeth a'r ddealltwriaeth angenrheidiol a disgwyliedig sy'n berthnasol i anghenion y dysgwyr, gan wneud defnydd priodol o'r canllawiau cenedlaethol perthnasol.
- Cynnig darpariaeth wedi'i phersonoli effeithiol wrth addysgu, gan gynnwys rhoi ystyriaeth ymarferol i amrywiaeth a hyrwyddo cydraddoldeb a chynhwysiant.
- Herio achosion o ragfarnu, stereoteipio, bwlio ac aflonyddu, yn unol â pholisïau a gweithdrefnau'r ysgol.
- Addysgu gwersi neu gyfresi o waith wedi'u strwythuro'n glir er mwyn sicrhau bod pob dysgwr yn deall yr amcanion dysgu arfaethedig ac yn eu bodloni.
- Defnyddio strategaethau addysgu priodol sy'n datblygu gallu pob dysgwr i weithio ar y cyd ac yn annibynnol.



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- Datblygu amrywiol brofiadau, cyflawniadau a diddordebau dysgwyr er mwyn eu helpu i wneud cynnydd.
- Rheoli amser addysgu a dysgu yn effeithiol.
- Rheoli'r amgylchedd dysgu ffisegol, cyfarpar, deunyddiau, testunau ac adnoddau eraill mewn modd diogel ac 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 deilliannau da ymhlith dysgwyr dros gyfnod estynedig o amser.
- Defnyddio TGCh yn effeithiol wrth addysgu a dysgu.
- Annog dysgwyr i wneud cynnydd annibynnol drwy ddarparu gweithgareddau neu gyfleoedd eraill i astudio y tu allan i oriau ysgol, sy'n ategu'r gwaith a wneir yn yr ysgol ac yn ei ymestyn.
- Cydweithio ag athrawon a chydweithwyr eraill, gan gynnwys y rheini o asiantaethau allanol, er mwyn gwella dysgu a lles y rheini a addysgir ganddynt.
- Hyrwyddo dealltwriaeth dysgwyr o natur ddwyieithog Cymru a meithrin 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 / Athrawes		
Gwasanaeth:	Ysgolion		
Graddfa:	Raddfa gyflog i 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	Athro / athrawes gymwysedig	Tystiolaeth o Hyfforddiant Mewn Swydd parhaus ac ymrwymiad i ddatblygiad proffesiynol pellach.	Ffurflen Gais / Cyfweliad
2. PROFIAD PERTHNASOL	Profiad o weithio o fewn maes penodol	Profiad o drefnu a rhedeg gweithgareddau all gwricwlaidd	Ffurflen Gais / Cyfweliad
3. GWYBODAETH A SGILIAU CYSYLLTIEDIG Â'R SWYDD	Gwybodaeth a dealltwriaeth dda o'r cwricwlwm a'r Fframwaith Sgiliau. Yn gallu defnyddio amrywiaeth o ddulliau i ddysgu a rheoli dosbarth yn llwyddiannus. Yn gallu cynllunio gwersi gwahaniaethol yn briodol, sy'n rhoi her, yn rhoi cefnogaeth ac yn ysgogi plant i ddysgu. Yn gallu gweithio'n effeithiol fel rhan o dîm. Sgiliau TGCh da Yn gallu gweithio i derfynau amser heriol yn	Yn gallu dysgu Cymraeg fel ail iaith	Ffurflen Gais / Cyfweliad



	<p>ôl y gofyn a rheoli amser yn effeithiol</p> <p>Yn gallu cysylltu gyda phlant a rheini ar lefel unigol.</p>		
4. NODWEDDION PERSONOL	<p>Diwyd, hunan ddibynnol, trefnus, egniol ac arloesol.</p> <p>Sgiliau cyfathrebu ardderchog, ar lafar ac ar bapur</p> <p>Yn gallu cyfathrebu'n dda gyda disgyblion o bob gallu.</p> <p>Ymrwymiad i ddysgu ac i sicrhau fod pob unigolyn yn cyflawni'i botensial.</p> <p>Ymrwymiad i ddatblygu'n broffesiynol.</p> <p>Bodlon cwblhau prosesau hunan werthusiad, i ddysgu ac i ddatblygu.</p>		Ffurflen Gais / Cyfweiliad
5. GOFYNION ERAILL	Cydymdeimlad â diwylliant Cymru	Gallu siarad Cymraeg yn rhugl	Ffurflen Gais / Cyfweiliad



Annex 1 – Practising Teacher Standards Wales (Taken from School teachers’ pay and conditions document 2016 and guidance on school teachers’ pay and conditions)

Job Title:	Teacher
Grade:	Teacher pay scale
Service:	Schools
Service Area:	Education
Responsible to:	Headteacher
Job ID Number / Date Issued:	01746
Welsh Language Category:	Welsh language skills are not necessary Welsh Language Levels

Practising Teacher Standards (Wales)

Teachers must meet the Practising Teacher 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.



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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:	Teacher		
Service	Schools		
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 continuous INSET and commitment to further professional development.	Application Form/ Interview
2. RELEVANT EXPERIENCE	Experience of working within specified area	Experience in organising and running extra-curricular activities Proven track record of success at KS4 or KS5	Application Form/ Interview
3. JOB RELATED KNOWLEDGE & SKILLS	Good knowledge and understanding of the curriculum and the Skills Framework. An ability to utilise a range of teaching and class management methods successfully. An ability to plan appropriately differentiated lessons, which present challenge, provide support and motivate children to learn. An ability to work effectively as part of a team.	Ability to teach Welsh as a second Language	Application Form/ Interview



	<p>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>		
4. PERSONAL QUALITIES	<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>A commitment to develop professionally.</p> <p>A willingness to complete self appraisal processes, to learn and to develop.</p>		Application Form/ Interview
5. OTHER REQUIREMENTS	<p>An empathy with the Welsh Culture</p>	Fluent Welsh Speaker	Application Form/ Interview