

Swydd-ddisgrifiad a Manyleb yr Unigolyn

MANYLION Y SWYDD

Teitl y Swydd:	Dirprwy Bennaeth
Gradd:	Arweinyddiaeth
Cyfarwyddiaeth:	Addysg
Isadran:	Ysgolion
Lleoliad:	Ysgol Gynradd Gymraeg Y Castell
Atebol i:	Pennaeth

CYFLWYNIAD

Mae'r swydd-ddisgrifiad hwn yn ategu'r safonau, y gwerthoedd a'r agweddau a nodir yn Safonau Proffesiynol ar gyfer Addysgu ac Arweinyddiaeth 2018. Bydd y Dirprwy Bennaeth yn cefnogi, yn arddangos ac yn hyrwyddo'r gwerthoedd a'r agweddau cyffredinol a ddiffinnir yn y Safonau Proffesiynol ynghylch:

- 1) Hawl broffesiynol
- 2) Yr iaith Gymraeg a diwylliant Cymru
- 3) Hawliau dysgwyr
- 4) Llythrennedd, rhifedd a chymhwysedd digidol
- 5) Y dysgwr proffesiynol
- 6) Rôl yn y system

Mae'n ofynnol i ddeiliad y swydd ysgwyddo cyfrifoldebau proffesiynol Dirprwy Bennaeth yn unol â'r hyn a nodir yn Nogfen Cyflog ac Amodau Athrawon Ysgol.

DIBEN Y SWYDD

Dan arweiniad y pennaeth, gwneud cyfraniad sylweddol at ddatblygu gweledigaeth eglur ar gyfer yr ysgol, gan gydweithio â holl randdeiliaid yr ysgol, a darparu'r arweinyddiaeth broffesiynol sy'n ofynnol i alluogi bob aelod o staff i gynorthwyo dysgwyr i gyflawni eu potensial llawn. Dylid gwneud hyn yn unol â pholisïau'r corff llywodraethu, ac yn unol â'r blaenoriaethau a amlinellir mewn strategaethau addysg lleol a chenedlaethol.

Dirprwyo ar ran y Pennaeth pan fydd angen gwneud hynny.

MEYSYDD ALLWEDDOL

Addysgeg

1. Bod yn atebol am gefnogi addysgeg pobl eraill trwy greu a chynnal yr amgylchiadau sy'n ofynnol i allu gwireddu'r pedwar diben ar gyfer dysgwyr a chyflawni'r gorau iddynt o ran llesiant, safonau a chynnydd.
2. Datblygu strategaethau, strwythurau a systemau, gan gydweithio â holl randdeiliaid yr ysgol, i sicrhau fod yr ysgol yn gweithio'n effeithiol i wireddu'r weledigaeth a rennir gan yr ysgol a sicrhau gwelliant parhaus i'r ysgol, i alluogi cyflawni pedwar diben dysgu, gan ystyried amgylchiadau, polisïau a mentrau cenedlaethol a lleol.
3. Cymell eraill a chydweithio â hwy i greu a chynnal ethos ac amgylchedd dysgu yn yr ysgol sy'n addas i sicrhau dysgu effeithiol.
4. Sicrhau'r deilliannau gorau yn gyson i ddysgwyr trwy fireinio a datblygu addysgu yn raddol a dylanwadu ar ddysgwyr.
5. Sicrhau fod y cwricwlwm yn cael ei drefnu a'i ddarparu a bod amrywiaeth o ddulliau addysgeg yn cael eu defnyddio yn yr ysgol, i gefnogi addysgu a dysgu rhagorol a chyflawni cwricwlwm Cymru.
6. Sicrhau fod sylw cyson a pharhaus yn cael ei roi ar lefel yr ysgol gyfan i lesiant, profiad a chyflawniad dysgwyr, a sefydlu diwylliant sy'n gweld gwerth yn safbwyntiau dysgwyr i lywio pob cam o'u haddysg a'u profiadau yn yr ysgol.
7. Gan gydweithio â'r rhanddeiliaid perthnasol, datblygu polisïau ac arferion sy'n hybu'r iaith Gymraeg a diwylliant Cymru ac sy'n datblygu sgiliau dwyieithog dysgwyr fel y bo'n briodol.
8. Sicrhau fod pedwar diben dysgu yn cael eu datblygu trwy greu strwythurau a system sy'n cefnogi cynllunio ac yn pwysleisio disgyblaethau'r gwahanol feysydd dysgu yn eu cyd-destun, i sicrhau fod addysgu a dysgu hynod o effeithiol yn digwydd.
9. Datblygu a gweithredu system effeithiol i fonitro a gwerthuso dylanwad profiadau dysgu a chynnydd dysgwyr, er mwyn sicrhau gwelliant parhaus.
10. Bod yn atebol am lesiant a deilliannau dysgwyr trwy gydweithio â phob rhanddeiliad perthnasol i sicrhau fod llesiant a chyflawniadau bob dysgwr yn cael eu gwerthfawrogi a'u bod yn amlwg ym mhob rhan o'r ysgol.
11. Gan gydweithio â rhanddeiliaid perthnasol, datblygu strategaethau, polisïau a systemau cynhwysol sy'n galluogi bob dysgwr i gael mynediad llawn at gyfleoedd i gyflawni a sicrhau fod eu hanghenion dysgu unigol yn cael eu diwallu.
12. Hyrwyddo a sicrhau tegwch mewn llwybrau dysgu academiaidd a galwedigaethol a llwybrau dysgu drwy brofiadau.
13. Datblygu disgrifiad cydlynol, dealladwy a chywir o berfformiad yr ysgol, a chyfleu hynny i amrywiaeth o bartneriaid, yn cynnwys rhieni a llywodraethwyr, gan sicrhau fod hyn yn cynnwys llesiant a chynnydd disgyblion.
14. Rheoli cyfathrebu effeithiol ynghylch argymhellion sy'n deillio o adroddiadau a'r gwaith o weithredu'r argymhellion hynny, yn cynnwys deilliannau proses hunanwerthuso'r ysgol ac arolygon allanol gan Estyn, er mwyn sbarduno a chynnal gwelliannau i'r ysgol.
15. Cydweithredu â holl randdeiliaid yr ysgol i ddatblygu hinsawdd a diwylliant dysgu yn yr ysgol sy'n adlewyrchu cyfoeth ac amrywiaeth cymuned yr ysgol, yn cynnwys yr iaith Gymraeg a diwylliant Cymru.

* *Cyfrannu, fel y bo'n briodol, at yr addysgu yn yr ysgol.*

Cydweithredu

16. Sefydlu hinsawdd o gyd-gynorthwyo a chydweithredu effeithiol o fewn yr ysgol ac â sefydliadau allanol i ddatblygu, gwella a rhannu addysgeg effeithiol.

17. Cydweithio â'r pennaeth i sefydlu diwylliant o ddysgu cydweithredol yn yr ysgol a mynd ati i ymgysylltu â sefydliadau addysgol eraill i ddatblygu cymunedau dysgu effeithiol.
18. Hyrwyddo a hwyluso cydweithredu effeithiol â chyflogwyr, busnes, llywodraeth a gweithwyr proffesiynol eraill ym maes addysg i annog dulliau gweithredu arloesol a chefnogi a gwella arferion beunyddiol y sefydliad sy'n dysgu.
19. Sefydlu a datblygu partneriaethau yn yr ysgol, a rhwng ysgolion, i rannu arferion gorau a chynorthwyo â'r gwaith o ddatblygu ysgolion er lles pawb, er mwyn sicrhau ansawdd uchel a chymorth hyblyg i ddatblygu arferion proffesiynol.
20. Cynorthwyo'r Pennaeth i gydweithio â'r corff llywodraethu, fel y gall gyflawni ei gyfrifoldebau i gefnogi addysgu a dysgu effeithiol a gwelliannau parhaus yn yr ysgol.
21. Croesawu llywodraethu cryf a chydweithio â'r Pennaeth i fynd ati i gynorthwyo'r corff llywodraethu i ddeall ei waith a chyflawni ei swyddogaethau yn effeithiol.
22. Sefydlu perthnasoedd effeithiol ac agored â rhieni, gofalgwyr a'r gymuned leol ehangach er mwyn mynd ati i ennyn eu diddordeb yn llesiant, profiad a chynnydd dysgwyr, a sicrhau fod yr ysgol yn gwneud cyfraniad allweddol at fywyd y gymuned.
23. Cydweithredu ag asiantaethau eraill, yn cynnwys yr awdurdod lleol, i gynnal llesiant dysgwyr a'u teuluoedd.
24. Datblygu ymrwymiad ar lefel yr ysgol gyfan i sicrhau gwelliannau parhaus a datblygiad cynaliadwy trwy fynd ati i hyrwyddo a hwyluso cyfleoedd i gydweithredu ar gyfer bob aelod o staff, gan sicrhau fod y meysydd hynny sy'n peri pryder yn cael eu hadnabod yn briodol a gweithredu'n briodol i gefnogi a sicrhau perfformiad gwell.

Dysgu Proffesiynol

25. Creu amgylchedd sy'n gwerthfawrogi dysgu proffesiynol, yn dylanwadu ar addysgeg ac yn cynorthwyo i sicrhau twf proffesiynol ar draws cymuned ddysgu, o fewn yr ysgol a thu hwnt.
26. Sicrhau fod cyfleoedd dysgu proffesiynol cyson sydd â ffocws penodol ar gael i bob aelod o staff, yn cynnwys cyfleoedd iddo ef/iddi hi ei hun, a sicrhau fod twf proffesiynol yn digwydd yng nghyd-destun yr angen i ddatblygu arferion addysgeg a darparu profiadau a chyflawni deilliannau i ddysgwyr.
27. Cydweithio â'r Pennaeth i ddatblygu diwylliant sy'n cefnogi twf ac arweinyddiaeth ar bob lefel trwy ddatblygu ac annog potensial pobl eraill i fod yn arweinyddion, a chyfrannu at y cyfleoedd sydd ar gael, i ddatblygu'r gallu i arwain yn yr ysgol.
28. Sefydlu rhwydweithiau a chymunedau proffesiynol i alluogi'r ysgol i wneud cyfraniad gweithgar at y gymuned addysgol ehangaf, a chyfrannu at y gwaith o hyfforddi athrawon y dyfodol ac oedolion eraill sy'n gweithio gyda dysgwyr, a datblygu ymchwil sy'n rhoi sylw i wella arferion.

Arloesedd

29. Cydlynw arloesedd ar y cyd â phob rhanddeiliad perthnasol, i sicrhau fod yr ysgol yn derbyn ac yn elwa o ddulliau sy'n seiliedig ar dystiolaeth o wireddu arloesedd yn unol â'r weledigaeth dymor hir i Gymru.
30. Sefydlu rhaglen tymor hir o ddulliau gweithredu seiliedig ar dystiolaeth i sicrhau arloesedd sy'n ceisio cyflawni heriau, rheoli newid a datblygu dysgu'n effeithiol er mwyn gwella llesiant a deilliannau.
31. Cydweithio â'r Pennaeth i greu diwylliant ble caiff arbenigedd, profiad ac arferion addysgol eu datblygu a'u rhannu'n rheolaidd o fewn yr ysgol a rhwng ysgolion.

32. Cydweithio â'r Pennaeth i ddatblygu diwylliant ble caiff tystiolaeth sy'n deillio o arferion arloesol ei defnyddio i werthuso effaith newidiadau, o fewn cymuned yr ysgol a thu hwnt i'r gymuned honno.

Arweinyddiaeth

33. Cydweithio â chymuned yr ysgol i sicrhau cydlyniad, eglurder ac ymrwymiad a rennir er mwyn gwireddu gweledigaeth addysgeg er budd dysgwyr, cydweithwyr a'r gymuned ehangach yng Nghymru.

34. Cydweithio â rhanddeiliaid perthnasol i sicrhau fod cynllunio strategol yn adlewyrchu amrywiaeth, gwerthoedd, profiad a chyd-destun yr ysgol a'r gymuned ehangach.

35. Sicrhau, â chefnogaeth a mewnbwn y Pennaeth a'r corff llywodraethu, fod yr ysgol yn cydymffurfio â phob polisi mewnol, lleol a chenedlaethol.

36. Cydweithio â'r Pennaeth i greu diwylliant sy'n caniatáu i eraill ddatblygu'n broffesiynol.

37. Datblygu ac annog potensial pobl eraill ar bob lefel i fod yn arweinyddion, er mwyn datblygu'r gallu i arwain yn yr ysgol ac ysbrydoli arweinyddion y dyfodol.

38. Datblygu, grymuso a chynnal unigolion a thimau effeithiol trwy gyfrwng arweinyddiaeth wasgaredig, ac annog myfyrio ynghylch addysgeg.

39. Datblygu rhwydweithiau effeithiol i rannu gwybodaeth broffesiynol, ymchwil ac arbenigedd ymarferol sy'n galluogi'r ysgol ac ysgolion eraill i elwa yn sgil cydweithredu rhyngddynt.

Rheoli'r ysgol

40. Cydweithio â'r Pennaeth a'r rhanddeiliaid perthnasol i lunio a gweithredu cynlluniau a pholisiau eglur sy'n seiliedig ar dystiolaeth, er mwyn datblygu'r ysgol a'i chyfleusterau.

41. Â chymorth y Pennaeth a'r corff llywodraethu, rheoli a threfnu amgylchedd yr ysgol yn effeithlon ac yn effeithiol i sicrhau ei bod yn cyflawni gofynion y cwricwlwm a rheoliadau iechyd a diogelwch.

42. Gwneud defnydd effeithiol o'r cymorth a'r her a ddarperir gan yr awdurdod lleol, consortia rhanbarthol a chyrrff perthnasol eraill.

43. Cynorthwyo'r Pennaeth a'r corff llywodraethu i reoli adnoddau ariannol a dynol yr ysgol yn effeithiol ac yn effeithlon, er mwyn cyflawni blaenoriaethau a nodau addysgol yr ysgol.

44. Gan gydweithio â'r Pennaeth a'r corff llywodraethu, monitro, gwerthuso ac adolygu amrywiaeth ac ansawdd yr holl adnoddau sydd ar gael a'r defnydd a wneir ohonynt, er mwyn gwella ansawdd addysg bob dysgwr ac i sicrhau gwerth am arian.

45. Cydweithio â'r Pennaeth a rhanddeiliaid perthnasol i ddatblygu a gweithredu strategaethau sy'n sicrhau fod yr ysgol yn cynnig amgylchedd diogel, digynnwrf a threfnus ar gyfer bob dysgwr a bob aelod o staff, a sicrhau safonau uchel o ran ymddygiad a phresenoldeb, gan arwain at amgylchiadau llwyddiannus ble gall dysgu ddigwydd.

MANYLEB YR UNIGOLYN

RhF = Meini prawf llunio'r rhestr fer

Daliwch sylw, gall meini prawf llunio'r rhestr fer gael eu profi ar adeg yr asesu hefyd.

	HANFODOL	DYMUNOL
CYMHWYSTER	<p>Statws Athro Cymwysedig. (RhF)</p> <p>Gradd. (RhF)</p> <p>Wedi cofrestru â Chyngor y Gweithlu Addysg ar hyn o bryd.</p>	<p>Cymwysterau ychwanegol a/neu'r astudiaethau proffesiynol sy'n berthnasol i'r ystod oedran. (RhF)</p>
GWYBODAETH A PHROFIAD	<p>Profiad sylweddol diweddar fel uwch arweinydd mewn ysgol gynradd.</p> <p>Profiad llwyddiannus fel arweinydd e.e. arwain maes dysgu a phrofiad / cyfnod. (RhF).</p> <p>Gwybodaeth am gyd-destun presennol Addysg yng Nghymru a Chenhadaeth ein Cenedl a dealltwriaeth o hynny. (RhF).</p> <p>Gwybodaeth am arferion gorau a gweithdrefnau ynghylch diogelu plant a phobl ifanc.</p> <p>Profiad llwyddiannus o fonitro, gwerthuso ac adolygu perfformiad er mwyn gwella cyflawniadau bob grŵp o ddisgyblion.</p> <p>Gwybodaeth a dealltwriaeth diweddaredig ynghylch beth yn union yw addysgu a dysgu rhagorol a sut i weithredu hynny. (RhF)</p> <p>Gwybodaeth am strategaethau a gweithdrefnau effeithiol ynghylch dysgu proffesiynol ac adolygu perfformiad.</p> <p>Profiad llwyddiannus o reoli newid.</p> <p>Profiad o ddatblygu perthnasoedd effeithiol ag amrywiaeth o randdeiliaid ysgolion, yn cynnwys rhieni a'r gymuned ehangach. (RhF)</p>	<p>Profiad o reoli iechyd a diogelwch.</p> <p>Profiad o ddatblygu perthnasoedd a chydweithio'n effeithiol â llywodraethwyr.</p>
SGILIAU	<p>Y gallu i lunio a chyfathrebu gweledigaeth eglur ynghylch darpariaeth addysgol o ansawdd</p>	

	HANFODOL	DYMUNOL
	<p>uchel ar gyfer yr ysgol yn y Gymraeg a'r Saesneg. (RhF)</p> <p>Y gallu i arwain, rheoli a chymell staff a disgyblion er mwyn cyflawni safonau uchel.</p> <p>Profiad llwyddiannus o ddarparu ar gyfer anghenion disgyblion sydd ag anghenion dysgu ychwanegol.</p> <p>Y gallu i ddatblygu rhwydwaith cryf o berthnasoedd a phartneriaethau ag ysgolion eraill, proffesiynau addysg a sefydliadau allanol priodol. (RhF)</p> <p>Y gallu i gyfathrebu a datblygu cysylltiadau yn effeithiol, yn llafar ac yn ysgrifenedig, ag amrywiaeth o gynulleidfaedd yn y Gymraeg a'r Saesneg. (RhF)</p> <p>Sgiliau personol rhagorol o ran defnyddio a chymhwyso technoleg gwybodaeth a chyfathrebu (TGCh).</p> <p>Sgiliau trefnu da a'r gallu i ddirprwyo.</p>	
NODWEDDION PERSONOL	<p>Y gallu i fod yn gydnerth o dan bwysau a pharhau i fod yn gadarnhaol a brwdfrydig.</p> <p>Ymrwymiad i ddysgu proffesiynol parhaus personol ac i ddysgu proffesiynol parhaus pobl eraill.</p> <p>Ymrwymiad i hybu llesiant holl aelodau cymuned yr ysgol.</p> <p>Ymrwymiad i hyrwyddo'r iaith Gymraeg a diwylliant Cymru.</p> <p>Y gallu i wneud penderfyniadau cadarn a chytbwys, a bod yn bendant ei (h)agwedd ac yn hyblyg.</p> <p>Gonestrwydd, ffyddlondeb a sensitifrwydd.</p>	
GOFYNIION ERAILL	<p>Mae'r swydd hon wedi'i heithrio o dan Ddeddf Adsefydlu Troseddwyr 1974 a byddir yn</p>	

	HANFODOL	DYMUNOL
	<p>gwirio pob ymgeisydd trwy broses drylwyr. Fel rhan o hyn, bydd y Gwasanaeth Datgelu a Gwahardd yn cynnal gwiriad manwl ac yn gwirio rhestri gwahardd. (DBS)</p> <p>Deall ac arddangos parodrwydd i hyrwyddo polisi cyfleoedd cyfartal y Cyngor yn gadarnhaol.</p>	

Job Description and Person Specification

POST IDENTIFICATION

Post Title:	Deputy Headteacher
Grade:	Leadership
Directorate:	Education
Division:	Schools
Location:	Ysgol Gynradd Gymraeg Y Castell
Responsible to:	Headteacher

INTRODUCTION

This job description complements the standards, values and dispositions identified in the Professional Standards for Teaching and Leadership 2018. The Deputy Headteacher will align to, demonstrate and promote the overarching values and dispositions defined within the Professional Standards of:

- 7) Professional entitlement
- 8) Welsh language and culture
- 9) Rights of learners
- 10) Literacy, numeracy and digital competence
- 11) The professional learner
- 12) The system role

The post holder is required to undertake the professional responsibilities of a Deputy Headteacher as specified in the School Teachers' Pay and Conditions Document.

JOB PURPOSE

Under the direction of the Headteacher, provide significant contribution to the development of a clear vision for the school, in partnership with all school stakeholders, and the professional leadership required to enable all staff to support learners achieve their full potential. This should be achieved in accordance with the policies of the governing body, and the priorities set out in both local and national education strategies.

To deputise for the Headteacher as and when required.

KEY AREAS

Pedagogy

46. Be accountable for supporting the pedagogy of others by creating and sustaining the conditions to realise the four purposes for learners and achieve the best for them in terms of well-being, standards and progress.
47. Develop strategies, structures and systems, in collaboration with all school stakeholders, to ensure that the school is working effectively towards realising the school's shared vision and achieving sustained school improvement, to enable the achievement of the four purposes of learning, taking account of national and local circumstances, policies and initiatives.
48. Motivate and work with others to create and sustain a school ethos and learning environment conducive to effective learning.
49. Consistently secure the best outcomes for learners through progressively refining and advancing teaching and influencing learners.
50. Ensure the organisation and delivery of the curriculum and implementation of a range of pedagogic approaches within the school, to support high quality teaching and learning and the delivery of the curriculum in Wales.
51. Ensure a consistent and continual school wide focus on all learners' wellbeing, experience and achievement, establishing a culture that values learners' views in informing all stages of learning and school experience.
52. Develop policies and practices, in collaboration with the relevant stakeholders, that promote the Welsh language and culture and that develop learners' bilingual skills as appropriate.
53. Enable the development of the four purposes for learning through the creation of structures and systems that support planning and emphasise the disciplines of different areas of learning in context, to secure highly effective teaching and learning.
54. Develop and implement effective systems to monitor and evaluate the impact of learning experiences and learners' progress to bring about sustained improvement.
55. Demonstrate accountability for learner wellbeing and outcomes by working with all relevant stakeholders to ensure the wellbeing and achievement of all learners is valued and evident throughout the school.
56. Develop inclusive strategies, structures policies and systems, in collaboration with relevant stakeholders, that enable all learners to gain full access to opportunities to achieve and ensure their individual learning needs are met.
57. Promote and ensure equity in academic, vocational and experiential learning routes.
58. Develop and articulate a coherent, understandable and accurate account of the school's performance, to a range of partners, including parents and governors, ensuring this incorporates learner wellbeing and progress.
59. Manage the effective communication and implementation of recommendations arising from reports, including the outcomes of school self-evaluation and external inspection by Estyn, in order to drive and sustain school improvement.
60. Collaborate with all school stakeholders to build a school climate and learning culture which reflects the richness and diversity of the school's community, including Welsh Language and culture.

** Contribute, as appropriate, to the teaching in the school.*

Collaboration

61. Establish a climate of mutual support and effective collaboration both within and beyond the school to develop, enhance and share effective pedagogy.

62. Work with the Headteacher to establish a collaborative learning culture within the school and actively engage with other educational establishments, to build effective learning communities.
63. Promote and facilitate effective collaboration with employers, business, government and other educational professionals to encourage innovative approaches and support and improve every day practice of the learning organisation.
64. Establish and build partnerships within school and across schools to share best practice and support school improvement for mutual benefit in terms of high quality and flexible support to develop professional practice.
65. Support the Headteacher in working with the governing body, so that it is able to meet its responsibilities in supporting effective learning and teaching and sustained school improvement.
66. Welcome strong governance and work with the Headteacher to actively support the governing body to understand its role and deliver its functions effectively.
67. Establish effective and open relationships with parents, carers and the wider local community to actively engage them with learners' wellbeing, experience and progress and ensure the school plays a central role in the community.
68. Collaborate with other agencies, including the local authority, in providing for wellbeing of learners and their families.
69. Develop a school-wide commitment to continuous improvement and sustainable development through actively promoting and facilitating collaborative opportunities for all staff, accurately identifying areas of concern and taking appropriate action to support and secure improved performance.

Professional Learning

70. Create an environment in which professional learning is valued, has impact upon pedagogy and supports professional growth across the learning community within and beyond the school.
71. Ensure sustained and focused professional learning for all staff, including self, framing professional growth within pedagogic practice, learner experiences and outcomes.
72. Work with the Headteacher to develop a culture that supports growth and leadership at all levels by developing and nurturing leadership potential in others, and contributing to opportunities available, to build the leadership capacity of the school.
73. Establish professional networks and communities to enable the school to play an active role in the widest education community contributing to the training of future teachers and other adults who work with learners and developing practice orientated research.

Innovation

74. Coordinate innovation with all relevant stakeholders, to ensure the school embraces and benefits from evidence-based approaches to innovation aligned to the long-term vision for Wales.
75. Establish a long-term programme of evidence-based approaches to innovation that aim to meet challenges, manage change and take learning forward effectively to improve wellbeing and outcomes.
76. Work with the Headteacher to create a culture where expertise, experience and pedagogical practice is continually developed and shared within and across schools.
77. Work with the Headteacher to develop a culture where evidence derived from innovative practice is used to evaluate the impact of changes, both within and beyond the school community.

Leadership

78. Work with the school community to bring coherence, clarity and a shared commitment to realising the pedagogical vision for the benefit of learners, colleagues and the wider community in Wales.
79. Work with relevant stakeholders to ensure that strategic planning reflects the diversity, values, experience and context of the school and the community at large.
80. Ensure, with the support and input of the Headteacher and governing body, the school is compliant with all internal, local and national policies.
81. Work with the Headteacher to create a culture in which others can grow professionally.
82. Develop and nurture leadership potential in others at all levels to build the leadership capacity of the school and inspire future leaders.
83. Develop, empower and sustain effective individuals and teams through distributed leadership, encouraging reflective practice.
84. Build effective networks to share professional knowledge, research and practical expertise that enables both the school and other schools to benefit through mutual collaboration.

Managing the school

85. Work with the Headteacher and the relevant stakeholders to produce and implement clear, evidence-based improvement plans and policies for the development of the school and its facilities.
86. With the support of the Headteacher and governing body, manage and organise the school environment efficiently and effectively to ensure that it meets the needs of the curriculum and health and safety regulations.
87. Make effective use of the support and challenge provided by the local authority, regional consortium and other relevant bodies.
88. Support the Headteacher and governing body in managing the school's financial and human resources effectively and efficiently to achieve the school's education priorities and goals.
89. Monitor, evaluate and review, in collaboration with the Headteacher and governing body, the range, quality and use of all available resources to improve the quality of education for all learners and to secure value for money.
90. Work with the Headteacher and relevant stakeholders to develop and implement strategies that ensure a safe, calm and well-ordered environment for all learners and staff and secure high standards of behaviour and attendance, resulting in successful conditions for learning.

PERSON SPECIFICATION

S = Shortlisting criteria

Please note, shortlisting criteria may also be tested at assessment stage

	ESSENTIAL	DESIRABLE
QUALIFICATION	<p>Qualified teacher status (S)</p> <p>Degree (S)</p> <p>Current EWC registration</p>	<p>Further qualifications and/or professional studies relevant to the age-range. (S)</p>
KNOWLEDGE and EXPERIENCE	<p>Significant recent experience as a senior leader in a Primary school.</p> <p>Proven experience of leadership e.g. area of learning experience / phase leadership (S)</p> <p>Knowledge and understanding of the current Welsh Educational context and the National Mission (S)</p> <p>Knowledge of best practice and procedures for safeguarding children and young people</p> <p>Proven experience of monitoring, evaluating and reviewing performance in order to raise achievement for all groups of pupils.</p> <p>Up-to-date knowledge and understanding of what constitutes excellent teaching and learning and how to implement it (S)</p> <p>Knowledge of effective strategies and procedures relating to professional learning and performance review.</p> <p>Successful experience of managing change</p> <p>Experience of building effective relationships with a range of school stakeholders, including parents and the wider community (S)</p>	<p>Experience of health and safety management.</p> <p>Experience of building relationships and working effectively with governors.</p>
SKILLS	<p>Ability to articulate and communicate a clear vision of high quality educational provision</p>	

	ESSENTIAL	DESIRABLE
	<p>for the school in Welsh and English. (S)</p> <p>Ability to lead, manage and motivate staff and pupils to achieve high standards</p> <p>Successful experience of providing for pupils with additional learning needs.</p> <p>Ability to build a strong network of collaborative relationships and partnerships with other schools, education professions and appropriate external organisations (S)</p> <p>Ability to communicate and develop links effectively, both orally and in writing with a range of audiences in Welsh and English. (S)</p> <p>High level of personal skill in using and applying information and communication technology (ICT)</p> <p>Good organisational abilities and ability to delegate.</p>	
PERSONAL ATTRIBUTES	<p>The ability to be resilient under pressure and remain positive and enthusiastic.</p> <p>A commitment to continuous professional learning for both self and others</p> <p>A commitment to promote the wellbeing of all members of the school community</p> <p>A commitment to the promotion of the Welsh language and culture</p> <p>Ability to demonstrate sound and balanced judgement, decisiveness and flexibility</p> <p>Integrity, loyalty and sensitivity</p>	
OTHER REQUIREMENTS	<p>This post is exempt from the Rehabilitation of Offenders Act</p>	

	ESSENTIAL	DESIRABLE
	<p>(1974) and a comprehensive screening process will be undertaken on all applicants. This will include an enhanced with barred list check with the Disclosure and Barring Service. (DBS)</p> <p>Understand and demonstrate a willingness to promote positively the equal opportunities policy of The Council</p>	