

MEINI PRAWF	HANFODOL	Dull Asesu
Cymwysterau	Athro cymwys Gallu dangos tystiolaeth o astudiaeth bellach e.e. cymhwyster ar ôl graddio.	
Profiad	• Profiad addysgu perthnasol a dealltwriaeth drwyadl o fethodoleg addysgu effeithiol. • Profiad rheolaethol ar lefel arweinyddiaeth ganol neu uwch. • Profiad o hybu ac arwain datblygiadau cwricwlaidd ar lefel ysgol ac yn ehangach. • Gallu arddangos strategaethau a ddefnyddir i: [i] sicrhau lefelau uchel o gysondeb yn ansawdd addysgu a dysgu; [ii]gyrru gwelliant mewn safonau. • Dangos bod ganddo/ganddi hanes o lwyddiant mewn rheoli ymyriadau ysgol.	
Gwybodaeth	• Meddu ar wybodaeth a dealltwriaeth o oblygiadau fframweithiau a deddfwriaeth addysg cyfredol gan gynnwys gwella ysgolion sy'n wynebu anawsterau. • Wedi dangos ymroddiad tuag at eu datblygiad proffesiynol a chefnogi datblygiad proffesiynol cydweithwyr yn ogystal. • Meddu ar wybodaeth a dealltwriaeth o arfer dda lwyddiannus gyfredol o ran cyflwyno safonau uchel. • Dangos tystiolaeth o fod yn fedrus o ran rheoli a chynnal newid ar gyfer gwella. • Gallu dangos tystiolaeth o ymrwymiad i osod her a darparu cefnogaeth effeithiol ar gyfer ysgolion, a bod yn hollol gyfrifol am eu gweithredoedd. • Dangos hunanymwybyddiaeth, hunan-gymhelliant, y gallu i reoli emosiynau personol, y gallu i ysgogi a meddu ar empathi a sgiliau cymdeithasol i gefnogi gweithio effeithiol gan gynnwys gweithio gydag ysgolion sy'n tangyflawni. • Gallu adnabod materion allweddol a darparu adborth manwl-gywir yn ysgrifenedig ac ar lafar. • Dangos y gallu i ddeall, dadansoddi, arfarnu a gweithredu egwyddorion systemau sicrwydd ansawdd gan gynnwys hunanarfarnu a rheoli perfformiad ysgol. • Gallu deall deddfwriaeth sy'n ymwneud â chyfle cyfartal a'r materion sy'n ymwneud â chyrhaeddiad gwahanol grwpiau o ddisgyblion. • Gallu meddwl a gweithio'n hyblyg, yn arloesol, yn annibynnol ac yn strategol. • Meddu ar sgiliau cydweithio cryf, y gallu i ddangos partneriaethau cryf a chydweithio â Phenaethiaid, Llywodraethwyr, AEM a swyddogion Awdurdod Lleol. • Dangos dealltwriaeth o'r cyd-destun ieithyddol a diwylliannol yng Nghymru.	

	• Dangos pendantrwydd o ran adnabod materion perfformiad allweddol ac yn gallu rheoli Ymyriadau Ysgol AALL gan gynnwys y gallu i lunio barn manwl-gywir ar arweiniad a rheolaeth Ysgol. • Defnyddio a deall TGCh a'i gymwysiadau. • Gallu gweithio dan bwysau ac o fewn terfynau amser. • Parodrwydd i weithio tu allan i oriau gwaith arferol pan fo angen. • Parodrwydd i weithio'n hyblyg ar draws Rhanbarth Gogledd Cymru.	
Gwerthoedd a chredoau	• Y gallu i gydweithio'n effeithiol â staff Ysgolion, awdurdodau a gweddill Tîm GwE. • Y medrau, gwybodaeth a'r hyder i allu gweithio'n effeithiol gyda Phenaethiaid ysgolion, staff dysgu, Llywodraethwyr ac aelodau etholedig. • Gwerthfawrogi pwysigrwydd addysg dysgwr-ganolog. • Dangos uchelgais ar gyfer plant a phobl ifanc a phenderfyniad i wella canlyniadau ar eu cyfer.	

Noder:

Tra bod y Fanyleb Person hon yn canolbwyntio ar y nodweddion hanfodol, nodwedd 'ddymunol' bwysig fyddai 'Dangos tystiolaeth o feddu sgiliau mewn rheoli newid a chynnal gwell safonau o ran meysydd cwricwlwm/pwnc penodol';

CRITERIA	ESSENTIAL	METHOD OF ASSESSMENT
Qualifications	Qualified Teacher Able to show evidence of further study e.g. post graduate qualification in education.	
Experience	• Relevant teaching experience and a thorough understanding of the methodology of effective teaching. • Management experience on a middle or senior leadership level. • Experience of promoting and leading curricular developments on a school and wider level. • Be able to demonstrate strategies used to: [i] ensure high levels of consistency in the quality of teaching and learning; and [ii] drive improvement in standards. • Proven track record of managing school interventions successfully.	
Knowledge	• Knowledge and understanding of implications of current educational legislation and frameworks including improving schools facing difficulties. • Have shown a commitment to their own professional development and also actively supported the professional development of colleagues. • Knowledge and understanding of current successful best practice in delivering high standards. • Provide evidence of being skilled in managing and sustaining change for improvement. • Be able to provide evidence of being committed to provide effective challenge and support to schools, and be fully accountable for their actions. • Demonstrate self-awareness, self-motivation, the ability to manage own emotions, ability to motivate and have empathy and social skills to support effective working including working with underachieving schools. • Ability to identify key issues and provide accurate feedback both oral and written. • Demonstrate the ability to understand, analyse, evaluate and implement the principles and practice of quality assurance systems including school self-evaluation and performance management. • Able to understand equal opportunities legislation and the issues surrounding the achievement of different groups of pupils. • Able to think and work flexibly, innovatively, independently and strategically. • Strong collaborative skills with the ability to demonstrate successful partnerships and collaborative working including Headteachers, Governors, HMI and local authority officers. • Able to demonstrate an understanding of the linguistic and cultural context in Wales. • Decisive in identifying key performance issues and capable of managing LA School Interventions including the ability to make accurate judgements on schools' leadership and management.	

	• Good application and understanding of ICT and its applications. • Able to work under pressure and meet deadlines. • Willing to work outside normal working hours when necessary. • Willing to work flexibly across the North Wales Region	
Personal Attributes	• The ability to co-operate effectively with staff in schools, authorities and the GwE team. • The skills, knowledge and confidence to be able to work effectively with Headteachers, teaching staff, Governors and elected members. • Appreciate the importance of education that is learner-centred. • Demonstrate ambition for children and young people and determination to improve outcomes for them.	

Note:

Whilst this Person Specification focuses on essential characteristics, an important 'desirable' characteristic would be 'To show evidence of skills in managing change and maintaining better standards with regard to specific curriculum/subject areas'