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AGENDA

Pwyllgor	PWYLLGOR PENODIADAU - CYFARWYDDWR CYNORTHWYOL ADDYSG A CHYNHWYSIANT
Dyddiad ac amser y cyfarfod	DYDD MAWRTH, 21 TACHWEDD 2023, 11.30 AM
Lleoliad	YSTAFELL GYNADLEDDA'R - LEFEL 5, NEUADD Y SIR, GLANFA'R, CAERDYDD
Aelodaeth	Cynghorywyr Merry, Hopkins, Lister, Melbourne a/ac Moultrie

1 **Ethol Cadeirydd**

Ethol Cadeirydd ar gyfer y cyfarfod

2 **Ymddiheuriadau am Absenoldeb**

Derby ymddiheuriadau am absenoldeb

3 **Datgan Buddiannau**

Derbyn datganiadau buddiannau i'w gwneud yn unol â'r Cod Ymddygiad Aelodau

4 **Cylch Gorchwyl**

Cyflawni swyddogaethau'r awdurdod o ran penodi a diswyddo Prif Swyddogion a Dirprwy Brif Swyddogion (fel y'u diffinnir yn Rheoliadau Awdurdodau Lleol (Gorchmynion Sefydlog) (Cymru) 2006) a Phennaeth statudol Gwasanaethau Democrataidd, yn unol â'r Rheolau Gweithdrefnau Cyflogaeth ac unrhyw bolisiau a gweithdrefnau perthnasol y Cyngor.

5 **Eithrio'r Cyhoedd**

Ni chaiff y wybodaeth yn yr eitem ganlynol ei chyhoeddi yn sgil paragraffau 12 a 13 Rhan 4 Atodlen 12A Deddf Llywodraeth Leol 1972.

6 **Penodi Cyfarwyddwr Cynorthwyol - Addysg a Chynhwysiant** (*Tudalennau 3 - 378*)

Llunio rhestr hir o ymgeiswyr ar gyfer penodi Cyfarwyddwr Cynorthwyol Addysg a Chynhwysiant

7 Dyddiad y cyfarfod nesaf.

18 Rhagfyr 2023 am 2.00 pm (rhestr fer)

D Marles

Swyddog Monitro Dros Dro

Dyddiad: Dydd Mercher, 15 Tachwedd 2023

Cyswllt: Mandy Farnham, 029 2087 6218, Mandy.Farnham@caerdydd.gov.uk

**NOTES FOR APPOINTMENTS COMMITTEE – LONG-LISTING
FOR APPOINTMENT OF CHIEF EXECUTIVE / CORPORATE
DIRECTOR RESOURCES / DIRECTORS / ASSISTANT
DIRECTORS / CHIEF OFFICERS**

1. Lead officer to open meeting of the Committee setting out purpose of the meeting and the appointment process, with a reminder of the need to elect a Chair who will reside for all stages of the appointment.
2. A Member proposes a nomination for Chair (past practice has been that the Leader be appointed as Chair) which needs to be seconded by another Member of the Committee.
3. Lead Officer presents the summary report.
4. Chair reminds Committee of the need to offer comments on the long list of candidates based on their personal review of applications (applications having been sent out with this note)
5. Agreement is sought on the candidates to be included in the shortlist for the assessment centre.
6. Lead officer answers any queries relating to this next stage.
7. Chair confirms the outcome of the discussion by listing the candidates to be taken through to the next stage – the assessment centre.
8. Lead officer to confirm with the Chair and Committee details of the reconvened Shortlist Committee (if not already agreed) and the Appointment Committee.
9. Chair concludes the Committee.

Mae'r dudalen hon yn wag yn fwriadol



Cardiff Council Behavioural Competency Framework

Supporting the Values of the Council

Open

We are open and honest about the difficult choices we face, and allow people to have their say on what's important to them and their communities

Fair

We champion fairness, recognising that with less resource we need to prioritise services for those who need them most.

Together

We work with our communities and partners across the city to deliver the best outcomes for the people of Cardiff

Putting our Customers First (Core)

This competency is about placing the customer at the heart of our activities, listening to them and being prepared to do things differently to meet their needs

Tudalen 6

Level 1 - What we stand for	Level 2	Level 3	Level 4	Level 5
<p>Understand who our customers are</p> <p>Be polite, helpful and considerate and take time to listen to customers</p> <p>Work with colleagues to help meet customer needs</p>	<p>Seek to understand our customer needs</p> <p>Asking for customer feedback</p> <p>Using feedback to inform our actions, priorities and recommendations</p>	<p>Encouraging and supporting others to deliver excellent customer service</p> <p>Consulting and engaging with community and customer groups to identify customer need</p> <p>Developing ways of working, processes and structures to achieve continual improvements in customer service</p>	<p>Ensuring that customer views are fully taken into account in the planning of services</p> <p>Promoting and ensuring working across service areas to improve customer care</p> <p>Challenging others across the organisation to improve service delivery</p>	<p>Analysing services from the 'customer perspective' to ensure high-quality, timely and flexible</p> <p>Understanding and guiding others towards early intervention, prevention and the elimination of demand caused by service failure</p> <p>Putting the customer at the centre of cross-portfolio working and external partnerships: seeks to achieve seamless, efficient and accessible service provision</p> <p>Using rigorous methods to test, review and enhance the customer experience</p>

Getting Things Done (Core)

This competency is about the personal, inner motivation, enthusiasm and drive to meet and exceed targets so that we focus on what needs to be done and make it happen

Level 1 - What we stand for	Level 2	Level 3	Level 4	Level 5
<p>Ensuring tasks are completed to high standard and see them through to completion</p> <p>Contributing to ensure efficient ways of working</p> <p>Monitoring and checking own progress against requirements</p>	<p>Ensuring own and, where applicable, others' outputs meet requirements</p> <p>Identifying and communicating priorities to relevant people</p> <p>Identifying where the right resources and skills are available</p>	<p>Establishing ways of measuring and benchmarking performance</p> <p>Committing required resources and time to deliver and improve results</p> <p>Defining and communicating critical success factors for service delivery</p>	<p>Making decisions and setting priorities on the basis of calculated costs, benefits and risks.</p> <p>Supporting and driving new performance improvement initiatives</p> <p>Seeking, identifying and taking actions to overcome organisational barriers to deliver improved results</p> <p>Recognising and acknowledging the performance of others</p>	<p>Ensuring that performance is focused on continually improving outcomes for customers and the city region as a whole</p> <p>Engaging with internal and/or external partners at a strategic level to ensure that performance is optimised.</p> <p>Taking necessary actions and making hard choices to ensure results are delivered.</p> <p>Identifying and resolving systemic or structural barriers to performance.</p> <p>Establishing a culture of achievement and a shared commitment to exceed targets</p>

Tudalen 7

Taking Personal Responsibility (Core)

This competency is about being consistent with our own values and those of the council, and demonstrate a commitment to support change and see it through.

Level 1 - What we stand for	Level 2	Level 3	Level 4	Level 5
<p>Being consistent and fair in dealings with others</p> <p>Rectifying errors and seeking appropriate guidance and support to correct them</p> <p>Sharing of all relevant information with others</p>	<p>Continuing to deliver when faced with tough circumstances, uncertainty, difficulty or change.</p> <p>Supporting and encouraging others to deal with uncertainty, difficulty or change</p> <p>Encouraging others to be fair, open and honest</p>	<p>Challenging established practices where they are not consistent with fairness and openness.</p> <p>Speaking out even when it jeopardises a trusted or valuable relationship</p> <p>Seeking to turn difficult situations around</p>	<p>Challenging powerful individuals to behave in a way that models the organisational values</p> <p>Actively promoting and driving an organisational commitment to public service</p> <p>Ensuring sharing of all relevant information across the organisation</p> <p>Ensuring organisational practices are transparent</p>	<p>As a visible leader, modelling and promoting values in all activities and interactions</p> <p>Retaining the highest standards of honesty, integrity and respect during periods of significant pressure and difficulties</p> <p>Providing values-based leadership for the development and maintenance of city-region and partnering arrangements</p>

Tudalen 8

Seeking to understand others, and treating them with respect (Core)

This competency is about demonstrating an understanding of others and valuing their contribution and viewpoint even if it may be different from your own

Level 1 - What we stand for	Level 2	Level 3	Level 4	Level 5
<p>Asking about others' views and feelings, and actively listening and acknowledging these</p> <p>Acknowledging and considering the different views and ideas of others</p> <p>Checking own understanding of how others feel</p>	<p>Questioning others to understand their viewpoint and take them into account</p> <p>Seeking to understand, the reasons for others actions and views</p> <p>Encouraging others to consider the impact of their actions</p>	<p>Shaping the environment to ensure others feel positive and conflict is minimised</p> <p>Addressing and changing things when the behaviours of others is disruptive</p> <p>Seeking and taking opportunities to create and support forums where people can express their views and concerns</p>	<p>Assessing the strengths and development areas of others, aligning their strengths to the demands and requests made of them</p> <p>Seeking to understand the source of negative emotions within and external to the organisation</p> <p>Identifying and taking action to pre-empt situations where strong emotions will be aroused.</p>	<p>Building positive relationships with others in challenging and complex circumstances</p> <p>Understanding and responding to the political, financial, reputational and other factors that influence the behaviour of senior people</p> <p>Recognising and taking action to resolve cultural or systemic causes of conflict, misunderstanding or lack of collaboration</p> <p>Modelling consistently collaborative, supportive and respectful behaviour towards others</p>

Tudalen 9

Developing Potential

This competency is about identifying and growing talent to ensure we have the capability needed for the future

Level 1 - What we stand for	Level 2	Level 3	Level 4	Level 5
	<p>Supporting others' to identify their development needs and find ways to meet these needs</p> <p>Actively supporting others to develop understanding and/or skills</p> <p>Mentoring others and sharing knowledge to improve performance</p>	<p>Supporting others to acquire the skills needed for the future in the short, medium and long term</p> <p>Giving positive and constructive feedback</p> <p>Actively looking for and taking opportunities to coach and mentor others</p>	<p>Promoting and encouraging staff development across the organisation</p> <p>Ensure a resource pool to meet longer-term talent requirements</p> <p>Develop others to equip them for leadership roles</p>	<p>Predicting changing organisational needs and taking action to ensure people are fully equipped to meet them</p> <p>Taking a visible and proactive role to development high quality leadership and management skills across the organisation</p> <p>Understanding and nurturing the skills and behaviours required to optimise partnering arrangements</p>

Tudalen 10

Leading Change

This competency is about taking responsibility for change, encouraging initiative and making the Council's objectives real and relevant for others

Level 1 - What we stand for	Level 2	Level 3	Level 4	Level 5
	<p>Promoting and being positive about change</p> <p>Seeking opportunities for self and others to contribute to change</p> <p>Helping others to understand the reasons for and the process of change</p>	<p>Setting out and communicating the vision and the rationale for change</p> <p>Looking for ways to support and contribute to successful change</p> <p>Enabling and supporting colleagues and stakeholders to deal effectively with change</p>	<p>Simplifying a complex or confusing message to provide a clear vision that others are able to buy into and act upon</p> <p>Following through on change to ensure it is fully embedded in the organisation, the benefits are realised and lessons learnt for future change.</p> <p>Creating and promoting a culture and environment in which change is managed effectively and sensitively, to increase the likelihood of buy-in and success</p>	<p>Creating a coherent vision, aligning and integrating many different change initiatives and programmes</p> <p>Testing and evaluating the longer-term and strategic impact of change programmes</p> <p>Ensuring that structures and resources are in place to effectively lead and manage change programmes</p> <p>Championing change and securing buy-in from senior players internally and externally</p> <p>Demonstrating consistent drive, resilience and agility during challenging periods of change</p>

Tudalen 11

Initiating Change and improvement

This competency is about having the ability to look ahead, anticipate events, see opportunities and take action now to shape the future

Level 1 - What we stand for	Level 2	Level 3	Level 4	Level 5
<p>Seeking and taking opportunities to improve</p> <p>Being flexible and open to changes</p> <p>Being cooperative when change impacts upon you</p>	<p>Using knowledge and experience to proactively put forward suggestions for improving</p> <p>Dealing with the unexpected and adapting readily to change.</p> <p>Identifying and taking action to head off potential problems</p>	<p>Encouraging, promoting and supporting new ideas</p> <p>Constantly encouraging self and others to look for improvements in methods, approaches and ways of working</p> <p>Identifying and implementing new approaches to improve</p>	<p>Looking for long-term opportunities that will create positive changes and taking action to make these a reality</p> <p>Identify new and bold ideas to respond to opportunities that lie ahead.</p> <p>Actively use internal and external data and trends to add value for the customers and the council</p> <p>Develop clear direction on how the organisation can improve</p>	<p>Recognising when only radically different models of delivery will secure the desired outcomes</p> <p>Being creative and thinking without boundaries: challenging narrow views and deep-rooted resistance</p> <p>Taking action to quickly translate initial ideas into tangible results when speed of execution is essential</p> <p>Identifying when 'good ideas' do not fit with the bigger picture or strategic intent</p>

Tudalen 12

Organisational Awareness

This competency is about understanding formal and informal structures, decision-making, climate and culture and organisational politics, which shape how the council works

Level 1 - What we stand for	Level 2	Level 3	Level 4	Level 5
		<p>Identifying and challenging organisational limitations, where applicable</p> <p>Identifying both formal and informal sources of influence and using this knowledge to build relationships with key decision makers/influencers</p> <p>Recognising the reasons for on-going organisational behaviour</p>	<p>Acknowledging and responding to internal and external forces affecting the organisation</p> <p>Spotting trends and changes –both internal and external – that will affect the organisation in the future.</p> <p>Forming and maintaining relationships with key provincial and national institutions, bodies and individuals to protect and enhance the council's position</p>	<p>Identifying and optimising decision-making processes in city region and other partnering arrangements</p> <p>Sustainably exerts influence within a variety of different working arrangements e.g. city region, private sector partnerships, etc.</p>

Tudalen 13

Partnering and Corporate Working

This competency is about valuing, building and maintaining networks and relationships to achieve objectives

Level 1 - What we stand for	Level 2	Level 3	Level 4	Level 5
<p>Actively participating as member of a team</p> <p>Proactively sharing information and ideas openly within own team</p> <p>Supporting others to complete tasks</p>	<p>Identifying and building effective and collaborative working relationships</p> <p>Proactively sharing information and ideas openly with all relevant teams</p> <p>Acknowledge different stakeholder priorities and take them into account</p>	<p>Proactively maintaining a network of internal and external colleagues to enable service improvement and service delivery</p> <p>Promoting and forming cross-functional teams to deliver results and improvement</p> <p>Working collaboratively to gain buy-in and agreement towards a common goal</p>	<p>Promote and lead partnership and corporate working, across and outside the organisation</p> <p>Using depth and breadth of contacts to build alliances for wide and far reaching change</p> <p>Managing complex relationships, internally and externally, to establish common goals and develop mutual commitment to positive outcomes</p>	<p>Forging and continually developing a complex network of senior-level relationships to optimise the productivity of the city region</p> <p>Focusing on desired outcomes and defining which types of partnering arrangements will best achieve them</p> <p>Ensuring the right-strategic partnerships are in place to optimise the use of public sector resources in a climate of austerity</p> <p>Unlocking the key strategic barriers to partnership and collaboration</p> <p>Exploiting the use of commercial partnerships and ventures, whilst effectively accounting for the risk factors</p>

Tudalen 14

Communicating

This competency is about facilitating and communicating all kinds of information and messages to different audiences in the most effective way

Level 1 - What we stand for	Level 2	Level 3	Level 4	Level 5
<p>Communicating clearly and effectively</p> <p>Actively listening to other</p> <p>Sharing information and knowledge with others.</p>	<p>Taking technical or complex information and turning it into clear oral or written communications</p> <p>Producing communications that are focussed tailored and easily understood by the intended audience.</p> <p>Capture and share useful information and feedback</p>	<p>Selecting most appropriate communication styles, approaches and channels</p> <p>Communicating challenging and contentious messages with openness</p> <p>Responding openly to challenges and addressing concerns</p>	<p>Communicating appropriately in response to a crisis or unexpected event where preparation time may be limited.</p> <p>Clearly articulating highly complex, strategic and conceptual information to others in a meaningful and relevant way</p> <p>Creating an environment and culture that encourages open, honest, timely and effective communication</p>	<p>Communicating and influencing effectively in critical internal and external environments</p> <p>Interpreting accurately what has been said/not said in senior level discussions and negotiations: explores the important subtle messages</p> <p>Positions the Council clearly and credibly when outlining its position</p> <p>Conveys the right messages in the right places to secure the desired outcomes</p>

Tudalen 15

Analysing, Problem Solving and Decision Making

This competency is about gathering key information, recognising risks, evaluation, decision-making to support best practice

Level 1 - What we stand for	Level 2	Level 3	Level 4	Level 5
<p>Making reasoned decisions based on evidence</p> <p>Taking a logical approach to problem solving.</p> <p>Seeking to ensure all known key information is gathered</p>	<p>Exploring a variety of options in order to effectively solve problems and make reasoned decisions.</p> <p>Anticipating the impact that decisions will have on others and taking this into account and implementing solutions.</p> <p>Using appropriate approaches or tools to gather all relevant information in order to take a decision and/or solve a problem</p>	<p>Investigating and evaluating options when making decisions whilst anticipating and assessing short and medium term risks</p> <p>Ensuring solutions to complex problems are realistic and workable.</p> <p>Following through on solutions / decisions, until closure or resolution, to ensure they are understood and implemented by others</p>	<p>Anticipating and assessing long-term and strategic risks, addressing them and helping others to recognise and address them.</p> <p>Creating an environment and culture in which people make decisions and take responsibility for them.</p> <p>Taking appropriate steps to communicate and deal with the impact of decisions on colleagues, customers and/or partners</p>	<p>Looking beyond the immediate issues and placing them within the context of the Councils strategic direction</p> <p>Promoting and nurturing joined-up decision-making – ensures key people are communicating and aligning their efforts</p> <p>Undertaking complex strategic analyses and presenting the options to senior politicians in an accurate and balanced way</p> <p>Foreseeing and managing the longer-term implications and potential unintended consequences of key strategic decisions</p>

Tudalen 16

Equality and Diversity

Removing discrimination and barriers to fair access to Council employment and services on the grounds of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, sexual orientation or Welsh language. Recognising, valuing and celebrating difference, and being able to work together to create a vibrant, diverse, just, cohesive and decent society where everyone can enjoy their human rights and achieve their potential

Level 1 - What we stand for	Level 2	Level 3	Level 4	Level 5
<p>Follow equality policies, procedures and legislation</p> <p>Treating others with dignity and respect</p> <p>Acknowledging the value of differences between people</p>	<p>Promoting the importance of equality and valuing diversity in the workplace and in service delivery</p> <p>Acknowledging and communicating that every employee has a role to play in making the Council an Employer of Choice and a successful deliverer of services to diverse communities</p>	<p>Identifying and ensuring good equality and diversity practice and remove barriers.</p> <p>Ensuring that equality and diversity are always actively considered when introducing a new activity, policy or decision</p> <p>Supporting others to consider and deliver good practice</p>	<p>Promoting and ensuring a culture in which equality and diversity is valued through fair and just service delivery and employment.</p> <p>Advocating and championing equality and diversity within the organisation</p> <p>Engaging equalities communities and stakeholders, and involving them in shaping Council policies and practices</p>	<p>Challenging and testing services to ensure that commitments to equality and diversity are being robustly implemented.</p> <p>Putting systems in place and using them to evaluate the degree to which services are securing improved outcomes in the lives of all service users: taking action to tackle all aspects of inequality.</p> <p>Challenging and improving the culture and processes of the organisation; ensuring that the potential of all employees is identified, nurtured and fully realised.</p> <p>Working together with partner organisations to cohesively achieve improving strategic equality and diversity outcomes.</p>

Tudalen 17

Optimising Resources

Leading and creating a culture where resources are effectively deployed, efficiently managed and used creatively to deliver the best outcomes for the city and region.

Level 1 What we stand for	Level 2	Level 3	Level 4	Level 5
-	-	-	<p>Providing higher-level guidance and advice to managers regarding the efficient deployment of resources</p> <p>Taking responsibility for developing skills and attitudes that promote the effective use of resources</p> <p>Encouraging a creative culture, where people look for novel or adapted ways to deliver excellent results more efficiently</p> <p>Taking difficult decisions about services with the priorities of customers being paramount</p>	<p>Giving strategic direction to senior colleagues about where to invest, to disinvest and to save: clarifies the big picture context (in line with Cabinet priorities)</p> <p>Demonstrating commercial/acumen; fully understanding the financial and other factors of potential ventures</p> <p>Establishing a culture of accountability where resources are efficiently and carefully managed across all services</p> <p>Utilising regional and other partnerships and collaborations to optimise resources</p> <p>Encouraging and supporting efforts to attract new or increased income streams</p>

Tudalen 18

Demonstrating Political Acumen

Working effectively within the context of a member-led authority; understanding political priorities for the city region and establishing a position as a trusted and impartial advisor. Helping senior politicians to ‘test’ and fully appreciate the best ways to implement agreed priorities and commitments.

Level 1 What we stand for	Level 2	Level 3	Level 4	Level 5
-	-	-	<p>Understanding key political decision-making processes and engaging with them appropriately</p> <p>Ensuring the production of clear, accurate and timely responses to member enquiries</p> <p>Deputising for the relevant Director and providing robust guidance to senior elected members</p> <p>Ensuring that managers and staff engage appropriately and effectively with elected members</p>	<p>Understanding the priorities of the Cabinet and translating these into action in the organisation</p> <p>Offering clear and accurate advice to senior politicians, highlighting the benefits, risks and implications of key strategic choices</p> <p>Being aware of political sensitivities, whilst retaining non-political objectivity</p> <p>Keeping politicians informed in a timely and proactive manner; avoiding unnecessary surprises</p> <p>Understanding and making sense of the local, regional and national political agendas</p>

Tudalen 19

Mae'r dudalen hon yn wag yn fwriadol

Recruitment Pack

Cardiff Council - Assistant Director Education and Inclusion



**STRONGER
FAIRER
GREENER**



Tudalen 21



LETTER FROM THE DIRECTOR

Dear Applicant,

Thank you for your interest in this exciting and challenging role.

Cardiff is the largest local authority in Wales. Our schools are performing well as evidenced, pre-pandemic, across a wide range of performance indicators and more recently, post-pandemic, by Estyn's, Her Majesty's Inspectorate for Education and Training in Wales, inspections of our schools.

The quality of education children and young people receive in Cardiff's schools continues to improve year on year and is – in many instances – among the best on offer in Wales according to Estyn's report on the Local authority's education services. Estyn also praised our work and political leadership for driving change and dealing with the effects of the pandemic on the education system.

Cardiff Council's Cabinet have set out in Stronger, Fairer, Greener, its ambitions and commitments for the city, and placed children and young people front and centre of those ambitions. At the heart of these ambitions is also the firm belief that the long-term prosperity of the city relies on us supporting our children and young people to reach their potential and that a good education is the surest route out of poverty.

The collective commitment to educational improvement, articulated in the Cardiff 2030 strategy, is having a significant impact for Cardiff's children and young people. Estyn said we have demonstrated a sustained and incremental improvement in the quality and effectiveness of our education services. However, there is still much to do to fulfil the aspiration for all young people in Cardiff to attend a great school, be provided with every opportunity to succeed and to meet the increasing demand in our services following the pandemic.

The Assistant Director is a highly visible role. You will be a key member of the directorate's leadership team and will make a critical contribution to the delivery of the Council's ambitions and delivery commitments.



Stronger, Fairer, Greener



You will come with not only a deep understanding of schools but also a passion for education, school improvement and an ability to build upon the close working relationships established with our schools, governors, partners, and communities. Through this partnership working you will also ensure there is a coherent approach to inclusion and that there is access to education for all our learners in safe, nurturing environments. We are also looking to develop services in innovative ways to meet the needs of our vulnerable children and young people.

The role calls for strong professional leadership, with excellent people skills and an ability to communicate, negotiate and advocate with integrity. A key focus will be ensuring high quality service provision and support to schools. As an engaging and collaborative leader, you will inspire staff and partners to deliver excellent and inclusive services.

Astute budgetary management and excellent programme management skills enabling delivery are needed along with a determination and resilience to not only develop the right strategies and policies but also an ability to translate them into delivery that has impact for our children and young people.

The role is being offered on a permanent basis, but we will consider requests for secondment. Agile working is a key feature and expectation of the role.

You will be joining a Council with high ambitions, in a role which offers real scope to make a lasting difference for the people of Cardiff.

A handwritten signature in blue ink that reads "M. J. Godfrey". The signature is written in a cursive style with a long, sweeping underline.

Melanie Godfrey
Director of Education and Lifelong Learning





EDUCATION AND LIFELONG LEARNING DIRECTORATE

OPEN

We are open and honest about the difficult choices we face, and allow people to have their say on what's important to them and their communities.

FAIR

We champion fairness, recognising that with less resource we will need to prioritise services for those who need them most.

TOGETHER

We will work with our communities and with partners across the city to deliver the best outcomes for the people of the Cardiff.

BACKGROUND

The Council and its partners outlined a clear 10-year vision for education for the city in Cardiff 2030.

“All children and young people in Cardiff experience high quality education and develop the knowledge, skills and attributes that enable them to become personally successful, economically productive and globally engaged citizens.”

This vision for education is underpinned by two themes and five key goals to deliver Cardiff’s aspiration:

Themes:

- A shared responsibility for education and learning across the city
- Meaningful participation of children and young people

Goals:

- A learning entitlement
- Learner’s health and well-being
- Realising the Curriculum for Wales in Cardiff
- A world class education workforce
- High quality learning environments



Stronger, Fairer, Greener



Cardiff Council's Cabinet have set out in Stronger, Fairer, Greener, its ambitions and commitments for the city, and placed children and young people front and centre of those ambitions. At the heart of these ambitions is also the firm belief that the long-term prosperity of the city relies on us supporting our children and young people to reach their potential and that a good education is the surest route out of poverty with commitments for the education portfolio clearly set out.

In recent years there has been significant improvement in quality and standards in Cardiff schools, that was evidenced by the Council's positive Estyn inspection in 2022. Estyn stated that as an authority Cardiff Council has demonstrated a sustained and incremental improvement in the quality and effectiveness of our education services and that senior leaders share a bold and ambitious vision for all our learners.

The collective commitment of a wide range of partners to educational improvement and to the future of our young people is now a distinctive strength of the city. Employers, further and higher education, the third sector, arts, sports, and cultural organisations all play a role in making education 'Everybody's Business'.

One facet of this is Cardiff's commitment to becoming a UNICEF Child Friendly City:

- with children and young people at its heart, where the voices, needs and rights of all children and young people are respected; and
- where all children and young people, regardless of belief, ethnicity, background, or wealth are safe, healthy, happy, and able to share in the city's success.

Cardiff has continued its major investment in new school buildings under its second wave of investment known as Band B of the Sustainable Communities for Learning Programme. This investment is set to continue to address emerging needs in ALN, through Local Development Plan new housing and an ever-aging building stock.

School Performance

Overall, pre-pandemic Cardiff schools performed well, as evidenced across a wide range of key performance indicators and more recently, post-pandemic, by Estyn's, inspections of our schools. Over the last two years our secondary schools have delivered excellent examination outcomes following a return to formal exams and assessments since 2019.



Stronger, Fairer, Greener



There is a close working arrangement with the Central South Consortium through the team of Improvement Partners working in Cardiff Schools led by two Principal Improvement Partners. The impact of a partnership approach to school improvement is evidenced by the improved profile of Cardiff schools in relation to outcomes of Estyn inspections. The Central South Consortium annual business plan identifies the priorities across the five local authorities and actions that will be taken to address educational issues.

Cardiff schools and the Inclusion Service have worked closely together to successfully implement the Additional Learning Needs (ALN) and Educational Tribunal Act, focusing on improving outcomes for learners with ALN aged 0-25 by embedding the Person-Centred Planning approach; continuous development of a consistent and effective universal offer; inclusive, high quality additional learning provision. There are strong regional links across the consortium area and well-established partnerships with health, children and adult services, early years settings and Further Education Institutions. Work is ongoing to address the growth in complex ALN in the Cardiff area, including work to address the sufficiency of specialist places, and a review of ALN funding to mainstream schools.

Through the Cardiff Commitment, excellent progress continues to be made to develop strong and secure relationships with city employers to raise the aspirations of children and young people, to create awareness of the world of work today and provide pathways into training and employment opportunities. Over 300 employers have made pledges to support a range of activities within and beyond the classroom, for children, young people, and the education workforce, including careers and work-related experiences, and authentic curriculum resources.

Cardiff Youth Service plays a key role in actively supporting the transition of young people from statutory education at age 16, which has made a significant impact upon reducing the numbers of young people not in education, employment, or training. A range of youth work disciplines including Open Access provision, Targeted provision, Street based youth work and School based youth workers supplement the city's formal education system, enabling a broad range of support for vulnerable young people.

There has been a significant investment in the development of the education estate. Cardiff has benefitted greatly from the second wave of Welsh Government's "Band B" investment of the 21st Century Schools Programme, with circa £298 million being invested in both English and Welsh medium provision as well as addressing the rising demands in ALN.





The Band B programme also includes the largest school build currently underway in the United Kingdom. The new Fitzalan High School building which opened at the start of this academic year reflects our ambition to have high quality learning environments. The Local Development Plan will look to bring forward in excess of 40,000 houses, which includes two secondary and 8 primary schools looking to provide circa £150 million in developer contributions. This has enabled the delivery of two new primary schools, Ysgol Gynradd Groes-Wen Primary School, and St Mellon's Church in Wales Primary School, both of which opened at the start of the academic year. There are a number of other projects that are progressing through design stages.

Scope of Role

The Education Directorate has five main service areas:

- a) Achievement
- b) Children Looked After Virtual School
- c) Inclusion
- d) Services to Schools
- e) School Organisation Programme

The Assistant Director has overall operational responsibility for all services in the Achievement, Inclusion and Services to Schools areas, through the direct reports of heads of service. There are approximately 638.49 FTE staff in these areas, with budget from revenue, grant, and traded income of the order of circa £10m. Central budgets have been much reduced in recent years, and the Assistant Director will lead continuing service improvement to ensure that the Council continues to effectively deliver its role as the Local Authority despite these financial constraints as well as supporting schools with challenging budget positions.

The Assistant Director also has responsibility for the newly created Head of the Virtual School who has responsibility for the day-to-day management of the education of Children Looked After. In developing this new role there is also a need to enable a greater understanding of legal duties placed on education/schools in relation to children with care and support needs including those children looked after, those on the child protection register and those with care and support plans, understanding thresholds within Children Services along with partnership approaches that bring about collaborative working that has impact.



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The Assistant Director post has oversight of the working arrangements with the Central South Consortium through the Head of Achievement, and operational responsibility, working with colleagues in our Corporate Finance team, for the appropriate and efficient use of the schools' delegated budget of £294m in financial year 2023/24.

Whilst the School Organisation Programme sites under the Programme Director who reports directly to the Director of Education and Lifelong Learning, there is a need to work collaboratively to set the long term strategy for the Education in the city. Areas of joint planning include the efficiency of the school system alongside increasing budget pressures, the Welsh Education Strategic Plan (WESP), Health and Wellbeing, Community Focused Schools, and One Planet Cardiff.

Service structure

a) Achievement

- School improvement
- Targeted Support Services
 - » Education Welfare & Engagement
 - » Educated Other Than at School (EOTAS) Provision
 - » Pupil Referral Unit
 - » Elective Home Education
 - » Minority Ethnic Achievement and other Key Groups
- Partnerships & Performance
 - » Youth services
 - » Performance & Governance
 - » Information Management
 - » School admissions
 - » School Governor Support Services
 - » Cardiff Commitment & Curriculum support
 - » Child Friendly Cardiff
 - » Passport to the City





b) Head of Virtual School

- Children Looked After

c) Inclusion

- ALN planning, monitoring, and review (Local Authority maintained IDPs; early years, post-16 support and planning; specialist placements)
- Educational psychology
- School-based counselling
- Specialist teacher services (comprising support for learning, speech and language, autism, emotional health and wellbeing, sensory impairment)
- Healthy Schools

d) Services to Schools

- Music service
- Storey Arms outdoor education centre
- School catering
- ICT in schools
- Financial management support (Schools & Directorate budgets)

e) School Organisation, Access Planning*

- Admissions policy
- School organisation planning
- Commissioning of new build
- consultation on school organisation proposals

*School, Organisation, Access, and Planning reports to the role of Programme Director School Organisation Planning.



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Political and stakeholder engagement

The Assistant Director will have extensive engagement with school leaders and chairs of governors, maintaining a culture of high expectations, both of, and from, schools.

There are a number of exciting and ambitious reforms underway including ALN and Curriculum for Wales which will present significant challenges, and opportunities. The Assistant Director will play a key role in working collaboratively with partners, especially Health and Further Education, as well as with schools, in the implementation of the national reforms.

The re-shaping of the city's ambitions for education, Cardiff 2030, post pandemic will similarly require the Assistant Director to work across other Directorates, with elected members, and with others throughout the city as well as supporting the Programme Director with future investment strategies and planning of school places.

Background documents

Recommended Reading:

- Stronger, Fairer, Greener – Cardiff Council 2022
- Cardiff 2030: A ten year vision for a capital city of learning and opportunity
- Estyn, A report on education services in Cardiff Council 2022
- Cardiff Child Friendly City Strategy 2018
- Cardiff Council Cabinet: Developing the Education Estate, October 2017
- Cardiff Council Cabinet: 21st Century Schools: Cardiff's Band B Priorities December 2017
- Cardiff Council Cabinet: School Organisation Planning – Annual Report on investment in the Education Estate January 2023





ADVERTISEMENT

Cardiff Council - Assistant Director, Education and Inclusion

Cardiff Council's 'Stronger, Fairer, Greener 2022' report, places children and young people front and centre. and sets out the firm belief that the long-term prosperity of the city relies on us supporting our children and young people to reach their potential and that a good education is the surest route out of poverty.

In 2022 Estyn had praise for our education services. Educational standards have improved significantly in recent years and continue to do so and through strong partnership working education in Cardiff is "everybody's business Our vision for education in the capital city of Wales is ambitious but we are realistic about what more needs to be done.

Reporting to the Director of Education, you will have lead responsibility for service delivery and will be highly visible to school leaders and governors. The role offers significant professional challenge, and real scope for making a difference and is offered on a permanent basis. Requests for secondment will be considered. Agile working is a key feature and expectation of the role.

Salary: £95,474

If you wish to have an informal discussion about the post please contact Melanie Godfrey, Director of Education and Lifelong Learning Tel (029) 2087 2700. This post is subject to Disclosure and Barring Service Enhanced checks.

This is a full-time, substantive post located in County Hall, but with commitments to travel across the city and the local region. The local authority currently operates a hybrid working model whereby officers can work from home and County Hall.

Cardiff welcomes applications in both English and Welsh. As a large public sector organisation, it is important to us that we support the economic wellbeing of our citizens and that our workforce better reflects the communities we serve. Therefore, although not a requirement for application, Cardiff welcomes and encourages applications from individuals from our local communities, including the BAME community and fluent Welsh speaker.





JOB DESCRIPTION AND PERSON SPECIFICATION

<p>Job Title: Assistant Director, Education and Inclusion</p>	<p>Directorate: Education and Lifelong Learning</p>
<p>Section:</p>	<p>Reporting to: Director of Education and Lifelong Learning</p>
<p>Remuneration: £95,474 (spot salary)</p>	<p>Hours per Week: Full Time</p>
<p>Post Number:</p>	<p>Number of Employees Reporting to Post: 4 Direct Reports</p>
<p>Special Conditions: Casual Car User. Full and valid driving licence and use of own car would be an advantage. Evening work to cover items such as Council meetings and Governor meetings in person is a requirement of this role. Occasional weekend working may be required.</p>	<p>Location of Post: The office location of this post will be County Hall in Cardiff Bay however home working for some of the time will be accepted. Agile working is a key feature and expectation of this role.</p>
<p>Job Purpose: To ensure that schools and services to schools and to young people are effective in delivering the aspirations for education in Cardiff set out in the Council’s Stronger, Fairer, Greener and Cardiff 2030 strategies and commitments to action. To ensure there is a focus on continually improving outcomes in educational attainment and a coherent approach to inclusion and ensuring access to education for all learners. To manage and co-ordinate people, finance and resources to ensure the successful, efficient, and effective delivery of agreed priorities, change programmes and high-quality outcomes and value for money. To develop and maintain effective relationships with a wide range of stakeholders both within the Council, across the school’s community in Cardiff, and with Welsh Government.</p>	





Key Accountabilities

1. To lead the effective delivery of the council's services to schools and young people.
2. To ensure that schools are appropriately supported and challenged, and that prompt action is taken when additional improvement is required.
3. To report on the performance of schools and support services to senior officers and elected members.
4. To ensure that school leaders and governing bodies understand and fulfil their delegated budgetary accountabilities; ensuring they are appropriately supported and challenged when improvement is required.
5. To promote high standards of performance in the management of people and resources in all service areas.
6. To effectively manage the people, financial and other resources of the portfolio.
7. To ensure that Operational Managers understand and fulfil their budgetary accountabilities; guiding and supporting them to make tough choices within a context of diminishing resources with changing and increasing service demand.
8. To manage relationships with key stakeholders and partners, including school leaders and governors.
9. To lead effective working across Directorates of the Council in the promotion of the Council's corporate priorities and commitments to delivery.
10. To ensure there is sustained commitment and support in relation to multi agency working.
11. To ensure that the schools and other educational settings recognising the important role they play in providing safe and nurturing spaces.
12. To establish and apply effective individual and team performance management systems in order to monitor, assess and improve standards and the achievement of key performance indicators .
13. To lead, motivate and develop a team of Operational Managers, and wider management and staff group, ensuring the highest levels of buy-in and execution of the Council's priorities and corporate objectives.
14. To ensure that practices are put into place to promote safe and appropriately risk-managed operational delivery.
15. To lead Operational Managers in the production of robust and meaningful business plans, providing clarity of purpose, emphasis, and key deliverables for the portfolio of services.
16. To ensure that effective communication and engagement processes are in place to share new ideas, new ways of working and to provide insight to progress and achievements.



Stronger, Fairer, Greener



Corporate Requirements

1. To participate actively in supporting the principles and practice of equality of opportunity as stated in the organisation's Equal Opportunities Policy.
2. To take reasonable care for the health and safety of yourself and other persons who may be affected by your acts or omissions and to comply with all health and safety legislation as appropriate.
3. To, as a statutory duty, adhere to the organisation's Corporate Safeguarding Policy or equivalent statutory and associated policies and procedures and to report concerns regarding the safety and wellbeing of children or adults at risk. To support you in this, you are required to access safeguarding training at the level which is relevant to this post.
4. To comply with all Council policies including Information Governance and undertake any mandatory training required.
5. As a term of your employment, you may be required to undertake such other duties and/or times of work as may reasonably be required of you, commensurate with your grade or general level of responsibility within the organisation.
6. Although you will be provided with a base, you will be required to work from various locations in accordance with the needs of the role.

DATE COMPLETED: **AGREED BY:** (Recruiting Manager)

Date Received by Post holder: **Signature of Post holder:**





PERSON SPECIFICATION

Job Title: Assistant Director, Education and Inclusion

THE PERSON APPOINTED MUST MEET THE FOLLOWING REQUIREMENTS

ESSENTIAL REQUIREMENTS (You MUST demonstrate that you meet these requirements)	DESIRABLE REQUIREMENTS (You do not have to meet these requirements, but if you do, please tell us)	ASSESSED BY
Competencies (as per Behavioural Competency Framework)		
Putting Our Customers First – Level 5 Getting Things Done – Level 5 Taking Personal Responsibility – Level 5 Seeking to understand others and treating them with respect – Level 5 Analysing, Problem Solving and Decision Making – Level 4 Leading Change – Level 4 Initiating Change and Improvement – Level 4 Organisational Awareness – Level 4 Partnering and Corporate Working – Level 4 Communicating – Level 4 Equality and Diversity – Level 4 Optimising Resources – Level 4 Demonstrating Political Acumen – Level 4		Application Interview



Stronger, Fairer, Greener



Education and Training		
<p>Educated to degree level or equivalent, with demonstrable evidence of continuous professional and personal development.</p> <p>Evidence and commitment to continuous professional development.</p>	<p>Ability to communicate in the Welsh language, or commitment to learn.</p>	<p>Application Form and Certification where required</p>
Experience / Knowledge		
<p>Demonstrable experience of operating successfully within a multi-stakeholder environment, developing effective partnerships, and delivering lasting change and improvement</p> <p>Experience of managing teams and aligning people to purpose to deliver meaningful outcomes.</p> <p>Degree of politically sensitivity and experience of dealing with a range of complex issues and stakeholders with often conflicting agendas.</p>	<p>Successful and respected leader with a track record of working within the public sector</p>	<p>Application Form and Interview</p>
Skills and Abilities		
<p>A high standard of professional awareness and conduct</p> <p>Ability to remain calm and focussed under pressure</p> <p>Ability to bring others on and enable them to reach their full potential</p> <p>Strong interpersonal skills and quick to establish a rapport with others</p> <p>Possesses strong negotiation and influencing skills and wins the trust, respect, and confidence of others</p> <p>Ability to think and act strategically, developing solutions to help respond to complex problems.</p> <p>Ability to be pragmatic and navigate through complexity and conflicting interests – navigating to-wards consensus.</p> <p>A sophisticated approach to risk and developing a risk-wise culture.</p>		<p>Application Form and Interview</p>



Stronger, Fairer, Greener



Personal Attributes		
<p>Shows a personal commitment to the work of the organisation.</p> <p>Demonstrates a commitment to the vision and values of the organisation, leading by example.</p> <p>Demonstrates a positive attitude to new challenges and a willingness to adapt to quickly to change.</p> <p>Commitment to the organisation's Equal Opportunities Policy and recognises, values, and celebrates difference.</p>		<p>Application Form and Interview</p>
Special Circumstances		
<p>Requirement to undertake evening work to cover items such as Council meetings in person</p> <p>Will undertake other duties and or times of work as may reasonably be required of you.</p>	<p>Full and valid driving licence would be an advantage.</p>	<p>Application Form and Interview</p>





PRINCIPAL TERMS AND CONDITIONS OF SERVICE

APPOINTMENT OF ASSISTANT DIRECTOR, EDUCATION AND INCLUSION

1. CONTRACT

This is a permanent appointment. Applications for secondment will be considered.

2. CONDITIONS

Conditions of service will be in accordance with the Joint Negotiating Committee for Chief Officers of Local Authorities as adopted by the County Council from time to time, plus any other conditions or regulations determined by the Council from time to time in consultation with the recognised trade unions.

3. SALARY

The total spot salary for this post is £95,474 per annum. National pay awards in accordance with the JNC for Chief Officers of Local Authorities will be applied

4. PERFORMANCE APPRAISAL

There will be an annual process of performance appraisal linked to the setting and achievement of the responsibilities and accountabilities of the job; and identifying any continuing personal development needs to maintain a high level of performance. The process is separate from any scheme relating to either pay or performance related pay.

5. ANNUAL LEAVE

Annual leave will be 27 days for employees with less than 5 years continuous service, and 32 days for employees with more than 5 years continuous service. You will also be entitled to 8 bank holidays.

6. HOURS OF WORK

The job of Assistant Director cannot be satisfactorily undertaken within a fixed working week and some element of unsocial hours will be required for the proper performance of the responsibilities. The inclusive salary scale for the appointment reflects the need to work in addition to and outside normal office hours.

7. SICK PAY

Occupational Sick Pay Scheme will be in accordance with the JNC for Chief Officers' Conditions of Service.

8. PENSION

Local Government Pension Scheme. An opting out notice is available from the Pension Section.





9. POLITICAL RESTRICTION

This post is politically restricted in accordance with the Local Government and Housing Act 1989 (as amended by Local Democracy, Economic Development and Construction Act 2009).

10. CAR LOAN SCHEME

You are eligible for a loan (which is not a taxable benefit) under the Council's scheme.

11. CAR MILEAGE ALLOWANCE

HMRC rate of 45 pence per mile will apply.

12. SMOKING

The Council has a no smoking policy.

13. FLEXIBILITY AND MOBILITY CLAUSE

As a term of your employment you may be required to undertake such other duties and/or times of work as may reasonably be required of you commensurate with your grade or general level of responsibility within the organisation, at your initial place of work or at or from any other of the Council's establishments.

14. SATISFACTORY MEDICAL REPORT

A satisfactory medical report is required from the Council's Medical Adviser on initial appointment to the Council.

15. NOTICE PERIODS

This will normally be three months in writing on either side but this can be changed by mutual agreement.

16. RESTRICTIONS ON RE-EMPLOYMENT

Certain restrictions apply after termination of employment. These relate to not divulging confidential information. Also within 12 months not taking up employment or providing services for reward to a body in the circumstances outlined in the conditions of service, without the consent of the Council which will not unreasonably be withheld. These provisions do not apply if the termination is as a result of redundancy or externalisation of work and a consequent transfer to a new employer.

Are you ready to play a part in Cardiff's future?

If you are ready for this challenging but rewarding role, you can apply ([here](#)).

We welcome applications in both English and Welsh.



Mae'r dudalen hon yn wag yn fwriadol

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