Learning Resources Centre

(LRC) Coordinator

Application Pack

The Nicholas Hamond Academy

Swaffham

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(LCR) Coordinator



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How do we ensure this across our trust?

In all we do we are:

1. Ethical to the core, ensuring that education is always front and centre
2. Futures focused system leaders – never simply followers
3. Collaborative in every endeavour
4. Resolutely learner centred

Our Vision

We have one core purpose:

To have the biggest positive impact in the varied communities we serve through ensuring top drawer education for our learners. #TransformingLives

01. About Academy

Transformation Trust

Diversity, Equity & Inclusion

On our journey of *#transforminglives*, we are building a Diverse and Inclusive Community. We are aspiring to promote our Inclusivity, via Curriculum and Employee engagement. Together, we want to break down barriers, enjoy each individual and celebrate the value they bring to our Trust Family.

Our Values

* We will work inclusively within our communities, embracing the varied localities we serve while sharing our common vision and values.
* We will develop the very best leaders of the future, working to improve education and transform lives.
* We will adhere unwaveringly to the ‘Nolan Principles’ of Public Service, which is made clear in our commitment to Ethical Leadership.

What does this look like across our trust?

Education

We are:

1. Ruthlessly ambitious for all who learn and work with us
2. Unwaveringly inclusive – determined on eradicating barriers

to educational success

1. Committed to excellent teaching
2. Determined upon academic excellence for all in our communities
3. Compassionate, ethical and caring advocates for all in our communities
4. Outwardly facing and globally conscious

Financial

We are:

1. Providing the best possible public service for the best possible value
2. Determined to supplement our public income with shrewd income generation
3. Building financially sustainable models of educational improvement in our communities
4. Demonstrably efficient in all we do

Operations

We are:

1. Committed to the very best people development and empowerment
2. Determined to shout loudly and share proudly our successes
3. The best professional and technical experts (supporting education) in the sector
4. Committed to the very best understanding and management of risk

Wellbeing

At Academy Transformation Trust we put our people's welfare and wellbeing at the centre of everything and we know that this is more than just cake in the staff room on a Friday (although that is nice too!)  Our Wellbeing Strategy covers 4 key areas: Working Environment, Personal Growth, Health and Lifestyle Initiatives and Culture.



Amy Bills, Regional Education Director

It is wonderful to be part of an organisation in which people development commands such a high profile. My own career development within ATT from Assistant Principal to Principal, Executive Principal and now Regional Education Director is an example of the wealth of opportunities afforded to us all - whatever our role - and the high quality professional development available when part of a large MAT which has transformation and collaboration at its core.

Donovan Stansbury, Teaching Assistant

ATT has helped my career from the very beginning of my adult life. I started my career at Mildenhall College Academy on a Teaching Assistant Apprenticeship, provided by ATT FE. Now with my knowledge and understanding of my role I can succeed further with the support of ATT. I have completed my apprenticeship and now have a full-time role as Teaching Assistant at the academy. My next step is to start an OU degree, again something I will do with the full support of ATT.

Martin Sexton, Lead for Computer Science and STEM Coordinator

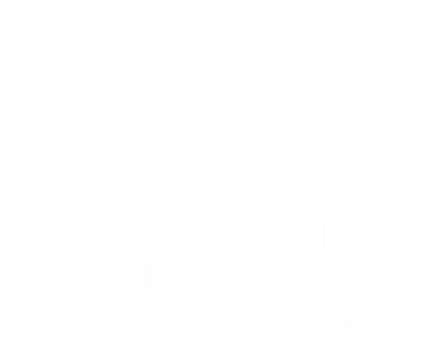
Working for ATT has given me many opportunities to progress my career. A move from Westbourne Academy to Mildenhall College Academy 5 years ago gave me my first step up from teacher to leading Computer Science. I received an ATT award for STEM which led to me becoming the STEM coordinator. To help develop my career further I now lead Team Network Group meetings with other Computing teachers from across the trust. ATT has also allowed me to develop my skills knowledge through attending a range of CPD with Computing at School, Barefoot, and Digital Schoolhouse all of which are helping to develop my practice.

Nicola Powling, Faculty Leader Humanities

Since joining Mildenhall College Academy three years ago, I have been well-supported in my development as a middle leader and with the guidance and advice of senior leaders in the academy I have been able to demonstrate significant impact on the quality of teaching and learning in the Humanities subjects. Last academic year I chaired the Eastern TNG for History, which has given me the opportunity to work with colleagues across the Trust and share best practice. Most recently, I have been seconded to the senior leadership team with a responsibility for teaching and learning; this is an opportunity to continue my career development and to gain insight and experience in senior leadership.

Abby Bayford, Director of Institute

I started a career with ATT in January 2014 as a Lead Practitioner of English at Bristnall Hall Academy. I was then given the opportunity to take on the role of Assistant Principal of Teaching and Learning as a maternity post. This opportunity was significant in developing my professional capacity to lead. It also helped to develop my leadership competencies and broaden my scope of influence. Fortunately, this became a permanent post. ATT is passionate about mobilising teacher agency and I was encouraged to drive improvement in areas within and beyond my remit. This led to an increase in responsibility and I became responsible for leadership and management and quality of education as Vice Principal. Through ATT's talent management processes, I was then identified as a potential system leader and was given executive portfolio responsibly for people development across our Trust. As such, I was given the opportunity to become Director of Institute, establishing a professional learning Institute as a vehicle to drive people development for all across our ATT family. This is my most rewarding role to date.

Rated as ‘Good’ by Ofsted in January 2022, here at The Nicholas Hamond Academy, we are “determined to be the best that we can be”.

02 Academy Information

As a team, we are dedicated to delivering a high-quality education that enables students to make rapid progress and achieve transformational academic targets. We have high expectations of our pupils and every student matters to us.

We work closely with our local community, including parents and carers, who actively support the work we are doing to achieve and maintain the highest possible standards. Our academy is a place to be proud of.

At TNHA we aspire to provide every member of our community with the opportunity to be the 'best that they can be', by offering experiences that encourage the development of high attaining, self-confident, resilient, tolerant and happy young people.

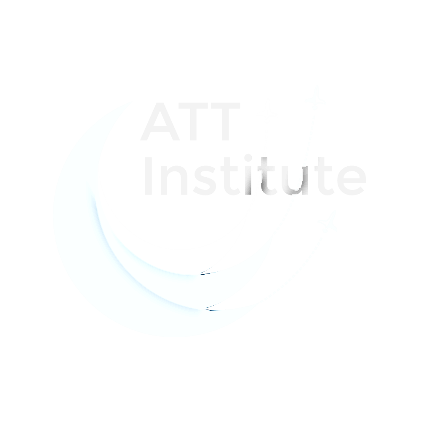
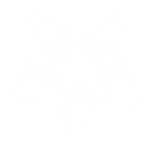
Our ethos is founded on the development of positive relationships with students and parents, outstanding teaching, a personalised curriculum and enthusiasm for learning.

We are 'one team' - students, staff, governors and parents - committed to working together to achieve our aim.

To find out more, please visit www.tnha.org.uk

More than just an academy, we’re a true community resource, as the only secondary school in the area. We enjoy a genuinely stunning location, close to Norwich and the A1 but surrounded by beautiful countryside and not far from some of the best beaches in Britain.

This is the kind of place where people set down roots, so it’s little surprise that our staff turnover is remarkably low.



03. Our Institute

What is our ATT Institute? Who does it serve?

Our ‘Institute’ is an umbrella term for all people development available to all ATT stakeholders. It serves our whole ATT community: children and young people, parents and carers, employees and the wider community.

Our ATT Institute Vision

We are committed to the very best people development. We empower all stakeholders through equality of opportunity and place the needs of our stakeholders and the communities we serve at the front and centre of all we do. We believe we are better together and value collaboration within and beyond our organisation. ATT People Development activities will be the very best learning our stakeholders have ever had. Through high-quality people development we will all transform lives and communities.

Our Institute is a learning eco-system through which all people within our communities and beyond can thrive. It starts with the belief that we are all leaders of our eco-system. Leadership does not just come from the top; it has to be genuinely stakeholder-led. Irrespective of our role: admin, education, estates, finance, governance and operations, we all have a responsibility to make things better for children and young people and to help ensure that teachers are delivering a top-drawer education. Thus, we have a professional obligation to keep getting better through engagement in people development activities so that the ‘edge’ between schools and communities, where educators work with pupils, parents and carers and communities is the best it can possibly be.

We resolutely believe it is our moral and professional imperative to hear all voices and use our own agency to develop others within and beyond our Trust. ATT employees must use their local leadership to develop and lead others beyond their immediate setting and beyond our own Institute. The advancement of our Institute in this way, will lead to whole of system improvement and transform more lives and more communities.

Available people development opportunities for all employees:

Role Performance Development

Our Institute has established 42 Leadership Development Pathways (LDPs) across all our directorates: Education, Finance, Governance, Trustees and Operations, shared through an Institute brochure. The purpose of each LDP is to explain available people development experiences that will support role performance development. Through this menu of opportunities, colleagues can design their own people development journey.

ATT Institute is also a provider of the following people development courses:

* The National Professional Qualification for Middle Leaders
* The National Professional Qualification for Senior Leaders
* ATT Institute Learning Leaders Course & the SSAT Lead Practitioner Accreditation

Strategic collaboration

Collaboration is the oxygen of an improving and self-sustaining Trust. This is facilitated through the following strategic collaboration groups:

* Principals’ Development Group
* Strategic Development Group
* Subject Team Network Group

These groups have been described as the ‘engine room’ of our organisation and the colleagues that lead them, the ‘learning brain.’

Research design and its translation

Research is a crucial resource in building knowledge, facilitating learning and renewing our practice. However, it is integral that our research practice does not sit independent to our work in classrooms. Built into our approach is inquiry-based learning. To advance our commitment to research-informed practice, we have established an action research team. The action research team contribute to the advancement of research in areas linked to our strategic improvement priorities and have responsibility for translating their research findings through Strategic Development and Subject Team Network Groups.



04. Job Description

Learning Resources Centre (LRC) Coordinator

## Purpose of the job

Responsible for the management, development and promotion of the learning resource centre within the school, to ensure that all students and staff have ready access to as broad and relevant range of reading matter, reference materials, research tools and information services as possible, in order to support teaching and learning throughout the school, facilitate independent learning and encourage reading for pleasure.

## Particular Duties

Under the overall direction of the Vice Principal.

Key Functions

* Assist in the resourcing, management and use of the learning resource centre to ensure that they effectively support reading and literacy throughout the academy.
* Manage and organise resources, facilities and services provided to allow flexible access and support for curricular and extra‐ curricular activities, study support, independent and recreational use.
* Work with individual faculties to develop subject‐specific resources both within the LRC and across the academy.
* Support students to make effective use of the resources available and support and monitor pupils independently studying in the LRC.
* Develop students’ techniques in researching and retrieving information.
* Maintain an atmosphere conducive to study and learning within the LRC.
* Promote a love of learning and reading, e.g. host book fairs, competitions, book talks and displays.
* Index, catalogue and classify learning resources and develop and maintain accurate and reliable catalogue and lending systems, to facilitate accessibility, use and control of stock.
* Ensure that appropriate measures are in place to keep the LRC secure and to minimise risk of loss of resources and equipment.
* Instruct students in supporting the LRC staff in the issuing of books and other resources as appropriate.
* Promote the use of the LRC to the academy community and foster an attractive atmosphere and environment which is conducive to a positive learning experience for users.
* Develop and maintain links with external agencies to maximise the availability of appropriate materials and information, including public libraries, museums, post 16 institutions, community information services etc.
* Ensure that the LRC presents an attractive and vibrant image to visitors.
* Ensure that appropriate standards of student discipline are maintained in the LRC, including at after school times.
* Take responsibility for personal professional development to keep up to date with new approaches, facilities and technologies relevant to learning resources.
* Maintain a high level of awareness of current children’s literature and developments in education and librarianship in order to ensure that the library/learning resource centre provides an up to date service to its users.

Examples of duties typically associated with the role:

* Day-to-day management, operation and development of the area of the Learning Resource Centre (LRC), to support the academy’s curriculum and to meet the needs of students and staff and other users:
* Ensure accurate record keeping regarding the issuing and receiving books, registering readers and making reservations.
* Maintain the orderly and quiet use of the LRC.
* Administer academy book clubs for students every term
* Perform routine duties such as shelving, preparation and maintenance of stock catalogues, issuing and arranging for the return of loaned items. Carrying out periodic checks that books are in order on the shelves. Checking the condition of stock for repair or disposal.
* Producing reminder slips for overdue books and any relevant fines.
* Completing an annual stock check of all resources within the LRC.
* Arrange and run events linked to World Book Day and other special calendar days throughout the year including organising and running of competitions linked to literacy and promoting the LRC.
* Arranging and regularly changing displays within the LRC (including liaison, as appropriate, with subject teachers and other staff).
* Catalogue and maintain an inventory of all LRC equipment and be responsible for its management, maintenance and repair.
* Provide and maintain a careers library.
* Provide initiatives to promote reading and literacy.
* Promote LRC usage via leaflets, newsletters, registers, and current displays. Promote the LRC on open evenings with activities, displays and talks.

In addition:

• To provide relief for the Cover Supervisors, Attendance Officer and Main Office staff if required.

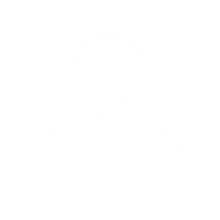
• Administer First Aid as required

• To undertake any other duties that may reasonably be required by the Principal.

General Information

The job description details the main outcomes required and should only be updated to reflect major

changes that impact on the outcomes of the job.



05. Person Specification

Learning Resources Centre

(LRC) Coordinator

The person specification provides an outline of the experience, skills, and abilities we expect the successful candidates to process. You should match your own skills, experience, and abilities to those listed below and provide examples of how you have demonstrated the criteria. People with disabilities will be offered an interview where they meet the essential criteria alone.

|  |  |  |  |
| --- | --- | --- | --- |
| criteria | qualities | Essential | Desirable |
| **Qualifications** | * Hold GCSE English and Maths at Grade C/Grade 4 or higher. * First aid training (or willingness to complete it) | ✓  ✓ |  |
| **Experience** | * Working in a secondary school environment * Working with young people in an education setting * Working in a library or equivalent * Working with children or young people * Planning activities to engage pupils and support development |  | ✓  ✓  ✓  ✓  ✓ |
| **Skills and knowledge** | * Ability to respond quickly and effectively to issues that arise * Ability to use own initiative and take action accordingly * Effective communication with adults and children * Ability to deliver instructions to junior team members * Ability to take a firm but fair approach to handling behaviour issues in line with the academy’s policies * Ability to build effective working relationships with colleagues | ✓  ✓  ✓  ✓  ✓  ✓ |  |
| **Personal qualities** | * Commitment to supporting and understanding pupil needs * Commitment to upholding and promoting the ethos and values of the school * Commitment to maintaining appropriate confidentiality at all times * Commitment to safeguarding, equality, diversity and inclusion | ✓  ✓  ✓  ✓ |  |



06. How to apply

Learning Resources Centre

(LRC) Coordinator

Status:

Term Time 40 weeks (39+1)

10:00 – 17:00 (32.5hrs p/w)

Applying:

Please apply by visiting

[www.academytransformationtrust.co.uk/vacancies](http://www.academytransformationtrust.co.uk/vacancies)

Salary:

NJC Point: 3

Actual Salary: £14,570.79

(FTE: £18,887.00)

Closing Date:

28th August 2022 at 11.59pm

Start Date:

1st September 2022

Interviews:

TBA

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*#TransformingLives*