

Recruitment Pack



Librarian

June 2024



School ready; Work ready; Life ready

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Horizon Community College: Our Vision

The economic, cultural and social landscape of Barnsley is changing. Opportunities in further education, higher education and professional roles are increasing; opportunities for individuals to shape their own career pathways are growing; opportunities for individuals to challenge traditional socio-economic patterns are multiplying.

At Horizon Community College, our responsibility is to prepare students for this reality. We want young people to leave the College well qualified and with a unique skill set that will enable them to stand out from the crowd. We want young people to be in possession of a passport of qualifications and employability skills that will enable them to pursue exciting careers, attend prestigious universities, complete dynamic apprenticeships and play leading roles in regenerating this area and beyond.

Our curriculum is tailored to the needs of and meets our ambition for each individual student. This is underpinned by the College's core values which help to prepare every student for a lifetime of success. Our Curriculum and Culture ambition:

- aims to **challenge every learner, in every lesson, every day**
- develops the character and skill set of all, through the belief that we are **'Positive Role Models'**
- ensures **opportunities for all** through our personal development and Careers and Enterprise programmes.

Successful education is also about working in close partnership with our families and the community to ensure our students succeed in each School year and are prepared for the next appropriate phase of their education. We work together to empower our students to believe that anything and everything is possible.

We heavily invest in the growth and development of our entire workforce, so they are also prepared for the next phase of their careers. We promote 'one team' working hard to support each other. We are focused on continued professional development for staff at every level.

We embed a curriculum and culture that results in Equity of Opportunity, Strong Community, High Expectations, Global Readiness and Kindness so that our students are School ready; Work ready; Life ready.



Claire Huddart
Principal

We are delighted that you are applying for a role at Horizon Community College, and hope that this document will inform you about how we aim to provide the very best secondary education in Barnsley and beyond.

STRATEGIC FOCUS

VISION: School Ready; Work Ready; Life Ready

PURPOSE

- Challenging Every Learner, in Every Lesson, Every Day
- Developing Positive Role Models
- Opportunities for All

Quality of Education		Behaviour & Attitudes		Personal Development		Leadership & Management					
Intent	Implementation	Impact	Positive Attitudes	Relationships	Attendance	Identity	Engagement	Opportunity	Vision & Ethos	Safeguarding & Wellbeing	Growth & Inclusivity
<ul style="list-style-type: none"> • Enriching students' ambition and a love of learning • Equipping students with skills, knowledge and cultural capital to succeed. • Enabling access to aspirational post-16 pathways and preparing students for life. 	<ul style="list-style-type: none"> • Challenging every learner, in every lesson, every day. • Ensuring every student knows more and can do more. 	<ul style="list-style-type: none"> • All students achieving exceptionally well. • All students' work is of a consistently high quality. • All students reading at their chronological age or better. • All students successfully moving to the next stage of their education, employment or training. 	<ul style="list-style-type: none"> • Student conduct is exemplary in lessons, during unstructured time and in the local community. • Students demonstrate a consistently positive attitude to learning and they embody the College Core Values. • Positive role models are recognised and celebrated. 	<ul style="list-style-type: none"> • Students and staff have zero tolerance for bullying, harassment and child-on-child abuse. • Everyone takes appropriate action if all students feel safe. • Relationships are based on mutual respect. Restorative practice is valued by all. 	<ul style="list-style-type: none"> • Students value their learning time and this is reflected in their high attendance and punctuality. • All students, regardless of need, are supported to attend and be on time. 	<ul style="list-style-type: none"> • Students understand how they are developing physically, mentally and socially. • Students appreciate what makes them unique but also celebrate what brings them together. 	<ul style="list-style-type: none"> • Students contribute to the benefit of themselves and those around them. • Students support their local community, charities and the environment. 	<ul style="list-style-type: none"> • Students make use of the experiences Horizon has to offer them. • Students are supported to make informed choices about their future aspirations. 	<p>A culture where:</p> <ul style="list-style-type: none"> • Everyone is school ready. • Everyone is supported to work ready. • Everyone is life ready. 	<p>A culture where:</p> <ul style="list-style-type: none"> • Everyone feels safe. • Everyone feels supported. • Everyone feels valued. 	<p>A culture where:</p> <ul style="list-style-type: none"> • Everyone is considered. • Everyone is included. • Everyone is developed.
<p>Broad Curriculum</p> <p>Key Principles of Curriculum Design</p> <p>SEND Adaptations</p>	<p>Reading</p> <p>Six aspects of Teaching & Learning</p> <p>Assessment, Feedback & Response</p>	<p>Student Pride & Articulation</p> <p>Reading & Mathematical Competencies</p> <p>Outcomes & Destinations inc. SEND & pp</p>	<p>Praise & Rewards</p> <p>Clear, consistent graduated consequences</p> <p>Character in the Classroom</p>	<p>Role of the Form Tutor</p> <p>Recognise, Report, Record & Refer</p> <p>Restorative Conversations</p>	<p>SEND & Wellbeing</p> <p>Personalised Provision</p> <p>Student Engagement</p>	<p>Character Education</p> <p>Citizenship & RSHE</p> <p>Cultural Literacy & Diversity</p>	<p>Student Voice & School</p> <p>Supporting Local, National & International Causes</p> <p>Student Council & Democracy in action</p>	<p>Enrichment</p> <p>Student Ambassadors & Leadership</p> <p>Careers & Enterprise</p>	<p>Governance</p> <p>Policy & Practice</p> <p>Finance</p>	<p>Workload</p> <p>Safeguarding Practice</p> <p>Wellbeing: Staff/students</p>	<p>Staff CPD</p> <p>Communication & Engagement</p> <p>Inclusive Practice</p>






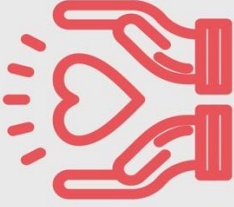
STRATEGIC GOALS

DRIVERS

BEHAVIOURS

Aspiration	Independence	Resilience	Core Values	Pride	Respect	Kindness
Having High Expectations of Yourself	Taking Responsibility For Your Learning	Character in the Classroom	Having a Growth Mindset	Individual Liberty	Mutual Respect and Tolerance	
Democracy	The Rule of Law	British Values				

Core Values

 <p>ASPIRATION</p> <p>We aim to be the very best that we can be. We are curious, ambitious and have a strong desire to achieve.</p>	 <p>PRIDE</p> <p>We are proud to be students at Horizon. We produce work of the highest quality; we have the confidence to celebrate our success; we respect our environment.</p>	 <p>INDEPENDANCE</p> <p>We take responsibility for our success. We take control of our future.</p>
 <p>RESPECT</p> <p>We treat others the way we would like to be treated. We celebrate that everyone is different, we are inclusive, and we embrace diversity.</p>	 <p>RESILIENCE</p> <p>We never give up. We face challenges with confidence and respond positively to feedback.</p>	 <p>KINDNESS</p> <p>We are thoughtful and considerate to others. We are caring, supportive, friendly and generous in all we do.</p>

Child Safeguarding Policy

The College is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. A Disclosure and Barring Service (DBS) check will be undertaken for the successful applicant.

The College pays full regard to DfES guidance 'Safeguarding Children and Safer Recruitment in Education' Jan 2007. We ensure that all appropriate measures are applied in relation to everyone who works for Horizon who is likely to be perceived by the children as a safe and trustworthy adult including e.g. volunteers and staff employed by contractors. Safer recruitment practice includes scrutinising applicants, verifying identity and academic or vocational qualifications, obtaining professional and character references, checking previous employment history and ensuring that a candidate has the health and physical capacity for the job. It also includes undertaking interviews and an Enhanced DBS check.

Please note that it is an offence to apply for a role in a school and/or working with children if you are barred from engaging in regulated activity relevant to children.

Please note that an online search will be carried out for all shortlisted candidates. This includes a search on the world wide web and relevant social media sites.

Please visit: <https://horizoncc.co.uk/safeguarding/>

Vacancy Details

Role:	Librarian
Salary:	Grade 4 - £24,294 to £25,979 (Actual salary £20,813 - £22,257)
Hours Per Week:	37
Type:	Permanent, term time only plus 2 INSET days
Closing Date:	Monday 8 July 2024 at 12 noon

We are seeking to appoint a Librarian to support, manage and develop a vibrant and resourceful library environment for our students.

The successful candidate will support the reading for power agenda by promoting reading for pleasure and increasing engagement in reading.

Qualifications required are 4 GCSEs grade 9 to 4 (A* to C), including English and Maths and a Level 3 qualification in a relevant subject, together with experience in maintaining records and using computer systems effectively.

The College is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. It is an offence to apply for a role in a school and/or working with children if you are barred from engaging in regulated activity relevant to children. Online searches will be carried out for all shortlisted candidates. This includes a search on the world wide web and relevant social media sites.

Horizon Community College reserve the right to close this advert prior to the closing date above.

Job Description

SERVICE AREA: Horizon Community College
JOB TITLE: Librarian
GRADE: 4
RESPONSIBLE TO: Associate Assistant Principals for Reading and Literacy & Head of Support Services
EMPLOYEE SUPERVISION: None

Purpose of Post:

To work alongside the Associate Assistant Principals for Reading and Literacy to drive the reading for power agenda in school.

Key Areas of the Role:

- To support the reading for power agenda by promoting reading for pleasure and increasing engagement in reading.
- To manage and develop the college library.
- To promote a love of reading throughout the college.
- To support intervention programs that enable students to develop their literacy skills.

Working with the Associate Assistant Principals for Reading to drive the reading for power agenda and developing an increased engagement in reading by ensuring:

- that a reading culture within Horizon is promoted and encouraged amongst students and staff through reading and literacy events, assemblies and communication with students, staff and their parents/carers;
 - that the 'Reading Journeys' programme is monitored and driven, and encourages pupils to read books from a range of genres. This will include administration around monitoring book reviews and distributing prizes;
 - specified cohorts of students are targeted to support their engagement with the reading programme;
 - student voice is used to gather feedback and drive the reading for power agenda;
 - reading and literacy is promoted on a daily, weekly and termly basis and through whole college events.
 - achievement with regards to reading for pleasure is recognised and rewarded;
 - our literacy ambassadors are directed and utilised effectively;
 - reading enrichment programs, book clubs and literary events to encourage a love for reading are organised and promoted.
2. To manage and develop the college library through:
- overseeing the day to day running of the library;
 - ensuring the library is a safe and inspirational space that students will readily access throughout the school day;
 - providing assistance to all library users and participating in the oversight and control of the library, as well as contributing to an overall friendly, welcoming and at the same time productive atmosphere in the library;
 - carefully, diligently and proactively managing stock within the library stock, ensuring that resources are taken care of and a system for returns is in place;
 - contributing to an efficient and effective enquiry and lending service to all our users throughout the school day;
 - keeping our collections up to date and relevant;

- promoting the library space within college;
 - role-modelling our core values to promote these within the library;
 - keeping up to date with the latest development in teen and young adult fiction;
 - facilitating the organisation of reading enrichment groups and other library activities during the college day and as extracurricular activities;
 - ensuring all students have equal access to opportunities to learn and develop;
 - staying up to date on emerging technologies and integrate digital resources into the library.
 - collaborating with teachers and leaders to:
 - ensure that our collection is suitable for the needs of the curriculum;
 - integrate library resources into lessons to broaden student experience;
 - run relevant workshops in line with the curriculum.
 - managing library events and activities to engage students and foster a sense of community within the library.
3. To promote a love of reading throughout the college by:
- conducting information sessions and workshops for students;
 - supporting the planning of national events and initiatives e.g. World Book Day;
 - running school based, local and national competitions;
 - working with our digital media team to promote reading and the library;
 - forming links with local primary feeder schools and schools within the HCAT Trust to promote the reading for pleasure agenda;
 - forming links with local libraries to maintain the relationship already established.
4. To support intervention programs that enable students to develop their literacy skills through:
- using and monitoring data to support whole college reading testing
 - working within the intervention team to lead small group literacy intervention as needed;
 - supporting students to develop their reading skills through targeted intervention and/or workshops, where literacy gaps are identified;
 - developing and delivering intervention sessions and tracking students' progress;
 - liaising with parents and carers where appropriate to support progress;
 - liaising with staff where appropriate to support progress;
 - providing feedback to students in relation to their literacy progress;
 - using specialist skills/training to support the intervention programme;
 - communicating with parents and carers to share success or discuss concerns where appropriate.
5. Providing support for the College by:
- being aware of and supporting difference and ensuring all students have equal access to opportunities to learn and develop;
 - assisting with the supervision of students out of lesson times, including before and after school and at lunchtime, e.g. clubs, extra curriculum activities;
 - accompanying teaching staff and students on visits, trips and out of school activities as required;
 - supporting with examinations as required.

The above duties are not exhaustive, and the post holder may be required to undertake tasks, roles and responsibilities as may be reasonably assigned to them by the Principal, their line manager or Associate Assistant Principals for Reading.

Employee Specification

When filling in the application form, please demonstrate with clear, concise examples how you would meet the requirements of the post. You will be assessed in relation to the Essential and Minor criteria. Please bear in mind that you must possess the Essential Criteria on day 1 to be able to do the job. If there are large numbers of applications for the post then all of the criteria will be used for shortlisting. Under the Disability Discrimination Act (DDA), we recognise and welcome our responsibility to remove any barriers in our recruitment and selection process. We have tried to assess this in our Job Description and Employee Specification, however if you feel that there are barriers, please tell us in the application form. As part of the DDA, we are committed to making reasonable adjustments, wherever possible and it would help us to know your needs in order to do this.

Attributes	Criteria	How Identified (either Application Form or Interview)	Rank (Essential/Minor)
Relevant Experience	Experience of working in a Library setting.	Application form/interview	Minor
	Experience of working with young people.	Application form/interview	Essential
	Working with a variety of external contacts	Application form/interview	Minor
	A range of experience in administration including maintaining records and completing correspondence.	Application form/interview	Essential
	Experience in the use of computers including the Internet.	Application form/interview	Essential
Education and Training Attainments	Level 3 qualification in a relevant subject	Application form/Qualification certificates	Essential
	4 GCSE's or equivalent including English and Mathematics (Grades A* to C / 9 to 4).	Application form/Qualification certificates	Essential
	Commitment to undertaking continuous professional development	Application form/interview	Essential
General and Special Knowledge	Knowledge of Library processes and procedures.	Application form/interview	Minor
	Up to date knowledge of availability of resources and materials relevant to the Library	Application form/interview	Minor

	Up to date knowledge of library management systems	Application form/interview	Minor
	Up to date knowledge of reading intervention programmes and systems	Application form/interview	Minor
Skills and Abilities	Ability to motivate and inspire students to read	Application form/interview	Essential
	Ability to organise a fast paced and varied workload	Application form/interview	Essential
	Ability to work on own initiative and prioritise work to given deadlines	Application form/interview	Essential
	Ability to present information clearly and concisely to prescribed formats	Application form/interview	Essential
	Ability to manipulate data in order to produce reports	Application form/interview	Essential
	Ability to develop and maintain computerised information systems	Application form/interview	Essential
	Excellent written and verbal communication skills	Application form/interview	Essential
	Ability to work accurately and methodically under pressure	Application form/interview	Essential
	Ability to respect and maintain confidentiality	Application form/interview	Essential
	Ability to work within and as part of a team	Application form/interview	Essential
	Ability to supervise and work with students.	Application form/interview	Essential
	Ability to manage a budget.	Application form/interview	Essential
	Commitment to the safeguarding and promotion of the welfare of children and young people	Application form/interview	Essential
	Ability to maintain appropriate relationships with children and young people.	Application form/interview	Essential

Additional Factors	A willingness to take part in training and development opportunities as required.	Application form	Essential
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In compiling this, please refer to the Section 'Review Job Description and Employee Specification' in the Recruitment and Selection Code of Practice.

The Application Process

Please read the [Guidance Notes](#) for Applicants before completing an application form.

The candidates selected for interview will be informed after shortlisting and full details of the interview process will be provided.

This is an exciting and rewarding role and we look forward to receiving your application.

For more information about working at Horizon and the fantastic benefits we offer our staff please visit [Working at Horizon](#).

Should you wish to discuss the role further please contact us on 01226 704230.