

Job Description

Job Title: Librarian

Location: Jane Austen College

Job title	Librarian
Salary Scale	Support Scale F
Hours of Work	Full Time – 37 hours per week
Weeks Worked	40 weeks
Responsible to	Vice Principal
Location	Jane Austen College

Main purpose of the role

- To work under the instruction/guidance of teaching/senior staff and within the overall ethos of the school, undertake to develop a dynamic and interesting school library that inspires young people to read
- To help monitor, evaluate and support pupils' progress in reading and literacy.
- To lead extra-curricular activities and parental engagement/community activities with the library at the centre.
- The management, development, promotion and evaluation of an effective learning resource and information service which supports teaching and learning across the school.
- To help with the transition and mentoring of new pupils to the school, acting as an advocate for their needs.

Organisational relationships

- Responsible to the Vice Principal.
- Direct liaison with teachers, other support staff, parents, visitors and volunteers and other members of Trust staff as required.
- Line management responsibilities as appropriate and as identified by the Principal.

Principal accountabilities and responsibilities

Overall	<ul style="list-style-type: none"> • To organise and manage the library, ensuring its effective use by classes, groups and individuals. • Management of the library budget • Promoting reading and the enjoyment of reading in all its forms by organising and participating in activities within school and across the wider community. • To support and advise staff and pupils in the selection and use of information resources to support their curricular and leisure needs. • Oversee the coordination of displays and visual resources in the library. • Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person. • Be aware of and support differences and ensure all pupils have equal access to opportunities to learn and develop.
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	<ul style="list-style-type: none"> • Attend and participate in relevant meetings as required and participate in training and other learning activities and performance development as required. • Monitor and evaluate the effectiveness of the service provided by the library and its impact on teaching and learning. • Coordinate trips and an extra-curricular activities programme. • Undertake other similar activities that may fall within the grade and scope of the post as directed by the Principal.
Student Support	<ul style="list-style-type: none"> • Supervise pupils using the library for independent study, maintaining a welcoming, supportive atmosphere conducive to positive learning experiences. • Recruiting pupil librarians, ensuring that they have the opportunity to follow a training plan and be rewarded for their achievements. • To attend to the personal and social needs of pupils and any other special requirements depending on the nature of a pupil's special needs and, wherever possible, making these part of their learning experience. • Deliver and develop programmes of intervention and support for pupils who require support with reading and literacy, monitoring progression and impact. • Use strategies, in liaison with the teacher, to support pupils to achieve learning goals. In some cases this may be within the classroom setting. • Promote good pupil behaviour, dealing promptly with conflict and incidents in line with established policy and encourage pupils to take responsibility for their behaviour. Issue student rewards and recognition in line with the school policy. • Assist with the supervision of pupils out of lesson times, including before and after school and accompanying teaching staff and pupils on visits, trips and out of school activities as required and take responsibility for a group under the supervision of the teacher. • Act a mentor to pupils who transfer in-year, meeting them regularly to discuss personal and academic development - then acting on those concerns.
Staff Support	<ul style="list-style-type: none"> • Planning and delivering a programme to support the development and teaching of reading and research skills in partnership with teaching staff. • Aid in the planning and delivery of data capture from pupils to determine reading ages and other literacy skills.

Employee commitments

All employees will commit to the following key areas:

- [The vision, values and key principles of the Trust](#)
- [Equality, Diversity and Inclusion](#)
- In any way possible, in accordance with the role, support students to achieve their potential
- In any way possible, in accordance with the role, improve standards of education
- [Support the inclusion agenda](#)

Performance Management

Participating in the Trust's arrangements for performance management, professional development and the Trust's arrangements for quality assurance and internal verification.

Context

All staff are part of the whole Trust team. Each individual is required to support the values and ethos of the Trust and Trust priorities as defined in the Trust Improvement Plan. This will mean focusing on the needs of colleagues, parents and students and being flexible in a demanding environment.

Miscellaneous

To undertake any further tasks which could be reasonably expected by the Trust. The Data Protection Act 2018 renders an individual liable for prosecution in the event of an unauthorised disclosure of information. The post is one that carries responsibility for the wellbeing and welfare of children and the post holder should be aware of this and the need to act accordingly. The Trust will endeavour to make any necessary reasonable adjustments to the job and the work environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

It is a requirement of the post holder to make positive efforts to maintain their personal safety and that of others by taking reasonable care, carrying out requirements of the law and following recognised codes of practice. The post holder is also required to be aware of and comply with policies on health and safety.

This is an Equal Opportunities post and is in accordance with the Trust's Equality and Diversity Policy. This job description can be altered, with the agreement of the post holder and will be reviewed on an annual basis. It is not a comprehensive statement of procedures and tasks but sets out the main expectations of the Trust in relation to the post holder's professional responsibilities and duties.

The Inspiration Trust is committed to protecting the welfare of children and young people. Due to the nature of this role, it will be necessary for the appropriate level of DBS (Disclosure and Barring Service) to be undertaken. It is essential you to disclose whether you have any pending charges, convictions, bind-overs or cautions and if so, for which offences. This post will be exempt from the provisions of Section 4, (2), of the Rehabilitation of Offenders 1974 (exemptions) (Amendments) Order 1986. Therefore, you are not entitled to withhold information about convictions which for other purposes are "spend" under the provisions of the Act.

Person Specification	Essential	Desirable
Qualifications	<ul style="list-style-type: none"> • Good numeracy and literacy skills/GCSE (or equivalent) Maths and English • NVQ 2 or equivalent in teaching assistance or equivalent experience 	<ul style="list-style-type: none"> • Ideally a fully qualified Chartered Librarian or equivalent experience • Completion of DfES Teacher Assistant Induction Programme or equivalent experience

	<ul style="list-style-type: none"> • Training in the literacy/numeracy interventions 	
Experience	<ul style="list-style-type: none"> • Experience of working with or caring for children of relevant age • Working in a library preferably in a school or college environment. • Experience of utilising ICT and skills to access and retrieve information 	<ul style="list-style-type: none"> • Experience of working with young people and meeting their particular needs and requirements
Skills, Knowledge	<ul style="list-style-type: none"> • Can use ICT effectively to support learning • Ability to self-evaluate learning needs and actively seek learning opportunities • Ability to relate well to children and adults • Ability to work on own initiative • Able to build good working relationships with stakeholders, working well with children and adults • Ability to work constructively and flexibly as part of a team • Effective communication skills to be able to develop open and constructive relationship with a wide range of young people and staff • Participate in development and training opportunities • Knowledge of contemporary children's literature • Skills and confidence to be able to instruct groups of young people • Able to work in a changing environment, be open to new ideas • Able to work as part of the school curriculum/resource support team • Ability to self-evaluate professional development needs and actively seek learning opportunities 	

	<ul style="list-style-type: none"> • Full working knowledge of school policies on child protection, health and safety, confidentiality, student behaviour/discipline and equal opportunities • Knowledge of the school curriculum as it affects the service the library provides • Knowledge of relevant policies/codes of practice and awareness of legislation • General understanding of National Curriculum and other basic learning programmes • Basic understanding of child development and learning • Work constructively as part of a team, understanding classroom roles and responsibilities and your own position within these 	
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Signature
Name

Date