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| **POSITION DESCRIPTION** | | | | | CGS_logo_B-1 |
| **Position Title:** Head of Learning Resources & Information Services ELC-12 | | | | **Location:** Wheelers Hill | |
| **Line Manager:** Heads of School | **Department:** | | |
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| **Financial Budget:** | Key relationships: Students, Teachers, Heads of House, Learning Area Leaders, Heads of Teaching and Learning, Heads of School, Heads of Campus, Deputy Heads of Campus, Heads of Library and Parents | | | Employees: Direct: Library Technicians, Teacher Librarians | |
| **Our Safety Commitment:**  **Child Youth Safety Strategy (CYSS):** Caulfield Grammar School is a Child Safe organization with a commitment to the Safety and wellbeing of children with a zero-tolerance to the abuse of children in our care. The successful candidate will be required to support the School’s Child Safety policies and procedures and commit to their implementation upon commencement.  **Workplace Health & Safety:** Caulfield Grammar School is committed to providing a safe and healthy work environment for all students, employees, contractors and visitors. Caulfield Grammar School aims to minimize, as far as reasonably practicable, the risk of injury, illness or harm to any persons through the Schools activities, operations and functions on all campuses and off site. | | | | | |
| REPORTING RELATIONSHIPS | | SELECTION CRITERIA | | | |
|  | | ESSENTIAL/DESIRABLE: | | | |
| **Skills:** | Teaching and presentation skills, Influencing skills, Mentoring skills, Time management and organisation skills, Problem solving skills, Communication skills, ICT skills | | |
| Experience | IB experience within an ELC to Year 12 preferred | | |
| Qualifications & Licences | Teaching and Librarianship qualifications, VIT Registration | | |
| **Personal Attributes** | Professionalism, Initiative, Approachable, Service Orientated to Campus and Caulfield Community, flexibility, openness, enjoy working in a team and with children | | |
| PURPOSE OF THE ROLE | | | | | |
| Caulfield Grammar School (CGS) Learning Area Leaders lead and coach their team towards the School’s Vision, Mission and Values. To drive the application of contemporary knowledge and understanding of teaching and learning in the learning area to continuously maximise student outcomes. | | | | | |

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| **PURPOSE** | | |
| **To enable quality learning every day in every experience for every learner for life.** | | |
| **VALUES** | | |
| **Inspired by our Anglican tradition of faith, hope and love, our values drive our behaviour, inform our decisions, shape our perspective and underpin our culture.**   * **Pursuing Excellence** * **Inspiring Creativity** * **Thriving Together** * **Embracing Diversity** * **Living Wholeheartedly** | | |
| ROLE | | |
| KEY RESULT AREAS | KEY TASKS | **KEY PERFORMANCE INDICATORS** |
| Educational Leadership | An understanding of the critical literacies within the teaching and learning environment. |  |
|  | Ability to work collaboratively and consistently with Heads of Teaching and Learning and Teaching and Learning Teams to ensure that positive and effective educational outcomes underpinned by critical literacies are a major school focus. | * Meet on a regular basis with the Heads of Teaching & Learning |
|  | An understanding and knowledge of contemporary teaching and learning strategies (real and digital) that reflect innovative and effective integration of the critical literacies into the curriculum – collaborative curriculum planning which raises staff awareness and advocates the need for students to acquire skills in a variety of literacies – information literacy, visual literacy, multimedia literacy, computer literacy. | * Involved in networks outside the school to enhance own understanding of knowledge of contemporary teaching and learning. |
|  | An understanding of Individual Differences and specific learning styles and the willingness to work with individual students, groups and whole classes in such a learning environment. |  |
|  | Collaboration with, and support for teaching staff in the development of literature based reading programs. |  |
|  | The development of the E-Library and the commitment to ensure that students and teachers have the skills to locate, select, evaluate and ethically use information accessed through the E-Library – similar skills to those needed for successful information access in a print environment. | * Develop a larger electronic footprint in the library space. |
|  | An understanding of the balance required in the provision of print and digital resources in a teaching and learning environment through a variety of information environments – intranet, internet, online catalogues, databases, print collections, multimedia collections ( AV ) |  |
|  | Ability to develop online curriculum and print based curriculum in collaboration with subject teachers to ensure a rich spectrum of resource and critical literacy integration. |  |
|  | Ability to collaborate to integrate ICT and eLearning Technologies into student learning. | * Meet with Learning Technologies Coach to promote ICT & eLearning in the school. |
|  | Provide specialist assistance to students and teachers using technology and information sources in and beyond school, and for independent research. | * Provide workshops/PD for new technology and information services. |
|  | Provision of effective Professional Development for teaching staff in critical literacies and print and digital resources within a curriculum context | * Promote PD for staff in conjunction with the Heads of Teaching & Learning. |

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| Service Leadership | Provide a multifunctional and effective learning environment in which students feel comfortable and confident that individual needs will be addressed and met through:   * + Assistance with research needs   + Multimedia services   + Flexible work spaces   + Silent study facilities   + Effective and adequate staffing | * Student numbers in the library increase for borrowing and use for study/research. |
|  | Equity of access to resources and services for all students. |  |
|  | Provide access to information resources through efficient and well-guided systems for organizing, retrieving and circulating resources. |  |
|  | Provide training and assistance to staff and students in the effective use of these resources. | * Staff are trained in the resources available. * Students are inducted into the school resources. |
|  | Provide access to the best possible and most relevant and meaningful print and digital information resources to support the information, recreational and cultural needs of the School Community. |  |
|  | Strong, consistent and pro active collaboration in the maintenance and development of the school intranet as a service of excellence providing a professional interface between users and resources – at whole school level. An understanding of the complex issue of balance between print and digital resources – depending on the curriculum task at hand. |  |
|  | Have an understanding of effective strategies to develop Knowledge Management procedures in collaboration with other members of staff. |  |
| Management Leadership | Ongoing development of a high level of Professional Knowledge in the area of leadership and management of School Libraries. | * Keeping up to date with trends in education and knowledge of print and electronic resources. |
|  | Develop and implements strategies for evaluation of the resource collection and for determining curriculum, informational and student needs within the context of identified school priorities. |  |
|  | In collaboration with other CGS Heads of Library, development of policy documentation to ensure a consistent benchmark across the School. Establish and demonstrate practices and programs that reflect these policies and directions. (Eg. Whole school library public interface – including library presence on the Learning Management System, goals, objectives and evaluation processes for library programs) |  |
|  | Review and further develop existing policies, procedures and criteria for selecting resources that meet the curriculum, informational and recreational needs of users - according to constantly changing and evolving school needs. |  |
|  | Develop information systems and services responsive to student and teacher needs. |  |
|  | Ensure the day-to-day administration of the school library is efficient and that systems, resources and equipment are well maintained. | * Daily administration is efficient and well-coordinated |
|  | Develop budget estimates to ensure that teaching and learning requirements are met. |  |
|  | Provide a stimulating, helpful environment that is a focal point and showcase for student learning achievements. | * The library is used as a central resource area in the school. |
|  | Promote the effective use of resources and information sources, systems and services. |  |
|  | Provide professional development opportunities for library staff. |  |
|  | Provide career pathways for library staff for future employment opportunities – within and outside the school. | * One on one conversations with staff developing pathways and PD |
|  | Strong commitment to and meaningful collaboration on the sharing of resources at cross campus level – including the sharing of print and digital subscriptions. |  |
|  | Co-ordinate the roles and daily tasks of library staff and volunteers. | * Efficient use of staff and organised schedules for the library |

***This job description reflects the schools’ assignment of essential functions; and nothing in this herein restricts management’s right to assign or reassign duties and responsibilities to this job at any time.***

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| *CERTIFICATION* | |
| *LINE MANAGER* | *FUNCTIONAL HEAD* |
| *Signature:* | *Signature* |
| *Date:* | *Date:* |