

Job Title:	Group Learning Resources and Libraries Manager
Location:	St Paul's Way Trust School
Responsible to:	TBC
Responsible for:	Library Assistant
Full/part time:	Full-time
GRADE:	Scale PO1: £35,330 - £37,621 (Pro Rata) Term Time + 2 (41 weeks per year) 35 HPW

INTRODUCTION

The University Schools Trust (UST) is a unique partnership of six world-leading universities and four sector-leading bodies who are working together to deliver a shared vision of inclusive, high quality and transformational education delivered by schools which are deeply rooted in the communities they serve.

We take a rigorous approach – educating from nursery to university and beyond – to all aspects of our work. Our teaching practice is effective, our students are challenged to achieve their best and we use our resources efficiently. Our values of communication, investigation, participation, networking, scholarship and vision are core to all our work.

As a small, growing and dynamic trust. We are small enough to know and care about the professional development of every single employee, and through our influential trust partners we have increased the scope of our work and the opportunities available to students and our staff.

OUR VISION

To provide transformational educational opportunities for children across London, setting the agenda for social mobility and sector-wide change.

MISSION STATEMENT

Our mission at UST is to improve the outcomes of all our pupils by ensuring we train, recruit and retain the highest calibre of staff across our workforce. Our teaching practice will be research led in partnership with our academic Trust sponsors and the evidence collated will influence local, national and international policy. We will share our best practice with others, extending our success and influence. A critical mass of schools will enable a flexible, school-to-school support structure which will ensure a platform to develop school leaders. Leaders at all levels will provide a systematic succession plan for our schools.

JOB PURPOSE

- Lead the development of Learning Resources across the through-school including: Foundation (primary) School Library; Trust (secondary) School Library; Sixth Form Area; and the Staff CPD section in the Trust School Library
- To be responsible for the management of all Library resources including online resources
- To develop and promote a high quality, professional library service for all students and staff, in order to aid teaching and learning and promote reading for pleasure

- To act as an integral part of the school staff team, and as such to make a contribution to the overall aims of the school, working within agreed policies and procedures
- To ensure the school Libraries are in an orderly, safe, stimulating and welcoming environment for students

SPECIFIC RESPONSIBILITIES

Basic principles

Supervision and management

- Lead and manage the school's Library Service which includes responsibility and accountability for:
- The recruitment, deployment, development, appraisal, training, guidance of and operational management of the staff
- The physical resources and environment, including accountability for related systems, procurement, budget ensuring value for money, policies, operational procedures, publicity and promotion, developing events, service standards
- The supervision of the library before school, at lunch times and after school

Support for school library and its pupils

Stock Selection

- Purchase new fiction titles (newly published, award winners, shortlisted titles, pupil's requests)
- Purchase Non-fiction using reading lists provided by departments and own research on what the library requires
- Purchase magazines to support curriculum or the interests of young people

Stock management

- Manage and oversee all library online subscriptions
- Revise stock regularly to ensure it is current, diverse, engaging and stimulating including book choices across different genres, levels of challenge, age group and gender interest
- Liaise with curriculum leaders within departments for their resource requirements to support students and other users and to fully access the curriculum and as such contribute towards teaching and learning in the school
- Promote new resources and highlight sections of stock, in school, on the library management system/library website and on the school website

Pupil Support and Progress

- Work with Curriculum Leads across the school to develop the purpose and content of the library and other Learning Resource facilities and the services required to meet the needs of our students
- Deliver Y7 Library Induction sessions for all students
- Liaise with the Additional Educational Needs Faculty regarding students needing literacy support and assist with the delivery of Literacy interventions
- Record reading progress and data and communicate with stakeholders
- Assist English teachers of KS3 Reading Lessons, supporting small group interventions
- Lead and deliver library lessons to Years 2-6 on a fortnightly timetable, teaching library skills to students and engaging them with the library
- Compile Reading Lists to support the wider reading curriculum and make available in print and via the school website
- Compile Reading for Pleasure Reading Lists/ What should you read next lists
- Lead on a range of calendared promotions designed to attract a wide range of students to the library, such as author events, writing workshops, competitions, assemblies, quizzes, reading groups and trips
- Liaise with appropriate staff at the primary school to achieve school aims

- Promote Independent Learning/Information Skills
- Liaise with Subject teams regarding Independent Learning
- Deliver Y12 Induction session
- Deliver independent research skills lessons (e.g. EPQ/HLPQ/6th form)
- Compile A-Level wider reading lists and make available in print and via the school website

Pupil Culture

- Maintain a studious and quiet working atmosphere during all lessons, overseeing 6th form private study
- Maintain a purposeful atmosphere during unstructured time so that students can read for pleasure, catch up with work, research or revise for exams.
- Follow the School Behaviour Policy when dealing with behaviour issues
- Develop the Reading Culture within the library in accordance with the library strategy

Wider Professional Responsibilities

- Make an active contribution to the policies and aspirations of the school
- Support Enrichment activities, either based in school or trips
- Support whole school initiatives e.g. Year 6 transition, Homework clubs, Drop-In sessions in the library
 - Seek to share your expertise with colleagues
- Contribute effectively to the work of the wider team.
- Play a critical role in the life of the school.
- Promoting the general progress and well-being of individual pupils
- Providing guidance and advice to pupils on educational and social matters and on their further education and future careers
- Providing a wide range of enrichment and personal development opportunities that are embedded into your curriculum offer
- Communicating and consulting with the parents / carers of pupils in line with school procedures;
- Participating in meetings arranged for any of the purposes described above;
- Providing or contributing to oral and written assessments, reports and references relating to individual pupils and groups of pupils;
- Participating in meetings at the school which relate to the curriculum for the school or the administration or organisation of the school
- Undertake any professional duties reasonably delegated to you by the Headteacher

Staff Development

- Maintain effectiveness as a member of the school staff by taking responsibility for own continuing learning and development. Attendance will be required at suitable training courses provided by the school.
- Take responsibility for own professional development and awareness
- Liaise with faculties and outside agencies as appropriate, including Tower Hamlets Public Libraries and other information groups
- To engage actively in the Performance Management process
- Participate in whole school and CPL programmes

COMMON ROLES OF ALL TRUST MEMBERS

General administration

- Check that information required by various internal and external bodies is produced within the given time scale and is of excellent quality
- Ensure that communications are responded to in a timely manner and agreed deadlines are met

Equality and Diversity

- The school has a strong commitment to achieving equality in its service to pupils, parents and the employment of people and expects all employees to understand, comply with and promote its policies in their own work.

Health and Safety

- The post holder shall ensure that the duties of the post are undertaken with due regard to the School's Health and Safety Policy and to their personal responsibilities under the provisions of the Health and Safety at work Act 1974 and all other relevant subordinate legislation.

Safeguarding

- Be keenly aware of the responsibility for safeguarding children and to help in the application of the Safeguarding and Safe Practices policy within the school
- Comply with the school's Safeguarding Policy in order to ensure the welfare of children and young persons

Qualification Criteria

- Librarian Qualification such as a Chartered Librarian Membership of The School Library Association Membership of CILIP or experience of working in a library (customer service, resource cataloguing and management, service promotion)
- Qualified to at least degree level in subject area and/or good A Levels or equivalent
- Qualified to work in the UK

JOB DESCRIPTION AGREEMENT

The post holder will be line managed and appraisal managed by: Director of Literacy

The above job description was agreed in February 2020. It may be reviewed and/or amended at any time but before this happens you will be given appropriate opportunities to discuss the proposed amendments. It will be reviewed as part of the annual appraisal process.

_____ Signed by (Post holder)

_____ Signed by (Headteacher)

PERSON SPECIFICATION

	Essential
Knowledge and Experience	<ul style="list-style-type: none"> ● Successful teaching experience at secondary level, preferably within a multi-ethnic urban school (not essential). ● Understanding of current theory and practice of effective teaching and learning. ● Relevant experience/proven success in teaching at all Key Stages and confidence in developing the curriculum. ● Evidence of excellent classroom practice with a proven ability to teach to a consistently high standard. ● Knowledge of current academic research on pedagogy (preferable).
Skills and Abilities	<ul style="list-style-type: none"> ● The ability to work as part of a team and to develop and maintain positive relationships with all colleagues. ● Good level of ICT skills. ● Accuracy of judgement in lesson observation and work reviews to ensure effective feedback to colleagues. ● Knowledge of strategies that can be used effectively at Key Stages 3, 4 and 5 to raise attainment. ● Ability to lead and manage own work effectively in line with school the school's priorities, meeting all agreed deadlines. ● Ability to coach colleagues to help improve teaching practice. ● Ability to accurately reflect on practice and identify professional development needs. ● Strong leadership skills and evidence of motivating students and staff. ● Ability to monitor the quality of teaching and learning across all Key Stages and provide appropriate support as required. ● Ability to recognise and respond to the needs of students of different learning needs and backgrounds. ● Ability to analyse and interpret both internal and external data accurately and to use this to inform future planning and intervention.
Personal Qualities	<ul style="list-style-type: none"> ● Passionate about developing and working within a culture of academic excellence. ● Committed to providing an inclusive transformational education for all students. ● Motivated to contribute directly to the creation and growth of a thriving new secondary school. ● Enthusiasm for and commitment to the achievement of the school's overall vision for success at all levels. ● Committed to contributing to school life as a whole and willingness to be involved with enrichment activities and community projects. ● A positive approach to hard work and collaboration within a team. ● Passionate belief in the success of young people in the subject and in teaching and obtaining high standards. ● Responsive to and resilient when faced with the management of change or challenge.