



Recruitment Pack

Learning Resource Centre

Co-ordinator

"Attitudes to learning are good and students work hard. They are fiercely proud of their school, come well prepared for lessons, enjoy taking part"

OFSTED 2014

Welcome to Flixton Girls School

There has never been a better time to join Flixton Girls School. At FGS we inspire girls to discover their talents and fulfil their potential through our founding principles of aspiration, empowerment and excellence. These principles are at the heart of life at FGS, ensuring that each individual is able to achieve her personal best

Flixton Girls School was founded in 1933 and on August 1st 2011 the school became an academy, reflecting the high standards and quality of education that have come to be our hallmark.

We are currently in the process of setting up a Multi Academy Trust with the intention of partnering with local primary and secondary schools and possibly other phases in the future. The new MAT will be established by 1st September 2017.

At FGS we are specialists in girls' education providing a nurturing, supportive and challenging environment where girls excel. Exceptional opportunities allow girls to develop their individual characters and talents and to fulfil their dreams and aspirations. We welcome girls of all abilities, interests and aptitudes. At FGS everyone is special.

In choosing FGS you will be joining a school that is well respected in its local community and has a national reputation for work in many areas.

If you feel you have the relevant credentials to join our successful team, please complete your application paying particular attention to the job description and person specification, demonstrating how you meet the requirements as this will be used to shortlist candidates through to the next stage in the process. I look forward to receive your fully completed application form by 12 noon on Friday 23rd June 2017 either by post or by email to recruitment@flictongirls.com

If you are successfully shortlisted and invited to interview, references will be obtained at this stage unless you specify otherwise.

During the interview you may be asked specific questions on any discrepancies or gaps in your application form.

Thank you for showing an interest in joining Flixton Girls School and good luck with your application

Julie Hazeldine MSc
Headteacher

Advert for the position of Learning Resource Centre Co-ordinator

Required 1st September 2017

Pay Band 4 (Points 21 - 25), currently £19,742 - £22,212

Actual Salary £16,905 - £19,020

5 working days/week - Monday to Friday 8:00am – 4:00pm

We are seeking to appoint an inspirational and dynamic Learning Resource Centre Co-ordinator.

As a LRC Co-ordinator you will be responsible for providing a stimulating and friendly atmosphere to encourage a love of learning and literacy. Key priorities include promoting a love of reading for pleasure, ensuring effective and productive literacy intervention through the Accelerated Reader Programme and being part of the whole school literacy strategy.

We are looking for an innovative individual who has good literacy, numeracy, communication and administration skills as well as initiative, flexibility, a sense of humour and the ability to relate to children from a variety of ages and needs.

We are particularly keen to hear from experienced librarians, graduates who are looking to go into the teaching profession or experienced teachers who are no longer in the classroom. Experience of working with young people of secondary age would be an advantage.

We offer:

- Students, Staff and Families who are all enthusiastic and supportive of the School Library
- A very popular and well-resourced Learning Resource Centre based in the Library
- A commitment to staff development in terms of CPD, Line Management and Appraisal
- A friendly team of experienced and supportive teachers, support assistants and other pastoral staff

The successful applicant will benefit from working in a school with a positive, caring ethos where team work is important. This is an exceptionally inclusive school, where all students are valued, supported and motivated to achieve.

Applications are welcome from all suitably qualified candidates regardless of gender, age, ethnicity or disability.

For further information, Job Description and Application Form please visit the Vacancies Section on our website at www.flixtongirls.com or contact Jane Buckley, PA to Headteacher on 0161 912 2949 or email jbuckley@flixtongirls.com

Closing date for applications: 12noon on Friday 23rd June 2017

Flixton Girls School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share in this commitment. The successful candidate will be subject to a Disclosure and Barring Service (DBS) check.

Job Description

The Post:	Learning Resource Centre Co-ordinator
Salary:	Pay Band 4 £19,742 - £22,212 (pro rata)
Hours:	36¼ hours per week (Term time only plus 5 INSET days)
Reporting to:	Director of Achievement

Context

The Learning Resource Centre serves all students and staff. It plays a key part in the provision of an effective information and resource service to students. The Learning Resource Centre Co-ordinator provides day to day organisation for the successful running of the library, including physical environment, resources and creation of library systems and procedures.

Job Purpose

To contribute to the whole-school drive to improve independent learning and literacy through:

- Enthusing students have a love of reading, through the use of the LRC and across the school.
- Developing the LRC and the resources for independent learning.
- Improve reading ages through the co-ordination of the Accelerated Reader Programme.

Duties and Responsibilities

❖ Working with Students

1. To take a role in developing the use of Accelerated Reader (Renaissance Learning) including working with students in AR lessons and at other times, star testing, advising students about levels and books, upgrading the number of books available for AR and the reward system in place for AR, in collaboration with the AR staff team.
2. To train and oversee a team of students to support the running of the LRC.
3. To work with small groups of reluctant readers or identified niche groups to promote reading for pleasure and guidance on selection of books.
4. To offer extra tutelage to KS4 students using the LRC for independent study sessions.
5. To develop trusting and positive relationships with students by recognising that low-reading age students share fundamentally similar barriers to learning (low self-esteem and self-confidence).
6. To undertake a Teaching Assistant/Tutoring/Mentoring role – one-to-one support after school (Academic and Emotional support – holistic awareness of needs.)
7. To supervise groups of students in the library at all times, including break and lunchtimes.
8. To provide and supervise an after school homework and study facility.

❖ Supporting Staff

1. To assess AR data and feedback to subject teachers and LIP Communicate.
2. To work with the Director of Achievement and the English department to develop cross curricular activities that promotes reading for all students.
3. To advise teaching staff on the availability, suitability and use of resources, develop and contribute to schemes that improve levels of literacy and guide and assist students with the appropriate strategies for the selection of information sources.
4. To assist library lessons across KS3 that engage learners to develop their reading and research skills.

5. To support year 7, 8 and 9 compulsory Accelerated Reader lessons and further interventions which aim to improve student reading age.

❖ Systems and Processes

1. To promote reading for pleasure through Accelerated Reader and high quality displays.
2. To work with the school's IT provider to develop use of the school's library systems.
3. To monitor student progress through Accelerated Reader holistically and maintain dialogue with Director of Achievement, Learner Services and House Office.
4. To analyse reading data such as borrowing figures and reading ages to inform future planning and identify niche groups of students for intervention.
5. To be responsible for the administration needed to ensure healthy stock by issuing reminders to students through ECLIPSE.net system and to ensure that all stock is relevant, up to date and fit for purpose.

❖ Developing and Managing Resources

1. To maintain a safe and stimulating environment conducive of purposeful study, activities and leisure.
2. To develop the work of the LRC to ensure that there are relevant and adequate resources to support students in the development of literacy skills and independent study at all levels.
3. To develop the LRC in such a way that it supports and promotes study skills throughout the curriculum and all key stages.
4. To develop up to date reading lists and book recommendations for students across all key stages.
5. To fully utilise the computerised issue system, including the training of students to operate the system.
6. To maintain the Library to ensure good access and availability for all students and staff to all information held in the Library.
7. To seek best value through purchasing and regularly review working practices to ensure value for money.
8. To maintain the LRC social media account(s).
9. To oversee student rabbit monitors to ensure that they undertake their responsibilities by feeding the school's rabbits each morning and for the regular cleaning of the rabbit hutch.

General

1. To ensure that duties and responsibilities are carried out in accordance with school policies
2. To observe the schools health and safety policy and procedures at all times and be willing to be a First Aider
3. To observe the schools safeguarding policy and procedures at all times
4. To report any environment defects to the site team
5. Undertake the necessary training associated with the post
6. Undertake any reasonable duties as requested by the Headteacher or nominated delegate

REVIEW ARRANGEMENTS

The details contained in this Job Description reflect the content of the job at the date it was prepared. It should be remembered, however, that it is inevitable that over time, the nature of individual jobs will change, existing duties may no longer be required and other duties may be gained without changing the general nature of the duties or the level of responsibility entailed. Consequently, Flixton Girls School will expect to revise the Job Description from time to time and will consult with the post holder at the appropriate time.

Date Job Description prepared/revised:

Prepared by: Mrs J Hazeldine, Headteacher June 2017

Person Specification

Category	Essential	Desirable
Qualifications	<ul style="list-style-type: none">• Educated to GCSE Grade C or equivalent in English and Mathematics	<ul style="list-style-type: none">• Degree, professional qualification or equivalent• First Aid qualification
Experience	<ul style="list-style-type: none">• Experience of working in a School, Learning Resource Centre or Library• Administration experience• Experience of working in Schools / organisations directly relating to delivering information and support to young people on a face to face basis	<ul style="list-style-type: none">• Experience of working with and co-ordinating external providers and suppliers• Experience as qualified Librarian
Skills and Qualities	<ul style="list-style-type: none">• A passion for reading and learning• Excellent communication skills at all levels, both written and verbal• Good organisational and administration skills• Highly motivated and enthusiastic• High professional standards• Excellent interpersonal skills and the ability to relate well to students, parents and outside agencies• Ability to use initiative and utilise a range of solutions• Confidence to challenge difficult or sensitive situations• Ability to work effectively as a member of a team• A commitment to working to strict deadlines• Willingness to play a part in the wider life of the School	<ul style="list-style-type: none">• Knowledge of National Curriculum• Knowledge of literacy interventions

Our Founding Principles

At FGS we inspire girls to discover their talents and fulfil their potential through our founding principles of aspiration, empowerment and excellence. These principles are at the heart of life at FGS, ensuring that each individual is able to achieve her personal best.

Aspiration

Aspiration, the first of our founding principles is vital in instilling in each girl the desire to be successful in her chosen field and to have high ambition for the future. Our highly qualified and dedicated staff team deliver rich experiences and opportunities that enable each girl to find and develop her talents. We work hard to ensure that she is aware of the opportunities available to her and that she is fully supported to achieve her goals. Our curriculum together with our wide and varied enrichment programme introduces girls to many new activities and is underpinned by a commitment to the development of self-confidence, self-worth and a love of learning.

Empowerment

Empowerment, the second of our founding principles, ensures that each girl is equipped with the skills and abilities she needs in order to achieve success. At FGS we believe that the empowerment of a young woman is the key to her future happiness and success, as well as to the future of our community and our society.

Excellence

Excellence, our third founding principle, permeates our actions and drives ambition; the unlimited ability to do ordinary things extraordinarily well. Flixton girls are proud of their school and benefit from our deep commitment to traditional standards, courtesy and respect, leading to outstanding achievements and academic success.

At FGS we believe that each girl deserves the very best education and has limitless potential. We consider it our duty to help her to discover and fulfil that potential. We are privileged to guide each girl as we share with you the most enjoyable, challenging and exciting journey of her life; from girl to woman.

Our values

All in our school:

- Nurture ambition and recognise talent
- Develop abilities
- Respect and value each other
- Celebrate diversity and achievement
- Promote self-belief, confidence and a 'can-do' attitude
- Promote healthy lifestyles and participation in physical activity
- Provide stretch, challenge and support
- Encourage reflection
- Pursue and achieve excellence