

Job Specification

Job Title: Librarian with Literacy Learning Support Role

Grade: G6

Job Evaluation Code:

Reporting to:
Supervision Activities
relating to Teaching and
Learning- Classroom
Teacher. Line Management-
the Headteacher

Manager's Grade:

Location: Schools

Service Area:
Schools and Lifelong Learning

Service Directorate:
Children & Young People

Workstyle: Workplace based

Overall Purpose of the Post:

To lead the effective management and development of the LRC (Learning Resource Centre) as a vibrant learning centre which promotes reading for pleasure, literacy development and independent learning. The post holder will also work closely with staff to raise standards of reading across key cohorts, deliver targeted literacy and EAL support whilst also providing high quality and enrichment activities.

Requirements for the post.		
	Essential	Desirable
Qualifications/ Training	Relevant Level 4 qualification Level 2 Numeracy/ Literacy or willingness to work towards Training in relevant learning strategies e.g. literacy.	Management qualification e.g. Level 3 ILM Certificate in First Line Management OR Level 4 ILM Endorsed Certificate (Skills for Middle Leaders) Specialist Skills/ Training in Curriculum or Learning area e.g. Bilingual, sign language, I.C.T.)
Knowledge	Full working knowledge of relevant policies/codes of practice legislation. Working knowledge and experience of implementing national/ foundation stage curriculum and other relevant learning programmes/strategies Constantly improve own practice/ knowledge through self-evaluation and learning from others. Good understanding of child development and learning processes. Understanding of statutory frameworks relating to teaching. Appropriate knowledge in First Aid	
Experience	Previous experience of working with children of the relevant age range in a learning environment.	
Physical Skills	Effectively use ICT to support learning.	
Competencies and other skills required	Ability to organise, lead and motivate a team. Ability to relate well to children and adults Work constructively as part of a team, understanding classroom roles	

	and responsibilities and your own position within these.	
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Key Outcomes/ Activities

Responsibilities and accountabilities

- To manage and develop a specialist area within the school (Library) and or the management of other teaching assistants.

The postholder must at all times carry out his/her responsibilities within the spirit of Council and school policies, within the framework of the Education Act 2002 with particular regard to the regulations made under Section 133 and the statutory responsibilities of the governing bodies of schools.

Main Duties and Responsibilities

Support for Pupils

- Manage day-to-day operation of the LRC ensuring they provide an attractive, inclusive environment for learning.
- Organise the resources to ensure they are easily accessible and relevant to the needs of the students.
- Monitor borrowing patterns, library usage and stock levels and maintain library management systems ensuring accuracy of resources and loans.
- Use and maintain the school's Reading Cloud library management system including cataloguing and updating resources, managing borrower records, maintaining accurate library records and stock information.
- Keep up to date with trends and issues within society, selecting and promoting diverse ranges of resources (various media forms e.g. magazines, graphic novels, etc.) that support the curriculum, literacy development, and reading for pleasure.
- Enhance extracurricular activities opportunities for students.
- Manage LRC budget
- Supervise and manage the LRC during lunchtimes, providing a safe, purposeful and welcoming environment.
- Run pre-school support sessions for students (admin tasks, homework catch-up) 8.15 to 8.35am
- Run after-school enrichment activities like book clubs, reading challenges, Carnegie shadowing.
- Encourage leadership through training student librarians and reading ambassadors.
- Assess the needs of pupils and use detailed knowledge and specialist skills to support pupils' learning.
- Establish productive working relationships with pupils, acting as a role model and setting high expectations.
- Develop and implement Individual Education Plans.
- Promote the inclusion and acceptance of all pupils within the classroom.
- Support pupils consistently whilst recognising and responding to their individual needs.
- Encourage pupils to interact and work co-operatively with others and engage all pupils in activities.
- Promote independence and employ strategies to recognise and reward achievement of self-reliance.
- Provide feedback to pupils in relation to progress and achievement.

Support for the Teacher

- Organise and manage appropriate learning environment and resources.
- Within an agreed system of supervision, plan challenging teaching and learning objectives to evaluate and adjust lessons/work plans as appropriate.

- Monitor and evaluate pupil responses to learning activities through a range of assessment and monitoring strategies against pre-determined learning objectives.
- Provide objective and accurate feedback and reports as required on pupil achievement, progress and other matters, ensuring the availability of appropriate evidence.
- Record progress and achievement in lessons/activities systematically and providing evidence of range and level of progress and attainment.
- Work within an established discipline policy to anticipate and manage behaviour constructively, promoting self-control and independence.
- Supporting the role of parents in pupils' learning and contribute to/lead meetings with parents to provide constructive feedback on pupil progress/achievement, etc.
- Administer and assess/mark tests and invigilate exams/tests.
- Production of lesson plans, worksheet, plans, etc.

Support for the Curriculum

- Support the delivery of targeted literacy interventions to individuals and small groups of students.
- Provide support with EAL students liaising with the SEND team for EAL using Learning Village and other appropriate resources.
- Support literacy coordinator in delivering paired reading to key groups of students.
- Deliver learning activities to pupils within agreed system of supervision, adjusting activities according to pupil responses/needs.
- Deliver local and national learning strategies, e.g., literacy, numeracy, KS3, early years and make effective use of opportunities provided by other learning activities to support the development of pupils' skills.
- Use ICT effectively to support learning activities and develop pupils' competence and independence in its use.
- Select and prepare resources necessary to lead learning activities, taking account of pupils' interest and language and cultural backgrounds.
- Advise on appropriate deployment and use of specialist aid/resources/equipment.

Support for the School

- Baseline assessment lead for new starters within the school.
- Support CAB team with new student induction
- Participate in whole school events such as open evenings.
- Support curriculum areas in developing reading-rich learning environments.
- Attend meetings and training as required and undertake CPD.
- Promote safeguarding, inclusion, equality and the welfare of students.
- Comply with and assist with the development of policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting concerns to an appropriate person.
- Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop.
- Contribute to the overall ethos/work/aims of the school.
- Establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher, to support achievement and progress of pupils.
- Take the initiative as appropriate to develop appropriate multi-agency approaches to supporting pupils.
- Recognise own strengths and areas of specialist expertise and use these to lead, advise and support others.
- Deliver out of school learning activities within guidelines established by the school.
- Contribute to the identification and execution of appropriate out of school learning activities, which consolidate and extend work carried out in class.

Other duties commensurate with the grade of the post as directed by the Headteacher.

The duties and responsibilities highlighted in this Job Specification are indicative and may vary over time. Post holders are expected to undertake other duties and responsibilities relevant to the nature, level and scope of the post and the grade has been established on this basis.

Responsibility for Resources

Employees (Supervision):

Financial:

None

Physical:

Effective use of learning materials and resources.

Customers and Clients:

Preparation, planning and assessment of pupils development within the classroom.

Working Conditions:

The post holder may be subject to some exposure to disagreeable or unpleasant people related behaviour.

The post involves contact with people which through their circumstances or behaviour occasionally places emotional demands on post holder.

Characteristics of the post:

Employees are encouraged to participate in training activities in order to enhance their own personal development.

The ability to regularly attend meetings as required by the Headteacher/Line Manager.

The employment checks are required:

- Evidence of entitlement to work in the U.K.
- Childcare Disqualification Declaration (where applicable)
- Evidence of essential qualifications – see page 1 of this job specification
- Two satisfactory references
- Confirmation of medical fitness for employment
- Registration with appropriate bodies (where applicable)

The following employment checks are required for those positions which are based in a school or working with vulnerable young people and adults:

Evidence of a satisfactory safeguarding check e.g. An Enhanced DBS Disclosure

Date completed: August 2011