



St Joseph's Roman Catholic High School

School Librarian

Job Description & Person Specification

Jesus Christ is our family role model

Opening our hearts and minds to dream the impossible and achieve
beyond our wildest imagination

Everybody is valued and respected

Young and old will journey together to build God's Kingdom.

Striving for academic excellence and celebrating success in all we do

School Librarian

Job Description

Purpose	To support and promote the school ethos and vision with regards promoting a vibrant reading culture as a whole school priority. To foster a love of reading for pleasure and contribute to the improvement of literacy through developing the sustainability of the library setting and supporting reading lessons. In particular, intervening with students who need further support in these key areas.
Reporting To	Literacy Co-ordinator
Salary/ Grade	Grade E Points 11 - 17
Hours of Work	32.5 hours per week tem time plus 3 days 8am to 3.30pm (1 hour lunch) Monday To Friday
Main Duties. Logistical role and responsibilities- but are not limited to- the following :	
Key Duties and Responsibilities:	• To maintain the School Library as a welcoming, accessible area for the use of all pupils • To provide the incentive and imagination for initiatives and projects designed to attract pupils to use the Library and make reading and independent study appealing • To provide induction sessions to new pupils • Ordering books from suppliers; liaising with necessary staff to ensure a wide, challenging and engaging selection is maintained across the library facility. • Stock take/ check of items, ensuring items are entered onto Abracadabra, the Librarian System and itemised correctly. • Stock and restock fiction/ non-fiction/ comic selections; unloading and ordering books onto shelves to ensure they are easily accessible and look desirable to students. • Stock management: the ordering of book jackets and labels to ensure stock take is robust, secure and well maintained. • Monitoring of students taking out and bringing back books (issuing overdue notices; parental letters with further guidance etc). • Encouraging students to take books out on a regular basis through a visible and approachable role at the front of the library. • Monitoring of students taking out books relevant to ability and reading age, ensuring texts are challenging enough. The role will therefore support the Literacy Coordinator and make use of data from NGRT tests run biannually. • Overall organisation and upkeep of the library space, ensuring the space is being utilised appropriately during breaks/lunches. • Organising book fairs (Scholastic) and other events within the library to promote a love of reading (in line with Literacy Lead guidance).

	• Organise displays within the library to suit an ever-changing and up-to-date reading environment e.g. book of the week/ Boys recommended reads/ Award winning books of the year etc. • Develop a 'library leaders' programme; overall making students take ownership and pride of the space. • Promotion of the library through author of the month, displays and form time. • The ability to maintain positive relationships with students and other adults. • The ability to prioritise, work quickly and accurately, particularly under pressure and to deadlines. • The successful candidate will organise a series of promotional reading and literacy events such as visiting authors and writing workshops whilst ensuring the library is well stocked with appropriate reading and research materials for students. • The librarian will also run the homework club before and after school ensuring students are supported in their learning and have the correct equipment and materials to succeed.
Intervention role and responsibilities:	• Listen and guide book groups/ individual students to read during reading lessons where necessary (as outlined with Literacy Lead/English staff). • Support lower ability readers (like a HLTA) during reading lessons for lower ability groups. Again, following guidance with the Literacy Lead and Head of English. • Promote and support reading groups/clubs in the space during extra – curricular hours (potentially working alongside English and other department staff). • Access appropriate training for how to teach reading specifically to weak readers under their expected reading age e.g. going back to KS1 basics and teaching phonics/ choosing and utilising relevant books for these learners/ liaise with the SEND team. • To promote a range of challenging materials to up-skill higher ability students. To promote diversity in resources, activities, promotional working lunches to coincide with the necessary element of embedding cultural capital into more walks of students' lives here at St Joseph's.
Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task may not be identified. This job description details duties and responsibilities but does not indicate the amount of time to be spent carrying them out. No part of it may be so constructed. This job description is current at the date shown, but in consultation with the post holder, may be changed by the Headteacher to reflect or anticipate changes in the job commensurate with the grade and job title. June 2024	

School Librarian

Person Specification

Job Details	
School Name	St Josephs RC High School
Job Title	Librarian
Grade	Grade E point 11- 17

Stage One

The minimum essential requirements for the above post are as follows. Please try to show in your application form, how best you meet these requirements. Disabled candidates are guaranteed an interview if they meet the essential criteria.

Skills and Knowledge		Method of Assessment
1.	Up to date knowledge of reading and promoting an effective reading culture across a school / community	Application Form / Interview
2.	Experience of driving and delivering reading strategies which have a demonstrable impact on Pupils	Application Form / Interview
3.	Experience of working with young people of all ages	Application Form / Interview
4.	Experience of allocating and prioritising workload effectively to gain maximum productivity	Application Form / Interview
5.	Previous experience in a similar role	Application Form / Interview
6.	Experience of working in a school, library or other learning environment	Application Form / Interview
7.	Knowledge of or experience with Access IT library system	Application Form / Interview
8.	Experience of working with confidential information	Application Form / Interview
9.	Ability to effectively communicate with stakeholders, including professionals, pupils and parents	Application Form / Interview
10.	Ability to effectively communicate with a wide range of audiences, verbally and in writing	Application Form / Interview
11.	Ability to use standard ICT packages including Microsoft Office	Application Form / Interview
12.	Excellent time management and organisation skills	Application Form / Interview
13.	Operate office equipment e.g. photocopier, computer.	Application Form / Interview
14.	Ability to track data and monitor progress of pupils	Application Form / Interview

Skills and Knowledge		Method of Assessment
15.	Competencies Please note the school's competencies, which are considered to be essential for all roles, are in the attached Core Competencies document.	Interview

Experience, Qualifications and Training		Method of Assessment
1.	Level 2 qualification in English and Maths or equivalent	Application Form / Interview
2.	A qualification in Librarianship or working towards or willingness to work towards plus relevant experience	Certificate / Application Form / Interview
3.	Willingness to participate in relevant training and development opportunities.	Application Form / Interview

Work Related Circumstances		Method of Assessment
1.	High expectations of all pupils; respect for their social, cultural, linguistic, religious and ethnic background and a commitment to raising their educational achievements.	Application Form / Interview
2.	This post is subject to an enhanced disclosure and a barred list check from the Disclosure and Barring Service.	Application Form / Certificate

Core Competencies

These core competencies are considered essential for all roles within this school. Please be prepared to be assessed on any of these during the interview process and, for the successful applicant, throughout the probationary period.

Developing Self and Others

Promote a learning environment to embed a learning culture. Support others to develop their skills and knowledge to fulfil their potential. Actively pursue your own development.

Civil Contingencies

Bolton Council has a statutory duty under the Civil Contingencies Act 2004 to respond in the event of an emergency. If the Emergency Management Plan is activated, you may be required to assist in maintaining key council services and supporting the community. This could require working outside of routine working hours and working from places other than your normal place of work.

Equality and Diversity

Uphold the principles of fairness and the Equality Act 2010 in all undertakings as an employee of the school, including providing a fair, accessible service irrespective of customer's race, religion, gender, sexuality, disability or age.

Customer Care

The ability to fully understand, assess and resolve the needs of all customers including those who present with complex situations, in a manner that respects dignity and expresses a caring and professional image.

Health and Safety

Take responsibility for the health and safety of yourself and others who may be affected by your acts or omissions, and comply with all health and safety legislation, policy and safe working practice, including participating in training activities necessary to your post.

Data Protection and Confidentiality

Ensure that any personal data or confidential data you hold is kept securely and is not disclosed, whether electronically, verbally or in writing, to any unauthorised third party. Follow school policies and procedures on dealing with personal information and information assets, including the Code of Conduct, Information Management, and ICT Acceptable Use. Personal or confidential data should only be accessed or used for school purposes.

Fluency Duty

Should you be required, as a regular and intrinsic part of your role, to speak to members of the public in English, you must be able to converse at ease with customers and provide advice in accurate spoken English, as required by the Immigration Act 2016.

Working Hours

The nature and demands of the role are not always predictable and there will be an expectation that work will be required outside of normal hours from time to time.

Safeguarding

This School is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expects all staff and volunteers to share this commitment. Should the role involve working with the above groups, you will be subject to an Enhanced Disclosure and Barred List check by the Disclosure and Barring Service.

