|  |  |  |
| --- | --- | --- |
| Trinity Academy Sowerby BridgeJob Description | | U:\Finance & HR\HR\PRIVATE\MAT\MAT site\SB_logo.png |
| Job Title: | Library Manager |  |
| Job Scale: | Scale 5 (Point 12-17) |  |

**BASIC JOB PURPOSE**

* To be accountable for the library resources and the promotion of the library as a vibrant learning resource
* To work with teaching staff to develop the use of the library across the curriculum
* To work as part of the Literacy Team to promote reading across the academy
* Take a lead role in organising and promoting events with support the academy’s literacy strategy
* Advise and guide students in their choice of reading materials
* To liaise with all relevant staff to support students’ progress and overall development

|  |  |
| --- | --- |
| **Reporting to:** | Student Progress Leader, English |
| **Responsible for:** | n/a |

**MAIN RESPONSIBILITIES**

|  |  |
| --- | --- |
| **1** | To be responsible for the academy’s library provision and resources, ensuring the library is stocked with relevant and engaging texts and the space is managed to promote reading and literacy to students. |
| **2** | To support the Accelerated Reading (AR) coordinator with the delivery of reading programmes and contribute to promoting participation and engaged time. |
| **3** | Monitor and report on areas of AR programme, monitoring students engagement and success and identifying where students have not engaged. Contribute to data gathering on the overall impact of AR. |
| **4** | Liaise with curriculum leaders and teaching staff to create collections of supporting resources. |
| **5** | To encourage and support students with their reading, by challenging their choice of material, suggesting more stretching text and manage afterschool clubs that encourage students to use the library. |
| **6** | Take a lead role in coordinating events during literacy week and throughout the year support and research other events, such as visiting authors, Calderdale book competition, book sales, assemblies and student reward strategies (in relation to reading and literacy). |
| **7** | Be responsible for ‘Library Ambassadors’. These are a group of students who promote literacy and reading and the use of the library to their peers. |
| **8** | Coordinate small groups of students to become reading partners of students in lower year groups. This will involve arranging external training and keeping basic records of which students are involved. |
| **9** | Support small reading groups and run intervention programmes with small groups of weaker readers. |
| **10** | Keep up to date with trends in learning and new texts for young adults. |
| **11** | Supervise library usage, managing stock and ordering resources, where required. |

|  |
| --- |
| Other Specific Duties: |
| * All staff are expected to demonstrate consistently high standards of personal and professional conduct and maintain high standards of ethics and behaviour, within and outside school. * Treat all students with dignity, observe proper boundaries and understand that every adult in the academy has a responsibility to safeguard children and young people. * To continue personal professional development as required * Attend staff and other meetings and participate in staff training and development events as required * To actively engage in the performance review process * All support staff may be used to perform appropriate duties as and when required by the academy, commensurate with the salary grade of that post if it is higher than the employee’s current salary * To work in the best interests of the academy, students, parents and staff * To adhere to the academy’s policies and procedures with particular reference to Child Protection, Equal Opportunities, Teaching and Learning and Health and Safety * Undertake the role of a Form Tutor within the academy’s Vertical Tutoring pastoral College structure, and provide relevant and appropriate pastoral support * To work flexibly, including some evening work, and to travel, as required, to meet the needs of the role * To work at locations across the academy Trust, as required.   Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified. Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.  This job description is current at the date shown, but, in consultation with you, may be changed by the Principal to reflect or anticipate changes in the job commensurate with the grade and job title. |

|  |  |  |
| --- | --- | --- |
| **PERSON SPECIFICATION** | | |
| **Job Title: Library Manager** | | |
| **KEY CRITERIA** | **ESSENTIAL** | **DESIRABLE** |
| **Qualifications & Experience** | * 5 or more GCSE’s (or equivalent) at C or better, including English and Maths * strong subject knowledge of literacy * a love of reading * proficient use of technology, (including MS Office packages) * basic experience of planning, either for lessons or for extra-curricular activities * basic experience of data management or data analysis | * experience of working with young people with SEN * degree within specialist area * experience as a librarian or similar role * experience of reading programmes |
| **Knowledge & Understanding** | * understanding of trends in literacy and awareness of reading choices for young adults * basic knowledge of reward strategies and understanding how these could be applied * innovative approaches to working with students, parents and other partners | * knowledge of the needs of SEN students in academic surroundings * awareness and commitment to safeguarding and promoting the welfare of children and expecting all staff to share this commitment |
| **Skills & Abilities** | * ability to work consistently, prioritise and delegate appropriately * able to handle pressure and to work to deadlines * ability to communicate clearly and sensitively, both orally and in writing, with pupils, parents/carers and staff * able to works independently and as part of a team, collaboratively with other staff * think creatively and imaginatively to anticipate, identify and solve problems * demonstrate good judgment * good administrative skills * readiness to accept and implement change, openness and willingness to learn and flexibility | * willingness to develop own understanding and capability through advice and training * think clearly in emergency situations * negotiate and consult fairly and effectively * ability to interpret and analyse data * achieve challenging professional goals |
| **Personal Qualities** | * an excellent record of attendance and punctuality * enjoyment of working with young people * commitment to learning * resilience and perspective * set high standards and provide a role model for students and staff * seek advice and support when necessary | * reliability, integrity and stamina * respect confidentiality |