



LIBRARIAN - SENIOR SCHOOL Person Specification

RELATIONSHIPS: The post holder will be line managed by the Director of Learning and is ultimately responsible to the Assistant Head Academic for all matters.

FUNDAMENTAL TASK: To manage, develop and promote the Cuthbertson Learning Resource Centre (hereafter referred to as the CLRC) within the school to ensure that an excellent resource and information service is provided to all students and staff.

SPECIFIC DUTIES:

To produce, manage and review a CLRC Development Plan which is consistent with and integrated into the Learning Development Plan and which reflects the educational aims and objectives of the school

To ensure that students utilising the CLRC behave in a manner appropriate to the standards, aims and objectives of the school

To oversee the management and organisation of the CLRC, to include - but not limited to - the selection, acquisition, organisation, promotion and maintenance of book and non-book resources to cover the full age and ability range of the school community

To ensure that the CLRC is promoted, managed and utilised in a manner that ensures equal opportunities for all members of the school community

To organise events to promote reading and creative writing

To develop links with subject department HODs to promote the use of the CLRC as an innovative resource that is fully integrated into the school community and meets the needs of its learners in a manner that is responsive to the fast changing world of communication and information technology

To manage the CLRC resource budget

To manage a team of student 'Academic Mentors' in the undertaking of their duties in the CLRC

To complete an annual risk assessment and to highlight health and safety issues for CLRC users and visitors

To attend, where appropriate, staff briefings - including Monday and Friday briefings, staff meetings and INSET training

To organise the purchase and dissemination of prizes at various times during the year, including, but not limited to, those required for the annual Prize Giving ceremony

To give guidance and assistance to students on

- 1) appropriate strategies for the selection of resources to facilitate learning
- 2) their choice of literature, both for their curricular and leisure requirements

To give guidance and assistance to staff on

- 1) appropriate strategies for the selection of resources, both digital and text based, to facilitate learning

To make full use of advisory services, Rugby Group and similar meetings to maintain a high level of current awareness regarding appropriate literature, digital and non-digital resources and developments in education and librarianship

To be a role model with in the school in the promotion of the CLRC and its resources and to inspire a love of literacy and learning

Note:

The post holder may be reasonably required to perform duties other than those given in the job description for the post. The particular duties and responsibilities attached to posts may vary from time to time without changing the character of the duties or the level of the responsibility entailed.



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	Essential	Desirable
Qualifications	Educated to A Level standard (Maths & English or equivalent)	Chartered membership of CILIP
Skills & Experience		<p>Significant experience and expertise in supporting and being a team member in a school</p> <p>Previous experience of working in an information centre; preferably in a school environment</p>
Knowledge And Understanding	<p>Relevant knowledge of library management software</p> <p>Experience and knowledge of appropriate digital and non-digital resources for school aged students</p> <p>Experience and knowledge of appropriate literature for young people</p> <p>Equal Opportunities, Health and Safety and Child Protection</p>	
Personal Attributes	<p>Ability to communicate effectively with children, parents and staff</p> <p>Able to work unsupervised and use initiative</p> <p>Respectful of confidentiality and a professional, tactful approach</p> <p>Flexible, adaptable and proactive</p>	

	<p>Well organised and able to meet deadlines</p> <p>Excellent attention to detail</p> <p>Honest, trustworthy and reliable</p> <p>Commitment to safeguarding and promoting the welfare of children and young people</p> <p>Understand and engage with the school's Vision, Mission and Values through their everyday activities</p> <p>Sympathy with Christian Ethos of the School</p>	
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Terms and Conditions

Salary

The salary will be paid at Point 22 of the Support Staff Salary Scale, £25,733.99 per annum (pro rata for part time part year) for 40 hours per week for 43 weeks per annum inclusive of paid holiday entitlement. Actual salary is £21,280.03 per annum at time of appointment.

The salary will normally be reviewed annually in April.

Hours of Work

To cover the opening hours of the Learning Resource Centre, currently as follows:

Monday, Tuesday, Thursday and Friday 8.45 - 16.30 with 30 minutes unpaid break and Wednesday 8.45 to 5.30 with 30 minutes unpaid break and Saturday 9.00 - 11.45.

Please note due to the nature of the role some flexibility in relation to specific working pattern maybe required in line with minor changes to the timetable. This will be discussed and agreed in advance.

40 hours per week for 43 weeks per year (hours to be worked on an annualised hours basis i.e. 1720 per annum, including holiday or 1520 excluding holiday). Hours to be recorded and any additional hours to be worked during School holidays to be agreed with the Line Manager. Any additional hours (over annualised hours) to be agreed in advance with the Line Manager, submitted on a timesheet and forwarded to the Bursary for payment.

Pension

Monkton provides access to a stakeholder pension scheme as required by law. The School will comply with its obligations under the Government's auto-enrolment scheme at the relevant time. You will be provided with details of the scheme and your right to opt out in due course.

Holiday

33 days including bank holidays, pro rata for part time part year. When a bank holiday occurs during term time this will be considered as a normal working day and the normal rules regarding holiday will apply.

Paid 43 weeks per annum inclusive of holidays i.e. 34 weeks of term plus 4 weeks during the holidays. Hours during school holidays to be agreed with the Assistant Head Academic in advance and will be in line with the needs of the school.

Sick Pay

Membership of the School's Support Staff Sickness Scheme.

Lunch	Provided while catering facilities are functioning.
Notice	Probation period of 6 months during which the notice period will be 1 month from either party. Thereafter notice will be half a working term from either party.
Retirement	The normal retirement age for this employment is 65. However, the mechanics for compulsorily retiring employees have now been abolished so employees are required to provide notice in line with their contractual obligations, above, when they wish to retire.
Medical	All employees are subject to a medical report and to undergo a medical examination, if required.
Security	Monkton Combe School is committed to safeguarding and promoting the welfare of children and applicants must be willing to undergo child protection screening appropriate to the post including checks with past employers and Disclosure & Barring Service.



LIBRARIAN - SENIOR SCHOOL Child Protection (Safeguarding) and Staff Code of Conduct and Behaviour Policy, including EYFS

Monkton takes safeguarding very seriously. To this end, all appointments are made subject to satisfactory DBS clearance. The interview will include questions about safeguarding children. Monkton's Child Protection (Safeguarding) Policy includes the following information:

The framework provided is an ordered, purposeful, happy and caring community. Pupils are encouraged to develop moral discernment. High standards of behaviour are expected and young people are asked to treat others with courtesy and respect. The School sets out to create a secure basis for living in community and to achieve a balance between thoughtfulness towards others and freedom for the individual to develop his or her own personality. Good pastoral care is central to the life of the School, through the Principal/Heads, Houseparents, Tutors, the Chaplain, the Medical Centre Sister and other members of staff.

Specific Objectives

1. To foster pupils' educational development through all areas of the curriculum so that their self-esteem is raised, enabling them to acquire skills, attitudes and coping strategies which will help them to make reasoned decisions based upon sound judgement and valid information.
2. To provide a variety of opportunities for discussion with their peers and teachers in which the ground rules of confidentiality, tolerance and trust are observed.
3. To teach problem-solving techniques, assertiveness skills and respect for themselves and for other people. To encourage them to be responsible members of the school community, who will develop into caring adults with regard to their families and to society.
4. To maintain links with parents and representatives of outside agencies.
5. To view seriously any instances of bullying and to deal with them effectively.
6. To ensure that all members of the school staff understand Child Protection procedures and are alert to signs of potential or actual abuse in the categories of physical injury, neglect, emotional or sexual abuse.
7. To have in place effective reporting and action procedures, as required by the Children Act 1989 (Pupil > Member of Staff > Designated Teacher > Principal/Head > School Medical Officer (where appropriate) > Social Services). These are set out in more detail in the policy 'Child Abuse/Protection' in this section of the Staff Handbook.

The full Child Protection document can be found through URL:

https://docs.google.com/document/d/1FZCg7yFnaQkCqR_CkmG3FgVq99YnQAg_Svrmt0FR_Ck/edit

If you are unable to access the internet, please request a hard copy.



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Equal Opportunities, including EYFS

The Equal Opportunities Policy Statement and Policy Statement on Harassment at Work are designed to implement the commitment of the School to Equal Opportunities. It is the responsibility of every employee to ensure his or her own conduct conforms to the expected standards and reflects these Policy Statements. The aim of the Policies is to encourage harmony and mutual respect between individuals in order to promote good working practices with a view to maximising performance.

If these Policies are not implemented, then valuable talent and potential are wasted. Moreover, when unfair discrimination, harassment, bullying or victimisation take place they bring about a climate of fear, insecurity and poor work performance. As well as being unlawful, this affects morale. The School aims to comply with all relevant UK and European legislation.

Monkton Combe School has been registered as a school with a religious character by the DfES. As such the School is able to advertise for and appoint teaching staff who have specific Evangelical Christian faith that is central to the ethos and tradition of the School. In specific circumstances this authority enables positive discrimination in favour of Evangelical Christians.

It is vital that every employee understands his or her responsibilities. Equal Opportunities are taken very seriously by the School and wilful failure to apply the Policies or evidence of discrimination, harassment, bullying or victimisation will result in disciplinary action which may include dismissal.

The Equal Opportunities Policy Statement

1. The School values the individual contribution of people irrespective of sex, age, marital or civil partnership status, disability, sexual orientation, gender reassignment, race, colour, religion or belief, ethnic or national origin. The School is committed to ensuring that no applicant for employment or member of staff is disadvantaged by conditions or requirements which cannot be shown to be justifiable. This applies in particular but not only in relation to recruitment and selection, promotion, transfer and training opportunities, benefits, terms and conditions of employment, grievance and disciplinary procedures, termination of employment including redundancies, and conduct at work.
2. All employees should be treated equally with dignity and respect. The School will use its best endeavours to provide a working environment free from unlawful discrimination, harassment or victimisation on the grounds of sex, age, marital or civil partnership status, disability, sexual orientation, gender reassignment, race, colour, religion or belief, ethnic or national origin, pregnancy or maternity.
3. The School recognises its legal obligations, including those under the Race Relations Act, Sex Discrimination Act, The Equal Pay Act, the Equality Act and the Part Time Workers legislation.
4. The School is designated as a School with a religious character by the DfES. This may be taken into account when recruiting staff when appropriate to do so. Notwithstanding this, the School undertakes to review periodically its selection criteria and procedures to maintain a system where individuals are selected, promoted and treated on the basis of their merits and abilities.

5. The principles of non-discrimination and equality of opportunity also apply to the way in which staff must treat visitors, pupils, parents, suppliers and former members of staff.
6. The School will not tolerate acts which breach this Policy and all instances of such behaviour or alleged behaviour will be taken seriously, fully investigated and will be subject to disciplinary procedures if found to be discriminatory. The School further seeks to give all employees equal opportunity and encouragement to progress within the School.
7. The School promotes tolerance of each other and respect for each other's position within the School community, and provides positive images and role models, whilst seeking to avoid prejudices and raise awareness of related issues.
8. If an existing employee becomes disabled the School will make every effort to retain him or her within the workforce whenever reasonable and practicable with reasonable adjustments to assist in overcoming or minimising the difficulties. This may need to be in conjunction with a medical advisor.
9. Whenever reasonably practicable to do so, the School will install in existing premises facilities for people with disabilities. Whenever the School invests capital in new or refurbished premises, every practicable effort will be made to provide for the needs of staff and pupils with disabilities.
10. The School undertakes to distribute and publicise this Policy Statement to all employees and elsewhere as from time to time appropriate.
11. Any employee who believes that he or she may have been subjected to treatment which breaches this Policy may raise the matter through the grievance procedure.

Policy Statement on Harassment at Work

1. The School believes that the dignity of every person must be respected. Harassment of colleagues or pupils is unlawful and unacceptable and will be regarded as a disciplinary offence, which in serious cases, may be classed as gross misconduct, resulting in instant dismissal. The highest standards of conduct are required of everyone, regardless of seniority.
2. The School recognises that harassment may take many forms. It may be directed towards persons of either sex. It may relate to a person's ethnic origin, religion, age, sex, sexual orientation, physical or mental attributes or some other personal characteristic.
3. Harassment may involve action or inaction, behaviour, exclusion, comment or physical contact that the recipient finds objectionable or offensive. It may result in the recipient feeling threatened, humiliated, intimidated, patronised, demoralised or less confident in their ability. Condoning such conduct may be harassment in itself. The test of harassment is, at least in part, subjective.
4. Examples of unacceptable conduct include:-
 - verbal abuse, or insulting behaviour
 - sexist or racist jokes, jokes about an individual's sexual orientation or jokes about an individual's physical or mental attributes
 - the display or circulation of sexually suggestive or racially abusive material
 - bullying, coercive, intimidating or threatening behaviour
 - the ridicule or exclusion of an individual for cultural or religious differences, on the grounds of sex or sexual orientation or on the grounds of disability or other protected characteristic

- persistent teasing or constant unfounded criticism of the performance of work tasks
 - unsolicited or unwelcome sexual advances, including touching, staring or commenting
 - comments of a sexual nature about a person's appearance or dress
 - bribery or attempted bribery.
5. An allegation of harassment must not be made lightly. If it is found that an allegation of harassment has been made without foundation and maliciously, then this will also be regarded as a disciplinary offence and in serious cases may be regarded as gross misconduct leading to instant dismissal.
6. All complaints of harassment should be made to the appropriate manager unless the complaint is regarding this person, in which case the complaint should be to that person's superior. Reference should be made to the Grievance procedure in the Personnel and Payroll Policies.

Statement to Prospective Parents

We do not discriminate in any way regarding entry and the School does not treat disabled or prospective pupils less favourably for any reason related to their disabilities than it treats those to whom that disability does not apply. We welcome pupils with physical disabilities provided that our site can cope with them. However, the Senior School in particular is situated on a steep hill and whilst every effort has been made to make it as accessible as possible for wheelchair users, there are some areas where this is not feasible due to the topography. The School will always consider reasonable adjustments to admission arrangements to ensure that disabled pupils or prospective pupils are not placed at a substantial disadvantage in comparison with non-disabled pupils. We welcome pupils with special educational needs, providing that our Learning Support Department can offer them the support that they require. However, we advise parents of children with special education needs or physical disabilities to discuss their child's requirements with the Principal/Head before he or she sits the entrance exam so that we can ensure that we can make adequate provision for him/her. Parents should provide a copy of an Educational Psychologist's report or a medical report to support their request, for example for extra time or other special arrangements.

See also Special Educational Needs policy for policy relating to pupils.