



**LIBRARIAN
Job Description**

Relationships: The post holder is responsible to the Deputy Head Academic.

Fundamental task: To manage the day-to-day running of the Prep School Library, and to be involved in the administration of the Pre-Prep School library. To promote and encourage reading within the School.

Responsibilities:

Day to day running of the Library

1. To administer opening and closing procedures, and to maintain a tidy library environment
2. To administer issues, returns and reservations, and the physical processing of library items
3. To maintain the Library computers and seek IT assistance when necessary
4. To repair and bind library books, and to maintain a good state of repair
5. To ensure a code of conduct is respected, by the pupils using the Library facilities

Assistance and Support for Pupils and Staff

1. To assist pupils and staff with their research to find material to meet their needs
2. To be proficient in searching a range of online information sources and the Internet
3. To be proactive in encouraging departments to borrow books from the library
4. To liaise with Head of English and Deputy Head to initiate, promote and assist with activities to encourage all pupils to visit the library and to use the library resources
5. To be prepared to recommend and discuss age appropriate books, new releases and popular books with pupils during library visits to encourage broader and ambitious reading choices
6. To maintain a key focus on reluctant readers and how to encourage them to engage with books
7. To attend and contribute at Departmental Meetings when required
8. To oversee the star reading scheme
9. To manage the Accelerated Reader scheme

Other Duties

These may be varied as directed by the Deputy Head Academic and by Head of English.

They could include but are not limited to:

- To assisting in research into Reading Schemes and Programmes
- To help with games
- To act as intervention teacher either in class or with small groups in the library

Note: The post holder may be reasonably required to undertake duties other than those given in the job description of 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.



**LIBRARIAN
Person Specification**

	Essential	Desirable
Qualifications	A Level English or Equivalent	Experience of working in a library
Experience	Experience of developing and maintaining administrative systems, on paper and IT	Working with pupils in a school environment
Knowledge And Understanding	Equal Opportunities, Health and Safety and Child Protection	
Skills	<p>Knowledge, understanding and competence in ICT.</p> <p>Accuracy and attention to detail.</p> <p>Able to communicate effectively with children, staff and parents.</p> <p>Desire to instil in children an appreciation of books and reading</p> <p>Able to keep clear records.</p> <p>Excellent organisational skill and ability to effectively prioritise time and work.</p> <p>Commitment to safeguarding and promoting the welfare of children and young people.</p>	Interested in a broad range of children’s literacy, new releases and popular literature.
Personal Attributes	<p>Willingness to work as a member of a team.</p> <p>Able to work unsupervised and use initiative.</p> <p>Respectful of confidentiality and a professional, tactful approach.</p> <p>Attention to detail.</p> <p>Sympathy with School’s Christian ethos.</p>	Proactive / problem solving skills.



Salary	The salary will be paid between point 12 (£9.33 per hour) and point 17 (£10.83 per hour) of the support staff salary scale dependent on skills, experience and qualifications at time of appointment and for 22.5 hours per week, 39.5 weeks per annum, inclusive of 35 working weeks plus 4.5 weeks paid holiday entitlement.
Hours of Work	Term time only. 10.00am to 15:00 pm, 5 days Monday to Friday with a daily 30 minute unpaid lunch break included. The position will require a flexible time commitment. Additional hours to be agreed in advance with the Deputy Head.
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.
Sick Pay	Membership of the School's Administrative and Supervisory Staff Sickness Scheme.
Notice	Half a working terms' notice in writing from either party. This position will be subject to a probation period of six months and during that time there will be a notice period of one month.
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 and Barring Service.



**LIBRARIAN
Child Protection and Safeguarding
incl EYFS (Nov 2015)**

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_CkmG3FgVq99YnQA_g_Svrmt0FR_Ck/edit?pref=2&pli=1

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



Equal Opportunities Policy, including EYFS (Nov 15)

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.