

Learning Resource Centre and Community Engagement Officer

Job Description and Person Specification



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| Post Title: | Learning Resource Centre and Community Engagement Officer |
| Responsible to: | Learning Resource Centre and Information Services Manager |
| Responsible for: | The effective day to day services delivered at our Learning Resource Centre including Community Hub Engagement events – based at Thomas Rotherham College. |
| Salary and working time | Actual Salary £18,472 to £18,842 (FTE Salary £20,493 to £20,903) 37 Hours per week, 200 days per year (this includes all teaching and inset days plus 5 days outside of term time) |

Main Purpose of Job

Our Learning Resource Centres are transitioning to 'Community Hubs' which will provide a range of community events / activities in addition to the traditional library services and activities provided to our pupils and students.

All postholders are required to work at their designated level to support the implementation of all school/college policies and procedures to achieve the key targets of the school/college. These targets are reviewed annually and adapted to meet the needs of our students.

The post holder will be a key member of the team in the Academy and will work positively and proactively in respect of library services, community events and projects and support for the Academic Support Team in respect of routine data, exams, cover and logistics support.

The post holder will work in collaboration with a range of staff across the Trust in the discharge of their duties and will at all times work within and contribute to the legal, regulatory and policy frameworks of the Academy and wider Trust.

Excellent standards of behaviour, respect and learning depend upon the 'tone' set by all members of the Trust community. We build upon our strengths – together!

For the purposes of this Job Description and Person Specification, Trust is Inspire Trust and all Academies working within the Trust. All duties outlined below are the responsibility of the post holder who will be accountable for delivery. Where there is specific connectivity with another post or the lead responsibility for an activity lies with another member of staff this is stated and will be expanded on in the Operational Schedule (or procedures) for this post.

Main Duties of the Post (including Leadership, Accountabilities and Operational Activities).

A=Accountability (which means being responsible for something to somebody)

L= Leadership (guide, direct and influence the outcomes of)

O=Operational (day-to-day management and control of these activities)

| 1 | Support for pupils and staff in the Learning Resource Centre (LRC) | A | L | O |
|----------|--|----------|----------|----------|
| 1.1 | Maintain the Heritage Library system (including security and data protection compliance). | √ | | √ |
| 1.2 | Maintain the LRC environment to a high standard including the regular update of displays and information that are creative, attractive and appropriate to learning objectives of the school. | √ | √ | √ |
| 1.3 | Work with departments to ensure the LRC supports School / College Priorities, learning and achievement of pupils / students. | √ | √ | √ |
| 1.4 | Assist pupils and other LRC users with loans and returns of books / resources and with research and information. | √ | √ | √ |
| 1.5 | Supervise pupils in the LRC, particularly in non-curricular periods, before and after school, breaks and lunch times as necessary. | √ | √ | √ |
| 1.6 | Establish good relationships with pupils, acting as a role model and responding appropriately to individual needs. | √ | √ | √ |
| 1.7 | Log incidents of poor or good behaviour via Go 4 Schools and refer to senior staff when necessary. | √ | √ | √ |
| 1.8 | Encourage pupil behaviour and standard in line with school policy and procedures. | √ | √ | √ |
| 1.9 | Supervise and organise LRC prefects. Assign tasks to them at busy periods. | √ | √ | √ |
| 1.10 | Your duties will include being the 'Inspiring Youth Coordinator'. | √ | √ | √ |

| 2 | Community Engagement Events / Activities | A | L | O |
|----------|--|----------|----------|----------|
| 2.1 | Working as part of a network and in consultation with your Line Manager and Head of Academy, you will: | | | |
| | 2.1.1 Contribute to the development of an appropriate programme of events that engage and inspire. | √ | | √ |
| | 2.1.2 Organise, promote and deliver events in the LRC. | √ | | √ |
| | 2.1.3 Evaluate the success of events and report on this as appropriate. | √ | | √ |
| | 2.1.4 Support traditional school / college events. | √ | | √ |

| 3 | General Establishment Support | A | L | O |
|----------|---|----------|----------|----------|
| 3.1 | <p>Our establishments work as teams and all staff are required to undertake work in support of other work teams to ensure the effective running of the establishment. This includes:</p> <ul style="list-style-type: none"> • Work or a similar type and level in support of other work teams • Support for establishment events and activities • Records Management • Safeguarding • Recruitment • Supporting pupils / students • Routine clerical and administrative work to support peaks of work throughout the year | √ | | √ |

| 4 | Generic Duties and Responsibilities |
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| 4.1 | All employees have a responsibility for implementing all School Policies and procedures and working in accordance with the Code of Conduct for Staff. |
| 4.2 | All employees will be asked to work at their level on pupil interventions to meet pupil needs and school targets. |
| 4.3 | Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop. |
| 4.4 | Understand Appraisal and Continuing Professional Development (including attendance and contributions to School INSET and Planning events). Recognise own strengths and areas of expertise and use these to achieve and to support others. |
| 4.5 | Be aware of and comply with policies and procedures relating to Child Protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person in accordance with policy and using CPOMs. |
| 4.6 | Contribute to the overall ethos / aims of the school. |
| 4.7 | Establish constructive relationships and communicate with others 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. |
| 4.8 | Deliver out of school learning activities within the guidelines established by the school, you may be required to adjust your working day to support this. |
| 4.9 | Supervise pupils on visits, trips and out of school activities as required. |
| 4.10 | Support for school wide events and connectivity with primary schools. |
| 4.11 | Support the role of other professionals. |
| 4.12 | Attend work on a regular basis, punctuality is essential. |
| 4.13 | Convey an enthusiasm for reading for all. |

Person Specification

Post: Learning Resource Centre and Community Engagement Officer

The Trust is committed to safeguarding and promoting the welfare of children and young people, and expects all staff, other workers and volunteers to share this commitment.

| Personal Skills Characteristics | | Essential | Method of Assessment |
|---------------------------------|--|-----------|----------------------|
| 1 | Experience | | |
| 1.1 | Some experience of working with young people. | ✓ | AF/I/R |
| 1.2 | Ability to work as part of a team. | ✓ | AF/I/R |
| 1.3 | Having a flexible approach to day-to-day working. | ✓ | AF/I/R |
| 1.4 | Strong communication skills and the ability to speak to people at all levels and with all abilities. Able to follow instructions. | ✓ | AF/I/R |
| 2 | Qualifications and Training | | |
| 2.1 | Minimum A*-C GCSE (or equivalent) in English and Maths. | ✓ | AF/CQ |
| 2.2 | IT skills that support suitability to discharge the duties of the post. | ✓ | AF/I/CQ |
| 2.3 | Already possessing or willing to undertake relevant professional development linked to the role, e.g. delivering reading programmes. | Desirable | AF/I/CQ |
| 2.4 | Appropriate knowledge of Health and Safety will be required. | ✓ | AF/I/CQ |
| 2.5 | Must be willing to become a first aider. | ✓ | |
| 3 | Special Skills and Knowledge | | |
| 3.1 | Evidence of organisational skills that will support the candidate to deliver creative and inspirational library based (and other) events. | Desirable | AF/I |
| 3.2 | Experience of working in a library / resource centre or similar setting. | Desirable | AF/I/CQ |
| 3.3 | Enthusiasm for a wide range of fiction and non-fiction texts and transition projects for schools. | Desirable | AF/I |
| 4 | Personal Qualities | | |
| 4.1 | A genuine respect for young people. | ✓ | I |
| 4.2 | A genuine desire to support the work of the schools / college / trust to deliver high quality services to our students / pupils and wider community. Candidates will need to evidence their understanding of this and their ability to deliver this. | | |
| 4.3 | Be able to respond to the needs of pupils and students in a calm, positive and controlled manner. | ✓ | I |
| 4.4 | An understanding of and commitment to equal opportunities issues both within the workplace and the community in general. | ✓ | I/R |
| 4.5 | A commitment to the provision of anti-discriminatory and anti-oppressive practice. | ✓ | I/R |
| 4.6 | Conscientious, honest and reliable. | ✓ | R |
| 5 | Mandatory Requirements | | |
| 5.1 | A DBS check at an enhanced level (formerly CRB check) must be undertaken by all candidates and be satisfactory as a condition of employment with Inspire Trust. | ✓ | C |
| 5.2 | Education posts are exempt from the Rehabilitation of Offenders Act, 1974; all current convictions, cautions and | ✓ | AF |

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| | bindovers must be declared on the application form. The 2013 and 2020 amendments to the Act allow that when applying for certain jobs and activities certain convictions and cautions are considered 'protected' and do not need to be declared. | | |
| 5.3 | References that confirm suitability to work with children, reference must be provided from current/most recent employer. References will not be accepted from members of candidate's families or acting purely as a friend. | ✓ | AF |
| 6 | Physical Requirements | | |
| 6.1 | Health and physical capacity for the role. | ✓ | I, R |
| 6.2 | A good attendance record in current employment, (not including absences resulting from disability). | ✓ | I, R |

7. The Trust looks for evidence from all candidates of effective behaviours which we value and have found to be consistent with high performance. Part of our selection process will be to assess whether candidates can demonstrate that they have exhibited these behaviours in their current or previous employment, education, voluntary or other activity. Candidates are advised to read the following carefully and provide examples of these in the 'Information in Support of the Application' section of the application form. Candidates should be prepared to discuss these in the interview process.

| 7 | Effective Behaviours | Method of Assessment |
|----------|--|-----------------------------|
| 7.1 | Managing self and personal skills: Willing and able to assess and apply own skills, abilities and experience. Being aware of own behaviour and how it impacts on others. | A/I/R |
| 7.2 | Delivering excellent service: Providing the best quality service to all pupils and staff and to external customers e.g. clients, suppliers. Building genuine and open long-term relationships in order to drive up service standards. | A/I/R |
| 7.3 | Finding innovative solutions: Taking a holistic view and working enthusiastically and with creativity to analyse problems and develop innovative and workable solutions. Identifying opportunities for innovation. | A/I/R |
| 7.4 | Embracing change: Adjusting to unfamiliar situations, demands and changing roles. Seeing change as an opportunity and being receptive to new ideas. | A/I/R |
| 7.5 | Using resources: Making effective use of available resources including people, information, networks and budgets. Being aware of the financial position of the Trust and impact of decisions on this. | A/I/R |
| 7.6 | Engaging with the big picture: Seeing the work that you do in the context of the bigger picture e.g. in the context of what the Trust is striving to achieve and taking a long-term view. Communicating vision clearly and enthusiastically to inspire and motivate others. Appreciating the role of others, their impact on you and your impact on them. | A/I/R |
| 7.7 | Developing self and others: Showing commitment to own development and supporting and encouraging others to develop their knowledge, skills and behaviours to enable them to reach their full potential for the wider benefit of the Trust. | A/I/R |
| 7.8 | Working with people: Working co-operatively with others in order to achieve objectives. Demonstrating a commitment to diversity and applying a wider range of interpersonal skills. | A/I/R |
| 7.9 | Achieving results: Planning and organising workloads to ensure that deadlines are met within resource constraints. Consistently meeting objectives and success criteria. | A/I/R |

Key to abbreviations: **AF** Application Form, **R** References, **I** Interview, **CQ** Certificate of Qualification, **OT** Occupational Testing (this method of assessment is optional but if used it may be

at the shortlisting or interview stage – candidates will be informed), **DBS** Disclosure and Barring Service Check. This specification has been prepared in accordance with the requirements of the Trust's Equal Opportunities in Employment Policy. We undertake to make any 'reasonable adjustments' to a job or workplace to counteract any disadvantages a disabled person may have.