

Learning Resource Centre and Community Engagement Officer Job Description and Person Specification



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 £19,171 - £20,345 (FTE Salary £21,269 - £22,571) 37 hours per week, 200 days per year

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	Work with faculties and learning zone to ensure the LRC supports School/College Priorities, learning and achievement of pupils / students.	√		√
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/college.	√	√	√
1.3	Maintain the Heritage Library Management system (including security and data protection compliance).	√	√	√
1.4	Assist pupils/students and other LRC users with circulation of resources, and with research and information support.	√	√	√
1.6	Supervise pupils/students in the LRC and maintain a calm and positive study environment.	√	√	√
1.7	Establish good relationships with pupils/students, acting as a role model and responding appropriately to individual needs to create an inclusive environment recognising and promoting diversity, equity and inclusion.	√	√	√
1.8	Encourage positive pupil/student behaviour in line with school/college policies, reporting incidents of poor behaviour and collaborating with pastoral and SEND teams for support and referral.	√	√	√
1.9	Supervise and organise LRC prefects/interns, including recruitment, training and assigning tasks and projects.	√	√	√
1.10	Your duties may include other responsibilities; as agreed with the Learning Resource Centre and Information Services Manager.	√	√	√

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 Organise, promote, and deliver events that engage and inspire, in the LRCs and Trust-wide.	√		√
	2.1.2 Evaluate the success of events and report on this as appropriate.	√		√
	2.1.3 Support and participate in school/college-wide events such as parent consultations, open events etc. where and when required.	√		√

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
4.1	Comply with all Trust policies and procedures and work in accordance with the Code of Conduct for Staff.
4.2	All employees will be asked to work at their level on pupil/student interventions to meet the needs and targets of the Trust. For support staff this will include First Aid (training will be provided).
4.3	Be aware of and support differences and ensure all pupils, students and staff have equal access to opportunities to learn and develop.
4.4	Participate and contribute to Talent Development and the development of Service Delivery Plans and Operational Schedules.
4.5	All employees will undertake regular and routine continuing professional development (including attendance and contribution to internal Training and Planning events) to ensure that they develop and recognise their own strengths and areas of expertise and use these to achieve and support others and the aims of the Trust.
4.6	Be aware of and comply with policies and procedures relating to safeguarding, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person in accordance with policy.
4.7	Contribute positively to the overall ethos / aims of the Trust including participation in appropriate networks and projects.
4.8	Establish constructive relationships and communicate with others (inside and external to the Trust).
4.9	Organise and support Academy and Trust events as requested.
4.10	Any other reasonable and appropriate duties as directed by Senior Staff at any Trust Academy.
4.11	All staff are required to work in a way that encourages a positive work environment that is solution focused and proactive for all. As a Senior member of staff you are required to role model behaviours and standards to your team and others at all times.

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

	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. Effective Behaviours

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.

7.1	Seeing the Big Picture: Understand what your responsibilities are and how these contribute to the priorities of your team. Consider the varied impact your work could have on individuals with different needs and from other backgrounds. Gather information from both inside and outside of the Trust to inform your area of work.
7.2	Changing and Improving: Review ways of working and suggest improvements, including how to make full use of new digital technologies. Learn new procedures and help colleagues to do the same. Query any issues that arise from changes in a suitable way. Respond in an effective and appropriate manner when emergencies arise.
7.3	Making Effective Decisions: Use guidance, analyse relevant information and ask colleagues for input to support decision making. Identify and deal with any errors or gaps in information before making a decision. Consider the diverse needs of those affected by decisions and how it will impact them. Provide advice and feedback to support others in making accurate decisions. Ask others to clarify decisions when confused and query any issues that arise constructively.
7.4	Leadership: Show enthusiasm for your work and take personal accountability for your role. Demonstrate responsibility for your own objectives. Act in a fair, inclusive and respectful way when dealing with others. Be considerate and understanding of other people's points of view. Understand and support the objectives of the wider team. Demonstrate consideration of the wider consequences of own actions.
7.5	Communicating and Influencing: Put forward your views in a clear, constructive and considerate manner. Use an appropriate method of communication for each person such as an email, telephone call or face-to-face, taking into consideration their individual needs. Use plain and simple language, being careful to check written work for errors. Consider the impact of language used on different groups of stakeholders. Remain honest and truthful when explaining opinions. Listen and ask questions to ensure your understanding.
7.6	Working Together: Proactively contribute to the work of the whole team and remain open to taking on new and different roles. Get to know your colleagues and build supportive relationships. Listen to alternative perspectives and needs, responding sensitively and

	checking understanding where necessary. Ask for help when needed and support others when the opportunity arises. Be aware of the need to consider your own wellbeing and that of your colleagues. Understand that bullying, harassment and discrimination are unacceptable.
7.7	Developing Staff and Others: Identify gaps in your skills and knowledge and make plans of how to develop these. Take time to achieve development objectives. Listen to and act on feedback from colleagues to find areas you can develop. Share knowledge and skills learnt with colleagues to contribute to the learning and development of the whole team.
7.8	Managing a Quality Service: Gain a clear understanding of pupil/student needs. Plan, organise and manage your own time to deliver a high quality education to pupils/students. Act to prevent problems by identifying issues, reporting them and providing solutions. Keep colleagues up to date with progress.
7.9	Delivering at Pace: Always work with focus and pace to get the job done on time and to a high standard. Follow the relevant Trust policies and procedures. Use own knowledge and expertise to organise work. Keep focused on delivery and take responsibility for the quality of work produced. Keep a consistent level of personal performance. Keep managers and stakeholders updated on how work is progressing.

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.