

Person Specification for Secondary School Learning Resource Centre (Library) Manager



'To inspire our students to be confident and open-minded through exceptional teaching in a caring school community.'

The successful candidate will share a commitment to:

- making a positive impact on all students' experiences at Highgate Wood School;
- our core values as defined in our mission statement, and our ethos The Highgate Wood Way; Courtesy, Consideration, Contribution and Co-operation;
- inclusion, based on a belief that every student can achieve irrespective of their starting point or circumstance;
- first class pastoral care, support and guidance;
- working with staff and all other stakeholders in a collaborative way;
- our SHOW UP staff culture (see bottom of page 2).

Attributes The following outlines the key knowledge, skills and experience required for this position. As part of the shortlisting process, the selection panel will assess each candidate against these criteria.

| Knowledge, skills and experience | Knowledge, Skills, and Experience |
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| | <p>Knowledge:</p> <ul style="list-style-type: none"> • In-depth Knowledge of Library Management: A strong understanding of library systems and processes, including cataloguing, stock management, and digital resource management. Knowledge of how to create an accessible, diverse, and engaging resource collection for students across all year groups and subject areas. • Understanding of Literacy Development: A clear understanding of the importance of literacy development in secondary education, particularly in terms of reading and writing interventions. Familiarity with evidence-based strategies to engage reluctant readers and support students in developing literacy skills. • Experience with Accelerated Reader or Similar Programmes: Direct experience in managing or supporting the implementation of reading intervention programmes, such as Accelerated Reader, and using data to track and assess student progress. • Awareness of Educational Trends and Needs: Familiarity with current educational trends, particularly in literacy, learning resources, and student engagement strategies. Knowledge of how library resources can support cross-curricular teaching and learning. |

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| | <ul style="list-style-type: none"> • Experience of Extracurricular Engagement: Previous involvement in leading or facilitating extracurricular clubs, such as book clubs, creative writing, storytelling, or other student enrichment activities. • Budget Management: Experience in managing budgets, including allocating funds to resources, events, and initiatives, and ensuring cost-effective use of financial resources. • Safeguarding Awareness: A strong understanding of child protection and safeguarding policies to ensure that all activities and the LRC environment promote the safety and well-being of students. <p>Skills:</p> <ul style="list-style-type: none"> • Strong Organisational Skills: Ability to manage multiple tasks, plan and execute projects, and maintain an organized, effective Learning Resource Centre environment. • Leadership and Team Management: Demonstrated ability to lead and motivate a small team, including staff, student librarians, and volunteers. Strong communication skills to collaborate with colleagues, senior leadership, and students. • Communication and Interpersonal Skills: Excellent written and verbal communication skills, with the ability to engage with students, staff, and parents. Ability to communicate the role of the LRC and its services effectively within the school community. • Data Analysis and Reporting: Ability to monitor, assess, and interpret data related to reading progress and student engagement, and to present clear reports to senior leadership, staff, and governors. • Problem-Solving and Flexibility: A creative and resourceful approach to overcoming challenges, such as engaging reluctant readers, managing budgets, or meeting diverse student needs. • IT Proficiency: Strong computer skills, including knowledge of library management software, Microsoft Office Suite (Word, Excel, PowerPoint), and any specific literacy or educational software used in the school (e.g., Accelerated Reader, Google Classroom). <p>Experience:</p> <ul style="list-style-type: none"> • Proven Experience in Library or Learning Resource Centre Management: At least 2 years of experience in a similar role, ideally in a secondary school setting. A background in supporting students' learning through library services, resources, and reading interventions. • Experience in Literacy Support and Intervention: Proven experience in delivering reading and writing interventions to small groups or individual students, with a focus on improving literacy and engagement. • Experience of Collaborative Work: Demonstrated ability to work in partnership with teaching staff, senior leadership, students, and external stakeholders to develop initiatives that improve literacy outcomes and reading engagement. |
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| Key Skills and Attributes | <p>1. Leadership and Teamwork:</p> <ul style="list-style-type: none"> • Demonstrates the ability to lead and inspire others, including staff, student librarians, and volunteers, with a focus on collaboration, empowerment, and skill development. • Acts as a role model for students in promoting positive behaviour, respect, and cooperation within the Learning Resource Centre. • Works effectively with colleagues, sharing knowledge and best practices to improve the learning environment. <p>2. Passion for Literacy and Reading:</p> <ul style="list-style-type: none"> • A genuine passion for promoting reading and literacy, with an enthusiasm for working with students to foster a love of books and independent learning. • Ability to motivate and inspire students, particularly reluctant readers, to engage with reading through creative and varied approaches. • Strong belief in the transformative power of reading and a desire to make a difference in students' academic and personal development. <p>3. Adaptability and Resilience:</p> <ul style="list-style-type: none"> • Able to work effectively in a dynamic and often busy environment, adjusting priorities as needed to meet the demands of the role. • Demonstrates resilience in overcoming challenges, whether related to student engagement, resource constraints, or other factors, maintaining a positive attitude and solutions-focused approach. <p>4. Attention to Detail:</p> <ul style="list-style-type: none"> • High attention to detail in all aspects of the role, from maintaining accurate records of library loans and resources to tracking student reading progress and data. • Ensures that LRC operations are efficient, well-organized, and continually improving. <p>5. Student-Centred Approach:</p> <ul style="list-style-type: none"> • A student-focused approach to all aspects of the role, ensuring that the Learning Resource Centre is a safe, welcoming, and supportive space for all learners. • Prioritises the individual needs of students, adjusting resources and interventions to meet different learning styles and needs. <p>6. Creative and Innovative:</p> <ul style="list-style-type: none"> • Creative in developing new initiatives, activities, and resources that engage students and promote reading and literacy. • Able to think outside the box to create a vibrant, engaging LRC that fosters curiosity, learning, and personal growth. <p>7. Strong Communication and Stakeholder Engagement:</p> |
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| | <ul style="list-style-type: none"> • Strong ability to communicate clearly and effectively with students, parents, and staff. • Comfortable presenting to senior leaders, governors, and external stakeholders about the impact of LRC initiatives on student outcomes and school priorities. <p>8. Commitment to Continuous Professional Development:</p> <ul style="list-style-type: none"> • Demonstrates a commitment to ongoing learning and professional development, staying current with best practices in library management, literacy, and education. • Open to feedback and self-reflection to continually improve the service provided by the Learning Resource Centre. |
| Qualifications | <ul style="list-style-type: none"> • Degree Level Qualification: A degree in a relevant field (e.g., Education, Librarianship, English, or similar). • Library and Information Science Qualification (Desirable but not Essential): A formal qualification in library or information management (e.g., an ILM Library Management qualification or equivalent) would be advantageous Familiarity with reading intervention programmes and strategies for improving literacy outcomes. • Enhanced DBS Clearance: A current, clear enhanced DBS check, or willingness to undergo one. |

OUR NON-NEGOTIABLES

S

Students come first

Our students are our priority. It is for them that we do what we do.

H

Hard Work

We do whatever is necessary to provide the best experience for our students.

O

Our own children

We make HWS a school that we would be proud to send our own children to. We work to this end every single day.

W

We are not I

We are a team. We do what we say we do - we stick to the school strategy, behaviours and processes. We are the Highgate Wood Way.

U

Unafraid of failure

We are not afraid to fail, nor learn from failure. When things go wrong we do not blame—we support each other and we look after each other.

P

Professional trust and accountability

We trust each other implicitly professionally because we hold ourselves and each other to account openly and honestly for doing all of the above.



Everyone Matters Everyone Achieves