



Learning Resource Centre (LRC) Manager - JOB DESCRIPTION

Reporting To: Assistant Headteacher

Payscale: TEAL Associate Staff Pay Scale, Point 5

Job Purpose:

To actively support our core purpose, remembering that “We are here to make great schools and happier, stronger communities so that people have better lives.”

Under the direction of the Assistant Headteacher, take responsibility for managing, developing, and promoting the Learning Resource Centre within the school. The LRC Manager will ensure that an effective service is available to both pupils and staff, which will support learning in line with the National Curriculum. This will include providing support to pupils in the delivery of day-to-day information and queries and general pupil issues.

The LRC Manager will also be responsible for managing and promoting the school rewards shop involving a set of agreed upon rules that reflect the school's core values and promote the desired behaviours. They will carry out a range of administration duties that support the work of the wider school, in particular Pupil Support.

Key Responsibilities: Specific

- Lead in the design and maintenance of the Library Management System and Rewards System (including security and data compliance requirements).
- Maintain the Learning Resource Centre (LRC) environment to a high standard including regular updating of displays to ensure information is creative, attractive, and appropriate to the learning objectives of the school.
- Select, purchase and promote a wide range of resources (books, magazines, and electronic resources) to support the curriculum and encourage reading for enjoyment.
- Work closely with departments to ensure the LRC supports school priorities and the learning and outcomes of pupils.
- Provide a wide range of learning, recreational and research tools for both pupils and staff to support the educational aims and objectives of the school.
- Manage the Learning Resource Centre as a study environment including liaising with colleagues in relation to research projects.
- Responsible for managing the library budget.
- Work with the Local Authority Library Service to ensure the school gets the most out of its membership.
- Establish and innovate ways to promote the LRC and development of reading for pleasure through competitions, displays, whole school events, author events, tutor programme activities and assemblies.
- Organise the participation of the LRC in school events i.e. PD Week Author Events.
- Organise and lead trips in relation to library and literature needs of the school.
- Assist staff and learners to identify, locate and access the resources and information they need.
- Oversee and delegate tasks to the pupil helpers to support sharing information and resources around school.
- Supervise pupils in the LRC, particularly in non-curricular periods, before and after school, breaks and lunchtimes as necessary, maintaining an atmosphere conducive to study and learning.
- Deal with all pupil queries and issues in relation to lost property, confiscated items and timetables, providing first line of support to pupil queries.
- Liaise and contact with outside agencies, book suppliers and parents, e.g. in relation to new literature and overdue books.
- Collaborate with outside institutions as appropriate e.g. feeder primary schools.
- Train staff that require access to the Library Management system and the Reward Shop.

Key Responsibilities: General

The post holder will be required to act on their own initiative or on the authority delegated from their line manager or a member of the School/TEAL SLT.

The post holder will be expected to work within TEAL and the schools' policies and procedures and uphold the organisation's values and vision.

The job description is not intended to be a complete list of duties and responsibilities but details the major requirements of the post. It may be amended at a future time, to take account of the developing needs of TEAL. The post holder will undertake any other duties appropriate to the remit.

TEAL is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expects all employees and volunteers to share this commitment.

The Health and Safety at Work etc. Act, 1974 and other associated legislation places responsibility for Health and Safety on all employees, therefore it is expected that everyone takes reasonable care for their own health and safety and the health and safety of others.

The above duties may involve having access to information of a confidential nature, which may be covered by General Data Protection Regulations (GDPR) 2018, and by Part 1 of Schedule 12A to the Local Government Act, 1972. Confidentiality must always be maintained and employees must work with and process personal and sensitive information in accordance with Data Protection Act 2018 including the GDPR. Employees must protect the safety and security of information (e.g. using strong passwords, reporting breaches, and ensuring information is stored and disposed of securely).

The key competencies and behaviours commensurate with this post are identified overleaf.



Ethical Leadership Qualities - Values and Behaviours Framework

Value's	Behaviours
Trust	<ul style="list-style-type: none"> • Being reliable, consistent, credible, honest, humble, courageous and kind. • Managing emotions and helping others to manage their emotions. • Keeping promises and doing what you say you will do • Having a genuine interest in others
Wisdom	<ul style="list-style-type: none"> • Developing knowledge and real expertise, then sharing knowledge • Learning from mistakes and failures and admitting when we are wrong • Recruiting knowledgeable, skilled experts, learning from them, embracing their expertise and helping them to flourish. • Viewing systems, methods, models and techniques as a means to an end, removing or changing them if they prove to be ineffective.
Kindness	<ul style="list-style-type: none"> • Being kind, humble and authentic • Leading with compassion and care, listening and seeing beyond the job role to the person • Using high levels of emotional intelligence. Building trust and rapport with others, by acknowledging, empowering and elevating others.
Justice	<ul style="list-style-type: none"> • Doing what is right, rather than what is popular or easy. • Ensuring we live and breathe our sense of purpose and values in the way we behave, interact with others, make decisions and communicate. • Ensuring rules are necessary and applying them in a consistent, transparent and fair way, whilst allowing for discretion and common sense. • Valuing difference, building diverse teams and encouraging others to behave responsibly towards the community and the environment.
Service	<ul style="list-style-type: none"> • Reducing stress and anxiety in the organisation by modelling calm and considerate behaviour • Behaving in a dutiful, conscientious way, demonstrating humility and self-control to build great schools. • Removing barriers and blockers to enable others to do their jobs well • Leaving our egos at the door and putting ourselves in the service of others. • Channel ambition into our schools, not ourselves, and developing our successors
Courage	<ul style="list-style-type: none"> • Looking in the mirror when something goes wrong. • Remaining calm, optimistic and positive in the face of adversity, adapting to changing circumstances and helping others to move forward. • Give the whole truth, the back-story and the why.
Optimism	<ul style="list-style-type: none"> • Believing in our own ability, and the ability of others, to do what is right to change the world for the better. • Calling out negativity and cynicism • Remaining positive and encouraging, despite sometimes experiencing setbacks, challenges and pressures. Helping others to maximise opportunities, overcome challenges and celebrate success.
Vision	<ul style="list-style-type: none"> • Anticipating the future and helping people ready themselves for change. Thinking strategically, researching, gathering, analysing and assessing information, seeking opportunities for organisational development. • Scan the horizon, read and research, share learning with others and collaborate to consider options, obstacles and risks. • Believing in the potential of others; helping them be the best they can be. • Quickly taking in new information and translating that into recommendations, decisions, plans and projects.