STANLEY PARK HIGH

LEARNING RESOURCE CENTRE (LRC) ASSISTANT
Recruitment Information Pack
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Dear Candidate

Thank you very much for your enquiry regarding the position of Learning Resource Centre (LRC) Assistant at Stanley Park High. This key position has recently become available and the Governing Body, together with the students, parents and staff, are seeking a talented individual who has the qualities to ‘Ignite a Passion for Learning’.

Stanley Park High is a successful, mixed school for students aged 11 to 19, which is truly comprehensive by nature. Our goal is to help young people develop the skills, knowledge and qualifications they need to become adults we can be proud of in the future.

We are a unique school, and we continue to be innovative in our approach to education. Through the provision of a nationally recognised, award-winning curriculum, high quality learning and teaching and a range of opportunities beyond the classroom, we believe our students can achieve their true potential.

At Stanley Park High, relationships are at the heart of what we do. Our small schools approach allows all students to develop excellent relationships with staff and fellow students, and we believe this is critical to aid learning and success in the future.

We have an exceptional team of dedicated staff who are fully committed to our students’ wellbeing, achievement, attainment and progress in all areas. In addition to this, our outstanding facilities create an inspirational learning environment in which all students thrive.

We very much look forward to receiving your application.

Yours faithfully,

Mr Amit Amin
Acting Headteacher
VISION

Igniting a Passion for Learning

Every member of Stanley Park High will have:

• Ambition, commitment, resilience and perseverance
• Confidence to take risks
• An ability to organise and present themselves effectively
• Intellectual curiosity
• Imagination and creativity
• Initiative and self-motivation to learn independently and with others
• Optimism for a future in a rapidly changing world
APPLICATION PROCESS

We hope that this application pack and our website www.stanleyparkhigh.org.uk ‘Ignites a Passion’ sufficiently in you that you feel it important to apply for this post.

Please visit our website for an application form. Please ensure that you respond fully to the Person Specification and that your Personal Statement does not exceed two sides of A4 Arial Size 10. Our preferred method of application is by email to recruitment@stanleyparkhigh.org.uk

If you have not heard from us within 2 weeks of the closing date, please assume your application has been unsuccessful.

Visits to the school are most welcome – please email (address below) to arrange a suitable time.

If you have any questions regarding any aspect of the application process or need additional information please contact Miss Horrigan on recruitment@stanleyparkhigh.org.uk

Closing date for receipt of applications: Wednesday, 20 March 2019
Interviews to be held end week commencing: 25 March 2019
LEARNING RESOURCE CENTRE (LRC) ASSISTANT

Required immediately

Part time - 26 hours per week (Monday-Thursday: 12:00-16:30, Friday: 08:00-16:30)
Term time plus 5 inset days

Salary scale APT&C 3/4
Actual salary: £12,357-£13,850 per annum, depending on experience

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Can you ignite a passion for reading?
As well as being a voracious reader with a love of literature, and knowledge of teenage and young adult fiction, our LRC Assistant will enjoy working with young people and will be passionate about promoting reading for pleasure to students.

Relevant paid experience of working with young people is desirable and excellent communication skills are essential.

Our preferred method of application is by email to recruitment@stanleyparkhigh.org.uk

Stanley Park High is committed to safeguarding and promoting the welfare of our students and expects all staff and volunteers to share this commitment. This post is subject to satisfactory references, medical clearance and enhanced checks carried out by the Disclosure and Barring Service.
JOB DESCRIPTION

Job Title: Learning Resource Centre Assistant
Scale: 3/4
Line Manager: Core Leader for Literacy
Hours per week: 26
Weeks per year: Term time + 5 inset days

Main purpose of post
The LRC Assistant role is based within the Stanley Park High Learning Resource Centre (LRC); a study space for staff and students and a reading and research hub for the school community.

Working in tandem with the Reading Champion, the assistant will help to ensure that the LRC is an attractive and welcoming learning environment for staff and students. The post holder will ideally have demonstrable experience in creating attractive and innovative displays and material to help us work towards a strong visual identity for the centre.

The assistant will support the work of the centre with general duties including traditional library duties and ensuring it is a valuable resource for the school. The role will also require supervision and engagement with students during planned lunchtime clubs and afternoon tutor time as part of the centre’s remit to promote reading and literacy skills. Depending on relevant experience, there would be the opportunity for the post holder to suggest and run appropriate clubs which support the centre’s aims.

The post holder will help to provide reading support and intervention to identified groups of students, and will be required to supervise the LRC, for the majority of the time together with the Reading Champion, including, where appropriate, managing and directing any student volunteer librarians, during school break times, to ensure an appropriately-used and calm study area is maintained.

An ability to form excellent relationships with all members of the school community is essential to the fulfilment of this post, being central to the school’s ethos and vision.

Specific Duties
- To work very closely with the Reading Champion to promote literacy and reading across the school
- To help create attractive promotional material in a variety of media, including innovative displays, both within the centre and in the school itself, with the aim of promoting the LRC and its aim of encouraging students to read for pleasure and to help reposition it as a support resource for both staff and students.

Management of Resources
- To keep abreast of current teen and young adult fiction and developments in education and technology by conducting appropriate research.
- To assist the Reading Champion to manage the circulation and return of stock, including that of the professional development library, SPIRA.
- To ensure that appropriate measures are in place to keep the library/resource centre secure and minimise the risk of loss of resources and equipment.
- To carry out the shelving and shelf tidying of books and other learning materials, repairs as required and day to day maintenance of LRC resources.

Assisting in the Learning Environment
- To help the Reading Champion in the day-to-day running of the LRC, ensuring it is a positive, stimulating, student-centred and calm resource area.
- To supervise the learning space and maintain an atmosphere conducive to study and learning within the library/resource centre, managing student behaviour to both engage student interest and enable quality learning.
• To assist the Reading Champion in promoting the LRC across the school to enable effective use by all stakeholders (including students, staff and parents).
• To be mindful of the implementation of the school Health and Safety Policy to achieve a safe working environment and to use initiative in ensuring staff and students are safe in the centre.
• To maintain stimulating and relevant displays to promote reading, literacy and learning strategies in the LRC.

**Supervision of Student Leadership**

• To assist the Reading Champion in the supervision of the Student Librarians in their duties in order to empower them and give them ownership of the LRC as a learning space.

**The Development of Learning Resources across the School**

• To assist the Reading Champion in preparing resources for learning in different subject areas and prepare up-to-date displays.

**Learning Support and Interventions**

• When required, and under the direction of the Reading Champion or Core Leader for Literacy, to use existing programmes to run reading and literacy support sessions with groups of identified students.

**Development of Learning Strategies to support Students**

• To mediate between learners and resources to enable learners to identify, locate and access the information they need.
• To reinforce the transferable information, learning and knowledge access skills which are the core skills of independent lifelong learning.
• To provide guidance, where appropriate, in the use of ICT applications and other LRC resources to support learning.

**Support for the School**

• To ensure a good knowledge of the whole school calendar and forthcoming events by reading the Headteacher’s Bulletin, MLE and weekly briefing notice
• To set a good example in terms of professional dress and appearance, punctuality and conduct.
• To actively contribute to the school’s vision and ethos by forming positive relationships across the whole school community
• To attend, where appropriate, whole school events
• To ensure all students have equal opportunities to learn and develop
• To be aware of and comply with policies and procedures relating to child protection, health and safety, security and confidentiality, reporting all concerns to the appropriate person
• To recognise own strengths and areas of specialist expertise and use these to advise and support others
• To contribute to the vision and ethos of the school
• To appreciate and support the role of other professionals
• To attend relevant meetings as required
• To participate in training and other learning activities and performance management as required
• To carry out other duties as may be reasonably requested by the Senior Leadership Team/Line Manager.

4. **Equal Opportunities**

You will, at all times, carry out the duties and responsibilities of the post with due regard to the school’s equal opportunities policies.

*This job description sets out the duties of the post at the time it was drawn up. The post holder may be required from time to time to undertake other duties within the school as may be reasonably expected, without changing the general character of the duties or the level of responsibility entailed.*
PERSON SPECIFICATION

Please state, on the application form, in numerical order, how you meet the following selection criteria. Candidates will be shortlisted entirely on the basis of the extent to which they meet the criteria in their application form. Please ensure that you address every aspect, in turn, and number them under each heading. **All elements are essential unless otherwise stated.** Where ‘desirable’ is stated, only comment if you have the appropriate skills or experience. **Please ensure that your supporting statement is no more than two pages of typed A4.**

<table>
<thead>
<tr>
<th>Qualifications and Experience</th>
<th>Method of Assessment</th>
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<tbody>
<tr>
<td>1. Experience of working with or caring for young people</td>
<td>I/A/C</td>
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<tr>
<td>2. Excellent literacy and good numeracy skills (minimum of grade C at GCSE or equivalent) in both English and Maths</td>
<td>I/A</td>
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<tr>
<td>3. Good ICT and general computer literacy skills</td>
<td>I/A</td>
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<tr>
<td>4. Working knowledge of social media <em>(desirable)</em></td>
<td>I/A</td>
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<tr>
<td>5. Experience of working within an education setting <em>(desirable)</em></td>
<td>I/A</td>
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**Skills, Knowledge and Understanding**

| 6. A proactive and imaginative approach to provision and promotion of resource centre services | I/A |
| 7. A knowledge and love of young people’s literature | I/A |
| 8. Excellent communication skills, written and verbal | I/A |
| 9. An ability to work calmly, methodically and accurately | I/A |
| 10. An ability to work with accuracy when recording, sharing or reporting information | I/A |
| 11. Proven information retrieval skills | I/A |
| 12. To be very well organised and produce high quality work that meets all deadlines | I/A |
| 13. To be able to present yourself very effectively, in both speaking and writing | I/A |
| 14. Ability to understand and respect the need for discretion, sensitivity and confidentiality | I/A |
| 15. Ability to organise own workload in the context of varied tasks, with conflicting demands when under pressure | I/A |
| 16. Ability to use own initiative when appropriate to meet a deadline or complete a task | I/A |
| 17. Ability to adhere policies, procedures and relevant legislation relating to child protection, health and safety, security, confidentiality, data protection and equal opportunities | I/A |

**Personal Qualities**

| 18. Be ambitious and have high expectations of yourself | I/A |
| 19. Be able to demonstrate strong resilience in the face of adversity | I/A |
| 20. Be able to persevere to achieve the best possible outcome | I/A |
| 21. Be intellectually curious and keen to learn alongside students and co-workers | I/A |
| 22. Be able to use your imagination and be a profound thinker | I/A |
| 23. Be creative – develop new ideas/solutions that have real value | I/A |
| 24. Be motivated to use your initiative – be an excellent self-starter, identifying areas for self development | I/A |

*Key: A = Application, I = Interview and assessment, C = Certificate*