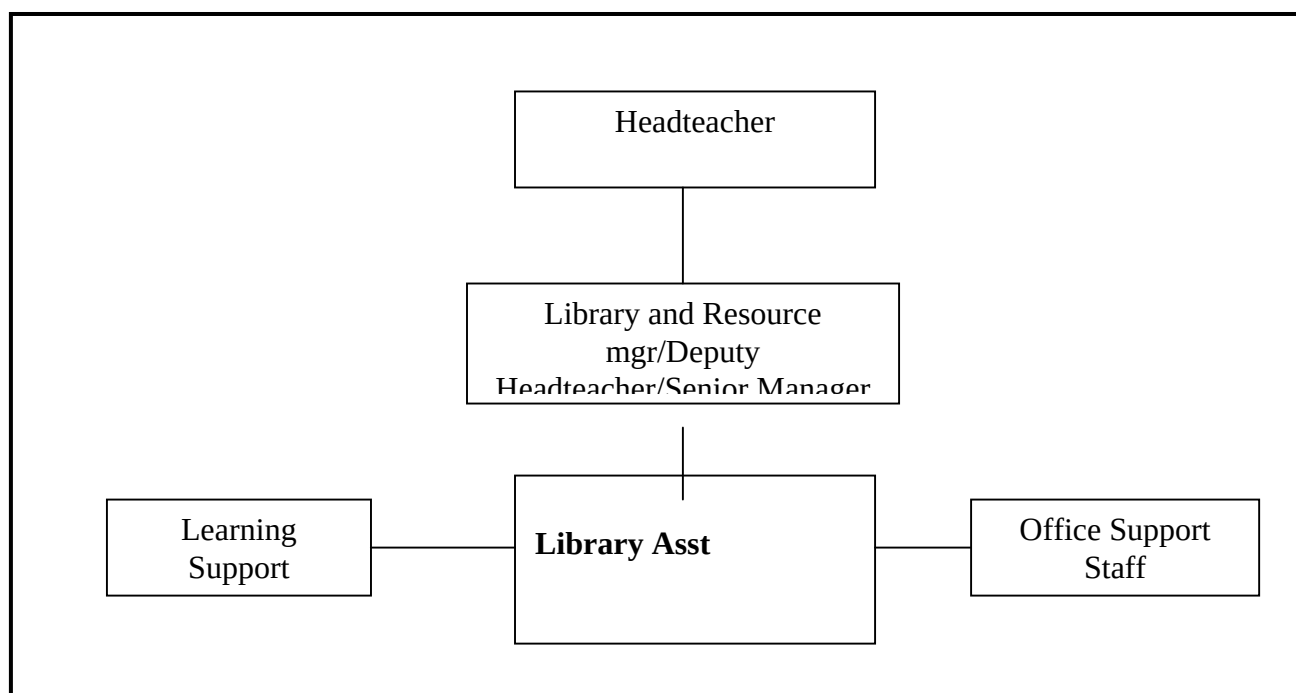


Data Protection Act 1998. This form will enable us to process any information you contribute to the role profiling process and will be used by Hampshire County Council evaluation panels for job evaluation purposes. At a later date, the information will also be used in other personnel areas, e.g. performance development review, induction, and training and development. Processing of information includes storage of records electronically and in hard copy format. Personal data will only be made available to Hampshire County Council staff and trade union representatives involved in these processes. Any data required for statistical/research purposes will be depersonalised.

Section A

Role profile ref no:	01428
Department/Section:	Education (Schools)
Role Title:	Library Assistant
Reports To - (Supervisor/manager's role title) :	Library and Resource Manager (or Deputy Headteacher/Senior Manager
Role Purpose: (why the role exists)	To assist staff and students in accessing and using library facilities in order to support learning activities.

Section B Organisation



Section C**ROLE REQUIREMENTS**

Accountabilities	Accountability Statements	% of Time
Customer Service	▪ To supervise and organise students whilst using the library ▪ To issue and discharge items accurately and promptly to ensure a high quality service ▪ To shelve and tidy library items accurately and efficiently to ensure students and staff can find items easily ▪ To help and encourage students to use the library to increase the use of the resources ▪ To deal face to face with information enquiries from students and staff or refer as appropriate to ensure customer satisfaction ▪ To assist with the introduction of library sessions for students ▪ To assist students and staff in use of the full range of equipment(e.g. IT, photocopier, microfiche) to maximise the use of facilities ▪ To research resources for curriculum use ▪ To collect and update current affairs information including newspaper articles about the school	70%
Resources	▪ Assist in stockwork, assessing condition to ensure attractive stock ▪ Process and repair new and existing resources to maintain the quality and currency of the library resources ▪ To select and catalogue new stock	15%
Admin	▪ Carry out daily routine procedures (e.g. preparing counters and inquiry desks for library opening) to ensure the smooth running of the library ▪ To issue new students with library cards ▪ To issue overdue notices ▪ To use computer-based systems	10%

Corporate and statutory initiatives – equalities/health and safety/e-government/sustainability	▪ Be aware of and comply with departmental procedures and policies	5%
<u>Section D</u> - The key decision making areas in the role		
▪ Identify stock for repair/withdrawal (decide) ▪ General and reference enquiries (decide how to respond correctly to students/staff need based on agreed basic service procedures)		
<u>Section E</u> - The role dimensions - financial (e.g. budgets) and non-financial (e.g. units, workload, customers/staff)		
Size of school: Small primary – up to 100 pupils to large secondary + 1600 Extent of resources – dependent on size of school Budget for library resources		
<u>Section F</u> - The main contacts – external/internal customer contacts and purpose		
▪ Library users (daily-issuing/discharging items and helping students and staff/answering queries) ▪ Other teaching staff (general information) ▪ School library service (liaison over resources) ▪ Local book swaps / book suppliers / public library		
<u>Section G</u> - Working conditions – environment, and physical effort or strain.		
▪ Manual handling books, boxes, fixtures and fittings ▪ Standing for long periods ▪ Repetitive processes		
<u>Section H</u> - Context/additional information		
▪ Supervision of behaviour of students and responsible for their health and safety whilst using the library ▪ Frequent interruptions ▪ Lone working (according to size of library) ▪ Daily use of VDU		

PROGRESSION IN ROLE**Section I - Entry: Necessary role-related knowledge, skills and experience at selection**

- Literate and numerate
- GCSE level English & Maths
- Experience of working with people
- Empathy with young people
- Interpersonal skills
- Ability to communicate clearly in writing and orally.
- Ability to work under pressure
- Willingness to acquire ICT skills
- Ability to cope with physical element of the job

Section J – Initial induction/training required to become effective in the role**Estimated time to become
operationally effective****6 months
induction**

- Awareness of school procedures, practices
- Sound knowledge of library issue system (manual & computer)
- Knowledge of shelving layouts and classification schemes in use
- Awareness of Health and Safety responsibilities
- Sound knowledge of ICT Networks (Hantsnet, Internet)

Section K – Operationally effective: How would effectiveness in role be demonstrated?

- Answers enquiries satisfactorily and without need to refer
- Carries out issue and discharge of items quickly and accurately
- Demonstrates a good manner with students and staff
- Shelves items / tidies shelves efficiently and accurately
- Processes requests quickly and accurately
- Shows working knowledge of the in-house computer /manual systems
- Works neatly and efficiently at repairs
- Transfers and packs/unpacks stock promptly
- Process new material effectively
- Demonstrates consistent ability and empathy to deal with students
- Able to show students and staff how to use ICT equipment
- Able to order and purchase books

Section L - Adding value: What characteristics will the advanced role holder demonstrate?

- Supervise and organises student librarians
- Suggests, gains agreement and implements practical improvements to the operation of the library
- Shows a developed judgement for when and how to use initiative