



Learning Resource Centre Manager

37 hours per week – Term Time Only

Permanent

E Grade £28,379 – £31,109

(FTE £33,178 – £36,369)



Candidate Information Pack

Yateley School, School Lane, Yateley, Hampshire. GU46 6NW Tel 01252 879 222

Learning together – Empowered for life

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Headteacher: Mr P German BA NPQH
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Web: www.yateleyschool.net
Address: School Lane, Yateley, Hampshire, GU46 6NW



YATELEY SCHOOL

Dear Applicant,

Thank you for your interest in applying for this position at Yateley School. If you are looking to work in a dynamic, fast-paced and innovative school then look no further! We are always keen to find enthusiastic teachers and support staff to join our thriving and successful mixed 11-18 school of over 1300 students (with over 200 in the Sixth Form).

We hope that the information provided helps you in making your decision to proceed with an application. However, a school visit, or an informal conversation by phone or online can be equally helpful, so do feel free to get in touch.

You would be joining a warm, supportive and highly skilled team who work collaboratively to support our students. In July 2023, Ofsted noted that '*staff are proud to work at the school. They feel valued, and have confidence in the school's leadership*'.

We make every effort to ensure all candidates have equality of opportunity throughout the selection process. If you have any specific needs or accommodations we should be aware of please do not hesitate to contact the school.

I would like to take this opportunity to extend my best wishes to all applicants. Whether or not you are successful on this occasion, I wish you every success in your future career.

Yours sincerely,

A handwritten signature in black ink that reads 'P. German'.

Paul German
Headteacher



Advert

Job Title:	Learning Resource Centre Manager
Salary:	E Grade £28,379 - £31,109 (FTE £33,178 - £36,369)
Hours of Work:	37 hours per week – Term Time Only
Contract:	Permanent
	Our School Day is 8.30am-3.10pm

We are seeking an enthusiastic and organised Learning Resource Centre Manager to lead and develop our vibrant school library. This is an exciting opportunity to inspire a love of reading and support whole-school literacy.

Key Responsibilities:

- Create and deliver an engaging library skills and reading for pleasure programme for Key Stage 3, working closely with the English department.
- Oversee library membership for new Year 7 students and in-year starters.
- Supervise students in the library and during after-school homework drop-in sessions.
- Coordinate our reading buddies scheme to strengthen literacy across the school.
- Work with the Assistant Head Teacher to promote whole-school literacy initiatives.
- Manage day-to-day library operations, including issuing cards and maintaining attractive displays.
- Build strong relationships with Hampshire Libraries, school leadership and other key stakeholders.

We are looking for someone who is passionate about reading, highly organised and eager to share best practice through networking events.

If you are ready to make a real difference to our students' learning and enjoyment of reading, we'd love to hear from you.

Application Procedure

Interested applicants should complete the attached application form together with the personal statement within the form and address the job description and person specification in their application. CVs are not accepted. If you have any questions, please contact applications@yateley.hants.sch.uk

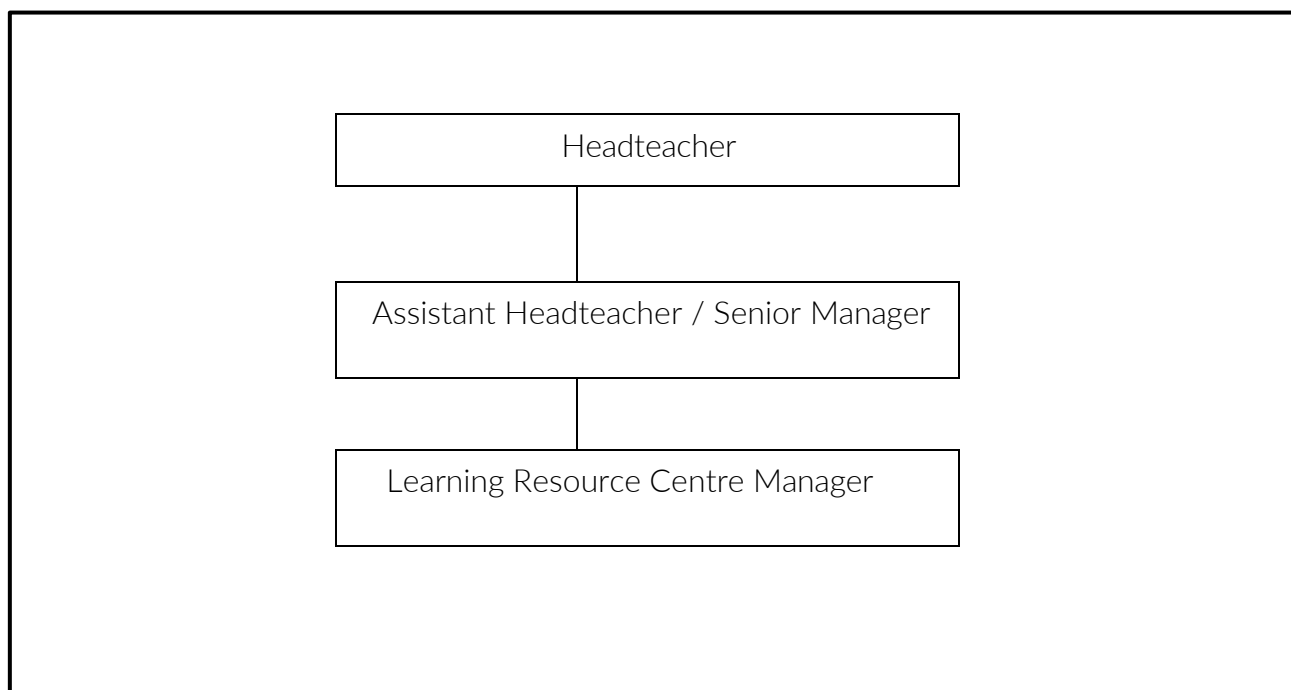
Closing date: Wednesday 15th October 2025, 12 noon. Early applications are welcomed, closing could be earlier should a successful candidate be appointed.

Yateley School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. We will ensure that all our recruitment and selection practices reflect this commitment. All successful candidates will be subject to an Enhanced Disclosure from the Disclosure and Barring Service (DBS)

Job Description

Role profile ref no	01559
Department/Section:	Education – Secondary Schools
Role Title:	Learning Resource Centre (LRC) Manager
Reports To - (Supervisor/manager's role title) :	Assistant Head Teacher or other senior manager
Role Purpose: (why the role exists)	Responsible for the day to day management of the LRC and resources; to support pupils' and teachers' curriculum needs and to assist staff and students in accessing and using library facilities in order to support learning activities.

Section B Organisation



Section C

ROLE REQUIREMENTS

This involves identifying the most significant responsibilities of the role. Accountability statements are key functions of the role which in combination make up the main purpose.

Accountabilities	Accountability Statements	% of Time
Management of the Learning Resources Centre (LRC)	Responsible for the day to day management of the Library/LRC Work to LRC Development Plan and inform line manager of possible revisions Review and update of Library/LRC policy (handbook) Use the School computer system effectively and support ICT use in collaboration with ICT staff	10%
Resources management	Liaise with teaching staff and pupils about the selection of books and other resources to support the curriculum, schemes of work and recreational reading needs Manage the exchange of resources with the School Library service twice a year Perform stock editing to ensure resource standards are maintained Collect data and produce Curriculum Map. This is useful for all departments and used for informed purchasing Utilise SLS purchasing facilities to select books for LRC Manage A/V equipment, where appropriate	25%
Pupils' and teachers' needs and skills	Manage, develop, plan and teach Information Literacy Skills through the curriculum Undertake Library Induction sessions for new teaching staff Identify pupils' and teachers' needs for resources and supply as appropriate Undertake Library Induction sessions with Year 7 & Year 12 pupils and assist pupils and teachers with general enquiries Organise introduction to the Library sessions for Year 6 pupils from schools in Cluster	30%

Finance	<p>Responsible for managing the LRC budget and purchase of resources and other items from approved sources, e.g. SLS Purchase facility, Internet, bookshops etc.</p> <p>Produce a budget report</p>	5%
Staff and training	<p>Select, train and organise Pupil Librarian Team Train pupils in Search Star (as appropriate) Contribute to INSET and review days</p> <p>Produce training packages for pupils on range of book and ICT resources</p> <p>Liaise with line manager about own training for continuous development</p>	15%
Reader development and LRC promotion	<p>Actively promote the use of the LRC with teachers and pupils</p> <p>Organise Book Clubs and events for pupils Provide book talks as required by curriculum areas</p> <p>Provide Careers introduction to resources for pupils, where appropriate</p> <p>Produce a newsletter about the LRC</p>	10%
Monitoring and evaluation	<p>Monitor and evaluate the LRC through accurate maintenance of statistics of LRC use</p> <p>Prepare for the SLS Survey and contribute</p> <p>Arrange for annual pupil and teacher surveys (possibly using Self Evaluation material provided by SLS)</p>	5%
Partnerships	<p>Work closely with Cluster schools for transition of pupils from Year 6 to 7 regarding use of LRC</p> <p>Maintain relationship with SLS for stock exchange, advice, training etc</p> <p>Attend SLS Library Development Groups and link with other Secondary Schools in area</p>	5%
Corporate and statutory initiatives - equalities/health and safety/e-government/	<p>To maintain an awareness of corporate and statutory initiatives and apply these in the workplace</p> <p>To comply with all Health & Safety rules and safe working practices</p>	

Section D -The key decision making areas in the role

Management and organisation of the LRC Behaviour management of pupils in LRC Resources stock management
Provision of Information Literacy Skills teaching
Develop Independent Learning with curriculum colleagues

Section E - The role dimensions - financial (e.g. budgets) and non-financial (e.g. units, workload, customers/staff)

Size of school: 350-2000 pupils on roll
Budget between £1,000 - £16,000
Responsible for maintenance and up keep of an LRC of approx value of up to £200k which includes resources, books, computers
Up to 6,000 visitors to LRC per month
Documentation, policy and lesson plans

Section F - The main contacts – external/internal customer contacts and purpose

School Library Service – continuous phone, resources exchange, meetings and support Regular liaison with suppliers etc
Careers office
Cluster schools

Section G - Working conditions – environment, and physical effort or strain.

Lone working
Manual handling of resources
Behaviour management of large groups of pupils in break periods

Section H - Context/additional information

Learning Resource Centre (LRC) Manager Role Profile (Local Duties)

- Develop and deliver library skills and reading for pleasure programme for Key Stage 3 students in collaboration with the English department.
- Engage in networking events to foster best practice and generate new ideas.
- Oversee library membership for the new Year 7 cohort and for in-year starters across all year groups.
- Supervise students while using the library and during after school homework drop-in sessions.
- Manage reading buddies 12's and 7's to support ongoing literacy
- Promote whole school literacy in conjunction with the Assistant Head Teacher Teaching and Learning and Literacy.
- Undertake routine procedures to ensure smooth operation of the library service. Duties to include allocation of library cards and updating library displays etc.
- Maintain relationships with the Hampshire Libraries team, school management, and other stakeholders while updating the Head on developments.

PROGRESSION IN ROLE

Section I - Entry: Necessary role-related knowledge, skills and experience at selection

Qualifications – Prefer person with Librarianship qualification or graduate with some experience of working with young people or in library situation.

Competent and confident ICT knowledge in use of Word, Excel ,etc Ability

to work as a team

Ability to work effectively with young people

Section J – Initial induction/training required to become effective in the role

Estimated time to become operationally effective: 12 months

On-site training

SLS 'Librarians in Schools' programme of accreditation for LRC Managers, if not Qualified Librarian

Training in use of LRC computer management system ICT training, inc Publisher

Knowledge of specific customers/clients

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

Ability to work effectively and relatively independently without daily supervision.

Working in a way that supports and complements the class teacher, anticipating what steps to take without specific direction from the teacher.

Operating as an 'expert' within the school on resources, technology and equipment within the specific subject area.

Pupils know how to use the LRC effectively for educational and recreational needs

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

- Accreditation from SLS 'Librarians in Schools' training package, if not Qualified Librarian.
- To produce an annual report for Governors and Senior Management.
- Attendance at departmental meetings, where appropriate, to ensure good communications.
- Undertake Information Literacy Skills lessons in partnership with members of teaching staff.
- Use ICT effectively in LRC to improve learning skills of pupils.
- Promote the LRC throughout the wider community through talks, booklists.
- Create and maintain LRC web pages with useful hotlinks.
- Implement DfES Recommended documentation on 'Role of the Library and Key Stage 3'
- Utilise 'Self Evaluation' documentation effectively in LRC

How to Apply

Interested applicants should complete the application form* together with the personal statement within the form, and address the job description and person specification in their application.

Please submit completed applications to Applications@yateley.hants.sch.uk

CV's are not accepted.

Closing date: Wednesday 15th October 2025, 12 noon.

Early applications are welcomed, closing could be earlier should a successful candidate be appointed.

If you have any queries regarding this vacancy or application process, please contact our HR department on 01252 879 222 or email applications@yateley.hants.sch.uk

*Applications are also accepted via TES and Education Jobs websites directly; all applications will be considered equally.

Safer Recruitment

Yateley School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. We will ensure that all our recruitment and selection practices reflect this commitment. All successful candidates will be subject to an Enhanced Disclosure from the Disclosure and Barring Service (DBS)

Any offer of employment is therefore conditional on clearance from the above, the receipt of two satisfactory references, a satisfactory medical questionnaire, proof of qualifications, overseas checks where applicable, and proof of right to reside and work in the UK.

For the successful candidate, we can offer:

- A supportive team environment
- Continued Professional Development
- Teacher Pension Scheme (for teachers)
- Local Government Contributory Pension Scheme (for support staff)
- Free on-site car parking
- Preferential rates on Gym and Swim membership at our on-site Health & Fitness facility
- On-site Nursery facility for babies and children from 3 months to 5 years (subject to availability)

School Information

We are proud of our school – exemplary teaching and determined, resilient students. The challenge of providing a rigorous and challenging curriculum, alongside the need for breadth and skills development is taken seriously, as is our resolute insistence on giving and expecting the best. The school is regularly described as having ‘high standards and a heart’ and the level of pastoral care and individualised support is integral to the ethos of the school.

The Ofsted report of 2023 opens with *‘Yateley School is a warm and welcoming community where pupils thrive’* and *‘The school’s values of ‘Ready, Respectful, Safe’ permeate all aspects of school life.’* Underpinning this is an ethos of high standards and high expectations. We work hard to create a caring and challenging learning environment where every individual can strive, enjoy and achieve and be supported to do so. The curriculum is broad and engaging and our accomplishments in cultural and sporting activities are truly inspirational. Ofsted noted that the *‘curriculum offers pupils the opportunity to study a wide range of subjects to suit their interests and aspirations.’* No child is left out and it is a matter of pride for us that whatever a child’s need, we can bring both our resources and individual care and attention to bear to ensure that every young person can thrive. *‘Pupils invariably behave well in lessons and around the school site, having respect both for each other and for adults alike.’* Ofsted. Alongside vast opportunity within the curriculum, our superb House system ensures that all students can and should participate from the first day and play a full part in the success of both House and School

We have superb provision both within and beyond the classroom and we are confident that the preparation for adult life offered at Yateley School is second to none. The school occupies a very pleasant and partially wooded site in excess of sixty acres. We have larger than average playing fields; a sports hall; a full commercial gym and swimming pool with day time school use and preferential rates for staff; a dance studio; specialist music rooms, a theatre with a dedicated audio/lighting facility; dedicated ICT suites, a community hall, dining halls and specialist teaching accommodation for Technology, Mathematics, Science, English, Humanities, Modern Foreign Language, Performing Arts and Physical Education.

History and Location

Opened in 1968 as Hampshire's first community comprehensive school, in purpose-built accommodation, Yateley School was and still is truly innovative. It has an on-site nursery, a sports centre, the town library and adult and community learning all co-located within the large and attractive site. It is now one of only four schools in Hampshire to retain a Sixth Form and this semi- autonomous part of the school is hugely successful and adds a vital dimension to the character and strength of the organisation.

Yateley School serves a mixture of rural and urban housing in and around the small town of Yateley in North East Hampshire. The Hart district of Hampshire is broadly quite affluent and nearby Fleet has been rated best in UK in a quality of life index. Yateley School's catchment is truly comprehensive and serves a broad mix of social and economic backgrounds. The school is well served by the nearby M3 and M4 motorways and there are railway stations in Blackwater (2 miles) and Farnborough (6 miles). The large towns of Reading (12 miles), Basingstoke (13 miles) and Guildford (15 miles) are all within easy reach. The centre of London is only 35 miles away.



Curriculum and Timetable

Our timetable is made up of 4 x 75-minute periods each day starting with a daily tutor time of 25 minutes. The curriculum in Key Stage 3 follows a broad range of subjects and is 3 years in duration. GCSE options are taken in Year 9 where diversity and choice are extended still further with additional subjects available for KS4 at the start of Year 10.

In KS3, after an initial settling in period, we run a timetable model based on two blocks each made up of 3 or more mixed ability tutor groups. The Arts and Humanities are taught in tutor groups, whereas Maths, Science, Languages and PE classes are set within the two blocks. English and Technology organise their classes in the same ½ year blocks using mixed prior attainment (not tutor groups) to organise their classes. Setting continues in core subjects at KS4.



We work to offer the broadest curriculum possible at KS4 and ensure a Progress 8 curriculum for all learners. This range and breadth of subjects is widened still further at KS5 with a range of courses designed to fit the needs of all learners.



We retain a Performing Arts ethos by offering courses in Music, Music Tech, Drama, Dance and Art. This has attracted accreditation including: Arts Mark, Design Mark, Sports Mark and Investors in Careers. The 2018 Ofsted report noted that *“the curriculum is broad and balanced”* and *“offers pupils the opportunity to study a wide range of subjects to suite their interests*

and aspirations. Creative, technical and performing arts are particularly strong” and *“pupils are supported and guided well to ensure that they follow appropriate courses for their ability”*.

This is complemented further by extra-curricular provision which provides a wide range of experiences across many areas, significant sporting success at district and county level. Arts continue to thrive with high participation rates in all areas. We continue to enhance our curriculum offer with a wide range of trips, visits and other events. *“The extensive range of extra-curricular opportunities are highly valued by pupils.”* and *“(the extracurricular activities) help pupils to develop their skills further beyond the taught curriculum”*. Ofsted 2018

The school offers high-quality support and guidance. Four Heads of House coordinate the work of their tutor teams and to some extent operate a small school within a big school, developing a strong ethos and purpose amongst their students. Tutor Groups are by house and by year group. Positive tutoring, a detailed tutor programme and personal mentoring are regarded as the cornerstones of the ethos of the school and underpin all we do; tutors are the first port of call for students and parents.

Mission Statement, Vision and Values

Our mission is for Yateley School to be the pride of the community it serves, with exceptional progress for all, expert teaching and a curriculum fit for the future. Our school community will be confident, fulfilled and with consistently outstanding attitudes to learning

Yateley School exists to provide an excellent quality of education for the entire community that it serves; advancing education, learning and opportunity for the public benefit. Our school enables young people to understand, challenge and improve the world in which they live; to value their culture and accept those of others. Yateley School strives to develop responsible young adults who have the resilience and commitment to lead fulfilled lives and contribute positively to their society and to the environment.



Centre of Excellence

Our school is a proud and accomplished centre of excellence



Dynamic

Our school is exciting and engaging - it is a dynamic place to learn



Ambitious

Our school is a place where confidence and ambition are built



Valued

Our school is a place where every individual is valued, challenged and trusted make great teams. Everyone is significant, everyone has value and everyone has purpose



Inclusive

Our school is an inclusive community where values are lived and where relationships are nurtured



Compassionate

Our school is a compassionate community which notices and cares - where wellbeing matters



Sustainable

Our school is a responsible community that values our environment and is committed to a sustainable future



Passionate

Our school is a team with a passion to deliver our best and a resolve to be our best



Enjoys and Achieves

Our school is where success is counted in enjoyment and happiness as well as unrivalled progress and achievement

Our Learning Values

Our Learning Values are captured by our Ambitious, Curious and Tenacious (ACT) philosophy to learning.



Ambition: We believe that everyone can play a significant role in identifying, nurturing and developing ambition. We must create an environment that supports driven individuals, and encourages others to join them in wondering what can be achieved.

Curiosity: A good question can open minds, shift paradigms and force the uncomfortable. We can help create thinkers. We believe that it is more important for our students to ask their own great questions – and more critically, their willingness to do so and seek answers.

Tenacity: Staff and students will persist more when they are treated fairly and with respect, whilst understanding that life is often challenging. Collectively, we will show tenacity in pursuit of personal excellence and we will set high expectations of what we can achieve together.

Our Behavioural Values

Our Positive Behaviour values are captured by the principles of being Ready, Respectful and Safe.



Ready: It is important that we are always ready for the day ahead and the learning possibilities. This begins each day by arriving on time and correctly equipped. It then flows into having a positive mindset and attitude in all learning opportunities to enable us to tackle the challenges that lie ahead.

Respectful: A key quality for everyone is to show respect. We must be supportive and listen to others, follow expectations and guidance and respect other people's property within the school and community. Being respectful will create a calm and positive place of work and study.

Safe: We encourage everyone to be safe in all that they do within school and community. This includes being safe in physical interactions, looking after ourselves and others and being aware of how to use online resources like the Internet and social media appropriately.

Further Information

Please do visit our School website for more information and recent news



<https://www.yateleyschool.net/>

