



Thomas's
BATTERSEA

Head of Library Services

Term Time Only

To submit an application please send the completed application form, a copy of your CV and a covering letter to Emma Maclean Bather, Depty Head Academic

batjoinourteam@thomas-s.co.uk

thomas-s.co.uk



Head of Library Services Term Time Only

September (2023) or January (2024)

Application Details

Applications invited from qualified, dynamic and enthusiastic candidates. This is an exciting opportunity to work in a flourishing, innovative environment.

The Recruitment Pack should be read alongside the information and short films available on our website.

For further details go to the Thomas's London Day Schools website:

www.thomas-s.co.uk/join-our-team
or email:
batjoinourteam@thomas-s.co.uk

To apply for this post please complete the school's application form [Click Here](#) and forward it together with your CV to batjoinourteam@thomas-s.co.uk

This is a term time only position.

Competitive salary and conditions are offered.

Please note that referees will be contacted prior to the interview.

Closing date:
9am, Monday 28th August 2023

Start date:
September (2023) or January (2024)

Thomas's London Day Schools are committed to safeguarding the welfare of children and young people and expect all staff to share this commitment and work in accordance with our child protection policies and procedures. All posts are subject to safeguarding checks, including an enhanced DBS check.

This post is exempt from the Rehabilitation of Offenders Act 1974 and the amendments to the Exceptions Order 1975, 2013 and 2020.

The safeguarding responsibilities of the post are as per the job description and personal specification.

For details of the checks which will be undertaken as part of our recruitment process, please see our Recruitment Policy which can be found here www.thomas-s.co.uk/policies/ under the 'Thomas's Policy' tab.

Job Description for Head of Library Services

Professional Standards

- Safeguard all pupils, in line with Keeping Children Safe in Education
- Support the aims and ethos of the school
- To be responsible for the development, management and promotion of the library and the delivery of education support services to pupils, staff and the wider community.
- To work in collaboration with the Learning Support team to support reading and literacy for those who need the most support.
- To work in close association with the Subject Leader of English in ensuring that literacy is embraced by all subject disciplines so that the current strategy for literacy across the school is fully supported.
- To promote reading via liaison with outside agencies, visiting writers, poets, speakers, journalists, ensuring that pupils are exposed to as rich a variety of experiences as possible.
- To extend opportunities for the library to be the hub of Thomas's Battersea through games, competitions, open forums for parents, reading and independent learning groups.
- To ensure pupils and staff have access to a broad range of reading material, reference materials, research tools and information services to support teaching and learning and facilitate independent learning.
- To promote e-learning in collaboration with the Digital Leader.
- To ensure a high standard of display and promotional material to promote an environment conducive to learning.
- To be responsible for the management and safety of pupils and their learning experiences whilst in the library.
- To supervise pupils visiting the library during and outside of lesson time.
- To assist with the planning and running of World Book Week in March.
- Budget management.
- To ensure copyright is observed and appropriate licences are in place.
- Act as a good role model in terms of professional appearance, conduct, punctuality and attendance.
- Maintain a purposeful and calm atmosphere in the classroom, upholding and applying agreed policies and practice for learning, behaviour and uniform in a consistent, firm and non-confrontational manner.
- Take responsibility for professional development and progression, making full use of opportunities and training provided by the school.
- Attend team and staff meetings as appropriate, contributing actively whenever possible.
- Support with cover when necessary.
- Attend school assemblies, church services, evening musical and drama events, and open days as required.
- Share in the pastoral duties on a rota basis e.g. break and lunchtime duties.

This role involves regular contact with children and falls within the category of regulated activity; therefore, the school will conduct safeguarding checks, including an enhanced DBS check and a barred list check. Should you receive any cautions or convictions whilst in our employment these must be reported immediately to your line manager.

The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment and work in accordance with our child protection policies and procedures.

The post holder will have responsibility for promoting and safeguarding the welfare of children and young persons for whom he/she is responsible, or with whom he/she comes into contact and will be required to adhere to the school's policies at all times. If in the course of carrying out the duties of the post, the post holder becomes aware of any actual or potential risks to the safety or welfare of children in the school, he/she must report any concerns to the school's Designated Safeguarding Lead (DSL) or Deputy Designated Safeguarding Lead (DDSL) immediately.

Person Specification for Head of Library Services

We are seeking to appoint a Head of Library Services who:

- Excellent administrative and organisational skills, including the ability to multitask, perform under pressure and deal with competing priorities.
- Excellent communication skills, including impeccable command of spoken and written English.
- High degree of computer literacy.
- High degree of numeracy.

Knowledge and experience:

- Successful experience of management within a library or Learning.
- Resources Centre, preferably within an educational environment.
- Successful experience of meeting the needs of the full range of learners and implementing effective strategies to develop independent learning for all pupils.
- Proven experience of engaging pupils in independent learning provision.
- Proven experience of providing an effective e-learning environment.
- Proven experience of pupil supervision, training and development within a library environment.
- Proven experience of budget planning and control.
- Proven experience of planning and development of programmes to support pupils in independent learning.
- Good understanding of copyright legislation.

Personal qualities:

- Commitment to high educational, professional and personal standards.
- Understanding the importance of maintaining confidentiality.
- A flexible approach to work, including a sense of humour.
- Ability to manage a complex workload, to work independently and to tight deadlines.
- Commitment to equal opportunities and valuing diversity.



Information for Applicants

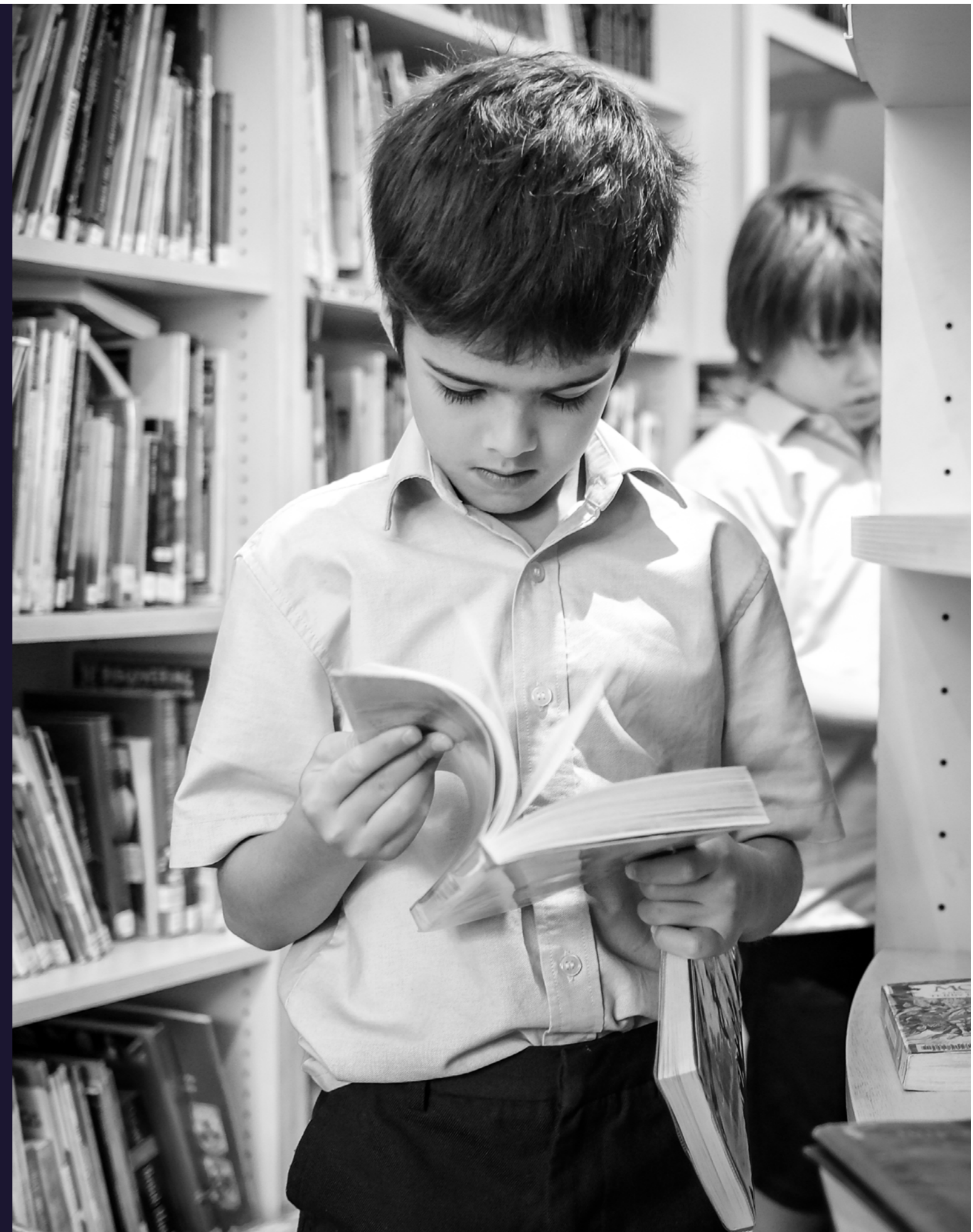
Thomas's Battersea aims to provide an outstanding education for young people aged 4 to 13 which is forward-thinking and outward-looking, with a strong set of values at its heart.

We aim to prepare pupils superbly not only for the next phase of their education, but also for their lives that lie beyond. Restlessly innovative, we strive to equip our pupils with the knowledge, the skills, the character and the self-understanding which will empower them not merely to survive, but to flourish and to thrive as the adults of tomorrow.

We recognise the need to serve the current national educational system, with its disproportionate emphasis on outcomes. However, we firmly believe that outstanding examination results can be - must be - the by-product of a first-class, broad education, which meets the needs of the whole child - mind, body and soul. Education is about so much more than exam results.

Above all, as our pupils in these formative years develop a growing sense of self, we seek to nurture in them a strong set of values, with kindness at the core, which will encourage them to take up positions of responsibility and leadership, to give back to their communities and to make a positive contribution to the world.

Thomas's Battersea is a well-established and highly regarded school for pupils aged 4 to 13. Pupils move on to a wide range of senior schools at the ages of 11 and at 13, as well as to Thomas's Putney Vale, our own senior school, which currently admits pupils from Years 9 to 11.



Our Values



Kindness

Kindness

We expect pupils at Thomas's to be kind; to be good friends to those around them, always on the lookout for and ready to support those in need of a word of encouragement or a listening ear.

Courtesy

We expect our pupils to be unfailingly courteous and polite; to have regard for the needs of others; to be responsible for the impact of their behaviour on those around them; to stand back, holding the door open, to allow adults through; to be particularly aware of the very young and the very old; not to 'hog the pavement' on school trips; to say "please" and "thank you" without prompting.

Honesty

We expect our pupils to be honest, to act with integrity at all times and to understand and uphold the rule of law.

Respect

We encourage all members of the community to respect themselves, each other, their learning environment and the wider community. We expect our pupils not just to tolerate but to celebrate difference, to respect the right of others to hold differing beliefs



Courtesy



Honesty



Respect



Perseverance

or views and to develop an awareness of individual liberty. As our pupils become old enough to understand the characteristics protected by law, we look to them to challenge discrimination in all its forms and to foster healthy, positive relationships grounded in mutual respect.

Perseverance

We would like our pupils to appreciate the importance of, and to show, perseverance; to acquire a 'growth mindset' by understanding that intelligence can be developed; to embrace challenges; to persist in the face of setbacks; to see effort as the path to mastery; to learn from criticism; to find lessons and inspiration in the success of others and, as a result, to reach ever-higher levels of achievement and a greater sense of free will.

Independence

We would like our pupils to become independent learners; to work hard; to be responsible, organised and to manage their belongings effectively. In the classroom, we would like them not only to make valid contributions, but also to be good listeners, who respect and encourage the efforts of their peers.



Independence

We hope that, as a result of their lessons at school, our pupils will begin to take responsibility for their personal learning, reading around subjects that interest them, carrying out their own research and making full use of the many excellent resources available to them.

As a result, we would like our pupils to gain a growing sense of enquiry and wonder about the world around them; about the vast body of knowledge and skills that has brought mankind to where we are today – and about how much there is still to learn.

Confidence

We expect our pupils to acquire self-knowledge by encountering both success and failure in an environment of support and encouragement, both at school and at home. Consequently, they should be 'comfortable in their own skin', full of self-confidence, yet always free of arrogance, and able to make sound judgements. We would like our pupils to become their best selves, not a second-hand version of someone else.

Leadership

We aim to equip our pupils to lead by example and to recognise service as a powerful form of leadership; to be prepared to stand out from the crowd;



Confidence



Leadership

to be the first to respond to someone in need; to stand up for what they believe to be right; to challenge what they know to be wrong; to risk making an unpopular decision, if they believe it to be for the greater good; to earn the trust and respect of others. We hope that our pupils will experience at an early age the opportunities and challenges of leadership.

Humility

Notwithstanding their confidence, our pupils are expected to retain a sense of humility; to be without arrogance; to be conscious of the advantages they enjoy and to show gratitude for them by putting them to best use by helping others. We hope that all our pupils will acquire a sense of the eternal and that this will inform their perspective of their place in the world.

Givers, not Takers

Above all, we would like our pupils to be givers, not takers; to show generosity of spirit; to use their skills and talents first for the benefit of others. We hope that our students will leave their school with a strong sense of social responsibility, set on a path to become net contributors to society and to flourish as successful, conscientious and caring citizens of the world.



Humility



**Givers,
Not Takers**



**Be Kind
Be Thomas's**