

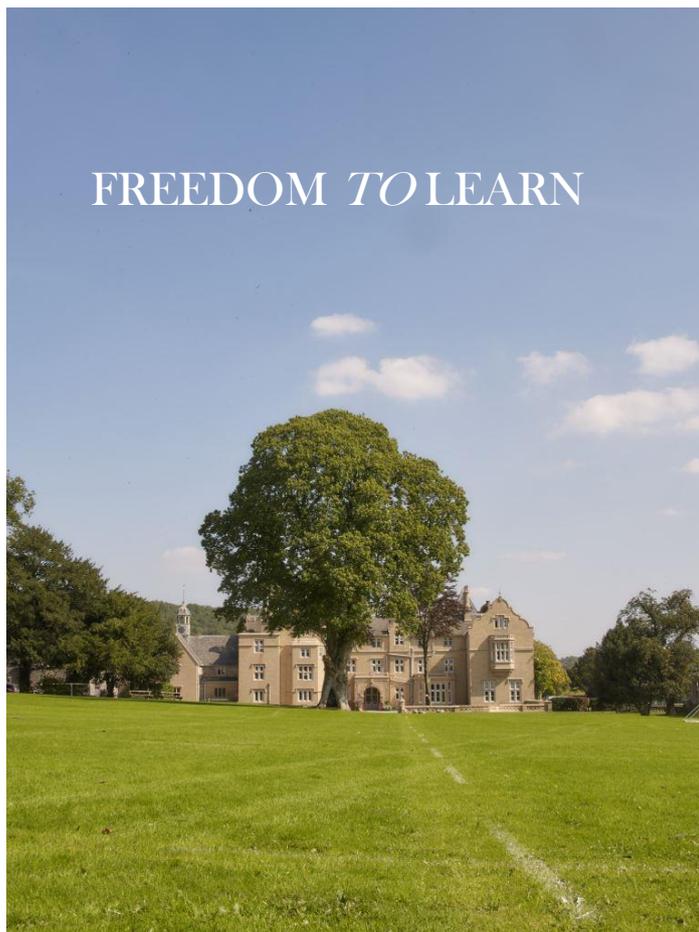


# ALL HALLOWS

PREPARATORY SCHOOL

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*FREEDOM TO LEARN*



## **Application Pack School Librarian**

**An innovative co-ed independent prep school  
in the heart of Somerset  
for pupils aged 3 to 13 years**

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At All Hallows School we are committed to Safer Recruitment and therefore this appointment will depend on the successful completion of a Disclosure and Barring Service check.

## Welcome to All Hallows

Thank you for your interest in the position of School Librarian at All Hallows School.



We are looking for a flexible, approachable and inspirational Librarian to take ownership of our Library, creating a warm and inviting atmosphere in which children develop a love of reading and independent study. You will be child-focused and have a passion for books, actively encouraging this in our young people.

Happy children are successful children. In the classroom, beyond the classroom in our stunning grounds and in every activity we offer, the focus is on enjoying learning, learning how to learn, having a go, developing a good work ethic and acquiring skills that will last well beyond childhood. Each pupil is supported and encouraged by the other boys and girls and by a strong and committed staff. Whilst protected and nurtured, the children are also challenged and stretched in order to develop their ability to thrive as resilient adults in the future.

At All Hallows, everything we do is based around the wellbeing and fulfilment of the children; we believe each child should be allowed to develop at his or her own pace. As a Christian school our guiding stars are the two great commandments, to love God and to love our neighbour, and we warmly welcome children and staff from all faiths, or none. Your work in the Library would be fundamental of this ethos, providing a safe space for children to flourish, develop their skills and stretch themselves. We run Accelerated Reader with our children in Years 2-8, which has led to our children making significant progress in their reading, and you would be directly involved with running this system, engaging in the children's progress and liaising with class teachers.

If this is the sort of role and the sort of school that interests you, I really look forward to receiving your application.

*Trevor Richards*

Dr Trevor Richards (CPsychol)

Head

## All Hallows' Ethos

Every child has an inherent value, which is exceptional and exclusive to them. Our mission is to provide a secure, happy and inclusive community, where children will develop the inner confidence and self-esteem necessary to flourish in our rapidly changing world. Whilst we protect and nurture our children, we also challenge and extend them in order to build their ability to thrive as adults in the future.

We strive to ensure that individual minds are broadened and perspectives widened. We encourage learning, independence of thought and the cultivation of self-belief, skills, wisdom and curiosity.

We are preparing each child to live life to the full, encouraging them to live responsibly and thoughtfully, embracing with energy and enthusiasm the great opportunities that lie ahead. It is our sincere desire that each will use their knowledge, skills and passions, and their understanding of the Christian faith, to make the world a better place – and believe they can do so.

## All Hallows' Aims

### **Intellectual**

Through the school's teaching and learning, we aim to promote each pupil's intellectual character, cultivating their capacity to combine thinking skills with knowledge, confidence and self-esteem, to believe in the legitimacy of their own thoughts, to speak their mind articulately (but change it when required), to contest poor thinking and prejudice assertively, and enjoy the challenge of mental sparring. We foster intellectual risk-taking and curiosity, independence, resilience and effective learning habits within an ambitious, supportive learning community where individual learning profiles are nurtured and celebrated, and where all children are encouraged to strive to achieve their very best.

### **Personal**

We aim to instil an understanding, appreciation and love of healthy lifestyle choices by offering a wide range of personal development opportunities through sports, music, drama and an extensive array of activities to supplement and enhance classroom learning. Every aspect of school life is seen as a learning opportunity and a chance to promote the development of the whole child.

### **Creative**

We encourage children to take a creative approach to all that they do. We aim to foster diversity, critical thinking, imaginative insights and fresh ideas through ensuring children are in touch with things that inspire and excite them. We encourage children to express themselves, to collaborate, to exchange ideas and build collective solutions to complex problems.

### **Emotional**

Happiness, confidence and self-esteem are key to living a fulfilled life and underpin great learning. We strive to develop children's emotional intelligence, encouraging resilience, effective communication skills, empathy, forgiveness and respect for others. We want our children to develop their global awareness and social responsibility, to embrace energetically and contribute to the communities and environments in which they live.

### **Spiritual**

We aim to awaken the children spiritually through the integration of Christian principles into the school's everyday life, the provision of warm relationships, prayer, worship and opportunities for reflection and contemplation.

## Intellectual Characteristics - What does a good learner look like?

If we were to visualise a picture of a good learner, we would think about a person who has the following intellectual characteristics:

### Cognitive (Thinking Skills)

- **Curiosity** – an eagerness to ask questions, to discover, to learn and understand new things.
- **Originality** – the inclination to be creative, to think laterally to generate innovative ideas and solve tricky problems.
- **Good judgement** – a desire to think critically, to assess options carefully and think about the value of ideas and information before making decisions.
- **Flexibility of mind** – a readiness to be open-minded, to recognise alternative perspectives, welcome alternative viewpoints and change one's mind in light of new evidence.

### Emotional

- **Ambition** – a desire to aim high and set clear goals. A willingness to put in lots of effort and to try and be the very best one can be, knowing that hard work makes a difference.
- **Initiative** – a willingness to be independently minded, think ahead, be organised and work things out for oneself.
- **Focus** – the willingness to be careful, accurate and thorough; to pay attention to detail and avoid silly mistakes. A proficient learner can concentrate well, as well as become absorbed in what one is doing.
- **Risk-taking** – the courage to take a chance rather than to choose the easy option; to be open to fresh challenges and push oneself to develop new skills, even when success may not be guaranteed.
- **Resilient** – a willingness to seek alternative ways of doing things when one comes up against an obstacle and persists when it might be easier to give up. It is also important to have a sense of humour and recognise that everyone stumbles, but what matters is learning to deal positively with any feedback.
- **Reflectiveness** – an inclination to review and consider methods and approaches that have been tried. Good learners think about both successes and failures with a view to making the most of their potential. They appreciate that much of their success is due to their own efforts, rather than just their innate ability.

### Social

- **Collaboration** – the capacity to work productively with other people and to build collective solutions. They know when to seek help from and when to support other people, along with when to speak up and when to compromise.
- **Self-assurance** – the belief in one's own capabilities and the confidence to deal positively with difficult or unexpected challenges, knowing that learning can be a struggle at times. In fact, effective learners understand that we learn best when we have to think hard about something.



## Job Description

**Job Title** : School Librarian

### Responsible to

- Head
- Deputy Head - Academic
- Head of English
- Accelerated Reader Coordinator

### Key Responsibilities

- Inspire a love of learning and reading throughout the school.
- Maintain good quality reading resources and a well-ordered, welcoming environment in keeping with the ethos of the school.
- Be well-informed about newly published literature for children.
- Support class library sessions alongside the teachers.
- Manage the daily running of the library.
- Report to Head of English Accelerated and Reader Coordinator in all library duties.
- Allocate tasks to the library prefects.
- Administer Accelerated Reader data - adding pupil data to the system when they join the school, keeping SEND info up-to-date etc.
- Admin tasks to include regular printing of certificates, AR-specific displays and scanning books in and out.
- Arrange visiting authors once or twice a year and organise termly book fairs.
- Be available to be in school on the three Saturday Open Mornings per year from 10am to 12pm, with remuneration of course.

### General Responsibilities

- Keep on top of book scanning and general upkeep and tidiness of the library, including showing teachers how to use the scanning equipment when taking their classes into the library.
- Assist children in finding relevant books, making sure to build positive relationships with them while deferring to their teachers to discuss ZPDs, progress and teaching and learning.
- Supervise access to the library at break times, lunchtimes and before school.
- Create up to date and interesting displays.
- Organise and select books for annual Prize Day.
- Dispose of old stock as appropriate.
- Refer to Accelerated Reader Co-ordinator/Head of English for which tasks to prioritise.
- Establish effective, professional, positive working relationships with colleagues.
- Maintain a professional approach when communicating with parents and children.
- Have an understanding of safeguarding and child protection responsibilities and procedures in place at school and bring any concerns to the attention of an appropriate staff.
- Work within the school's Equal Opportunities Policy, Acceptable Usage Policy and all other relevant policies, as well as the Staff Handbook and Code of Conduct.
- Be responsible for personal health and safety at work.
- Set a good example to children through presentation, personal appearance, conduct and language.
- Make the Deputy Head (Academic) aware of any personal professional development needs.
- Participate in school INSET training and Staff Appraisal process as required.
- Attend Staff Meetings as required.

- Handle confidential information with due care and maintain confidentiality both of the school's affairs and those of its clients.
- Any other reasonable request commensurate with the nature of this post.

### **Confidentiality**

During the course of employment, you will have access to information of a confidential nature. Under no circumstances may this information be divulged or passed on to any unauthorised person or organisation. In addition, he/she must process the data and personal information in accordance with the terms and conditions of the General Data Protection Regulation 2018 and properly applied to pupil, staff and school business/information.

### **Professional Standards**

- Communicate regularly and freely with the Office Manager and/or Accelerated Reader Co-ordinator/Head of English and other colleagues.
- Be ready to listen to and to try new ideas and working practices.
- Be professional at all times.
- To maintain high personal standards of appearance, behaviour and punctuality.
- Liaise with the Deputy Head Academic on any request for absence, giving suitable notice to arrange for any cover to be put in place.



## Person Specification

### Qualifications and experience required

- Experience in administration within a school or office environment.
- Librarian experience desirable but not essential.
- Experience of working with Accelerated Reader desirable, however full training will be provided.
- Computer literacy on wide range of software programmes including Word, Excel and Outlook. Knowledge of iSAMS desirable but not essential.
- Understanding of modern boarding schools desirable.

### Other skills required

- Strong interpersonal skills.
- Excellent organisational skills.
- Excellent time management.
- Strong communicator – sensitive and effective.
- An ability to establish effective working relationships with a wide range of people including pupils, parents and colleagues.
- Ability to work under own initiative.

### Personal qualities

- Positive and welcoming.
- A passion for reading and encouraging this in others.
- Efficient.
- Kind and considerate with adults and children.
- Trustworthy.
- Well presented.
- Willingness to contribute to the school community.
- High standards and expectations.
- Ability to work individually and as a team.
- Enjoy the company of children.
- A sense of humour and enjoyment at work.

### Working Hours

- Monday to Friday 10.30am to 14.00pm.
- Term time only.

### Benefits

- All Hallows Preparatory School is situated in the beautiful surroundings of the Somerset countryside just 7 miles from Frome and close to Bath and Bristol.
- Fee remission for staff.
- Free lunch during term time.
- Car parking on site.

## How to Apply

The post is for September 2019

### Application Form

- Applications will only be accepted from candidates completing the enclosed Application Form in full. CVs will not be accepted in substitution for completed Application Forms in the absence of good reason. Equal-opportunities and child protection policy statements are available on request from the school.
- This post is exempt from the Rehabilitation of Offenders Act 1974 and therefore all convictions, cautions and bind-overs, including those regarded as 'spent', must be declared.
- Candidates should be aware that all posts in the school involve some degree of responsibility for safeguarding children, although the extent of that responsibility will vary according to the nature of the post.
- You will be required to complete a Disclosure from the Disclosure and Barring Service
- We will seek references on candidates and may approach previous employers for information to verify particular experience or qualifications, before interview.
- If you are currently working with children, on either a paid or voluntary basis, your current employer will be asked about disciplinary offences, including disciplinary offences relating to children or young persons (whether the disciplinary sanction is current or time expired), and whether you have been the subject of any child protection allegations or concerns and if so the outcome of any enquiry or disciplinary procedure. If you are not currently working with children but have done so in the past, that previous employer will be asked about those issues. Where neither your current nor previous employment has involved working with children, your current employer will still be asked about your suitability to work with children, although you may where appropriate answer 'Not Applicable' if your duties have not brought you into contact with children or young persons.
- You should be aware that provision of false information is an offence and could result in the application being rejected or summary dismissal if the applicant has been selected, and possible referral to the police and/or Department for Education Children's Safeguarding Operation Unit.

### Invitation to Interview

- If you are invited to interview this will be conducted in person and the areas, which it will explore, will include suitability to work with children.
- All candidates invited to interview must bring documents confirming educational and professional qualifications that are necessary or relevant for the post (e.g. the original or certified copy of certificates, diplomas etc). Where originals or certified copies are not available for the successful candidate, written confirmation of the relevant qualifications must be obtained from the awarding body.

- All candidates invited to interview must also bring with them:
- a current driving licence including a photograph or a passport or a full birth certificate
- a utility bill or financial statement showing the candidate's current name and address
- where appropriate, any documentation evidencing a change of name.

***Please note that originals of the above are necessary. Photocopies or certified copies are not sufficient.***

#### ***Conditional Offer of Appointment: Pre-Appointment Checks***

- Any offer to a successful candidate will be conditional upon:
- receipt of at least 2 satisfactory references
- verification of identity and qualifications
- a check at Department for Education List 99
- a satisfactory DBS Enhanced Disclosure
- where the successful candidate has worked or been resident overseas in the previous ten years, such checks and confirmations as the School may require in accordance with statutory guidance
- verification of medical fitness in accordance with DCFS Circular 4/99 Physical and Mental Fitness to Teach of Teachers and Entrants to Initial Teacher Training
- satisfactory completion of the probationary period.

#### ***Please note:***

Where a candidate is:

- found to be on Department for Education List 99, or the DBS disclosure shows he/she has been disqualified from working with children by a Court; or
- found to have provided false information in, or in support of, his/her application; or
- the subject of serious expressions of concern as to his/her suitability to work with children the facts will be reported to the Police and/or the Department for Education Children's Safeguarding Operation Unit.

*Equal opportunities for all.*

*Positive about disability.*

