

JOB DESCRIPTION EXAMPLE – Teacher with Library Responsibility

Introductory note: There are many different formats for Job Descriptions, and so we suggest you align your school’s documentation for school library positions to whatever format your school uses.

The Performance Measures described in the Job Description provide a very useful link to the objectives you set during the Performance Appraisal and development process.

Check how the various delegations are allocated in your school, so that the responsibilities outlined in the Job Descriptions for your school library positions are accurate.

Position Title:	Teacher with Library Responsibility
Position statement:	To take overall responsibility for the management and development of the school library
Responsible to:	The Principal
Responsible for:	Library team, student librarians
Functional relationships:	Library and teaching staff, students, external agencies
Release time:	x hours per week (or x days per term)

Responsibilities: Example statements

1. Inquiry Learning

Key Responsibilities	Desired Outcomes	Performance Measures
<ul style="list-style-type: none"> • Promote the role of the library, and the range of resources students can access through the library, to support Inquiry and develop information literacy across all year levels and all curriculum areas. • Model and promote collaboration between teachers and library staff 	<ul style="list-style-type: none"> • Staff and students use the library to access primary and secondary resources to support their Inquiry research. • Students develop information literacy skills through the scaffolding and coaching provided. • A member of the library team is included in 	<ul style="list-style-type: none"> • Students’ completed, research assignments show increasing competence in information assessment and retrieval. • There is increased collaboration between teachers and the library team.

in planning and supporting Inquiry learning.	planning meetings for Inquiry units.	
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2. Library Management

Key Responsibilities	Desired Outcomes	Performance Measures
<ul style="list-style-type: none"> Plan and manage the development of the school library in consultation with the library team and teaching staff 	<ul style="list-style-type: none"> Library development is managed according to agreed objectives 	<ul style="list-style-type: none"> Library strategic plan developed and implemented, reviewed annually and updated following consultation with staff
<ul style="list-style-type: none"> Prepare a budget proposal with the assistance of library staff 	<ul style="list-style-type: none"> Library budget allows all planned library priorities to be met 	<ul style="list-style-type: none"> Positive user feedback is received on the range of relevant resources available.
<ul style="list-style-type: none"> Manage and monitor the library budget in accordance with school practice 	<ul style="list-style-type: none"> Library expenditure is monitored according to school standards 	<ul style="list-style-type: none"> Annual financial reports, in relation to the budget, are provided to school management
<ul style="list-style-type: none"> Manage the library team 	<ul style="list-style-type: none"> Library operates effectively 	<ul style="list-style-type: none"> Allocated tasks are completed and users give positive feedback about support they receive from the library team. Performance appraisals are completed annually

3. Resources – supporting Literacy & Inquiry

Key Responsibilities	Desired Outcomes	Performance Measures
<ul style="list-style-type: none"> Assist library staff to select relevant and high quality resources, including e-resources, which meet the reading and information needs of users 	<ul style="list-style-type: none"> Library collection is current, and relevant to the curriculum and students' reading interests Appropriate online resources are promoted to users. 	<ul style="list-style-type: none"> Annual buying plan is developed and implemented Usage of online sources for current information, accessed through the library, has increased.

<ul style="list-style-type: none"> • Encourage all library users to participate in collection development • Liaise between literacy leaders and the library team to ensure reading data analyses are made available to the library team. • Liaise between class teachers and the library team when undertaking surveys of library users. 	<ul style="list-style-type: none"> • Users have access to resources that meet their information and leisure needs • Collection planning is based on reliable data, including analysed literacy data. 	<ul style="list-style-type: none"> • Users' resource recommendations are included in buying plans • School data is used to inform purchasing decisions and planning
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4. Library ICT

Key Responsibilities	Desired Outcomes	Performance Measures
<ul style="list-style-type: none"> • Maintain the library management system 	<ul style="list-style-type: none"> • Library management system provides easy access to information • Library management system is updated to the latest version 	<ul style="list-style-type: none"> • Users locate information to meet their needs • TLR is familiar with the basic features of the system, is aware of the latest features in any upgrade, and in collaboration with the library team ensures that these are shared with other staff, as appropriate.
<ul style="list-style-type: none"> • Maintains close relationship with school ICT team, to ensure that library ICT is included in school-wide ICT budgeting and planning. 	<ul style="list-style-type: none"> • Library ICT facilities are adequate to support the research needs of classes. 	<ul style="list-style-type: none"> • Library ICT is upgraded as part of the school's ICT planning.
<ul style="list-style-type: none"> • Ensures timely technical support available for all library ICT 	<ul style="list-style-type: none"> • Library ICT experiences minimal down-time, and technical support is provided in a timely manner. 	<ul style="list-style-type: none"> • Liaison with technical support ensures minimal disruption to library services

5. Liaison and Reporting

Key Responsibilities	Desired Outcomes	Performance Measures
<ul style="list-style-type: none"> Prepare and present regular reports that focus on the library's support for teaching and learning, highlight significant developments and identify future needs 	<ul style="list-style-type: none"> School management have up-to-date information about the library's performance 	<ul style="list-style-type: none"> Reports are presented to school management An Annual Report is presented to the Board of Trustees
<ul style="list-style-type: none"> Liaise and collaborate with teaching staff and literacy specialists 	<ul style="list-style-type: none"> Library is seen and used as a key resource to support reading and Inquiry learning 	<ul style="list-style-type: none"> Regularly promote library resources and services There is evidence of positive results for promotional activities
<ul style="list-style-type: none"> Liaise with external agencies and support groups e.g. National Library of New Zealand, SLANZA, school library networks 	<ul style="list-style-type: none"> Relationships are developed and maintained so that sources of professional development and support and used effectively 	<ul style="list-style-type: none"> Regular contact is made with network groups, including online networks accessed through the School Library Horizons website Regularly promote services from other agencies, e.g. National Library resources for borrowing, EPIC databases, to school staff

Person Profile:

Qualifications:

- Trained teacher

Skills, knowledge and experience:

- Knowledge of the New Zealand Curriculum and of teaching and learning programmes in the school
- Experience in Inquiry Learning actively supported by the school library
- Knowledge of learning resources – print and electronic
- Knowledge and experience of library management and systems
- Experience of collaboration with ICT and teaching staff
- Staff management experience

- Excellent oral and written communication skills
- Strategic planning and organisational skills

Personal qualities:

- Ability to interact positively with students and staff
- Ability to facilitate change
- Love of literature
- Willingness to keep up-to-date with information technology and library trends

Signed:

TLR: _____

Date: _____

Principal: _____

Date: _____