



## **POSITION DETAILS:**

<b>Position Title:</b>	Library Technician
<b>Group:</b>	Library
<b>Supervisor:</b>	Head of Information Services
<b>Classification:</b>	Level 3
<b>Date of last Review</b>	November 2018

## **PRIMARY ROLE/PURPOSE:**

The Library Technician is responsible for assisting Teacher Librarians in the delivery of information services to students and staff.

This level requires employees who have Tertiary qualifications at Certificate/Diploma level (or its equivalent), or who have had sufficient experience and/or training to enable them to carry out their assigned duties under limited supervision, using established procedures, practices and initial instruction from the Head of Information Services. They will demonstrate and apply a broad range of skills/knowledge in the area of Information Services.

Problems are solved by reference to established practices and procedures, and the application of initiative, discretion, or judgement in applying them, or by reference to the Head of Information Services.

The position is responsible to the Head of Information Services and relevant supervisors for the day to day performance of duties. Employees at this level are responsible and accountable for their own work, accepting responsibility in meeting time deadlines, and applying personal knowledge and initiative in order to achieve desired outcomes.

Library Technicians, using effective communication and interpersonal skills, may be required to check the work of, or provide guidance to, volunteers or tutors and provide assistance to less experienced employees.

## **RELATIONSHIPS AND AUTHORITY:**

The position is responsible to the Head of Information Services for the day to day performance of duties.

## **KEY ACCOUNTABILITIES:**

### **Processing Books**

- Checking new selections against existing catalogue lists;
- Affixing stationery, labels and security tags;
- Affixing School identification stamp;
- Covering with plastic or contact;
- Repairing damaged books.

### **Circulation**

- Maintaining the Borrower registration by entering new students, upgrading existing students and deleting students who have left;
- Maintaining student and staff lending and returning processes via Computer Catalogue;
- Preparing borrowing cards for Junior School students;
- Sorting and shelving items;
- Stocktaking;
- Copy cataloguing, using SCIS records and/or Teacher Librarian direction;
- Training students to assist with the circulation and shelving.

### **General**

- Maintaining the photocopier/printer and assisting staff and students with the use of this machine;
- Assisting students with the use of Microsoft Office;
- Instructing teachers in the use of the AV hardware in all library areas;
- Preparing and laminating items;
- Preparing and arranging displays for special occasions (eg. Easter, Anzac Day, Book week etc.);
- Liaising with students and teachers to organise payment for lost resources;
- Recording information about lost items and billing students;
- Assisting with training students from TAFE on Work Experience;
- Assisting with training new teachers with no library experience;
- Monitoring and ordering stationery supplies;
- Opening and setting up Library systems each morning;
- Carrying out Reception duties: Staffing the Circulation Desk, answering queries, dealing with phone enquiries;
- Assisting with maintenance and care of the collection and the Library;
- Taking any monies and mail to Administration and Accounts when necessary;
- Maintaining booking system for all Library areas;
- Being knowledgeable of all Library and School procedures;
- Providing advice to students and staff with respect to literature and resources that they might enjoy, making suggestions to the addition of the collection where appropriate and assisting students with any reference queries.

### **Senior School Library Technician**

- Collecting money from photocopiers and recording amounts;
- Accessioning and displaying periodicals;
- Entering attendance of students on the electronic roll;
- Providing supervision of students in the absence of the Teacher Librarian;
- Copying, cataloguing, processing, management and care of English class sets and resources, and liaising with the Curriculum Leader (English) in respect to purchasing resources;
- Assisting with the resource acquisition processes, including maintenance of the ordering spreadsheet, liaising with suppliers, accession and validation of accounts to be paid.

## Junior School Library Technician

- Assisting Senior School and Junior School Teacher Librarians with design of displays such as Book Week;
- Assisting Junior School Teacher Librarian with preparation of teaching materials;
- Managing the various Book Clubs: liaising with Redgum and Scholastic representatives, collating and distributing order forms and responding to queries;
- Assisting with laminating resources and materials;
- Cataloguing and processing resources purchased by the Head of Studies Junior School;
- Assisting with selection of appropriate resources for the library in the Early Learning Centre;
- Providing supervision of students before School, at lunchtime and after School.

### Other

- Additional duties as allocated by the Head of Information Services and Headmaster.

### KEY SELECTION CRITERIA:

#### Qualifications

- No formal qualifications are mandatory for this position.

#### Essential

- High level of communication and interpersonal skills (written and verbal);
- The ability to effectively interact with other members of a team;
- Sound organisational skills;
- ICT proficiency;
- Ability to work to deadlines;
- High level of professional standards and conduct;
- Experience working in a School setting would be an advantage;
- Possession of, or the ability to acquire, a current blue card (Working with Children Check by Blue Card Services);
- Agree to undergo a Criminal History/Police Check conducted by the School;
- **Must be an Australian resident and eligible to work in Australia.**

#### Criminal History Checks

- The School will conduct a Criminal History/Police Check on the successful applicant;
- The offer of this position is subject to the successful outcome of the Police Check and the Working with Children Check application;
- Should the Police Check or the Working with Children Check application reveal a negative outcome, the offer of this position will be immediately withdrawn.

### AUTHORISATION:

I hereby agree that this Role Statement accurately reflects work requirements.

#### Headmaster

Paul Browning

Name

Signature

Date

#### Library Technician

Name

Signature

Date

## **ATTACHMENT – ST PAUL’S SCHOOL**

### **ETHOS STATEMENT**

**The School’s Purpose is** “to prepare resilient, global citizens, who are innovative thinkers, with a heart for servant leadership.”

**The School’s Vision is** “Leading in educational thinking and practice.”

**The School’s Values are:**

By **Faith** and by **Learning** we strive to grow in **Community** with God and each other, valuing each person and celebrating individual excellence.

**We value Faith believing where:**

- Each person is a unique creation of a loving, redeeming God and able to be empowered and sustained by the Holy Spirit through the teaching and life of Jesus Christ.
- Each person can have a relationship with God, through Jesus Christ, demonstrated by modeling one’s life on Christ, serving others and participating in the traditions and practice of the Anglican Church.

**We value Learning where:**

- Students are encouraged and supported as they strive to reach their intellectual, creative, physical, social, moral, emotional and spiritual potential in a balanced and disciplined way.
- Students fully explore a range of topics, themes and concepts which have relevance, real-world application and a focus towards the future.
- A variety of student dispositions to learning are fostered through our Realms of Thinking Framework which are embedded from PP-12 across all Learning Areas.

**We value Community where:**

- Students, staff and families support the aims, purpose and mission of the School and serve one another using their God-given gifts.
- Students, staff and families grow together in faith and learning, promoting love, justice and mercy - at home, at School and in the wider world.
- Students remain connected to the St Paul’s community when they graduate, through a vibrant Past Students’ Association.

## SCHOOL EXPECTATIONS

All employees are bound by the requirements of the School's policies and procedures as they apply from time to time, and are expected to act with integrity, and in a way that demonstrates a proper concern for the public interest expressed with a framework of a Christian educational organisation.

As such, employees at St Paul's School are expected to embrace the following statements.

As well as comply with all federal and State legislation as they apply from time to time as well as any relevant Canon Laws or Diocesan policies.

Much of the information gleaned by employees during the course of their duties is confidential and should be treated as such. Employees shall not use confidential information to gain advantage for themselves, their related persons or for any other person or body, in ways which are inconsistent with their obligation to act impartially. Nor should such information be used improperly and cause harm or detriment to any person, body, or the School.

Proof of qualifications as well as a disclosure on any matter which may affect your employment in this position will also be required prior to commencement.

## LEADERSHIP EXPECTATIONS

"If a leader's actions are driven by service and dedication to a cause or a relationship then they are a servant leader."

Leadership at St Paul's is based on the philosophy of individual and School "wholeness", collaboration, teamwork and transparent decision-making. The model of leadership reflects the values central to St Paul's School, that of Faith, Learning and Community.

Leadership Principles underpinning the Leadership at St Paul's:

- St Paul's School leadership structure is **student-centred** and reflects our agreed values of Faith, Community and Learning.
- The leadership structure is **learning-centred** for both students and staff, providing opportunities for open and transparent communication and decision-making.
- Collaborative leadership based on teams enabling of ideas to be brought forward by anyone through a variety of formal and informal routes (everyone's voice deserves to be heard).
- Education of the whole person in which the intellectual, spiritual, emotional and physical development are all-important and integrated.
- The importance of creating an environment which encourages high academic achievements at senior levels by ensuring appropriate methodologies and subject content.
- The concept of St Paul's School as a single whole School, made up of four Sub-Schools each with some degree of autonomy whilst sharing many common elements.