

HIGHSTED GRAMMAR SCHOOL



Highsted Road, Sittingbourne, Kent ME10 4PT

Headteacher: Anne Kelly BA MBA

Telephone: 01795 424223

www.highsted.kent.sch.uk

Email: recruitment@highsted.kent.sch.uk

Librarian

25 hours weekly, term time only
(Highsted Academy Band 4: £16,968 to £17,827 pro rata)

Flexible and enthusiastic individual required to work at this outstanding girls grammar school.

The successful candidate will manage and develop the school's Learning Resource Centre, including ordering/control of book stock and other electronic resources. A love of learning and books is essential!

Experience of working with young people would be an advantage but specific training will be given to the successful candidate.

Further information and an application form are available from Linda Sayers at the school. Closing date for applications: noon Monday 19 February 2018.

Highsted Grammar School is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment. This post is subject to an enhanced DBS check.

Highsted Grammar School is an Equal Opportunities Employer.





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GENERAL INFORMATION

Summer 2017 school performance:

GCSE results achieved by pupils at the end of key stage four

	2017	2016
Percentage A*/A grades	47.7	45.5%
Percentage of pupils gaining at least five A* - C grades, including English and maths	97.2%	97.2%
Percentage of pupils gaining at least two A* - C grades, science	99.2%	97.2%
Percentage of pupils gaining at least one A* - C grades, MFL	84.9%	86.2%

Pupils	% achieving 5+ A*-C, including Maths & Eng.	% achieving English Baccalaureate*	% achieving 2+ Science A*-C	% achieving history or geography A*-C	% achieving 1+ MFL A*-C
Highsted 2017	97.2	84.0	99.2	97.5	84.9
England 2014	53.4	22.9	47.5	43.8	36.1
Kent 2014	58.1	26.8	47.9	42.2	35.9

* **English Baccalaureate** consists of A*-C grades at full GCSE in English, mathematics, two science subjects, a foreign language and history or geography.

A/AS-level results achieved by students at the end of Year 13

	2017	2016
Percentage pass rate	100%	100%
Percentage A*-B grades	60%	69%

'Highsted Grammar School is an outstanding school. It knows its strengths and areas requiring improvement very well.'

'The school is ambitious for its students and is very effectively focusing the staff team and the girls themselves on raising their expectations and achievements.'

'The school effectively enables girls to make excellent progress. They achieve the highest academic standards.'

'The curriculum gives girls an outstanding range of experiences and there is excellent involvement in extra-curricular activities.'

'There is a strong mutual respect between staff and girls. Initiative is encouraged and girls say that they get on very well together, help one another and enjoy school.'

(Ofsted Inspection report 2009)

Highsted Grammar School is a small girls' grammar school (around 827 on roll, including 214 in Sixth Form) situated in the North Kent town of Sittingbourne. As an outstanding school, we were one of the first to convert to academy status in the autumn term 2010.

Excellent road and rail connections give easy access to London, Canterbury, Ashford and the Continent. Sailing and swimming facilities in the area are good and there are plenty of community activities (for example, orchestral, choral, theatrical clubs, etc.) available. Theatres in Canterbury and Maidstone, as well as those in London, provide entertainment. A well-equipped sports complex in the town has excellent facilities both for the serious sportsman and woman and for family recreational use. House prices are relatively low for the South East and opportunities for further professional development are excellent.

The school itself is a high-performing girls' school, where pastoral care and enrichment feature as highly as academic success. Having featured three times in Her Majesty's Chief Inspector's list of outstanding schools, we are proud to play a leading role in the education of young people in our area. The pupils are exceptional in every way – they are enthusiastic, personable, caring, and show considerable initiative – and we enjoy the strong support of parents. Likewise, the staff team – teaching, support and administrative – is talented, dedicated, hard-working and committed to the continuing success of the school. The governing body represents a group of capable, multi-skilled individuals, wholly supportive of the work we do.

The main block of the school was opened in 1958 when the school moved from older premises and since then other buildings have been added, including a technology block, new laboratories and additional classrooms. Development of the site continues with an imaginative, multi-purpose teaching area – the Hi-pod; new PE and dance studio, language laboratory and media studies/photography suite.

The Learning Resource Centre was created out of the old school library and boasts a light, comfortable and airy environment with good book stock, excellent ICT facilities and a pleasant reading area. It is very popular with students and well used by all age groups. Books, newspapers and specialist magazines are catalogued alongside other media and loans are monitored through an electronic library management system. Much of the day-to-day running of the Centre is undertaken by a group of library prefects, trained and overseen by the Centre Manager.

Highsted is a school of opportunity for staff as well as pupils, winning the School Achievement Award in two out of the three years that the scheme ran. We contribute extensively to initial teacher training, with many PGCE and GTP trainees successfully completing their programme in the school each year and in recent years, no less than six members of the leadership team have been promoted to headship posts.

Pupils are granted places at the school on the basis of success in the Kent selection tests or the Highsted Test, broadly speaking they represent the top 25% of the ability range. The economic and social characteristics of the locality are not the most affluent in Kent, so opportunities for value-added are high and the school is able to make a real impact within the community. At Sixth Form level we work in partnership with two other local schools, Borden Grammar (boys) and Fulston Manor (mixed). Through this arrangement, we focus mainly on A-level provision and are able to offer more than 34 different courses, including several applied A-level options. Recently, Highsted was placed 92nd in the top 100 secondary schools (The Telegraph) based on our 2015 A-level results.

The school, sponsored by Microsoft, received specialist school status through science and we have implemented major changes to the ICT infrastructure to make full use of these connections. Across the school we regard this not only as a strategy to develop science further and promote the role of women in this area, but also as the opportunity to enhance provision across the whole curriculum.

Music and drama within the school are exceptional, with high quality productions taking place every term. There is a strong choral tradition and the school's Special Choir has recorded a CD of its Christmas repertoire. Sporting activity also features highly in the work that we do, and the pupils enjoy both local and national recognition in areas as diverse as cricket, judo and life-saving. Other extra-curricular activities are wide-ranging and responsive to student need. A very strong School Council has been an established part of Highsted for more than 50 years.

The school has enjoyed a long-standing partnership with Gymnasium Fridericianum, Erlangen in Bavaria and this has led to regular exchange visits for more than 25 years. From our advantageous geographical position, we are also able to undertake day trips to Europe and each year there are study visits to France, Belgium and Italy, organised by different subject areas. For the first time in 2005, a group of Year 12 students spent three weeks in quality work experience placements in Brussels and this has now become a regular part of the summer term enrichment programme, supported by substantial grants from the EU. In 2008, the school established a new partnership with the Lycée Prieur in Auxonne, Burgundy. Last year more than 35 students from Years 9, 10 and 12 participated in our European programmes.

From this brief description, potential candidates will realise that this grammar school offers far more than a purely academic focus. This does not come about by accident. It is entirely dependent on the determination and commitment of the whole school community, alongside effective delegation of tasks. If you have the potential to contribute to an exceptional school and would like to be part of a friendly, winning team, we would love to hear from you!

This post would suit a creative and ambitious professional who can work well as part of a team, is keen to contribute ideas and take on new initiatives and has high expectations of the students. It provides an opportunity to work with able and well-motivated students within a successful department and with friendly colleagues. Flexibility and a personal desire to broaden professional experience would be an advantage.

Anne Kelly (January 2018)

HIGHSTED GRAMMAR SCHOOL: JOB PROFILE
RESPONSIBILITIES FOR EDUCATIONAL SUPPORT STAFF

Job title: Librarian

Reports to: Deputy Headteacher

Postholder's name:

Date:

Grade: Highsted Academy Trust Band 4

Purpose of job

The management, development and promotion of the library within the School to ensure that an effective resource and information service is provided to all pupils and staff. Provide cover as directed by the Headteacher and be an invigilator for external and internal examinations in line with Kent's 'Ways to Success' document'.

Hours of work: 25 hours, 9.00 am – 2.00 pm Monday to Friday, term time only and Staff Development days.

Dimensions

1. *Line management responsibilities:*

Not applicable.

2. *Statistical information relating to the scope of the job.*

School roll: 827

Agreed by

Approved by

Date

Principle accountabilities

- Plan the organisation and management of the library, including the financial management of the library resource budget.
- Contribute to curriculum development through departmental discussions and informal liaison with individual teachers to provide suitable resources to support the curriculum.
- Select, acquire, organise, promote, maintain and control book and non-book resources to cover the full age and ability range of the School community. Promote and encourage the maximum and most efficient use of these resources taking into account the differing needs of individuals.
- Arrange materials for effective retrieval including the systematic indexing, classification and cataloguing of all library resources. Disseminate information relating to those resources to staff and students as appropriate. Maintain the electronic library management system
- Ensure a high standard of display and promotional materials to enhance the standard of appearance of the library and all other public noticeboards across the school, in order to provide an attractive environment conducive to achieving optimum use both for purposeful study and leisure in celebration of student achievement.
- Develop strategies that extend and promote reading and library skills through the use of the library resources. Promote reading for pleasure and liaise with teaching staff to optimise use of the library.
- Manage the use of ICT services within the library and develop the use of ICT as an effective information retrieval tool. Supervise the sensible use of ICT and assist students and staff in its use.
- Register and supervise students using the library maintaining an appropriate balance between silent study during lesson times and other activities. Supervise students at break and lunch times. Invigilate any missed examination taken in the library.
- Organise introduction to the library for new students as appropriate. Ensure all members of the school community are registered on the electronic library management system.
- Recruit, train and encourage student librarians.
- Give guidance and assistance to staff and students on selection of resources for curriculum support and for reading for pleasure.
- Liaison with external agencies to ensure that the maximum use is made of appropriate materials and information provided by key support services and outside organisations, e.g., the public library service, the museums service etc.
- Prepare a termly newsletter to be issued on the school website reflecting the positive activities within the LRC.
- Assist in the invigilation of examinations and cover supervision of groups across the school, as requested by the Headteacher to support teaching and learning.
- Responsibility for personal professional development making full use of advisory services and maintaining a high level of current awareness regarding children's literature and developments in education and librarianship.
- Any other duties which may reasonably be regarded as within the nature of the duties and responsibilities/grade of the post as defined, subject to the proviso that normally any changes of a permanent nature shall be incorporated into the job description in specific terms.

In addition the post-holder is to:

- Act as an invigilator in internal and external examinations.
- Assist with general office duties as requested by the Administration Office Manager.
- Act as First Aider after receiving appropriate training and ensure training is kept up-to-date.
- Assist with answering the telephone adhering to the telephone protocol, and passing on calls or taking messages (all within the Support Staff Code of practice).
- Undertake in service training as appropriate.
- Cover for absent colleagues and interchange duties as necessary at busy times.
- In line with school policy, contribute fully to maintenance of the whole school ethos by undertaking responsibility for the behaviour of all pupils around the site.

Necessary experience

- The postholder requires a good level of general education.
- A high level of interpersonal and communication skills.
- Computer literacy, including a proficiency in Excel and Word.
- Familiarisation with library systems would be an advantage.
- A flexible, efficient approach to duties is required, with the ability to act on own initiative.
- The ability to relate well to children and adults.

This Librarian job profile does not constitute a fixed list of tasks. It reflects the core priorities of the role which are subject to change depending upon the changing needs of the school and of the students.

Confidentiality

All personal information regarding students, parents, employees at the school to which the Librarian may have access in the course of his/her work are to be regarded as strictly confidential in all respects even within the working environment. Disregard of confidentiality will be grounds for disciplinary procedure.

To fulfil as an employee, legal obligations under Health and Safety requirements; namely those of personal safe practice and the promotion of Health and Safety procedures generally.

Job context

The postholder has day to day contact with staff, students, parents and members of the public, in person and by telephone and works as a cover supervisor and as part of the Administration team.

Organisational structure

Headteacher



Deputy Headteacher



Postholder (25 hours per week)

**Person Specification
Librarian**

	Essential	Desirable
Experience	Upholding the ethos to safeguarding children in education.	
	Educated to GCSE standard (level 2) or equivalent, with GCSE English and mathematics.	Librarian experience.
	Use of ICT, in particular, office packages such as Word and Excel.	Knowledge of SIMS would be an advantage but training will be given.
	Evidence of excellent time management skills and ability to multi-task.	Successful experience in working with young people.
Personal Qualities	Evidence of working with other professionals as part of a team.	Willingness to take on delegated responsibility.
	A team player who has a positive approach to working with others and is able to work on their own.	
	Can do philosophy	
	Enjoy working with young people.	
	Sense of humour.	
	Ability to work under pressure and meet deadlines.	Ability to build on the experience, advice and contribution of others.
	Consistently high expectations.	
	Self-motivated and self-confident.	
	Have the highest aspiration for student development.	
Skills	Confidence in dealing with pupils, parents and outside agencies in person and on the telephone.	
	To pay attention to detail.	
	High-level interpersonal, communication and presentation skills.	
	Communicate effectively with groups of children to maintain an orderly atmosphere.	
	Think creatively and imaginatively to solve problems.	Ability to anticipate problems and to put strategies in place to evaluate them.
	Ability to use ICT effectively to support the job.	
	Excellent organisational skills.	
	Good written and oral skills.	