

Summary Sheet

Key Question 7: How well is the LRC led and managed?

Strand 7c : How well LRC staff are managed

Reason for choice of key question and strand: _____

Indicator	Level awarded in last evaluation (if applicable)	Evidence collected	Level Awarded (1-5)	What should the LRC do to improve?
i. Does the number, qualifications and experience of LRC staff match the demands of the school/ curriculum?				
ii. Do all staff have a clear job description and appropriate line management?				
iii. Are LRC staff involved in staff performance management schemes?				
iv. DO adequate opportunities exist for all LRC staff to participate in professional activity and development?				
v. Are other staff given adequate training and deployed effectively to support the LRC?				
vi. How effectively are volunteer helpers trained and deployed?				

Support required to enable the LRC to improve:

Overall level reached:

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Indicator	Types of evidence	Ways to collect evidence
i. Does the number, qualifications and experience of LRC staff match the demands of the school and the curriculum?	<ul style="list-style-type: none"> → School size and intake data → Local or national recommendations (see further advice). → LRC staff number, qualifications and experience → Views of SMT members 	<ul style="list-style-type: none"> → Compare data with recommendations relating to an LRC for a school of this size → Ask SMT members whether they consider local/national recommendations appropriate for your school
ii. Do all staff have a clear job description and appropriate line management?	<ul style="list-style-type: none"> → Staff job descriptions → LRC staff line management arrangements → Views of LRC staff 	<ul style="list-style-type: none"> → Review staff job descriptions for currency and clarity → Keep a written description of line management arrangements → Record LRC team discussion of whether line management arrangements work
iii. Are LRC staff able to benefit from staff performance management/appraisal schemes?	<ul style="list-style-type: none"> → School performance management policy document → Records of LRC staff participation in scheme → Perceptions of LRC staff 	<ul style="list-style-type: none"> → Identify whether LRC staff are admissible → Review extent of LRC staff participation and whether development needs have been addressed → Record LRC team discussion of scheme and its professional development benefit for them
iv. Do adequate opportunities exist for LRC staff to participate in professional development and maintain current awareness?	<ul style="list-style-type: none"> → Records of training and professional development needs identified during appraisal → Records of training attended by LRC staff → Records of meetings attended, involvement in support groups etc. → Programmes or other records of local, regional and national training and professional development opportunities open to LRC staff 	<ul style="list-style-type: none"> → Review LRC staff training and professional development needs for previous year to see the extent to which these have been met → Review training and professional development options available through local, regional and national organisations (e.g. School Library Association branches, CILIP groups, local school library support groups) to see what other options exist for LRC staff
v. Are other staff (e.g. teachers, learning support staff/teaching assistants, technical staff, clerical staff) given adequate training and deployed effectively to support the LRC?	<ul style="list-style-type: none"> → References to use of non-LRC dedicated staff in LRC policy etc. → Views of other staff who support the work of the LRC → Training materials and other evidence of support 	<ul style="list-style-type: none"> → Review extracts from LRC policy etc. to determine what training needs are identified/implied → Ask other staff whether they feel the need for training in relation to their LRC role and whether they think that any training needs are being met → Keep examples of materials etc. → Review whether current training is meeting identified needs
vi. How effectively are volunteer helpers (adults and pupils) trained and deployed?	<ul style="list-style-type: none"> → Documentation relating to the roles of volunteer helpers in the LRC → Views of volunteer helpers → Training materials and other evidence of support 	<ul style="list-style-type: none"> → Review extracts from LRC policy etc. to determine what training needs are identified/implied → Ask volunteers whether they feel the need for training in relation to their LRC role and whether they think that any training needs are being met → Keep examples of training materials and other evidence

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	Description of a typical LRC at each level
Level 1 Excellent	<ul style="list-style-type: none"> ▪ The number, qualifications and experience of LRC staff are very well-matched to the demands of the school and the curriculum. ▪ All staff have clear and current job descriptions, benefit from good, supportive line management and are involved in performance management schemes, which are effectively used to improve the performance of the LRC as well as to manage LRC staff. ▪ There are plentiful opportunities for professional development for LRC staff at all levels and staff are actively involved in professional activity at local, regional and sometimes national levels (e.g. in SLA branches and CILIP groups). ▪ Other staff, including teachers, learning support/teaching assistants, technical staff and clerical staff, are deployed highly effectively to support the work of LRC. They are systematically provided with appropriate training. ▪ Volunteer helpers (adults and pupils) are deployed to very good effect and receive excellent structured training and ongoing support. .
Level 2 Good	<ul style="list-style-type: none"> ▪ The number, qualifications and experience of LRC staff are well-matched to the demands of the school and the curriculum. ▪ All staff have clear and current job descriptions and benefit from adequate line management and most are involved in performance management schemes, which are used to enhance their performance. ▪ There are opportunities for professional development for LRC staff at all levels and they are involved in professional activity at local and regional levels e.g. in local support groups and SLA branches. ▪ Other staff, including teachers, learning support/teaching assistants, technical staff and clerical staff, are deployed effectively to support the LRC. They are provided with appropriate training. ▪ Volunteer helpers (adults and pupils) are deployed effectively and receive training and support.
Level 3 Intermediate	<ul style="list-style-type: none"> ▪ The number, qualifications and experience of LRC staff are satisfactory in relation to the demands of the school and the curriculum. ▪ All staff have clear job descriptions and adequate line management. Performance Management Schemes are used to enhance performance, but not systematically. ▪ There are some opportunities for professional development and staff are aware of professional activity at local and regional level. ▪ Other staff, including teachers, learning support/teaching assistants, technical staff and clerical staff, are sometimes used to support the work of LRC. They are usually given some training. ▪ Volunteer helpers are usually deployed effectively and receive adequate support, albeit on a fairly informal basis.

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<p>Level 4 Emergent</p>	<ul style="list-style-type: none"> ▪ The number, qualifications and experience of LRC staff are satisfactory except at peak periods of demand and for the most challenging curriculum areas. ▪ All staff have job descriptions (not necessarily current) for some access to line management. Performance Management Schemes are used, but not always effectively. ▪ There are occasional opportunities for professional development. ▪ Additional support (including teachers, learning support/teaching assistants, technical staff or clerical staff) is occasionally available to support the work of the LRC. Those involved receive some information about the role of the LRC. ▪ Volunteer helpers are occasionally available to support the work of the LRC.
<p>Level 5 Needs development</p>	<ul style="list-style-type: none"> ▪ The number, qualifications and experience of LRC staff are not adequate for the demands of the school and the curriculum. ▪ Staff do not have current job descriptions and have only notional line management access; they are not involved in staff appraisal schemes. ▪ There are few opportunities for professional development and staff are not involved in professional activity. ▪ Other staff, including teachers, learning support/teaching assistants, technical staff and clerical staff, are unavailable or not deployed in a way which effectively supports the LRC. ▪ Volunteer helpers (adults and pupils) are unavailable or not deployed to the best effect and do not receive appropriate training and support.

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Suggested actions for improvement	Examples of good practice
<p>Provide opportunities for all LRC staff to participate in professional development.</p> <p>Ensure all staff are involved in performance review schemes.</p> <p>Ensure all staff (paid and voluntary) have clear job descriptions.</p> <p>Consider alternative ways of deploying staff and volunteers to support the work of the LRC.</p> <p>Encourage LRC staff to become involved in professional activity at local, regional and national levels e.g. local support groups, SLA branches, CILIP School Libraries Group.</p>	<p><i>“All library staff are involved in performance review. This took time to implement because neither the review for teaching staff nor that for support staff was really suitable. A separate document had to be designed for the library staff. However, once this was established, it has been extremely valuable and has led to most staff having opportunities for training and development which might not have been identified otherwise.”</i></p> <p><i>“The after school homework club takes place in the library, but it is staffed by classroom assistants provided by the SEN department. Although the focus is on those pupils who require extra support, it is open to all and teachers often drop in to help as well.”</i></p> <p><i>“I believe that library staff should have the same professional development opportunities as teachers. I have been on a number of courses over the last few years; some were library-specific, but a number dealt with more general teaching issues. I also try to attend whole school INSET sessions, for example we’ve had courses on gender and achievement and differentiation. I often have to think how I can adapt what I learn from a classroom to a library situation, but it has given me some good starting points.”</i></p> <p><i>“Not only do the paid library staff have job descriptions, but I write job descriptions for the pupil volunteers as well. This makes it clear what they are expected to do and makes it easier when I’m appointing new pupil-librarians as it gives them a more realistic idea of what to expect.”</i></p>
<p>Further advice</p> <p>CILIP, <i>Salary Guide: Schools</i>, CILIP, 2002.</p> <p>Dubber, Geoff, <i>Organising Voluntary Help in the School Library</i>, SLA, 1996.</p> <p>Tilke, Anthony, “Management of human resources”, in <i>Library Association Guidelines for Secondary School Libraries</i>, London: Library Association, 1998, pp. 25-30.</p> <p>Your local SLS or public library service may be able to provide advice on appropriate job descriptions and the selection and appointment of LRC staff.</p>	