Post Outline : Senior Library Assistant

Created On Monday, August 1, 2005
Created By Emma Stocks
This Post Outline Is Not Approved

Assinged to:
Purpose : As a front-line staff member, the postholder will provide day to day library services including lending books, dealing with photocopy requests and more general enquiries. He/she will also be involved in data input and recording transaction statistics. There will be contact with a range of users with differing demands and a positive attitude is necessary to customer service. The post holder may often work unsupervised, but will be able to contact other LibNEL Library Managers for help and advice.

As the Library Service is customer focused the post holder may have frequent interruptions to work processes to answer enquiries from library users and to help locate resources or help with IT related problems. The post requires some frequent moderate physical effort shelving books and other media, tidying shelves and keeping the library tidy.
Reporting To : Library Manager (or Assistant Librarian)

KSF Dimensions, Levels And Indicators

Core / Specific	Number	Dimension	Second Gateway (Full Outline)		Foundation Gateway (Subset Outline)	
			Level	Indicator	Level	Indicator
Core	C1	COMMUNICATION	3	A,B,C,D,E,F	1	A,B,C,D,E
Core	C2	PERSONAL AND PEOPLE DEVELOPMENT	3	A,B,C,D,E,F,G	1	A,B,C,D,E
Core	C3	HEALTH, SAFETY AND SECURITY	2	A,B,C,D,E,F	1	A,B,C,D,E
Core	C4	SERVICE IMPROVEMENT	2	A,B,C,D,E,F	1	A,B,C,D,E
Core	C5	QUALITY	3	A,B,C,D,E,F,G	1	A,B,C,D,E
Core	C6	EQUALITY AND DIVERSITY	2	A,B,C,D	1	A,B,C,D,E
Specific	IK1	INFORMATION PROCESSING	2	A,B,C,D,E,F,G	1	A,B,C,D,E
Specific	IK3	KNOWLEDGE AND INFORMATION RESOURCES	3	A,B,C,D,E,F	1	A,B,C,D,E,F
Specific	G1	LEARNING AND DEVELOPMENT	2	A,B,C,D,E,F	1	A,B,C
Specific	G5	SERVICES AND PROJECT MANAGEMENT	1	A,B,C,D	1	A,B,C,D

C1   COMMUNICATION

Second Gateway (Full Outline)

Level : 3 Develop and maintain communication with people about difficult matters and/or in difficult situations

Level Indicators:
a) identifies the range of people likely to be involved in the communication, any potential communication differences and relevant contextual factors
b) communicates with people in a form and manner that:
- is consistent with their level of understanding, culture, background and preferred ways of communicating
- is appropriate to the purpose of the communication and the context in which it is taking place
- encourages the effective participation of all involved
c) recognises and reflects on barriers to effective communication and modifies communication in response
d) provides feedback to other workers on their communication at appropriate times
e) keeps accurate and complete records of activities and communications consistent with legislation, policies and procedures.
f) communicates in a manner that is consistent with relevant legislation, policies and procedures.

Examples of Application : •   Collecting and opening the post.

Provides an enquiry service to all library users, in person, by telephone, by e-mail and by post, and referring more complex enquiries to the Librarian as appropriate

People with whom communicating
Libarary users
Colleagues
suppliers
patienst
the public

Communication differences might be in relation to:
- contexts and cultures of the different parties
- degree of confusion or clarity
- first/preferred language
- levels of familiarity with the subject of the communication / context in which the communication is taking place

Foundation Gateway (Subset Outline)

Level : 1 Communicate with a limited range of people on day-to-day matters

Level Indicators:
a) communicates with a limited range of people on day-to-day matters in a form that is appropriate to them and the situation
b) reduces barriers to effective communication
c) presents a positive image of her/himself and the service
d) accurately reports and / or records work activities according to organisational procedures
e) communicates information only to those people who have the right and need to know it consistent with legislation, policies and procedures.

Examples of Application : People with whom communicating
See overview

Day-to-day matters might include:
- asking questions
- giving straightforward information
- passing on simple messages
- providing answers
- taking simple messages.

Forms of communication
See overview

Barriers to communication
See overview

Reducing barriers might relate to:
- adapting communication

- level of knowledge and skills
- sense of reality.

Forms of communication
See overview

Purpose of communication might include:
- asserting a particular position or view
- breaking bad news
- encouraging and supporting people
- explaining issues in formal situations (such as courts)
- explaining outcomes of activities / interventions
- exploring difficult issues
- facilitating meetings
- helping people make difficult decisions
- making scripted presentations
- presenting and discussing ideas
- providing technical advice to non-technical specialists
- representing views
- seeking consent
- sharing decision making with others including users of services
- sharing information
- supporting people in difficult circumstances.

Barriers to communication
See overview

Modifies communication through, for example:
- deciding what information / advice to give / not give as the communication proceeds
- modifying the content and structure of communication
- modifying the environment
- modifying the methods of communicating
- using another language
- using different communication aids

Legislation, policies and procedures
See overview

- changing the environment
- checking information received for accuracy and interpretation
- using communication aids

Legislation, policies and procedures
See overview

C2   PERSONAL AND PEOPLE DEVELOPMENT

Second Gateway (Full Outline)

Level : 3 Develop oneself and contribute to the development of others

Level Indicators:

a) reflects on and evaluates how well s/he is applying knowledge and skills to meet current and emerging work demands and the requirements of the KSF outline for his/her post

b) identifies own development needs and sets own personal development objectives in discussion with his/her reviewer

c) takes responsibility for own personal development and maintains own personal development portfolio

d) makes effective use of learning opportunities within and outside the workplace evaluating their effectiveness and feeding back relevant information

e) enables others to develop and apply their knowledge and skills in practice

f) contributes to the development of others in a manner that is consistent with legislation, policies and procedures

g) contributes to developing the workplace as a learning environment.

Examples of Application : •   Where necessary, supervising other Library Assistants offering support and training.

•   Provides new staff with an introduction to the library services.

•   Gives basic training in the searching of medical databases via the Internet using KA24 and NeLH.

Attending appropriate training courses

Own development needs might include:

- critically appraising new and changing theoretical models, policies and the law
- developing new knowledge and skills in a new area
- developing new knowledge and skills in own work area
- developing strategies to manage emotional and physical impact of work
- keeping up-to-date with evidence-based practice
- keeping up-to-date with information technology
- maintaining work-life balance and personal wellbeing
- managing stress
- updating existing knowledge and skills in own work area

Foundation Gateway (Subset Outline)

Level : 1 Contribute to own personal development

Level Indicators:

a) with the help of others, identifies:
- whether s/he can carry out the tasks within own job
- what s/he needs to learn to do current job better
- when s/he needs help

b) reviews his/her work against the KSF outline for his/her post with his/her reviewer and identifies own learning needs and interests

c) produces with his/her reviewer a personal development plan

d) takes an active part in agreed learning activities and keeps a record of them

e) evaluates the effectiveness of learning activities for own development and the job.

Examples of Application : Others
See overview

Personal development
See overview

Personal development
See overview

Others
See overview

Enabling others to develop might include:
- acting as a coach to others
- acting as a mentor to others
- acting as a role model
- acting in the role of reviewer in the development review process
- demonstrating to others how to do something effectively
- discussing issues with others and suggesting solutions
- facilitating networks of practitioners to learn from each other (eg electronic forums, bulletin boards)
- providing feedback and encouragement to others
- providing feedback during assessment in the workplace (eg for NVQs/SVQs, student placements)
- providing information and advice
- providing professional supervision
- sharing own knowledge, skills and experience
- supporting individuals who are focusing on specific learning to improve their work and practice
- supporting others on work placements, secondments and projects

Legislation, policies and procedures may be international, national or local and may relate to:
- confidentiality
- data protection (including the specific provisions relating to access to health records)
- disability
- diversity
- employment
- equality and good relations
- human rights (including those of children)
- information and related technology
- language
- learning and development.

C3   HEALTH, SAFETY AND SECURITY

Second Gateway (Full Outline)

Level : 2 Monitor and maintain health, safety and security of self and others

Level Indicators:
a) identifies and assesses the potential risks involved in work activities and processes for self and others
b) identifies how best to manage the risks
c) undertakes work activities consistent with:
- legislation, policies and procedures
- the assessment and management of risk
d) takes the appropriate action to manage an emergency summoning assistance immediately when this is necessary
e) reports actual or potential problems that may put health, safety and security at risk and suggests how they might be addressed
f) supports others in maintaining health, safety and security.

Examples of Application : • Open and close the library following local protocols which include responsibility for securing the library and its resources on departure.
Attend mandatory fire training annually
Attend mandatory manual handling training every two years
Read and be familiar with local Health and Safety Policies and procedures

Others:
See overview

Legislation, policies and procedures
See overview

Risks to health, safety and security:
See overview

Emergencies might be related to:
- the environment
- health
- information
- security.

Supporting others in maintaining health, safety and security might include:
- acting as a role model

Foundation Gateway (Subset Outline)

Level : 1 Assist in maintaining own and others' health, safety and security

Level Indicators:
a) acts in ways that are consistent with legislation, policies and procedures for maintaining own and others' health, safety and security
b) assists in maintaining a healthy, safe and secure working environment for everyone who is in contact with the organisation
c) works in a way that minimises risks to health, safety and security
d) summons immediate help for any emergency and takes the appropriate action to contain it
e) reports any issues at work that may put health, safety and security at risk.

Examples of Application : Legislation, policies and procedures
See overview

Others:
See overview

Assisting in maintaining a healthy, safe and secure working environment might include:
- appropriate and secure use of information technology
- appropriate use of security systems and alarms
- being immunised to protect self and others from specific health risks
- checking the safety of fittings and fixtures
- disposing of waste
- maintaining appropriate levels of heating, lighting and ventilation

Works in a way that minimises risks to health, safety and security might be:
- driving safely
- effective hand cleansing
- moving and handling people and/or goods using equipment as appropriate
- reducing noise
- taking appropriate breaks from using equipment
- using organisational security measures.

Risks to health, safety and security:

- alerting others when there are specific risks
- enabling individuals to learn healthier, safer and more secure ways of working
- intervening to protect others from risk
- moving and handling people and/or goods with others using equipment as appropriate
- offering information and advice on how to reduce risk

See overview

Emergencies might be related to:
- the environment
- health
- information (eg breaches of confidentiality, lost/stolen health records)
- security.

C4   SERVICE IMPROVEMENT

Second Gateway (Full Outline)

Level : 2 Contribute to the improvement of services

Level Indicators:
a) discusses and agrees with the work team
- the implications of direction, policies and strategies on their current practice
- the changes that they can make as a team
- the changes s/he can make as an individual
- how to take the changes forward
b) constructively makes agreed changes to own work in the agreed timescale seeking support as and when necessary
c) supports others in understanding the need for and making agreed changes
d) evaluates own and other's work when required to do so completing relevant documentation
e) makes constructive suggestions as to how services can be improved for users and the public
f) constructively identifies issues with direction, policies and strategies in the interests of users and the public.

Examples of Application : • Works as a key member of the library team, assisting the Librarian in the development of the library service.

Direction, policies and strategies
See overview

Evaluating own and other's work might be through:
- audit
- appraising own and team practice in the light of research findings
- comparisons of own services against those of others following benchmarking exercises
- satisfaction surveys.

Constructive suggestions might be related to:
- bright ideas
- feedback from users
- good practice elsewhere
- how to apply changes in legislation, policies and procedures
- how to implement recommendations

Foundation Gateway (Subset Outline)

Level : 1 Make changes in own practice and offer suggestions for improving services

Level Indicators:
a) discusses with line manager / work team the changes that need to be made in own practice and the reasons for them
b) adapts own practice as agreed and to time seeking support if necessary
c) effectively carries out tasks related to evaluating services when asked
d) passes on to the appropriate person constructive views and ideas on improving services for users and the public
e) alerts line manager / work team when direction, policies and strategies are adversely affecting users of services or the public

Examples of Application : Tasks related to evaluating services might include:
- audits (eg clinical, financial, resource)
- customer satisfaction surveys
- risk assessments
- staff questionnaires.

Direction, policies and strategies
See overview

- how to respond effectively to evaluations
- own reflections and observations
- team discussion.

C5   QUALITY

Second Gateway (Full Outline)

Level : 3 Contribute to improving quality

Level Indicators:

a)   acts consistently with legislation, policies, procedures and other quality approaches and promotes the value of quality approaches to others

b)   understands own role in the organisation and its scope and identifies how this may develop over time

c)   works as an effective and responsible team member and enables others to do so

d)   prioritises own workload and organises and carries out own work in a manner that maintains and promotes quality

e)   evaluates the quality of own and others' work and raises quality issues and related risks with the relevant people

f)   supports the introduction and maintenance of quality systems and processes in own work area

g)   takes the appropriate action when there are persistent quality problems.

Examples of Application : •   Operating an efficient recall procedure for overdue items and reservations.

Legislation, policies and procedures
See overview

Working as an effective and responsible team member
See overview

Quality issues and related risks might include:
-    complaints
-    data and information gaps
-    health, safety and security
-    inappropriate policies
-    incidents
-    ineffective systems
-    lack of knowledge or evidence on which to base the work
-    lack of shared decision making with users of services
-    mistakes and errors
-    poor communication
-    poor individual or team practice

Foundation Gateway (Subset Outline)

Level : 1 Maintain the quality of own work

Level Indicators:

a)   complies with legislation, policies, procedures and other quality approaches relevant to the work being undertaken

b)   works within the limits of own competence and responsibility and refers issues beyond these limits to relevant people

c)   acts responsibly as a team member and seeks help if necessary

d)   uses and maintains resources efficiently and effectively

e)   reports problems as they arise, solving them if possible.

Examples of Application : Legislation, policies and procedures
See overview

Acting responsibly as a team member
See overview

Resources would include:
-    environments
-    equipment and tools
-    information
-    materials.

- resources
- risks
- team working
- workload

Taking the appropriate action when there are persistent quality problems might include:
- alerting a trade union official
- alerting one's own manager
- alerting the manager of the person concerned
- issuing warnings
- investigating incidents
- whistle blowing.

C6   EQUALITY AND DIVERSITY

Second Gateway (Full Outline)

Level : 2 Support equality and value diversity

Level Indicators:

a) recognises the importance of people's rights and acts in accordance with legislation, policies and procedures

b) acts in ways that:

- acknowledge and recognise people's expressed beliefs, preferences and choices

- respect diversity

- value people as individuals

c) takes account of own behaviour and its effect on others

d) identifies and takes action when own or others' behaviour undermines equality and diversity.

Examples of Application : Attend mandatory equality and diversity training and encourage others to do the same

Read and be familiar with local equality and diversity policy and ensure staff do the same

Read and be familiar with local Discrimination, Harassment, Bullying and Victimisation Policy encourage others to do the same

Legislation, policies and procedures
See overview

People's expressed beliefs, preferences and choices might relate to:

- food and drink

- how they like to be addressed and spoken to

- personal care - living or deceased

- privacy and dignity

- the information they are given

- the support they would like

- their faith or belief.

Identifying and taking action when others' behaviour undermines equality and diversity would include on a day-to-day basis being prepared to:

- recognise when equality and diversity is not being promoted and doing something about it

- recognise when someone is being discriminated against and doing something about it

Foundation Gateway (Subset Outline)

Level : 1 Act in ways that support equality and value diversity

Level Indicators:

a) acts in ways that are in accordance with legislation, policies, procedures and good practice

b) treats everyone with whom s/he comes into contact with dignity and respect

c) acknowledges others' different perspectives

d) recognises that people are different and makes sure they do not discriminate against other people

e) recognises and reports behaviour that undermines equality and diversity

Examples of Application : Legislation, policies and procedures
See overview

Makes sure they do not discriminate against other people may include

- what they do or say

- what they do not do or say

- when interacting with colleagues

- when interacting with users of services

- when working with the public

- when working with visitors to the organisation

IK1   INFORMATION PROCESSING

Second Gateway (Full Outline)

Level : 2 Modify, structure, maintain and present data and information

Level Indicators:

a)   inputs, amends, deletes and modifies data and information accurately and completely consistent with legislation, policies and procedures

b)   establishes requirements and finds requested data/information using agreed procedures and appropriate sources

c)   collates, structures and presents data/information as requested using agreed systems and formats

d)   maintains the integrity of data/information consistent with legislation, policies and procedures

e)   assures the quality of data during modification, structuring and presentation

f)   stores data and information safely and in a way that allows for retrieval within appropriate timescales

g)   keeps the data/information system up to date.

Examples of Application : •   Maintain statistics on all document delivery transactions.

Computer Use
•   Data inputting to the library membership database.
•   Registering library members to use KA24 using the Athens Administration System via the Internet allocating a unique user name and password.
•   Using computers for correspondence, e-mail and other library work as appropriate.
•   Contribute to the creation and use of templates and reporting formats to manipulate data held on Library Management System.
Recording statistics of library usage

Data and information might be processed for:
See overview

Data and information may be in the following formats:
See overview

Data and information may be:
See overview

Foundation Gateway (Subset Outline)

Level : 1 Input, store and provide data and information

Level Indicators:

a)   inputs data and information accurately and completely:
-   using the correct formats
-   consistent with legislation, policies and procedures

b)   uses available automated facilities for checking the data/information and for resolving difficulties in using applications

c)   finds and provides requested data/information using agreed procedures and formats

d)   maintains the integrity of data/information using agreed procedures

e)   stores data/information safely and correctly

Examples of Application : Data and information might be processed for:
See overview

Data and information may be in the following formats:
See overview

Data and information may be:
See overview

Legislation, policies and procedures
See overview

Automated facilities include:
-      automatic checkers / quality assurance processes
-      help functions within applications
-      mathematical routines
-      sorting routines
-      statistical routines

Legislation, policies and procedures
See overview

Actions to keep the data/information system up to date may include:
- making a record of data/information entered into or withdrawn from the system
- recalling data/information which is due for entry/return to the system
- withdrawing data/information from current use when no longer required
- archiving/disposing of withdrawn data/information

IK3   KNOWLEDGE AND INFORMATION RESOURCES

Second Gateway (Full Outline)

Level : 3 Organise knowledge and information resources and provide information to meet needs

Level Indicators:

a)   establishes and agrees users' requirements for knowledge/information

b)   identifies and evaluates potentially relevant knowledge and information resources and selects those most likely to meet agreed needs

c)   determines and implements the most appropriate method of locating, extracting and presenting the required knowledge/information

d)   provides requested information to users, proposing suitable alternatives if their needs cannot be met

e)   facilitates access to knowledge/information by developing and implementing appropriate and effective ways of organising resources

f)   acts consistently with legislation, policies and procedures.

Examples of Application : •   Undertakes basic literature searches for library users via the Internet using KA24 and NeLH.

•   Facilitates basic access to health sites on the intranet/Internet.

•   Recording, displaying and shelving journals.

•   Use EBSCONET web based service to claim for missing issues of journals and for other queries relating to the journal collection.

•   Assisting with the classification and cataloguing, where necessary, of library materials, by the application of agreed standards and protocols. This involves adding information to the computerised library catalogue

•   Preparing new stock for the shelves, including book covers, shelf labels, identification marks etc.

•   Participating in the library stock check and the disposal of redundant stock.

•   Keeping the library tidy by maintaining library books and journals in their correct order.

•   Provide photocopies and books from stock when requested by other libraries participating in local and national Document Delivery schemes, using protocols and policies.

•   Use appropriate printed and electronic sources to identify locations for requested material not held locally.

•   Obtain photocopies and books from other libraries using protocols and policies. Methods to include downloading electronic versions of articles from websites.

Issuing/renewing/reserving of book using the computerised library management

Foundation Gateway (Subset Outline)

Level : 1 Access, appraise and apply knowledge and information

Level Indicators:

a)   correctly identifies the need for additional knowledge and information resources to support her/his work

b)   identifies possible sources of the knowledge and information

c)   determines appropriate knowledge/information resource(s) to meet identified need, seeking appropriate guidance and support if necessary

d)   accesses the resource(s) using appropriate methods and identifies the relevant information

e)   appraises the knowledge and information and identifies whether it is appropriate to be applied in own context

f)   appropriately applies the knowledge/information to their work consistent with legislation, policies and procedures.

Examples of Application : Knowledge and information resources might be accessed, developed and organised for the purposes of:
See overview

Knowledge and information resources may be:
See overview

Knowledge and information might be:
See overview

Sources of knowledge and information might include:

-   colleagues
-   expert users of services
-   internet
-   intranet/extranet
-   libraries
-   literature
-   multidisciplinary meetings
-   National Electronic Library for Health (NeLH)
-   reference books
-   resource centres

system

Requirements may relate to:
- content
- equality and diversity issues
- format
- frequency/timing of provision
- quality
- quantity
- resource(s) to be used
- timescales/deadlines

Knowledge and information resources might be accessed, developed and organised
for the purposes of:
See overview

Knowledge and information resources may be:
See overview

Knowledge and information might be:
See overview

Ways of organising knowledge/information resources might include:
- abstracting
- cataloguing
- classifying
- indexing

Legislation, policies and procedures
See overview

Legislation, policies and procedures
See overview

G1   LEARNING AND DEVELOPMENT

Second Gateway (Full Outline)

Level : 2 Enable people to learn and develop

Level Indicators:

a)   agrees with the team the purpose, aims and content of the learning and development and own role in the process

b)   prepares thoroughly for own role addressing any issues in advance

c)   supports learning

-   recognising individuals' particular needs, interests and styles

-   using the agreed methods and approaches

-   in a manner that stimulates individuals' interest, promotes development and encourages their involvement

-   by developing an environment that supports learning

-   consistent with legislation, policies and procedures

d)   gains feedback from learners and relevant others on the effectiveness of learning and development and their ideas for how it can be improved

e)   reflects on and evaluates the effectiveness of learning and development using feedback from learners and others

f)   discusses own evaluation with the team and agrees how learning and development might be improved in the future.

Examples of Application : Delivers training as agreed with manager

Learning and development
See overview

Legislation, policies and procedures
See overview

Foundation Gateway (Subset Outline)

Level : 1 Assist with learning and development activities

Level Indicators:

a)   identifies with the relevant people the activities to be undertaken to support learning and development

b)   undertakes the task effectively and to time consistent with legislation, policies and procedures

c)   reports any difficulties or problems at an appropriate time to a team member.

Examples of Application : Activities might include:

-   preparing equipment for specific forms of learning and development

-   preparing learning environments

-   preparing learning materials and resources

-   providing feedback to learners

-   supporting learners and team members during learning and development

-   preparing and collating evaluation forms

Learning and development
See overview

Legislation, policies and procedures
See overview

G5   SERVICES AND PROJECT MANAGEMENT

Second Gateway (Full Outline)

Level : 1 Assist with the organisation of services and/or projects

Level Indicators:

a) identifies with the team the activities to be undertaken to support services and projects

b) undertakes activities effectively and to time consistent with legislation, policies and procedures

c) reports any difficulties or problems at an appropriate time to a team member

d) keeps accurate records of activities and makes them available to people at the time that they need them.

Examples of Application : Managing the day to day running of the library during the Site Librarians absence

• Assists library users with the photocopier.

• Assists library users with basic computer problems, referring on when necessary.

• Handling money and assisting with bookkeeping where necessary.

Activities might include:

- arranging catering and other forms of support
- arranging events
- arranging travel
- booking straightforward appointments
- chasing replies
- drafting and finalising documents (including letters)
- filing / storing
- monitoring supplies
- ordering supplies
- organising venues
- preparing papers for distribution
- taking payments in simple circumstances
- taking notes
- welcoming and facilitating events and meetings

Services and projects
See overview

Legislation, policies and procedures
See overview

Foundation Gateway (Subset Outline)

Level : 1 Assist with the organisation of services and/or projects

Level Indicators:

a) identifies with the team the activities to be undertaken to support services and projects

b) undertakes activities effectively and to time consistent with legislation, policies and procedures

c) reports any difficulties or problems at an appropriate time to a team member

d) keeps accurate records of activities and makes them available to people at the time that they need them.

Examples of Application : Activities might include:

- arranging catering and other forms of support
- arranging events
- arranging travel
- booking straightforward appointments
- chasing replies
- drafting and finalising documents (including letters)
- filing / storing
- monitoring supplies
- ordering supplies
- organising venues
- preparing papers for distribution
- taking payments in simple circumstances
- taking notes
- welcoming and facilitating events and meetings

Services and projects
See overview

Legislation, policies and procedures
See overview

Document has ended