

Te Kura Tuarua o Te Kāuaeranga Thames High School



Kia kōtahi ai te piki ake, kia ikeike rawa ki te taumata
We grow together to achieve one's true potential

Role Description: Library & Resource Hub Coordinator

Position Title	Library & Resource Hub Coordinator
Responsible To	Business Manager, Deputy Principal (Curriculum & Assessment) and Principal
Responsible For	Library operations, resource and device management, media/archive support, supervision of library spaces
Functional Relationships With:	Students, teaching staff, support staff, ICT technicians, Pathways/Careers staff, senior leaders, whānau (as appropriate), external library/support providers
Hours / Days Employed:	25 hours per week, Term Time Only (8.15am–2.15pm, Mon–Fri), including a 30-minute unpaid break
Functional Delegations (Limits to Authority):	Operates within school policies and procedures; no financial delegation; authority to manage library/resource systems and student access to the space; authority to escalate ICT/device issues
Terms and Conditions:	As per the Support Staff in Schools Collective Agreement (SSSCA)

Purpose of the Role

To lead the daily operation of the Thames High School Library and Resource Hub so it remains a calm, inclusive, and purposeful learning space supporting reading, research, quiet study, and student wellbeing.

The role also coordinates key resource and device management functions and contributes to media and archive tasks.

The school may progress toward a more integrated Library, Resource, and Innovation Hub, the responsibilities of this role may expand to include additional support for digital tools, small-scale innovation equipment, staff resource centres, and curriculum-aligned projects. The role therefore requires adaptability, willingness to learn, and proactive engagement with emerging developments.

Key Responsibilities	Key Performance Indicators / How Success Will Be Demonstrated
1. Library Operations & Reading Promotion <ul style="list-style-type: none"> • Lead daily library operations, ensuring a welcoming, inclusive, and organised environment. • Manage shelving, circulation, displays, and general library systems. • Curate and maintain fiction and non-fiction collections and encourage reading for pleasure and for learning. • Support literacy initiatives and help promote schoolwide engagement with reading. 	<ul style="list-style-type: none"> - Library open reliably each day. - Collections well organised and promoted. - Displays refreshed frequently. - Students and staff report the library as a supportive learning space.
2. Study, Research & Learning Support <ul style="list-style-type: none"> • Maintain zoning for quiet study, collaborative work, and small innovation activities. • Assist students with research skills, locating resources, and using library tools. • Promote and support class bookings and supervised study periods. • Assist staff with identifying and accessing relevant learning resources both internally and externally. 	<ul style="list-style-type: none"> - Zones respected and functioning well. - Senior Study Zone purposeful and well supervised. - Students supported in using resources and research tools. - Smooth class bookings and transitions.
3. Student Supervision & Wellbeing Support (Non-Pastoral) <ul style="list-style-type: none"> • Provide consistent supervision to support a calm, positive environment. • Provide and manage resources for recreational gaming or other pursuits in keeping with a welcoming, social library. • Welcome and support diverse learners, including neurodiverse students and rainbow students. • Operate a short "brain break" system to assist students needing brief respite. • Apply clear expectations to ensure the space is used purposefully. • Seek support as required from the Pastoral Network Team - kaiāwhina, DPs, counsellor, careers advisor, etc. 	<ul style="list-style-type: none"> - Space remains calm, inclusive, and orderly. - "Brain break" system used appropriately. - Expectations clearly understood by students. - Library not used as a withdrawal space.
4. Resource & Device Management <ul style="list-style-type: none"> • Coordinate Computers on Wheels (CoWs), loan Chromebooks, desktops, and other devices or resources as required. • Maintain accurate records of issuing and returns. • Provide first-level troubleshooting and escalate as needed. • Keep the resource hub organised and functional. • Future development: May include additional resource systems or schoolwide equipment hubs. 	<ul style="list-style-type: none"> - Devices stored securely and tracked accurately. - Equipment ready for classroom use - Issues escalated promptly. - Resource hub tidy and efficient. - Additional resource systems integrated smoothly as required.
5. Media Support & Archive Management <ul style="list-style-type: none"> • Support media tasks such as locating images, preparing displays, and managing digital folders. • Assist with visual displays and social media posts celebrating learning and achievement. • Organise and maintain school archives (photos, yearbooks, historic documents, digital media). 	<ul style="list-style-type: none"> - Archive materials secure, labelled, retrievable. - Digital folders organised and searchable. - Staff receive timely support for image/media requests.



<ul style="list-style-type: none"> • Ensure historical materials stored logically and safely. • Future development: <i>May include greater involvement in digital storytelling or school communications.</i> 	<ul style="list-style-type: none"> - Displays regularly updated and aligned to school identity.
6. Space Management & Behaviour Standards <ul style="list-style-type: none"> • Maintain a clean, orderly, welcoming environment. • Set and reinforce expectations for appropriate use. • Identify avoidance behaviours and respond actively. • Ensure safe and appropriate use of equipment, furniture, and resources. • Future development: May involve managing additional learning or collaboration spaces. 	<ul style="list-style-type: none"> - Space consistently tidy and functional. - Behaviour expectations applied fairly. - Avoidance behaviours minimised. - Equipment and furniture used safely.
7. Innovation Corner (With Potential to Expand) <ul style="list-style-type: none"> • Maintain a small innovation/maker area (e.g., 3D printer or similar tools). • Support early-stage innovation activities and curiosity-led learning. • Supervise safe student use. • Future development: As the Hub evolves, responsibilities may expand to coordinating more advanced digital or creative learning tools, media spaces, or collaborative project areas. 	<ul style="list-style-type: none"> - Innovation area safe, tidy, and functional. - Students supervised and supported appropriately. - Equipment maintained well. - Smooth transition into expanded innovation functions when required.
8. Collaboration & Communication <ul style="list-style-type: none"> • Build positive working relationships with staff and students. • Communicate clearly about library services, resource processes, and expectations. • Contribute to literacy, research, and digital/resource initiatives. • Support and guide student helpers or volunteers. • Future development: May involve supporting staff PLD or resource curation. 	<ul style="list-style-type: none"> - Strong professional relationships evident. - Library/resource information shared effectively. - Contributions valued by staff and students. - Student helpers supported appropriately.
9. Administration & Reporting <ul style="list-style-type: none"> • Maintain accurate library and resource records. • Track usage data and report trends as requested. • Order supplies and consumables through approved processes. • Report on library and resource hub operations as part of annual evaluation and planning. • Escalate concerns to SLT in a timely manner. • Future development: Additional reporting as role expands. 	<ul style="list-style-type: none"> - Records accurate and up to date. - Usage data available as required. - Supplies managed efficiently. - Issues escalated promptly.
10. General Expectations (All Staff Standards) <ul style="list-style-type: none"> • Uphold the Vision, Mission, Values, and policies of the school. • Maintain confidentiality and professional standards. • Ensure culturally responsive practice, including correct tikanga and te reo Māori use. • Communicate effectively with students, staff, whānau. • Engage in professional learning and appraisal. • Undertake additional duties as reasonably requested. 	<ul style="list-style-type: none"> - Professional conduct consistently demonstrated. - Positive relationships with all stakeholders. - Cultural responsiveness visible. - Confidentiality maintained. - Strong communication evident. - Engagement in PLD and appraisal.

