POSITION DESCRIPTION

POSITION: **Head of Kerferd Library**
Reports to: **Deputy Principal – Teaching and Learning**

Overview

Mentone Girls' Grammar has nurtured the minds and hearts of young women with a single-minded discipline since 1899. Our motto '*Vero Nihil Verius*' - *Nothing Truer Than Truth* - is the most precious value Mentone girls take into the world as women.

At Mentone Girls' Grammar, we believe in the potential of every child and their capacity to flourish when they are known, seen and heard. Our holistic education enables students to become confident, compassionate, and capable young women, boldly steering their futures in the direction that is right for them.

The Head of Kerferd Library supports and implements the vision of Mentone Girls' Grammar through creating a library that is the heart of the school: a vibrant, stimulating, inclusive and welcoming place that supports inquiry and life-long learning and promotes a Whole School reading culture.

Responsibilities and Duties

The responsibilities of the Head of Kerferd Library include, but are not limited to:

- Lead the strategic vision and daily operations of the Kerferd Library to ensure it is a dynamic, inclusive, and engaging hub for teaching, learning, wellbeing, and reading.
- Promote a strong whole-school reading culture through engaging programs, timetabled reading sessions, and school-wide literature events.
- Collaborate with teaching staff and curriculum leaders to design and deliver inquiry-based, information-rich learning experiences across the curriculum.
- Oversee the development and curation of physical and digital collections aligned to curriculum needs, student interests, and broader learning goals.
- Lead and mentor the library team, ensuring a collaborative culture, professional growth, and alignment with school strategic priorities.
- Manage physical and digital library spaces to meet diverse learning needs—quiet study, collaboration, celebration, and creativity.
- Partner with IT and Digital Learning leaders to maintain an effective library information ecosystem, including the LMS, LibGuides, and federated search tools.
- Deliver professional learning to staff in information literacy, academic integrity, resource access, and digital tools.
- Champion the use of library systems and technologies to improve student research, literacy, engagement, and independence.
- Advocate for the library's role in fostering student wellbeing by ensuring it is a safe, welcoming, and student-centred space.
- Lead the school's copyright education efforts and promote academic honesty across teaching and learning programs.
- Represent the Kerferd Library at curriculum and leadership meetings and promote its impact through community engagement, publications, and events.

Essential Criteria

- Accredited Teacher Librarian Qualification and current VIT registration, with demonstrated excellence in teaching practice aligned to the AITSL Standards (2014) for Teacher Librarians.
- Extensive experience in reading promotion and literature programs, particularly in Young Adult literature, with a passion for fostering a whole-school reading culture.
- Proven ability to integrate information literacy and inquiry-based learning into curriculum design and delivery, in collaboration with teaching staff.
- Strong curriculum knowledge aligned to Victorian and Australian standards, with the ability to develop engaging, resource-rich learning experiences.
- Leadership experience in school libraries, including program development, collection curation (physical and digital), staff supervision, and budget management.
- Expertise in educational technologies and library ecosystems, including library management systems, federated search tools, LibGuides, eResources, and digital curation.
- Experience developing instructional resources to support information literacy, academic integrity, and ethical use of information (e.g., referencing, plagiarism, copyright).
- Commitment to evidence-informed practice, with experience using action research, design thinking, or data analysis to continuously improve library services.
- Effective presenter and professional learning facilitator, with a track record of delivering staff development related to reading, research, and resource use.
- Active involvement in professional associations (e.g. SLAV, ALIA Schools) and ongoing professional learning in teacher librarianship, pedagogy, and innovation.
- Highly developed interpersonal and communication skills, with the ability to build strong relationships across staff, students, and the wider school community.
- Strong understanding of the role of the library in student wellbeing, and ability to create a welcoming and inclusive environment for diverse learners.

Child Safe

Mentone Girls' Grammar School is committed to and promotes the safety, wellbeing, inclusion and participation of all children, including Aboriginal children, children with a disability and children from culturally and/or linguistically diverse backgrounds. This pledge is embedded in our policies and procedures which ensure a commitment to zero tolerance of child abuse.

To create and maintain a Child Safe school, Mentone Girls' Grammar applies Child Safe Standards which include but are not limited to:

- Strategies that embed a School culture of child safety, including through effective leadership arrangements.
- A child safe policy which states a commitment to child safety.
- A code of conduct that establishes clear expectations for appropriate behaviour with children.
- Screening, supervision, training and other human resources practices that reduce the risk of child abuse by new and existing personnel.
- Processes for responding to and reporting suspected child abuse.
- Strategies to identify and reduce or remove risks of child abuse.
- Strategies to promote the participation and empowerment of children.

You will be required to adhere to all school policies and procedures which outlines our commitment to providing a Child Safe environment. This includes a rigorous background check to verify your identity, suitability and qualifications related to your role at the School.

Risk Management and Work, Health and Safety

All staff are expected to take responsibility for maintaining a safe working environment and adhering to relevant safety protocols. This includes:

- Proactively identifying, reporting, and managing risks
- Complying with all relevant legislation, regulations, and codes of practice
- Performing duties in a manner that safeguards the health and safety of self and others
- Supporting and cooperating with workplace health and safety initiatives
- Following all School policies and procedures related to health, safety and risk management
- Participating in WHS training and activities as required
- Using personal protective equipment, safety devices, and training resources appropriately
- Maintaining positive and respectful working relationships with colleagues, in line with the School's expectations
- Immediately reporting any health and safety concerns or incidents to the relevant manager

Employment Conditions

Classification	Conditions of employment as per the Mentone Girls' Grammar School EBA
Position of Responsibility	3 years
Other Conditions	FTE 1.00 *(full time)* 0.40 Teaching Load
Allowances	Applicable time and monetary as per School policy
Physical Capabilities	Able to work for extended periods in a seated position, view a computer screen for extend periods without visual distress, standing, walking, talking, listening, steps/stairs, carrying.

Other Conditions

– Each term, student-free days (when student instruction does not occur) are allocated by the School for planning and administration, curriculum development, and student assessment and reporting. It is the expectation that this position attends these days to prepare for the term.
– There will be the requirement to attend for work for at least three weekdays known as Staff Days prior to the return of students at the commencement of the school year, except for Australia Day (or a day declared to be a holiday in lieu of Australia Day). These Staff Days are used for induction training, professional development training or in-service training.
– Actively participate in and contribute to camps, excursions, inter-House and inter-school sport, and any other extra and co-curricular activity which forms a part of the School's program as a provider of education.

Date Prepared: September 2025