



PKSB for School Librarians: a breakdown of the categories

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	PROFESSIONAL EXPERTISE	
1	Organising Knowledge and Information	
1.1	Information resources	Have you used theoretical models to make your stock more accessible? This would involve reading academic literature and basing your library organisation on research-based evidence proven to enhance use for different media rather than just observing what your community might need. You will need to prove why this is a better approach for your school in terms of what it is trying to achieve, and demonstrate measurable impact on the users.
1.2	File planning	Have you created a specific collection such as an area for less-able readers or visually impaired readers? This would need to demonstrate that your way of organising the stock led to a measurable impact on the users. You will need to prove and collect evidence on why this is better for the particular user set and the impact on the school as well.
1.3	Classification schemes and taxonomies	Have you reorganised your non-fiction to make it more accessible? Have you rearranged your fiction from alphabetic to genre or vice versa? Have you reorganised part of your collection into a simpler classification? You will need to show how the classification scheme has helped users to use the stock more efficiently and has aided their understanding of how topics or genres relate to one another. You will need evidence from users to show how it has impacted on teaching and learning
1.4	Ontologies	Not usually relevant - philosophy of information theory and aimed at university librarians
1.5	Cataloguing and resource description	Have you had to overhaul and improve your catalogue and the book descriptors? This will need to show how by adding keywords, subject headings or summaries you have followed a verified pattern of rules and used authority files where appropriate to ensure searching by users is accurate and comprehensive. Possibly also collaborating with teaching staff regarding the description and keywording of resources. You will need to show the impact of

		the changes you have made maybe through comments of users or if your LMS allows it logging differences in search terms used and hits. Evidence could also be shown via increased borrowing linked to subjects or via student bibliographies. You will need to gather evidence to show the impact on teaching and learning
1.6	Thesauri	Have you added “see also” references to your catalogue so that you guide users to alternative terminology and vocabulary? You will need to prove that the users have increased their vocabulary about a topic as a result of this and show impact on teaching and learning. This might be good for a primary or KS3 where vocabulary development is part of the curriculum. This might also be covered by other games or worksheets or displays introduced to show relationships between words probably aimed at widening vocabulary. Perhaps also activities that encourage students to either expand or narrow their search terms (depending on the resources being used) and to think of alternative keywords would come into this category.
1.7	Subject indexing	Have you standardised your subject headings or keywords in your catalogue using an authority file and hierarchy? You will need to show how this benefits your users and the impact it has on teaching and learning and use of your resources.
1.8	Information achitecture	Have you added to your catalogue a specific area for a particular group of users such as less able or visually impaired? This might also relate to a class researching a project topic. You will need to show how you have adapted the system while considering the needs of this group and show the impact it has had on their use of information and attainment and ultimately the impact on teaching and learning
1.9	Database design and management	Not usually relevant unless you have designed something like an Access Database for eg room booking, archive material or in a primary school maybe classroom resources. You will need to explain how you decided on the design and developed it in accordance with the user group and prove how this has impacted upon use of the resources and the consequences for the school community

1.10	Metadata	<p>Have you written guidelines for cataloguing resources that are bespoke for your library so that others can follow the rules and ensure uniformity in the catalogue? This should include advice for keywords, summaries etc as well as standard ISBN information. You will need to ensure that you have before and after evidence and show the impact the new system has on retrieval and use of resources by library users and the impact on teaching and learning. You might also demonstrate how you are passing on professional knowledge so others can share your workload or act in your absence without standards being compromised</p>
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2	Knowledge and Information Management	
2.1	Knowledge management	<p>Have you been involved in a project where you have contributed your expertise and knowledge? This might be involvement in a committee maybe to look at introducing electronic textbooks and you have given your advice based on your knowledge of this area as an information expert or maybe deciding upon author visits for a whole school event. You will need to show how your organisation draws on your expertise and knows when and how to do this. You will need to prove the impact of your contribution. Another example might be you creating a resource which lists the knowledge of staff in the broadest sense including their hobbies and wider professional interests so the school can call upon this expertise more easily without reinventing the wheel or calling upon expensive outside help.</p>
2.2	Information management	<p>How do you communicate the resources that are available to members of your school community? This might include preparation of reading lists or project topic boxes and ensuring that the resources include various media formats for accessibility and also timely availability. It might also be a display that shows location of resources and how they might be used and ideally this information should be outside the library environment as well as within. You will need evidence that your organisation is aware of this process and collaboration with the end users show it is beneficial to teaching and learning. Under this strand it is about your organisation skills not the content.</p>
2.3	Data management	<p>Do you regularly collate data on library usage? Do you monitor progress in a reading scheme such as AR? Here you will have to demonstrate that your data is managed in such a way that comparisons can be made over time and that you have designed or selected data sets such that this can be done. You will need to provide evidence of impact in how your data is used by others in the school community. Under this strand it is showing how your organisation and dissemination of data affects your school community.</p> <p>Also data on students - things like surveys to ascertain what type of books they read, their interests, etc. so you can target those areas in your stock purchases and library lesson talks. Plus maybe data on the stock - age of publication, comparison of stock against curriculum requirements in order to inform purchase decisions.</p>

2.4	Knowledge synthesis and information integration	Have you had to research possible sources of information for a staff member (or your own lesson) or to make a case for purchasing equipment or resources for your library? This evidence needs to show that you have drawn together information from a number of sources for a report or presentation and that you have evaluated the sources for credibility and usefulness to synthesise your own views. You will then need to show how your approach to this made it easier for others to understand the issue and to reach a decision on what they might use or buy.
2.5	Knowledge transfer/organisational learning	Do you deliver a CPD programme to staff on using the library? To pupils? To a feeder school? How do you support student learning? Are you involved in delivery an extended project programme? Here you need to demonstrate that your input has impact on the group you are delivering to by enhancing their knowledge. Ideally you need evidence to show that as a result of your teaching they are able to perform a task independently, or to be able to ask you the right questions, or have enhanced vocabulary skills to enable them to engage with resources and processes.
2.6	Organisational information/knowledge assets	This is not usually relevant unless your role is part time and your other job involves maintaining an inventory of whole school assets.
2.7	Knowledge sharing and collaboration	Are you an active member of SLN or similar internet group? Do you take part in a Twitter chat? Are you involved with your local SLA or CILIP branch? Do you participate in a local group of librarians? Have you delivered a presentation in a TeachMeet or conference? Have you collaborated with a teaching department within your school? This strand requires evidence of exchange so you need to show what you have learned as well as what you have shared and the impact attendance or involvement has had on your own practice. You need to explain what you decided to adopt and what to reject and why. You can provide evidence of how your knowledge has impacted upon others in the group. This can be in an administrative role as well as delivering content. Writing for publications also counts - although it's more difficult to gather evidence as a result of this.

2.8	Obtaining benefits from information products/expertise	<p>Have you delivered CPD outside your organisation for payment or developed a product that generates income for your school? It might be reselling resources online or to a company for financial gain. It could be organising events or hosting an event such as an author visit where others are charged for participation so there is profit made. For independent school librarians you could show how your library contributes to Charitable status of your school. You will need evidence to show how the benefit received has impact on the recipient and you will need to evaluate and justify your approach.</p>
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3	Using and exploiting knowledge and information	
3.1	Understanding information services	<p>Do you provide students and staff information about new resources or news stories in a proactive way? Do you match the resources you buy, download and store with knowledge of the curriculum or topics for EPQ or Extended Essays? This strand looks at how you use your expertise to make decisions about the service you provide and the choices you make about what to include and what to reject. You will need to provide evidence of how your service meets the demands of your users and the decisions you have taken about provision to ensure this happens.</p> <p>What about things like activities, displays, competitions - linked to the curriculum, school initiatives and outside events? What sort of impact have these had?</p>
3.2	Understanding information seeking behaviour	<p>Have you conducted a survey to find out what information your school community needs? This could be matched against curriculum topics by key stage, independent learning projects, information on hobbies, exam technique etc., It could also cover the media format needed for accessibility. This strand is really asking you for evidence to justify why users would visit your library - what have you got that they need. Have you adapted your resources to meet the needs of specific groups in your community to enable engagement? This could be identifying a project topic and , because they were lower ability students in the class, ordering particular titles to make it easier for them to find the information they needed. This strand concentrates on users finding information and how you as librarian enable this. Signage, labelling of resources might also come into this category as well as information retrieval.</p>
3.3	Information retrieval	<p>How do you help users of your library find the information they need? How is your library organised and signposted? How do you use your VLE and/or LMS to enable information to be retrieved easily? Ideally evidence from a before and after scenario works well here but the emphasis is on retrieval by the end user NOT your organisation skills. In this strand you need to show how your understanding of how information needs are met enables end users to find what they want. You could use an example of finding through listening to a teacher that you needed to add specific keywords to a range of resources to enable retrieval or you might identify this through your LMS recording searches where no hits were found due to poor vocabulary. It might be showing how re-signposting and labelling your stock has led to greater usage. It might be</p>

		genre-fying your fiction to tie in with a requirement for students to read from 5 different genres. You need evidence from end users and demonstrate the impact it has had on their retrieval skills and if possible link this to teaching and learning.
3.4	Data analytics	How do you present the usage statistics of your library? Do you compile data as part of an annual report or to provide SLT with support for an inspection? This might include analysis of use by gender, special needs, EAL, Pupil Premium, year group or classes. The strand is looking for evidence that you are able to present data in a way that is clear and that you are able to draw inferences and make comment on the results. Ideally you need to show progress or decline and suggest counter measures as part of the analysis and also show the impact on the organisation.
3.5	Informetrics	Not usually relevant. This is really the analysis of impact of books, articles etc and is generally used in HE to measure the impact of an author by the number of citations etc. You could possibly use borrowing statistics of particular resources to link and show impact on curriculum study but in general schools would not have enough evidence to make this statistically viable.
3.6	Information analysis	Are you involved with assessment of student work either summative or formative? Have you created worksheets where you have had to analyse data and compress it into a different form to make a point that can then be analysed by others? This strand looks at your ability to use data sets to confer information and then to identify trends. It is not analysis of the data itself but the trend it exposes in terms of the information it provides. So the evidence needs to show that that your analysis gives information to the reader that they can then act upon.
3.7	Information evaluation	Are you involved with assessment of student work either summative or formative that is benchmarked against a set of criteria? In schools this might be involvement in moderation or for EPQ it might be holistic marking criteria. Another possibility is AR levels analysis or another reading recovery scheme. You will need to provide evidence that you understand the process to evaluate the information and show how it meets the criteria in the level you allocate to it.

3.8	Abstracting and summarising	<p>Do you add your own abstracts/summaries to resources you place on your LMS? Have you written a report where you have had to summarise a lengthy resource for a teacher or a document for the SLT? Have you written a book review for a magazine or journal which required a precis of the contents? This strand needs evidence of why you decided to keep elements or discard passages and why you chose to emphasise the areas you did. You might also include parts where you had to do further research in order to structure the summary.</p>
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4	Research Skills	Not just research for internal use but also for delivering presentations, etc. to external parties such as at branch meetings, conferences, writing articles, etc.
4.1	Understanding research	Have you been part of a committee where you have had to persuade members to undertake further research? Have you delivered lessons to students to explain the importance of thorough research or the information literacy process? Have you researched for a member of your school community and needed to discuss the nature of how you would go about the process? This strand looks for evidence of your understanding of how important good research skills are and how you apply this in practice. You need to show that without this approach the needs of the end user would not have been met.
4.2	Evaluative research	Have you researched alternative companies for service provision? Have you researched different databases for a specific project topic? Have you conducted a survey in your school community about a service provision giving them alternative scenarios? This strand considers how you make decisions based on the information you find and reach a conclusion. Your evidence needs to include how you designed your evaluative research, what factors you considered when evaluating sources and why,, what issues emerged and how you dealt with them and on reflection what you might have done differently. How did the outcome affect your community?
4.3	Desk research	Have you had to research a historical figure for a display? Have you had to research the background of a visitor to your school eg a speaker on speech day? Has a teacher asked you to research some information on a topic? Has the SLT asked you to find information for a strategic plan? Has a teacher presented a suspected piece of plagiarism and asked you to try and find where it comes from? This strand considers how well you handle finding relevant information for others both online and in print or other media. You will need evidence of the nature of the task, the strategy you used, any issues encountered, and how the outcome met the requirements. You will need evidence from the person who commissioned the task
4.4	Statistics and statistical analysis	Do you include statistics in your annual report? Have you used statistical evidence to argue a case for more resources? Have you analysed statistical data to help with survey results? Have you analysed published data sets to make a point in a report to teachers, SLT, Governors? This strand looks at your own analysis skills. You would need to provide evidence of applying

		known statistical analysis techniques to show validity and then to comment on the outcomes and how they might affect your school community. It is more academic than just a comparison of table numbers with small changes - it needs to be proven to be of statistical value.
4.5	Understanding research contexts	Have you ever carried out a survey of the service you provide to your school community? This strand considers how well you understand research methodologies so they will be looking for evidence on how you designed your research based upon known published approaches. You will need evidence of why you chose your methodology based upon a comparison with alternative approaches. You will also need to evidence why you chose a particular format in which to relay your results to the school community. This is about the research process and the impact your methodology has on outcomes.
4.6	Understanding and presenting research reports	Have you had to deliver a report written using an academic style? This strand looks at your ability to write in a formal style with abstract, main body, conclusion, bibliography. In particular you will need to show you understand referencing and that these are chosen carefully in terms of credibility and authorisation. Your text might include quotes, tables of analysed data, images etc. It could be a very formal annual report for your library where you could reference similar data from other schools or data from a published reading survey or technology use trends. You will need to show that the report has impact because it has been written in this way, for example, if an extract was used in a school report or in an inspection report
4.7	Research ethics	Most school librarians will not be extensively involved in their own research but if you submit under this strand it means in any research you undertake you have to show an understanding of what is permissible. So for example if your research involved taking children off school premises you might have to complete a risk assessment and this could be used as evidence. You could show awareness of copyright laws and the need for comprehensive referencing. If a teacher asked you to research for them a discursive project on eg political parties, animal rights or safeguarding you could demonstrate how you put in place criteria to ensure boundaries of ethics were not breached or did not compromise the school's filtering system etc

5	Information Governance and Compliance	
5.1	Information Governance	This strand could be used if you have developed an agreed set of rules for information use - for example if you have discussed and implemented a recognised system for referencing. You would need evidence to show why you adopted the system you chose and how it is used throughout the school and what measures are in place to ensure it is used and the penalties if it is not. Another example might be an information process directly related to guidance from the National Curriculum or the expected levels in a reading scheme. This strand is about policy development in relation to an authoritative set of rules.
5.2	Information Rights	Have you been involved with the recent changes to data protection and changed your library policies to meet the legal requirements? This might involve areas such as how student data and parent emails (and biometric information) are stored on your LMS. This strand will require evidence of how you safeguard this information and how you have adapted what you do and informed others to keep within the law
5.3	Copyright, intellectual property and licensing	Are you responsible for keeping licences up to date in your school? Have you designed posters or leaflets for staff to ensure they keep within copyright rules? Have you delivered INSET to staff or others in the school community on copyright? Here you will need evidence not only of what you did but also any resulting changes that show your knowledge has been passed on. Delivering lessons on plagiarism, referencing, etc.
5.4	Assured information sharing	This strand considers the balance between allowing information to be shared and legal responsibilities. In a school library this could be evidenced around your LMS and what is visible to all and what just to certain users or just the librarian. This could relate to borrower data details, DVD age group management, Senior and Junior fiction or non-fiction suitability, Your evidence would need to show why you made the visibility decisions and the impact this has on the school community and in the eyes of the law.
5.5	Information ownership and accountability	Are you responsible for the accuracy of information on your LMS? Do you ensure the records mark clearly the full bibliographic information so it can be easily identified by others where the information comes from and can write a reference? If someone acted on the information you provided would you be held responsible for its accuracy? This would be a difficult strand for school librarians to evidence because it is about accountability in a legal sense.

5.6	Information risk management	This is a strand not usually applicable to school librarianship. One aspect might be if you were asked to safeguard certain information against misuse - this again might relate to borrower information on an LMS but it is not usually your methodologies that affect the protection issue
5.7	Information assurance	This is a strand not usually applicable to school librarianship. It could be applied to how you manage interlibrary loans eg from a school library service to ensure they are only borrowed by those eligible ie students and teachers in your school and measures that you take that they are safely returned. Another application for an IB school might be storage and use of exemplar Extended Essays for the Diploma course as these have to be kept away from general display and can be read but not copied or taken away by readers
5.8	Information audit	Do you analyse data from your LMS to ensure it supports the school's mission statement or development plan? Here the evidence should provide statistics relating to borrowers and resources and show how the patterns emerging directly support the aims of the school. You will need to include evidence that the development plan is actually using the information you provide. You could also relate this to a scheme of work produced by a department within the school and also any literacy policies that might have aims, objectives and targets.

6	Records Management and Archiving	
6.1	Records Management	<p>Are you able to locate information in a variety of media formats within your school? This strand considers how easily you can retrieve information based upon your organisational skills. A suitable project might be cataloguing departmental resources and then showing how an enquiry for information involved you drawing on information across the school. You would need to show how this enhances teaching and learning. Another possibility might be implementing a reading scheme such as AR and showing how you can locate the right levels easily and ideally if it involves books stored in different areas of the school ie classrooms.</p>
6.2	Retention and disposal	<p>This would not usually be relevant to a school librarian because it deals with legal responsibilities for storage and disposal. You could argue a case to submit under this strand if, for example, you could identify in an exam board schedule that information students use has to be published within a specific time period eg 2 years for business studies or computing. Storage of careers material might also fall into this area. The key feature is that there must be a legal element - it is not just weeding stock</p>
6.3	Storage of collections	<p>Are you responsible for storing archive resources in your library? This strand requires you to provide evidence of how you protect these resources and preserve them for future use in terms of their storage. It would include not just print material but artefacts and digital material too. You would need to show how you had researched best practice and then applied it to the storage of your own collection. More laterally you might be able to shoehorn current resources into this strand by showing how your library risk assessment leads to decisions being made about storage - eg in a primary or junior school limiting the height of the shelves What about the selection of resources? Not many schools will have archives but even state school librarians may want to think about keeping and storing resources relating to the school (such as year books) or the local area (ie: local history). There is a strong link between storage of collections and preservation (6.7).</p>

6.4	Access to collections	Do you restrict your DVDs by age band or year group (NOTE – you can't legally allow anyone under the age classification to borrow a DVD. This means you can't loan by year group but have to use their actual DOB). ? Do you separate your fiction or non-fiction collections in the same way? This strand looks at how you manage your collections in this respect. It is similar to strand 5.4 that looks at the balance between who can borrow what. Here the strand is more concerned with the management protocols you have and how you keep within the law.
6.5	Digitisation	Have you undertaken a project where you have digitised print copies? This might be making pdfs of exemplar work to upload onto your LMS so students can access a model of work they may need to do. It could be digitising old copies of a school magazine in order to preserve the original. This strand requires evidence of your technical ability in completing the task. You would need to show you had learnt a technique or skill and also researched alternative methodologies.
6.6	Curation	Are you responsible for maintenance of archive material in your library? Do you mend or repair your library resources to prolong their life? This strand requires evidence that your intervention is specific to the treatment of resources for your organisation, Here you could argue turning your old school magazines to digital formats to make access easier for past students or a covering strategy for current books to prolong life and save money.
6.7	Preservation	Whereas the curation strand considers preservation or changing the format with regard to the needs of the organisation, this strand is concerned with preserving the information and considering continued access and protecting items from damage or loss. In a school library this could relate to the introduction of a security system or again it might be a repairs policy or maintaining a reserve collection or archive or even digitisation. See 6.3.
6.8	Web information continuity	Not usually relevant unless you are also an archivist this strand would involve downloading and saving webpages to add to an archive to preserve historical information. You would need to show evidence of what you decided to keep and also how far you preserved links within the web pages as well.
6.9	Archiving	Not usually relevant unless you are also an archivist. In a school context this would involve demonstrating how you organised the material in conjunction with archive principles taking note of the historical and legal aspects.

7	Collection Management and Development	
7.1	Collection management	Do you have a library policy for acquisitions and disposal of stock? For this strand you would have to demonstrate your knowledge of what collections you might have and why and how within each collection you would take steps to maximise the accessibility to library users. In a school library you could also use setting up a topic box as an example - not the selection of material in it but the physical accessibility, digital accessibility via an LMS and the fact that you could place different media formats in the box. The accessibility could relate to being able to take the box to a classroom. You could also include the method by which you ensure contents are not lost and how you try to prevent damage.
7.2	Collection development policy	Do you have a strategic collection development policy for your library? Has there been a Curriculum change in your school which has meant buying new stock and disposing of materials no longer taught? Ideally your evidence should show how this benefits the school or department or how it will do so in the future.
7.3	Selection of materials and resources	What cost effective policies regarding resource acquisition have you used in your library? Have you encouraged the use of free eBooks to replace a classics section? Have you used Open Source documents to replace subscription databases? Have you signed up for a scheme such as Bookbuzz to encourage reading and increase stock? Have you set up a donation scheme for the library? This strand looks at how you use your professional knowledge to select the most relevant and cost effective resources for your school community. You will need to provide evidence of why you took decisions and have written formal support for your changes from your SLT outlining the benefit of your approach. Also maybe the necessity of having a diverse and inclusive collection - legal requirements, well-being aspects, resources provided to support all protected characteristics of the Equality Act 2010, etc.
7.4	Legal deposit	Not usually relevant to a school library unless you decide to compile a book from student work and have it published formally.
7.5	Collection evaluation and information quality	Do you have a policy regarding suitability of content for your library resources? Have you ever received a donation and had to decide which resources to accept for your shelves? Have you developed a news cutting service or a blog? This strand requires evidence of evaluating the information in a resource before it gets added to your collection for use. Here you need to provide criteria against which you benchmark the suitability of the resource for your

		collection.
7.6	Collection promotion	<p>How does the school community know what you have in your library? For this strand you need to evidence how you tell your users not just about new stock but existing stock too. This could include a brochure, information on a library website or LMS, or an induction programme as well as newsletters. Could also include displays around the school as well as in the library, highlighting specific areas of stock.. You will need to collect comments from users about how effective your promotion has been and how you have adapted it for different user groups. Other evidence could be requests for books mentioned, increased borrowing from displays.</p>

8	Literacies and Learning	
8.1	Information literacy	Do you teach information and library skills? This could include induction training, research skills, reference skills and EPQ. Do you work with classes on information and research skills? Do you work across the curriculum, eg with different departments on information literacy? You need to provide evidence of impact on users. This could be via a questionnaire or comments or examples of their work done as a result of your teaching.
8.2	Reading literacy and reader development	How do you develop reading? Do you shadow book awards, run reading clubs? Do you encourage peer recommendations? Do you run AR? Do you run projects to address different reading literacies, such as visual literacy, diverse needs, empathy needs? Do you run projects to develop particular groups of pupils? Are these related to the school development plan? You need to provide evidence of impact, eg you could study the impact of your work on particular pupils or groups (eg Pupil Premium, reluctant readers) over time.
8.3	Digital literacy	Are you running a school library Twitterfeed, Instagram account or Facebook page? What are the criteria you use to ensure that your 'voice' is professional? What are the ethical dilemmas you have come across? Do you tie in to the school's social media policy? Do you use any other media, and how do you use it? YouTube, podcasts, or any other online media. Have you had any training in digital literacy, and if so, reflect on what you have learned.
8.4	Writing, numeracy and creativity	Do you run any clubs in your library that foster any of these skills? Do you run creative writing projects and how do they impact on the children? Do you run adult literacy, Lads and Dads reading groups, or anything else that help literacy or numeracy? Do you run Makerspaces, coding clubs, film clubs?
8.5	Frameworks and curricula for education and training	Have you devised an IL scheme of work? Do you use and adapt an existing scheme of work?
8.6	Teaching and training skills	Do you train pupil librarians or volunteers in library skills? Have you undertaken teacher training? Do you attend school INSETS on teaching skills? Do you read professional educational journals or take part in education-focused Twitter chats (as opposed to librarian-focused ones)? You need to provide evidence that these areas have had an impact on your service.

8.7	Supporting users	Do you teach students to find their books and show them the Dewey system? Do you give them information literacy lessons where you show them how to evaluate the information they find online? Do you show them how to find the publishing date on a book and explain to them what that means to the information? All of these, and more, are covered in this area, and most of us do a lot of work here.
8.8	Virtual learning environments	Are you involved with your school VLE or Library website? How about your LMS - does it have personalised parts to it? Do you provide information to people this way, and if so, how do you maintain these links and guide your students and staff towards them? How do the links contribute to teaching and learning in your school? Do you provide any information literacy or plagiarism guidance on them?

	GENERIC SKILLS	
9	Leadership and Advocacy	
9.1	Leadership skills	How well do you lead your department? Do you lead a team of pupil library assistants or other staff? Reflect on your own leadership style - look up some leadership models and do some self-reflection around this. How does your sense of vision drive your team? Have you made a difference in your school with your team leadership?
9.2	Strategic thinking and evaluation	Are you open to ideas from others to develop your own practice? How do you gain new ideas to implement in your school? Do you reflect on the information and how do you make an evaluation of what worked and what didn't? Do you have to write a library plan for your school, and if so, how do you do this? Where do you get your ideas from and how do you work through the implementation?
9.3	Advocacy	How do you promote your library, both inside the school and outside? How do you promote the school to students? To teachers? To Governors? To Parents? Do you promote your local public or university library and if so, how? How do you advocate for the wider profession?
9.4	Demonstrating value	How do you show the value of your library to other stakeholders in your school - students, parents, governors? How do you ensure that your library is good value for money in terms of what the school gives you in your budget? Do you have to evaluate your spending and if so, reflect on the ways you show this value to others?
9.5	Partnership development	Have you formed partnerships with others outside your school environment? Do you work with the local primary schools, the public library, a university, or others to ensure cross sectoral working. Reflect on whether this was an initiative given to you or whether it was something you initiated.
9.6	Influencing key stakeholders	How do you interact with the key stakeholders in your school? Students, Parents, Teachers, SLT and Governors? How do you work the political environment in your setting, and how do you use your skills to develop or change these stakeholders thinking?

9.7	Working with decision makers	Do you work closely with those who are making the strategic decisions in your school? Or with people making strategic decisions in another environment such as CILIP or the SLA. How do you work with these decision makers, and how do you comply with the values, policies and procedures of the wider organisation.
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10	Strategy, Planning and Management	
10.1	Strategic planning	Do you write plans that feed into development plans for your organisation in terms of aims and objectives? Can you demonstrate how these have adapted to change eg becoming an academy, budget cuts? You will need to reflect on how this has influenced your practice.
10.2	Business planning and asset management	Have you moved into a new library space? Were you involved in the planning and what influenced you to take the decisions you did in terms of physical space and resources. What research backed up these decisions? Have you had to change the nature of your stock to fit in with the focus of the wider school community eg creating a paperless school? How did you achieve this?
10.3	Operational planning	How do you ensure that the library meets the demands of your community even if you are not present? This strand is concerned with developing a policy that includes effective delivery, continuity for the future, emergency planning, risk assessment. Evidence for this might be a library handbook with annotations showing the development of the resource and rationale for inclusion or change.
10.4	Policy	Have you been asked to contribute towards any school policies? Are you a governor? Have you written a library policy and developed it? Have you collaborated with anyone in writing the policy, and if so, show the evidence of the collaboration. When the policy is in place, show how it has affected the students and staff - what do they now do differently?
10.5	Legal compliance	How do you ensure that the library stays within the law? How do you ensure that you are Health and Safety compliant, that you keep copyright regulations as far as you can (do you have a poster up warning about copyright next to your photocopier?) How do you ensure GDPR compliance? Do you allow your pupil library assistants to see and access data they shouldn't? How do you tell them to respect other's data and what do you do if they don't?

10.6	Financial management	How do you manage your budget? Do you have to write a budget submission each year and if so, how do you choose what goes into your submission? Which criteria do you use, what do you use as evidence and how do you cost your requests? What evidence do you use, and how do you evaluate whether your previous budget was a success in terms of impact and good value for the school? How do you allocate your budget over the year? What priorities do you have and how do you decide what percentage of your budget to use on different categories? Have you submitted any requests for additional funds, for example, to the PTA? Have you applied for any external funding or grants?
10.7	Contract management	Not usually relevant to school librarians unless you draft, write and negotiate contracts.
10.8	People management	Do you train or mentor any of your staff. Are you responsible for their performance appraisal? Are you guiding them towards a professional qualification? Are you involved in any schemes such as a graduate trainee post or an apprenticeship? Have you set up an internal training scheme?
10.9	Project management	This strand would apply to anyone setting up and delivering a major project such as the move to new library premises You would need to show how you developed your plan to a brief and then executed it taking into consideration the budget and agreed objectives and outcomes and how you adhered to the time scale.
10.10	Change management	In this strand you would need to demonstrate how you managed a major change in your organisation. This might include the move to Academy status or a change of focus recommendation following an inspection or maybe as the result of a budget cut. It could be a major change on the provision of service or resources you offer. You would need to show evidence of a plan and rationale and how all members of the school community were on board and fully supportive of your solution.

11	Customer Focus, Service Design and Marketing	
11.1	Strategic marketing	Understanding the range of processes concerned with finding out what customers and users want, and then providing it for them This might be achieved using a market research style approach both qualitative and quantitative and then showing how by analysis of the results you were able to promote services and resources in line with customer needs
11.2	Communicating with stakeholders	This strand is about how you communicate with your school community so they are aware of what your library service provides. Evidence here might be in the form of social media, a newsletter, displays, briefings, email but overall you would also need to prove how this improved engagement with and use of the library.
11.3	Community planning and engagement	This strand could focus on working with teachers to show how you have met the needs of the school curriculum and the needs of students and that jointly you have developed a strategy for the provision of the library service in the future. Maybe if you have a reading scheme or reading lists for departments and year groups this could demonstrate these factors.
11.4	Service innovation, development and design	Evidence for this strand could include projects which are designed to meet the needs of the school community in terms of access to resources. This might be development of a service that is inclusive for Pupil Premium students or those with SEN or maybe deaf, visually impaired students and also BAME or LGBTQ+. In choosing this strand you would need to demonstrate the impact on these students and the rest of the school community by its introduction.
11.5	Customer service skills	This strand is about ensuring everyone in the school community is aware of the resources and service on offer and what benefit will be gained from using it. Evidence might include library brochures, pushing information to staff and students or parents. Do you invite parents to the library and get them engaged with the resources or the service? Do SEN students have special arrangements for use of the library? You would need to show how you have developed a relationship with a specific group and then measure the impact this has had on use.

11.6	Quality management	<p>Do you use any specific measurable systems to ensure the quality of your service? This might include meeting requests within a specific time period. It might also relate to the depth that you catalogue resources ensuring they are all of a standard so that library users can find what they need. Do you produce any resources that are used outside the school and which have to conform to a standard? You would need to reflect on how by adhering to a standard this has impacted on use of the resource or your relationship with a group of stakeholders.</p>
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12	IT and Communication	
12.1	ICT skills	Here you can use any information that shows use of technology in its widest sense. Do you produce an electronic annual report, newsletter etc that includes charts or diagrams as well as text or which uses a program such as Publisher, Excel etc? Do you have a social media presence for the library? Do you give advice to students about how to present their work using different technologies? Anything submitted under this strand needs to relate to the processing or the distribution using ICT skills
12.2	Library, information and knowledge technologies	In this strand you should demonstrate your knowledge and application of databases, search engines and digital libraries. Do you use subscription databases and show students and staff how to use them? Do you use and direct students and staff to eBook or AudioBook Libraries? Do you explain alternatives to Google as a search engine to other members of the school community? All of this could apply to instruction to parents or governors too.
12.3	System design and development of systems	Have you designed and developed any computer programmes for the library or a database? Can you show how this integrates with any other systems the school may have? Can you show how your system is used and what impact it has had on your service or use? This might relate to a bookings system or something that suggests another book to read of a similar genre or style.
12.4	Social media and collaborative tools	Have you got a library account on Twitter, Instagram, Face Book etc or do you maintain a blog? If so you could use your development of this to show impact on your service. Do you use collaborative software such as Google Classroom or Socrative? This too could come under this strand.
12.5	Communication skills	Using a range of skills including oral, written, presentation, interpersonal, listening, and assertiveness. For this strand you would need to show how you have explained something to others incorporating these aspects. This might be satisfied by evidence of delivering an INSET session on a library and information topic.

12.6	Networking skills	Ability to communicate with and maintain good relationships with a chain of interconnected people. In this strand you could demonstrate how you have set up a committee or a club which includes a cross section of people from your school community or maybe between the school and an outside body. You would need to be able to chart the progress of communication and then the impact it has had. It could be a lads and dads type book club or a film club for staff and students or a library committee drawing on students and staff from different year groups and departments.
12.7	Media and PR skills	This strand would be applicable if you were designing a campaign which needed to be broadcasted to the public. This might include setting up a Book Award open to other schools, or a press release relating to an event held in the school. It would need to be engaging with professional media outlets and you would need to show the skills you had learnt in order to communicate effectively within the guidelines set by that authority. It would not be about the content of the project but more about what you had learnt about media communication through executing it.
12.8	Language skills	This might be relevant if you have had to use language skills as part of developing a collection eg for ESL students. It would be particularly relevant if you had learnt some of the language in order to process, catalogue and use the collection. Another example of this strand might be helping students structure academic essays if they are written in a foreign language. Maybe you are ESL and have had to learn English to do your job.
12.9	Open source systems	This would only be relevant if you use Open Source software within the school community and help to develop it. The most likely scenario is if you have an Open Source LMS and have adapted it for use in your community