

Job Description

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| Job title | Subject Librarian |
| School / department | Library Services |
| Grade | 5 |
| Line manager | Academic Support Manager |
| Responsible for (direct reports) | Assistant Librarian (supervisory) |
| Date of creation or review | 04/09/2025 |

Main purpose of the job

To support the teaching, learning and research activities for a designated school, college or subject area through information literacy teaching, collection development and support services. In addition, to undertake a range of generic professional duties as part of the Academic Support team.

Key areas of responsibility

1. As the Subject Librarian for a designated school or college, proactively work with academic colleagues to understand their information and library needs in relation to academic course development and research activities and subsequently develop appropriate services and resources to meet them.
2. Build positive and effective relationships with academic and administrative staff in the school/college and act as the principal channel of consultation and communication between the library and school/college.
3. Represent the library at school/college level meetings to provide a formal two-way flow of information as well as regularly being embedded into the school/college to work informally with colleagues.
4. Design and teach information literacy classes to all levels of students and staff within the designated school/college. For students, classes are embedded within the teaching programme of courses and will follow the expectations laid out in the information literacy policy. Classes will utilise current pedagogic theory and will be evaluated to understand the impact on students' learning.
5. In collaboration with the school/college, ensure that print and digital collections meet evolving teaching and research needs through evidence-based collection management and development.
6. In collaboration with the school/college, be responsible for developing an inclusive library collection and support academics and colleagues in creating inclusive reading lists.
7. Manage a delegated information resources budget for specified subject areas for the above collection management and development. In addition, alongside colleagues, contribute to decision-making for cross-disciplinary material library budgets. Ensure

compliance with university financial regulations.

8. Through liaison and advocacy work, market and promote the services and resources of Library Services as appropriate for the school/college and constituent user groups, and contribute to wider library marketing activities.
9. Contribute to the in-person and online enquiry service and offer specialist one-to-one support to students and staff of the designated school/college. Alongside this work, offer workshops and drop-ins as required, taking into consideration the demands of working across multiple sites.
10. In collaboration with the school/college and Academic Support Manager, establish an annual action plan for responding to (and reporting on) library feedback received via the NSS, module evaluation surveys, accreditation visits etc.
11. Working alongside colleagues, to measure the quality and impact of the library's work and ensure the student experience is continuously improving. This will involve actively working with students, student representatives and the SU.
12. Develop learning materials in a range of different media and through a variety of channels for all library users but especially students and staff within your school/college.
13. Proactively explore, plan, implement and support new technologies and methodologies to enhance access to resources and to support learning, working collaboratively with colleagues across the university.
14. Contribute knowledge and advice to support critical university and departmental activities, including course accreditation, partner validation, Office for Students requirements and policies, REF and TEF.
15. In collaboration with the Scholarly Communications team within Library Services, support academics and research students' activities through information literacy support, copyright advice and promotion of openness in terms of open access research outputs.
16. Contribute to, and manage, specific Library Services' development projects, in collaboration with other teams within the library as well as colleagues and students across the university.
17. Represent the library on relevant school/college and/or university committees or working groups and on external professional groups, ensuring an effective two-way formal flow of information.
18. Maintain a high level of continuing professional development, using internal and external networks, seminars, research papers and conferences to maintain up to date knowledge. Within individual specialisms, contribute to the published knowledge available through the publication of material and/or presentations at conferences and other CPD activities.
19. Actively contribute to the sharing of knowledge and good practice within the Academic Support team and Library Services.

In addition to the above areas of responsibility the post-holder may be required to undertake any other reasonable duties relating to the broad scope of the position, commensurate with the post, and in support of the university.

Dimensions / background information

- Although based at a particular campus, the post holder is required to work at any of the university sites as necessary.
- Working hours will be calculated on an annualised hours basis.

Person Specification

| | Criteria | Essential or Desirable ¹ | Demonstrated ² | | |
|---|--|-------------------------------------|---------------------------|-----------|-----------------|
| | | | Application | Interview | Test / Exercise |
| Qualifications and/or membership of prof. bodies | First degree or equivalent experience. | Essential | x | | |
| | Professional qualification in Librarianship / Information Studies, or equivalent experience | Essential | x | | |
| | Teaching or research qualification. | Desirable | x | | |
| | Membership of an appropriate professional body. | Desirable | x | | |
| Knowledge and experience | Knowledge of subject support or liaison work, gained through study, experience or professional engagement. | Essential | x | x | |
| | Experience of collection development work across print and digital. | Essential | x | x | |
| | Experience of providing enquiry support services using different communication channels. | Essential | x | x | |
| | Working knowledge of scholarly communications and copyright in HEIs. | Essential | x | | |
| | Experience of delivering information literacy teaching or equivalent type of training. | Essential | x | x | x |
| | Knowledge or experience of project management. | Desirable | x | x | |
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| Specific skills to the job | Articulate an understanding of the rapidly changing culture of HE and library provision. | Essential | x | | |
| | An understanding of learning, teaching and research and of the requirements of students from a variety of backgrounds. | Essential | x | x | x |
| | Relationship management and ability to network effectively and represent the interests of Library Services at departmental level and beyond. | Essential | x | x | |
| | An awareness of and ability to apply appropriate new technology to service delivery. | Essential | x | x | |

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| | Ability to effectively supervise staff to ensure tasks are completed to a high standard. | Desirable | x | | |
| | Experience of administering budgets. | Desirable | x | | |
| | Experience of reference management software. | Desirable | x | | |
| | Experience delivering formal teaching and assessment at an appropriate level. | Desirable | x | x | x |
| General skills | Ability to work independently and as part of an effective team. | Essential | x | x | |
| | High standards of written and oral communication, including the ability to explain technical issues to stakeholders. | Essential | x | x | |
| | Excellent IT skills, experience of Microsoft Office and familiarity with data visualisation tools. | Essential | x | | |
| | Ability to prioritise work to meet required deadlines and standards | Essential | x | x | |
| | Excellent interpersonal, negotiating and/or influencing skills. | Essential | x | x | |
| | Good levels of numeracy. | Essential | x | | |
| | Ability to innovate and apply lateral thinking to solve problems. | Essential | x | x | |
| | Self-awareness and commitment to reflective practice, especially relating to interpersonal skills. | Essential | x | x | |
| Other | An adaptable, responsive and flexible approach and enthusiasm for a rapidly changing Library and HE environment. | Essential | x | x | |
| | A commitment to meeting user needs and a proactive, positive approach to service development. | Essential | x | x | |
| | Evidence of continuing professional development. | Essential | x | x | |

Disclosure and Barring Scheme Is a DBS Check required: DBS This post does not require a DBS check

Before making a selection, please refer to the University's [Disclosure and Barring Checks Guidance for Staff](#) and [Criminal Convictions, Disclosures and Barring Staff Policy and Procedure](#). If a DBS check is required for the role, a **Check Approval Form** will need to be completed.

¹Essential Criteria are those, without which, a candidate would not be able to do the job. Applicants who have not clearly demonstrated in their application that they possess the essential requirements will normally be rejected at the shortlisting stage.

Desirable Criteria are those that would be useful for the post holder to possess and will be considered when more than one applicant meets the essential requirements, to determine which applicants to shortlist.

²Demonstration: Select the Recruitment Process stage at which the candidates will have to demonstrate that they meet the criteria. Criteria which have to be demonstrated at application stage should be mentioned in the Recruitment Information Pack as Pre-Selection/Killer Questions, Shortlisting Questions or Shortlisting Criteria. Other criteria should be evaluated and tested at interview stage (e.g. through interview questions) or through additional tests, exercises or presentations. Criteria can (and should) be demonstrated at multiple stages.