Role Profile

Job title	**Biological Sciences Librarian**
Reports to (Position Title)	Head of STEM Libraries

Role Overview
In one or two short paragraph(s), provide factual, quantitative information that summarises the scope of the role, and its relationship to the overall aims/ goals of the team/ Department or School (specific tasks and activities are covered in the **Main duties and responsibilities**).

The Biological Sciences Librarian manages all library activities for the School of Biological Sciences, with a view to supporting the teaching, research interests and the School and the wider University community. The School of the Biological Sciences has responsibilities across three Triposes (the Natural Sciences Tripos, Medical and Veterinary Sciences Tripos and Psychological and Behavioural Sciences Tripos). It shares the Graduate School of Life Sciences, Graduate Committee and Medical Education Committee with the Clinical School. It includes nine Departments and the Centre for Family Studies, plus five major research Institutes and an animal hospital. The School is a key player in the Cambridge Conservation Initiative as well as the majority of Cambridge Strategic Initiatives. The School is associated with the Museum of Zoology and the Botanic Garden.

Role purpose
In one or two short paragraph(s) outline the main purpose of the role. It is useful to define What is being done (e.g. managing) to Whom or What (e.g. the xx team) to achieve what Outcome. (E.g. to ensure that agreed response times are met).

The role-holder will:

- direct, develop and implement innovative policies and service strategies appropriate to meet the needs of the School's diverse user groups, in line with its world-class teaching and research activities;
- have overall responsibility for the co-ordination of library and information services to School of Biological Sciences across three university sites.
- have expert knowledge of the science and technology library and information field and represent the needs of the School of Biological Sciences to Cambridge University Libraries and other parts of the university;
- promote library services including developing training courses in information and research skills, maintaining active dialogue with all users in order to develop the profile and on-going relevance of the library service;
- be responsible for the library staff (5 FTE) and the annual budget.

Staff management responsibility
(Please tick the applicable statement(s), and indicate the number of staff (or others – see guidance notes), whose work the role is responsible for.

An org chart showing the staff managed and reporting relationships within the team should also be supplied on a separate document)

	Required
Supervisory - Allocate tasks, check the quality/ quantity of the work and provide informal feedback on the standard of the work. Introduce team members to new processes and procedures.	☒

	Staff	Contractors	Others
How many people does the role supervise?	5		

Line management – Undertake formal staff review and development processes, manage staff welfare issues, identify training and development needs of an individual or team, undertake formal performance management for individuals as required.	☒
	Staff
How many people does the role manage?	5

Resources managed
e.g. budgets, annual spend value, equipment, buildings (please list the overall value and/or purpose of resources managed)

Manages a non-pay budget of ca. £40,000 for the purchase of information resources and provision of library and information services to the School of Biological Sciences. In addition to this, influences the purchase of electronic databases and journals through the relevant acquisitions committees (currently Journal Coordination Scheme and Accessions Committee).

Main duties and responsibilities
Describe the key areas of work need to be undertaken by the role holder in order to meet the purpose of the role as stated above. It is anticipated that no duty should exceed 3 or 4 lines. Please list the tasks in order of importance.

1	Direct and develop library and information Services for the School of Biological Sciences: ensures that library and information support is available to support the School's research and teaching activities; plans and implements projects to evaluate and improve access to, knowledge of, and use of library services; contributes to strategic and operational planning for STEM Libraries and wider university library network.
2	Manages, leads and motivates the library team; ensures team, and individual, staff development; ensures effective communication is maintained between team members and promotes teamwork ethic; sets team objectives, priorities and duties; holds annual staff review and development meetings; plans and leads monthly team meetings with all staff; makes recommendations on grading and discretionary increments.
3	Academic liaison and collaboration: builds relationships with key academic, administrative and research staff across the School of Biological Sciences; promotes library services to user community and beyond in order to maximise use and awareness of resources; serves on committees and user groups within departments, the School, the University and externally; collaborates with other STEM library teams and the wider library network to improve services across the university.
4	Finance and resources: manages an annual budget for the purchase of information resources and provision of library and information services to the School of Biological Sciences. Regular review and rationalisation of resources to identify unnecessary duplication / insufficient usage of resources. Decides which resources are to be procured and deployed, within budgetary constraints if possible, but without – through the preparation of funding bids / business cases as required.
5	Teaching and training: drives library integration with the School's curricula by developing and offering teaching sessions on information and research skills; plans for induction sessions to all new user groups; ensures that other members of the library team have the skills and support required to deliver high quality teaching.
6	Management of the development and delivery of print and electronic collections to support teaching and research in biological sciences; responsible for ensuring all departments in the School are represented on acquisitions committees; arranging meetings/demonstrations with prospective suppliers; co-ordinating post-purchase promotion and deployment of new resources within the School; training events for users. Authorized to deal directly with suppliers; order library material; verify and authorize invoices. May include benchmarking resources and services against other universities.
7	Overall responsibility for the School of Biological Sciences library team's adherence to national laws and requirements, e.g. GDPR, Copyright Act, Freedom of Information Act; first port of call for School members on copyright law, open access requirements and related areas.

> The following three boxes contain a drop down menu from which you should select the option that describes the routinely expected requirements of the role

Working Conditions
Which statement best describes the environment in which the role will primarily be based?

Office based. Some travel to similar sites may be required. Normal health and safety requirements will be followed.

Physical Requirements
Which statement best describes the physical demands of the role?

Requires normal physical effort associated with an office environment (or equivalent)

Sensory Requirements
Which statement best describes the sensory demands of the role?

Uses normal office equipment and/ or standard tools

This role profile outlines the duties required at the current time to indicate the level of responsibility. It is not intended to be a comprehensive or exhaustive list and may be varied by University management to include other reasonable requests which are up to the same skill level, and of the same type, already undertaken and which do not change the general character of the job or the overall level of responsibility.

The University expects that you will:

- Treat all members of the University community (including all staff, partners, students and visitors) with respect, courtesy and consideration at all times.
- Behave professionally to, and expect professional behaviour from others in the University community (including all staff, partners, students and visitors).
- Take care of their own health and safety, not compromise the health and safety of others, and comply with University and departmental safety requirements.

Person Specification

Criteria	Description	Essential or Desirable
Experience List the key experiences that an individual would need to be able to do the role. Be careful not to quantify this in 'years'. e.g. Experience working with finance IT systems.	• Significant relevant experience • Staff Management experience	E E
Skills List the key skills that an individual would need to be able to do the role. Be careful not to quantify this in 'years'. E.g. Advanced Excel.	• Ability to work under pressure • Creative and practical approach to problem-solving • Knowledge of library automated systems • Interpersonal skills including effective communication skills and ability to elicit people's needs • Leadership skills • Negotiating skills	E E D E E E
Qualifications List the key qualifications that an individual would need to be able to do the role. Be careful not to overstate the level required.	• First degree, preferably in a relevant discipline. • Recognised library and information qualification or equivalent experience.	E E
Additional requirements List any additional requirements that may be relevant to the role (on-call, weekend working etc.)	• Financial and budgeting competence • Knowledge of standard IT software (Word, Excel, Access, Powerpoint)	E E

Behavioural Attributes Framework

Behavioural attributes (or behavioural competencies) are a way of describing a range of individual characteristics that can be measured and can be shown to differentiate effective and ineffective performance.

Behavioural Attributes are not used as part of the grading process. Behavioural attributes may however assist staff during recruitment, performance review, training and career progression.

The Recruitment Guidance section of the HR web pages provides information on how the attributes may be used as selection criteria, when short-listing and during interviews. Where departments/institutions are going to use behavioural attributes during the recruitment process, potential applicants for the vacancy should be made aware of this in the HR7 Further Information document. An optional paragraph is included within the HR7 template for this purpose.

HR will provide the Department with the headings for each behavioural attribute, specific to the grade of the role. Departments wishing to use the behavioural attributes may then select which behaviours and positive indicators are relevant, adding these into the HR7 Further Information document as required.

Guidance notes for completing the Role Profile

The Role Profile is a multi-purpose document, supporting managers from grading, through recruitment, induction and into the employee review process. It is a continual cycle, and the document should be reviewed at regular intervals so as to ensure that changes to the requirements of the role are identified, and recorded.

General guidance

The Role Profile should be used to describe the tasks and duties that make up the role. It is important that it gives an accurate impression of the purpose of the job and what the role holder will be expected to achieve so that:

- The most suitable applicants are encouraged to apply for your vacancy;
- The person appointed to the role understands what is expected of him/her and there is a framework for discussing his/her performance, including during probation.

When developing the Main Duties and Responsibilities section you:

Should

- Give an accurate impression of what the job involves, taking care not to over or understate the duties.
- Focus on objectives, outputs or expected results rather than the specific tasks undertaken to achieve these
- Define each duty and responsibility as a statement of what the role holder is expected to achieve (i.e. outcome) by:
  - o Start the sentence with the action (e.g. plan, prepare, produce, provide, maintain, analyse, test etc. then
  - o Describing the activity to which the action is applied (e.g. test new system, analyse financial data); then
  - o Stating briefly the purpose of the activity in terms of outputs or standards to be achieved (e.g. test new systems to enable them to meet the agreed systems specification; analyse financial data using Excel spreadsheets to show departmental expenditure on a monthly basis).
- Review the expectations of the role alongside other roles within the team (check for clarity in levels of responsibility, control etc.).

Avoid

- Using too many duties, between 6 and 10 should be sufficient for the majority of roles.
- Words like 'assist', 'help', 'ensure', 'manage', 'work with', etc., (unless they are qualified by how the activity is done);
- Detailing the way that a specific task or activity is to be carried out (this can make the description overly prescriptive)
- Basing the duties on the previous occupant. When a role is vacant ensure that the description supports the requirements of the role to be undertaken, not necessarily on the tasks the previous individual undertook.
- Using jargon, acronyms (unless also spelt out), or making reference to specific systems/ equipment (unless previous experience is an essential requirement– this should be listed as such in the person specification).

Role Profile Support Tool - HERA Statements

This tool is intended to help individuals to write good quality Role Profiles, ensuring that all 14 elements of the HERA scheme are covered. The statements selected will not be used to score the role.

For each statement selected there should be at least 1 main duty/ responsibility or resource to support this listed in the **Main duties and responsibilities, Resources managed** or **Role purpose** sections.

When completing this section:

- To select a statement place a tick in the Yes column.
- Indicate the number(s) of the Main duties and responsibilities which demonstrate the selected statements.
- For a statement to be selected, the whole statement must apply.
- The statements read from most complex/ involved at the top through to more basic/ routine at the bottom.
- *Text in italics is intended as a general guide to the type of activity which might occur, this is not an exhaustive list*.
- Normally the statements selected would be consecutive (based on the maximum number listed in each section)

Communication (Normally no more than 2 statements should be selected)

This section covers the requirement to understand and convey information to others. Consider the content of the information communicated rather than the status of the recipient. This section also covers the requirement to provide input into decision making (the impact of the specific advice given would need to be considered here).

Is the role required to:	Yes	Main duty No.
Provide complex information/ advice/ guidance on policy or highly technical/ specialist information to others, who may be non-specialists in the area. *(Translating legislation into Department/ University policy, design of research)*.	☐	
Persuade and/or negotiate with others on behalf of the Department/ School/ University in order to directly influence events or decisions. Undertake active collaboration with others to pursue a shared interest.	☒	3-4, 6
Assess the situation/ query and tailor the information provided to ensure relevance to the specific situation. *(Interpret and advise others on University policies, regulations, manufacture methods, regulations)*.	☒	5, 7
Provide straightforward information to others. Content may be factual/ routine in nature and may involve taking/ recording and passing on information. *(Explain processes, methods to others based on clear guidance/ documentation).*	☐	

Groups/ Networks (one, or two statements may be selected)

<u>**HERA defines a network**</u> as an interconnecting group of people, possibly from different work teams or organisations, who exchange information, contacts and experience on a recurrent basis for professional purposes connected with the role.

Is the role required to:	Yes	Main duty No.
Set up or lead groups or networks (internal or external) with others from different teams/ departments who meet to share information and practice.	☒	1, 3
Be a member of a group or network (internal or external) with others from different teams/ departments who meet to share information and practice.	☒	5-6

The role is not required to be a member of a group or network.	☐	███

Service Delivery (Normally no more than 2 statements should be selected)

This section covers the requirement of the role to directly affect the quality of service provided. Consider the degree by which the role can set/ adapt the overall standards within which the

Is the role required to:	Yes	Main duty No.
Set the overall standards for service across significant area of operation, such as a school or an equivalent range of activity across the University. Pre-empt changes, and anticipate future of the area.	☒	1
Routinely initiates and makes adaptations to the way a functional area/ unit of the Department would operate (typically through the development of policies and processes). Review and adapt services provided in order to meet the needs of those receiving the service.	☒	2, 4
Adapt the method used or the advice given in relation to a specific situation/ query. Policies and procedures would provide a general framework. The role may provide specialist advice/ guidance on policy to others.	☐	
Work within clearly defined rules, regulations and procedures. The role holder would have little or no ability to adapt the way in which the work is undertaken, or the content of information provided.	☐	

Decisions (Normally no more than 2 statements should be selected)

This section covers the decisions that role is required to make, or be accountable for. Consider the specific decision made by the role, the scope of impact and the time/ resource to amend the decision if wrong.

Please indicate whether the role makes the decision without reference to others (Ind), jointly with others (Joint), or provides direct input into the decisions made by others (Input).

Is the role required to take:	Ind	Joint	Input	Main duty No.
Decisions that affect the whole University, which will impact on the operation of the majority of departments and endure over an extended period of time *(nature and level of degrees offered, formulation of University wide plans or services)*	☐	☐	☐	
Decisions that affect a whole Department, which will impact on the operation of a number of functions, and endure over a significant period of time *(introduce a new service, allocating overall resource requirements in a Department)*	☐	☒	☐	1
Decisions that affect the operation of a function, unit, course or sub-section of a department. The impact of the decision is likely to endure for some time (i.e. months) *(drawing up specifications, policy advice).*	☒	☐	☐	1, 4
Decisions which have an immediate impact and have little effect beyond the individual. Decisions have a short term impact (i.e. days) and can be easily amended *(purchase standard consumables, allocating of cost codes, giving organising meeting, provision of general guidance).*	☐	☐	☐	
The role is not required to take decisions	☐	☐	☐	█

Planning and Organisation (Normally no more than 2 statements should be selected)

Organising, prioritising and planning time and resources, be they human, physical or financial. This would include planning work for others on day to day tasks or on projects, carrying out operational planning, planning for coming years (what timescale), commitment of resources (people, financial, budgetary, technical etc.).

Is the role required to:	Yes	Main duty No.
Be responsible for long term, strategic level planning that will affect significant parts of the University, planning would normally cover a period of at least 3 to 5 years)	☐	
Take responsibility for the operational planning of a department or large area of activity (*overall management of a cross departmental project).* Planning would include financial, systems, processes and policy across a number of teams	☐	
Be responsible for the operational planning of work and resources of a specific function, or area of activity. Would include development, review and effective use of finances, systems, and processes.	☒	1, 2, 4, 5, 6
Plan, or co-ordinate the work or resources within a section or team. This would normally include monitoring of finances, processes or workflow	☒	2
Plan and prioritise own work in order to meet agreed objectives. The individual would normally be able to organise their work over a period of at least a week	☐	
Complete tasks to a given plan with allocated resources (*roles where the order of tasks is determined by external factors such as visitors or the receipt of queries*)	☐	

Problem Solving (Normally no more than 2 statements should be selected)

Covers identifying or developing options and selecting solutions to problems which occur in the role (reactive). Consider the level of initiative expected, is the role able to select from available options, how much assessment of various options (where an immediate solution) may not be apparent, dealing with complex problems, and anticipating problems which could have major repercussions.

Is the role required to:	Yes	Main duty No.
Work in new and challenging situations where there is no previous precedence. Solutions would require consideration of multiple diverse factors including strategic considerations for the University as a whole.	☐	
Develop solutions to novel problems which occur either occasionally, or where guidance is not provided by existing policies. Solutions to problems would require consideration of diverse, conflicting factors.	☒	1
Work within general guidelines. Weigh up pros and cons of different approaches and select the most appropriate solution from a range of established alternatives.	☐	
Resolve standard problems, selecting solutions from within existing policies or procedures.	☐	

Analysis and Research (Normally no more than 2 statements should be selected)

Research and analysis of information (data, financial, legal etc.) to reach a conclusion (proactive). Consider whether the role follows standard procedures to gather and analyse data, collates and analyses a range of data from different sources, identifies and designs appropriate methods of research, or establishing new methods or models for research, setting the context for research.

Is the role required to:	Yes	Main duty no.
Develop methodologies and analytical techniques to investigate complex ideas and concepts, work out how to apply methodologies to objectives and expectations. Form conclusions, identify and explain relationships between data or phenomena.	☐	
Interpret information (documents, data, financial etc.) in order to identify information relevant to the situation. The role would determine the method of investigation/ analysis based on the specific situation.	☒	1, 4, 5, 7

	Yes	Main duty No.
Gather information from a range of standard sources, and undertake general analysis/ manipulation for interpretation by others	☐	
Gather information and establish facts before passing this on to others for further investigation and analysis.	☐	

Pastoral Care & Welfare (Normally no more than 2 statements should be selected)

Covers welfare and well being of students and staff within the institution in both formal and informal situations. This may include the need to be aware of the support services available, giving supportive advice and guidance, and counselling others on specific issues.

Is the role required to:	Yes	Main duty No.
Deal with complex, severe and serious welfare issues. Staff or students supported by this role would normally be referred by others.	☐	
Provide advice to others on a range of commonly occurring welfare issues, the role would be expected to identify causes, and take action to resolve the matter where possible	☐	
Show sensitivity to others who may show signs of distress, or need help, explain standard procedures, and involve relevant people who can take appropriate action.	☒	2, 5

Team Development (Up to three statements may be selected)

Development of skills and knowledge of others in the **direct work** team. This may include the induction of new colleagues, coaching and appraising any individuals who are supervised, mentored or managed by the role holder, and giving guidance or advice to one's peers or supervisor on specific aspects of work.

Is the role required to:	Yes	Main duty no.
Identify training and development needs of an individual member of staff, define performance requirements, assess the application of learning to ensure that development activity has taken place.	☒	2
Provide training to team members on specific tasks, equipment or activities as part of a formal training session. Give guidance on performance and provide feedback.	☒	2
Provide a general introduction for members of the direct work team on how to operate systems or equipment, or undertake routine processes.	☒	2
The role is not required to participate in the training or induction of other members of the direct work team	☐	■

Teaching and Learning (Training) (Normally none, one, or two statements may be selected)

Development of the skills and knowledge of students and others who are not part of the work team. Providing instruction to students or others when they are first using a particular service or working in a particular area, carrying out standard training and the assessment and teaching of students. Consider who develops the material (the role, others, or based on supplied instructions).

Is the role required to:	Yes	Main duty no.
Undertake delivery and assessment of modules or parts of a degree programme. Evaluate student progress and adapt the material in response to feedback.	☐	
Develop and deliver the content and material for workshops, sessions or 1:1 training on specialist equipment, systems or processes. Assess performance and provide feedback as part of the session.	☒	5

Deliver workshops, sessions or 1:1 training on specialist equipment, systems or processes. Typically the content would be pre-set, or written by others. Assess performance and provide feedback as part of the session.	☐	
Provide a general introduction for others (students, PIs, departmental staff) on how to operate systems or equipment, or undertake routine processes.	☐	
The role is not required to participate in the training or induction of others	☐	■

The following elements also make up the HERA scheme, although the evidence for these would be supplied in specific sections within in the Role Profile, these elements are:

Element	Guidance (the element covers)
Teamwork and Motivation	Team work and team leadership when working in both internal and external teams. This may include the need to contribute as an active member of the team, motivating others in the team, and providing leadership and direction for the team.
Sensory and Physical Demands	The sensory and physical aspects of the role required to complete tasks. This may include physical effort, co-ordination and dexterity, applying skilled techniques and co-ordinating sensory information, and high levels of dexterity where precision or accuracy is essential.
Work Environment	The impact the working environment has on the individual and their ability to respond to and control that environment safely. This may include such things as the temperature, noise or fumes, the work position and working in an outdoor environment.
Knowledge and Experience	Relevant knowledge needed to carry out the role, however acquired, whether this is technical, professional or specialist. This may include the need for sufficient experience to carry out basic, day to day responsibilities, the need for a breadth or depth of experience to act as a point of reference for others, and the need to act as a leading authority in one's field or discipline.