

# Level 3 Library, Information and Archive Services Apprenticeship Job Description

## Role Purpose

This is an entry level role aimed at bringing new talent into the organisation and offering a development opportunity to someone in our community.

The focus of this apprenticeship will be on:

* Supporting the work of the council by contributing to the delivery of services and projects allocated and supported by a supervising manager
* Learning the knowledge, skills and behaviours required of the role
* Completing a programme of study at level 3 which is relevant to the role
* Learning to model Surrey County Council’s Values
* Carrying out the role with enthusiasm, integrity and professionalism
* Learning to support and resolve wide-ranging enquiries and help customers in a sensitive and courteous manner
* Providing an essential service for all Surrey residents who need to contact the Heritage service for information and advice

## Empowering you to make independent decisions with customers and proactively contribute enthusiasm and ideas to improve the quality of the service provided.

## Work Context

The work context should describe the working environment for the role including the nature of the service and any partnership arrangements. It can cover the physical environment, problems faced in terms of any particular demands or challenges, organising, direction received and work contacts.
**One or two paragraphs is sufficient**

Surrey Heritage based at Surrey History Centre, Woking, is a nationally accredited, high quality integrated service for the people of Surrey and others throughout the County and worldwide with an interest in Surrey’s past. We look after the county’s historic records, local studies collections and our teams include Surrey County Archaeology Unit and a museums engagement officer.

The role will be based at Surrey History Centre in Woking. You may be required to occasionally work unsocial hours including planned weekends in order to carry out the functions of this role and you may also be required to work with colleagues in delivering events around the county.

The role is part of our Public Services and Engagement Team, supervising our foyer and public reading room area, providing an efficient public service to help our work to rescue, preserve, and make accessible historic documents and local studies material relating to Surrey’s past, ensuring that the frontline of the service is accessible and welcoming to all visitors in line with SCC customer care principles.

Working jointly with other Heritage staff, the postholder will also help us to plan and deliver events and activities that celebrate the history of Surrey and its people over nine centuries. No day is ever the same at Surrey History Centre, but typically will involve answering written enquiries, front of house service delivery, handling historic documents, giving tours, making displays, preparing events and publicity and supporting us in writing posts for our websites and social media so that the unique collections in our care are made accessible, relevant and enjoyable to people of all ages from Surrey’s diverse communities.

## Representative Accountabilities

* Undertake a course of studies and develop a broad range of skills within the requirements of the service to achieve a nationally recognised Apprenticeship
* To develop a working knowledge of Surrey County Council’s policies and procedures in line with the requirements of the Apprenticeship standard
* Provide high standards of performance to ensure that the service continues to operate efficiently and effectively
* Under supervision work closely with other team members to assist in a range of projects and service developments.
* Through personal example promote the values and behaviours (including equalities) that underpin the Council’s organisation strategy.
* To add accountabilities relevant to the apprenticeship role, please search for the apprenticeship standard on the [Institute for Apprenticeships website](https://www.instituteforapprenticeships.org/apprenticeship-standards/?includeApprovedForDelivery=true)
* To develop skills in order to be able to work on a range of activities in heritage venues and . experience a wide range of heritage settings.
* Interpret and implement policy, eg., communicating clearly basic copyright restrictions and reasons for not sharing personal data
* Solve user problems in a range of situations using your knowledge ad interpretation
* Describe and arrange historic materials to create online catalogue and other finding aids
* Perform preservation (analogue/physical and digital) practices to keep collections physically safe
* Use enquiry techniques to clarify and meet user’s information requirements and manage expectation, eg., by signposting to alternative resource and providing solutions
* Develop knowledge sharing with users, cultivating an environment where knowledge is freely shared and sought within a ‘safe’ environment, including online solutions
* Use relevant approaches to learing support to contribute to the development of learning activities for different audiences to enhance knowledge ad literacy
* Select and use appropriate tools and technologies to support users in researching and disseminating information, e.g. databases, search engines, digital libraries, repositores and social media
* Develop information and digital skills to support users to identify, find, access and evaluate information, to share knowledge and promote self-help
* Demonstrate information sharing by contributing to learning activities for specific audiences
* Use promotion techniques for resources so that users and potential users are aware of their value, impact and benefit, e.g. by curating collections and displays in effective ways, undertaking outreach activities to guide users to achieve independence in their use of information
* Use information provision to enable users to access materials eg., through emailing documents, accessing original archives, signposting links to information
* Exercise communication skills – oral, written, presentation, interpersonal, listening, assertiveness (online and face to face)
* Duties for all
Values: To uphold the values and behaviours of the organisation.
Equality & Diversity: To work inclusively, with a diverse range of stakeholders and promote equality of opportunity.
Health, Safety & Welfare: To work alongside colleagues in the maintenance of a safe working environment reporting incidents, accidents, repairs and maintenance promptly and taking appropriate action as required. Adherence to safe working under the health and safety policy is required.
To have regard to and comply with safeguarding policy and procedure as appropriate.

## Education, Knowledge, Skills & Abilities, Experience and Personal Characteristics

* Ability to work towards and achieve a level 3 apprenticeship
* Educated to GCSE level (or equivalent)
* GCSE 9-4/A\*-C in Maths (or equivalent) or ability to work towards level 2 maths
* GCSE 9-4/A\*-C in English (or equivalent) or ability to work towards level 2 English

## Details of specific qualifications and/or experience required for role in line with role outputs

Use this section to add any specific qualifications or experience required for this role. This may include an interest in a specific sector or field. If not applicable please mark n/a.

An interest in history and heritage.

Able to work towards an apprenticeship

GCSE in English and Maths Grade D-G or equivalent

A willingness to learn and the motivation to succeed

IT literate- able to use information, communication and office technology

Skills and abilities to communicate with others appropriately within the work context.

Able to work quickly and accurately ensuring attention to detail

## Role summary

Roles at this level typically work as part of a team performing routine duties to support the team. They will usually have little prior knowledge or experience and will be interested in pursuing a career in the organisation but require training. Tasks are generally straightforward within established routines and procedures and under regular or direct supervision, and training is provided for more complex tasks. There is a need to plan and prioritise work and training activities. They are given the opportunity to learn about a range of activities and procedures, developing capabilities though learning on the job and/or formal study.