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| Last updated: | April 2018 |

**JOB DESCRIPTION**

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| Post title: | **Gallery Head of Programme (Engagement and Learning)**  |
| Academic Unit/Service: | John Hansard Gallery (Studio 144)  |
| Faculty: | Arts on Campus |
| Career Pathway: | Management, Specialist and Administrative (MSA) | Level: | 4 |
| \*ERE category: | n/a |
| Posts responsible to: | Director, John Hansard Gallery |
| Posts responsible for: | Gallery Engagement Curator, Gallery Communities Curator, Schools Assistants, JHG Beacons, JHG Ambassadors, interns and freelance workshop facilitators |
| Post base: | Office-based/Non Office-based (see job hazard analysis) |

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| Job purpose |
| The Gallery Head of Programme (Engagement and Learning) is a key member of the John Hansard Gallery (JHG) Senior Management Team, working closely with the Director and Gallery Head of Programme (Senior Curator) to lead, research, develop and manage the delivery of our acclaimed and innovative engagement and learning programme in line with our 2018–22 strategic business plan, the University’s Arts and Culture Strategy, Arts Council England’s priorities and the Creative Case for Diversity.The Gallery Head of Programme (Engagement and Learning) leads the engagement team, consolidating JHG as a centre of excellence and innovation for engagement and learning in the visual arts for all audience groups, including students, University colleagues, young people, schools, families, adults and older people. |

| Key accountabilities/primary responsibilities | % Time |
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|  | To be responsible for the ongoing strategic development, continued innovation and excellence of engagement and learning at JHG. To lead, research, develop and manage the delivery of JHG’s engagement and learning programme, including Arts Award and Artsmark, with universities, colleges, schools, community groups, and non-formal learning providers. | 25 % |
|  | To ensure that the engagement and learning programme reaches its target groups, encourages group visits to exhibitions, develops new audiences and achieves its artistic, diversity, satisfaction and financial objectives. To work with the Director and Gallery Head of Programme (Senior Curator) to create integration between exhibitions, events, engagement and learning programmes, including overseeing the development and realisation of JHG’s Your Voices community panel. | 25 % |
|  | To lead, line manage and develop the engagement team, including: Gallery Engagement Curator, Gallery Communities Curator, Schools Assistants, JHG Beacons, JHG Ambassadors, interns and freelance workshop facilitators. | 15 % |
|  | To oversee, manage and monitor the overall engagement programme and individual project budgets. To work with the Development Manager to devise a fundraising strategy for the engagement and learning programme, identifying and contributing to targeted fundraising through trusts, foundations and patronage. | 15 % |
|  | To develop and maintain strategic partnerships with universities, schools, partner organisations, local authorities, local and national agencies, funding bodies and bridge/sector support organisations, including representing and promoting JHG in a wide range of different forums, internal (e.g. University of Southampton’s Public Engagement with Research Network) and external meetings (e.g. Cultural Education Partnership), conferences and seminars. | 10 % |
|  | To oversee the evaluation of the learning and engagement programme and related activities and take responsibility for reporting to colleagues, partners, funders, stakeholders and JHG Strategic Board, including Arts Council England annual surveys and JHG annual report. To develop, maintain and oversee the implementation of policies, including safeguarding children and young people, diversity, equality and access policies. | 10 % |

| Internal and external relationships |
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| Close working relationship with: JHG Director, Senior Management Team and other JHG staff.Internal relationships with: University of Southampton staff, students, faculties and departments.External relationships with: artists, curators, universities, schools, partner organisations, local authorities, local and national agencies, funding bodies, bridge/sector support organisations. |

| Special Requirements |
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| Occasional evening and weekend work required in relation to hosting and participating in events. Occasional travel in relation to programme research, partnership development or participation in conferences and seminars.Subject to DBS check. |

**PERSON SPECIFICATION**

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| Criteria | Essential | Desirable | How to be assessed |
| Qualifications, knowledge and experience | Skill level equivalent to achievement of HND, Degree, NVQ4 or professional qualification (PTLLS).Significant experience of working in a gallery environment in a similar role.Knowledge of and interest in contemporary art.Knowledge and experience of Arts Council England, the National Curriculum and UK education sector. | Experience of working with diverse audience groups.Knowledge and experience of Arts Award and Artsmark.Knowledge and commitment to the Creative Case for Diversity.Understanding of how the specialist/professional services provided by the post-holder support the objectives of the University.Able to apply an awareness of principles and trends in a specialist or professional field and an awareness of how this affects activities in the University. |  |
| Planning and organising | Track record of planning and organising successful public events, projects or programmes.Able to seek opportunities to progress a broad range of activities within professional guidelines and in support of University policy.Experience of managing budgets. Experience of making successful grant applications for engagement and learning projects.Excellent organisational, administrative and IT skills. | Experience of strategic development and associated business planning. |  |
| Problem solving and initiative | Able to develop understanding of long-standing and complex problems and to apply professional knowledge and experience to solve them.A positive attitude and ability to work effectively under pressure.Experience of developing and maintaining partnerships. |  |  |
| Management and teamwork | Excellent management skills, including experience of managing teams and projects.Flexibility and ability to work collaboratively as part of a small team.Able to proactively work with colleagues in other work areas to achieve outcomes.Able to delegate effectively, understanding the strengths and weaknesses of team members to build effective teamwork.Able to formulate development plans for own staff to meet required skills. | Experience of successfully managing and developing staff. |  |
| Communicating and influencing | Excellent communication and presentation skills, with the ability to communicate with a diverse range of audiences and stakeholders.Excellent interpersonal skills with the ability to work with a wide variety of people, including artists, curators, teachers, students, young people, partners and stakeholders.Able to provide accurate and timely specialist guidance on complex issues.Able to use influencing and negotiating skills to develop understanding and gain co-operation.  | Established network of contacts in the engagement and learning sector. |  |
| Other skills and behaviours | Commitment to diversity, equality, inclusiveness and making contemporary art accessible to all. |  |  |
| Special requirements | Willingness to work evenings and weekends as required. |  |  |

**JOB HAZARD ANALYSIS**

**Is this an office-based post?**

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| [ ]  Yes | If this post is an office-based job with routine office hazards (e.g.: use of VDU), no further information needs to be supplied. Do not complete the section below. |
| [x]  No | If this post is not office-based or has some hazards other than routine office (e.g.: more than use of VDU) please complete the analysis below.Hiring managers are asked to complete this section as accurately as possible to ensure the safety of the post-holder. |

## - HR will send a full PEHQ to all applicants for this position. Please note, if full health clearance is required for a role, this will apply to all individuals, including existing members of staff.

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| **ENVIRONMENTAL EXPOSURES** | **Occasionally** (<30% of time) | **Frequently**(30-60% of time) | **Constantly**(> 60% of time) |
| Outside work  | ✓ |  |  |
| Extremes of temperature (e.g.: fridge/ furnace) |  |  |  |
| ## Potential for exposure to body fluids |  |  |  |
| ## Noise (greater than 80 dba - 8 hrs twa) |  |  |  |
| ## Exposure to hazardous substances (e.g.: solvents, liquids, dust, fumes, biohazards). Specify below: |  |  |  |
| Frequent hand washing |  |  |  |
| Ionising radiation  |  |  |  |
| **EQUIPMENT/TOOLS/MACHINES USED** |
| ## Food handling  |  |  |  |
| ## Driving university vehicles(e.g.: car/van/LGV/PCV)  |  |  |  |
| ## Use of latex gloves (prohibited unless specific clinical necessity) |  |  |  |
| ## Vibrating tools (e.g.: strimmers, hammer drill, lawnmowers)  |  |  |  |
| **PHYSICAL ABILITIES** |
| Load manual handling |  |  |  |
| Repetitive crouching/kneeling/stooping |  |  |  |
| Repetitive pulling/pushing |  |  |  |
| Repetitive lifting |  |  |  |
| Standing for prolonged periods |  |  |  |
| Repetitive climbing (ie: steps, stools, ladders, stairs) |  |  |  |
| Fine motor grips (e.g.: pipetting) |  |  |  |
| Gross motor grips |  |  |  |
| Repetitive reaching below shoulder height |  |  |  |
| Repetitive reaching at shoulder height |  |  |  |
| Repetitive reaching above shoulder height |  |  |  |
| **PSYCHOSOCIAL ISSUES** |
| Face to face contact with public |  |  | ✓ |
| Lone working |  |  |  |
| ## Shift work/night work/on call duties  | ✓ |  |  |