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| Last updated: | June 2021 |

**JOB DESCRIPTION**

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| Post title: | **Engagement Curator** | | |
| Academic Unit/Service: | John Hansard Gallery (Studio 144) | | |
| Faculty: | Arts on Campus | | |
| Career Pathway: | Management, Specialist and Administrative (MSA) | Level: | 3 |
| \*ERE category: | n/a | | |
| Posts responsible to: | Gallery Head of Programme (Engagement and Learning) | | |
| Posts responsible for: | Apprentices, interns, trainees and freelance workshop facilitators | | |
| Post base: | Office-based/Non Office-based (see job hazard analysis) | | |

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| Job purpose |
| The Gallery Engagement and Communities Curators are key members of the JHG Engagement and Learning Team, working closely with each other and with the Gallery Head of Programme (Engagement and Learning) to coordinate and deliver our acclaimed and innovative engagement and learning programme for schools, colleges, community groups, young people, families, adults and older people. |

| Key accountabilities/primary responsibilities | | % Time |
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|  | To coordinate the development and delivery of JHG’s engagement and learning programme for a range of schools, colleges, community groups, young people, families, adults and older people, both in the gallery and offsite, managing freelance artists and volunteers where required. | 50 % |
|  | Provide administrative support for JHG workshops, talks, conferences and seminars, and assist with the development and delivery of programmed workshops exploring gallery exhibitions for schools, colleges, community groups, young people, families, adults and older people. | 15 % |
|  | To coordinate the JHG Young Curators Programme, Young JHG Art Club and Creative Employment Programme of apprenticeships, internships and traineeships, developed with Artswork. Project manage the JHG extended off-site programme of ambitious artist commissions and residencies, developing new commissioning models for collaborative practice. | 20% |
|  | To create opportunities for JHG Beacons, JHG Ambassadors, JHG Young Curators and interns to gain experience as active members of the engagement and learning team, supporting project participants to realise their Arts Awards. | 5 % |
|  | Manage allocated schools and communities budgets (within the overall engagement and learning budget), setting up new freelance artists as suppliers, receiving, processing and setting up invoices on the University finance system. | 5 % |
|  | Support and contribute to JHG’s engagement and learning policy. | 5 % |

| Internal and external relationships |
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| Close working relationship with: Gallery Head of Programme (Engagement and Learning), Gallery Head of Programme (Senior Curator), Gallery Exhibitions Curator and other JHG staff.  Internal relationships with: University of Southampton staff, students, faculties and departments.  External relationships with: artists, curators, community groups, partner organisations, local authority service providers. |

| Special Requirements |
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| Occasional evening and weekend work required in relation to coordinating and participating in events. Time off given in lieu.  Subject to DBS checks. |

**PERSON SPECIFICATION**

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| Criteria | Essential | Desirable | How to be assessed |
| Qualifications, knowledge and experience | Skill level equivalent to achievement of HNC, A-Level, NVQ3 with proven work experience acquired in relevant roles and job-related training.  Experience of working in a gallery environment in a similar role with good knowledge of gallery engagement and learning.  Able to apply a comprehensive understanding of relevant University systems and procedures and procedures, and an awareness of activities in the broader work area.  Ability to make effective use of standard office computer systems including word-processing and spreadsheets.  Knowledge of and interest in contemporary art. | Skill level equivalent to achievement of HND, Degree, NVQ4 or basic professional qualification.  Experience of working with diverse audience groups.  Relevant post graduate teaching qualification.  Good understanding of safeguarding children and young people policies.  Experience of creating digital learning resources. | Application |
| Planning and organising | Experience of coordinating workshops and public events over a specific period of time.  Excellent organisational, administrative and IT skills.  Able to plan and prioritise a range of one’s own, and the team’s, standard and non-standard work activities.  Ability to successfully plan and deliver administrative projects over a period of several months.(e.g. to coordinate an event) | Experience of project management and managing budgets. | Application and interview |
| Problem solving and initiative | A positive attitude and ability to work effectively under pressure.  Ability to understand the needs of diverse audiences and find imaginative and creative solutions.  Able to identify and solve problems by applying judgement and initiative to tackle some situations in new ways and by developing improved work methods (e.g., to develop digital learning resources). |  | Application and interview |
| Management and teamwork | Flexibility and ability to work collaboratively as part of a small team.  Able to solicit ideas and opinions to help form specific work plans.  Able to positively influence the way a team works together.  Able to ensure staff are clear about changing work priorities and service expectations.  Ability to effectively allocate to, and check work of staff, coaching/ training and motivating staff as required. | Experience of managing teams of freelancers and volunteers for specific projects, events or workshops.  Successful supervisory experience. | Application and interview |
| Communicating and influencing | Good communication and presentation skills, with the ability to communicate with a diverse range of audiences.  Good interpersonal skills with the ability to work with a wide variety of people, including artists, curators, community groups, young people, families, adults and older people. |  | Application and interview |
| Other skills and behaviours | Commitment to diversity, equality, inclusiveness and making contemporary art accessible to all. |  | Interview |
| Special requirements | Willingness to work evenings and weekends as required. |  | Application |

**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. |
| 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 | ✓ |  |  |