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Job Description

Post title: **Communities Curator**

Date last updated/evaluated: May 2022

Author: Lynne Dick

Standard Occupation Code:

School / Department: John Hansard Gallery (Studio 144)

Faculty / Directorate: RIS/Civic & Arts

Job Family: Management, Specialist and Administrative (MSA)

Grade: Level 3

ERE Pathway (if applicable): Not applicable

Post reporting to: Gallery Head of Programme (Engagement and Learning)

Post line report(s): Workshop Assistants and Freelancers

Post base location: John Hansard Gallery, City Centre Campus

Job purpose: The Gallery Communities Curator is a key member of the JHG Engagement and Learning Team, working closely with the Engagement Curator and the Gallery Head of Programme (Engagement and Learning) to coordinate and deliver our acclaimed and innovative engagement and learning programme with and for schools, colleges, community groups, young people, families, adults and older people. Work is subject to general supervision, but the post holder will be expected to plan regular work and use initiative to interpret requirements, highlight issues and resolve problems.

## Key accountabilities and indicative time allocation:

1. **45%**

To coordinate the development and delivery of JHG’s on-site and off-site engagement and learning programmes by reaching out to and involving a range of schools, colleges, community groups, young people, families, adults and older people. To research and manage freelance artists where required.

1. **15%**

To progress and administrate the development of JHG workshops, talks, conferences and seminars, and assist with the development and delivery of programmed workshops exploring gallery exhibitions for community groups, families, adults and older people, young people, schools and colleges**.**

1. **20%**

To coordinate and be responsible for the JHG Beacons programme for two entry level staff positions (18+) per year, with specific focus on public engagement, front-of-house, marketing, education (Arts Award training) and curatorial skills. To coordinate and be responsible for the JHG Ambassadors programme of up to 12 community representatives per programme, co-creating audience development initiatives for JHG reflecting the diverse communities across Southampton.

1. **5%**

To co-create opportunities and pathways for JHG Beacons, JHG Ambassadors, JHG Young Curators and interns to gain experience as active members of the engagement and learning team, for example supporting project participants to realise their Arts Awards.

1. **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. To recruit and manage casual workshop assistants and submit their timesheets to payroll.

1. **5%**

Support and contribute practical experience and insight towards to JHG’s engagement and learning policy, for example through research, keeping accurate records of participation numbers, documentation and to evaluation.

1. **5%**

Any other duties as allocated by the line manager following consultation with the post holder.

**Internal and external relationships:**

Close and collaborative working relationship with: Gallery Head of Programme (Engagement and Learning), Engagement Curator, 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:**

Occasional evening and weekend work required in relation to coordinating and participating in events. Time off given in lieu.

A satisfactory Disclosure and Barring Service (DBS) check at enhanced level is required for this role.

# Person Specification – Skills and Competencies

All essential and desirable criteria outlined in this Person Specification will be assessed through a combination of recruitment application and CV, and where applicable numerical or written assessment.

**Knowledge, Experience and Qualifications**

Essential

* Substantial practical knowledge and experience in the required operational discipline. Practical knowledge may have been gained through some or all of the following:
	+ Substantial, relevant work experience
	+ Vocational training
	+ Formal qualification(s) equivalent to Level 3 or 4 of the [Regulated Qualifications Framework](https://www.gov.uk/what-different-qualification-levels-mean/list-of-qualification-levels) e.g. AS or A Level, advanced or higher apprenticeship, or Level 3 or 4 award, certificate, diploma, NVQ.
	+ Experience of working in the cultural sector or a similar role with good knowledge of gallery engagement and learning, including delivering Arts Awards.
	+ Ability to make effective use of standard office computer systems including word-processing and spreadsheets.
	+ Knowledge of and interest in contemporary art.
	+ Experience of reaching out to and working with diverse audience groups.

Desirable

* Relevant post graduate teaching qualification.
* Good understanding of safeguarding children and young people policies.
* Experience of creating digital learning resources.

**Teamwork and Communication**

Essential

* Positively influences the way the team works together.
* Ensures colleagues are clear about priorities and service expectations.
* Ensures regular liaison and communication with a wide range of colleagues and builds good working relationships.
* Offers proactive advice and guidance.
* 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.

Desirable

* Experience of managing teams of freelancers and volunteers for specific projects, events or workshops.
* Successful supervisory experience

**Planning, Organisation and Resource Management**

Essential

* Plans and prioritises own work, and that of others, where required.
* Solicits ideas and opinions from others to inform work plans.
* 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)

Desirable

* Experience of project management and managing budgets.
* Experience of uploading information to websites and online platforms, such as Zoom and Eventbrite

**Problem Solving and Initiative**

Essential

* Elicits information to identify specific customer needs.
* Uses initiative and applies a comprehensive understanding of established practices and procedures to interpret requirements, identify issues and resolve problems.
* Develops improved methods, where required, within established practices and procedures.
* A positive attitude and ability to work effectively under pressure.
* Ability to understand and respond to 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).

# Job Hazard Assessment

A full health clearance is required for this role where any hazards marked “**^**”, using the agreed Occupational Health referral template [available from here](https://sotonac.sharepoint.com/teams/HealthWellbeing/SitePages/Occupational-Health.aspx). Where a full health clearance is required, this will apply to all role holders, including existing members of staff.

## Physical Environment

Working outside **^** Occasionally <30% Time

Exposure to noise levels >80dbA **^** Not applicable

Working with dust or fumes **^** Not applicable

Working with skin irritants **^** Not applicable

Working with chemicals (industrial or cleaning) **^** Not applicable

Working in a confined space **^** Not applicable

Working at height **^** Not applicable

Working with sewage **^** Not applicable

Contact with cytotoxins **^** Not applicable

Exposure Prone Procedure (EPP) work **^** Not applicable

Contact with clinical specimens or pathology work **^**  Not applicable

Direct patient care or patient contact Not applicable

Exposure to temperature extremes Not applicable

Frequent hand washing Not applicable

Ionising radiation Not applicable

## Psychological and Social Environment

Working shifts **^** Not applicable

Working nights **^** Not applicable

Lone working Not applicable

Working with children Frequently 30-60% Time

Exposure to persons with challenging behaviourOccasionally <30% Time

Working with larger groups Occasionally <30% Time

## Equipment, Tools and Machines

Working with vibrating machinery or tools **^** Not applicable

Driving duties e.g. LGV, PCVs, forklift trucks **^** Not applicable

Food handling Not applicable

Contact with latexNot applicable

## Physical Abilities

Prolonged physical movements or actions e.g. walking **^** Occasionally <30% Time

Prolonged Standing or Sitting **^** Occasionally <30% Time

Moving or handling heavy loads **^** Not applicable

Repetitive pulling or pushing **^** Occasionally <30% Time

Repetitive climbing (steps, stools, ladders, stairs) **^** Occasionally <30% Time

Repetitive crouching, kneeling or stooping Occasionally <30% Time

Repetitive lifting Occasionally <30% Time

Fine motor grips (e.g. pipetting) Not applicable

Repetitive reaching below shoulder height Occasionally <30% Time

Repetitive reaching at shoulder height Occasionally <30% Time

Repetitive reaching above shoulder height Not applicable

# Behaviours

Our [Inclusion and Respectful Behaviour Policy](https://www.southampton.ac.uk/about/governance/regulations-policies/policies/inclusion-respectful-behaviour) describes the expectations of everyone who is a part of our community.

Our **Southampton Behaviours** (below) outline the responsibilities we each have in working collaboratively to achieve our University strategy.

**Personal Leadership**

 - I take personal responsibility for my own actions and an active approach towards my development.

 - I reflect on my own behaviour, actively seek feedback and adapt my behaviour accordingly.

 - I demonstrate pride, passion and enthusiasm for our University community.

 - I demonstrate respect and build trust with an open and honest approach.

**Working Together**

 - I work collaboratively and build productive relationships across our University and beyond.

 - I actively listen to others and communicate clearly and appropriately with everyone.

 - I take an inclusive approach, value the differences that people bring and encourage others to contribute and flourish.

 - I proactively work through challenge and conflict, considering others’ views to achieve positive and productive outcomes.

**Developing Others**

 - I help to create an environment that engages and motivates others.

 - I take time to support and enable people to be the best they can be.

 - I recognise and value others’ achievements, give praise and celebrate their success.

 - I deliver balanced feedback to enable others to improve their contribution.

**Delivering Quality**

 - I identify opportunities and take action to make improvements.

 - I plan and prioritise efficiently and effectively, taking account of people, processes and resources.

 - I am accountable for tackling issues, making difficult decisions and seeing them through to their conclusion.

 - I encourage creativity and innovation in others, to deliver workable solutions.

**Driving Sustainability**

 - I consider the impact on people before taking decisions or actions that may affect them.

 - I embrace, enable and embed change effectively.

 - I regularly take account of external and internal factors, assessing the need for change, and gaining support to move forward.

 - I take time to understand our University strategy and communicate this to others.