



Appointment Brief

Position: Freelance Heritage Schools Programme Developer

Responsible to: Heritage Learning & Participation Manager

Budget: £2,000 incl. expenses and tax

Toynbee Hall

Toynbee Hall is a community organisation that pioneers ways to reduce poverty and disadvantage. Based in the East End of London, we give some of the country's most deprived communities a voice, providing access to free advice and support services, and working with them to tackle social injustice. We have been a catalyst for social reform for more than 130 years, and continue to bring together communities, organisations and policy makers to create new ways to help those who find themselves in poverty today.

In 2016, the vision for the regeneration of the Toynbee Hall estate started to become reality when work began on site. We have identified 3 key strategic objectives which will ensure:

- The estate should provide Toynbee Hall with service delivery space and staff accommodation fit for a 21st century community-based charity.
- Toynbee Hall's heritage should be actively promoted, inspiring social action and future generations of social reformers.
- The estate should provide a long-term, sustainable stream of income to the charity that can be used to support our service delivery.

Brief

Toynbee Hall is looking to commission someone to carry out the following:

- 1) Develop and run an engaging and stimulating half day training session for partner school staff on heritage learning, aimed at educating and inspiring the secondary school teachers working with Toynbee Hall in the potential for archives and museums for supporting and enhancing their teaching. The participants will be recruited by the Heritage Learning and Participation Manager.

- 2) Following a meeting with partner teachers and the Heritage Learning and Participation Manager, develop and write an online teaching pack for a single, classroom-based Key Stage 4 history session focused on digitised primary sources from Toynbee Hall's archive (a selection of items related to the theme will be supplied for your use). The session will focus on a relevant curriculum area, such as Crime and Punishment in late Victorian London, to be confirmed. The pack should include an introduction to the session and Toynbee Hall, a plenary, and activities and prompt questions that inspire and enable the pupils to engage and interrogate the digitised sources. It should also contain background information for school teachers. The session should relate to the National Curriculum's requirements and the needs of the consulted teachers, achieve ILFA outcomes, and improve pupils' document literacy (i.e. pupils are encouraged to look at the document as an object as well as a primary source).
- 3) Following a meeting with partner teachers and the Heritage Learning and Participation Manager, develop and write an online teaching pack for a single, classroom-based Key Stage 4 sociology/citizenship session focused on primary sources from Toynbee Hall's archive (a selection of items related to the theme will be supplied for your use). The session will focus on how Toynbee Hall's iconic campaigns were run and the reformers who worked there. The session will make the concept of campaigning and social action relevant and inspiring to pupils. The pack should include an introduction to the session and Toynbee Hall, a plenary, and activities and prompt questions that inspire and enable the pupils to engage and interrogate the digitised sources. It should also contain background information for school teachers. The session should relate to the National Curriculum's requirements and the needs of the consulted teachers, achieve ILFA outcomes, and improve pupils' document literacy (i.e. pupils are encouraged to look at the document as an object as well as a primary source).
- 4) Following a meeting with partner teachers and the Heritage Learning and Participation Manager, develop and write an online teaching pack for a single, classroom-based Key Stage 4 geography session focused on primary sources from Toynbee Hall's archive (a selection of items related to the theme will be supplied for your use). The session will focus on how the local area has changed in recent decades. The pack should include an introduction to the session and Toynbee Hall, a plenary, and activities and prompt questions that inspire and enable the pupils to engage and interrogate the digitised sources. It should also contain background information for school teachers. The session should relate to the National Curriculum's requirements and the needs of the consulted teachers, achieve ILFA outcomes, and improve pupils' document literacy (i.e. pupils are encouraged to look at the document as an object as well as a primary source). This session differs to the others as it will also form part of a longer onsite session which will also include discussions with local residents about how the area has changed in their lifetime, and the

opportunity to explore Toynbee Hall’s site using digital interpretation. Therefore the session should be designed so there is a core section that can be done independently of the whole session, to make up the third part of the onsite session alongside oral history and digital engagement.

Guide timeline

Late March 2017 – Submit citizenship session for testing.

May 2017 – Submit history session for testing.

July 2017 – Submit geography session for consultation.

Before July 2017 – Run training session for teachers. The exact timing of this will rely on availability of teachers.

Person Specification

Requirement	Essential	Desirable
Education / Training		<ul style="list-style-type: none"> Teaching qualification.
Experience	<ul style="list-style-type: none"> Designing school sessions in a heritage environment Designing school sessions that engage pupils creatively with archive material Developing online learning resources for school teachers Consultation with school teachers Designing and delivering INSET days and training to school teachers. 	<ul style="list-style-type: none"> Working on projects funded by the Heritage Lottery Fund.
Skills	<ul style="list-style-type: none"> Excellent written and verbal communication skills Creative approach to developing learning programmes and resources Delivery of training / teaching. 	
Knowledge, understanding & awareness	<ul style="list-style-type: none"> Working knowledge of current secondary school curriculum, including citizenship, geography and history Working knowledge of how heritage learning can be used by school teachers to support their teaching 	

	<ul style="list-style-type: none"> • Awareness of quality frameworks, particularly ILFA (Inspiring Learning for All). 	
Personal attributes	<ul style="list-style-type: none"> • Highly motivated and enthusiastic approach to work • Confident facilitator • Creative • Passionate about archives. 	

To Tender

Please submit a CV and two examples of your work that show how archive learning is distinctive from museum learning via email to Eleanor Sier, Heritage Learning and Participation Manager, by 1pm on Friday 3 March 2017.

Interviews, if necessary, will be on Wednesday 15 March 2017.

Contact Details

For any questions or to submit your work, contact Eleanor Sier via eleanor.sier@toynbeehall.org.uk

