

Trent Park Museum Trust

Schools Manager

trentparkhouse.org.uk

Trent Park Museum Trust is seeking to appoint a freelance Schools Manager to help build new relationships with local Schools and manage co-production, marketing and roll-out of school learning sessions and resources.

Trent Park House

Trent Park House, in Enfield, is recognised by Historic England as being of significance on a par with Bletchley Park. One of London's grandest houses, it was home to the 'Secret Listeners' during World War II - a story that has remained hidden in the house for over 70 years.

During the War, Trent Park House became one of the Allies' most successful secret weapons. State-of-the-art listening devices were wired throughout the House and gardens, and highly-prized Prisoners of War – including some of Hitler's most loyal Generals – were transferred to the site. Teams of 'Secret Listeners' – many of whom were German-Jewish émigrés – worked from the basement, recording and translating the conversations taking place on the floors above. Their discoveries were crucial to the outcome of the War.

In the lead up to the War, Trent Park was home to Sir Philip Sassoon, a central figure of both British inter-war politics and the anti-Nazi movement. Sassoon designed Trent Park to be both a political and social entertaining venue. He created a sumptuous atmosphere and entertained guests ranging from King George V, Edward VIII and a young Princess Elizabeth, to Sir Winston Churchill, Charlie Chaplin, TE Lawrence and Rex Whistler.

The House and gardens are currently being restored as a new heritage attraction which will immerse visitors – including school groups – in these extraordinary histories.

The offer for schools

Our recent audience research shows Trent Park House is well placed to respond to the needs of local schools, representing a genuinely attractive and curriculum-relevant opportunity for engagement. Local schools are very interested in the histories associated with the House, particularly those relating to World War II, the Secret Listeners and Migration to Britain. They are keen for immersive opportunities for students to connect to the past, use different senses to explore, enquire, problem-solve and be creative, and to make links to their lives today.

While construction work is undertaken to open the House to visitors, a small number of history sessions for schools will be developed with local teachers and tested with students, before rolling out to further schools. Sessions will initially be delivered as outreach in schools, online via MS Teams/Zoom, or as a hybrid model. Eventually a version of these sessions will transfer onsite when construction on site allows or when the museum opens to the public, alongside a continued offer for online/hybrid engagement.

In addition to this offer, an online resource is also being produced as part of Trent Park House's 'Digital Museum' initiative. This will feature a digital gallery of individual Secret Listeners, learning resources for schools, and additional video content including local migration stories and behind-the-scenes insights into the lead up to opening the House to the public.

The role

You will work with four local schools to co-develop and pilot 2 or 3 free curriculum linked history workshops for KS 2&3. These will explore and test how best to present the stories of wartime Trent Park before rolling out to at least 25 further schools.

You will:

- i. Make connections with four identified local schools, 2 x Primary and 2 x Secondary, who have expressed interest in the project
- ii. Manage the workflow of a Theatre in Education (TiE) company, recruited to develop each of the 2-3 sessions
- iii. Manage the co-production and piloting process between schools, the Trent Park House team and the TiE company, ensuring consistent consultation and communication on all sides
- iv. Contribute to and support the development of online resources for Schools, available via the Digital Museum
- v. Develop further resources and materials for School sessions as needed
- vi. Manage marketing to Schools
- vii. Manage School bookings and ongoing session delivery by the TiE company
- viii. Research opportunities for further Schools provision, including STEM-related sessions, once the House is open to the public
- ix. Serve as the key point of contact re Schools work for the Project Steering Group
- x. Provide insights and collect Schools data as required by the Independent Project Evaluator.

Important notes

- i. This project revolves around histories and experiences associated with forced migration, war and the Holocaust. All project members are expected to approach all activity with appropriate sensitivity and undertake associated training (provided via the project team) as required.
- ii. Co-production is central to the project and this role. Activity and approaches must result in a genuine collaboration and exchange of skills and experience between participants and the project team. The focus for participants (teachers and students) is on gaining history skills and knowledge, and a sense of pride and ownership in local heritage. The focus for the project team is on forging positive local relationships and gaining unique insights into the needs of local schools and their diverse students.

Skills and experience

Essential

- At least 3 years' experience of designing and delivering provision for schools in a cultural setting, including co-production with schools. Ideally, this should include onsite and online delivery, and online materials/resources.
- A strong understanding of the National Curriculum, particularly at Key Stages 2 and 3.
- Experience of the logistics associated with schools provision in a heritage setting - online and onsite. Ideally, this should include bookings, management of delivery personnel and associated resources, use of public spaces.

- Experience of marketing to Primary and Secondary schools.
- Up-to-date knowledge of best practice approaches in schools Learning and engagement through heritage, including diversity and inclusion agendas.
- Excellent written and verbal communication skills.
- Excellent organisational skills.

Non-essential

- Understanding of Holocaust-related histories and associated approaches to learning and interpretation
- Experience of carrying out robust testing of new provision with Schools and incorporating findings into developing provision.
- Experience of working with inclusive and/or underrepresented histories.

The appointed person will be able to work both remotely and in Enfield and the surrounding area.

Time period: approx.. 16 months, starting October 2022

Budget: Fixed fee of £16,800

Payment schedule

Monthly payment, against agreed deliverables, on the submission of invoices to the Project Manager.

To apply

Please send a CV and covering letter (no more than 2 sides of A4) to Kate Francis at kate.francis@trentparkhouse.org.uk outlining your suitability for the role and including an indicative, costed breakdown of your approach to the work.

Short-listed candidates will be interviewed remotely, by MS Teams or Zoom. The provisional date for interviews is the 12th October 2022.

Please contact Kate Francis with any questions about the role or the application process.

Application Timeline

Closing date for applications is 30th Sept 2022

Key relationships

- Reports to the Project Steering Committee, with day-to-day management by the Project Manager.
- Liaising with:
 - Learning and Access Consultant
 - Community Engagement Manager
 - Digital Content Creator
 - Independent Project Evaluator