

Post-Doctoral Research Associate Post for *Arts Reach: Becoming Arts Rich Together*

About Tate:

Tate's vision is to serve as artistically adventurous and culturally inclusive art museums for the UK and the world. We deliver this through activities in our four galleries across the UK (Tate Liverpool, Tate St Ives, Tate Britain and Tate Modern), our digital platforms and collaborations with our national and international partners. At the heart of Tate is our collection of art, which includes British art from the 16th century to the present day, and international modern art from 1900 to the present day.

About the Schools and Teacher team:

The Schools and Teachers team believe that art can offer transformative opportunities for young people to learn about themselves and others in relation to the world around them. We work with artists, young people and teachers to create inclusive and multi-voiced projects, resources, workshops, teachers' events and courses for all those in formal education. As an integral part of our commitment to educational equity and social justice, we champion access to an arts rich curriculum and environment for all young people. We aim to uplift the voices of people of colour, women and members of the LGBTQIA+ and disability communities, in the work we create with the desire that all young people get to see themselves reflected in all that they encounter at Tate.

About the Post-Doctoral Research Associate Role:

We are looking for a researcher interested in exploring the relationship between schools and the cultural sector to join a developmental project at Tate. This opportunity is being advertised as a freelance position with opportunity to extend.

Fee: £280/day. 15 days per term, for three terms (45 days in total). Work to begin December 2021 and last until August 2022 (with the possibility of extension).

The **Arts Reach** pilot, is a **partnership project** involving Tate, Nottingham University, South London Teaching Schools Alliance and Southwark Arts Network.

We are working with Arts lead teachers and their Senior Leadership Team, colleagues and pupils aged 4 – 11 years from six south London Associate Primary Schools (Lambeth, Lewisham and Southwark). A proportion of the schools will have taken part in [Year 3](#) which took place at Tate in 2020.

The Schools and Teachers team are committed to being inclusive and are conscious that the sector demographics do not reflect the demographics of our primary audience. We wish to make sure opportunities for working with us are open to all and are particularly welcoming researchers from Black and Minority ethnic backgrounds to apply.

Purpose of the Project:

The purpose of the project is to develop strategies for the arts and education sectors to foster arts rich curriculum environments for young people to develop their sense of agency as cultural citizens.

Building on the Legacy of *Year 3* the ***Arts Reach*** pilot is a 2-year **research project** exploring how Tate can collaborate with primary schools to foster arts rich learning environments in their schools.

Steve McQueen's *Year 3* saw 1500+ primary schools' participant in the creation of an epic portrait of London's year 3 pupils. Just over 50% of the schools had not engaged with Tate in the previous 5 years, with many potentially having not previously participated at all. The project evaluation identified the need for better support for non-art specialist teachers in order to broker sustainable and meaningful relationships between primary schools and cultural organisations.

In addition, the ***Arts Reach*** pilot builds on the three-year research project ***Tracking Arts Learning and Engagement (TALE)*** 2016 – 2018, undertaken by Tate, Royal Shakespeare Company and Nottingham University. You can find out more information online at [Tate](#)

TALE, funded by the Arts Council, examined the benefits of arts and cultural education in secondary and special schools in England, analysing 6,000 responses from young people aged 14–18, tracking students and 63 teachers over three years.

Purpose of the Role:

We are seeking to appoint a research associate to work as part of the project team.

The role involves working with the members of the project team to design a research methodology and implementation plan to collect and analyse both quantitative and qualitative data that supports us to explore the question of how Tate and the cultural sector can work with schools to foster arts rich environments. You will collect the data from the six primary schools taking part, the artists, Tate staff and the project Steering Group.

You will work with the wider project team and Pat Thomson, Professor of Education, Nottingham University to support the research of the project, as detailed in the table below.

	Main responsibilities (Primary accountabilities and responsibilities expected to fulfil the role)	% time per year
1	Data collection, management and analysis <ul style="list-style-type: none">▪ Carry out a wide range of qualitative data collection for case study schools	70%

	<ul style="list-style-type: none"> ▪ Ensure the careful management of all data collection in liaison with the project manager and support staff as well as all contributors to the research team ▪ Lead on carrying out, and support the project team with, data collection and analysis across all aspects of the qualitative and quantitative research 	
2	<p>Communication</p> <ul style="list-style-type: none"> ▪ Liaise with project curators and rest of the project team in Project team meetings, to update on the project's development on the ground and to feedback on the research findings to date sharing back findings iteratively to support the continuous responsiveness of the project to the participants ▪ Introduce connected and relevant research papers and research discourse to the project group as conversations develop ▪ Keep a record of project meetings ▪ Support the communication of the project's development via the project's online platform providing snapshot 'view' of the research findings and thinking as the project progresses ▪ Draft reports that draw on qualitative and quantitative data analysis ▪ Contribute to the drafting of academic papers and formal project reports 	15%
3	<p>Personal and Institutional Development</p> <ul style="list-style-type: none"> ▪ Engage with colleagues across the wider project team and other institutions to support building research capacity 	15%

Person specification

	Essential	Desirable
Skills	<ul style="list-style-type: none"> ▪ Qualitative analytical skills ▪ Appropriate data management skills ▪ Managing qualitative research data collection from multi sites and different stakeholders ▪ Excellent team-working skills ▪ Excellent written and spoken language skills (English) ▪ Strong academic paper writing and presentation skills 	<ul style="list-style-type: none"> ▪ Skills in visual and ethnographic research methods ▪ Digital platform and/or Social media skills
Knowledge and experience	<ul style="list-style-type: none"> ▪ Research experience with children and teachers in schools 	<ul style="list-style-type: none"> ▪ Research experience in primary school contexts

	<ul style="list-style-type: none"> ▪ Knowledge of a wide range of qualitative research methods ▪ Experience of working as part of a mixed team 	<ul style="list-style-type: none"> ▪ Knowledge of issues appropriate to case control studies ▪ Knowledge of primary school curriculum and pedagogies, and arts education ▪ Experience of working in an arts partnership
Qualifications, certification and training (relevant to role)	<ul style="list-style-type: none"> ▪ PhD completed in a relevant subject area 	
Special requirements		

More about the Schools and Teachers Programme:

The Schools and Teachers team believe that art can offer transformative opportunities for young people to learn about themselves and others in and of the world. Young people, particularly those who experience barriers to access/engagement, remain our key commitment. Our primary aim is:

To support ALL young people (and teachers) to learn about themselves and others through being with art.

In order to support our aim, it is fundamental to acknowledge the experience, ideas, identity, knowledges, and questions of each individual as being their particular and valued starting point. We believe that ALL young people should be able to see themselves reflected back in everything they encounter at Tate (Art, Artists, Staff and Programme), and to this end we aim to develop an inclusive and multi-voiced programme to support a mutually affective exchange.

ALL young people have the right to be heard and we believe that the conversational space afforded by the coming together of artwork, artist and audience where ALL interpretations and ideas are valued, can provide a critical and transformative opportunity, not only for young people but for Tate and Tate's audiences.

We are committed to educational equity, inclusion and social justice. In particular we are committed to supporting ALL young people and teachers to re-consider how race and cultural difference is discussed in the classroom. All decisions (in relation to programme, recruitment, research etc.) are taken with an intersectional approach to challenging dominant discourses and inviting a celebration of difference, taking into account, privilege, race, gender identity, dis/ability, socio-economic status etc.

We recruit a diverse range of practitioners with a broad spectrum of practices to address gaps in the representation of difference in art education and in the gallery, and as a call to readdress

the 'canon'.

How to Apply:

Please send expressions of interest to Emma McGarry, Curator Schools and Teachers, at emma.mcgarry@tate.org.uk.

Expressions of interest should include:

An email expressing interest in the project outlining how your research interests are aligned to the work outlined above. No more than 1000 – 1500 words.

Two examples of previous research projects you have been involved in that you think relate well to the above project. This can be shared in any format and is just to provide supporting illustration for your email.

If you require a different arrangement for sharing an expression of interest due to access requirements please do contact us to discuss. We wish to support all applicants to apply.

Deadline:

Wednesday 17 November 2021