LEARNING MUSEUM:
a Skills for the Future Programme

POSITIVE ACTION RECRUITMENT ROADMAP

for the museum sector and beyond

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INTRODUCTION

This roadmap provides guidance on implementing a recruitment model that engages a more diverse range of people – through partnership building, taster days, and group interviews. This model was used during the British Museum's HLF Skills for the Future project, the Learning Museum. The programme aimed to:

NURTURE

the next generation of the museum workforce, drawing in fresh perspectives from a diverse cohort of trainees, enabling them to harness the power of objects and engage under-represented audiences.

CHAMPION

best practice in dynamic collections skills and showcase innovation in museum development across the UK, ensuring a sustainable future for the museum sector.

DEVELOP

a proactive network of trainees, partner museums and the British Museum, leading to long-term nationwide collaborative projects of all kinds.

The British Museum worked with 19 partner museums across the UK to recruit two cohorts of diverse young people to complete year-long traineeships in key sector skills. Evaluation demonstrated that the recruitment approaches supported participation from a wider range of potential trainees, and many partner museums stated they have or will be utilising approaches for future recruitment. Although these approaches were used for one-year traineeships, they could also be applied or modified for longer-term or permanent staff roles. The British Museum recognises that there is potential to make a difference in the wider sector by sharing experiences and learnings from these recruitment approaches.

Increasing workforce diversity in the museum sector is key to ensuring a vibrant and resilient future. Positive action recruitment can help to ensure organisations are more representative of the communities they serve, and that the sector is addressing skills gaps. The *Character Matters: Attitudes, Behaviours and Skills in the UK Museum Workforce* report highlights the importance of recruiting a more diverse workforce, both to bring new skills, ideas and energy – and 'personal qualities' such as creativity, collaboration and curiosity.

This method of recruiting is not a quick fix for improving diversity and representation in museums. As many organisations have already found, it requires a significant and long-term commitment to make it a success. However, this should not act as a deterrent. Investing resources into recruiting for diversity offers significant benefits to all involved. Most individuals and organisations felt that the dividends outweighed the challenges. As one museum staff member who experienced the process put it, 'It is by its nature staff intensive… and needs to be long-term to make the impact.'

Through recruitment methods that invest in diversity, access, and community engagement, organisations in the cultural sector and beyond can benefit from recruiting people with passion and potential above qualifications and experience.

CASE STUDY – THE LEARNING MUSEUM EXPERIENCE

Individual partner museums developed their own recruitment plans based on Learning Museum aims, their own strategic priorities, staff profiles, and the needs of their local communities.

Nearly 300 people attended Taster Days, and the majority of those subsequently applied to the programme. 150 applicants took part in the interview process.

At an overall project level the targets for recruitment were met or exceeded:

89%
were aged 18 – 24

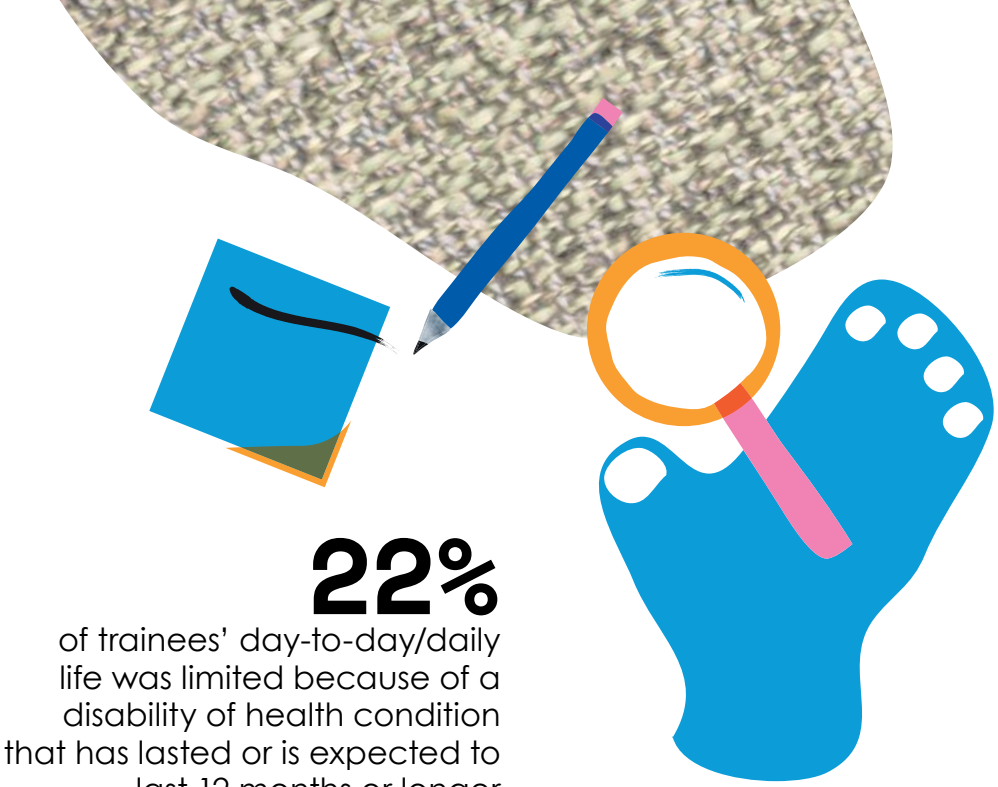
TARGET 90%

68%
had no degree or Vocational Level 3 or equivalent

TARGET 60%

100%
had no post-graduate qualification / more than 3 months experience in museums

TARGET 100%



22%
of trainees' day-to-day/daily life was limited because of a disability of health condition that has lasted or is expected to last 12 months or longer

37%
did not identify as White British

Profiling the trainees' postcodes using Audience Spectrum shows that over

2/3 are from middle and lower engaged segments

Audience Spectrum segments the whole UK population by their attitudes towards culture, and by what they like to see and do. Read more here.

IMPACT ON PARTNER ORGANISATIONS

Partners said they had developed stronger relationships with their local communities, especially through building on existing community relationships, developing new community partners and offering positive experiences of their museums to those attending recruitment activities.

'We managed to appoint 3 volunteers and an additional trainee (for another project) from the taster days; they are people they wouldn't have engaged with normally. We want to employ one of the volunteers too'.

Partner museum trainee supervisor

The actual recruitment approach was highly valued as a learning and skills development experience.

Many found the significant time and resources taken up by the alternative recruitment process to be challenging. However, partners stressed that they still found the recruitment process valuable and would use it again.

IMPACT ON THE SECTOR

It is too early to understand wider impact on the sector, but reflecting on the greatest impact on partner museums indicates where the potential for change lies.

- Changing negative perceptions of and valuing young people.
- Many partners are already using or considering using this approach for other recruitment, giving them a chance to get to know different kinds of people with different experiences and learning styles.

'We will consider piloting this in the future; it had real benefits; we were able to see the dynamics of the group over a long period. We could see their team working and interpersonal skills more easily and more accurately.'

Partner museum trainee supervisor

- Employing trainees with no museum and little academic experience – most trainees have brought very new skills and ideas to inform audience engagement and have supported community relations.
- Increasing the diversity of the heritage workforce.

BENEFITS OF THE POSITIVE ACTION RECRUITMENT MODEL

This approach to recruitment can offer direct and indirect benefits to individuals, organisations, and the sector as a whole. Evaluation of the Learning Museum's recruiting for diversity approach found the following impacts:

FOR APPLICANTS

+ Awareness of training and job opportunities they may not otherwise have known about.
+ Increased opportunities to demonstrate abilities and potential to recruiters.
+ More positive perceptions of museums.
+ Opportunities to learn about specific roles and experience organisational culture before the interview stage.
+ Learning about the heritage sector as a potential career choice.
+ Improved self-esteem and confidence, especially in professional and unfamiliar environments.
+ Having fun, enjoyable and sociable experiences.
+ Increased professional networks.

FOR ORGANISATIONS

+ Increased knowledge around alternative recruitment; such as recruiting for behaviours, and increasing diversity.
+ Improved awareness and understanding of new topics and audiences.
+ Increased professional networks.
+ Development of new partnerships, strengthening of existing ones, and improved community engagement.

'He will work on a new youth collective project and him being young will naturally mean he can help bridge the gap to this audience; we tend to lose young people at secondary school age so this is new work for us.

Partner museum trainee supervisor

'Local community relations have improved through recruitment and our trainee has been an advocate in the community through his community engagement projects.'

Partner museum trainee supervisor

FOR ORGANISATIONS

+ Increased awareness of the organisation in the local community and beyond.

'He provided new perspectives on museum practice and asked questions that encouraged us to think about how we might work differently in the future.'

Partner museum trainee supervisor

+ Cultivation of new habits and ways of thinking, especially around training, induction, and staff development.
+ Increased recognition and valuing of different learning styles.
+ Increased diversity on volunteer teams.

'Our trainee has brought a new aspect of learning to the museum - he learns by doing and this has encouraged others to do the same.'

Partner museum trainee supervisor

+ Improved staff knowledge and understanding of diversity.

'It has informed the way I see and value diversity within the sector.'

Partner Supervisor

+ New ideas that enhance programming, audience development, inclusion and community engagement.

'He has no formal or preconceived ideas and brings different values and ideas which have brought up some interesting conversations.'

Partner museum trainee supervisor

+ Increased experience working with people with disabilities and specific health needs.

'It has allowed us to reflect how to tailor different roles to people with learning difficulties.'

Partner museum trainee supervisor

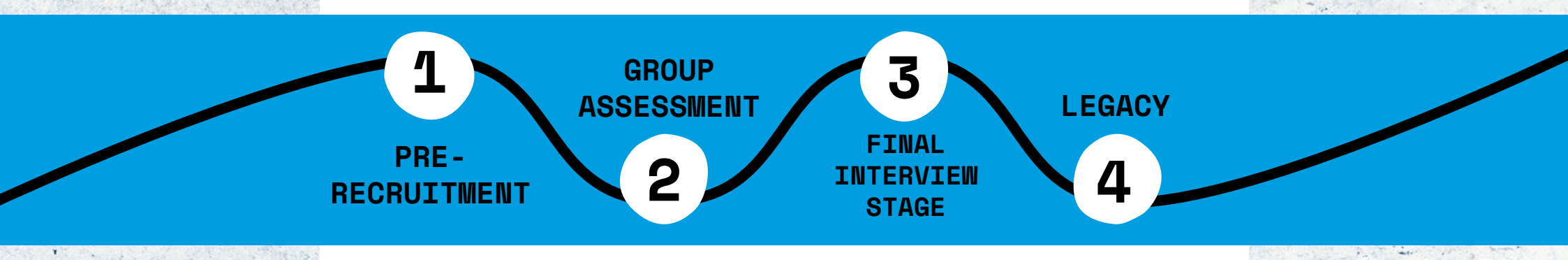
FOR THE SECTOR LONG-TERM

- Fresh ideas, skills, and perspectives to keep the sector relevant.
- Increased numbers of people from diverse backgrounds entering the sector.
- Improved links with local communities inform audience engagement practice.
- Increased experience and skills from other industries.

HOW TO USE THIS ROADMAP

The advice in this roadmap is based on the evaluation of the British Museum's Learning Museum trainee recruitment process. It provides suggestions for how to develop and deliver a similar positive action recruitment approach in your organisation, based on real findings and experiences from the Learning Museum project.

The roadmap is structured in a suggested four-phase approach:



Each phase is further divided into three steps, and suggestions for possible activities.

This roadmap also includes a set of templates to support this recruitment strategy, which have all been tried and tested by Learning Museum partner organisations. These include suggested recruitment and interview activities.

Some suggestions in this roadmap may not be suitable for every organisation or circumstance. You may use all or parts of this roadmap to inform your own approaches to recruitment. The contents of this document should be used as guidance only, and adapted as appropriate to your organisation's needs.

PHASE ONE

PRE-RECRUITMENT

1

PREPARE YOUR ORGANISATION

What are your strategic priorities and local issues? Consider your staff profile and review how representative it is of your local population. Develop your recruitment strategy - define what success looks like.

Conduct an organisational health check, to see if you are ready to start the recruitment, and accommodate individuals who may need additional support.

Ensure organisational planning accommodates a longer recruitment period. Train all staff involved on their roles and responsibilities.

Consider practical barriers to participating in recruitment, such as transport. Is a long-term solution available?

DEVELOP COMMUNITY PARTNERS

Community partners and networks are key to recruitment process. Review exisiting relationships and potential new partners. Consider pre-taster day events just for partner organisation staff.

Allow as much time as possible to develop relationships with community partners, it can be time and labour intensive.

Recruit with partners that have shared agendas and who represent your targeted communities, such as employment programmes, youth or voluntary organisations.

DEFINE COMMUNICATION STRATEGY

Consider raising awareness for recruitment beyond traditional job posting sites, such as social media, e-mails, flyers, and posters. Which gatekeepers can support word of mouth? Can you work with existing trainees, staff or audiences who represent your target audience to adapt the tone and style of recruitment materials?

Be clear in communications about recruitment criteria to avoid attracting too many participants who don't qualify.

Ensure you have discussed the approach and ways you will communicate the opportunities with your HR team. Have you agreed how much they will be involved and how processes may differ from traditional recruitment?

PHASE TWO

TASTER DAYS & GROUP INTERVIEWS

2

SCHEDULE, PROMOTE AND RECRUIT FOR TASTER DAYS

Avoid scheduling recruitment activities during busy times for your targeted demographics (such as exam periods), even if it won't be relevant to all candidates.

Consider running multiple taster days if the resources and time are available, to engage those who are available at different times of the day / week. If you are concerned about numbers consider utlising taster days to recruit for a variety of projects, such as volunteering opportunities.

Recognise that attracting your organisation's diversity targets may take longer than standard recruitment. Allow a long lead in time from the partnership building to the delivery.

PLAN AND IMPLEMENT TASTER DAYS

Set up a way of evaluating the taster days - how many and who attended? What did they learn or enjoy? Any challenges?

Develop activities that will give a strong insight into candidates' abilities and potential at your organisation - and show candidates what the role may entail.

Involve as many staff as possible to encourage support of the project from an early stage.

Consider how taster days can be used to promote additional opportunities, such as volunteering, traineeships, jobs, and events.

RECRUIT FOR GROUP INTERVIEWS

Review the accessibility and length of your application forms, guidance notes, and job descriptions. Professional jargon may discourage less experienced or confident applicants.

Keep in mind that those who attend the interviews may not necessarily have attended the taster days, so include as much information as possible.

Schedule group interviews as close to taster days as possible to maximise the number of selected candidates who can attend.

'One museum got candidates to fill in postcards with feedback at their taster days; they then sent these in the post to them. This meant they a high number of taster day attendees went on to apply for the traineeship.'

Partner museum trainee supervisor

PHASE THREE

SELECTION

3

GROUP AND INDIVIDUAL INTERVIEW SCREENING

Expect quality, not quantity. It is possible that you will have a smaller pool of candiates applying. You should measure success of the recruitment process based on attracting candidates that best meet your aims and diversity targets, rather than more traditional recruitment benchmarks such as number of applicants.

RECOGNISING POTENTIAL

Consider the behaviours and potential of candidates, not just their existing skills and experience. What capacity do they have to learn new things, work in a team and communicate?

Structure individual interviews to make candidates feel more comfortable and less intimidated. Use assessment activities that allow candidates the opportunity to show off their strengths.

SUSTAINING RELATIONSHIPS

Consider how to continue a positive relationship with unsuccessful applicants. Examples from other organisations include signposting them to other paid roles, such as Front of House, volunteer placements, advisory panels, or support to find opportunities elsewhere.

PHASE FOUR

CREATING A LEGACY

4

WIDER COMMUNITY

Continue nurturing and developing partnerships created during earlier phases. Even those relationships that do not generate applicants directly will still provide new contacts and support wider museum initiatives.

SECTOR

Celebrate and share some of the newer approaches developed within your recruitment approach, through web content and social media, or conferences and events. Host events for community partners and connect the recruitment with existing programming.

ORGANISATION

Produce an evaluation report based on your recruitment strategy and other project aims. This will allow your organisation to understand the successes, impacts, and continue improving. Consider other roles you could fill using this model of recruitment.

ROADMAP TEMPLATES

1. TEMPLATE TRAINING DESCRIPTION AND PERSON SPECIFICATION
2. PRE-RECRUITMENT EVALUATION CHECKLIST FOR ORGANISATIONS
3. RECRUITMENT: COMMUNITY PARTNER NOTICE
4. GROUP INTERVIEW DAY TEMPLATE
5. GROUP INTERVIEW PRO FORMA
6. FINAL INTERVIEWS
7. APPLICATION FORM

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the audience agency

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The British Museum

TEMPLATE 1:

Training Description and Person Specification

Location:
Role Title:
Salary:
Start date:

Introduction:
Candidates are not expected to have any prior experience of working in museums but it is important that anyone who applies is interested in how culture can be relevant to diverse communities and new audiences, and has a passion for working with people and thinking creatively about the role museums play in people's everyday life.

The aim of this recruitment process is to seek out young people who may not have considered a career in museums before and equip them with the necessary skills and knowledge to go on to start a museum career and make an informed decision about their career direction. By taking part, candidates will gain a better understanding of what they would like to do in the future and gain real experience for future.

For these reasons we encourage young people aged 18-24 who are *yet to complete a graduate qualification* to apply. Candidates with extensive experience of working in a museum (upwards of 3 months, full time or equivalent, either paid or unpaid) or a postgraduate qualification in a related area are not eligible to apply.

We particularly welcome applications from young people who are not in education or employment, those from low income areas or families, those mixed physical and learning ability, and those from from minority ethnic backgrounds.

Role Description:

[Short introduction to your museum]

[Short introduction to the role]

Key Responsibilities:

- Attend all training sessions
- Attend meetings with Supervisor and Mentor
- Develop a knowledge of the museum sector
- Develop a knowledge of social enterprise in museum and heritage settings
- Support in the work to increase [organisation name]'s connections with its local community
- Support the work of other community programmes
- Conduct administration in the focus areas of the role
- Any other tasks related to role

Person Specification

Essential requirements:

We are looking for people:

- with passion and enthusiasm for providing engaging experiences for the public
- who are curious about museum objects and the stories they can tell
- who are open to new experiences and keen to learn
- who can show they will benefit from this opportunity
- who are willing to commit to self-development and learning
- who are new to the museum sector.

It is also desirable that candidates are:

- reliable, punctual, and adaptable to new working environments and teams
- articulate, enthusiastic and conscientious
- able to empathise with a wide range of groups
- motivated to develop and learn new skills
- a good communicator both written and verbal
- creative and confident in putting forward new ideas
- able to plan and organise their time
- IT literate with experience of using Microsoft Excel and Word, or keen to develop these skills.

TEMPLATE 2:

Pre-recruitment Evaluation Checklist for Organisations

With the evaluation of the recruitment process in mind, this series of questions checks how your organisation is, and encourages you to make further preparations.

- How have you ensured there is there whole organisation 'buy-in' to the recruitment process? E.g. whole staff briefings, involvement of wider staff in taster day talks and activities and volunteering opportunities?
- How have you developed your knowledge of surrounding communities and their relevance to the area overall? Has the whole organisation developed an awareness of how the existing staff profile compares with the local demographic?
- Have you made links with various communities, societies, charities and educational establishments who can make connections with potential candidates of varying diversity?
- How has your plan for promoting taster days and interviews reached appropriate candidates (as young people and in response to your diversity recruitment targets)?
- Have you highlighted the key messages about diversity, the bursary and the programme's focus on developing trainees potential?
- Are materials clear and accessible?
- Are you recruiting through channels and partners which will help you reach diverse potential candidates? (Social media, local radio, community partners, local papers)?
- How have you ensured the application procedure is simple? Is there an opportunity for applicants to apply online as well as in writing, or even verbally?
- Have you prepared clear information for candidates – from dates and times they should attend to dress code, where people can get/eat meals etc.. – i.e. awareness that workplace culture may be a novelty?
- How have you ensured that activities within the taster days will be accessible and engaging to the candidates?
- Are appropriate policies in place e.g. Health and Safety, Access (intellectual as well as physical e.g. capacity to work with applicants for whom English is not first language, knowledge of 'access to work' provision etc.)
- How will the recruitment process encourage wider internal understanding of key issues relating to barriers, access and diversity?
- How do you plan to ensure all candidates involved in the recruitment process receive good pastoral care support?
- What do you foresee as some of the potential challenges of the recruitment process and how do you plan to minimise these?

TEMPLATE 3:

Recruitment: Community Partner Notice – advertising your role

This is a template designed to be shared with your selected community partners so they can inform people about upcoming recruitment activities at your museum. I strongly encourage you to restrict its circulation to those organizations that represent your diversity targets at this stage. If you circulate it more widely you may be contacted with lots of inquiries from ineligible candidates which will be a drain on time you should be spending working with specific partner organisations.

Dynamic people for dynamic collections (or snappy catch line of your choice..):

- **Do you like working with the public?**
- **Are you curious about your community and its past, design, science or art? [tailored as appropriate to the museum in question]**
- **Would you like an opportunity to build new skills?**
- **Could you inspire others to enjoy museums and their collections?**

If you have answered yes to any of these questions, this opportunity might be for you. [Your org's name] is currently looking to recruit a trainee to join its [specify] team as a [job title].

You don't need to have previous museum experience. We will support you to think about longer-term career opportunities, and enable you to gain real experience to use to in the future.

We are looking for people:

- **with passion and enthusiasm for engaging with the public**
- **who are curious about objects and the stories they can tell**
- **who are open to new experiences and keen to learn**
- **who can show they will benefit from this opportunity**
- **who are willing to commit to self-development and learning**
- **Applications are particularly welcome from:**
- **People aged between 18 and 24**
- **People who are new to the museum sector**
- **People who are yet to complete a graduate qualification**
- **Any additional criteria (as defined by partner museums)**

We want to recruit the people who stand to benefit the most from this opportunity. If you do have a degree you can still apply, but it may be less beneficial to you than someone without that qualification. If you already have extensive experience of working in a museum (upwards of three months, full time or equivalent, either paid or unpaid) or have a postgraduate qualification in a related area then unfortunately you are not eligible to apply.

For details of how to apply, please contact: **[museum contact details]**

TEMPLATE 4:

Group Interview Day

This document is a template for a day of engaging activities to be used in order to assess the aptitude of candidates, and to decide which applicants to invite for individual final interview. The tone for the day should be as fun, non-intimidating and supportive as possible.

Attendees will be asked to complete a number of group tasks and activities in order that staff may assess their social behaviour, communication skills and specific competency-related criteria. The activity descriptions give an outline for each task, staff should complete these with examples and frame them in language they and the interviewees are comfortable with.

Staff should be allocated 5 interviewees each to assess throughout the day's activity. A member of staff will lead each activity, and all staff will monitor and score their allocated interviewees *discreetly* using the matrix provided.

The simple assessment matrix beneath each task description is to be used by staff to keep record of interviewee performance throughout the day. The principle skills to be assessed are listed, but there is space for staff to make note of other skills and competencies (as listed on the pro forma) that individuals might demonstrate at any given moment.

Performance is to be measured on a scale of 1-5, where:
5 = Exceptional. Significantly exceeds expected performance level
4 = Highly Effective. Fully meets and may exceed expected performance level.
3 = Effective. Achieves expected performance level
2 = Inconsistent. Needs improvement
1 = Unsatisfactory: Requires significant improvement

The Group Assessment pro forma which accompanies this template will be used to compile results from the each activity, and evaluate each interviewees performance at the end of the day.

Schedule and Assessment Matrix

10:30-10:40	**Welcome and introductions**
10:40-10:50	**Group activity 'ice-breaker':** Options include: **People Bingo** (give each person a grid sheet with a number of statements, they have 5 minutes to go around the room and fill out as many boxes as they can. Can only get one answer per person) OR **Introduction 'speed dating'**- people move around the room learning three interesting things about the other person. *These exercises encourage the participants to get to know one another, show their communication and questioning skills, their ability to gather information, follow instructions and actively listen to others.*

Candidate Name	*Teamwork*	*Object Handling*	*Verbal Presentation*	*Creativity*	*Organisation*
notes					
notes					
notes					
notes					
notes					

10:50-11:00	**Introductory group activity Mystery Object** This activity is about **looking** and **thinking** about objects in pairs. One person will be the 'drawer' and the other will be the 'describer.' The pair will be asked to sit back to back. The describer will see the object but the drawer won't so they will create the drawing based solely on how the other person describes the object. To do this the describer will need to think about the following things: the shape, texture, size, dimensions and decoration of the object. Ask for feedback from the group when they have completed the task; who found it easy? Who found it difficult? Why? *Skills assessed: Teamwork, Object Handling, Verbal Presentation, Creativity, Organisation* *(Additional skills might include: Asking for help, Questioning, Social skills)*

Candidate Name	*Teamwork*	*Object Handling*	*Verbal Presentation*	*Creativity*	*Organisation*
notes					
notes					
notes					

notes					
notes					

11:00-12:00	**Activity 1: thinking as a visitor** Scenario 1: A key aspect of this role is to engage with a wide variety of audiences so this activity will encourage the applicants to think from a visitor's perspective. Interviewees are asked to imagine that they are working in a public facing role in the museum (eg, information desk). They are split into groups of 3-4 and are given a number of statements to order into best/worst practice when dealing with members of the public and are asked to present their reasoning to the group. Scenario 2: discuss and feedback: a visitor would like to learn more about the objects they have seen after their visit. What resources might you suggest to this visitor? **OR** Scenario 3: Discuss and feedback: Another scenario could be more complex, ie: a visitor finds content of an exhibition challenging, how do you respond? *Skills assessed: Teamwork, Discussion, Verbal Presentation, Active Listening, Organisation*

Candidate Name	*Teamwork*	*Discussion*	*Verbal Presentation*	*Active listening*	*Organisation*
notes					

notes					
notes					
notes					
notes					

12:00-13:00	**Family Activity** The group is divided into two and taken into a gallery. They are asked to look around the space and then asked to create a family friendly activity or design a family trail that could be delivered in half term. (Must clearly demonstrate which themes/objects in the gallery have inspired the activity/trail. Must also consider practicalities of how the event would be run/how trail would work, how would navigate the space. The groups must then present their ideas back to the group.

13:30-14:30	**Activity 2: Event Planning** Interviewees were asked to design an event for young people as part of their application. Group interviewees in threes according to the particular public that they focused on in their application. Together, each group should come up with a plan for the event, drawing upon ideas from each member of the group. (Intro: 5 minutes) To start with each small group should discuss and list what they think are the needs, wants, challenges and important issues for their chosen young public. (10 minutes). In turn, each person presents their ideas for objects, images, films, music, stories, and explains why they chose them to their small group. The other members of the group are encouraged to note any questions or responses to the ideas to ask at the end of each person's presentation. (5 mins per person, 15 mins) They should then discuss and decide upon a shared plan for the event, and come up with a plan for advertising the event and getting young people to attend. (15 minutes) They should then present together to the rest of the group explaining why they chose those ideas. (15 minutes) *Skills assessed: Organisation, Teamwork, discussion, Creativity, Verbal Presentation.*

Candidate Name	*Teamwork*	*Object Handling*	*Verbal Presentation*	*Creativity*	*Organisation*
notes					
notes					

notes					
notes					
notes					

14.45-15.30	**Activity 3: Object Handling and Inquiry** Group the young people differently in small number/pairs. Each group will be asked to design a museum activity based around a selection of handling objects. Put a number of handling objects on a table; Ask each group/pair to choose an object from the table and as a group discuss what they think it is, what is it used for, who would use it etc... When they have done hand out a bit of information about their object. Then they will be asked as a group to use this object as an inspiration for a museum activity (give them some examples of the kind of activity they might organise) for a particular audience (they can pick the type of audience that they focus on). Then can present their ideas to the wider group, explaining why they have chosen this activity for this object. The group are encouraged to ask questions and respond to the ideas. *Skills assessed: Object Handling, Object inquiry, Discussion, Verbal presentation, Critique*

Candidate Name	*Teamwork*	*Object Handling*	*Verbal Presentation*	*Creativity*	*Organisation*

notes					
notes					
notes					
notes					
notes					

15:30 – 16.00	**Wrap up**: End of group interview day for interviewees: Congratulations, interviewees evaluation forms, next steps and other opportunities brief. (Museum staff gather resources and close up)

16.00-17.00	**Evaluations:** Panel pro forma write-up and individual interview recommendations

TEMPLATE 5:

Group Interview pro forma

Museum:	
Job title:	
Date of Interviews:	
Candidate:	

The Group assessment pro forma will be used during the group assessment day to evaluate the aptitude of each candidate based upon their performance in the activities outlined in the Group Interview Day Template.

Each member of the interview panel will be assigned 5 candidates to assess during the course of the day and will write notes and allocate scores for each as activities are completed. Scores should be added up on the pro forma and used when making a decisions about who to invite to final interview.

5 = Exceptional. Significantly exceeds expected performance level
4 = Highly Effective. Fully meets and may exceed expected performance level.
3 = Effective. Achieves expected performance level
2 = Inconsistent. Needs improvement
1 = Unsatisfactory: Requires significant improvement

Person Specification criteria		
Social Behaviour / Self-Presentation	**Supporting notes for each candidate**	**Score (1-5)**
Teamwork: Works well in a team; understands the task at hand. Can delegate and take the lead when required.		
Social skills: Gets on well with others, polite and respectful.		

Composure: Shows ability to deal well with new situations; calm, logistical, consults others.		
Presentation: Shows a clean appearance, dresses appropriately.		
Additional Notes:		
Communication	**Supporting notes for each candidate**	**Score (1-5)**
Active Listening: Active listener and pays attention to instructions; demonstrates good eye contact.		
Asks for help: Asks for assistance or clarification when needed.		
Discussion: Communicates with others appropriately; initiates conversation, does not interrupt.		
Verbal presentation: Good verbal communication and presentation skills; speaks clearly and at an even pace; gives relevant examples.		
Questioning: Asks thoughtful / meaningful questions.		
Additional Notes:		

Competency-Related Performance	Supporting notes for each candidate	Score (1-5)
Organisation: Follows task instructions and completes tasks accurately; meets deadlines.		
Critique: Accepts constructive criticism/feedback.		
Creativity: Demonstrates creativity and an innovative approach to tasks (both practical and intellectual); understands the brief, responds well, explains ideas.		
Object Handling: Demonstrate care and attention when handling objects		
Object Inquiry: Demonstrates enthusiasm, intelligence creativity in interpreting objects		
Additional Information:		
	Total score	

TEMPLATE 6:

Final interviews

Final interview questions will be intended to test competencies through evidence and experience, and to gain a better understanding of each candidate's personal motivations and interests. Candidates will be asked to suggest solutions to museum-related scenarios or problems to test whether they have a natural instinct for the particular roles being recruited for.

Participants will be asked to do a short presentation: this could be of a poster they have created to discuss the event they planned in their application, or an opportunity to bring along an object and discuss it with the panel.

Points to consider:

- Questions are designed to be "open" and are clearly related to the key elements of the job.

- Questions should seek evidence of the candidates match to the job e.g. examples of stories to illustrate previous experience.

- Questions should not have too many sub parts to them, however probe to ensure question understood and to give candidate chance to give detailed answers.

- Good answers follow a structure such as STAR framework – can have this in mind to probe

  Situation: the candidate introduces a situation
  Task: What did the candidate have to achieve?
  Action: What did they themselves actually do, why and what were the alternatives?
  Results: What was the outcome? What did you achieve, were objectives met? What was learned?

- Question scoring – Panel Members are asked to score candidates between 1 and 5 (with 1 being poor, 5 being excellent)

Candidate name _____

Q	Question	*Model answer themes*	Score
1	How did you find the group interview day on Thursday?	*Enthusiasm for the day* *Specific examples of things enjoyed/found interesting/difficult /challenging*	
Notes			

Q	Question	*Model answer themes*	Score
2	Please give a 5 minute presentation your post er / object	*Clear understanding of target audience needs.* *Clear link between activities suggested and the target audience.* *Interesting and innovative ideas for using museum collections*	
Notes			

Q	Question	*Model answer themes*	Score
3	Why do you want to work in a museum? Which parts of it most interest you and why?	*Enthusiasm for museum collections* *Enthusiasm for museum audiences* *Understanding of museum content – social history, community engagement, stories of people and places*	

Notes			

Q	**Question**	***Model answer themes***	**Score**
4	Tell us about a really positive museum, gallery or other visitor experience that you have had recently and what it was about it that made such an impact on you (they have prepared this in their applications.)	*Enthusiasm for museums and galleries* *Understanding of why they enjoyed that experience* *Connection to self within the experience*	
Notes			

Q	**Question**	***Model answer themes***	**Score**
5	What would you like to do in the future? How will this role help you get there?	*Enthusiasm for future career options* *Understanding of the programme and the training involved* *Understanding of transferable skills gained within the placement* *Understanding of how this placement can make*	

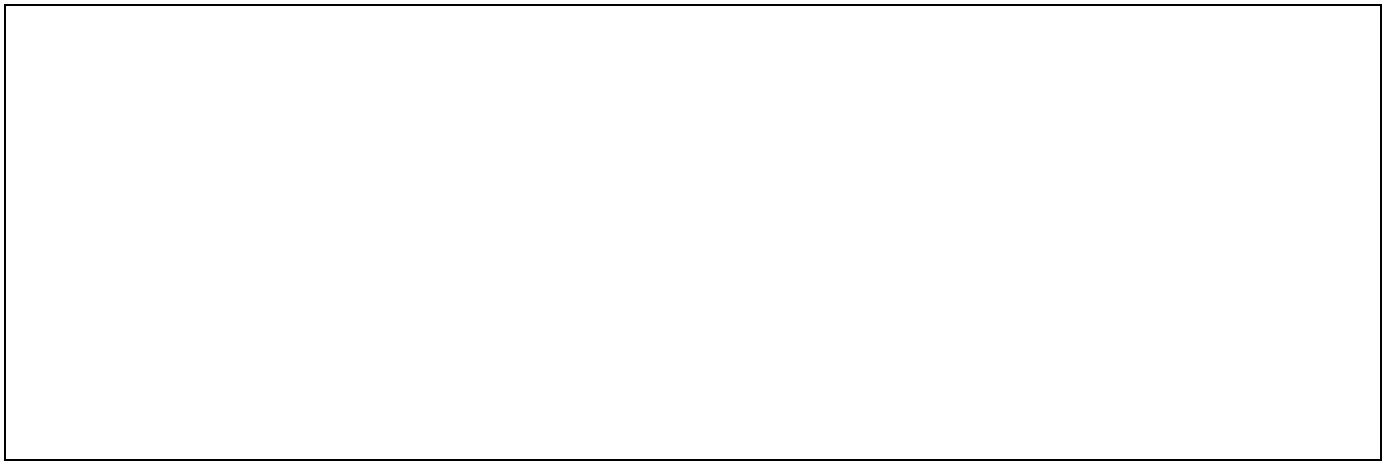
		changes in their life for their future *Demonstrate commitment to the programme and the training*	
Notes			

Q	**Question**	***Model answer themes***	**Score**
6	Typically when working in a museum you will often have to work independently under your own initiative and then at other times as an important member of a team. Can you tell us about an experience when you have had to work by yourself and of another when you have had to work as part of a team? Which did you prefer and why?	*Understanding of the needs of team work and the importance of communication* *Understanding of aims and objectives and demonstration of commitment to achieving group objectives* *Adapting own views and behaviour* *Understanding of managing own time and working independently* *Demonstrate self-awareness*	
Notes			

Q	Question	*Model answer themes*	Score
6	Can you give us an example of a difficult situation you have faced when dealing with other people, either someone that you work with or a member of the public. What did you do to help resolve the situation? What did you learn?	*Understanding of customer care* *Empathy and understanding of the other persons viewpoint* *Creative problem solving* *Self-reflection and critical evaluation of experiences* *Key phrases:* *Positive proactive do my job take responsibility support others develop myself work hard be open & honest Support them let my manager know help find out what the problem is*	
Notes			

Q	Question	*Model answer themes*	Score
7	This role consists of demanding work in a new environment. Can you tell us about a time when you have really had to persevere to reach a goal? Why was it so challenging? What did you learn about the experience that will help you in this role?	*Demonstration of commitment to a goal* *Critical self-analysis* *Satisfaction in achieving an end goal* *Ability to apply learning to new situations* *Understanding of the requirements of the job*	
Notes			

Total Score	(out of possible 35)
Appoint?	
Post:	
Interview feedback:	



TEMPLATE 7:

Application Form

Personal details		
Title (Mr, Mrs, etc.)	*	First Name *
Middle name (s)		
Surname (family name)	*	
Name known as		
All previous surnames		
National Insurance number		
Address details		
Address line 1	*	
Address line 2		
Town	*	
County		Postcode *
Home phone	Area code	number
Work phone	Area code	number
Mobile phone		
Email address		
Current job or course details		
Current job (or course details if currently a student)		

Employer's name and address (or school/ college/ university)		
Current salary		
Date started (month/ year)		**Notice period required**

Previous experience

Do you have any relevant paid or unpaid experience? Please detail it below.

Role Organisation Short summary of experience

Qualifications

Please tick the boxes for the qualifications you have:

Subject(s)		Subject(s)
5 GCSEs at grade 'C' or above	Higher Diploma	
Key Skills Level 2	BTEC award, certificate and diploma level 2	
NVQ level 2	Functional Skills level 2	
Skills for Life Level 2		
AS/A Levels	BTEC Award, certificate and diploma level 3	
Key Skills Level 3	BTEC National	
Advanced Diploma		
Foundation Degree	Bachelor's degree	

Other qualification(s) not listed (please provide detail)	

Other details

Do you need a work permit to take up this post?

If you answered "Yes" to the question above, please provide details

When can you start working?

Where did you learn about the opportunity?

CONFIDENTIAL
If you need a translation, a larger print version or a copy of this form in another format, please contact……

The ∗ symbol indicates fields that must be completed.

Post details			
Post applied for		Reference No.	

Personal Statement
Please answer the following questions as fully as you can, the shortlisting panel will use this information to assess your application.
Tell us about a museum or gallery you have visited in the last year and what you liked about it?
Why have you decided to apply for this post?
How do you think you will benefit from this post?

Museums are always trying to get more people to visit from all sorts of backgrounds. Imagine you had to put on a special event for one of the following groups at [YOUR ORG NAME]:

A. Young people of mixed levels of physical or learning ability

B. A group of young people not in education employment or training

What kind of museum objects, images, films or music would you use in your event and why? What kinds of stories would you want to tell that would appeal to them?

When providing your answer, think carefully about what young people need, and like to do, what challenges these particular groups face and what is important to them.

Declaration			
If you are filling this form in on-line you cannot sign this form on screen. By submitting this form as an email attachment you undertake that the information you have provided is true and accurate to the best of your knowledge. False declarations may result in dismissal. You may be required to sign your application at a later stage of the selection process. The information I have given on this form is true and accurate to the best of my knowledge.			
Signed		Date	

The information in the following sections will be used solely for the processing of your application, unless special arrangements need to be made to accommodate a disability.

Information for candidates with a disability

We welcome applications from all parts of the community, including candidates with disabilities. The Equalities Act 2010 defines disability as "a physical or mental impairment which has a substantial and long-term adverse effect on the ability to carry out normal day-to-day activities."

Arrangements if selected for interview

If you have a disability, please indicate any specific arrangements to be made for an interview:

Criminal convictions	
It is the partnership's policy that you declare any **unspent convictions** when you are applying for a placement with us. We have a duty to balance our commitment to help ex-offenders find work with our need to protect the public and those who are using its services. If your application is successful and you did not disclose any unspent convictions,or spent convictions if the post is exempt from the Rehabilitation of Offenders Act 1974, it could result in dismissal or disciplinary action being taken against you. Any information you give us will be completely confidential and will be considered only in relation to the job for which you are applying.	
Have you any **unspent** convictions to declare?	No
Have you any **spent** convictions to declare? (Only applicable if post is exempt under the terms of the Rehabilitation of Offenders Act 1974 and Criminal Record Bureau/Independent Safeguarding Authority clearance is required. Please check job description)	No
If "Yes", please give details of the conviction	**Date**
Any additional information you wish to add	

Equal opportunities monitoring form

We are an equal opportunity employer and committed to promoting equality and social inclusion.

Equality of opportunity means more than disregarding differences such as gender, race, disability, religious or political belief, sexuality, age, nationality, pregnancy, membership or non-membership of a trade union, gender reassignment, or HIV status. It means ensuring proactively that different people receive services, consultation and employment opportunities in a fair and equal way.

The monitoring form will be separated from your application form and will not form part of the short- listing process.

The information provided will be held securely in accordance with the principles of the General Data Protection Regulation for obtaining and processing "sensitive" personal data and will not be published on an individual basis.

Gender monitoring information – to which gender group do you belong?			
Female Male		Transgender Prefer not to say	
Age monitoring information – to which age group do you belong?			
16-19 20-29 30-39 40-49 50-59 60-64 65+ Prefer not to say			
Disability monitoring information – do you consider yourself to have a disability?			
No Yes		Prefer not to say	

What do we mean by a disability?

The definition of a disability according to the Equality Act 2010, is ''A physical or mental impairment which has substantial and long term adverse effect on his or her ability to carry out normal day-to-day activities''. (Long term in this definition is taken to mean more than 12 months.) This definition also includes long term illness such as cancer, HIV and mental health.

Examples of disabilities

The following list of conditions or impairments is given as guide only and is not meant to be exclusive. We have provided this list as it may help you to answer the question.

Hearing (deaf, partially deaf or hard of hearing

Learning difficulties (e.g. dyslexia)

Long term illness (such as cancer, HIV, multiple sclerosis, asthma, angina or diabetes)

Mental illness (substantial and lasting more than a year, severe depression, psychoses)

Mobility (wheelchair user, artifical lower limb(s), walking aids, rheumatism or arthritis etc.)

Physical co-ordination (manual dexterity, muscular control, eg. Cerebal palsy)

Reduced Physical Capacity (inability to lift, carry or otherwise move every day objects, debilitating pain and lack of strength, breath, energy or stamina.)

Speech (speech impairments that can cause communication problems)

Vision (blind or fractional/partial sight. Does not include people whose visual problems can be corrected by glasses/contact lenses)

Ethnic monitoring information – our ethnic group describes how we think of ourselves	
Ethnic background is not necessarily the same as nationality or country of birth. Please tick which is closest to how you see yourself, or write a more specific group if you wish.	
Asian or Asian British	
Bangladeshi	Indian
Pakistani	Any other Asian backgound (please specify if you wish)
Chinese	
Black or Black British	
African	Caribbean
Any other Black/African/Caribbean background	(please specify if you wish)

Mixed/ Multiple Ethnic groups	
White & Asian	White & Black African
White & Black Caribbean	Any other mixed/Multiple Ethnic background (please specify if you wish)
White	
English/ Welsh/ Scottish/ Northern Irish/ British	Irish
Any other White background	(please specify if you wish)
Other Ethnic Groups	
Any other ethnic group	(please specify if you wish)
Prefer not to say	

Religion/Belief monitoring information - Please tick a box from the list below			
Atheist/none	Buddhist	Christian	Hindu
Jewish	Muslim	Sikh	Prefer not to say
Other			

Sexual Orientation monitoring information – Please tick a box from the list below	
Bi-sexual	Heterosexual/straight
Gay man	Other
Gay woman/lesbian	Prefer not to say

End of form