



JANE AUSTEN'S HOUSE

Museum Online Learning Resources Consultant

Introduction

This document is a brief for a consultant to work with the Director and Collections & Interpretation Manager at Jane Austen's House to undertake the production and promotion of online learning resources to inspire a teenage audience to study Jane Austen's world, read her books and develop their own creative writing voices.

The document sets out:

- Part 1: Information about the client – Jane Austen's House Museum
- Part 2: Background information on the context for the development of these new online resources.
- Part 3: The brief.
- Part 4: The practicalities for this brief including information requirements.

Part 1: The client: Jane Austen's House Museum

Jane Austen's House Museum, in the village of Chawton, Hampshire is the most treasured Austen site in the world. It was home to Jane, her mother and sister, both named Cassandra and their friend and companion, Martha Lloyd, from 1809-1817. It was here that she revised and wrote all her published novels. The Museum has been open to the public for 70 years. It is a charitable incorporated organisation and is financially independent. Visitors to the House include local people but the site also has national and international reach.

Part 2: Educational work at Jane Austen's House and our response to the Pandemic

Jane Austen's House receives no regular funding from public bodies and is entirely dependent on revenue generated from visitors (admission charges and retail sales) to meet its running costs. As a rule of thumb JAH breaks even at around 40,000 visitors a year. In exceptionally

good years up to 57,000 visitors have been attracted. Most of the visitors are female and aged over 30 and we have had a very strong following from overseas visitors who come on pilgrimage to see Jane's home.

There has been, for many years, a learning programme delivered by Jane Austen's House. This has tended to focus on schools, including the village school in Chawton. It has been noted over the years that fewer and fewer schools are studying Jane Austen's novels as set books at GCSE or A level, despite their continued presence on the curriculum, and those that are tend to be in the private sector.

We have forged a successful relationship with the British Library and delivered joint study days for 6th formers in the past. Links have also been developed with undergraduate students at the University of Oxford, and in particular with St Anne's College where our academic and learning trustee, Professor Kathryn Sutherland is based.

Alongside a formal learning offer, Jane Austen's House has also in recent years regularly offered family learning activities aimed at younger children. Other informal offers include guided walks, occasional lectures, and events such as creative writing or quilting for adults.

During the lockdown caused by the Pandemic, Jane Austen's House was been closed to all visitors, including schools and family groups. The lack of income for over four months has been hugely damaging to museum. The House recently reopened to the public but under greatly restrictive conditions. Numbers able to visit are considerably reduced because of the need for social distancing. All handling materials (normally a key part of any school visit) have necessarily been removed and the displays generally thinned out to create clearer routes around the site and in the historic cottage in particular. The learning centre itself has been closed to the public as part of our implementation of social distancing. Our ability to deliver our pre-Covid offer has changed irrevocably and it is clear that the museum must hugely expand the online learning offer to meet our educational obligations in a new and sustainable way.

Jane Austen's House Museum has as a charitable aim, "The advancement of education and in particular the study of English Literature, especially the life and works of Jane Austen."

Trustees are clear that the education function must not only continue but thrive. Currently, school visits are not possible and there is likely to be little appetite for face-to-face visits of this kind for the foreseeable future. At the same time, Jane Austen's House has had great success in marshalling support (both financial and intellectual) through its digital presence. There has been an outpouring of appreciation for Jane Austen and her novels from readers all over the world. Trustees have agreed that the focus of learning over the next months should be a national and worldwide web-based audience and that engagement should be with those most likely to read Austen, set at roughly 15 year olds and over. The museum launched a new website in April 2020, offering a rare opportunity to reimagine our online offer and engage with our audiences in new ways. To this end, a grant application to the National Lottery's Heritage

Fund included a sum for developing online educational content and an offer aimed at readers and would-be readers of Austen novels.

Audiences for this piece of work

The audiences targeted specifically through this new work will be:

- Young people aged 15-25 who may be most engaged through learning about Jane Austen's teenage writings
- Adults with an existing passion for reading, perhaps through membership of a reading group
- Overseas adults who have read and revere Jane Austen and wish one day to visit Jane Austen's House Museum
- Adults and young people who have not engaged with Jane Austen except through film and web-based adaptations of her work such as the Bridget Jones films, Clueless, Love and Friendship, etc.

Part 3: The brief

We would like to commission a consultant to work with the Director and Collections & Interpretation Manager at Jane Austen's House and with our academic and learning trustee, Professor Kathryn Sutherland, to undertake the production, promotion and marketing of online learning resources to inspire all the above audience groups, but most especially a teenage audience, to study Jane Austen's world, read her books and develop their own creative writing voices.

The Tasks

1. To create a highly engaging, well developed and innovative web page, hosted on the janeaustens.house website focusing on Jane Austen's own Teenage Writings
2. To undertake a thorough review of the museum's existing online learning offer and resources
3. To create or commission at least three pieces of video content on Jane Austen's Teenage Writings, showcasing a diverse range of voices and viewpoints
4. To create or commission at least one piece of web-based interactive media based on Jane Austen's Teenage Writings
5. To create or commission at least 5 blog-style, accessible, engaging and audience-relevant think pieces on Jane Austen's Teenaged Writings, working with a diverse range of voices and viewpoints
6. To create or commission online content (event, workshop, seminar etc) that takes the Teenage Writings and the JAH online content as an inspiration for Creative Writing.

7. To create and implement (with JAH Marketing Manager) an effective social media and marketing campaign to share online content and track engagement.
8. To liaise with Professor Kathryn Sutherland to support the development of an advisory group for this project
9. To investigate best practice and develop resources to encourage both readership and creative writing among teenagers and young people
10. To investigate best practice to connect teachers with resources
11. To liaise with contacts, both in Britain and overseas to gather material for the online learning offer, including the Jane Austen Society (in Britain), the Jane Austen Society North America, the Jane Austen Society of Australia, etc.
12. To work closely with the Director and the Collections & Interpretation Manager, meeting weekly to ensure that the project is running on time and to budget
13. To work closely with the Director, Trustees and advisory panel to confirm key measures of success for the project and ensure that they are met
14. To work closely with the Director and Marketing Manager to ensure that the project is communicated in an effective and timely way
15. To ensure that all key project deadlines are met, and that the project status is fully communicated to staff and trustees

Key timescales

The terms of the NHLF grant mean that this project must be completed by mid-December 2020. This is therefore envisaged as a 12-week project, with key target dates for delivery throughout.

What support JAHM will provide

- All relevant existing resources to enable the consultant to review, revise and create new ones
- The Collections & Interpretation Manager at JAH as the main point of contact on a day to day basis. The Director will provide overall management of this project.
- Key team members to attend meetings and provide any requested material ahead of meetings.
- Meeting rooms and desk space as required from time to time, by prior arrangement.
- Approval for access to the website or the contact details of a staff member who can upload resources on behalf of the consultant

The person specification

The skills and backgrounds we require are:

- Solid and extensive experience in developing, reviewing and revising online learning resources for museums or literary organisations aimed at both formal and informal learning audiences
- Experience of project managing the development and delivery of creative, engaging, public-facing content, aimed at secondary level and above in a range of formats
- Experience of working collaboratively with teachers and lecturers to pilot learning resources
- Experience in English, English Literature and/or Creative Writing at age 15 and above
- Excellent IT skills including the use of Microsoft Office, social media, and website/blog content management systems
- Outstanding communication skills with the ability to write clearly for a defined audience with a rigorous eye for details
- Highly effective organisational, prioritisation and time management skills with experience of managing external suppliers, ensuring work is delivered on time, within budget and to brief.
- Experience of working collaboratively with a diverse range of stakeholders to achieve shared aims
- Experience of marketing and/or promoting an offer, either through traditional or social media
- Experience of setting and achieving strategic targeted aims.

Management and reporting arrangements

You will be contracted to Jane Austen's House Museum and be expected to report to Sophie Reynolds (Collections & Interpretation Manager) or Lizzie Dunford (Director).

Key dates

- Closing date for applications: Friday 25th September
- Interviews (online): Wednesday 30th September
- Start date for successful candidate: Monday 5th October
- Completion date for all materials: Monday 21st December

Fee

Please quote the fee you would wish to be paid with a cost breakdown along with your proposal. Please include any other costs for resources in your budget. Please highlight whether you are VAT registered. The fee available for this work is in the region of £8000.

Confidentiality and Data ownership

If you undertake this work you are required to maintain the confidentiality of all proprietary or privileged information to which you may be party to in the course of the contract and you are expected to work on behalf of Jane Austen’s House. All data collected in whatever forms remains the property of Jane Austen’s House.

Part 4: Responding to the brief

To respond to this brief, the consultant should provide Jane Austen’s House Museum with:

- A short methodology statement explaining how the brief requirements stated above will be delivered within the timescale required. This should include an anticipated timetable of activities and key dates.

Example:

Weeks	Task	Measure of success
1 – 2	<ul style="list-style-type: none">• Review existing learning pages on exiting website and make recommendations on what might be kept• Meet with Professor Kathryn Sutherland (Academic Trustee) to formalise and develop academic advisory committee• Meet with Director, C&IM and Academic Trustee to work on outline brief for content creation	<ul style="list-style-type: none">• An initial revision of the JAH learning pages by the end of week 2• Date set for first meeting of the academic advisory committee by the end of week 2• Outline brief for video, interactive and blog content for end of week 2
3 – 4	<ul style="list-style-type: none">• Finalisation of brief for video, interactive and blog content• Identification of commissioning/creative process for content creation• Work with Director, C&IM and Academic Trustee to identify possible candidates to approach to prepare blogs and agree themes for blogs• Work with Director and Marketing	<ul style="list-style-type: none">• Final brief for content created by the end of week 3• Identification of key creatives by the end of week 4• Social media marketing plan complete by the end of week 4• Creation and uploading of “introductory” video content by the end of week 4.• Plan for creative writing stream in place by end of

	<p>Manager to develop social media marketing plan</p> <ul style="list-style-type: none"> • One piece of video content created in house and ready and uploaded • Create brief and plan content for creative writing stream of project • Creative brief and set dates for 'online events' • Formal budget review and progress report 	<p>week 4</p> <ul style="list-style-type: none"> • Dates and plan for 2 online events, to be delivered in weeks 10 to 12
5 – 6	<ul style="list-style-type: none"> • First meeting of academic advisory committee • Commissioning and creation of content in progress, to be delivered by week 8 • Implementation of social media marketing campaign • Delivery of first "blog-style" think pieces • Formal budget review and progress report 	<ul style="list-style-type: none"> • Signed contracts with creatives and content producers • Social media engagement and website views • Blog-style posts uploaded to webpage
7 – 8	<ul style="list-style-type: none"> • Delivery and uploading of video content • Ongoing social media marketing • Outreach to teachers/lecturers to utilise/promote resources • Formal budget review and progress report 	<ul style="list-style-type: none"> • Video content uploaded to website by end of week 8 • Social media engagement and website views • Contact with teachers and dissemination of resources
9 – 10	<ul style="list-style-type: none"> • Delivery and uploading of interactive content • First online event • Start of creative writing stream (journaling prompts, workshop tbc) • Ongoing social media marketing • Formal budget review and progress report 	<ul style="list-style-type: none"> • Interactive content on website by end of week 10 • Delivery of online event • Creative writing stream commencing end week 9/beg week 10 • Social media engagement and website views
11 – 12	<ul style="list-style-type: none"> • Finalisation of webpages and creation of any necessary "linking" text. • Second live online event • Preparation and delivery of final project report 	<ul style="list-style-type: none"> • All commissioned and created video, interactive and blog pieces uploaded to website by end of week 11 • Delivery of online event • Project report due by end week 12.

- CVs and details of any other team members you are suggesting to undertake the work

A response of no more than 6 pages of A4 should be emailed for the attention of Lizzie Dunford, Director lizzie.dunford@janeaustens.house If you have any queries about this brief, please do not hesitate to contact us.

Contact details for:

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Sophie Reynolds – sophie.reynolds@janeaustens.house

Professor Kathryn Sutherland - kathryn.sutherland@st-annes.ox.ac.uk

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