

# Working at Goldsmiths

Come work at an inspiring university in vibrant southeast London



## Candidate information pack

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# About us

Goldsmiths: a close-knit community, a rich academic heritage, a creative powerhouse, a thought-provoking place.



## About us

We offer a space for self-discovery, delivering world-leading research and excellent teaching from our single-site campus in the heart of Southeast London.

## Teaching that challenges

Part of the prestigious University of London, we combine academic excellence with creative and innovative approaches to teaching and learning.

Teaching across our 20 academic departments spans the arts, humanities, social sciences, cultural studies, computing, law, teaching, social work and business management – bringing everything you'd expect from a world-renowned arts institution and much more.

You'll find conversations that spark your creativity at every turn. You'll find course content informed by world-leading research. And you'll find tutors who encourage students to question traditional perspectives.

Join us and explore ideas and be part of new thinking every day.



## Goldsmiths' history

In 1792 the Counter Hill Academy opened its doors in New Cross, in a house built by Deptford distiller, William Goodhew. The Royal Naval School then bought the site and commissioned the renowned Victorian architect Robert Shaw to design and build what has today become our Richard Hoggart Building. In the 1890s the Goldsmiths Company added a gymnasium, a concert hall and a swimming pool. Shortly after the College was founded, the Goldsmiths Company provided funding for a new School of Art. This imposing building, opened in 1907, was designed by Sir Richard Blomfield - whose other main claim to fame was to design the now ubiquitous standard electricity pylon.

A busy period of development accompanied our expansion in the 1960s. We added the Whitehead, Lockwood and Education Buildings. We erected the Warmington Tower, built St James's Hall, and added a new extension to the Richard Hoggart Building.

In 1998 we opened the Rutherford Building, and it received a RIBA award as one of the 10 best new buildings in the capital. 2005 saw us open the eye-catching Ben Pimlott Building, a seven-story, purpose-built teaching space containing new art studios and lecture theatres and providing accommodation for our psychology and digital media labs.

The Professor Stuart Hall Building followed in 2010, housing our Media, Communications and Cultural Studies Department and our Institute for Creative and Cultural Entrepreneurship. The Professor Stuart Hall Building also gave us additional teaching rooms, meeting spaces, a new café and a new 250-seat lecture theatre. In 2018 we opened the Goldsmiths Centre for Contemporary Art. Designed by Turner Prize-winning architects Assemble and housed in the Grade II-listed former Laurie Grove Baths, this free public gallery hosts a varied programme of shows, projects and residencies by national and international artists and curators, bringing world-class art to southeast London.



## A history of recognising and nurturing talent

At Goldsmiths we aim to recognise and nurture talent. Nine of our alumni and staff have been Turner Prize winners and a further 24 have been shortlisted. Among these is Steve McQueen, the first Black director to win Best Picture Oscar for his 2014 film 12 Years A Slave.

2019 saw Bernardine Evaristo take home the Booker Prize for her novel *Girl, Woman, Other*, becoming the first Black woman to receive the prestigious literary award. Our former students are also among winners of the Mercury Music Prize, the Ivor Novello Award, BAFTA and many more. In 2013 we established the Goldsmiths Prize to reward innovation in fiction. The inaugural prize went to Eimear McBride for her debut novel *A Girl is a Half-Formed Thing*. In 2019, Lucy Ellmann was awarded the prize for *Ducks, Newburyport*.

Into the modern era, Goldsmiths remains committed to active involvement in community initiatives in New Cross and Southeast London. In 2019 we unveiled a community mural commemorating the 1977 Battle of Lewisham, following a collaborative project between Goldsmiths and local community groups.

In the same year, we worked with our partners Lewisham Council on a winning bid to make Lewisham a London Borough of Culture for 2021, rescheduled to 2022 as a result of the Covid-19 pandemic. In 2021 Goldsmiths was the first university in London to launch a Civic University Agreement. Developed in partnership with 11 other local anchor institutions in the Borough of Lewisham, our Civic University Agreement commits us to working collectively to address some of the most pressing issues facing our local communities.



# IT, Digital & Library Services



## The directorate

You would be joining the directorate of IT, Digital and Library Services at an exciting time as we embark on the delivery of our new 2023-2028 digital vision:

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**“We want everyone in the Goldsmiths community to use digital products confidently and creatively in support of their learning, teaching, research, and administrative activities. Our technology solutions will be flexible, scalable, and secure so the College can adapt to ever changing user needs and flourish in a digital world.”**

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Our initial priorities are to modernise our infrastructure, improve our data and develop our digital skills. We will be delivering a new CRM system on Dynamics 365, improving all other core systems and processes, and upgrading all our teaching and learning spaces.

# The role and the department



## The department

Goldsmiths Library is housed in the Rutherford Building which it shares with IT Services. This offers a mix of social, group and silent study spaces together with over 200 open access computers. The building is open 24/7.

It is used by over 15,000 readers: staff and students of Goldsmiths and external users. Its collections cover the Arts, Humanities and Social Sciences and relate to the teaching and research of the College. In addition to some 300,000 books and 5,800 print and electronic journals it contains extensive audio-visual and school practice collections.

These are managed alongside a growing number of special collections and archives which reflect Goldsmith's research activities; for example, the Goldsmiths Textile Collection & Constance Howard Gallery, the Daphne Oram Collection and the Women's Art Library. The Library has responsibility for the Goldsmiths Art Collection and is working with stakeholders to identify and manage the artworks.

The Library works closely with the Research Office and with Goldsmiths Press, notably in the areas of open access and alternative models of scholarly publishing. Goldsmiths Online Research Collections (which include the institutional repository, research data, digitised archives, and open access journal titles hosted on Open Journal Service) are managed by the Library.

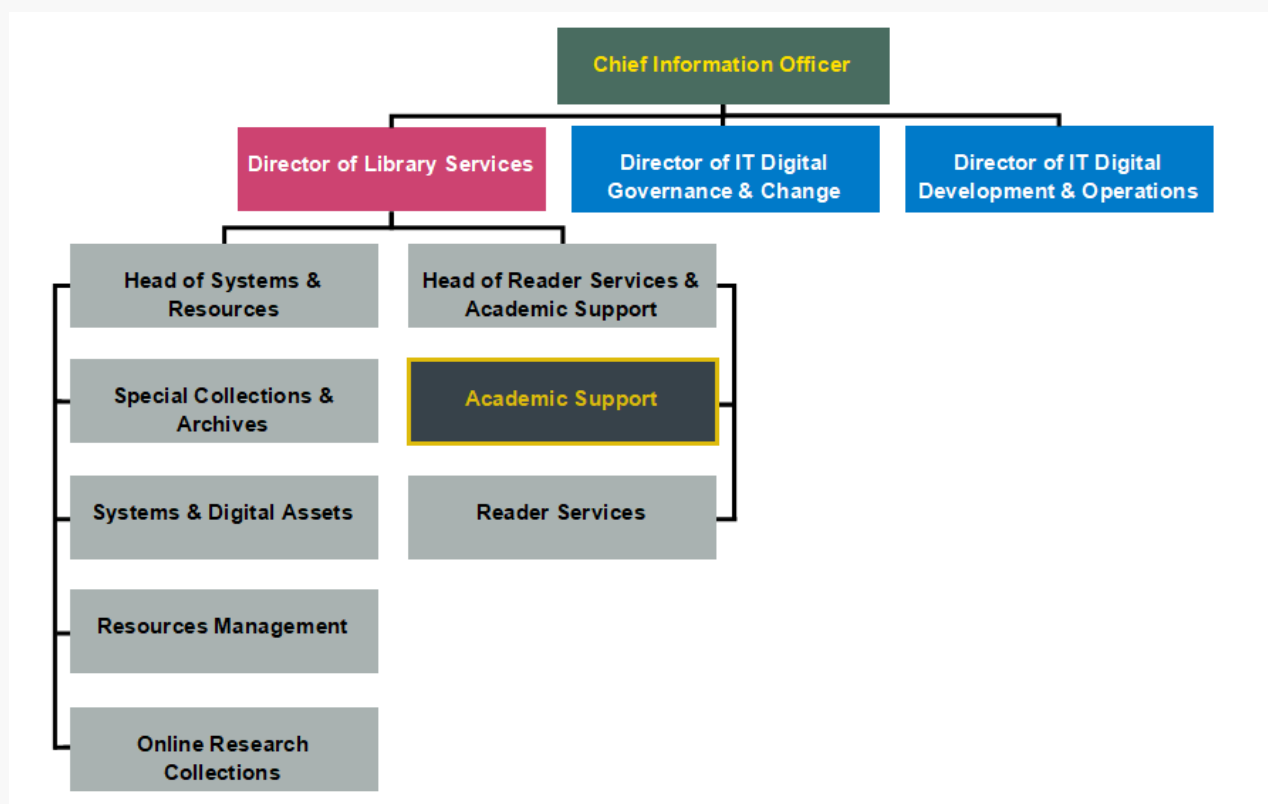
There are two areas within Library Services: Systems and Resources; Reader Services and Academic Support.

For further information see <http://www.gold.ac.uk/library>

## The role

Goldsmiths has committed to investing in digital skills for students and staff as an essential foundational layer of our Digital Enablement Plan and this exciting new role is central to delivering that aspiration.

The Digital Skills Evangelist role is essential to our strategic digital skills partnership as an [Adobe Creative Campus](#) and key role in delivering co-curricular support for our innovative Connected Curriculum programme, which launches 2023/24.



## Job description

### Digital Skills Evangelist

<b>Department:</b>	Library Services
<b>Grade/ Salary:</b>	Grade 8, £50,663 – 56,354
<b>Contract Type:</b>	Permanent
<b>Hours:</b>	35 per week (Full time)
<b>Location:</b>	New Cross, London

**Reporting to:** Head of Reader Services and Academic Support

#### Summary:

This role is an exciting opportunity for an experienced professional to work closely with Academic Support Team colleagues and a team of Student Community Leaders to lead on developing and delivering our digital skills and literacies offer to students across all academic levels and disciplines.

As the Digital Skills Evangelist you will contribute to effective engagement, liaison and collaboration with all departments and professional services across the College. You will play a key role in supporting embedding digital skills within the curriculum, providing training expertise and in realising the strategic digital skills partnership with Adobe to implement the Creative Campus programme.

Alongside this, as a member of the extended Library Management team, you will contribute to the operational development of a vibrant Library service.



## **Main duties:**

1. Lead the planning and development of a digital skills and literacies offer via Library Services through creating a co-curricular events and workshop programme, including delivering these activities.
2. Lead on creating and managing a suite of asynchronous resources as part of a digital skills and literacies offer.
3. Ensure that academic support activities and resources for digital skills and literacies are developed in a responsive manner, and are continually reviewed in order to meet the changing requirements of students and staff (e.g., blended learning, online learning, etc.)
4. Ensure the provision of digital skills and literacies teaching is appropriate and fit for purpose for different academic Levels and available to all students (e.g., undergraduate, taught postgraduate and research degree students)
5. Establish and maintain key performance indicators for digital skills and literacy provision including engage with analytics, student data and performance measures through benchmarking and league tables to inform the development of new services.
6. Work closely with colleagues across Library Services to ensure the integration of services for learning, teaching and research (e.g., Special Collections, Online Research Collections, Digital Assets, etc.)
7. Plan and develop work, policies and guidelines for digital skills and literacies working with the Academic Support Team and current support offer.
8. Work closely with colleagues across Library Services to ensure the effective enquiry, booking, and communications (in person, online and via social media) around digital skills and literacy provision.
9. Work closely with colleagues in CALL (Centre for Academic Language and Literacies) to assist with embedding digital skills in the Connected Curriculum including delivering embedded digital skills and literacy teaching and developing responsive co-curricular support as appropriate.
10. Liaise with colleagues in Library Services and other Professional Services and Academic Departments to provide training within areas of specialist expertise.
11. Equip and manage a group of Student Community Leaders to assist in the delivery of the digital skills and literacies offer through peer-to-peer learning - including providing clear leadership, guidance, and training.

12. Manage the presence of the Adobe Student Ambassador programme including liaison with Adobe, overseeing activities, and providing guidance as required.
13. Provide operational leadership for Student Community Leaders and Adobe Student Ambassadors, including recruitment, deployment, appraisal, and associated administration activity.
14. Take responsibility and provide leadership for the development of accredited activity around digital skills and literacies including micro-credentialling / digital badging, HEAR (Higher Education Achievement Report) activity and certifications (e.g., Adobe, Microsoft)
15. Take responsibility and provide leadership for the evolution of the Library physical environment to support broader digital skills development, including advising on physical layout and provisioning, managing space use and responsibility for guidance and management of technologies and equipment.
16. Work together with key colleagues across the university to contribute to the strategic digital skills partnership with Adobe to implement the Creative Campus programme (e.g., through building and maintaining effective relationships, advocacy, proving data and case studies)
17. Build and maintain effective relationships with key stakeholders, including academic departments, Research Services, Graduate School, IT & Digital Services, Estates, Student Success.
18. Lead special projects or working groups within Library Services and the Directorate of IT, Digital and Library Services, as appropriate.
19. In addition, you will be required to undertake any other duties as may reasonably be required.

**Generic Duties:**

1. To promote the activity of Library Services by working across professional service departments, academic departments, the Students' Union, and external stakeholders.
2. Contribute to team work to ensure business continuity within the team following the failure of, or damage to, vital services or facilities.
3. To contribute to an enhanced student experience by supporting student engagement including attendance at events, supporting engagement initiatives (including Open

Days, Applicant Visit Days, Welcome Week, Graduation Ceremonies, and relevant Corporate Events). These may include evenings and/or weekends.

4. To be an active member of relevant professional bodies, participate actively in professional networks and organisations in order to raise the profile of Goldsmiths and to share best practice across the sector.
5. To represent the Library or College on various bodies (committees, groups, boards, panels, etc.) as required.
6. Ensure that you are aware of and aligned with Goldsmiths' Regulations, Strategy, and Objectives to work together to proactively advance Equality and Diversity.
7. At all times to help maintain a safe working environment by participating in training as necessary and following the Goldsmiths' Health and Safety Codes of Practice and Policy.

## **Person Specification**

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Detailed below are the types of qualifications, experience, skills and knowledge which are required of the post holder. Selection will be made upon evidence of best-fit with these criteria.

The Essential criteria sections show the minimum essential requirements for the post, therefore if you cannot demonstrate in your application you meet the essential criteria categorised below, you will not be invited to interview.

The Desirable criteria sections show additional attributes which would enable the applicant to perform the role more effectively with little or no training.

The Category column indicates the method of assessment:

**A = Application form    C = Certificate**

**I = Interview                R = Reference**

**T = Test / P = Presentation**

	<b>Category</b>
<b>Essential Criteria 1 - Qualifications</b>	
Educated to degree level (or equivalent experience) preferably in a design or Library and Information Science related field	A, C, I
<b>Desirable Criteria 1 - Qualifications</b>	
Fellow of Higher Education Academy	A, C, I
Teaching qualification	A, C, I
Adobe Certification	A, C, I
<b>Essential Criteria 2 - Experience</b>	
Experience of designing and delivering digital skills and literacy teaching at a university level or in a professional setting	A, I, P
Experience of teaching and working with a broad range of students including from a range of linguistic and cultural backgrounds and those under-represented in Higher Education	A, I, P
Experience of designing asynchronous learning resources and support materials	A, I, P

Experience and competence in the innovative use of information and communications technology for teaching and learning in the classroom and Virtual Learning Environments	A, I, P
Experience of staff management and team leadership	A, I
Proven track record of academic liaison	A, I, P
Proven ability to work effectively and flexibly in a team and collaboratively with others	A, I, R
<b>Desirable Criteria 2 - Experience</b>	
Experience of working in an academic library or delivering co-curricular programmes in HE	A, I
Experience of library/digital/makerspace design and management	A, I
Experience of engaging with users in order to develop responsive services	A, I
<b>Essential Criteria 3 – Knowledge</b>	
Knowledge of current practices and innovation in teaching and learning, particularly in the areas of digital literacy and skills	A, I, P
Understanding of current issues and challenges faced by the Higher Education sector in the UK and how these effect HE libraries	A, I, P
<b>Desirable Criteria 3 – Knowledge</b>	
Awareness of copyright and licensing issues related to multimedia content creation	A, I
<b>Essential Criteria 4 - Skills</b>	
Advanced skills in using the Adobe Creative Cloud (Photoshop, Illustrator, InDesign, Premiere Pro etc.)	A, I, P
Ability to teach and guide students in understanding the Adobe Suite's features and functionalities effectively	A, I, P
Advanced IT skills, including MS Office and the ability to pick up new software, technologies and skills quickly	A, I
Excellent communication and presentation skills	A, I, P



Excellent interpersonal skills with the ability to build strong working relationships and influence across a large organisation	A, I
Excellent analytical and organisational skills, including prioritising tasks	A, I
<b>Desirable Criteria 4 - Skills</b>	
Project management skills	A, I
<b>Essential Criteria 5 - Additional Attributes</b>	
Highly motivated and pro-active in outlook with the ability to motivate others	A, I, R
Commitment to the delivery of exemplary service and high-level of user satisfaction	A, I
Commitment to own continuing professional development	A, I

**Please also note that where qualifications are required, employment is conditional on the verification of them. Qualifications (must be original documents) will be checked on the first day of appointment.**

For more information about the role, please contact Nuala McLaren, e-mail [n.mclaren@gold.ac.uk](mailto:n.mclaren@gold.ac.uk).

**July 2023**

# Help with applying



## Help with applying

We are happy to supply information in alternative formats for disabled applicants. Please contact [hr-recruitment@gold.ac.uk](mailto:hr-recruitment@gold.ac.uk) to make your request.

## Applying online

See Guidance for making a job application (PDF download) for how to use our online application system.

We do not accept postal applications and invite applicants to apply for all vacancies online. If you have a disability that could make this difficult, then please contact us at our email [hr-recruitment@gold.ac.uk](mailto:hr-recruitment@gold.ac.uk) to discuss alternative arrangements.

The closing time for submitting a job application is 2359 UK time. HR staff are only available to assist with queries from 9am-5pm, Monday to Friday. We recommend submitting your application at least an hour ahead of the deadline, in case of any technical issues.

## Filling in the application form

Above is the job description and person specification for this role. This serves as an indication of what we are looking for.

Each criterion specified will be listed as essential or desirable. We will shortlist candidates who demonstrate they meet the essential criteria and as much as the desirable criteria as possible using a points-based system.

Those who score the highest will be invited to interview, so it is important to provide clear evidence on how you meet each criterion.

# Staff benefits



## Staff benefits

### Cycle (Ride) to Work

Save up to 43%, pay nothing up front and spread the cost of your new bike and/or kit in equal monthly instalments taken from your salary before tax and National Insurance contributions.

### Season ticket loans

We know travelling to work can be expensive. So, you can apply for an annual, interest-free, season ticket loan repayable by monthly deductions from your salary.

### Tax-free childcare

The tax-free childcare scheme is an alternative way to cut your childcare costs by opening a government savings account that will see you earn a 20 per cent top-up on any contributions made.

### Staff Assistance Programme

The Staff Assistance Programme (SAP) offers around the clock confidential and free support and information service.

### Family friendly leave

Parental leave, including adoption and maternity. Our family-friendly leave guidance has been designed to support both staff and managers by guiding them through the procedures for the various family leave types, covering what needs to be considered and the steps that need to be completed.

### Annual leave and holidays

The annual leave entitlement for full-time staff is all Public and Bank Holidays in addition to holiday entitlement and College Closure days: On appointment your holiday entitlement is 34 Days per year (includes 4 at Christmas and 2 at Easter College Closure days).

### Staff Networks

We currently have six staff networks, focused on Disability, Gender, LGBTQ+, Race equality, Parenting/Caring responsibilities, and Menopause.

# Disability and individual needs



## Disability and individual needs

We actively encourage disabled people to apply to work here. Goldsmiths is an accredited Disability Confident Employer. We are committed to the aims of Disability Confident and in particular we will:

- Ensure that our recruitment process is inclusive and accessible
- Communicate and promote all vacancies
- Offer an interview to disabled applicants who meet the essential criteria for the job
- Provide reasonable adjustments as required
- Support any existing staff member who acquires long-term health condition or becomes disabled, to help them to stay in work



## Applying for jobs under the Disability Confident Scheme

As part of our commitment, we ask all job applicants if they want to be considered under the Disability Confident Scheme.

If you are disabled and apply for a job under the scheme, the recruitment panel will guarantee you an interview if they feel that your application meets all the essential criteria for the role.

Please note, that by opting-in to this scheme, you are disclosing that you are disabled solely for the purpose of applying for a guaranteed interview and we will not assume nor infer that you wish to disclose or record that you are disabled in any other way – including any reasonable adjustments you may need if you are employed.

## **Reasonable adjustments for interviews**

It is important to us that you let us know as soon as possible if you have any specific requirements that we can assist with during the recruitment process.

Please note this information will not be part of the selection process and will only be available to those involved in arranging the interview.



# Equality and Diversity



## Equality and diversity

We are passionate about advancing equality and celebrating diversity at Goldsmiths.

Goldsmiths has a rich heritage of challenging inequality in all its forms and equality, inclusion and social justice are values which are incredibly important to Goldsmiths. These values are enshrined throughout our rich history, entrenched in the subject matter of our research and teaching, and embraced by members of our community.

Our aim is to embed equality, diversity, and inclusion across Goldsmiths and make it a part of everything that we do by working together collaboratively and proactively. Goldsmiths has joined a group of leading companies from the energy, property, transport, engineering and creative sectors in taking the Inclusive Culture Pledge, overseen by leading diversity consultancy EW Group.



Goldsmiths is a Stonewall Diversity Champion, and we are proud of our strong commitment to advance sexual orientation and gender identity equality and to maintain an inclusive environment for everyone.

We are also a member of the Equality Challenge Unit – who work to further and support equality and diversity for staff and students in higher education institutions. We have signed up to the Athena SWAN charter to advance gender equality.

