



Arts Faculty and Audio Visual Technician

together resilient ambitious caring



Welcome from the Headteacher

Dear Candidate

Thank you for responding to our advert for the position of Arts Faculty and Audio Visual Technician at Titus Salt School, I hope you find all the information you need in this booklet to support your application.



I wanted to take this opportunity to introduce myself and the school and assure you that should you be successful in applying for the role you will enjoy the full support of an ambitious SLT, superb staff and an excellent team of Governors. More importantly you will have the opportunity to work with an inspirational pupil and student body full of character, talent and potential.

Titus Salt is a fantastic school where everybody is valued and cared for, and I am incredibly proud to lead such a wonderful institution.

I passionately believe that education is the single most important factor in both enabling young people to achieve of their full potential and ensuring equality of opportunity for all. It is in this spirit that we seek to appoint an inspirational and ambitious Arts Faculty and Audio Visual Technician to help drive forward the next stage of our development.

At Titus Salt School we enjoy an excellent reputation for the quality of education we provide and pride ourselves on our ethos which is summarised in our TRAC values, Together, Resilient, Ambitious and Caring.

Inclusivity and ambition for all define us and we strive hard every day to give the best opportunities to every child in our care. Titus Salt School is proud to serve the community now as it has done for over 150 years.

Please take your time to read through the application pack and if you have any questions please do not hesitate to get in touch.

Phil Temple
Headteacher





Introduction to the School

Titus Salt School is a large, dynamic, mixed comprehensive of 1480 pupils situated at the foot of Shipley Glen, and serving the communities of Baildon, Shipley, Saltaire, Wrose and surrounding areas. Immediately across the river is the model village of Saltaire, a fine example of the industrial architecture of the 19th century. The village and the school are named after their founder, Sir Titus Salt, one of the great Victorian entrepreneurs and philanthropists. Titus Salt School was developed from the Salt Factory School, founded in 1868 by Sir Titus Salt for the benefit of the workers in his textile business in Saltaire. The original building in Victoria Road, Saltaire, still stands and is now an annexe to Shipley College. We were delighted to welcome back the Salt family to the new school when Denys Salt, great grandson of Sir Titus Salt, took part in a ceremony to place the original seals in the Reception of the new building, and to approve the naming of our Sixth Form after him.



Titus Salt School is an exciting school in which to work with a friendly and supportive body of staff. We have a well-established model of distributed leadership that provides support and challenge for all members of staff. All faculties have a close link with a member of the Senior Leadership Team to ensure our model is effective in practice. The successful candidate will be working in an environment where teaching and learning is at the heart of all we do. They should have the ability to be flexible in approach, work well as part of a team and be willing to bring fresh and positive

ideas to the school. In return we offer excellent opportunities for in-service training, practical and considerate support, and genuine and exciting career development through an engagement in forward thinking, evidence-based, educational practice.

Our leadership structure consists of the core SLT and an additional team of Senior Leaders. The School is then organised around ten faculties, each with its own leadership team. Linked to this is the Pastoral Leadership Team. Each year group has a Year Leader and an Assistant Year Leader who manage a tutor team for each year group, and there is a Year Teams Manager to support the whole team. Our pastoral teams work closely with our curriculum staff to incorporate oversight of the personalised learning agenda with a clear focus on maximising achievement for all.

Our Operations Leadership Team encompassing Business Operations, Human Resources, Data, IT and Administration has been increased over the past five years and will continue as we respond to the needs of our children and young people.





Our Ethos and Values

Inclusion is at the heart of everything that we do at Titus Salt School and we are proud of the achievements of all our pupils and staff. Visitors to the school comment on the friendly ethos and OFSTED noted that 'staff build warm relationships with pupils' (OFSTED March 2026).

We are a larger than average-sized secondary school with a mainstream, 30 EHCP place Resourced Provision with currently 32 EHCP pupils with multiple Learning Needs and difficulties. In addition, there are 100 pupils in mainstream school with an EHCP with the highest level of need being ASD. We also have a popular and thriving Sixth Form of around 250 students. On average, 75% of our Sixth Form pupils apply to university while others choose to pursue high quality apprenticeship and employment routes.



The strategic development of the school seeks to support pupils and students of all abilities through collaboration, partnership, and a multi-agency approach. The school's curriculum meets all statutory requirements and ensures there is a broad and balanced curriculum between academic and vocational courses of study. The school's NEET figures are consistently low and below national average. Success at Titus Salt School is for all children and young people to achieve.

Our focus as a school is on providing high quality learning opportunities to allow all pupils to achieve; in an ever-changing educational landscape our mission is very clear and is summarised as:

together - resilient - ambitious - caring

"together we can make a difference; resilient to change; ambitious to excel, caring for the lives of individuals"



together resilient ambitious caring



Key Stage 3



The Key Stage 3 curriculum is organised around core concepts and is designed as a three-year programme of knowledge acquisition and skills development in preparation for learning at Key Stage 4. Through the work of Faculty Leaders there is a focus on research and evidence-based programmes that are impacting on school improvement and pupil progression as they move through a spiralised curriculum.

We are committed to a broad and balanced curriculum which gives pupils opportunities to develop their talents. At Key Stage 3 all pupils study: Science,

English, Mathematics, History, Geography, German or Spanish, Technology, Computer Science, PE, RE, Art, Music, Performing Arts and Personal Development. Many of our pupils arrive with low levels of literacy and there is a developing programme of interventions to support reading, vocabulary development and transcription in order to close these gaps.

Key Stage 4

We have introduced personalised learning pathways for all our pupils to embrace the more flexible nature of the 14-19 curriculum. Vocational opportunities are being extended using our own provision and in collaboration with a range of other partners. We are continually reviewing new courses to cater more effectively for our pupils. Central to our success is effective targeting and assessment of our pupils' needs and matching that to their own Individual Learning Plan.



The majority of pupils follow GCSE and BTEC courses, with three separate sciences offered to those able to cope with the challenge. Pupils are encouraged to take at least one foreign language.

We currently offer vocational courses in Health and Social Care, Business and Computing, Dance, Music, Sports Science, Hospitality and Catering, and a range of other vocational subjects through our links with neighbouring colleges.

Other subjects are offered to GCSE level – Mathematics, English Language, English Literature, Biology, Chemistry, Physics, History, Geography, Art, Media Studies, RE, Music, Drama, Engineering, DT, Spanish, German, Psychology and PE. Other vocational and work-related curriculum activities are offered through a number of projects and schemes, some instigated locally and also through national organisations.

To celebrate attainment and achievement we have introduced unitised certification and Entry Level Qualifications throughout the curriculum to meet the needs of all learners.





STEM

STEM is a strength of the school, and we are proud that this has been acknowledged through the Excellence in STEM Award – we were the first school in West Yorkshire to have been presented with this award. The appointment of a Leader of STEM ensures we have a focus across the STEM subjects to work collaboratively across the curriculum and in the development of extra-curricular provision and opportunities.



Sixth Form – Denys Salt Sixth Form Centre



At Key Stage 5 our students consistently make excellent progress as recognised by our ALPS achievement awards. There is an experienced Sixth Form Leadership Team who are committed to providing the best opportunities for pupils in and out of the classroom. There is a strong development and careers programme with input from external providers and university representatives.

The following A Level courses are offered:

English Language, English Literature, Mathematics, Further Mathematics, Art, Photography, Biology, Chemistry, Computer Science, Engineering, Economics, French, Geography, German, History, Media Studies, Music, Physics, Psychology, Religious Studies, Sociology, Spanish and Textiles.

The following Vocational courses are offered:

Business, Criminology, Performing Arts Dance, Health & Social Care, Mental Health, Performing Arts Music, Applied Science, IT and Sports Science.





Activities



Drama/dance productions and musical performances are a feature of school life and many national companies use our school as the focus for theatre workshops. School productions are many and varied. Recent annual productions include Little Shop of Horrors, Jane Eyre, Alice in Wonderland, Beauty and The Beast, The Wizard of Oz, High School Musical, Strictly Musicals, Annie and Matilda. We have a choir, orchestra, jazz band and smaller ensembles which perform on a regular basis in the locality and further afield.

Our Award Ceremonies celebrate the diversity of our pupils' successes, seeing us move away from one large Presentation Evening to a series more pertinent to each Key Stage.

Various exchanges and visits are undertaken each year with other European countries. We have previously, successfully worked in partnership with Amandus-Abendroth Gymnasium in Cuxhaven Germany as part of a two-year Comenius project which included pupils from different year groups creating an animated film with a professional animator: "The Young Musicians of Cuxaire"; we have completed a three-year Erasmus Plus project to produce a Language Learning App – "Appy to Learn"

Sporting achievements and activities have a high profile and we offer a diverse range of opportunities for sport, health and wellbeing.

Our PE Faculty includes Outdoor Education as well as a successful Duke of Edinburgh (DofE) programme – we have been a DofE Direct Licensed Centre since 2015 with pupils completing the Gold Award and being presented with certificates at St James' Palace as well as a significant number on the Bronze Award starting at the latter stages of Year 9. We also organise a range of international and UK based trips including skiing and watersports; visits to London to enhance learning in Media Studies, Art, History, English Science and Economics as well as visits to Edinburgh, Paris, power stations and research centres.





Application Process

Post: Arts Faculty and Audio Visual Technician

Scale: Band 5 (SCP 6) 37 hours per week, term time only + 10 days

Please complete the application form and additional information/personal statement in support of your application. The personal statement should be no more than two sides of A4 size paper in font size 10.

Partially completed forms will be questioned.

Closing Date for applications: 9:00am on Friday 25 September 2026

Please return all applications to:

Jane Collett
HR Operations Manager
col@titussaltschool.co.uk

Selection Process: on Friday 25 September 2026

Interviews will take place on Thursday 1 October 2026

We are afraid that we cannot write to unsuccessful applicants, so if you do not hear from us again, may we thank you for your interest in our school and wish you every success in the future.

We look forward to receiving your application



together resilient ambitious caring



Job Description

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The following information is provided to assist members of staff to understand and appreciate the work content of their post and the role they are to play in the organisation. However, the following points should be noted:

- Whilst every endeavour has been made to outline all the duties and responsibilities of the post, a document such as this does not permit every item to be specified in detail. Broad headings, therefore, may have been used below, in which case all the usual associated routines are naturally included in the job description. It will be reviewed at least once a year as part of the school's Appraisal process and it may be subject to modification at any time after consultation with the post holder. The post holder may be required to take on responsibilities throughout the school as required, at the discretion of the Headteacher - taking notice of training undertaken or by providing it, and appropriate safety factors.
- Officers should not refuse to undertake work, which is not specified on this form, but they should record any additional duties they are required to perform and these will be taken into account when the post is reviewed.
- As an Equal Opportunities Employer we require our employees to comply with all current equality policies both in terms of equal opportunity for employment and access to the Council Services. The post holder is subject to all relevant statutory and institutional requirements and shall uphold the school's policy in respect of child protection and safeguarding matters.
- The school is committed to making any necessary reasonable adjustments to the job role and the working environment that would enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.
- This job description allocates duties and responsibilities but does not direct the particular amount of time to be spent on carrying them out and no part of it may be so construed.

Prime Objectives of the Post

- To provide general support and technical advice to members of staff and pupils within the Arts Faculty which covers the areas of Art, Dance, Drama and Music
- To provide all the required technical support to enable Arts subject areas to function effectively through mainstream curriculum provision and extra-curricular programmes e.g. performing arts productions that require lighting and sound, stage scenery and props; Music and Dance Showcases that require staging.
- To provide technical support, ensuring that equipment is maintained and functioning properly and is ready to use, and that the right materials are available for particular lessons
- To assist the departmental staff in the provision of learning opportunities for pupils in all key stages
- To be responsible for the management and asset provision of the music technology studio and main school hall projection room.
- To work on a wide variety of tasks including afterschool events across the school site, including the development of resources and setting up of equipment.

NB: This is primarily a very practical role which can, at times, be physically demanding.





Supervisory/Managerial Responsibilities

- No direct supervision over other members of staff.

Supervision and Guidance

- Ultimately responsible to the Headteacher but managed by the Faculty Leader of Arts or person with delegated responsibility.
- To work under the guidance of the Faculty Leader Arts, teaching/senior staff and within an agreed system of supervision.
- Working under the direction of the Faculty Leader Arts on a day-to-day basis.
- Use initiative in the pursuance of school policies, procedures and programmes.

Range of Decision Making

To make decisions using initiative where appropriate within established working practices. The postholder will be expected to use good common sense and initiative in all matters relating to:

- The conduct and behaviour of individuals, groups of pupils and whole classes.
- The correct use and care of materials by individual and small groups of pupils.
- The safety, mobility (if required) and hygiene and wellbeing of the pupils.

Responsibility for Assets, Materials etc

- To maintain the confidential nature of information relating to the school, its pupils, parents and carers in accordance with GDPR.
- Responsible for the provision, use and storage of equipment and materials prepared by the postholder and used by the pupils with whom the postholder is working.
- To ensure the safekeeping of office equipment and computer hardware and software and backing up computerised data in accordance with GDPR.

Contacts

Internal at all levels, Parents / Carers, Governors, Community Groups, Health, Social Services, Police, Local Education Authority, Contractors, External Agencies.

Range of Duties

Support for Pupils, for example:

- Demonstrate and assist pupils in setting up and using any specialist equipment.
- Assist and support pupils during theory and practical lessons, as directed by teaching staff.
- Assist pupils during after school clubs and coursework catch up.
- Establish constructive relationships with pupils and interact with them.
- Encourage pupils to interact with others and engage in activities led by the teacher.
- To effectively display work produced by pupils, staff, parents/carers, community groups and other organisations across the school site.





Job Description

Support for the Teacher, for example:

- Create and maintain a purposeful, orderly and productive working environment.
- Timely and accurate preparation and use of specialist equipment/resources/materials as required by staff.
- Demonstrate, support and assist staff in setting up and using equipment.
- Liaise with staff on the availability and development of material/equipment for practical purposes and corridor and classroom displays.
- Prepare paper based resources (photocopying, laminating, etc) for use in lessons.
- Maintain records as requested.
- Input data into IT systems used by the school (Microsoft Office, SIMS)
- To support the teacher during off-site activities.

Support for the Curriculum, for example:

- Responsible for the day to day maintenance and cleaning of equipment.
- To enable individuals or small groups of pupils within the class to carry out tasks set by the teacher.
- To enable pupils to have access to appropriate materials and equipment and their storage.
- Monitor and manage stock and supplies, cataloguing as required.
- To support the effective delivery of Teaching and Learning through the displays of pupils' work and a range of Teaching and Learning resources.
- To carry out tasks using strong creative skills and an eye for detail; working independently and with initiative.
- To manage materials and equipment required for the effective display of the school's work and achievements.

Supporting the School:

- Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop.
- Contribute to the overall ethos / work / aims of the school.
- Establish constructive relationships and communicate with other agencies / professionals, in liaison with teachers, to support achievement and progress of pupils.
- Attend and participate in regular team meetings.
- Participate in training and other learning activities as required.
- Supervise pupils on visits, trips and out of school activities as required.
- To support, uphold and contribute to the development of the Council's Equal Rights policies and practices in respect of both employment issues and the delivery of services to the community.
- Recognise own strengths and areas of expertise and use these to advise and support others.





Job Description

Appraisal and CPD

To support Appraisal and CPD monitoring of individuals/groups within the area of The Arts Faculty by:

- Participation in the school's Appraisal system (as appropriate)
- Specifying areas for development identified through the Faculty Review/Development Plan and with regard to individual needs and aspirations.
- Involvement in the Professional Development Review systems and processes.
- Participating in staff development schemes as implemented by the area of The Arts Faculty or the school.
- Exploring opportunities to extend own personal development.

Fluency Duty

In line with the immigration Act 2016; the Government has created a duty to ensure that all Public Authority staff working in customer facing roles can speak fluent English to an appropriate standard – for this role the post holder is required to meet the Intermediate Threshold Level - The post holder should demonstrate they can:

- Express themselves fluently and spontaneously with minimal effort and,
- Only the requirement to explain difficult concepts may hinder a natural smooth flow of language.





Job Description

Additional Information and Duties

Drama

- Flexible hours to be present for after school / weekend rehearsals to operate technical equipment
- Monitoring of costume / props borrowed by staff, pupils and Faculty areas
- Operating the lighting board
- Working at Heights including ladders and scaffolding to have the ability to re-position lights, replace bulbs etc. Training will be given to learn how to both erect and climb scaffolding.
- Sourcing and downloading sound effects / ability to record pupil's voices
- Editing of video recordings

Music

- Guitar maintenance (re string)
- Keyboard maintenance (when specific notes don't play)
- Interactive whiteboard sound check
- General maintenance of Mac room in music - Headphones, keyboards set up etc - on hand for any issues during lessons with sound
- Lighting/Sound setup and monitoring skills
- Recording/Music technology knowledge
- Musical instrument maintenance skills
- Video editing/computer skills

Art

- Managing of art and photography equipment/ materials including storeroom / darkroom supplies
- Setting up of equipment /preparation of equipment for lessons
- Upkeep of laptops and Mac's - file management
- Display within the classrooms – (new level/ grade/number ladders/ pupil work etc.)
- Organisation and creating of resources within classrooms
- Mounting of GCSE/ A Level work
- Store room stock checks





Personnel Specification

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Key:

D = Desirable E = Essential A = assessed at application I = assessed at interview P = Pre-employment check including references

Qualifications and Training	D or E	How Assessed
• GCSE or equivalent in English and Maths	E	A, P
• Good standard of IT skills	E	A, P
• Willingness to participate in development and training opportunities	E	A, I
• Willingness to cascade training to colleagues within school policy and practice	E	A, I
• Qualifications relating to a creative subject area eg. Art, Photography, Music	D	A, P

Experience	D or E	How Assessed
• Experience of working in an environment that requires creativity/innovation	E	A, I
• Experience of working on own initiative and contributing to systems and procedures in a developmental way	E	A, P
• Ability to be creative and imaginative in practical tasks	E	A, I
• Experience of working closely with young people	E	A, P
• Experience of working as part of a team	E	A, P
• Experience of working in a secondary school	D	A, P
• Knowledge of Adobe Creative Suite, eg. Photoshop	D	A, I
• Knowledge of musical instruments	D	A, I
• Ability to download and file video evidence	D	A, I



Personnel Specification

Specialist Knowledge and Skills	D or E	How Assessed
• Good practical knowledge and skill	E	A,P
• Ability to inspire confidence through the level of subject knowledge and its application to an educational context	E	A, I
• Understanding of principals of learning processes and in particular how display supports teaching and learning	E	I
• Some working knowledge of relevant policies/codes of practice and awareness of relevant legislation	E	A, I
• Strong written, verbal and presentation skills to communicate effectively with all stakeholders	E	A, P
• Knowledge and understanding of Child Protection and Safeguarding legislation	D	A, I
• Working knowledge of National Curriculum and other relevant learning programmes	D	A, I

Personal Qualities	D or E	How Assessed
• Abides by the framework for the Seven Principles of Public Life (The Nolan Principles)	E	A, I
• Treats people fairly, equitably and with dignity to create and maintain a positive ethos	E	I
• Committed to safeguarding, inclusion and promoting the welfare of all stakeholders	E	I
• Make a significant contribution to promote good behaviour and a positive school ethos	E	I
• Excellent time management, ability to prioritise effectively and handle tasks under pressure in a demanding environment	E	I
• High standards of professionalism with regards to confidentiality and discretion	E	I, P
• Ability to support colleagues to achieve shared goals	E	I
• Proactive nature with knowledge of when to consult line manager	D	A, I
• Ability to work as part of a team and also unsupervised when required	D	A, I



Equal Rights

Titus Salt School is an equal rights employer. We require our Governors and staff to follow our equality policies and all statutory requirements concerning age, race, religion, sex, sexual orientation and disability discrimination. We respect and protect the rights of people with disabilities both in terms of equal opportunity for employment and access to the school's services.

Disabled Applicants

Disabled applicants are guaranteed an interview if they meet the essential requirements. As an equal rights employer, Titus Salt School is committed to making any necessary reasonable adjustments to the selection process, the job role and the working environment that would enable access to employment opportunities for disabled people. Where a disabled applicant is being assessed the selection panel's decisions will be based on an assessment of that person's expected capabilities once reasonable adjustments have been made.

Safeguarding

We are an equal opportunities employer and are committed to the protection and safeguarding of children and young people in our recruitment procedures. We adhere to statutory guidelines in respect of safer recruitment through a variety of checks which will include online searches on all shortlisted candidates. All posts are subject to an enhanced DBS check and eligibility to teach/work in our school will be checked with the DfE.

Fluency Duty

This role is customer facing and therefore in line with the Immigration Act 2016; all applicants must be able to demonstrate fluency of the English Language to the level defined in the job description.

Rehabilitation of Offenders Act

This post is exempt from the Rehabilitation of Offenders Act (ROA) 1974. The amendments to the ROA 1974 (Exceptions Order 1975, (amended 2013 and 2020) provides that when applying for certain jobs, certain spent convictions and cautions are protected so they do not need to be disclosed to employers, and if they are disclosed, employers cannot take them into account.

Headteacher

Phil Temple

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