

# JOB DESCRIPTION

## Audio Visual Technician



HARROW  
SCHOOL

DEPARTMENT	ICT
REPORTS TO	Deputy Director of IT
RESPONSIBLE FOR	N/A
WORKING PATTERN	40 hours per week (your employment contract will give full details)
ISSUE/REVISION DATE	March 2023

## BACKGROUND

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Harrow School is one of the world's most famous schools. Founded in 1572 by a local yeoman farmer, John Lyon, under a Royal Charter granted by Queen Elizabeth I, it is located on a 324-acre estate encompassing much of Harrow on the Hill in north-west London. Around 830 boys aged 13 to 18, who come from all over Britain and across the world, live in the School's 12 boarding Houses, and there are about 120 academic staff and over 500 support staff.

All members of staff work to a single, unifying purpose: to prepare boys with diverse backgrounds and abilities for a life of learning, leadership, service and personal fulfilment.

The ICT network covers the whole School site: every teacher and boy has a mobile device; every teacher and many other staff have networked devices in their School accommodation (over a two-square-mile radius); support staff have a networked computer in their work areas.

The ICT Department is responsible for the development and maintenance of Harrow School's computer network, audio-visual and telephone facilities. There are over 1000 mobile devices, and 500 PCs, spread over 60 buildings. The appointment is based in the ICT Service Centre and reports to the Deputy Director of IT and, ultimately, the Director of ICT.

## THE ROLE

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The Audio Visual Technician role sits within the ICT Department, and is responsible for the design, development and maintenance of AV systems across the estate, including fixed AV in classrooms, meeting rooms, lecture spaces and AV installations for other events. This role provides efficient and customer-friendly ICT client support services to the School community.

## KEY RESPONSIBILITIES AND DUTIES

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This job description reflects the core activities of the role and is subject to change as the department and the post holder develop. The School expects that the post holder will recognise this and will adopt a flexible approach to work. In addition, the post holder will be expected to undertake such other duties within the scope of the role as may be required by the line manager.

### Main Duties

- Prioritise, diagnose and resolve day-to-day problems relating to audio-visual equipment and software in a timely manner via the IT Service Desk;
- Provide friendly and efficient AV support;
- Monitor, maintain and update fixed AV installations;
- Plan and deliver AV support for live events in the Schools historic lecture spaces, such as Whole School meetings, assemblies, lectures and open mornings;
- Plan and deliver AV support for hybrid events, such as hybrid Teams or Zoom meetings;
- Plan and deliver AV support for digital events, such as live streaming or recordings;
- Install temporary 'pop-up' AV installations as needed;
- Support the Harrow School Enterprises Ltd in the delivery of external events;
- Manage and support digital signage around the estate
- Manage and support the School's digital television recording system
- Implement projects as agreed within the department;
- Liaise with 3<sup>rd</sup> parties as needed, for example film crews & AV support providers;
- Perform any other duties as reasonably requested by the Director of ICT and the Deputy Director of IT;
- Participate in regular team meetings and provide feedback.

The post holder's responsibility for promoting and safeguarding the welfare of children and young persons for whom s/he is responsible or with whom s/he comes into contact will be to adhere to and ensure compliance with the School's Safeguarding and Child Protection policies and procedures at all times. If in the course of carrying out the duties of the post the post holder becomes aware of any actual or potential risks to the safety or welfare of children in the School s/he must report any concerns to his/her line manager or the School's Safeguarding Lead.

This position is subject to an enhanced check with the Disclosure and Barring Service in the event of a successful application. Copies of the School's Code of Practice and Policy on the Recruitment of Ex-Offenders is available from the HR Team. It is an offence to apply for the role if the applicant is barred from engaging in regulated activity relevant to children.

# PERSON SPECIFICATION – AUDIO VISUAL TECHNICIAN

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## QUALIFICATIONS AND TRAINING

### ESSENTIAL

- Good general education (4 or 5 GCSEs at grades 9 to 4 (A\* to C), or equivalent, including English and Maths)

### DESIRABLE

- A related AV qualification (AVIXA CTS, Extron AV Associate, Creative Venue Technician apprenticeship, Audiovisual Technician apprenticeship etc)
- A full driving licence

## KNOWLEDGE AND EXPERIENCE

### ESSENTIAL

- Experience gained in a busy and comparable AV support role
- Excellent and proven knowledge of –
  - Knowledge of projector/ LED screen installations, maintenance and troubleshooting
  - Installation and maintenance of audio systems (PA systems, amplifiers, microphones, soundbars, passive and active speakers)
  - Live video & audio recording/ streaming (single camera, 1-4 microphones)
  - Digital signage systems
  - Windows based computer systems
  - Microsoft Teams, Teams Live Events and Teams Webinars
- Experience of supporting live events

### DESIRABLE

- An understanding of ICT in an organisational environment, through study or experience
- Experience using Planet eStream software

## SKILLS AND ABILITIES

### ESSENTIAL

- Methodical, organised and thorough administration, planning and logistics skills;
- Proven incident/problem identification skills, with ability to resolve effectively;
- Ability to build good relationships with users at all levels;
- Skilled at providing excellent levels of customer care;
- Ability to maintain a high degree of accuracy and attention to detail;
- Ability to prioritise and plan work to ensure that deadlines are achieved, and the demands of urgent ad-hoc work are accommodated.

## PERSONAL ATTRIBUTES

- Flexible approach to work, with a can-do attitude;
- A confident and positive communicator who can adapt their approach to suit all levels of staff;
- A friendly, supportive team worker who can build trust and positive relationships;
- A willingness to continually learn and enhance own skills;
- Emotional resilience;

- Resonance with the School's ethos.

## OTHER REQUIREMENTS

- Occasional weekend work on an on-call basis
- Some heavy lifting, roughly 25-30 kg
- Occasional working from height
- Occasional out of hours work

## SCHOOL VALUES AND BEHAVIOURS

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All staff are expected to conduct themselves in line with the School's values which are: **Courage, Honour, Humility** and **Fellowship**. While the School's values set out what matters most to us, the behaviours below are intended as a shared set of expectations to refer to, and standards to aspire to, in our dealings with others. They are the practical application of our values.

### COURAGE

- We remain optimistic and purposeful in a disrupted world.
- We take responsibility for our decisions, even the hard ones.
- We always challenge poor behaviour in ourselves and others.  
We are open to new ideas, and seek fresh challenges.

### HONOUR

- We keep our promises.
- We act with integrity – doing the right thing, even when it is difficult or when no one is watching.
- We respect and value our traditions whilst setting them in the context of today.

### HUMILITY

- We work hard to serve others within the School and across our wider communities where possible putting their interests before our own.
- We give and seek honest and appropriate feedback, reflect on our failures and learn from them.
- We support each other through challenges and whatever the outcome, we celebrate those that took part.

### FELLOWSHIP

- We respect each other and value our differences, knowing that we are more effective and more resilient working together.
- We are kind and inclusive; we value the contribution that each of us makes.
- We role model the behaviours that we would like to see in others; we ask only of others what we would be prepared to do ourselves.