

Briefing Pack for Applicants Performing Arts Technical Support Officer



The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment.

The school will undertake stringent and rigorous checks of identity and qualifications to ensure that we maintain the very highest standards of child protection for our students.



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May we take this opportunity to thank you in anticipation of your application. If, however, you have not heard from us by the proposed date for the interview you should assume that on this occasion your application has not been successful. In that event we wish you every success in any future applications you make.



Section 1: Post Advertisement

Post: Performing Arts Technical Support Officer
Location: High Storrs School
Pay scale: Grade 4, Point 7: £24,294 to 12: £26,421 gross per annum
Contract: Permanent, full time, 37 hours per week x 52 working weeks
Start date: As soon as possible

Minerva Learning Trust is an expanding Sheffield based multi-academy Trust with a vision of providing outstanding education for all the students within our schools. The Trust is passionate that all students should see their time at school as happy and fulfilling with their potential developed to the utmost. High Storrs School joined the Trust in March 2018.

High Storrs is a high-performing 11-18 secondary school on the Southwestern outskirts of Sheffield that has benefitted from a £27m refurbishment of our Grade II listed building. Serving a multi-cultural learning community with high expectations and high aspirations, we are an over-subscribed school.

We are seeking to appoint a hard-working and highly organised individual to undertake the important role of Performing Arts Technical Support Officer.

The closing date is at 9am on Monday 30 September 2024 with interviews taking place week commencing 07 October 2024, to be confirmed.

The Trust is committed to safeguarding and promoting the welfare and safety of children and young people and expects all staff to share this commitment, further information can be found in our child protection and safeguarding policy on our statutory information page on our website Minerva Learning Trust. The successful candidate will be required to complete an Enhanced Disclosure and Barring Service (DBS) check. In line with KCSIE, the trust/school will be carrying out online searches on shortlisted candidates as part of their due diligence.

Further information is available by contacting Rachel Farthing (PA to the Headteacher) via email recruitment@highstorrs-mlt.co.uk or telephone 01142670000.

The application form and information pack is available on the school website <https://highstorrs.co.uk/our-school/vacancies> **Please ensure that you do not fill in a Sheffield City Council application form in respect of this vacancy, ONLY MINERVA LEARNING TRUST APPLICATION FORMS WILL BE ACCEPTED.** Please provide telephone numbers and email addresses for yourself and referees.

Section 2: Letter from the Chief Executive – Bev Matthews

Dear Candidate,

Thank you for your interest in this role within Minerva Learning Trust. Minerva Learning Trust was established in October 2014 with the vision of providing outstanding education for pupils who are from a wide variety of backgrounds across the city of Sheffield. During 2017-18 the Trust expanded and brought together four secondary schools across Sheffield to create a new partnership of schools which supports the education of over 5000 pupils. In September 2020, Chapelton Academy joined the Trust and enhanced the post-16 provision within the Trust in the north of the city and in September 2021, we were delighted that Woodthorpe Community Primary School became the first primary school to join the Trust. We resolutely believe that we are stronger together and that each school within the MAT has individual strengths and we celebrate the diverse and unique qualities of each particular school.

As a Trust our mission, vision and values are central to our work and are the driving force behind all that we do. Our vision of Outstanding Together, Working Together and Learning Together is underpinned by our core values of Inclusion, Independence, Respect and Success. Through our values we foster an ethos of collegiality, we ensure inclusion is at the heart of all we do and we work hard to ensure that every child succeeds, no matter what their background or circumstance.

We recognise that the commitment and care shown by all our staff is fundamental to the success of our young people. As such, we work hard to ensure that staff are supported, encouraged, developed, respected and listened to within an enjoyable and rewarding working environment. Our culture is one of professional trust, respect, honesty and integrity and we want our staff and students to work and learn within an environment that enables them to flourish and to work at their best.

The professional development of staff, including opportunities for research, is a key priority of Minerva Learning Trust. As such, we seek to enrich employee capability and maximise the strength and contribution of each individual who works with us. The Trust believes in investing in the learning and development of its employees through a range of opportunities which are aligned to the needs of the organisation and its young people.

This is an exciting opportunity to join the Trust. If you choose to apply you will be choosing to work alongside a team of dedicated professionals who passionately believe in the power of education to change the life chances of young people.

If you believe you have the experience, skills and ambition to support our aims and contribute to the delivery of the very best for our pupils then we look forward to receiving your application.



Bev Matthews
Chief Executive Officer

Section 3: Letter from the Headteacher – Claire Tasker

Thank you for your interest in this role and in our school. High Storrs is a very successful high-performing 11-18 comprehensive school in the south west of Sheffield that has benefitted from a £27m refurbishment of our Grade II listed building. We are a large and happy school with 1697 students (483 in the Sixth Form). Serving a multi-cultural learning community with high expectations and high aspirations, we are an over-subscribed school and are part of the Minerva Learning Trust.

We are most proud of our excellent exam results. In summer 2024 students both attained highly and made outstanding progress from a wide range of starting points at GCSE and A level. Our outcomes for many measures at GCSE and A level are the strongest or amongst the strongest in the city. However, we also take great pride in all the other successes and efforts of our students and staff – the school productions, the dance and music performances, the staff panto, sporting endeavours, Pride events, charity events and all the times that members of the wider community comment on the decency and kindness of members of our school.

High Storrs is a happy, creative, focused and aspirational community that is built on the strong foundations of our broad curriculum, our inclusive ethos, our highly qualified and knowledgeable staff and our enthusiastic students. The beautifully refurbished old building is symbolic of our tradition and the multitude of alumni proud to have attended High Storrs. Our new building, full of excellent facilities, is symbolic of our bright future as a school that marries academic success with the education of the whole child.

A great deal of this success is down to the pastoral care and support at High Storrs School. Our House System really helps our youngest students to settle and, as they grow, to thrive. Our Houses celebrate the successes, challenge the mistakes and support the learning. The House teams all appreciate the power of partnership with parents and carers and of open communication. Support and care are equally important for all members of staff. We have a well-developed CPD programme at High Storrs that is now supported further by the growing CPD offer from the Trust. Wellbeing is also rightly high on our agenda. We have clear well-being principles in place that guide our work in school and an annual action plan full of suggestions made by staff.

Every day at High Storrs starts with either form time in a vertical (i.e. mixed age) form linked to a House or in a Year 12 or Year 13 form. The day may start with an assembly or a 'form discussion' about current affairs, the power of sleep, understanding stress or our all-important High Storrs 'Attitude to Learning' and learning behaviours for success. Then students are off to study a myriad of subjects (a much wider choice for GCSE and A level than many schools) before lunch in the deli bar, sandwich room, dining room or outside. This is mostly followed by clubs and fresh air! There are two more one-hour lessons in the afternoon before formal lessons end at 2.55 pm and sport, dance, music, drama, art, STEM and other extra-curricular activities or CPD begin. It is always a full day for staff and students at High Storrs School!

I look forward to receiving your application,

Claire Tasker



Section 4: About High Storrs

OUR ETHOS

We welcome everyone and pride ourselves on our inclusive practice. Combined with this, we deliver academic success, specialisms in Maths and Computing and Performing Arts and a wide range of extra-curricular activities.

Our students are treated with respect and are expected to respect school rules and each other. This enables everyone to enjoy a positive working environment where the most productive learning can take place.

Our school-wide values statement was written following a consultation with over three hundred stakeholders – amongst them parents, students, staff and governors. It articulates the positive attributes and characteristics we expect from, and see on a daily basis in, our community: **We are High Storrs. We are here to learn, succeed and thrive. We are respectful, safe and responsible.** This language is seen around our school and used in and out of lessons. This language is articulated to students to express what we want from our community.



ABOUT US

We are firmly committed to a holistic approach that combines academic delivery with strong pastoral support. We place a high value on maximising all opportunities for learning, providing exceptional development opportunities in a supportive and forward-thinking culture. In March 22 we had an ungraded Ofsted inspection that confirmed the school was 'Good' by Ofsted. The report states that 'pupils thrive in this highly ambitious and warmly supportive school'.

Our school website www.highstorrs.co.uk will provide further details about our curriculum and more (including the full Ofsted report). You will also be able to read our school action plan and understand our priorities for this year and beyond. Our action plan is inspired by our values statement and the notion that every student and staff member is here to learn. The High Storrs blogs and social media accounts will give you a further flavour of school life!

We look forward to your application and thank you for your interest in our school.

Section 5: Job Description



Minerva Learning Trust Job Description



Minerva Learning Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

POST TITLE	Performing Arts Technical Support Officer
GRADE/SALARY	Grade 4, Point 7 to 12
HOURS/WEEKS	37 hours per week x 52 working weeks
LOCATION	High Storrs School
RESPONSIBLE TO	Business Support Manager
RESPONSIBLE FOR	n/a
PURPOSE OF THE JOB	To provide specialist support in performing arts including preparation and maintenance of resources, support in lessons and whole school productions/events.
RELEVANT QUALIFICATIONS	<ul style="list-style-type: none"> • Minimum of NQF Level 3 or equivalent qualification or level of experience in the relevant discipline/field • Excellent numeracy/literacy skills – equivalent to NVQ Level 2 in English and Maths • Specific training relevant to the specialist area

SPECIFIC DUTIES AND RESPONSIBILITIES

The post-holder, must at all times, carry out his/her duties and responsibilities within the spirit of Minerva Learning Trust and School policies and within the legislative framework applicable to academies.

MAIN DUTIES

Key Responsibilities:

- Using specialist skills to support students within performing arts
- Support for the teachers within performing arts
- Support for the performing arts curriculum
- Support for the day to day delivery of performing arts/events in school

Support for students

- Provide support during lessons, as required, to assist students with photography and video making
- Responsible for the recording of student's coursework, exam work, performances and the subsequent editing and archiving of these performances as well as preparing the recordings for submission to exam boards.
- Provide feedback to students in relation to progress and achievement as appropriate.
- Support A-level Drama written exam revision with delivery and provision of revision sessions for the live theatre design modules including; lighting design, sound design, costume design and set design.
- Assist with technical requirements for student project work in Music, Film Studies, Dance and Drama

Support for teachers

- Create and maintain a purposeful, orderly and productive working environment
- Set up equipment in rooms for demonstration purposes as required
- Ensure timely and accurate design, preparation and use of specialist equipment/resources/materials
- Assist in the development of lesson/work plans and technical requirements for project work and examinations in Music, Film Studies, Dance and Drama
- Promote and ensure health and safety and good behaviour of students at all times
- Prepare materials, equipment and other learning resources for the preparation of samples, operation of equipment and the collection of data and advise on basic materials and techniques
- Assist with departmental admin work
- Help facilitate trips and visits and any admin involved as directed by subject leads
- Organise photocopying as necessary

Support for the curriculum

- Monitor and manage stock within an agreed budget, cataloguing resources, ordering new stock as required, and maintain an inventory of equipment
- Maintain specialist equipment, check for quality/safety, undertake minor repairs or modifications within the level of capability for the role and arrange for major repairs to be carried out as necessary
- Ensure that a preventative maintenance programme is adhered to and help maintain safe working practices and conditions. Maintain health and safety record in line with this duty

- Assist with the ordering, logging and laminating of text books and resources
- Demonstrate and assist in the safe and effective use of specialist equipment/materials
- Provide specialist advice and guidance as required
- Be able to adapt to changing demands of the school curriculum and operate across performing arts, dance, drama, film and music subject areas as required
- Attend relevant health and safety training courses as and when required

Support for the school

- Provide support for whole school performances and events through:
- Preparation and set up of furniture and equipment for performances as well as clearing away afterwards
- Removal of equipment after performances
- Construction of props and sets
- Supporting use of platforms such as Microsoft Teams for virtual events
- Support with video editing and recording for virtual/online events and open evenings as directed by Senior Leadership.
- Stage rigging and the operation of lighting and sound equipment for in school events such as assemblies, as well as out of hours concerts and performances
- Installation of equipment, inspection of connection leads, wiring, bulbs and lanterns, recharging of power packs and minor electrical repairs
- Establish constructive relationships and communicate with other professionals or agencies to support achievement and progress of students
- Attend and participate in regular meetings as appropriate
- Participate in training and other learning activities and performance development as required
- As one of two certified and qualified persons within school able to use the scaffold tower, help to construct and dismantle it for use around school for events, performances, repairs and maintenance
- Work with marketing and communications to promote whole school performances and events
- Support transition events such as the summer school celebration assembly.

SAFEGUARDING

- To be aware of and work in accordance with the school's child protection policies and procedures in order to safeguard and promote the welfare of children and young people and to raise any concerns relating to such procedures which may be noted during the course of duty.

OTHER SPECIFIC DUTIES

- To play a full part in the life of the school community, to support it's mission and ethos and to encourage staff and students to follow this example.
- To actively promote the school and Trust's policies.
- To be courteous and provide a welcoming environment.

GENERAL

1. To be aware of, and comply with, Trust and school policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
2. The above duties are not exhaustive and the post-holder may be required to undertake tasks, roles and responsibilities as may be reasonably assigned to them by the Headteacher and Local Governing Body.
3. This job description will be kept under review and may be amended via consultation with the individual, Headteacher and Local Governing Body as required. Trade Union representatives will be welcome in any such discussions.

Section 6: Person Specification



Minerva Learning Trust Person Specification



Post title: Performing Arts Technical Support Officer

Minimum Essential Requirements	Method of Assessment
QUALIFICATIONS AND TRAINING	
NQF Level 3 qualification in relevant field (or equivalent).	AF / I
KNOWLEDGE AND EXPERIENCE	
2 years' proven experience working in a related technical field.	AF / I
Use of Microsoft office software.	AF / I
Proven experience of using machinery and equipment relevant to performing arts.	AF / I
PROFESSIONAL DEVELOPMENT	
Commitment to continued professional development.	AF/I
SKILLS	
Able to communicate effectively with people at all levels of the organisation and school community.	AF/I
Able to work effectively as part of a team.	AF/I
Able to work alone and on own initiative.	AF / I
Able to work effectively and accurately to meet deadlines and produce quality work.	AF/I
QUALITIES AND ATTRIBUTES	
Ability to manage working hours flexibly to meet the demands of the role.	AF/I
Ability to effectively communicate technical information to pupils and colleagues.	AF/I
Demonstrate a positive team approach to work.	AF/I
EQUAL OPPORTUNITIES AND SAFEGUARDING	
An understanding of safeguarding issues and promoting the welfare of children and young people.	AF/I
A commitment to safeguarding students.	AF/I
Suitability to work with children.	AF/I
A commitment to equal opportunities.	AF/I
Ability to recognise discrimination and willingness to put Equality Policies into practice.	AF/I

Key: AA = Assessed activity
 AF = Application form
 I = Interview
 R = Reference

Section 7: The Appointment Process

These notes are intended to guide you when making an application.

1. The Application Form
Complete the application form neatly, fully and accurately, including exact dates. The form may be typed or handwritten but if you do write it by hand please make sure that it is legible and that you use black ink. Indicate clearly on the front page the post you are applying for. You are requested to submit a concise application.
2. Education and Training
State your qualifications and any training you have undertaken relevant to the post.
3. Present Appointment
Make it clear what your present post is, which establishment you work in and who your employer is.
4. Previous Appointment
When completing this section, it is important that you offer a continuous record, or an explanation of any gaps to allow full account to be taken of your experience, for example, child raising, voluntary work.
5. Referees
Suitable referees are people who have direct, recent experience of your work and who are in responsible positions. We may need to contact them at short notice so please be specific with regard to contact addresses including e-mail and telephone numbers.
6. The Supporting Statement/Letter of Application
The supporting statement or letter is regarded as a very important part of your application. You should make statements that demonstrate how your qualifications and experience match the post. You should take particular care to demonstrate how you meet the person specification included as part of these details. **Please limit your supporting statement to two sides of A4 in size 11 font.**
7. Arrangements for Interview
Shortlisted applicants will be contacted as soon as possible after the closing date. Referees are contacted prior to the interview stage for teaching and some support staff posts. We would ask that all shortlisted applicants read the safeguarding information on the school website prior to attending the interview.
8. The Interview
Candidates will be invited to an interview process at the school during which time they will have the opportunity to meet staff and students and see the school at work.
9. Feedback
Feedback is offered to those candidates who are shortlisted and not recommended for appointment. It is hoped that this information will help you with future applications.
10. Selection for Appointment
Selection is made conditional upon the successful candidate meeting the Trust's requirements for health, physical capacity and conduct.
11. Arrangements for Applications
When you have completed your application, the completed form and covering letter should be e-mailed to recruitment@highstorrs-mlt.co.uk by the closing date.