

# JOB DESCRIPTION

## Theatre Technician (Lighting Bias)



HARROW  
SCHOOL

DEPARTMENT	Drama and Theatre
REPORTS TO	Production Manager
RESPONSIBLE FOR	N/A
WORKING PATTERN	Full time, an average of 40 hours per week including evening and weekend work (your employment contract will give full details)
ISSUE/REVISION DATE	May 2026

## THE ROLE

Harrow School's Drama and Theatre department stages an ambitious and diverse range of productions and events across the year. Based in the Ryan Theatre, the theatre production team comprises a core group of technical, creative and administrative staff, working flexibly and supportively to deliver the programme, and liaising with colleagues and students across the organization as well as externally.

We are now seeking a Theatre Technician to join this team. The postholder will lead on design and realisation of lighting for productions and events in the Ryan Theatre and other performance spaces. They will also work broadly to support different elements of the production process, and appropriate training will be provided as required. The role will therefore provide the opportunity for the postholder to develop their experience and skillset within a busy, creative and supportive environment.

## BACKGROUND

### The School

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 teaching staff and over 500 non-teaching 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 Department

Harrow School is immensely proud of its drama programme, and the opportunities it offers its pupils to develop performance and production experience. Harrow's thriving theatre scene has inspired many former pupils to develop successful careers in the fields of arts and entertainment. The School's Ryan Theatre is equipped to industry standards, and seats over 300 at stalls and balcony level. In addition to Drama teachers, the department comprises technical, creative and administrative staff who mentor pupils in production, design and technical aspects of theatre-making. Pupils stage-manage and crew all shows.



The department stages around twelve full-scale productions each year, encompassing a wide variety of styles. All boys in their first year at the School follow an introductory taught course in Drama. Boys can opt to study GCSE and then A level Drama in subsequent years. Every boy performs during their first term at the School in the annual Shell Drama Festival, and there are regular opportunities for boys to mount their own creative projects. The department runs regular theatre trips to London, and hosts workshops and lectures from leading practitioners. The School offers Drama Scholarships to pupils demonstrating outstanding commitment and potential as performers, practitioners or technicians, and who exhibit skills relating to the department's core values: ensemble, empathy, clarity and discipline.

The department also runs a developed programme of partnership and outreach work. Community groups regularly make use of theatre facilities, and the department mounts a series of projects in which pupils collaborate with peers from partner schools. Managed in partnership with Shakespeare's Globe Theatre, the Jeremy Lemmon Project enables pupils from Harrow and local partner schools to work together with mentoring from the Globe's actors, and with annual performances on its stage.

We encourage you to find out more about Drama at Harrow, and to browse a gallery of recent production images at the School website here: <https://www.harrowschool.org.uk/learning-2/arts-and-culture/drama>.

## 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.

### TECHNICAL EXPERTISE

- Extensive involvement in the technical realisation of theatre performances and events across a range of production tasks and spaces, as directed by the Production Manager;
- Within the core theatre team, to be the first point of call for all production lighting requirements, overseeing design, rigging, focusing, programming and operating for productions;
- Designing lighting for a series of productions across the school year, working creatively with production directors, the Theatre Designer, pupils, and external clients;
- Taking responsibility for rigging and flying operations required within productions.

### COLLABORATION AND MENTORING

- Working collaboratively with production directors, the Theatre Designer, technical staff, freelance creatives and pupils across a series of productions and events throughout the School year;
- Enthusing, instructing and mentoring boys aged 13–18 who form the technical teams for productions and other performance events;
- Supporting Harrow School Enterprises Limited (HSEL) with the delivery of theatre-based activities during the calendar year.
- Supervising the work of casual and freelance staff as required, including providing basic technical training;
- Undertaking physical and manual tasks in the setup of spaces and equipment, support of production processes, and departmental operations day-to-day.

### OPERATIONAL PLANNING

- Attending weekly production team briefings and departmental meetings, and other meetings as required;
- Maintaining equipment for productions according to the scheduling, budget and technical requirements of the production or department;
- Within the core theatre team, being a primary point of contact for external users re. meeting the technical requirements of visiting companies and hires across the year;
- Undertaking any other tasks reasonably requested by the Director of Drama or Production Manager.

### SAFETY

- Ensuring areas of the theatre, production and storage spaces are consistently well maintained in a safe, tidy and presentable condition;
- Ensuring all associated theatre equipment is well maintained, organised, stored and logged;
- Keeping up to date with developments in health and safety and carrying out all duties in accordance with appropriate policy;
- Staffing internal and external shows during performances – in a technical, fire warden or front-of-house capacity;
- Maintaining records for appropriate areas and equipment, reporting clearly to the Production Manager.

Harrow School is committed to promoting and safeguarding the welfare of children and young people and expects all staff and volunteers to adhere to and ensure compliance with the School's Safeguarding and Child Protection policies and procedures at all times.

In the event of a successful application, candidates will be required to undergo child protection screening appropriate to the post, including, but not limited to, reference checks with past employers, an Enhanced Disclosure and Barring Service check (including Children's Barred List information) and prohibition checks. This post is exempt from the Rehabilitation of Offenders Act 1974 and therefore all convictions and cautions, reprimands and final warnings (including those which would normally be considered as "spent" under the Act) must be

declared, subject to the DBS filtering rules. It is a criminal offence for any person who is barred from working with children to attempt to apply for a position at Harrow School. Please refer to the School's Recruitment, Selection and Disclosure Policy for more details.

## **PERSON SPECIFICATION – Theatre Technician (Lighting Bias)**

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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**.

Post-holders/candidates will be expected to demonstrate the following:

### **QUALIFICATIONS, EDUCATION AND TRAINING**

#### **ESSENTIAL**

- Relevant degree/theatre technical training or appropriate professional qualifications
- Proven practical experience gained within a professional or theatre training environment

#### **DESIRABLE**

- Driving licence
- First aid qualification

### **KNOWLEDGE AND EXPERIENCE**

#### **ESSENTIAL**

- Demonstrable experience of theatre lighting design and realisation
- Knowledge of programming and operation of lighting consoles, especially ETC Ion consoles
- Knowledge of theatrical power, power distribution and equipment
- Up-to-date knowledge of health and safety legislation
- Experience of working across a range of technical disciplines
- Willingness to collaborate and work within a team environment

#### **DESIRABLE**

- Experience of working with young people
- Proficient with industry rigging practice and hemp line flying systems
- Working knowledge of CAD software such as AutoCAD or Vectorworks
- Experience of stage management and stagecraft, or willingness to learn
- Experience of production rehearsal support
- Knowledge of equipment hire, purchase and finance processes

### **SKILLS AND ABILITIES**

#### **ESSENTIAL**

- Strong organisational skills with the ability to plan, prioritise and work calmly to meet deadlines
- Ability to maintain technical equipment
- Ability to give technical advice to colleagues and pupils
- Excellent communication skills with the ability to build effective working relationships with colleagues, pupils and external stakeholders

- Ability to work well as a member of a small team and to understand and adapt to the culture of an independent boarding school

## PERSONAL ATTRIBUTES

- Professional, pro-active with a positive working attitude
- Enthusiasm for expanding a current skill set by working across different technical production disciplines
- Ability to plan and work methodically, with a logical approach across all tasks, whether involved in solo or teamwork
- Ability to complete practical tasks, including manual handling, as required
- Ability to work methodically, tidily and in an organised manner in all tasks

## OTHER REQUIREMENTS

- Flexible and willing to work evenings and weekends (working hours may need to increase during peak production periods but time off in lieu will be given during quieter periods/outside term time)

## 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 our own poor behaviour and that of 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 while setting them in the context of today.

### HUMILITY

- We work hard to serve others in 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 who 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 person makes.
- We are role models for the behaviours that we would like to see in others; we ask only of others what we would be prepared to do ourselves.