

## Crime Trainer – L&D

<b>Service Unit</b>	Learning and Development (L&D)
<b>Team</b>	Learning and Development Team/Crime/Law
<b>Responsible to</b>	Learning and Development Sergeant
<b>Scale and Salary Range</b>	SC6 - SO1
<b>Vetting Status</b>	Recruitment Vetting
<b>Politically Restricted</b>	No
<b>CVF Level</b>	Level 2

### Job Purpose

Trainer's design and deliver complex, extensive learning and development (L&D) programmes, enabling the organisation to achieve its goals and individuals to fulfil their potential. This requires the full range of teaching skills and is likely to be an individual's main professional role.

### Principal Duties and Responsibilities

- Use an evidence-based approach to identify learning needs and specify learning outcomes to inform the design and development of training.
- Design and develop learning programmes and sessions, identifying and incorporating training and learning methodologies that are capable of meeting individual and organisational learning needs with available resources and within specified timescales.
- Research, design, develop and maintain learning materials that enhance the learning and engage the learners.
- Deliver training using a wide range of learning methodologies ensuring learners are managed, motivated, facilitated, coached and supported to achieve the intended learning outcomes.
- Foster and maintain a safe, inclusive and effective learning environment to enable learners engagement and participation
- Determine an appropriate assessment strategy and conduct learner assessments, to evaluate and record prior learning and the achievement of intended learning outcomes at appropriate points in the programme, and to meet internal or national verification standards.
- Analyse assessment results and, where relevant, construct and implement personal development plans to ensure that individuals achieve the intended learning outcomes.
- Utilise assessment analysis and stakeholder feedback to inform the development and continuous improvement of training interventions and overall learning experience within the organisation.
- Identify opportunities for and support the exploration of innovations and best practices in L&D, incorporating these into training approaches to improve the quality of L&D interventions and to support the enhancement of L&D practice across the organisation.

## Note

**The above list is not exhaustive and other duties commensurate with the grade and general nature of the post may, from time to time, be required. In addition, there may be some variation and/or development of the above duties and responsibilities without changing the general nature of the post.**

**All employees are to comply with confidentiality laid down in the General Data Protection Regulation (GDPR), and the Official Secrets Act (which you will be bound for, for life).**

**All employees are expected to demonstrate a commitment to the principles of equality of opportunity and fairness of treatment for all within Cleveland Police.**

## Person Specification

Essential knowledge, skills, and experience (E)	Desirable knowledge, skills, and experience (D)
Knowledge and Qualifications	
Recognised professional training qualification applicable to the role (or willingness to achieve once in post)	Cert Ed or recognised qualification for delivering training in HE/FE settings (Higher Education-Further Education).
Knowledgeable in the subject matter in which training is developed and delivered.	Membership of relevant professional training body.
Experience	
Experience of developing and delivering training for an organisation.	
Skills and Abilities	
Effective stakeholder relationship management skills, able to identify the key stakeholders and to take appropriate steps to understand their needs and concerns.	
Understands and applies best practices in designing, developing and adapting learning materials and resources.	
Understands and uses models of group behaviour and group learning to plan and manage group activity and ensure effective individual learning.	
Skilled in a range of teaching and presentational techniques and able to select and apply these appropriately and flexibly.	
Skilled in using questioning, listening and non-verbal communication techniques to give, elicit and receive feedback and to overcome communication barriers.	
Understands and applies the concepts and principles of individual assessment.	

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Understands adult learning principles and processes and applies these to design, adapt and improve learning programmes and to support individuals throughout the learning and development cycle.	
Able to review own performance objectively and to develop and follow an appropriate personal development plan.	
Able to create and follow project plans, and to identify and mitigate risks to delivery.	
Other	
Maintain Continual Professional Development (CPD) to remain competent in role.	

**All applicants who identify themselves on the equal opportunities section of the application form as having a disability under the Equality Act 2010 and who meet the essential criteria for the post will be guaranteed an interview**

Version Control	
Reason for Version Change	Version date
Created from PPP (Police Professional Profile) for desk-top review	24.09.2020
Amendments made to create Crime Trainer JD by Steve Bell and signed off by Jamie Jewson	July 2022



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### Competency and Values Framework (CVF) for Policing: Level 2

Set out below are Cleveland Police Leadership Behaviours (2017) drawn from the College of Policing's Competency and Values Framework for Policing (2017). A candidate's behaviours/values will be measured at interview.

Competency	Level 2
<b>Emotionally aware</b>	<ul style="list-style-type: none"><li>• I consider the perspectives of people from a wide range of backgrounds before taking action.</li><li>• I adapt my style and approach according to the needs of the people I am working with, using my own behaviour to achieve the best outcome.</li><li>• I promote a culture that values diversity and encourages challenge.</li><li>• I encourage reflective practice among others and take the time to support others to understand reactions and behaviours.</li><li>• I take responsibility for helping to ensure the emotional wellbeing of those in my teams.</li><li>• I take the responsibility to deal with any inappropriate behaviours.</li></ul>
<b>Taking ownership</b>	<ul style="list-style-type: none"><li>• I proactively create a culture of ownership within my areas of work and support others to display personal responsibility.</li><li>• I take responsibility for making improvements to policies, processes and procedures, actively encouraging others to contribute their ideas.</li><li>• I am accountable for the decisions my team make and the activities within our teams.</li><li>• I take personal responsibility for seeing events through to a satisfactory conclusion and for correcting any problems both promptly and openly.</li><li>• I actively encourage and support learning within my teams and colleagues.</li></ul>
<b>Collaborative</b>	<ul style="list-style-type: none"><li>• I manage relationships and partnerships for the long term, sharing information and building trust to find the best solutions.</li><li>• I help create joined-up solutions across organisational and geographical boundaries, partner organisations and those the police serve.</li><li>• I understand the local partnership context, helping me to use a range of tailored steps to build support.</li><li>• I work with our partners to decide who is best placed to take the lead on initiatives.</li><li>• I try to anticipate our partners' needs and take action to address these.</li><li>• I do not make assumptions. I check that our partners are getting what they need from the police service.</li><li>• I build commitment from others (including the public) to work together to deliver agreed outcomes.</li></ul>
<b>Deliver, support and inspire</b>	<ul style="list-style-type: none"><li>• I give clear directions and have explicit expectations, helping others to understand how their work operates in the wider context.</li><li>• I identify barriers that inhibit performance in my teams and take steps to resolve these thereby enabling others to perform.</li><li>• I lead the public and/or my colleagues, where appropriate, during incidents or through the provision of advice and support.</li><li>• I ensure the efficient use of resources to create the most value and to deliver the right impact within my areas.</li><li>• I keep track of changes in the external environment, anticipating both the short- and long-term implications for the police</li></ul>



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	<p>service.</p> <ul style="list-style-type: none"> <li>• I motivate and inspire others to achieve their best.</li> </ul>
<b>Analyse critically</b>	<ul style="list-style-type: none"> <li>• I ensure that the best available evidence from a wide range of sources is taken into account when making decisions.</li> <li>• I think about different perspectives and motivations when reviewing information and how this may influence key points.</li> <li>• I ask incisive questions to test out facts and assumptions, questioning and challenging the information provided when necessary.</li> <li>• I understand when to balance decisive action with due consideration.</li> <li>• I recognise patterns, themes and connections between several and diverse sources of information and best available evidence.</li> <li>• I identify when I need to take action on the basis of limited information and think about how to mitigate the risks in so doing.</li> <li>• I challenge others to ensure that decisions are made in alignment with our mission, values and the Code of Ethics.</li> </ul>
<b>Innovative and open-minded</b>	<ul style="list-style-type: none"> <li>• I explore a number of different sources of information and use a variety of tools when faced with a problem and look for good practice that is not always from policing.</li> <li>• I am able to spot opportunities or threats which may influence how I go about my job in the future by using knowledge of trends, new thinking about policing and changing demographics in the population.</li> <li>• I am flexible in my approach, changing my plans to make sure that I have the best impact.</li> <li>• I encourage others to be creative and take appropriate risks.</li> <li>• I share my explorations and understanding of the wider internal and external environment.</li> </ul>

Values	All Levels
<b>Integrity</b>	<ul style="list-style-type: none"> <li>• I always act in line with the values of the police service and the Code of Ethics for the benefit of the public.</li> <li>• I demonstrate courage in doing the right thing, even in challenging situations.</li> <li>• I enhance the reputation of my organisation and the wider police service through my actions and behaviours.</li> <li>• I challenge colleagues whose behaviour, attitude and language falls below the public's and the service's expectations.</li> <li>• I am open and responsive to challenge about my actions and words.</li> <li>• I declare any conflicts of interest at the earliest opportunity.</li> <li>• I am respectful of the authority and influence my position gives me.</li> <li>• I use resources effectively and efficiently and not for personal benefit.</li> </ul>
<b>Impartiality</b>	<ul style="list-style-type: none"> <li>• I take into account individual needs and requirements in all of my action.</li> <li>• I understand that treating everyone fairly does not mean everyone is treated the same.</li> <li>• I always give people an equal opportunity to express their views.</li> <li>• I communicate with everyone, making sure the most relevant message is provided to all.</li> <li>• I value everyone's views and opinions by actively listening to understand their perspective.</li> <li>• I make fair and objective decisions using the best available evidence.</li> </ul>



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	<ul style="list-style-type: none"><li>• I enable everyone to have equal access to services and information, where appropriate.</li></ul>
<b>Public Service</b>	<ul style="list-style-type: none"><li>• I act in the interest of the public, first and foremost.</li><li>• I am motivated by serving the public, ensuring that I provide the best service possible at all times.</li><li>• I seek to understand the needs of others to act in their best interests.</li><li>• I adapt to address the needs and concerns of different communities.</li><li>• I tailor my communication to be appropriate and respectful to my audience.</li><li>• I take into consideration how others want to be treated when interacting with them.</li><li>• I treat people respectfully regardless of the circumstances.</li><li>• I share credit with everyone involved in delivering services.</li></ul>
<b>Transparency</b>	<ul style="list-style-type: none"><li>• I ensure that my decision-making rationale is clear and considered so that it is easily understood by others.</li><li>• I am clear and comprehensive when communicating with others.</li><li>• I am open and honest about my areas for development and I strive to improve.</li><li>• I give an accurate representation of my actions and records.</li><li>• I recognise the value of feedback and act on it.</li><li>• I give constructive and accurate feedback.</li><li>• I represent the opinions of others accurately and consistently.</li><li>• I am consistent and truthful in my communication.</li><li>• I maintain confidentiality appropriately.</li></ul>

Further detailed information on the CVF can be located by clicking on the following link:

<https://www.college.police.uk/What-we-do/Development/competency-and-values-framework/Pages/Competency-and-Values-framework.aspx>