



PAY & GRADING - JOB SPECIFICATION TEMPLATE

This Job Specification sheet covers specific areas of activities that are not included in the Generic Role Profile. It will include responsibilities, knowledge, skills, delivery and working arrangements relevant to this role. Please ensure that this is read and in conjunction with the given family role for the post.

Profile Owner:

POLICE STAFF

ROLE SPECIFIC INFORMATION	
Job Title:	Training Officer – Leadership and Professional Development
Generic Role Profile:	Business Support
Salary Band:	Grade 6
Operational / Non Operational Role	non operational
Vetting Level:	Recruitment
Reporting to:	Non-Supervisory Role
Specific Role Purpose:	Reporting to the Leadership Manager, the Training Officer is responsible for the design, development, delivery and evaluation of high-quality leadership and professional development across the organisation. The role will support the delivery of leadership excellence by facilitating engaging learning interventions that develop leadership capability, professional standards and organisation performance. This includes contributing to the development of innovative blended learning solutions, supporting continuous professional development and promoting reflective, inclusive and values-led leadership practice aligned to organisational priorities and College of Policing Leadership standards.
Key Responsibilities:	• Design, develop, deliver and evaluate leadership and professional development learning interventions using a range of delivery methods • Facilitate engaging leadership development programmes, workshops and CPD activity for police officers, staff and leaders at all levels. • Develop innovative blended learning solutions, including classroom, digital, virtual and experiential learning approaches. • Deliver inclusive learning approaches that support accessibility, engagement and participation for all learners. • Support leadership coaching, talent and development initiatives where

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	appropriate. • Support the implementation of organisational leadership and professional development strategies and priorities. • Promote reflective practice, continuous professional development and values-led leadership behaviours. • Work collaboratively with stakeholders to identify leadership and development needs and recommend appropriate learning solutions. • Evaluate learning effectiveness and contribute to continuous improvement activity through feedback, quality assurance and learning evaluation processes aligned to the internal quality framework. • Maintain accurate learning records and contribute to reporting and governance requirements. • Ensure learning content and delivery aligns to organisational policies, professional standards and relevant legislation. • Keep up to date with current leadership development practice, learning methodologies and policing leadership standards. • Contribute positively to the wider Learning and Development function and organisational learning culture. • Undertake any other duties commensurate with the grading of the post, as may be determined from time to time.
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SPECIFIC COMPETENCIES REQUIRED FOR EFFECTIVE PERFORMANCE	
Knowledge & Experience	
<i>This section should detail the requirement of previous experiences and knowledge gained from academic qualifications if appropriate. e.g. significant experience of administrative duties, degree level educated.</i>	
Essential:	• Experience of designing, developing and delivering leadership and professional development learning within a range of complex settings. • Recognised training or teaching qualification meeting the Level 4 Trainer Standard (or equivalent). • In depth knowledge of leadership development principles, learning methodologies, programmes, tools and interventions. • Evidence of continuing professional development relevant to learning and development or leadership development. • Experience of facilitating leadership development programmes and

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	workshops. • Experience of delivering inclusive learning and training approaches that support accessibility and engagement for diverse learners. • Experience of facilitating engaging learning interventions for adult learners. • Understanding of continuous professional development and reflective learning practice. • Experience of evaluating learning effectiveness and supporting continuous improvement. • Experience of working collaboratively with a range of stakeholders to identify leadership learning and development needs.
Desirable:	• Coaching qualification or recognised coaching accreditation. • Assessment qualification or relevant experience of assessment methodologies. • Experience of supporting coaching, talent and development initiatives. • Experience of leadership development within a policing environment. • Experience of developing digital or blended learning content. • Knowledge of the Competency and Values Framework (CVF) and policing leadership standards. • Membership of a relevant professional body such as CIPD, ILM or equivalent. • Experience of delivering College of Policing Leadership courses, specifically the First Line and Middle Line Leaders Programmes. • Use of varied leadership interventions including Insights, 360 facilitations. • Trained hydra immersive learning facilitator via College of Policing.
Skills <i>This section should detail the competency requirement which could be developed through non formal training. e.g. effective time management, influencing and negotiating, effective communication including written and verbal.</i> <i>Refer to skills database for core operational skills</i>	
Essential:	• Excellent facilitation and presentation skills. • Strong communication and interpersonal skills with the ability to engage and influence a wide range of stakeholders. • Ability to design and develop high-quality learning materials and resources. • Ability to support and encourage participation, reflection and development in learners. • Strong organisational and planning skills. • Ability to work independently and manage competing priorities. • Effective digital skills and confidence using learning technologies and virtual learning platforms. • Ability to evaluate information and identify opportunities for improvement. • Proven track record of consistently achieving high standards of professional behaviour. • Proven commitment to personal and professional growth through

	continuous professional development.
Desirable:	

Hours of Work and Flexibility:	36.5 hours – Core hours 0800x1600 (there may be some delivery outside of core hours due to nature of the role)
Agile Work Style: (if applicable)	On site position as role is training delivery. Position based at Tally Ho, however, delivery will also take place at Lloyd House and across other training delivery locations.

Restriction Level:	N/A
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