



## PERSON SPECIFICATION



<b>Post Title:</b>	Police Tutor Constable
<b>Directorate:</b>	Safety, Security & Home Affairs Portfolio
<b>Responsible to:</b>	Inspector (Training & Development)
<b>Responsible for:</b>	Student Officers
<b>Grade:</b>	

### Job Purpose

To improve the lives of all within our communities, help the islands of St. Helena and Ascension Island thrive, improve the capability and capacity of the Royal St. Helena Police Service and develop the skills and abilities of our police officers and staff.

### Main Duties and Responsibilities

The duties of the Police Tutor Constable shall include, but not be limited to, the following:

- Establish a trust-based relationship with learners by working together to identify their individual needs and develop mutually agreed expectations of roles and responsibilities.
- Tutor learners through specific and risk managed work-based scenarios on a day to day basis in order to support their development and assess their progress against learning outcomes and/or assessment criteria.
- Maintain professional knowledge of relevant curriculums and criteria in order to meet the standards for assessment.
- Plan, prepare and facilitate learning opportunities, including the use of coaching techniques, to engage and support learners through their development process in order to meet relevant outcomes/criteria.
- Provide review sessions with learners to help them to reflect on their performance, providing immediate feedback and monitoring their progress.
- Support learners to build evidence of their progress and competence, and develop action plans for their professional development.
- Maintain records of learners' performance and development, contributing to evidence of competence and to support formal performance procedures as needed
- Providing operational training and support to student and more experienced police officers.

In addition to their primary duties, the Tutor Constable may also be required to perform the following roles in support of Police Directorate operations:

- Respond to policing incidents;
- Custody duties;
- Investigation of crime and other incidents;
- Crime scene management;
- File preparation;
- Disclosure; and
- Operations and events planning.



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The Tutor Constable will generally work alongside the operational uniform policing teams. This involves working for an average of 40 hours each week covering the time periods of 08:00-00:00 (Sunday to Thursday) and 08:00-04:00 (Friday and Saturday). The operational shift pattern currently involves four 11 hour shifts followed by four rest days, with an additional three 8 hours training/initiative shifts fitted in to the pattern every sixteen weeks.

### Special Conditions

The post holder must be under the age of 60 on the date of appointment and must be prepared to travel to Ascension Island in order to deliver training as/when required.

This job profile is not an exhaustive list of duties and responsibilities. There may be other ad hoc duties that fall within the remit of the role that the job holder may need to complete. In addition, the job holder will be required to carry out any other reasonable duties as requested which are commensurate with the grading and level of responsibility for the role.

### Core Competency Framework

Competency	Level
<b>Professional Development:</b> Required Professional Competency standards met	ii
<b>Planning &amp; Delivery of Work:</b> Plans and organises work to meet individual, team and directorate/departmental objectives whilst achieving quality and value for money. Recognises good performance and tackles poor performance. Ensures delivery against plan. Identifies information needs and ensures they are delivered in a timely and effective manner	iii
<b>Analysis and use of Information:</b> Is able to identify when information received is relevant to and should be used in completing an activity. Follows guidelines for identifying problems. Gathers and summarises data when required.	ii
<b>Decision Making:</b> Solves problems that have significant short-term implications for the organisation. Assesses the impact of decisions. Identifies causes rather than just symptoms to inform solutions. Uses trends and patterns in information for evidence based decisions. Confident in making decisions within policy guidelines Assembles available knowledge to ensure evidence based decisions.	iii
<b>Working with Others:</b> Informs, consults and influences others using a range of communication mechanisms. Engages with others to gather information Shares and implements good practice with others Works with senior management and other stakeholders	iii
<b>Communication:</b> Varies language and content to ensure understanding of audience. Facilitates understanding by explanation and example. Highlights key points for summary from detailed and complex documents	iv



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Competency	Level
<b>Influencing and Persuading:</b> Encourages and provides constructive feedback to improve performance. Ensures alternative approaches to work are effective in meeting the organisation and individual needs Remains constructive when disagreeing or challenging. Challenges inappropriate employee behaviours.	iii
<b>Dealing with Change:</b> Supports individuals in their team through periods of change. Listens and responds to constructive feedback. Initiates new ways of doing things. Recognises and deals with obstacles to change. Promotes goals or new initiatives to others.	iii
<b>Continuous Improvement:</b> Makes business and efficiency improvements through use of appropriate systems and tools. Able to coach and develop individuals Shares knowledge and experience with others Manages own development and performance Learns lessons from both successes and failures	ii
<b>Managing Resources:</b> Tackles poor performance by individuals promptly. Ensures team members understand key issues affecting their work and their role within SHG.	iii

Criteria	Essential/ Desirable	Application Form	Selection Process
<b>Qualifications:</b>			
Competent and operating within the Police Sector Standard for the Training of Assessors ('Assessor Standard')	E	✓	✓
Competent and operating within the Police Sector Standard for the Training of Tutors ('Tutor Standard')	E	✓	✓
Accreditation as a United Kingdom police trainer (e.g. Police Trainers Cert, L3 NVQ, Certificate in Education)	D	✓	✓
<b>Knowledge &amp; Experience:</b>			
Highly competent in the role of Police Constable	E	✓	✓
Experience of coaching, mentoring and tutoring	E	✓	✓
Broad policing experience including (but not exclusively): <ul style="list-style-type: none"> <li>Experience of Neighbourhood (Community) Policing;</li> <li>Experience of Response Policing;</li> <li>Custody experience;</li> <li>Crime investigation experience; and</li> <li>Experience of working in partnership with external stakeholders.</li> </ul>	E	✓	✓



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Criteria	Essential/ Desirable	Application Form	Selection Process
Practical knowledge and understanding of current policing challenges, efficiency and diversity issues.	E	✓	✓
Recent (past 3 years) experience of delivering student officer training	D	✓	
Leadership training experience	D	✓	
Personal safety training experience	D	✓	
Firearms and/or Taser training experience	D	✓	
<b>Skills and Abilities:</b>			
Skilled in developing rapport, trust and credibility.	E	✓	✓
Skilled in using questioning, listening and non-verbal communication techniques.	E	✓	✓
Skilled in giving, eliciting and receiving feedback and in overcoming communication barriers.	E	✓	✓
Able to apply a structured approach to the tutoring process.	E	✓	✓
Able to apply an understanding of human behaviour to the identification of barriers to performance and learning, and to identifying appropriate development actions.	E	✓	✓
Administrative and organisational skills	E	✓	
IT skills, incl. material preparation, word processing, spreadsheets, and databases	E	✓	
Able to build and maintain effective working relationships both internally and externally	E	✓	✓
<b>Other:</b>			
Willingness to work flexibly – some evening and weekend work may be required.	E	✓	
Committed to safeguarding and promoting the welfare of children, young people and vulnerable adults.	E	✓	✓
Contribute to a positive working environment ensuring commitment to equality and diversity.	E	✓	✓

### Our Values

Every person working within the Royal St. Helena Police Service must work honestly and ethically. The public expect police officers and staff to do the right thing in the right way and basing decisions and actions on a set of principles will help to achieve this.

The principles set out in our Code of Ethics originate from the 'Principles of Public Life' published by the UK Committee on Standards in Public Life in 1995, as these continue to reflect public expectations. The Code also includes the principles of fairness and respect as these are crucial to maintaining and enhancing public confidence in Policing and other public services.

- **Accountability**
  - You are answerable for your decisions, actions and omissions



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- **Fairness**
  - You treat people fairly
- **Honesty**
  - You are truthful and trustworthy
- **Integrity**
  - You will always do the right thing
- **Leadership**
  - You lead by good example
- **Objectivity**
  - You make choices on evidence and your best professional judgement
- **Openness**
  - You are open and transparent in your actions and decisions
- **Respect**
  - You treat everyone with respect
- **Selflessness**
  - You act in the public interest