

# Role Profile

## Part A - Grade & Structure Information

<b>Job Family Code</b>	<b>5RT</b>	<b>Role Title</b>	<b>Cycling Instructor</b>
<b>Grade</b>	PS5	<b>Reports to (role title)</b>	<b>Cycle Training Manager</b>
		<b>Directorate/School</b>	<b>Community Protection, Transport and Environment</b>
<b>JE Band</b>	161-191	<b>Service / Department</b>	<b>Highways</b>
		<b>Date Role Profile was created</b>	<b>2nd July 2019</b>

## Part B - Job Family Description

The below profile describes the general nature of work performed at this level as set out in the job family. It is not intended to be a detailed list of all duties and responsibilities which may be required. The role will be further defined by annual objectives, which will be developed with the role holder. The Council reserves the right to review and amend the job families on a regular basis.

<b>Role Purpose</b> including key outputs	<p>1. To train people of all ages in accordance with National Standard for Cycle Training roles and units, tailoring each course to achieve the National Standard requirement for training to be: Realistic - Bikeability at Levels 2 and 3 must take place on real roads and junctions where riders learn how to interact with other road users. Riders must make independent decisions about managing risk effectively and develop their own safe and responsible cycling strategies. Riders are exposed to more challenging cycling environments as their skills and confidence grow. Positive: Bikeability is a positive, enjoyable learning experience in which riders acquire the skills and confidence to progress towards cycling to the National Standard. Bikeability addresses riders' individual learning needs and aspirations, with a baseline assessment of current competence, and training modules that are planned, adapted and reviewed to ensure all riders make progress. Riders receive continuous assessment and feedback that encourages reflective practice and transfers responsibility for progression to the rider.</p> <p>2. To deliver 'STEPS' pedestrian training to pupils. STEPS Pedestrian Awareness Training scheme is aimed at children ages 7-8 years old (Year 3) and is taught through a combination of a classroom session and a practical roadside session. You will deliver the following topics: 1. The Green Cross Code; stop, look, listen and think. 2. Road signs and pedestrian crossings; including puffin, pelican, zebra and island. 3. Recognising safer crossing places on the road. 4. Recognising where it is unsafe to cross; incl. driveways, junctions and bends. 5. How to cross between parked cars; incl. knowing what to look &amp; listen for when a car is about to move.</p>
<b>Work Context</b>	<p>The role requires training individuals on the public highway. Instructors most often work in pairs and liaise with school staff and need to be able to build sound working relationships.</p> <p>Clients have a wide range of skills and abilities, including people with a special educational need and disability. Therefore Instructors will need to adapt their training whilst remaining within the framework of the National Standard and Surrey-specific policies including risk management and safeguarding.</p> <p>Cycling Supervisors in the office are the point of contact for comments and questions.</p>
<b>Line management responsibility</b>	Not applicable
<b>Budget responsibility</b> if applicable	Not applicable
<b>Representative Accountabilities</b> Typical accountabilities in roles at this level in this job family	<p>Planning &amp; Organising</p> <ul style="list-style-type: none"> <li>Contribute to scheme and project development by providing basic project support and effective organisation of meetings and activities.</li> <li>Assess the range and volume of work to be undertaken for the days ahead and plan to ensure it is completed to time and to an appropriate standard.</li> </ul> <p>Policy and Compliance</p> <ul style="list-style-type: none"> <li>Adhere to established processes, standards of service delivery and use of equipment to support any associated regulatory or technical compliance requirements.</li> </ul> <p>People &amp; partnerships</p> <ul style="list-style-type: none"> <li>Receive and respond to everyday enquiries from customers to provide a timely, courteous and efficient service.</li> <li>Develop strong relationships with partners and stakeholders to deliver a timely and efficient service.</li> </ul> <p>Resources</p> <ul style="list-style-type: none"> <li>Deliver a range of administrative and/or practical services in support of existing systems or processes to agreed standards, to maximise service quality and continuity.</li> </ul> <p>Analysis, Reporting &amp; Documentation</p> <ul style="list-style-type: none"> <li>Assist in the delivery of relevant assessments/ investigations.</li> <li>Ensure information and records are processed and stored to agreed procedures.</li> <li>Assist in providing and manipulating basic data for statistical and other reports.</li> <li>May run and present standard reports.</li> <li>Prepare and despatch a range of standard correspondence / documents to ensure an efficient response to enquiries and timely conclusion of any process connected with the defined area of activity.</li> </ul> <p>Duties for all</p> <p>Values: To uphold the values and behaviours of the organisation.</p> <p>Equality &amp; Diversity: To work inclusively, with a diverse range of stakeholders and promote equality of opportunity.</p> <p>Health, Safety &amp; Welfare: To maintain high standards of Health, Safety and Welfare at work and take reasonable care for the health and safety of themselves and others.</p>
<b>Education, Knowledge, Skills &amp; Abilities, Experience and Personal Characteristics</b>	<ul style="list-style-type: none"> <li>Minimum 3 GCSEs at Grade C or above, or equivalent, or able to evidence ability at an equivalent level.</li> <li>Willingness to undertake professional/vocational study where appropriate.</li> <li>May be required to hold a certificate of competency in a defined area (E.g. First Aid at work) relevant to the role .</li> <li>May be required to hold practical knowledge or experience relevant to the role.</li> <li>Competent in a range of IT tools, including databases, email and MS Office.</li> <li>Ability to work with others to provide excellent customer service.</li> <li>Good written and oral communication skills with the ability to build sound relationships with staff and customers.</li> <li>Able to prioritise and plan own workload in the context of conflicting priorities.</li> <li>Experience of working in a busy office environment providing support to staff and/or the public.</li> <li>Good numeric skill able to analyse relevant data and information.</li> </ul>
<b>Details of the specific qualifications and/or experience if required for the role in line with the above description</b>	<p>Each Instructor must:</p> <ul style="list-style-type: none"> <li>hold or achieve the 1st4Sport Level 2 instructor qualification, which is a formal qualification regulated by Ofqual.</li> <li>undertake Continuing Professional Development as required, including Safeguarding and First Aid training.</li> <li>maintain an e-portfolio.</li> <li>agree to an enhanced DBS check with barred lists.</li> <li>have experience of supervising groups.</li> <li>be a competent cyclist.</li> <li>Be able to use an online administration to check work allocation, record availability and submit pay and expenses claims.</li> </ul>
<b>Role Summary</b>	<p>Roles at this level typically provide a technical support or practical support service as part of a specific service or service team. They work within established processes and procedures, resolving problems or queries with the more complex issues referred to others. They support more senior staff by executing the detailed processes in specific aspects of the service area and will be fully versed in the procedures of their specialism. They will be subject to supervision but will be expected to organise their own workload and set their own priorities within short, e.g. day-to-day timescales.</p>

## To be completed by JE Coordinator

<b>Reference Number</b>	<b>BM-2019-110</b>
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