

# Role Profile and Person Specification

## ROLE PROFILE

<b>Role Title:</b>	Prevention through Education Coordinator	<b>Leadership level:</b>	<i>To be determined at later phase</i>
<b>Post reference:</b>	OO023 / 20443	<b>Job family:</b>	<i>To be determined at later phase</i>
<b>Grade:</b>	Grade C	<b>Location:</b>	
<b>Allowances:</b>	N/A	<b>Politically restricted post:</b>	No
<b>Area command / Department:</b>	Harm Reduction and Communities	<b>Vetting level:</b>	
<b>Reporting to:</b>	Detective Sergeant SIP Team	<b>Date accepted as a role profile:</b>	
<b>Posts responsible for:</b>	None / allocated staff, officer and volunteers		

## Part A – Job Description –

### Overall purpose of the role:

To coordinate the delivery of inputs to school aged children and young people ensuring a consistent and corporate approach across the force area, to aid the delivery of early intervention programs, and initiatives in order to enhance safeguarding within educational establishments and other organisations that represent vulnerable groups in line with PSHE curriculum requirements.

### Key responsibilities of the role:

1	Establish and maintain contact internally and externally via meetings, correspondence and training opportunities as appropriate, with local educational establishments, local authorities, and other local/national partners/agencies in order to promote and raise awareness in relation to force safeguarding priorities and the early intervention preventative programme.
2	Manage the co-ordination and scheduling of Safety Works, Neighbourhood and Early Help teams in order to ensure that effective and timely learning inputs are delivered to educational establishments and organisations.
3	Identify educational establishments and organisations where there is a greater risk of incidents in order to put specific initiatives in place to provide more targeted preventive interventions.
4	Research and undertake environmental scanning in order to support the development of future educational packages, initiatives and inform best practice.
5	Develop, implement and maintain systems in order to ensure that accurate performance management information can be produced to inform the effectiveness, quality of service and identify trends / patterns and gaps at an early stage.
6	Gather and record any information / intelligence from the establishments or organisations, and where appropriate provide links to the

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	neighbourhood policing teams in order to ensure appropriate safeguarding measures can be put in place.
7	Maintain required standards around information security to ensure any disclosures of data and information are appropriate, compliant with force policy and current and applicable legislation.
8	Identify gaps / themes able to respond to emerging trends in order to ensure the safeguarding of all children is at the forefront of everything we do
<b>Part B – Scope of contacts</b>	
<b>Internal / External relationships:</b>	
<p><b>Internal:</b> NPT, Harm Reduction, Community Engagement Teams, Cyber Crime, POLIT (victim ID), Prevent (Special Branch), Crime, Comms and Engagement, Force college liaison officer. Any team who may liaise with school-aged children or have an interest in safeguarding them.</p> <p><b>External:</b> OPCC (VRU), national police forces, Forcewide local authorities (educational/safeguarding leads), schools/colleges, SafetyWorks! (TWFS), charities and safeguarding action groups (such as Crimestoppers, The Children's Society, NWG).</p>	

<b>Part C – Competencies and Values</b>
<b>Northumbria competencies and values framework (NCVF)</b>
<i>Level – tbc at a later date</i>

Part D – Continuous Professional Development (CPD) role 6 months <i>To be determined</i>	
First 6 months	
1	To be completed at a later date to be agreed
2	
3	
4	

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12 months and beyond	
5	To be completed at a later date to be agreed
6	
7	
8	

## Part E - PERSON SPECIFICATION

Criteria	Essential	Desirable	How to be assessed
Qualifications, knowledge and experience	<p>Written / IT skills</p> <p>Understanding of subject matter and of how best to produce educational learning material</p> <p>Strategic thinking with ability to deliver operational priorities and goals</p>		CPD
Planning and organising	Good planning and organising skills with the ability to meet critical timescales		CPD
Problem solving and initiative	Strategic thinking with ability to deliver operational priorities and goals		CPD
Management and teamwork	The ability to work within a team to deliver results is required		CPD
Communicating and influencing	Excellent communication skills and ability to build strong working relationships, demonstrating high level of professional credibility at all		CPD

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	levels Strong customer focus with attention to detail and quality assurance ·		
Other skills and behaviours		Good self-management skills to include time management, organisation and self-motivation.	CPD