



## Role Profile

### V004 Volunteer Police Cadet Leader

#### Role Description

PLEASE NOTE: THIS IS A VOLUNTEER ROLE AND IS UNPAID

This role is to provide leadership for our cadets. It covers all aspects of Cadet Unit Leadership from casual helpers to main leaders, including those Cadets who have reached the age of 18 and want to become cadet leaders.

The cadets meet weekly for 2 hours during term time (1900-2100 hours) and there are also ad-hoc events in school holidays/weekends. This role involves participation in the planning and preparation of suitable activities.

Avon and Somerset Constabulary is fully committed to the safeguarding and promotion of welfare of children and young people.

#### Main Responsibilities

All volunteers within our cadet programme have a direct responsibility to safeguard and promote the welfare of children and young people.

This role can include any or all of the below:

Leadership of Cadets and Leaders where appropriate (e.g. discipline, safeguarding and welfare, recruitment, point of contact, finance)

Planning and running weekly meetings, events, camps and trips. There is a physical element to this for example setting up camps/gazebos and covering significant distance (such as leaflet drops).

Disseminating information to Leaders/Cadets/Guardians regarding camps, competitions, local events etc.

Liaison with the central Citizens in Policing (CIP) Team and Neighbourhood Policing Team

Managing Cadet unit funds (e.g. identification of alternative funding streams, collection of subs, banking, record keeping)

Completion of risk assessments, collation of permission forms etc

Keeping accurate records

Specific responsibilities in regard of safeguarding include:

- Undertaking and maintaining safeguarding training as directed by the central Citizens in Policing (CIP) team.
- Providing a safe environment for our cadets.
- Listening to young people who make a disclosure.



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- Identifying children or young people who may be in need of extra help or who are suffering, or are likely to suffer harm.
- Taking appropriate action when identification has been made, liaising with colleagues and other services as needed.
- In addition, the main cadet leader is responsible for identifying a suitable individual within the cadet leadership team to assume the role of Designated Safeguarding Lead (DSL) and ensure that the DSL undertakes/maintains the necessary training to perform this role effectively.

While anticipated to be infrequent, Leaders should be cognisant of the potential emotional impact of the safeguarding aspect of this role.

#### Rank\Scale

Volunteer Role

#### Reports To

Local Neighbourhood Sergeant

#### Supervisory Responsibility

Cadets

#### Additional Information



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Avon and Somerset Constabulary are committed to the principles of Equal Opportunities for all and welcome applications from minority groups including disabled people.

#### **Reasonable adjustments**

Following consideration, reasonable adjustments will be implemented to enable disabled staff covered by the provisions of the Equality Act to undertake the core duties and responsibilities of a post in line with the Equality and Human Rights Commission (EHRC) guidance and code of practice on employment.

#### **Additional Responsibilities:**

You may be requested to perform other duties which are not necessarily specified on the role profile.

#### **Security Vetting:**

It is the policy of the Avon & Somerset Constabulary to conduct security checks on all staff in line with the National Vetting Policy

## Experience and Qualifications

### **Essential**

Due to the nature of the role the minimum age is 18 years old

Flexibility in volunteering hours. There may be a requirement to attend ad-hoc events in school holidays/weekends.

Avon and Somerset Constabulary is fully committed to the safeguarding and promotion of welfare of children and young people. The role you have applied for requires you to undertake an enhanced Disclosure and Barring Check (DBS).

### **Required Training**

MLE online New Volunteer Programme, general introduction to performing a volunteer role in a police organisation

MLE/NCALT training package, Government Information Security (GIS)

Willingness to undertake and maintain the appropriate level of safeguarding training for the role

## Shortlisting

## Skills



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Skill Category	Skill Name	Skill Level	Skill Description	For PDR
Core Values	Impartiality	Practitioner	Behaviours: <ul style="list-style-type: none"> <li>• I take into account individual needs and requirements in all of my actions</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> <li>• I enable everyone to have equal access to services and information, where appropriate</li> </ul>	No
Core Values	Integrity	Practitioner	Behaviours: <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>	No
Core Values	Public Service	Practitioner	Behaviours: <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>	No



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Core Values	Transparency	Practitioner	Behaviours:	No
			<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 communications</li> <li>• I maintain confidentiality appropriately</li> </ul>	
Intelligent, Creative and Informed Policing	We analyse critically	Practitioner	<p>I recognise the need to think critically about issues. I value the use of analysis and testing in policing.</p> <p>I take in information quickly and accurately.</p> <p>I am able to separate information and decide whether it is irrelevant or relevant and its importance.</p> <p>I solve problems proactively by understanding the reasons behind them, using learning from evidence and my experiences to take action.</p> <p>I refer to procedures and precedents as necessary before making decisions.</p> <p>I weigh up the pros and cons of possible actions, thinking about potential risks and using this thinking to inform our decisions.</p> <p>I recognise gaps and inconsistencies in information and think about the potential implications.</p> <p>I make decisions in alignment with our mission, values and the Code of Ethics.</p>	No
Inclusive, Enabling and Visionary Leadership	We are collaborative	Practitioner	<p>I work cooperatively with others to get things done, willingly giving help and support to colleagues.</p> <p>I am approachable, and explain things well so that I generate a common understanding.</p> <p>I take the time to get to know others and their perspective in order to build rapport.</p> <p>I treat people with respect as individuals and address their specific needs and concerns.</p> <p>I am open and transparent in my relationships with others.</p> <p>I ensure I am clear and appropriate in my communications.</p>	No



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Resolute, Compassionate and Committed	We are emotionally aware	Practitioner	<p>I treat others with respect, tolerance and compassion.</p> <p>I acknowledge and respect a range of different perspectives, values and beliefs within the remit of the law.</p> <p>I remain calm and think about how to best manage the situation when faced with provocation.</p> <p>I understand my own emotions and I know which situations might affect my ability to deal with stress and pressure.</p> <p>I ask for help and support when I need it.</p> <p>I understand the value that diversity offers.</p> <p>I communicate in clear and simple language so that I can be easily understood by others.</p> <p>I seek to understand the thoughts and concerns of others even when they are unable to express themselves clearly.</p>	No
Intelligent, Creative and Informed Policing	We are innovative and open-minded	Practitioner	<p>I demonstrate an openness to changing ideas, perceptions and ways of working.</p> <p>I share suggestions with colleagues, speaking up to help improve existing working methods and practices.</p> <p>I constantly reflect on my own way of working and periodically review processes and procedures to make continuous improvements.</p> <p>I adapt to change and am flexible as the need arises while encouraging others to do the same.</p> <p>I learn from my experiences and do not let myself be unduly influenced by preconceptions.</p>	No



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Inclusive, Enabling and Visionary Leadership	We deliver, support and inspire	Practitioner	<p>I take on challenging tasks to help to improve the service continuously and support my colleagues.</p> <p>I understand how my work contributes to the wider police service.</p> <p>I understand it is part of my collective responsibility to deliver efficient services. I take personal responsibility for making sure that I am working effectively to deliver the best service, both individually and with others.</p> <p>I am conscientious in my approach, working hard to provide the best service and to overcome any obstacles that could prevent or hinder delivery.</p> <p>I support the efficient use of resources to create the most value and to deliver the right impact.</p> <p>I keep up to date with changes in internal and external environments.</p> <p>I am a role model for the behaviours I expect to see in others and I act in the best interests of the public and the police service.</p>	No
Resolute, Compassionate and Committed	We take ownership	Practitioner	<p>I actively identify and respond to problems.</p> <p>I approach tasks with enthusiasm, focusing on public service excellence.</p> <p>I regularly seek feedback to understand the quality of my work and the impact of my behaviour.</p> <p>I recognise where I can help others and willingly take on additional tasks to support them, where appropriate.</p> <p>I give feedback to others that I make sure is understandable and constructive.</p> <p>I take responsibility for my own actions, I fulfil my promises and do what I say I will.</p> <p>I will admit if I have made a mistake and take action to rectify this.</p> <p>I demonstrate pride in representing the police service.</p> <p>I understand my own strengths and areas for development and take responsibility for my own learning to address gaps.</p>	No

## NOS

NOS Unit	Unit Name	Unit Description