

# Role Profile

## Part A - Grade & Structure Information

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|------------------------|------------|--------------------------------------|--|
| <b>Job Family Code</b> | <b>4RT</b> | <b>Role Title</b>                    | <b>Walking Instructor</b>                        |
| <b>Grade</b>           | PS4        | <b>Reports to (role title)</b>       | <b>Senior Safer Travel Officer</b>               |
|                        |            | <b>Directorate/School</b>            | <b>Environment, Transport and Infrastructure</b> |
| <b>JE Band</b>         | 135-160    | <b>Service / Department</b>          | <b>Safer Travel, Strategic Transport</b>         |
|                        |            | <b>Date Role Profile was created</b> | <b>Jan-22</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.

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| <b>Role Purpose</b><br>including key outputs           | To deliver Walking Training to pupils. The Walking Training programme is aimed at children ages 7-8 years old (Year 3) and is taught through a combination of online modules taught in the classroom via the school, and a practical roadside session delivered on the footways and highways in the near vicinity of a school, delivering a robust overview, presentation and demonstration of the following topics:<br><ol style="list-style-type: none"> <li>1. The Green Cross Code; stop, look, listen and think.</li> <li>2. Road signs and pedestrian crossings; including puffin, pelican, zebra and island.</li> <li>3. Recognising safer crossing places on the road.</li> <li>4. Recognising where it is unsafe to cross; incl. driveways, junctions and bends.</li> <li>5. How to cross between parked cars; incl. knowing what to look &amp; listen for when a car is about to move.</li> </ol>  |
| <b>Work Context</b>                                    | <p>The aim of the Safer Travel team is to educate, promote and train Surrey schools on a range of initiatives that encourage schools to understand the benefits of active and sustainable travel to school.</p> <p>The provision of Walking Training and Cycle Training forms a large part of the promotion to schools, equipping children with the necessary road safety and awareness skills that will provide a foundation for them to feel comfortable when walking and cycling to and from school and beyond.</p> <p>The role requires training children on the public highway. Walking Instructors most often work individually with small groups of children, whilst liaising with school staff to build sound working relationships.</p> <p>Children will have a range of skills and abilities relating to their road safety knowledge and application on the road. There may also be a need to adapt training to include SEND children and will fit in-line with Surrey-specific policies including risk management and safeguarding.</p> <p>The Safer Travel Team are in the office and are the point of contact for Walking Instructors comments and questions. This team will provide onboarding, initial training, ongoing training and CPD for a Walking Instructor.</p> |
| <b>Line management responsibility</b><br>if applicable | Not applicable   |
| <b>Budget responsibility</b><br>if applicable          | Not applicable   |

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| <p><b>Representative Accountabilities</b><br/>Typical accountabilities in roles at this level in this job family</p>               | <p>Planning &amp; Organising</p> <ul style="list-style-type: none"> <li>• Contribute to scheme and project development by providing basic support.</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 good working 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 allocated activities within agreed processes and frameworks.</li> <li>• Use equipment in the correct and safe manner.</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> </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 work alongside colleagues in the maintenance of a safe working environment reporting incidents, accidents, repairs and maintenance promptly and taking appropriate action as required. adherence to safe working under the health and safety policy as required.</p> <p>To have regard to and comply with safeguarding policy and procedure as appropriate.</p> |
| <p><b>Education, Knowledge, Skills &amp; Abilities, Experience and Personal Characteristics</b></p>                                | <ul style="list-style-type: none"> <li>• Able to demonstrate basic numeracy and literacy, e.g. through GCSE qualification in English and Maths.</li> <li>• Willingness to undertake professional/vocational study where appropriate.</li> <li>• Accuracy and ability to follow instructions.</li> <li>• Experience of maintaining written records and systems.</li> <li>• Experience in related field.</li> <li>• Ability to communicate effectively.</li> <li>• Able to manage own time effectively and to work effectively and flexibly as part of a team.</li> <li>• Accuracy and ability to prioritise and organise own workload.</li> </ul>   |
| <p><b>Details of the specific qualifications and/or experience if required for the role in line with the above description</b></p> | <p>Each Walking Instructor must:</p> <ul style="list-style-type: none"> <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 a basic understanding of road safety knowledge, on-street signage and crossing points.</li> <li>- Ideally have experience of supervising groups of children. Or can demonstrate at interview the best ways of supervising groups of children.</li> <li>- Be able to collect quotes, images and videos which will be used to form case studies and promote the course on an ongoing basis. This collection of quotes, images and videos will be in line with Surrey County Council's specific policies concerning collecting quotes, images and videos across all age groups.</li> <li>- Be able to use online administration to check work allocation, record availability and submit pay and expenses claims.</li> </ul>   |
| <p><b>Role Summary</b></p>   | <p>Roles at this level typically provide a technical or practical support service as part of a specific service or service team. They will be expected to be able to plan and organise their own workload, on an hour-to-hour and day-to-day basis within clear procedures.</p> <p>Entry to this level may be through some relevant work experience and general education.</p>   |
| <p><b>Reference Number</b></p>   | <p>BM-2022-022</p>   |