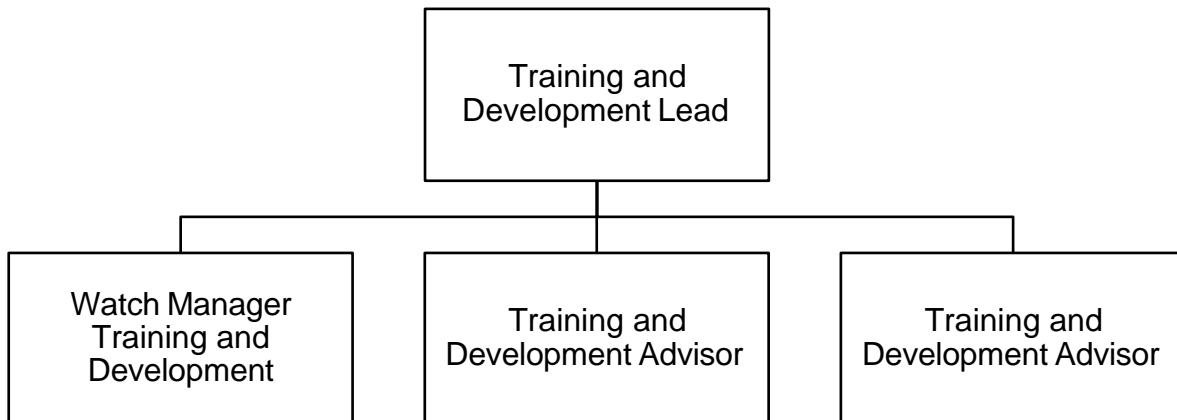


# ROYAL BERKSHIRE FIRE AND RESCUE SERVICE

Job Profile Green Book [F600]

<b>Job Title</b>	<b>Training and Development Adviser</b>		
<b>Post Reference</b>	tbc	<b>Temporary/Permanent</b>	Temporary
<b>Grade</b>	4	<b>Hours</b>	37 hrs. or 2 x 18.5hrs
<b>Reports to</b>	Training and Development Lead		
<b>Line Management responsibilities</b> (Direct and Indirect)			
<b>Directorate/ Department</b>	Professional Support Services, HR and L&D, Resourcing and Development		
<b>Location</b>	Service Headquarters and various locations		
<b>Politically restricted</b>	<b>Yes</b> <input type="checkbox"/>	<b>No</b> <input checked="" type="checkbox"/>	
<b>Level of DBS Check Required</b>	<input checked="" type="checkbox"/> <b>Standard</b> <input type="checkbox"/> <b>Enhanced</b> <input type="checkbox"/> <b>Enhanced (with barred Child)</b> <input type="checkbox"/> <b>Enhanced (with barred Adult)</b>		
<b>Safeguarding Level Required</b>	<input checked="" type="checkbox"/> <b>Level 1</b> <input type="checkbox"/> <b>Level 2</b>		
<b>Main Purpose of the Job</b> <p>Main Purpose of the Job: To research, design, deliver and implement training, development and learning products, courses, resources and processes to ensure the Service has suitable provision available to meet succession and organisational development requirements and to ensure delivery of the annual Training and Development Plan. To support the management and development of HR and Learning Management Systems and technology and ways of working as appropriate.</p>			

## Organisational Structure



## Key Responsibilities and Deliverables:

Key Responsibilities and Deliverables: Training and Development Design, Delivery and Implementation

- Research, review, specify and design new and refresh current training and development courses (in person and remote), activities, digital content / e-learning and events ensuring alignment with standards, policy and best practice.
- Research, review, specify and design new and refresh current assessment, knowledge checks and confirmation of learning activities.
- Participate in the delivery of training courses, qualifications, products, and associated assessment and assurance.
- Design creative and interactive e-learning content, packages and blended learning, using a range of software (ensuring end of course assessment and confirmation of learning).
- Assist in the creation of new Development and Assessment Pathways, programmes and qualifications, and review and maintain existing pathways.
- Provide implementation support to newly created pathways and products, prior to handover to Development Assurance, as appropriate.
- Assess equality impacts in all areas of design and delivery, and review to ensure fair, reliable, accessible development, training and assessment in line with policy, procedure and guidance.
- Support organisation of training delivery as required.

## HR Information and Learning Management Systems

- Contribute to the maintenance, testing and development of HR Information and Learning Management Systems and technology, as allocated.
- Support updates, fault progression and bug fixes aligned to Service Level Agreements liaising with IT and external providers as appropriate.
- Support the management of system structure, access, permissions to maintain data security. Add learners' assessors and assurers etc. as appropriate.

- Undertake master system administration, respond to helpdesk queries and provide training, guidance and upskilling in the use of HR / Learning Management Systems and technology, as allocated.

## Governance, Reporting and Evaluation

- Ensure the maintenance of accurate and reliable data held within both manual and electronic systems. Contribute to assurance that processes and data are accurate, in accordance with process, policy, legislation and retention and destruction schedules aligned to General Data Protection Regulations (GDPR) and good practice document management protocols.
- Produce reports and provide information as required.
- Work closely with colleagues to ensure evaluation of products and processes to inform improvements.

## Leadership and Management

- Role model behaviours detailed within the Behavioural Competency Framework and Code of Conduct, to support the continuous learning culture with a focus on ownership, accountability and engagement.
- Contribute achievement of objectives as detailed within the Service Plan.
- Deputise for team managers as appropriate.
- **Development Assessment and Assurance – Resilience**
- Provide support and guidance to assessors and internal quality assurers on a resilience basis.
- Undertake assurance for pathways, programmes and qualifications on a resilience basis.

## Person Specification

Qualifications and training	On recruitment	After Training
Teaching training / qualification (e.g. AET qualification or equivalent suitable training) or equivalent experience	X	
Assessor training / qualification (e.g. CAVA qualification or equivalent suitable training) or equivalent experience	X	
Digital Content Design input / course		X
Internal Quality Assurance training (e.g. IQA qualification or equivalent suitable training)		X

Knowledge, skills and experience	On recruitment	After Training
Knowledge of the fundamental principles of learning and development e.g. design, assessment, assurance and evaluation.	X	
Able to communicate effectively and influence others positively	X	
Able to facilitate action and change and to impart learning using a variety of methods and platforms.	X	

Computer literate (e.g. able to use Microsoft Word, Excel, PowerPoint, Outlook. Experience of using databases and other for example IT / HRIS or Learning Management Systems).	X	
Experience of design, development and review of learning, training and development products.	X	
Knowledge and understanding of equality, diversity and inclusion. Able to apply this knowledge in impact assessing design and delivery.	X	
Able to work appropriately on your own or as part of a team to meet deadlines.	X	
Positive, can-do approach to successfully achieving objectives	X	
Ability to challenge current practice and implement innovative methods of delivering training	X	
Ability to keep and maintain accurate and confidential records meeting audit and GDPR requirements.	X	
Ability to author, design, develop and implement high quality and engaging online learning interventions / SCORM compliant packages		X
Knowledge and understanding of National Occupational Standards, Professional Standards, National Occupational Guidance, Firefighter Apprenticeship Standards and Awarding Bodies.		X
Proven experience of teaching and assessment and have an aptitude for delivering training.		X

## Other Requirements

Ability to travel to other locations within the county of Berkshire

Flexible approach to working hours and attendance and ability to attend meetings out of hours on occasion.

## RBFRS Behaviours

The Behavioural Competency Framework outlines the standards that we already hold ourselves to and sets out the behaviours that are associated with our core values. These have been divided into three levels in the organisation based on the role an individual is performing - Leading Self, Leading Others and Leading the Service.

This level this role operates is **Leading Yourself**

### Leading Yourself (Behaviours for Everyone)

<b>Safe</b>	We are a service where our health, safety and wellbeing is a shared responsibility. Speaking up, looking out for each other, and holding high standards are how we keep our people and communities safe.
<b>Supportive</b>	We are a service where support isn't just about words, it's about action. Looking out for each other, sharing knowledge, and working together make us stronger.
<b>Inclusive</b>	We are a service where inclusion is a shared responsibility. It's not about

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	making everyone the same, it's about making sure everyone feels like they belong, is treated fairly and has a voice. Inclusion happens through everyday actions, not just policies.
<b>Leading Others (Behaviours for those who Manage/Influence Others)</b>	
<b>Safe</b>	We set the tone for a safe and professional environment. Whether we lead a team directly or influence others across the service, we create an environment where people feel confident speaking up, take responsibility, and support each other to maintain a working environment that feels safe for all.
<b>Supportive</b>	We create a working environment where people feel supported practically, emotionally and in their development. Whether leading a team or influencing others, we create supportive places and encourage personal and professional development.
<b>Inclusive</b>	We create a working environment where everyone is valued, respected, and able to contribute. Inclusion isn't just about policies, it's about what we do every day. We take responsibility for leading in a way that lets people know they belong.
<b>Leading the Service (Behaviours for those in Senior Management Positions)</b>	
<b>Safe</b>	The way we lead, the decisions we make, and the culture we shape, result in everyone feeling safe to do their best work. Safety isn't just about policies and procedures; it's about building trust and the confidence to speak up and act.
<b>Supportive</b>	We lead in a way that strengthens our service for the long term, supporting our workforce and the communities we serve. How we lead shapes the conditions for people to thrive and the impact we have beyond our own teams.
<b>Inclusive</b>	As senior leaders, we set the standard and remove the barriers. People's experience of our service is shaped at the top. The way we lead determines whether inclusion is something people feel in their day-to-day, or just something we talk about. It's our job to make sure it's real, measurable, and built into how we operate.

<b>Profile prepared by:</b>	Resourcing and Development Manager		
<b>Approved by:</b>	Resourcing and Development Manager		
<b>Profile Effective from:</b>		<b>Last reviewed:</b>	August 2024
<b>Post holder name:</b>		<b>Signature:</b>	
		<b>Date:</b>	