



## Civil Nuclear Constabulary

### Policing Professional Role Profile

### Police Sergeant Role Profile

#### Role Purpose (summary of the key functions of the role)

Sergeants are the first level of line management in policing and as such carry out an important role in ensuring effective daily supervision, guidance and support of officers and staff. They are responsible for enabling the development of competence within their team whilst ensuring that organisational standards are met, and objectives achieved.

This role will co-ordinate, monitor and respond where necessary, to front line policing activity to uphold the law, enable public safety and build public and stakeholder confidence in policing in line with legal frameworks and policy guidelines.

Post holders are also likely to take on an operational specialist role requiring specialist technical knowledge and skills (such as Operational Firearms Command).

#### Key Accountabilities (responsibilities of the role)

- Carry out armed duties when required in accordance with briefing, ensuring compliance with patrol strategy, force policy and associated legislation.
- Provide supervision to ensure that team members are inspired and motivated to perform their duties, managing their welfare and development through coaching and mentoring and promote safe working practices.
- Provide specialist advice and guidance to team members to ensure that responses are delivered within appropriate policies and legislation and achieve the best possible outcomes.

Monitor and manage the performance of the team, devising and implementing effective strategies to identify issues and improve team/individual performance and/or attendance to ensure adherence to professional standards and contribute to the achievement of Unit/Force objectives.

- Brief and supervise patrolling officers, ensuring any and all reporting requirements are met and patrols are conducted in line with expectations.
- Support the assessment of individuals, assessing capabilities and development needs, utilising formal and/or informal coaching and devising appropriate development plans to enable high performance and potential

progression.

- Supervise and monitor the handling of information, intelligence and evidence and record keeping ensuring alignment with legislation, policies and guidance which enables effective law enforcement and the initiation of criminal justice proceedings.
- Co-ordinate and control a front-line response to incidents and events, allocating resources, directing activities, managing risks and reviewing progress to deliver an effective response which supports law enforcement and enables public safety.
- Support the needs of the Unit/ Constabulary with adherence to policies/ procedures and contribute to service improvement by reviewing how procedures can be developed, providing feedback to managers on what works and what could be improved to support the continued improvement of policing.
- Contribute to the identification of appropriate internal and external local partners in line with the Force's planned approach, ensuring a professional image is projected at all times, co-ordinating, facilitating and monitoring the establishment of effective partnerships to enable progress against policing objectives and stakeholder requirements.
- Support the efficient use of available budgets and maximise value for money.
- Identify opportunities for and co-ordinate the exploration of new ways of working and innovation in policing, applying critical thinking to identify solutions to problems in line with evidence-based practice within own area of responsibility.
- Support the implementation of evidence-based policing initiatives by championing and applying relevant approaches to own, the team's and/or stakeholder practice.
- Maintain and promote the maintenance of all issued kit, equipment and physical resources in a safe and appropriate manner in line with force standards.
- Ensure that issue, return and carriage of firearms is in line with force policy and all equipment is stored and accounted for correctly with any discrepancies reported.

### **Skills and experience** (outlines skills to enable fulfilment of the role)

#### **Prior Education and Experience:**

- Operational experience at Constable level.
- Met all necessary promotion requirements in line with Force policy.

- Strong communication skills with the ability to set out logical arguments clearly, adapting language, form and message to meet the needs of different people/audiences.
- Able to develop and motivate a team and create strong engagement of individuals with their personal and team objectives and with Force values, behaviours and strategic priorities.
- Able to review and assess own, individual and team performance against expected standards, providing objective and effective feedback and ensuring corrective actions are taken where necessary.
- Able to coach and mentor colleagues to enable appropriate career and professional development.
- Able to plan-ahead and allocate work appropriately within the team.
- Able to identify key stakeholders, understand potential roles and to take appropriate steps to understand their needs and concerns and develop excellent working relationships.
- Problem solving skills with the ability to identify cause and effect and develop a course of action, drawing on evidence base, designed to target root causes, mitigate risks and manage impacts.
- Able to critically question and identify potential opportunities to enhance efficiency and/or effectiveness across own team.
- Able to identify, analyse, and manage risk to inform balanced, proportionate evidenced-based decisions.
- Able to manage the introduction of new processes or ways of working at team level.

**Continuing Professional Development (CPD)** *(Outlines continuing professional development activities which will enable the individual to maintain and enhance competence in the role)*

- Maintain knowledge and understanding of Police Regulations and College of Policing guidance, best practice and any local policy applicable to the operational police context and leading and managing teams.
- Maintain and update key knowledge, understanding and skills relating to legislation, policy and practice across all functional policing areas of operational responsibility.
- Maintain knowledge and understanding of new approaches identified by evidence-based policing research and problem solving and team working and synthesise these into working practice.
- Maintain a working knowledge and understanding of new and evolving threats and priorities; and current best practice to tackle these in order to enable a pro-active and preventative approach.
- Maintain knowledge and understanding of performance management process and ensure they are implemented in an effective and timely manner when managing teams.
- Successfully complete all annual and mandatory training.
- Skilled in using specialised software related to own area of work to extract, analyse, plan and report on data.
- Able to develop and maintain professional resilience and wellbeing in oneself and others in dealing with complex and challenging situations.

## Competency and Values Framework (CVF)

The competency and values framework (CVF) is a key document for everyone working in policing. It provides clear expectations so that staff can be effective in their roles and uphold the Code of Ethics for policing.

The CVF helps to embed the Code of Ethics into recruitment and assessment processes and ensures that the principles underlying it are considered. The CVF was developed by the College, in consultation with officer and staff associations.

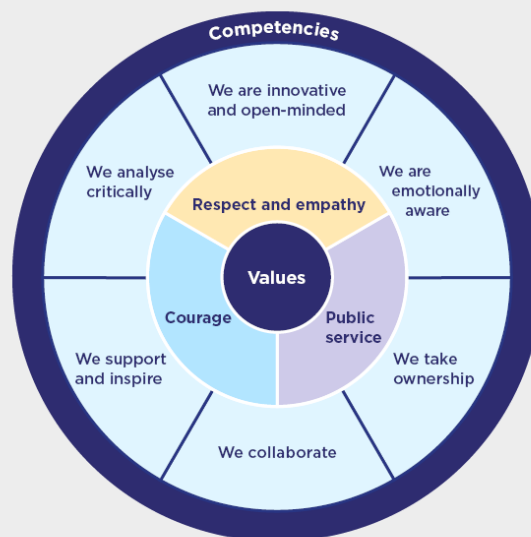
The competency and values framework (CVF) provides clear expectations for everyone working in policing. It describes the behaviours required by you, as a police officer or member of staff, to be effective in your role and uphold the **Code of Ethics**. It plays a significant role in the recruitment, assessment, and development of officers and staff at every level.

**The CVF 2024** is made up of:

***Three Values***

***Six competencies***

The CVF provides a summary of these values and competencies, starting with a description that includes an explanation of why it is important. This provides the context needed to have a full and complete understanding of expectations in the workplace.



Each competency and value includes a list of example behaviours. These are examples and are not intended as a comprehensive list of all behaviours under the competency or value. There will be many more ways of demonstrating the behaviour that falls within the competency or value area, as defined by the description.

### The PS role should be working towards the following levels:

We are emotionally aware	Level 2
We take ownership	Level 2
We collaborate	Level 2
We support and inspire	Level 2
We analyse critically	Level 2
We are innovative and open minded	Level 2

### We are emotionally aware – Level 2

#### What being emotionally aware means

We make the effort to understand ourselves, our colleagues, and all those we serve so that we can manage our own emotions and understand the emotions of those around us.

We can manage our emotions in stressful situations, understanding the underlying reasons for our behaviour as well as understanding how other people may feel in a given situation.

Working in policing can be tough, so we seek out the appropriate support and care we need for ourselves and others so that we do not just cope but thrive at work.

Being emotionally aware also means being sensitive to the cultural and individual differences between people. We seek to understand the thoughts, feelings and concerns of those we meet and ensure that this is considered in the response we provide.

#### Why being emotionally aware is important

Being emotionally aware makes us all more effective at understanding others and addressing their needs as well as our own.

The way in which we conduct ourselves is just as important as what we do.

Communicating and acting politely and with compassion helps to maintain public trust and promotes better policing outcomes.

We all experience the world differently and can be individually affected by it, so it is important that we consider how and why those around us may feel the way they do.

Understanding this helps us to appreciate when others may not be able to fully express or articulate their own thoughts and feelings.

Understanding ourselves means that we can improve our own resilience and therefore cope more effectively during challenging and emotionally charged situations. It also allows us to recognise others who may be struggling and support them wherever we can.

I help other people learn from their experiences and emotional responses to support and improve their performance.	<input type="checkbox"/>
I monitor the wellbeing of others, taking responsibility to ensure appropriate support is provided to help colleagues stay at their best, without stigma or judgement.	<input type="checkbox"/>
I provide others with confidence by staying focused and composed in stressful situations.	<input type="checkbox"/>
I recognise when my colleagues are affected by the demands, stresses and traumas that can exist in policing, and support them however I can.	<input type="checkbox"/>
I role model reflecting on my own emotions to promote an open environment to discuss concerns.	<input type="checkbox"/>

I role model effective communication, taking into account the needs of others.	<input type="checkbox"/>
I promote a culture that values understanding difference and encourages speaking up.	<input type="checkbox"/>

## We take ownership - Level 2

### What taking ownership means

We take personal responsibility for what we do ourselves, and for making policing better and our force more effective.

Through our actions, we deliver tasks in a way that is timely and effective, and help others do the same.

We make decisions that are appropriate to our level and area of work, being clear why we do so (for example, by using decision-making models) and accepting responsibility for our judgements. We seek feedback without being defensive so that we can learn from our mistakes and reflect on opportunities to build on our strengths.

Demonstrating pride in our work is important to us. Our selflessness means that we also seek to help solve issues or problems, which may be internal or external to our own teams. We recognise where limitations in our own knowledge and experience may have an impact on our decision-making and try to address this. We take responsibility for ensuring that support or development is sought to minimise any risks.

### Why taking ownership is important

Our work is safety-critical and of huge public interest – so delivering it effectively and efficiently is of the highest priority to ourselves and to the public. We all face different kinds of challenges that are not always in our comfort zone, so every one of us needs to feel confident and able to take appropriate responsibility.

Not all decisions need senior leader approval: where necessary, we can respond more swiftly to challenges using our professional judgement, always ensuring we have a clear rationale for our decision making.

These behaviours mean that we are empowered, effective and able to learn from our experiences and mistakes. Doing so allows us to own and see successes through our delivery of results, and not just by whether a particular process has been followed.

I delegate appropriately by giving clear direction that recognises people's strengths and potential to achieve more.	<input type="checkbox"/>
I monitor progress of my team and work to ensure deadlines are met and my team are clear on their objectives.	<input type="checkbox"/>
I take ownership of individual and team performance, not leaving it to others to address problems.	<input type="checkbox"/>
I take personal responsibility for seeing events through to a satisfactory conclusion and dealing with any problems both promptly and openly.	<input type="checkbox"/>
I am proactive in supporting actions that tackle the bias or prejudice that may be experienced by some groups of people.	<input type="checkbox"/>



## We collaborate – Level 2

### What collaboration means

We can only deliver effective policing by working with others – not just with the colleagues we see daily, but across our whole force, with other organisations and with the public.

We take time to know our stakeholders and build sustainable and strong partnerships with them so we can make the most appropriate contribution to shared objectives. Often, our job means we need to establish effective ways of working with new people beyond our usual teams, including sometimes at great speed and under pressure.

We aim to work effectively with colleagues, communities and external partners by sharing our skills, knowledge and insights to achieve the best results and reduce 'silo working'. Our engagement seeks to not only deliver joint solutions but to also share appropriate information and develop new ways of providing services together. In all our dealings with our partners, we make sure that they feel valued.

### Why collaboration is important

Demands on the police come from diverse sources and are not defined by organisational and geographical boundaries. We work together regardless of differing cultures, backgrounds, priorities and needs. We do this proactively to establish the networks needed to tackle the complex demands and operational needs we face, and to make us more effective in urgent situations.

This means that we need to influence and negotiate to achieve positive outcomes for everyone. Working collaboratively allows us to harness strengths and resources for the good of all – but this requires us to build relationships and break down barriers.

It is critical for us to build and retain trust and confidence with communities and partners. A key part of achieving this is through the way in which we work with others.

I create a work environment that combines diverse styles, backgrounds and experiences to get better results.	<input type="checkbox"/>
I build strong relationships across a broad range of stakeholders, including colleagues, partners and communities, and use these connections to accomplish goals.	<input type="checkbox"/>
I work with partners to decide clear roles appropriate to each partner's remit.	<input type="checkbox"/>
I include others in my thinking and understand their priorities to make collaboration more effective.	<input type="checkbox"/>
I help create joined-up solutions across organisational and geographical boundaries, partner organisations and the people we serve.	<input type="checkbox"/>
I manage long-term partnerships sharing information and building trust to find the best solutions.	<input type="checkbox"/>

## We support and inspire – Level 2

### What supporting and inspiring means

We understand the vision for the organisation. We apply our organisation's values in our day-to-day activities to provide inspiration and clarity to others. We work to create the right climate for people to get the job done to the best of their abilities, ensuring a culture of mutual respect and support.



We understand how we have an impact on the success of our organisation and we help others to deliver their objectives effectively.

This behaviour is not restricted to those who are in formal or senior management positions. We all have a positive contribution to make by operating at our best, adapting how we work to take account of pressures and demands, and to help others. We are focused on helping our colleagues to improve and learn and are active in supporting them through activities such as coaching and mentoring.

### **Why supporting and inspiring is important**

To deliver the most effective service, we need to be clear on our goals and priorities, both for the police service as a whole and individually.

We can all help to support and motivate each other to ensure that we are working as effectively as possible, enabling us and those around us to perform at our best. We should all act as organisational role models.

I support others to understand their aims and wider organisational goals so they can work more effectively.	<input type="checkbox"/>
I help others understand organisational changes and help them adapt to and adopt these to deliver better results.	<input type="checkbox"/>
I manage resources efficiently to create the most value and to deliver the right impact in my areas.	<input type="checkbox"/>
I take time to understand and provide the support people need to work at their best.	<input type="checkbox"/>
I show support that helps people feel safe and valued in raising concerns.	<input type="checkbox"/>
I create opportunities to support the professional development of others through knowledge sharing, coaching, mentoring and feedback.	<input type="checkbox"/>

## **We analyse critically – Level 2**

### **What it means to analyse critically**

We analyse diverse information and the best available evidence to make decisions and understand the root causes of issues that arise in complex situations.

We draw on our experience, knowledge and wide-ranging sources of other evidence to give ourselves a greater view of what is happening underneath the surface.

We combine insight and evidence-based approaches to help make decisions, accepting that we will not have all the answers. But we will always try to gather facts and robust information to be able to think tactically and strategically.

### **Why analysing critically is important**

Critical thinking drives effective policing as we are faced with a wide variety of complex issues on a day-to-day basis. This means that we all need to make sense of a complex environment, accept that ambiguity is part of contemporary working life and, therefore, be able to identify interrelationships between different factors. If we can analyse the best available evidence and see what is happening underneath the surface, we will be better able to make confident and effective decisions and implement preventative solutions that deal with root causes.

I help people be more effective by sharing the best available information and professional knowledge from diverse sources.	<input type="checkbox"/>
I ask incisive questions to test assumptions and separate opinion from fact.	<input type="checkbox"/>
I recognise when to take decisive action with incomplete information and plan for contingencies.	<input type="checkbox"/>
I draw effective conclusions from diverse sources of information and evidence and apply these to deliver results.	<input type="checkbox"/>
I assess options to make the best use of resources available, applying business and financial acumen to deliver best results.	<input type="checkbox"/>

## We are innovative and open minded – Level 2

### What being innovative and open-minded means

We have an inquisitive and outward-looking nature, searching for new information to understand alternative sources of good practice and implement creative working methods. We are committed to reflecting on how we go about our roles, being as flexible in our approach as required to ensure the best outcomes.

We seek to ensure we are open to new and different ways of working. To do this we look at relevant standards outside policing in other organisations and sectors. Constantly changing and adapting is part of our role. We maintain an open mind to allow us to identify opportunities and to create innovative solutions. As leaders we create environments where innovation can thrive and support people in finding new ways of tackling the issues policing faces.

### Why being innovative and open-minded is important

New and emerging threats mean that our required response will not always be obvious. We will need to adopt new thinking and assumptions and be continually inquisitive and committed to continual improvement. The perpetual need to adapt, innovate and question our assumptions is at the heart of being able to serve and protect the public. It includes taking innovative, preventative action to reduce pressure later.

Being open-minded and reflective also allows us to tailor our approach to specific contexts and the public we serve.

I am flexible in my approach, changing my plans to make sure that I have the best impact.	<input type="checkbox"/>
I look for good practice that is not always from policing and consider how I can apply it in my role.	<input type="checkbox"/>
I provide space and encouragement to help others stand back and review their objectives and approach. This helps them to adopt fresh perspectives and identify improvements.	<input type="checkbox"/>
I anticipate future challenges and changes by using my knowledge of trends within and outside policing.	<input type="checkbox"/>
I generate creative ways to harness opportunities or meet challenges that arise from changing trends in policing.	<input type="checkbox"/>

## The CVF – Values

Values are beliefs which are important to us as individuals, and which motivate particular behaviours and actions. Policing is a deeply ethical profession.

The three values in the CVF are derived from the [ethical policing principles](#) and support everything we do:

- [Courage](#)
- [Respect and empathy](#)
- [Public service](#)

These principles are mainly reflected in the values, but some aspects are incorporated in the competencies where appropriate.

### Courage

This means making, communicating and being accountable for decisions, and standing against anything that could bring our profession into disrepute.

When we are motivated by courage, we actively uphold the ethical standards of the police service so that we do the right thing even when the circumstances are difficult. We set good examples, challenge unprofessional behaviour and all forms of prejudice and discriminatory behaviour, and any activity which undermines the impartiality of policing.

We build and maintain the confidence of the public, our colleagues and partners through the way we conduct ourselves. We maintain professional boundaries with those we serve and work with to help protect ourselves and those around us.

We are open about what we have done and why and keep our promises so we can be relied on when needed. We support an environment where ethical issues or unprofessional actions can be raised, questioned, challenged, reported and addressed.

We are honest and open in our interactions and decision making. We have the courage to respond to criticism with professionalism.

#### *We act with courage when we:*

do the right thing, even when it feels difficult	<input type="checkbox"/>
act as role models to encourage professional and ethical behaviour in others	<input type="checkbox"/>
challenge behaviours, language and attitudes that undermine our profession and support others to do the same	<input type="checkbox"/>
stand up against discrimination, prejudice and hate in all its forms	<input type="checkbox"/>
engage in difficult conversations when we hear or see unprofessional behaviour	<input type="checkbox"/>
address incidents of unprofessional conduct and take appropriate action	<input type="checkbox"/>
are open and responsive to scrutiny and challenge	<input type="checkbox"/>
are honest and truthful, giving accurate representations of our actions and records	<input type="checkbox"/>

## Respect and empathy

This means encouraging, listening to and understanding the views of others, and seeking to recognise and respond to the physical, mental and emotional challenges that we and other people may face.

When we are motivated by respect and empathy, we ensure people feel valued and listened to. We treat them with patience and courtesy where possible, recognising that sometimes we may need to prioritise safety and security. We give them opportunities to share their views and take these views into account. We seek to understand other people's perspectives and recognise they can differ from our own.

We engage with people who have a wide range of experiences and needs and provide a service that takes into account each individual's unique circumstances. We ensure everyone, regardless of background or circumstance, is treated equally and fairly, recognising the need to tailor our responses to individual needs to ensure we are being fair and respectful.

We understand and recognise that people may respond differently to the same situation.

We are careful to recognise and manage our biases, so they do not stop us from engaging with people with different needs and experiences equally and fairly.

### ***We show respect and empathy when we:***

treat everyone with dignity and respect, even in challenging circumstances	<input type="checkbox"/>
give people an equal opportunity to share their views and take these into account	<input type="checkbox"/>
recognise and manage our biases to ensure we make fair and objective decisions	<input type="checkbox"/>
take action to understand and appreciate other people's experiences, values and beliefs and how they differ from our own	<input type="checkbox"/>
promote equality and celebrate difference	<input type="checkbox"/>
respond fairly, impartially and with sensitivity to people's needs	<input type="checkbox"/>

## Public Service

When we are motivated by public service, we respect the authority and influence afforded to us by our role in society and the responsibility we have in using our policing powers. We apply those powers lawfully, proportionately and when necessary.

As we strive to help deliver good outcomes for the public we serve, we seek to find opportunities to learn and improve ourselves as professionals. We reflect on our actions and decisions to see what could be changed to improve the service we offer the public.

We have a responsibility to ensure that we act in the best interest of society as a whole. Improving the safety and wellbeing of the public underpins all that we do. We respond to different communities, taking into account their history and experiences including trauma and adversity.

### *We provide public service when we:*

act in the interests of the public, first and foremost	<input type="checkbox"/>
are open and honest about our knowledge and experience with those we serve, even when it can be uncomfortable	<input type="checkbox"/>
act in ways that give others the confidence to share experiences and ideas that can improve outcomes for the public	<input type="checkbox"/>
seek to understand and address the needs and concerns of all our different communities	<input type="checkbox"/>
seek constructive feedback from a wide variety of people, avoiding being defensive	<input type="checkbox"/>
reflect on and understand our own strengths and areas for development and take responsibility for our own learning to address gaps and improve our service to the public	<input type="checkbox"/>