

Update

Ministry

Describe: Basic Job Details**Position**

Position ID

Position Name (200 character maximum)

Current Class

Job Focus

Supervisory Level

Agency (ministry) code

Cost Centre

Program Code: (enter if required)

Employee

Employee Name (or Vacant)

Organizational Structure

Division, Branch/Unit

 Current organizational chart attached?

Supervisor's Position ID

Supervisor's Position Name (30 characters)

Supervisor's Current Class

Design: Identify Job Duties and Value**Changes Since Last Reviewed**

Date yyyy-mm-dd

Responsibilities Added:

Responsibilities Removed:

Job Purpose and Organizational Context

Why the job exists:

The Use of Force Training Coordinator guides the development, modification, and delivery of complex and highly specialized training programs for a variety of stakeholders. The Use of Force Training Coordinator works in conjunction with the PSES Training Academy (TA) Management and PSES Divisional Operational Branches to ensure training programs meet the certification standards of the Correctional Services Division and the Peace Officer Program.

As a team lead coordinating the activities of Use of Force Instructors from across the divisions, the Use of Force Training Coordinator must be aware of and understand operational requirements of the TA and also those of the PSES operational centres/branches and associated stakeholders. A constant focus on professionalism and the safety of PSES personnel in any training capacity is paramount. The Use of Force Training Coordinator will ensure all course curricula reflect best practices and defined course standards, as well as undertake ongoing revisions needed to address evolving operational requirements.

The Use of Force Training Coordinator is also responsible for the integration of Use of Force training and learning objectives with other specialized training areas (EVOC, firearms, legal, strategic communication). Demonstrating systems thinking, the incumbent will provide subject matter expertise to identify where and how use of force training fits with other aspects of training and will provide mentoring to staff to share this knowledge.

Working within applicable legislation, policies, and procedures, the Criminal Code, the Canadian Charter of Rights and Freedoms, and all provincial and federal statutes, the Use of Force Training Coordinator exercises authority as a Peace Officer (Sheriff, Fish and Wildlife Officer, Parks Conservation Officer, Commercial Vehicles Officer) under the Alberta Peace Officer Act. The Use of Force Training Coordinator will be an active member of the Use of Force committee to ensure best practices maintained throughout the Ministry. In the absence of the TA Training Standards Manager, the Use of Force Training Coordinator may be responsible for performing the duties of an Acting Manager.

Responsibilities

Job outcomes (4-6 core results), and for each outcome, 4-6 corresponding activities:

1. Provide effective supervision of a variety of personnel including Division Instructors and other Alberta Peace Officers, PSES Recruits, and other law enforcement personnel in training.

- Coordinates and co-facilitates all PSES Control Tactics train the trainer courses.
 - Assists in providing technical expertise, advice in court testimony and internal investigations involving all aspects of Use of Force Training.
 - Designs, develops, implements and presents practical use of force training for Sheriffs, Fish and Wildlife Officers, Conservation Officers, Adult Centre Operations Branch, Young Offenders.
- Works collaboratively with all stakeholders to ensure that all Use of Force related issues are addressed in a timely manner.
- Research's new technologies regarding Use of Force training.
 - Oversees the purchase of all Use of Force related equipment.
 - Supervises, assigns responsibilities, instructor assignment and holds Use of Force instructors accountable for training, specific tasks and performance.
 - Provides mentorship and leadership to the Divisions/Branch's and TA instructors.
 - Provides functional supervision to instructors and other PSES personnel in any use of force-related training capacity.
 - Identifies training requirements and collaborates with management to ensure development of department instructors.
 - Identifies staffing requirements for specific training courses and ensures the appropriate notification is provided to the TA Training Standards Manager.
 - Ensures all Use of Force training is aligned with Division/Branch policy and procedures.

2. Develop, augment, implement and deliver training curriculum.

- The Use of Force Training Coordinator shall be a recognized/current PSES Use of Force Master Instructor.
- Works in consultation with the Use of Force Committee to develop, augment and implement use of force training curriculum.
- Conducts extensive research on best practices for law enforcement training.
- Attends conferences, seminars, and committee meetings in relation to law enforcement equipment, technology, and training material.
- Provides full supervisory oversight including ongoing mentoring and coaching to build a knowledgeable, competent and experienced cadre of Training Sergeants and Instructors to meet training delivery challenges.
- Subject matter resource to ensure all trainers/instructors understand and adhere to training standards.
- Manages the ongoing logistics of training throughout the province.
- Coordinates venue booking, scheduling/rescheduling, pre-course material, hosting services, etc., in a fiscally responsible manner.
- Collaborates with other Training Sergeants on availability and scheduling of presenters/experts.
- Assists in the development of training lectures, lesson plans, course training standards to meet TA guidelines and procedures in collaboration with the Curriculum Design Unit
- Develops training programs in consultation with Occupational Health and Safety.
- Develop training scenarios including, briefs, scenario and debriefs.

3. Proactively develop and maintain productive working partnerships with Training Academy staff, Ministry staff, other GoA ministries, subject matter experts and other stakeholders to provide relevant current and future training programs.

- Conducts ongoing assessment of course evaluation to determine changes in training requirements and delivery methodologies.
- Collaborates with Curriculum Design Unit on curriculum development and the assessment of in-house versus outsourcing and/or purchasing.
- Acts as a subject matter resource for curriculum designers in building course content and curriculum in collaboration with Curriculum Design Unit.
- Reviews and assesses impact of legislative/regulatory changes to the POA as well as changes in the public expectations of crime prevention, enforcement practices, and public safety.
- Continually reviews current training initiatives to ensure relevance and learning outcomes are achieved
- working with Business Service Unit - ensuring courses and metrics are input into iLearn/working with appropriate BSU stakeholder to ensure appropriate metrics/reports are gathered.

4. Proactively research best practices and conduct needs assessment to determine and recommend training initiatives, assessments, tools, etc. for enhancing the learning experience and the ability to apply train to increase job performance.

- Networks with certification training organizations to remain current and apply learnings and knowledge to course development and delivery.
- Proactively researches best and emerging practices in delivery methodologies and adult learning in the area of induction training and certification.
- Maintains on-going discussions with Ministry and other GoA ministry management to assess the 'ability to apply learning' by front-line staff.
- Provides managers/supervisors with feedback of staff participation, issues and concerns.
- Provides advice and guidance on course of action for staff failing to complete or certify.
- Provides advice on integration of use of force throughout training programs. (scenarios, traffic stops).

5. Contribute to Training Academy's Culture and Leadership by:

- Promoting collaboration and positive relationships within and across groups and builds commitment to reach desired results.
- Ensuring communication is ongoing by setting up processes or structures that facilitate communication and collaboration.
- Considering how changes might impact colleagues, clients and stakeholders and actively seeks input and involvement.
- Building trust by being open to perspectives while looking for long-term and mutually beneficial outcomes.
- Courageously and respectfully taking a stand on issues based on APS values.

- Working with others to address interdependent activities that require collaboration.
- Finding ways to improve TA systems or structures to better meet goals and outcomes.
- Reviewing incidents in the area of Use of Force training internally and for Branches as required.

6. As a member of the Training Academy, contributes to the success of the Training Academy in achieving its mandate.

- Shares information gained from learning and interaction with stakeholders, front-line staff and resources, partners, and consultants.
- Provides advice and recommendations on delivery methodologies to meet varying learning styles and regional differences.
- Reviews current approaches and those under consideration by other jurisdictions and organizations providing certification/recertification training.
- Identifies opportunities to coordinate/collaborate on certification/recertification initiatives to maximize financial resources.
- Assists with the delivery of PSES Recruit Training.
- Develops recommendations for the TA Executive Director, as needed.

Problem Solving

Typical problems solved:

Instructor Performance and Consistency Addressing variability in instructor delivery, ensuring adherence to standards, and implementing corrective coaching or recertification where required. Emerging Operational Risks Rapidly integrating new tactics, safety considerations, or incident-driven lessons learned into training programs to mitigate risk.

Types of guidance available for problem solving:

Direction from Training Academy leadership and divisional management, Organizational priorities and operational requirements. Internal instructors and senior trainers, External partners (law enforcement agencies, regulatory bodies) Professional training networks and committees

Direct or indirect impacts of decisions:

The incumbent must be able to think rationally while under pressure. The consequences of failing to do so are significant, ranging from political embarrassment, financial loss, property damage, and civil lawsuits if place in unsafe environments and conditions.

Key Relationships

Major stakeholders and purpose of interactions:

- Training Academy management and staff (Regular contact): To consult, collaborate, coordinate regarding legislative/regulatory certification/recertification training requirements related to the Use of Force training for the PSES and its various enforcement branches.
- Ministry staff/management (Regular contact): To collaborate and coordinate staff training and logistics to training sessions. To provide feedback on staff performance and provide advice and recommendations regarding failure to recertify.
- Seconded instructors/trainers: To provide advice, mentoring and coaching regarding adult training, consistent delivery of course material, and course evaluations, and solicit input regarding program improvements.
 - Stakeholders with interest in specialized programs
 - Representatives of outside agencies.

Required Education, Experience and Technical Competencies

Education Level	Focus/Major	2nd Major/Minor if applicable	Designation
Applied Degree			

If other, specify:

Job-specific experience, technical competencies, certification and/or training:

The Use of Force Training Coordinator must be qualified as a Use of Force Instructor or equivalent level of training and experience and have a minimum of 6 years Corrections, Sheriff, Fish and Wildlife Officer, Parks Conservation Officer or law enforcement operational experience and be competent in all aspects of the duties.

- *Peace Officer Act* in relation to Use of Force.
- In-depth knowledge of current and best practices in regards to Use of Force training.
- Delegated authority given to the Training Academy by the Director of Law Enforcement regarding Peace Officer training.
- Development of policies, processes, accreditation criteria.
- Adult learning theories with experience applying theory into practice through the provision of training and/or adult learning initiatives.
- Designing, developing, delivering and evaluating training initiatives.
- Different training delivery methodologies, emerging methods, technology and tools.
- Research methodologies.
- Ministry business strategies, priorities, programs, and resources.
- GoA learning, training and development initiatives and strategies.
- Develop briefing notes on use of force matters.

Specific skills required include:

- Leadership skills to successfully lead staff, projects, working groups, committees and focus groups.
- Certified in Use of Force Training from AACCP recognized Use of Force training programs with a Master Instructor qualification.
- Effective communication, facilitation and negotiating skills.
- Ability to interpret and apply legislative/regulatory training requirements to accreditation criteria and development of applicable training programs.
- Ability to successfully manage multiple projects, meet timelines and work under pressure.
- Ability to collaborate with all levels and with a variety of internal and external stakeholders.
- Ability to build strong work relationships.
- Ability to plan, organize and prioritize work.
- Creativity and analytical ability to provide oversight, leadership and knowledge to instructors.
- Ability to work both independently and in a team environment.
- Project management skills.
- Presentation and facilitation skills.
- Mentoring/coaching Training Sergeants and Instructors.

The following specialized training is an asset but not necessary: EVOIC Instructor Certifications, Strategic Communications, firearms Instructor Course.

Behavioral Competencies

Pick 4-5 representative behavioral competencies and their level.

Competency	Level					Level Definition	Examples of how this level best represents the job
	A	B	C	D	E		
Develop Self and Others	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Seeks out learning and knowledge-sharing opportunities: •Reflects on performance and identifies development	Provides mentorship, coaching, and technical guidance to Use of Force instructors across divisions to ensure consistency and

		<p>opportunities</p> <ul style="list-style-type: none"> • Takes initiative to stay current • Shares with the team even when not asked • Actively coaches and mentors direct reports 	<p>professionalism in delivery. Identifies skill gaps and supports instructor development through refresher training, certification processes, and performance feedback. Promotes a culture of continuous learning and professional development within the training community.</p>
Develop Networks	<input checked="" type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<p>Maintains collegial internal relationships and understands external network:</p> <ul style="list-style-type: none"> • Seeks to understand perspectives and needs of others • Follows through, has integrity and respect for others • Helps and follows through • Keeps key stakeholders informed; is professional and respectful 	<p>Builds and sustains provincial and inter-agency networks to stay current with best practices, trends, and innovations in use of force training. Engages with subject matter experts to enhance curriculum quality and ensure alignment with evolving standards. Represents the Training Academy in working groups, committees, and collaborative initiatives.</p>
Build Collaborative Environments	<input type="radio"/> <input type="radio"/> <input checked="" type="radio"/> <input type="radio"/> <input type="radio"/>	<p>Collaborates across functional areas and proactively addresses conflict:</p> <ul style="list-style-type: none"> • Encourages broad thinking on projects, and works to eliminate barriers to progress • Facilitates communication and collaboration • Anticipates and reduces conflict at the outset • Credits others and gets talent recognized • Promotes collaboration and commitment 	<p>Works closely with operational branches, instructors, subject matter experts, and external partners to ensure training programs reflect real-world operational needs. Maintains strong relationships with stakeholders (e.g., law enforcement partners, internal divisions, regulatory bodies) to support program alignment and credibility. Facilitates communication across multiple disciplines to ensure integrated training delivery and shared understanding of use of force principles.</p>
Drive for Results	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input checked="" type="radio"/> <input type="radio"/>	<p>Works to remove barriers to outcomes, sticking to</p>	<p>Ensures all Use of Force programs meet</p>

		<p>principles:</p> <ul style="list-style-type: none"> • Forecasts and proactively addresses project challenges • Removes barriers to collaboration and achievement of outcomes • Upholds principles and confronts problems directly • Considers complex factors and aligns solutions with broader organization mission 	<p>certification requirements, are delivered on schedule, and align with legislated standards and organizational expectations. Monitors training outcomes and implements continuous improvement processes based on evaluation data, audits, and stakeholder feedback. Coordinates instructors and resources efficiently to meet provincial training demands without compromising safety or quality.</p>
Agility	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input checked="" type="radio"/>	<p>Creates an adaptable environment:</p> <ul style="list-style-type: none"> • Fosters agility, proactive and flexible practices • Leads and creates momentum for change • Champions plan of action and overcomes barriers through proactive anticipation • Quickly understands and reacts to environment, establishing flexible culture 	<p>Responds effectively to changing legislation, policy updates, and operational priorities by revising training programs within tight timelines. Adjusts delivery strategies based on resource constraints, emerging risks, or organizational direction. Supports implementation of new initiatives or program changes with minimal disruption to training delivery.</p>

Benchmarks

List 1-2 potential comparable Government of Alberta: [Benchmark](#)

Assign

The signatures below indicate that all parties have read and agree that the job description accurately reflects the work assigned and required in the organization.

Employee Name

Date yyyy-mm-dd

Employee Signature

Supervisor / Manager Name

Date yyyy-mm-dd

Supervisor / Manager Signature

Director / Executive Director Name

Date yyyy-mm-dd

Director / Executive Director Signature

ADM Name

Date yyyy-mm-dd

ADM Signature

DM Name

Date yyyy-mm-dd

DM Signature