

Working Title <b>Training Coordinator</b>		Name	
Position Number	Reports to Position No., Class & Level <b>New (SM2)</b>	Division, Branch/Unit <b>Correctional Services Division / Training Academy</b>	Ministry <b>Public Safety and Emergency Services</b>
Present Class <b>NEW</b>		Requested Class <b>Program Services (PS) 4</b>	
Dept ID	Program Code	Project Code (if applicable)	

**PURPOSE:** Give a brief summary of the job, covering the main responsibilities, the framework within which the job has to operate and the main contribution to the organization (see Non-Management Job Description Writing Guide [Pages 7-8](#)).

**Overview:**

The work of the Training Coordinator describes similar responsibilities and activities that are performed by a number of Provincial Training Coordinators within the Training Academy (TA). These positions include Firearms Training Coordinator and the Use of Force Training Coordinator.

**Summary:**

The Training Coordinator oversees and directs the ongoing design, development, and delivery of a police training program for key stakeholders. The Training Coordinator works in conjunction with the Training Academy management/staff and areas directly related to area of specialization. (e.g.: Independent Agency Police Service, Sheriff Branch, and Public Security Division (PSD) operational Branches) to ensure training meets the certification standards of the related area of specialization (e.g.: police recruit training standard, Alberta Association of Chiefs of Police, and Law Enforcement Oversight within the Public Security Division).

As a team lead, the position coordinates, supervises and oversees the activities of the police training instructors, contracted and from across the branches/divisions. The Training Coordinator has the knowledge and understanding of operational requirements of the Training Academy, PSD operational Branches and associated stakeholders. A constant focus of the position is on professionalism and the safety of PSES and external stakeholder personnel in any training situation. The Training Coordinator ensures all course curricula reflect best practices and defined course standards, align to police recruit training standards, as well as oversee ongoing revisions needed to address evolving operational and legislative/regulatory requirements.

The Training Coordinator is also responsible for the integration and learning objectives with other specialized training areas (e.g.: Emergency Vehicle Operations, Firearms, Legal Studies, Use of Force Control Tactics, Strategic Communications, etc.). The position provides subject matter expertise to identify where and how police training fits with other aspects of training and provides mentoring and sharing of knowledge to staff.

Working within applicable acts, legislation, policies, and procedures, the Criminal Code, the Canadian Charter of Rights and Freedoms, and all provincial and federal statutes, the Training Coordinator is experienced with the authority as a Police Officer under the Police Act. The position is an active member of related subject matter committees to ensure best practices are maintained throughout the Ministry.

**RESPONSIBILITIES AND ACTIVITIES:** The purpose of the job can be broken down in different responsibilities and end results. Each end result shows what the job is accountable for, within what framework and what the added value is. Normally a job has 4-8 core end results. For each end result, approximately 3-6 activities should be described (see Writing Guide [Pages 9-10](#)).

- 1. Designing, developing, revising and implementing police training to ensure course participants (e.g.: Sheriff peace officers) have the skills, knowledge and abilities necessary to meet the police recruit training standard in Alberta. This involves:**

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- Identifying training requirements under relevant and related acts, and regulations in developing course material.
- Collaborating with internal and external stakeholders to identify situations and requirements for the development of training exercises, role-playing and discussion exercises to ensure training is relevant and current and meets Occupational Health and Safety standards.
- Collaborating with the Curriculum Designers in the development of lectures, lesson plans, and course standards to meet TA guidelines and procedures.
- Developing alternative instruction and learning/training methodologies to address different learning styles and changing requirements and needs.
- Liaising and collaborating with instructors to ensure the consistent delivery of course material and to make modifications as needed.
- Reviewing and analyzing course evaluation and making changes as required.
- Overseeing the purchase of all equipment required to deliver the training.
- Providing technical expertise and advice in court testimony and internal investigations involving area of specialization.

**2. Overseeing and managing the delivery of police training including availability of qualified trainers/instructors to ensure consistent messaging and to maximize and internalize the learning into everyday decision-making. This involves:**

- Identifying skills, competencies and knowledge requirements of instructors to deliver training courses.
- Providing ongoing mentoring and coaching to build knowledgeable, competent and experience trainers/instructors to meet training delivery challenges.
- Co-facilitating the delivery of training courses to ensure consistent messaging and delivery of course material.
- Monitoring to ensure all trainers/instructors understand and adhere to training standards.
- Managing the ongoing logistics of training throughout the province.
- Coordinating venue booking, scheduling/rescheduling, pre-course material, hosting services, etc. in a fiscally responsible manner.
- Assisting in the adjustment and modifying course material and content to provide timely training and knowledge transfer regarding changing acts and regulations.
- Working with Systems Coordinators and Program Administrators on the tracking and recording of course completions to ensure participants meet certification standards.

**3. Proactively developing and maintaining productive working partnerships with Training Academy staff, Ministry staff, other GoA Ministries, subject matter experts and external stakeholders to provide relevant current and future specialized training courses. This is accomplished by:**

- Researching and maintaining currency in training tools and best practices regarding area of training.
- Reviewing and assessing impact of legislative/regulatory changes on training course material.
- Attending area of specialization conferences, seminars and committee meetings in relation to equipment, technology and training material as well as sharing expertise, knowledge and learnings.
- Acting as a subject matter expert for Curriculum Designers.

**4. Proactively scanning, researching best practices and conducting needs assessment to determine and recommend training material, methodologies, initiatives, assessment tools, etc. to enhance the learning experience and the application of training to increase job performance. This includes:**

- Networking with certification training organization to remain current and applying learnings and knowledge to course development and delivery.

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- Proactively researching best and emerging practices in delivery methodologies and adult learning relative to area of specialization and related certification.
- Maintaining ongoing discussions with internal and external stakeholders to assess the ability of course participants to apply the learning.
- Providing managers/supervisors with feedback on participant participation, issues and concerns and providing advice and guidance regarding participants who failed to complete or certify.
- Providing advice on the integration of training throughout training programs.

**5. Contributing 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 the specialized training internally and for Branches as required.

**6. As a member of the Training Academy, contributing to the success of the Training Academy in achieving its mandate. This involves:**

- Sharing information gained from learning and interaction with stakeholders, front-line staff and resources, partners, and consultants.
- Providing advice and recommendations on delivery methodologies to meet varying learning styles and regional differences.
- Reviewing current approaches and those under consideration by other jurisdictions and organizations providing certification/recertification training.
- Identifying opportunities to coordinate/collaborate on certification/recertification initiatives to maximize financial resources.

**SCOPE:** List specific information that illustrates the challenges, problem solving and creativity requirements and decision making capacity of the position. Also identify the internal or external areas the job impacts (see Writing Guide [Pages 11-12](#)).

**Challenges facing the Training Coordinator position:**

- Designing, developing and delivery of training through cultivating and maintaining productive partnerships and relationships with internal and external stakeholders to ensure the training is relevant and current, and aligned with TA/Ministry goals and objective as well as acts and regulations.
- Developing processes and assessment tools to analyze and identify learning and training needs.
- Assessing the applicability of alternative training and delivery methods to meet changing needs, learning styles and changing legislation and regulations.
- Working with internal and external stakeholders with varying and often conflicting perspectives, interests, expectations and priorities pertaining to training and course design, learning objectives and desired outcomes, and application in the workplace.
- Ongoing assessment of training to maximize and internalize the learning into everyday decision-making in a safe and professional manner.

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**KNOWLEDGE, SKILLS & ABILITIES:** Include information on required diplomas and degrees along with identifying the most important knowledge factors, including knowledge about practical procedures, administrative, technical or professional techniques, technical, scientific or program related processes, etc. Detail specific training if there is an occupational certification/registration requirement for the position. Specify the type of experience required for the position (see Writing Guide [Pages 12-14](#)).

The position requires a university graduation in a related field plus 4 years of directly related experience; or equivalent per the GOA Minimum Recruitment Standards. The position requires police experience.

The position requires in-depth knowledge and experience in the following areas:

- *Police Act, Criminal Code, Canadian Charter of Rights and Freedoms* and all related provincial and federal statutes
- Familiar with Alberta's *Peace Officer Act* and *Peace Officer Program*
- In-depth knowledge of current and best practices in areas of police recruit training
- Delegated authority given to the Training Academy by the Director of Law Enforcement regarding police recruit training
- Development of policies, processes, certification criteria
- Adult learning theories with experience applying theory into practice through the provision of training and/or adult learning initiatives.
- Designing, developing, coordinating, delivering and evaluating training initiatives
- Different training delivery methodologies, emerging methods, technology and tools
- Research methodologies
- Ministry business strategies, priorities, programs, and resources

Specific skills required include:

- Leadership skills to successfully lead staff, projects, working groups, committees and focus groups.
- Effective communication, facilitation and negotiating skills
- Ability to interpret and apply legislative/regulatory training requirements to certification 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 and supervision of Specialization Instructors.

**CONTACTS:** Identify the main contacts the position communicates with and the purpose of the communication (See Writing Guide [Pages 14-15](#)).

Training Academy management and staff (Regular contact): To consult, collaborate, coordinate regarding legislative/regulatory certification training requirements related to area of specialization training

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 supervise, 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: To share information and expertise

**SUPERVISION EXERCISED:** List position numbers, class titles, and working titles of positions directly supervised (see Writing Guide [Page 15](#))

Supervision of two contracted instructors assigned for the duration of training and contracted and internal instructors delivering specific course material.

**CHANGES SINCE LAST CLASSIFICATION REVIEW:** Identify significant changes, that have impacted the responsibilities assigned to your position since the last review (see Writing Guide [Pages 15-16](#)).

Position is identical to Training Coordinator positions: which focuses on Firearms and which focuses on Use of Force; whereas this position's focus is on police training and development.

**ORGANIZATION CHART:** An organization chart that includes supervisor, peers and staff be attached (see Writing Guide [Page 17](#)).

*This information is being collected under the authority of Section 10 of the Public Service Act and will be used to allocate positions within a classification plan and to manage the Alberta government human resources program. If you have any questions about the collection of this information, contact the Job Evaluation Unit, 6<sup>th</sup> Floor, Peace Hills Trust Tower, 10011 - 109 Street, Edmonton, Alberta, T5J 3S8, phone 780/408-8400 or contact your Ministry Human Resource Office.*

## Signatures

The signatures below indicate that the incumbent, manager and division director/ADM have read, discussed and agreed that the information accurately reflects the work assigned (see Writing Guide [Page 16](#))

**Incumbent**

\_\_\_\_\_  
Name

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

**Manager**

\_\_\_\_\_  
Name

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

**Division Director/ADM**

\_\_\_\_\_  
Name

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date