



Bikeability Instructor

JE Code:JE1255

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| **Values – We are dedicated, respectful, collaborative, we are Milton Keynes Council** | |
| **Service:** | Highways and Transportation |
| **Reports to:** | Senior Transport Planner (Walking, Cycling and Smarter Travel) |
| **Job Family:** | PT professional and Technical |
| **Grade:** | F |
| **Political restricted:** | N |
| **Date:** | TBC |

**Key Deliverables**

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| **1.** | Deliver high quality Bikeability cycle training sessions to children, adults and families as part of a yearly programme of cycle training in schools and the local community. |
| **2.** | Develop and plan training sessions in accordance with the Department for Transport requirements for Bikeability cycle training, including choosing, evaluating and risk assessing routes. |
| **3.** | Work with schools to agree training dates, rider numbers, riders’ ability, equipment and level of training required, ensuring all training sessions are appropriate for the participants age and ability. |
| **4.** | Maintain registers, log attendance, rider characteristics and rider progression and provide information to the Senior Transport Planner to support with Grant claims to the Department for Transport. |
| **5.** | Responsible for trainees’ health and safety during the training sessions, whilst on public roads and on school grounds. Comply with all health and safety guidelines associated with Bikeability training. |
| **6.** | Be a positive role model, passionate about cycling. Inspire, encourage and enable others to participate in cycling outside of the training environment. |

*Within reason these key deliverables may evolve to meet service need and it is expected that you will be flexible and adaptable in your delivery to meet both service and council wide needs*

**Essential Requirements (key skills & qualifications)**

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| **1.** | Fully qualified National Standard Bikeability Cycling Instructor |
| **2.** | Good communication skills, able to talk and adapt to a range of audiences. |
| **3.** | Experience working with a wide and diverse range of people. |
| **4.** | Able to plan and deliver lessons and prioritise tasks in order to deliver outcomes to tight timeframes. |
| **5.** | Enjoy working outdoors in all weather. |
| **6.** | Comfortable using own initiative and experience completing risk assessments. |





Job Family

Professional/Technical

Grade F

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| **Colleagues expectations**   * Be professional at all times * Work together for the good of the team, council and local people * Promote a supportive culture * Challenge assumptions * Take ownership * Be willing to change and do things differently * Always work in a safe manner | **Managers expectations**   * Be a role model by displaying positive behaviours at all times * Make well-considered decisions * Support, coach and communicate with my team * Be accountable for my team’s performance |

Professional/Technical job holders rely upon their deep knowledge of the specialism or discipline in which they work to carry out vital tasks and provide authoritative advice to others. Often developing within recognised career paths, their evolving expertise sees them bear increasing responsibility for managing Council assets, the development of policies and procedures and the strategic direction of the functions they support.

### Role characteristics

At this level with dedicated specialist qualifications or an equivalent level of direct experience in their particular field, job holders deal autonomously with complex issues, analysing and forming judgements about not only their own technical or professional specialism, but also the attendant resource, finance, planning and similar issues that combine to challenge the job holder.

### The knowledge and skills required

The range of knowledge required for these roles includes an understanding of the policies and procedures across the specialist area in which job holders work, as well as a solid underpinning of technical knowledge gained through dedicated formal education.

Job holders will have been working within the specific field for a reasonable time, such that they have been exposed to many of the routine and more unexpected circumstances of their role.

While the majority of roles will have demands for manual dexterity in relation to typing and similar functions, jobs will use a range of equipment requiring precision in their use and handling.

### Thinking, planning and communication

The situations and problems dealt with at this level will be increasingly complex, involving several information streams where analytical and judgemental skills will be needed to interpret information correctly and determine optimum solutions.

Job holders will have plenty of day-to-day issues to contend with, they will also need to plan some months ahead to achieve medium term objectives in such areas as project support or service development.

At this level, the information exchanged with internal and external colleagues, and members of the public will call for developed communication skills on the part of the job holders. Matters will be technically complicated, requiring careful explanation, or sensitive, requiring significant listening skills to interpret information and provide appropriate advice.

**Decision making and innovation**

Job holders will have the autonomy to adapt specific approaches to better meet medium term objectives. They will be bound by the recognised procedural framework of their specialism as it is managed by the Council but will decide when and precisely how duties are to be carried out. They will also deal with problems (often escalated to this level) for which there are no set-down routes to a solution other than broad service practice guidelines.

### Areas of responsibility

With a diverse range of jobs being represented at this level, the precise blend of responsibilities for which the job holder is accountable will depend upon the service in which they operate.

External facing roles will focus on the needs of people whether external service users or partners and will be responsible for high impact decision making and the implementation of appropriate programmes on behalf of individuals or groups of people or enforcement of regulations which have direct and significant consequences upon those served. Such roles are likely to have only modest levels of responsibility for finance, information assets, equipment and/or premises.

Internal roles are likely to have this pattern reversed, with weightier responsibility for significant financial and non-financial assets, but less for the assessment of needs of individuals and groups.

Jobs will have supervisory responsibility for the work of others and will be accountable for the quality and timeliness of outputs, whether related to the work of internal teams or temporary external contractors, volunteers or others.

### Impacts and demands

Tasks and duties will be generally carried out in a sedentary position but there will always be a requirement for standing and walking from time to time, and the occasional need to lift or carry items.

The problem solving and decision-making elements of these jobs mean that job holders require lengthy periods of enhanced mental attention to attend to duties, while also dealing with deadlines, interruptions and conflicting demands.

Duties of jobs at this level will not require job holders to develop and maintain working relationships with people who, through their circumstances or behaviour, place particular emotional demands on the job holder.

Job holders find themselves exposed to some disagreeable, unpleasant or hazardous working conditions. Particularly when the needs of their specialism require them to work on external sites exposed to the weather, in or around refuse and waste plant, close to particularly noisy machinery and in similar environments.

Other Professional Technical jobs, such as enforcement roles, may also see job holders exposed to verbal abuse and threatening environments. In all cases, job holders will minimise risk and conform to health and safety regulations to mitigate any negative effects of such exposure.