

## Job Description

<b>Directorate:</b>		<b>Place</b>	
<b>Service Area &amp; Section:</b>		Transportation & Engineering, Traffic, Road Safety	
<b>Unit Manager:</b>		Alan Ferris	
<b>Post Title:</b>		School Crossing Patrol	
<b>Job Family &amp; Role Profile:</b>		OP10A	
<b>Post No:</b>	PL.66803	<b>Grade</b>	2

Summary of Role	
<b>Reporting to:</b>	Road Safety Officer and School Crossing Supervisor
<b>Purpose of the Post:</b>	1. To provide a safe road crossing place for pedestrians on their way to and from an educational establishment.
<b>The post holder is responsible for the following:</b>	<ol style="list-style-type: none"> <li>1. To carry out the Department's policy with regard to the School Crossing Patrol Service which includes Health and Safety Procedures.</li> <li>2. The gathering of pedestrians in preparation for road crossing and maintain control over pedestrians who are waiting instruction to cross.</li> <li>3. The stopping of traffic when necessary and the supervision of the pedestrians when crossing.</li> <li>4. To use all uniform and equipment provided (e.g. hats/safety wear must be worn at all times during working hours and when stopping traffic on the highway).</li> <li>5. To inform the School Crossing Patrol Supervisor if equipment and/or uniform needs replacing.</li> <li>6. Report all incidents or matters connected with their duty e.g. sickness, incidents, annual leave requests etc</li> </ol>
<b>Job Working Circumstances</b>  The post holder will be	<ol style="list-style-type: none"> <li>1. Be able to work in all weathers and to ensure that they are available during term times.</li> <li>2. To be aware of the possible dangers and to be able to respond as required during emergencies and to avoid risks of road traffic accidents.</li> <li>3. To report any problems or incidents to the School Crossing Patrol Supervisor.</li> <li>4. To work at any location within the Authority boundary where reasonably requested to do.</li> <li>5. To ensure that all activities are undertaken in accordance with the Equal Opportunities Legislation and the City and County of Swansea Equal Opportunities Policy.</li> <li>6. To undertake the personal Health and Safety responsibilities within the HASAWA 1974</li> <li>7. Any other duties as may reasonably be required by the Head of</li> </ol>



## Person Specification

<b>Directorate:</b>		<b>Place</b>	
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Role Criteria No.1	Education, Qualifications & Training
<b>Essential</b>	1. Candidates should be able to relate to children and adults in a responsible manner.
<b>Desirable</b>	
<b>Evidence</b>	All certificates to be provided at interview for validation.
Role Criteria No.2	Skills /Technical / Professional Competence
<b>Essential</b>	<p>Candidates must have a high level of technical competence in the areas specified in the Job Description.</p> <ol style="list-style-type: none"> <li>1. An appreciation of stopping distances and visibility in all weather.</li> <li>2. Be able to get themselves and children or adults using the crossing out of the path of a vehicle, failing to stop.</li> <li>3. Good inter-personal skills.</li> <li>4. Technical Competence - alert, traffic knowledge.</li> <li>5. Ability to communicate orally</li> <li>6. Ability to work to with minimum supervision</li> <li>7. Ability to work to strict guidelines</li> </ol>
<b>Desirable</b>	
<b>Evidence</b>	Valid certification and/or registration/CPD
Role Criteria No.3	Experience
<b>Essential</b>	1. Candidates should have a good understanding of traffic movements.
<b>Desirable</b>	2. Previous experience working with members of the public – both children and adults
<b>Evidence</b>	At interview, then in post
Role Criteria No.4	Competencies & Abilities
<b>Essential</b>	<ol style="list-style-type: none"> <li>1. The ability to judge safe speed and distance of on-coming traffic.</li> <li>2. The ability to take sudden and quick action in the case of an emergency.</li> <li>3. The ability to respond positively to changes and incidents in the working environment and to deal calmly and effectively with work pressures when they arise.</li> </ol>
<b>Desirable</b>	
<b>Evidence</b>	At interview, then in post

<b>Role Criteria No.5</b>	<b>Commitment to Equal Opportunities</b>
<b>Essential</b>	Candidates will demonstrate that all activities are undertaken in accordance with the Equalities Act 2010 and Swansea Council's Equal Opportunities Policy and Procedures. All employees and managers must be aware of the Equality Act so that it is considered in their work, where relevant, to ensure compliance with legislation.
<b>Desirable</b>	
<b>Evidence</b>	At interview, then in post
<b>Role Criteria No.6</b>	<b>Current Driving Licence</b>
<b>Essential</b>	Use of own car: Should the post holder have a disability and/or be unable to drive, then they may seek alternative means of transport/assistance, which must be an effective and cost effective method of travelling
<b>Desirable</b>	
<b>Evidence</b>	Evidence the post holder is appropriately insured for business purposes to be provided annually
<b>Role Criteria No. 7</b>	<b>Compulsory Requirements for Introducing Change and New Ways of Working</b>
<b>Essential</b>	1. Demonstrate commitment to the Council's new ways of working, providing a positive and supportive environment that initiates and enables innovative and sustainable working practices that deliver high quality services for our citizens. 2. Embrace change through actively and flexibly participating in and adapting to new ways of working with our citizens, as agreed through formal consultation with Trades Unions and HR Policies and procedures
<b>Desirable</b>	
<b>Evidence</b>	At interview, then in post
<b>Role Criteria No. 8</b>	<b>Other Requirement</b>
<b>Essential</b>	
<b>Desirable</b>	
<b>Evidence</b>	

<b>Health Surveillance and Monitoring:</b>	This post will require the post holder to take part in health surveillance and monitoring procedures.
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<b>Safeguarding:</b>	The Authority is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.
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**Welsh Language**

The Authority is committed to delivering an equally high quality service in Welsh and English and will support staff in providing this.

**Assessment of Posts**

All posts have to be assessed in respect of the Welsh Language requirements. The evidence of which has to be retained and available for (a) audit trail and (b) inclusion in annual report figures.

**Requirements for this post**  
(See attached Welsh Language Skills Assessment)

<b>Understanding</b>	Level: 0	<b>Speaking</b>	Level: 1
<b>Reading</b>	Level: 0	<b>Writing</b>	Level: 0
<b>Based on the above, requirement for this post is as follows:</b>			
<b>Essential</b>		<b>Desirable</b>	X
<b>To be learned</b>		<b>Not required</b>	

<b>Disclosure and Barring Service (DBS):</b>	<b>This post requires the postholder to have the level of DBS disclosure as indicated below:</b>		
	<b>Standard DBS Disclosure Application</b>	<b>Enhanced DBS Disclosure Application</b>	<b>No DBS Disclosure Application</b>
		X	

<b>Review/ Right to vary:</b>	This Person Specification is as currently applies and will be reviewed regularly according to the Employee Performance Management Review Policy and the Performance Development Review and Appraisal process. The Job and Person Specification may be subject to other Variance within the remit of the Role Profile.
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**Sign off**

<b>Line Manager:</b>		<b>Date:</b>	
<b>Post Holder:</b>		<b>Date:</b>	

## Welsh Language Skills Framework

Level 0			
No Welsh language requirement identified for the post – but all recruits should be aware of the corporate requirements of the Welsh language standards and completion of the Welsh language awareness course is advised.			
Understanding	Speaking	Reading	Writing
➤ No Welsh language requirement identified	➤ No Welsh language requirement identified	➤ No Welsh language requirement identified	➤ No Welsh language requirement identified
Level 1			
Can understand basic everyday phrases if the speaker talks slowly and clearly and is willing to help. Can introduce yourself and others and can ask and answer questions regarding basic information, e.g. Where someone lives; what they like doing. Can pass on a simple message or make a straightforward request, e.g. via e-mail.			
Understanding	Speaking	Reading	Writing
➤ Can understand simple personal information details; e.g. where someone lives, his/her name, who the person wishes to see	<ul style="list-style-type: none"> <li>➤ Can pronounce place names and personal names correctly.</li> <li>➤ Can greet individuals face to face or over the telephone</li> <li>➤ Can open and close a conversation or open and close a meeting.</li> </ul>	➤ Can read short sentence, e.g. basic signs, simple instructions, agenda items, simple information on forms	<ul style="list-style-type: none"> <li>➤ Can open and close an e-mail or letter</li> <li>➤ Can write personal names, place names, job titles</li> <li>➤ Can write a simple message to a colleague on paper or e-mail, e.g. such and such has called.</li> </ul>
Level 2			
Can understand sentences when people talk about everyday situations, e.g. simple personal and family information. Can hold a basic conversation with someone to obtain or exchange straightforward information, e.g. discuss how a person is feeling; something which has happened; simple plan for the future. Can write and read messages in letters or e-mails describing familiar issues and written in short sentences.			
Understanding	Speaking	Reading	Writing
<ul style="list-style-type: none"> <li>➤ Can understand when people speak slowly about everyday situations, e.g. providing personal information, talking about what they have been doing, what they would like to do, how they feel in general</li> <li>➤ Can understand when people ask you do something</li> </ul>	<ul style="list-style-type: none"> <li>➤ Can communicate simple information or ask common questions, e.g. to acquire information from an individual</li> <li>➤ Can use Welsh to get to and emphasise with the individual but not able to conduct the entire conversation or session in Welsh</li> <li>➤ Can hold a short conversation with an individual or exchange</li> </ul>	➤ Can read short message and certain letters or e-mails, e.g. Those which make a request or ask you to pass on a message	<ul style="list-style-type: none"> <li>➤ Can write a short message to a colleague asking a question, thanking her/him, explaining something, e.g. time and place of a meeting</li> <li>➤ Can write a short letter or e-mail to arrange an appointment</li> </ul>

	<p>relatively straightforward information</p> <ul style="list-style-type: none"> <li>➤ Can contribute to a meeting, but need to revert to English for specialist terms.</li> </ul>		
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**Level 3**

Can understand the main points when an individual or colleague is talking about familiar subjects, e.g. during a conversation or small group meeting. Can hold extended conversations with fluent speakers about familiar subjects involving everyday work. Can describe experiences and events and provide concise explanations and reasons for opinions and plans. Can read articles, letters or e-mails about general subjects. Can write letters or e-mails about most subjects, e.g. requesting something; providing information; inviting somebody or organising an event.

<b>Understanding</b>	<b>Speaking</b>	<b>Reading</b>	<b>Writing</b>
<ul style="list-style-type: none"> <li>➤ Can understand individuals and colleagues when exchanging information or discussing plans, if the subject is familiar.</li> <li>➤ Can understand a discussion at a meeting if the subject is familiar.</li> <li>➤ Can understand individuals and colleagues in a familiar situation or in everyday conversation.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Can take part in most conversations with colleagues about work and plans if the vocabulary is not too technical.</li> <li>➤ Can hold a conversation with an individual or exchanging relatively straightforward information.</li> <li>➤ Can contribute to a meeting but need to revert to English for specialist terms.</li> <li>➤ Can adapt the style of language to suit the audience.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Can understand most e-mail messages or letters concerning day to day work.</li> <li>➤ Can guess the meaning of a word based on context if the subject is familiar.</li> <li>➤ Can read a simple, straightforward article in a newspaper or magazine types of written material.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Can write a letter or e-mail to an individual, or colleague about most topics in order to request something; provide an explanation; describe an experience or situation; invite people or organise an event.</li> <li>➤ Can write relatively accurately when drafting a short information leaflet or information Welsh as required.</li> </ul>

**Level 4**

Can usually follow most conversations or discussions, even on unfamiliar topics, unless the speaker has a strong or unfamiliar accent. Can talk confidently with fluent speakers about familiar subjects relating to work, and can express an opinion, take part in discussion, and talk extensively about general topics, e.g. In meetings or one-to-one situations with individuals. Can understand most correspondence, newspaper articles and reports intended for fluent speakers with the aid of a dictionary and can scan long texts to find details. Can complete forms and write reports relating to work and respond accurately.

<b>Understanding</b>	<b>Speaking</b>	<b>Reading</b>	<b>Writing</b>
<ul style="list-style-type: none"> <li>➤ Can follow most conversations and discussions with individuals or colleagues even if the subject matter is unfamiliar.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Can contribute effectively to internal and external meetings in a work context.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Can read most correspondence and scan long texts to find details.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Can produce correspondence of all types, short reports, documents and literature with support of an editor or electronic aid.</li> </ul>

<ul style="list-style-type: none"> <li>➤ Can understand differences in register and dialect.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Can converse comfortably with individuals and exchange information as required.</li> <li>➤ Can argue for and against a specific case.</li> <li>➤ Can chair meetings and answer questions from the chair confidently.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Can understand most newspaper articles and reports with the aid of a dictionary.</li> <li>➤ Can understand novels and other texts, unless written in a very formal or colloquial form.</li> </ul>	
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**Level 5**

Can understand everything that is being said. Can talk extensively about complex issues, presenting difficult information and can facilitate and summarise extended or complex discussions. Can summarise information from different sources (orally and in writing) and present it in a coherent way. Can express themselves spontaneously, fluently and in details, adapting the language to suit the audience.

<b>Understanding</b>	<b>Speaking</b>	<b>Reading</b>	<b>Writing</b>
<ul style="list-style-type: none"> <li>➤ Can follow all conversations and discussions with individuals or colleagues.</li> <li>➤ Can understand the ambiguity and nuance of language.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Can express yourself fully in detail, even when discussing complex issues.</li> <li>➤ Can adapt the style and register of your language to suit the audience.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Can read and understand almost all written texts without difficulty, referring to a dictionary occasionally.</li> <li>➤ Can read long texts to find relevant details and can understand most types of written material.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Can write reports in a clear style appropriate to the reader with the support of electronic language aids.</li> <li>➤ Can write formal or informal Welsh as required.</li> <li>➤ Can write a range of documents accurately and with confidence.</li> </ul>



## **Disclosure and Barring Service (DBS) Disclosure Checks**

The DBS was established under Part V of the Police Act 1997 and was launched in March 2002.

The DBS enables organisations in the public, private and voluntary sectors to make safer recruitment decisions by identifying candidates who may be unsuitable for certain work, especially that involve children or vulnerable adults.

The DBS can issue 5 levels of Disclosure Certificates, depending on the position applied for, namely Standard, Enhanced, Enhanced with ISA check (children), Enhanced with ISA check (adults) and Enhanced with ISA check (children and adults)

Prospective applicants should be aware that before any offer of appointment is confirmed the successful candidate will be required to complete an online application form for the appropriate level of disclosure. Proof of the successful candidate's identity will also be required in the form of the following: Passport, Driving Licence, Birth Certificate and Utility Bills.

The Authority actively promotes equality of opportunity for all existing employees and prospective applicants. Candidates are selected on the basis of skill, qualifications and experience, and their match against the Person Specification. A criminal record will not necessarily bar applicants from working with the Authority. It will depend on the nature of the position and the circumstances and background of the offence.

The Authority has a written Policy on the Recruitment of Ex-offenders, which complies with the DBS Code of Practice, and undertakes to treat all applicants fairly.

The following information is available from the Service Centre Helpdesk, Room 153, The Guildhall, SWANSEA SA1 4PE; Telephone 01792 636098, email [servicecentrehelpdesk@swansea.gov.uk](mailto:servicecentrehelpdesk@swansea.gov.uk).

- DBS's Code of Practice;
- Authority's Policy on the Security of Confidential Disclosure information;
- Information on the Rehabilitation of Offenders Act 1974

Further information about the Disclosure Scheme is available at [www.homeoffice.gov.uk/agencies-public-bodies/dbs/](http://www.homeoffice.gov.uk/agencies-public-bodies/dbs/).



## Corporate Plan 2018 - 2022

Delivering a successful and sustainable Swansea

### Our ambitions and commitments to residents – our well-being objectives

We have prioritised six well-being objectives. These are:

- **Safeguarding** people from harm – so that our citizens are free from harm and exploitation.
- Improving **Education & Skills** – so that everyone in Swansea gains the skills and qualifications they need to succeed in life.
- Transforming our **Economy & Infrastructure** – so that Swansea has a thriving mixed use City Centre and a local economy that will support the prosperity of our citizens.
- **Tackling Poverty** – so that every person in Swansea can achieve his or her potential.
- Maintaining and enhancing Swansea's **Natural Resources and Biodiversity** – so that we maintain and enhance biodiversity, reduce our carbon footprint, improve our knowledge and understanding of our natural environment and benefit health and well-being.
- **Transformation & Future Council** development – so that we and the services that we provide are sustainable and fit for the future.

### Our Values

Our plans will be built on three clear values which will guide the way that we work, how we develop as an organisation and our decision making through the years ahead.

- **People Focus**  
We will focus on community needs and outcomes and on improving the lives of the people who live and work in Swansea. We will also respect, value and support our employees and demonstrate the highest standards of integrity.
- **Working Together**  
We will promote a whole partnership approach, working across services to maximise resources and knowledge and joining forces with others outside the Council to ensure we prioritise our resources and get the best for our communities.
- **Innovation**  
We will promote and support a culture of innovation. We will think and work differently to improve our ability to deliver and to meet the financial, demographic and societal challenges we face. We will share learning across the Council, as part of our Innovation Programme.