



Job title:	Missing and Child Exploitation PCSO	Main purpose of the role:
Grade:	Grade D	Conduct enquiries to locate missing children as directed by the Missing & Child Exploitation Team (MCET) PS, engaging with foster homes, care homes and maintaining relationships with children frequently recorded as missing, to reduce the frequency of their missing episodes, developing tactical solutions with partner agencies to ensure that missing children are managed in order to maximise their wellbeing/safety.
Role code:	SDV027	
Status:	Police Staff	

Main responsibilities:

- Instigate enquiries to locate missing children as directed by MCET PS working with MCET PC and MCLO, ensure enquiries are completed in according with the Kent Police mission and values in order to maximise the wellbeing/safety of missing children.
- Implement and manage the Kent Police Local Agreement within Children-s Homes in order to provide a focal point for management of missing children, and maintain effective working relationships with key personnel.
- Provide training to residential homes and fostering agencies around police protocols, initial enquiries and developing themes to help prevent reoccurring absences.
- Gather intelligence regarding potential missing children and develop a working strategy with the residential home to prevent and manage incidents of children going missing.
- Develop trigger plans for missing children who repeatedly go missing to help other departments find the child in a timely manner, and reducing the risk they face whilst missing to minimise the risk of exploitation.
- Identify possible inappropriate placements and ensure that this is communicated with partners clearly outlining the safeguarding concerns and risks to this child and other young persons.
- Conduct effective follow up visits when missing children return home ensuring intelligence is shared with appropriate partners.
- Identify and act on concerns in relation to child exploitation, gang activity, anti-social behaviour or criminal activity, ensuring intelligence reports are submitted and crime reports generated.
- Work closely with the MCLO to ensure compliance with Missing Person Procedures on a day to day basis.
- March 2017

Vetting level:

Management Vetting (MV)

Necessary experience:

The MCET PCSO requires a wide range of practical experience in respect of working within the community and partnership environments. A comprehensive knowledge of Compact is essential as is experience of working on missing person investigations. A confident approach to engaging with the children and young people, especially those who are at risk, is essential in order to build trustful and positive relationships.

Ideally the post holder will have experience in working with children-s homes and having an understanding of the Force Local Agreement with children-s homes would be an advantage.

In addition ideally the post holder will have experience in dealing with child exploitation cases and gangs, but this is not essential as training will be given. The post holder must have a current driving licence.

Behaviours:

Analyse Critically (Level 1)

I recognise the need to think critically about issues. I value the use of analysis and testing in policing. I take in information quickly and accurately. I am able to separate information and decide whether it is irrelevant or relevant and its importance. I solve problems proactively by understanding the reasons behind them, using learning from evidence and my experiences to take action. I refer to procedures and precedents as necessary before making decisions. I weigh up the pros and cons of possible actions, thinking about potential risks and using this thinking to inform our decisions. I recognise gaps and inconsistencies in information and think about the potential implications. I make decisions in alignment with our mission, values and the Code of Ethics.

Collaborative (Level 1)

I work cooperatively with others to get things done, willingly giving help and support to colleagues. I am approachable, and explain things well so that I generate a common understanding. I take the time to get to know others and their perspective in order to build rapport. I treat people with respect as individuals and address their specific needs and concerns. I am open and transparent in my relationships with others. I ensure I am clear and appropriate in my communications.

Deliver, Support and Inspire (Level 1)

I take on challenging tasks to help to improve the service continuously and support my colleagues. I understand how my work contributes to the wider police service. I understand it is part of my collective responsibility to deliver efficient services. I take personal responsibility for making sure that I am working effectively to deliver the best service, both individually and with others. I am conscientious in my approach, working hard to provide the best service and to overcome any obstacles that could prevent or hinder delivery. I support the efficient use of resources to create the most value and to deliver the right impact. I keep up to date with changes in internal and external environments. I am a role model for the behaviours I expect to see in others and I act in the best interests of the public and the police service.

Emotionally Aware (Level 1)

I treat others with respect, tolerance and compassion. I acknowledge and respect a range of different perspectives, values and beliefs within the remit of the law. I remain calm and think about how to best manage the situation when faced with provocation. I understand my own emotions and I know which situations might affect my ability to deal with stress and pressure. I ask for help and support when I need it. I understand the value that diversity offers. I communicate in clear and simple language so that I can be easily understood by others. I seek to understand the thoughts and concerns of others even when they are unable to express themselves clearly.

Innovative and Open-minded (Level 1)

I demonstrate an openness to changing ideas, perceptions and ways of working. I share suggestions with colleagues, speaking up to help improve existing working methods and practices. I constantly reflect on my own way of working and periodically review processes and procedures for continuous improvements. I adapt to change and am flexible as the need arises while encouraging others to do the same. I learn from my experiences and do not let myself be unduly influenced by preconceptions.

Take Ownership (Level 1)

I actively identify and respond to problems. I approach tasks with enthusiasm, focusing on public service excellence. I regularly seek feedback to understand the quality of my work and the impact of my behaviour. I recognise where I can help others and willingly take on additional tasks to support them, where appropriate. I give feedback to others that I make sure is understandable and constructive. I take responsibility for my own actions, I fulfil my promises and do what I say I will. I will admit if I have made a mistake and take action to rectify this. I demonstrate pride in representing the police service. I understand my own strengths and areas for development and take responsibility for my own learning to address gaps.

Values:

Impartiality (Accredited)

I take into account individual needs and requirements in all of my actions. I understand that treating everyone fairly does not mean everyone is treated the same. I always give people an equal opportunity to express their views. I communicate with everyone, making sure the most relevant message is provided to all. I value everyone's views and opinions by actively listening to understand their perspective. I make fair and objective decisions using the best available evidence. I enable everyone to have equal access to services and information, where appropriate.

Integrity (Accredited)

I always act in line with the values of the police service and the Code of Ethics for the benefit of the public. I demonstrate courage in doing the right thing, even in challenging situations. I enhance the reputation of my organisation and the wider police service through my actions and behaviours. I challenge colleagues whose behaviour, attitude and language falls below the public's and the service's expectations. I am open and responsive to challenge about my actions and words. I declare any conflicts of interest at the earliest opportunity. I am respectful of the authority and influence my position gives me. I use resources effectively and efficiently and not for personal benefit.

Public Service (Accredited)

I act in the interest of the public, first and foremost. I am motivated by serving the public, ensuring that I provide the best service possible at all times. I seek to understand the needs of others to act in their best interests. I adapt to address the needs and concerns of different communities. I tailor my communication to be appropriate and respectful to my audience. I take into consideration how others want to be treated when interacting with them. I treat people respectfully regardless of the circumstances. I share credit with everyone involved in delivering services.

Transparency (Accredited)

I ensure that my decision-making rationale is clear and considered so that it is easily understood by others. I am clear and comprehensive when communicating with others. I am open and honest about my areas for development and I strive to improve. I give an accurate representation of my actions and records. I recognise the value of feedback and act on it. I give constructive and accurate feedback. I represent the opinions of others accurately and consistently. I am consistent and truthful in my communications. I maintain confidentiality appropriately.

Technical skills:

Community Partnerships (Level 3)

Work with the community partners and other agencies to solve community problems in accordance with the relevant legislation policy procedures and partnership agreements. Example: Take positive steps to develop and maintain your awareness of community issues. Respond positively to community members who identify problems. Record and take appropriate action to deal with the issues raised. Obtain information and intelligence from the community, partners and other agencies. Use analysis of information and intelligence to identify the causes and effects of the problems. Develop partnership solutions, in consultation with the community and other agencies. Take action to implement solutions, with the assistance of police departments and partners, having obtained the appropriate authority. Continually monitor the effectiveness of the partnership strategy. Provide feedback to appropriate police personnel and partners.

ECYPM (Level 3)

Understands what is meant by safeguarding and the different ways in which children and young people can be harmed. Recognises when a child or young person may not be achieving their developmental potential and may require a service intervention. Identify appropriate sources of help. Aware of national guidance and local procedures, and own role and responsibilities within these for safeguarding and promoting children and young people's welfare.

Forensic - Crime Scene Management (Level 3)

Has a working knowledge of the preservation of evidence and practical experience in identifying scene parameters and securing crime scenes. Aware of the method of establishing and clearing a common approach

path. Possesses a basic knowledge of the concepts of forensic evidence and the technical aids available within Force. Understands issues relating to scene contamination and can take practical steps to avoid it.

Health & Safety (Level 3)

Has a basic understanding of Health and Safety issues affecting the current role and working environment. Takes responsibility for personal safety and the safety of others. Aware of hazards and reports problems identified to line manager. Understands and minimises the physical risk of injury through the use of proper manual handling procedures.

Information Management & Technology (Level 3)

Knows the range of police information systems available locally to support daily activities, and understands their uses. Can use police information systems to perform routine tasks. May be able to create simple records, and amends data to add information, within requirements of role. Understands data quality issues.

Intelligence Gathering & Analysis (Level 3)

Able to gain intelligence from various sources and is aware of how to give that information to the relevant department and in what format it is required. Able to liaise with intelligence personnel if necessary to gain advice as to the gathering and analysis of information.

Interviewing - General (Level 3)

Demonstrates the ability to conduct effective routine interviews for a variety of purposes. Prepares and plans carefully and is clear about the purpose of the interview. Asks relevant questions and is able to obtain the required information. Regularly reviews personal interview performance. Adapts style to suit the needs of the interview.

Knowledge of Legislation and Policy (Level 4)

Has a thorough understanding of all legislation, policy and procedure relevant to the current role. Able to apply this and offer advice to colleagues as necessary.

Mgmt of Police Information (MOPI) (Level 4)

Full compliance with level 3. Complies with all relevant security policies and systems operating procedures relating to national and force bespoke computerised databases and systems e.g. PNC, Genesis, STORM etc. Has successfully completed all relevant required additional MOPI training packages.

Preventing Violent Extremism (Level 3)

Basic awareness of all the Prevent objectives and relevant policies and procedures. Able to gain further information regarding PVE, and identify suitable sources of advice. Able to provide information to other colleagues and departments, in an appropriate format.

Risk Management (Level 3)

Demonstrates an awareness of personal risk management issues, challenges or difficulties likely to affect the post holder in the execution of their duties. Able to anticipate risks likely to affect their work and knows how to communicate the likelihood and possible impacts of such events to line managers or supervisors.

Staff Safety (Level 3)

Has been trained in the skills and demonstrates the ability to apply elements of the staff safety programme. These are : Communication Skills and Unarmed Skills. Currently authorised to use these techniques, having received initial or refresher training within the last 12 months. Able to apply these techniques in practical situations minimising the risk of injury to themselves and ensuring their own safety and the safety of colleagues and members of the public.

Victim Support (Level 4)

Good working knowledge of victim support techniques both internal and external to the organisation. Able to support victims and other interested parties during an investigation which may lead to a court case. Able to act as an advisor for other staff on support services available.

National Occupational Standards:

AA1 (Level Accredited)

Promote equality and value diversity.