



ASO6 Instructional Advisor CDP Redesign Project Academy and Learning Branch People, Culture and Wellbeing Service

ORGANISATIONAL OVERVIEW

South Australia Police (SAPOL) provides a diverse range of services to the community. These services are aimed at producing a safe and peaceful environment by the minimisation of crime and disorder. It is a large complex organisation which, because of the nature of its operations, is constantly subject to public scrutiny and accountability. It provides services to a range of different locations (over 100) spread across the State on a 24 hour a day basis.

SAPOL's vision is to provide 'Safer Communities'. All SAPOL employees are guided by Our Values of Service, Integrity, Courage, Leadership, Collaboration and Respect. SAPOL is an organisation with a proud history and an exciting vision for the future.

POSITION OVERVIEW

Summary

SAPOL's People, Culture and Wellbeing service provides a holistic approach to the future development of our people and the organisation. Through strategic leadership and direction, People, Culture and Wellbeing will ensure our employees are skilled and supported to deliver a more efficient and effective service to the community. This will be achieved by increasing support to the frontline, ensuring the right people are in the right roles, developing talent pools and pipelines, delivering programs and strategies to foster highly effective leaders as well as providing collaborative business partnerships. Recognising that the capability of our workforce is dependent on the physical and mental health of all its members, People Culture and Wellbeing will deliver programs which provide an all-inclusive approach and promote every aspect of health and wellbeing.

The Academy and Learning Branch supports frontline policing and corporate operations of SAPOL through the provision of high-quality training and education for SAPOL employees at all stages of their career.

Service

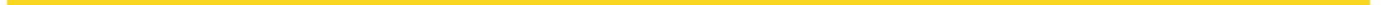
Integrity

Leadership

Collaboration

Courage

Respect



SAPOL have redesigned the foundational training for police officers - the Constable Development Program (CDP) - with the integration of evidence-based contemporary adult learning and police learning principles. The redesigned program will focus on the core educational objectives, emphasising learning retention and effective workplace application. Informed by cognitive load principles and a focus on developing critical thinking, self-regulation and reflective practice, the new program structure will draw on evidence-based approaches for policing environments. It will adopt a blended learning model that prioritises problem-based learning and integrates engaging, contemporary digital delivery to support deeper understanding and practical skill transfer.

The Instructional Advisor will play a critical role in supporting the success of the redesigned program by developing and implementing a comprehensive training strategy and skills-uplift framework for all trainers, both at the Academy and in the field. This role ensures that trainers are equipped with the contemporary instructional capabilities required to deliver the CDP effectively and sustainably, fostering consistent, high-quality learning experiences across all delivery environments.

Special Conditions

Work Status	The incumbent must hold a current Australian work eligibility status and will be subject to a criminal history check. The incumbent may be assigned to other duties at this remuneration level or equivalent.
Location	Police Academy, Taperoo.
Qualifications	N/A.
Out of Hours Work	Some out of hours work may be required.
Travel	Some intrastate and interstate travel may be required.
Performance Management	The incumbent is required to participate in SAPOL’s iEngage program.

Reporting / Working Relationships

The Instructional Advisor is accountable to the Project Manager, Constable Development Redesign Project and collaborates closely with subject matter experts and key stakeholders across SAPOL to design and implement a sustainable, coaching-based capability uplift program for trainers. By applying contemporary educational methodologies and evidence-informed teaching approaches, the Instructional Advisor ensures that trainer capability aligns with – and effectively supports - the teaching and learning goals of the Program.

KEY OUTCOMES

- Develop and implement a strategic teaching, learning and coaching framework that supports capability uplift across Constable Development Program (CDP) training teams.
- Design, deliver and maintain a comprehensive skills-development program for the teaching and learning team, ensuring alignment with the educational principles and objectives of the CDP redesign.
- Provide coaching and mentoring to instructional staff to build contemporary training capability and support consistent, high-quality instructional practice.

- Develop high-quality learning resources and assessment tools, including face-to-face, blended and digital learning materials, tailored to trainers in both the Academy and operational environments.
- Establish and lead a continuous improvement approach to evaluate and refine teaching and learning strategies, ensuring sustainability, quality and ongoing alignment with program objectives.
- Collaborate effectively with subject matter experts, operational leaders and project stakeholders to ensure training strategies are evidence-informed, fit-for-purpose and responsive to operational needs.
- Monitor and report on trainer capability development progress, identifying risks, gaps and opportunities to strengthen training delivery across the CDP.
- Provide expert advice on contemporary educational approaches, including coaching methodologies, blended learning, problem-based learning and digital delivery, to support program implementation.
- Support the development and implementation of quality assurance processes to maintain consistency and compliance in training design, delivery and assessment across SAPOL training environments.
- Contribute to project planning and implementation activities by preparing documentation, analysis and recommendations that inform decision-making related to trainer capability and program delivery.

QUALIFICATIONS / SKILLS / KNOWLEDGE / EXPERIENCE

Essential Minimum Requirements

- Demonstrated ability to translate complex concepts into practical teaching and learning strategies that align with contemporary educational principles and support effective capability development.
- Proven experience applying adult learning theory and evidence-informed instructional practices to design meaningful, engaging and outcomes-focused learning content.
- Demonstrated capability in designing, implementing and evaluating coaching and advisory approaches to build capability in professional or technical workforces.
- Strong attention to detail with proven ability to produce accurate, high-quality learning materials, resources and documentation suitable for diverse training environments.
- Demonstrated ability to build and maintain productive relationships with a broad range of stakeholders, including technical experts, leaders and operational staff, to support capability uplift initiatives.
- Highly developed written and verbal communication skills, with the ability to convey complex information clearly and tailor messaging to both technical and non-technical audiences.
- Ability to apply analytical and problem-solving skills to evaluate training needs, identify capability gaps and recommend appropriate educational solutions.
- Demonstrated ability to work independently and manage competing priorities, showing sound judgement, initiative and accountability for outcomes aligned to project or organisational objectives.
- Experience contributing to continuous improvement activities, including evaluation of training effectiveness, identification of emerging needs and implementation of improvements in teaching and learning practices.

Desirable Characteristics

- Hold a tertiary qualification in Education, Training and Assessment, Learning Design, Coaching or other relevant discipline or the equivalent experience.
- Demonstrated experience in a vocational training environment.
- Demonstrated experience in a police training environment.

CORPORATE RESPONSIBILITIES

- Maintain accurate and complete records in accordance with the *State Records Act 1997* and departmental policies, procedures and practice guidance.
- Act at all times in accordance with the Code of Ethics for the South Australian Public Sector and legislative requirements including (but not limited to) the *Public Sector Act 2009* and *Work Health and Safety Act 2012*.
- Actively contribute to SAPOL's commitment to being an inclusive workplace where everyone is safe, respected and supported to reach their potential by demonstrating inclusive behaviour and showing respect for diverse backgrounds, experiences and perspective.
- Demonstrate an understanding and commitment to **WH&S legislation**, principles and practices and risk assessment in accordance with the **WH&S Act (2012)**, regulations, approved codes of practice and AS/NZS ISO 31000:2018 Risk Management – Guidelines.