

Eastern Region Special Operations Unit



ROLE PROFILE

Role Title:	FIMU Intelligence Support Officer (ISO)
Rank/Grade:	Scale 5-6
Job Family:	Pursue
Reporting to:	FIMU Sergeant
Main purpose of the role:	To index information and intelligence as directed onto the NCIA, in compliance with the NSIM and with NISAP. Also to provide research capability in support of IMU business.

Key Responsibilities

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- Prepare and present research product
- Disseminate research product.
- Conduct relevant vetting checks as required.
- Consider intelligence or Information already recorded on NCIA for Review, Retention and Disposal (RRD)
- Transfer data in accordance with NSIM guidelines.
- Provide expert advice in relation to the indexing of material in accordance with NSIM and NISAP
- Identify opportunities for further development within given intelligence, where appropriate
- Identify and develop entity data and any relationships
- Assimilate and précis intelligence
- Comply with indexing instructions
- Clarify indexing instructions as necessary
- Ensuring indexing complies with NISAP e.g. decision making, thresholds entity creation

Support Quality Control by:

- Confirming indexing instructions and challenge their absence.

Financial e.g. limits/mandates	Non-financial e.g. staff responsibility
<ul style="list-style-type: none"> • None 	<ul style="list-style-type: none"> • None

Agile Working	
Psychological Assessment	
Return on Investment	
Limited Duties	

Entry Requirements

The post holder must have the following skills and accreditation:

- An ability to work in a confidential/secret environment and conduct themselves to the highest professional and ethical standards with Willing to undergo vetting to DV STRAP level
- Must have good organisational skills
- Must be able to work under pressure in a fast changing and demanding environment
- Good IT skills with a working knowledge of Microsoft Office and excel.
- Able to work on own initiative and unsupervised, as well as being able to work in a team environment.
- Flexibility to suit the business needs during periods of high demand
- Experience of dealing with people at all levels.
- Able to provide verbal and written communications accurately and concisely
- An understanding and awareness of national and world events impacting on UK national security
- Be conversant with the National Intelligence Model and the intelligence grading system.
- Be competent in using computer systems

Any other General Requirements/Scope

Desirable Skills and Knowledge

- Attendance on specialist courses, including, but not limited to, NSIM awareness, NISAP course and NCIA core course.
- Ability to utilise or access NCIA
- Previous experience working within an intelligence unit.
- Access to and working knowledge of police intelligence databases, including PNC and PND.
- Awareness and understanding of the tasking process
- Awareness and understanding of intelligence collection plans
- Practical knowledge of relevant information sources for research purposes
- Knowledge and understanding of intelligence handling procedures, sanitisation, Action On, release requests, sterile corridor, parallel sourcing, and the handling of covertly obtained material
- Working knowledge of the National Intelligence Model and the intelligence grading system.
- Previous experience of the secure dissemination and/or briefing of information and intelligence within the organisational structure
- Practical knowledge and understanding of Action Management and Development options
- Practical knowledge of Briefing and Dissemination processes within CT/DE Network
- Awareness of additional research capability available at national, regional and local levels e.g. MI5, NDEDIU, National Functions
- Appropriate knowledge of GPMS/STRAP and the need to know principles
- Up to date knowledge of existing priorities, Threats and Risks and a good understanding of CT/DE

Personal Qualities(Behavioural Competencies)

Technical Skills and Behavioural competencies may be used for promotion / recruitment / selection / PDR processes

We are emotionally aware

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.

We take ownership

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.

We are collaborative

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.

We deliver, support and inspire

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.

We analyse critically

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.

We are innovative and open-minded

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 to make 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.