



POSITION DESCRIPTION

Indigenous Eye Health Unit

Faculty of Medicine, Dentistry and Health Sciences

IEH Trachoma Education and Engagement Manager

POSITION NO	0044385
CLASSIFICATION	PSC 8
SALARY	\$99,199 – \$107,370 p.a.
SUPERANNUATION	Employer contribution of 9.5%
WORKING HOURS	Full time
BASIS OF EMPLOYMENT	Fixed term position available for 12 months Fixed-term contract type: Externally funded contract of employment
OTHER BENEFITS	http://about.unimelb.edu.au/careers/working/benefits
HOW TO APPLY	Online applications are preferred. Go to http://about.unimelb.edu.au/careers , select the relevant option ('Current Staff' or 'Prospective Staff'), then find the position by title or number.
CONTACT FOR ENQUIRIES ONLY	Professor Hugh Taylor Tel +61 3 8344 9320 Email: h.taylor@unimelb.edu.au <i>Please do not send your application to this contact</i>

For information about working for the University of Melbourne, visit our website:
about.unimelb.edu.au/careers

Position Summary

Australia has committed to the elimination of trachoma by 2020. In order to achieve this aim there needs to be ongoing awareness of the importance of clean faces and good hygiene to prevent the spread of and reinfection from trachoma.

The IEH Trachoma Education and Engagement Manager (TEEM) will drive activities and provide on the ground lead on the “Facial Cleanliness” element of the World Health organisation SAFE strategy to eliminate trachoma.

The position will build on existing partnerships to raise awareness about the importance of clean faces and good hygiene and pursue strategies to increase knowledge that result in behaviour change.

The TEEM will be based in Alice Springs and work with remote communities and partners across the tri-state border region of NT, SA and WA.

The TEEM will be responsible for education and training to a wide range of people of all ages to help broaden community awareness about clean faces and ways to prevent trachoma.

The role also requires high levels of engagement with a range of people and organisations to build on the momentum and support for the elimination of trachoma in the NT, SA and WA.

The TEEM must have a demonstrated capacity as a self-starter and independent worker, with high level engagement skills and be able to see, create and utilise opportunities.

The successful candidate requires excellent communication and teaching skills including the ability to exchange with and advocate to a wide range of people.

As part of a small team, the TEEM will work closely with IEH staff based in Melbourne and the Trachoma Environmental Improvements Manager who is also based in Alice Springs.

A 4WD vehicle will be provided and travel costs covered.

Aboriginal and Torres Strait Islander peoples are encouraged to apply.

1. Key Responsibilities

- ▶ Establish, build and manage relationships and partnerships with stakeholders including community organisations, Aboriginal community-controlled health organisations, State/Territory departments of Health, health professionals, Environmental Health, Education, Housing and Prime Minister and Cabinet officials, early childhood, family services, local government and other NGOs to support the elimination of trachoma.
- ▶ Develop, plan and implement appropriate trachoma education for different target groups including; community members and leaders, staff and children in schools, and clinic and community support settings.
- ▶ Identify and act on opportunities with key trachoma stakeholders to advance trachoma education and train the trainer opportunities.
- ▶ Implement innovative educational approaches (using for example translators), appropriate resources and culturally safe teaching with community members in remote Aboriginal communities.
- ▶ Evaluate, document and reflect on activities and the impact of the work.
- ▶ Contribute to research and publications as a member of a research team.
- ▶ Produce conference and seminar papers and publications.

- ▶ Demonstrated capacity to ensure that projects are delivered on time, within budget and in accordance with agreed quality standards.
- ▶ Occupational Health and Safety (OHS) and Environmental Health and Safety (EH&S) responsibilities as outlined in section 5.

2. Selection Criteria

2.1 ESSENTIAL

- ▶ Bachelor degree in relevant disciplines and/ or extensive experience in related area
- ▶ Highly developed understanding of issues related to the health of Aboriginal and Torres Strait Islander people.
- ▶ Experience and achievement in Education/ Health Promotion/ Community Development or project management with Aboriginal communities
- ▶ Excellent verbal and written teaching and communication skills as well as presentation skills including the ability to communicate, engage and advocate effectively with a wide range of people.
- ▶ Experience and understanding of effective community consultation and involvement to ensure community needs are identified and put into effect.
- ▶ Self-starter with ability to work at a high level autonomously and remotely and also work collaboratively as part of a team
- ▶ High level problem solving skills with the ability to exercise judgement and initiative
- ▶ High level organisational and time management skills, including the ability to prioritise workloads, work well under pressure, and organise own work to meet deadlines
- ▶ Demonstrated ability to be flexible and adaptable in a changing environment
- ▶ High level of proficiency in the use of standard application software such as the Microsoft Office suite.

2.2 DESIRABLE

- ▶ Experience working and/or living in remote Aboriginal and Torres Strait Islander communities.
- ▶ Highly developed understanding and knowledge of issues related to the health, social determinants, environmental health, education, housing and wellbeing of Aboriginal and Torres Strait Islander peoples.
- ▶ An understanding of the public health approach and World Health Organisation's SAFE Strategy to eliminate trachoma.
- ▶ Qualification and or experience in Education/ Health/ Health Promotion/ Community Development and/ or related field.
- ▶ Experience driving 4WD vehicles in remote settings
- ▶ Aboriginal and Torres Strait Islander peoples are strongly encouraged to apply

2.3 SPECIAL REQUIREMENTS

- ▶ This position requires interstate travel

- ▶ This position requires travel to geographically remote communities and stay overnight for multiple nights
- ▶ Current drivers licence
- ▶ Working with Children clearance in NT, SA and WA.
- ▶ Appropriate Aboriginal and Torres Strait Islander cultural competency training

3. Equal Opportunity, Diversity and Inclusion

The University is an equal opportunity employer and is committed to providing a workplace free from all forms of unlawful discrimination, harassment, bullying, vilification and victimisation. The University makes decisions on employment, promotion and reward on the basis of merit.

The University is committed to all aspects of equal opportunity, diversity and inclusion in the workplace and to providing all staff, students, contractors, honorary appointees, volunteers and visitors with a safe, respectful and rewarding environment free from all forms of unlawful discrimination, harassment, vilification and victimisation. This commitment is set out in the University's People Strategy 2015-2020 and policies that address diversity and inclusion, equal employment opportunity, discrimination, sexual harassment, bullying and appropriate workplace behaviour. All staff are required to comply with all University policies.

The University values diversity because we recognise that the differences in our people's age, race, ethnicity, culture, gender, nationality, sexual orientation, physical ability and background bring richness to our work environment. Consequently, the People Strategy sets out the strategic aim to drive diversity and inclusion across the University to create an environment where the compounding benefits of a diverse workforce are recognised as vital in our continuous desire to strive for excellence and reach the targets of Growing Esteem.

4. Occupational Health and Safety (OHS)

All staff are required to take reasonable care for their own health and safety and that of other personnel who may be affected by their conduct.

OHS responsibilities applicable to positions are published at:

<http://safety.unimelb.edu.au/topics/responsibilities/>

These include general staff responsibilities and those additional responsibilities that apply for Managers and Supervisors and other Personnel.

5. Other Information

5.1 CENTRE FOR HEALTH EQUITY

The Centre for Health Equity consolidates our School's social, behavioural and public health expertise into a single, world-class Centre. Our core focus is on creating and exchanging knowledge that fosters health equity and wellbeing. Our approach is to work at a population

level to produce evidence-based research and programs that improve lives. By connecting with health professionals, policy-makers, consumer groups and the broader community, we aim to improve fair access to good health and wellbeing.

UNITS

- ▶ Evidence and Child Health
- ▶ Gender and Women's Health
- ▶ Health Humanities and Social Sciences
- ▶ Indigenous Health Equity
- ▶ Indigenous Studies
- ▶ Non Communicable Disease Unit

5.2 THE MELBOURNE SCHOOL OF POPULATION AND GLOBAL HEALTH

The Melbourne School of Population Health was established in the Faculty of Medicine, Dentistry and Health Sciences in 2001. It became the Melbourne School of Population and Global Health in 2013. Approximately 300 academic and professional staff people work in the School and its partner agencies. The School's total budget is in excess of \$55m. There are approximately 120 higher degree research students (predominantly PhD). The School aims to strengthen the understanding, capacity and services of society to meet population health needs and to improve the quality and equity of health care. It employs a population health framework that incorporates public health and preventative medicine, health promotion, clinical medicine and allied healthcare disciplines and an equity and evidence-based approach to health care and health policy. Its research programs aim to elucidate the genetic, environmental, social and economic determinants of health, and to focus on the evaluation of the health systems, programs and services that seek to prevent disease and injury and to promote health. The School provides research and professional development opportunities for medical undergraduates, postgraduates in a wide range of disciplines, clinicians in all sectors of the health care industry, scientists, professionals and leaders in population health.

The School is currently composed of four Centres, one Institute and two partnership units:

Centres

- Centre for Health Equity (CHE)
- Centre for Health Policy (CHP)
- Centre for Epidemiology and Biostatistics (CEB)
- Centre for Mental Health (CMH)

Institutes

- The Nossal Institute for Global Health (NIGH)

Partnership Units

- Vaccine and Immunisation Research Group (VIRGo)
- Global Burden of Disease Group

Further information about the school is available at <http://www.mspgh.unimelb.edu.au/>

5.3 FACULTY OF MEDICINE, DENTISTRY AND HEALTH SCIENCES

www.mdhs.unimelb.edu.au

The Faculty of Medicine, Dentistry & Health Sciences has an enviable research record and is the University of Melbourne's largest faculty in terms of management of financial

resources, employment of academic and professional staff, teaching of undergraduate and postgraduate (including research higher degree) students and the conduct of basic and applied research. The Faculty's annual revenue is \$628m with approximately 55% of this income related to research activities.

The Faculty has a student teaching load in excess of 8,500 equivalent full-time students including more than 1,300 research higher degree students. The Faculty has approximately 2,195 staff comprising 642 professional staff and 1,553 research and teaching staff.

The Faculty has appointed Australia's first Associate Dean (Indigenous Development) to lead the development and implementation of the Faculty's Reconciliation Action Plan (RAP), which will be aligned with the broader University – wide plan. To enable the Faculty to improve its Indigenous expertise knowledge base, the Faculty's RAP will address Indigenous employment, Indigenous student recruitment and retention, Indigenous cultural recognition and building partnerships with the Indigenous community as key areas of development.

5.4 THE UNIVERSITY OF MELBOURNE

Established in 1853, the University of Melbourne is a leading international university with a tradition of excellence in teaching and research. The main campus in Parkville is recognised as the hub of Australia's premier knowledge precinct comprising eight hospitals, many leading research institutes and a wide-range of knowledge-based industries. With outstanding performance in international rankings, the University is at the forefront of higher education in the Asia-Pacific region and the world.

The University employs people of outstanding calibre and offers a unique environment where staff are valued and rewarded.

Further information about working at The University of Melbourne is available at <http://about.unimelb.edu.au/careers>.

5.5 GROWING ESTEEM, THE MELBOURNE CURRICULUM AND RESEARCH AT MELBOURNE: ENSURING EXCELLENCE AND IMPACT TO 2025

Growing Esteem describes Melbourne's strategy to achieve its aspiration to be a public-spirited and internationally-engaged institution, highly regarded for making distinctive contributions to society in research and research training, learning and teaching, and engagement. <http://about.unimelb.edu.au/strategy-and-leadership>

The University is at the forefront of Australia's changing higher education system and offers a distinctive model of education known collectively as the Melbourne Curriculum. The new educational model, designed for an outstanding experience for all students, is based on six broad undergraduate programs followed by a graduate professional degree, research higher degree or entry directly into employment. The emphasis on academic breadth as well as disciplinary depth in the new degrees ensures that graduates will have the capacity to succeed in a world where knowledge boundaries are shifting and reforming to create new frontiers and challenges. In moving to the new model, the University is also aligning itself with the best of emerging European and Asian practice and well-established North American traditions.

The University's global aspirations seek to make significant contributions to major social, economic and environmental challenges. Accordingly, the University's research strategy *Research at Melbourne: Ensuring Excellence and Impact to 2025* aspires to a significant

advancement in the excellence and impact of its research outputs.

<http://research.unimelb.edu.au/our-research/research-at-melbourne>

The strategy recognises that as a public-spirited, research-intensive institution of the future, the University must strive to make a tangible impact in Australia and the world, working across disciplinary and sectoral boundaries and building deeper and more substantive engagement with industry, collaborators and partners. While cultivating the fundamental enabling disciplines through investigator-driven research, the University has adopted three grand challenges aspiring to solve some of the most difficult problems facing our world in the next century. These Grand Challenges include:

- ▶ Understanding our place and purpose – The place and purpose grand challenge centres on understanding all aspects of our national identity, with a focus on Australia’s ‘place’ in the Asia-Pacific region and the world, and on our ‘purpose’ or mission to improve all dimensions of the human condition through our research.
- ▶ Fostering health and wellbeing – The health and wellbeing grand challenge focuses on building the scale and breadth of our capabilities in population and global health; on harnessing our contribution to the ‘convergence revolution’ of biomedical and health research, bringing together the life sciences, engineering and the physical sciences; and on addressing the physical, mental and social aspects of wellbeing by looking beyond the traditional boundaries of biomedicine.
- ▶ Supporting sustainability and resilience – The sustainability and resilience grand challenge addresses the critical issues of climate change, water and food security, sustainable energy and designing resilient cities and regions. In addition to the technical aspects, this grand challenge considers the physical and social functioning of cities, connecting physical phenomena with lessons from our past, and the implications of the technical solutions for economies, living patterns and behaviours.

Essential to tackling these challenges, an outstanding faculty, high performing students, wide collaboration including internationally and deep partnerships with external parties form central components of Research at Melbourne: Ensuring Excellence and Impact to 2025.

5.6 GOVERNANCE

The Vice Chancellor is the Chief Executive Officer of the University and responsible to Council for the good management of the University.

Comprehensive information about the University of Melbourne and its governance structure is available at <http://www.unimelb.edu.au/governance>