



POSITION DESCRIPTION

School of Chemistry
Faculty of Science

Teaching Assistant - Chemistry (3 positions)

POSITION NO	0055988
CLASSIFICATION	Level A (Teaching Periodic)
SALARY	\$75,289 - \$102,163 p.a. (pro rata for part-time)
SUPERANNUATION	Employer contribution of 17%
WORKING HOURS	Periodic Employment Part-time (0.5 FTE)
BASIS OF EMPLOYMENT	Continuing
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 Richard O'Hair Tel +61 3 8344 2452 Email: rohair@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

The Teaching Assistants are responsible for providing teaching support to a range of undergraduate subjects taught by the School of Chemistry. The primary focus of these positions is to support the first year practical and tutorial programs in the School of Chemistry by providing an engaging, accessible environment in which students can enhance their understanding of the lecture material. The successful applicant will be a committed and engaging educator and have an appreciation of the School's curricula.

Under the broad direction of the Head of the School of Chemistry, the Teaching Assistants are responsible for the delivery of 1st year tutorials and practicals, the preparation of tutorial and practical materials in consultation with the Director of 1st Year Studies, marking and administrative duties associated with exams, tutorials, practicals and workshops, as required. The Teaching Assistants will also make themselves available for student consultation, as required, and may be asked on occasions to provide support to the 2nd and 3rd year practical and tutorial programs.

This role is a Teaching Periodic position, which means that throughout the calendar year you will have non-working and working periods. During a non-working period (excluding periods of approved paid leave), the individual will be deemed to be on leave of absence without pay for that period. You are required to take your accrued annual leave during non-teaching period unless otherwise agreed with your supervisor.

In a Teaching Periodic role your work focus area is entirely in the domain of Teaching and Learning. You will be supported and guided by experienced academic staff and undertake training as required by your supervisor. Your performance and development in the teaching domain will be reviewed on an annual basis through the Academic Performance Development Framework.

Due to Australian immigration regulations, applicants must have Australian work rights. We welcome applications from Aboriginal and Torres Strait Islander people, people from different cultural backgrounds and people with disabilities.

1. Key Responsibilities

1.1. TEACHING

- ▶ Deliver 1st year tutorials and participate in 1st year laboratory practical demonstration.
- ▶ Provide leadership and guidance to 1st year Student Demonstrators in relation to the implementation of practical class programs.
- ▶ Provide assistance to the Director of 1st Year Studies for revising and up-grading experiments in Chemistry with guidance and updating the corresponding laboratory notes.
- ▶ Assist in development of online teaching resources, as required.
- ▶ In collaboration with the Laboratory Manager and the Director of 1st Year Studies, coordinate the practical classes with respect to academic matters, including laboratory assessment and marking.
- ▶ In accordance with University procedures, coordinate and conduct marking of tests, assignments, exams and laboratory reports where appropriate, and collate marks accurately, as required.
- ▶ Under the direction of the Director of 1st Year Studies, provide consultation hours, face to face or online as required, during the semester and exam periods.

- ▶ The Teaching Assistants may be involved in 2nd and 3rd year undergraduate teaching programs, as required.

1.2. TEACHING ADMINISTRATION

- ▶ Supervise sessional demonstrators as required.
- ▶ Ensure assisting demonstrators are familiar with the laboratory experiments and the expected results.
- ▶ Supervise laboratory sessions, as required.
- ▶ Attend meetings as deemed appropriate by the Director of 1st Year Studies or delegate.
- ▶ Supervise and collate analytics from exam marking teams.
- ▶ Perform specific tasks associated with the promotion of science and careers in science to students when requested by the Director of 1st Year Studies or delegate. For example, maintaining a display of career opportunities in Science, participation in Academic Advice Day, Discovery Day, Orientation and other events involving the promotion of Science, and course advice.

1.3. OTHER

- ▶ The incumbent will also perform other duties consistent with the responsibilities and at the classification label outlined above, as required by the Head of School.

1.4. IN REGARD TO GENERAL ENVIRONMENT, HEALTH & SAFETY MATTERS, YOU WILL BE RESPONSIBLE FOR:

- ▶ Occupational Health and Safety (OH&S) and Environmental Health and Safety (EH&S) responsibilities as outlined in section 5.
- ▶ Following safe work procedures and instructions
- ▶ The incumbent may be asked to be a floor warden or member of the EHS committee, or undergo training as a first-aid officer.
- ▶ Taking reasonable care for the safety of self and others
- ▶ Seeking guidance for all new or modified work procedures
- ▶ Ensuring that any hazardous conditions, near misses and injuries are reported immediately to a supervisor
- ▶ Participating in meetings, training and other health and safety activities
- ▶ Wearing personal protective equipment as provided
- ▶ Using equipment in compliance with relevant guidelines, without wilful interference or misuse
- ▶ Adopting work practices that support the Environmental Management System.
- ▶ Identifying environmental risks associated with their activities and utilising the department (University's) mechanism for recording and reporting environmental aspects.
- ▶ Occupational Health and Safety (OH&S) and Environmental Health and Safety (EH&S) responsibilities as outlined in section 5.

2. Selection Criteria

2.1 ESSENTIAL

- ▶ MSc in Chemistry or a relevant related discipline.

- ▶ Demonstrated experience in conducting undergraduate chemistry tutorials and conducting undergraduate practical classes.
- ▶ Proficiency in computer skills, in particular the use of the current Microsoft Office suite, and the ability (i) to access and generate pdf documents, (ii) to access electronically submitted student assignments, (lii) to access and understand computer aided learning programs, and (iv) to use electronic forms of communication.
- ▶ Demonstrated ability to work collegially and collaboratively in a team.
- ▶ Demonstrated problem solving skills, including the ability to proactively recognise problems and respond quickly to escalate major issues.
- ▶ Excellent written and oral communication skills.
- ▶ Ability to improvise and adapt to new demands, including exploring and implementing different teaching methods.
- ▶ Excellent organisational skills, including the capacity to plan your own time, organise practical work and to coordinate activities of the sessional demonstrators.
- ▶ A demonstrated capacity to set high standards for your own work performance, including the ability to pay attention to detail and a demonstrated ability in accurate record keeping.

2.2 DESIRABLE

- ▶ PhD in Chemistry or a relevant discipline.
- ▶ Experience with using University of Melbourne IT systems including Themis and the Learning Management System (LMS).
- ▶ Extensive experience in handling relevant instrumentation and/or techniques used in Chemistry undergraduate teaching laboratories.
- ▶ Demonstrated ability to develop and design the teaching curriculum associated with chemical practical classes and tutorials in line with core disciplines within Chemistry as well as emerging areas.
- ▶ Demonstrated ability to engage students via online teaching, using current platforms (e.g. Zoom).

3. Other Job-Related Information

All Faculty staff may be required to perform work duties remotely and/or on- campus for a specified period of time.

Teaching Assistants (Teaching Periodic) will be provided reasonable access to available facilities and resources commensurate with the role and the flexible nature of their employment which includes access to: on campus facilities, meeting rooms for student consultation, the University's wi-fi, phone, network and email systems when on campus and Library facilities.

On occasions the Teaching Assistants may be required to work outside of standard hours (i.e. after 5pm or weekends), depending on subject delivery requirements.

Teaching Assistants are expected to create and use a University staff email account through the University's Identity Management system. All correspondence relating to their employment must be sent and received through their staff e-mail account.

Employment in this position is conditional upon the adhering to the University's "fit and proper" checks where required and requires the incumbent to hold a current and valid Working with Children Check.

4. 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.

5. 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.

6. Other Information

6.1 SCHOOL OF CHEMISTRY

<http://www.chemistry.unimelb.edu.au>

The School of Chemistry at The University of Melbourne is one of the largest and oldest in Australia with a distinguished history in teaching and research. The first lectures in chemistry in The University of Melbourne were given in 1856, only three years after the University was founded. Since then, the School has grown and developed and there are presently over 2500 undergraduates enrolled in Chemistry subjects, with more than 150 BSc (Hons), PhD and MSc research students. Teaching and undertaking research in the School are 23 continuing research and teaching staff, and over 30 research only staff, supported by a team of technical and administrative personnel.

The School has an excellent international reputation in research and an outstanding record of achievement in attracting external research funding. There is an ongoing program to keep its research facilities at world standard and to focus our research efforts. This has involved progressive upgrading of the School's laboratories, the purchase of state-of-the-art instrumentation and recruitment of academics with a strong research

profile. In addition, we are building stronger links with other disciplines within the University and with other research institutions locally and internationally.

The School of Chemistry is a key participant in the Bio21 Institute, a major world-class biotechnology initiative in Victoria. New purpose-built research laboratories for research groups in the School are housed in the Chemistry Building and the Bio21 Institute of Molecular Science and Biotechnology. This new development provides state-of-the-art facilities for researchers in a dynamic interdisciplinary environment.

6.2 FACULTY OF SCIENCE

<http://www.science.unimelb.edu.au>

Science at the University of Melbourne is the most highly ranked Faculty of Science in Australia* Science is defined by its research excellence in the physical and life sciences and is at the forefront of research addressing major societal issues from climate change to disease. Our discoveries help build an understanding of the world around us.

We have over 150 years of experience in pioneering scientific thinking and analysis, leading to outstanding teaching and learning and offer a curriculum based on highly relevant research, which empowers our STEM students and graduates to understand and address complexities that impact real world issues and the challenges of tomorrow.

We aspire to engage the broader community with the impact that Science has on our everyday lives. Through the strength of our internships and research project offerings, our students are provided opportunities to engage with industry partners to solve real-world issues.

The Faculty of Science has over 40,000 alumni and is one of the largest faculties in the University comprising six schools: BioSciences, Chemistry, Geography, Earth and Atmospheric Sciences, Ecosystem and Forest Sciences, Mathematics and Statistics, and Physics.

The Faculty is custodian of the Bio21 Molecular Science and Biotechnology Institute, Office for Environmental Programs and home to numerous Centres.

Science manages more than \$280 million of income per annum, with a staff base in the order of 220 professional staff, and more than 540 academic staff.

We offer a range of undergraduate, honours, graduate and research degrees; enrolling over 7,500 undergraduate and graduate students. The Faculty of Science is the custodial Faculty for the BSc (Bachelor of Science) with enrolments of approximately 6,200 students.

The Faculty of Science is a leader in research, contributing approximately \$50 million in HERDC income per annum. The Faculty of Science is highly research focused, performing strongly in the ARC competitive grants schemes, often out-performing the national average. The Faculty of Science is currently growing its competitiveness and standing in the NHMRC space.

The Faculty of Science provides community services and industry partnerships based on a solid foundation of research in the pure and applied sciences. The Faculty has an endowment of approximately \$50 million. The annual income from the endowment supports more than 120 prizes, scholarships and research awards.

*Figures from the latest available data for 2015, including published international rankings data.

6.3 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>.

6.4 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.

6.5 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>