

## POSITION DESCRIPTION

Faculty of Education

### MHiPS Training Administration Assistant

<b>POSITION NO</b>	0057306
<b>CLASSIFICATION</b>	UOM 4
<b>SALARY</b>	\$76,901 - \$81,615
<b>SUPERANNUATION</b>	Employer contribution of 17%
<b>WORKING HOURS</b>	Full time
<b>BASIS OF EMPLOYMENT</b>	Fixed Term until December 2026
<b>OTHER BENEFITS</b>	<a href="https://about.unimelb.edu.au/careers/staff-benefits">https://about.unimelb.edu.au/careers/staff-benefits</a>
<b>HOW TO APPLY</b>	Online applications are preferred. Go to <a href="http://about.unimelb.edu.au/careers">http://about.unimelb.edu.au/careers</a> , select the relevant option ('Current Opportunities' or 'Jobs available to current staff'), then find the position by title or number.
<b>CONTACT FOR ENQUIRIES ONLY</b>	Rebecca Rennie Email <a href="mailto:Rebecca.rennie@unimelb.edu.au">Rebecca.rennie@unimelb.edu.au</a> <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](http://about.unimelb.edu.au/careers)

## ***Acknowledgement of Country***

The University of Melbourne acknowledges the Traditional Owners of the unceded land on which we work, learn and live: the Wurundjeri Woi Wurrung and Bunurong peoples (Burnley, Fishermans Bend, Parkville, Southbank and Werribee campuses), the Yorta Yorta Nation (Dookie and Shepparton campuses), and the Dja Dja Wurrung people (Creswick campus).

The University also acknowledges and is grateful to the Traditional Owners, Elders and Knowledge Holders of all Indigenous nations and clans who have been instrumental in our reconciliation journey.

We recognise the unique place held by Aboriginal and Torres Strait Islander peoples as the original owners and custodians of the lands and waterways across the Australian continent, with histories of continuous connection dating back more than 60,000 years. We also acknowledge their enduring cultural practices of caring for Country.

We pay respect to Elders past, present and future, and acknowledge the importance of Indigenous knowledge in the Academy. As a community of researchers, teachers, professional staff and students we are privileged to work and learn every day with Indigenous colleagues and partners.

## ***Position Summary***

Reporting to the Project Manager, the Training Administration Assistant project will join a dynamic and supportive team responsible for the delivery of The Mental Health in Primary Schools (MHiPS) Initiative. The appointee will be responsible for plan and coordinate project activities, including scheduling, reporting and document control. This role will also be responsible for coordinating all face-to-face delivery across the project. This key role within the team will support the overall function of the team including working closely with the MHiPS Project Coordinator.

### **THE MENTAL HEALTH IN PRIMARY SCHOOLS INITIATIVE**

The Victorian Department of Education (DE) has partnered with the Faculty of Education (FoE) and Murdoch Children's Research Institute (MCRI) to deliver the Mental Health in Primary Schools Initiative across Victoria. The aim of MHiPS is to build the capacity of primary schools to support their student's mental health and wellbeing from a prevention and promotion perspective.

The MHiPS Initiative provides participating primary schools with funding for a Mental Health and Wellbeing Leader (MHWL) to implement a whole-school approach to mental health. The MHWL is also provided with an evidence-based training program, developed and delivered by the Faculty of Education at the University of Melbourne, involving regular Learning Community sessions in addition to core content modules regarding mental health literacy and building school capacity to support mental health.

For further information please visit the Mental Health in Primary Schools Website <https://www.mhips.org.au/>

### ***1. Key Responsibilities***

- ▶ Provide general administrative support including assistance with planning and implementation of project tasks.
- ▶ Support all training and development administration and coordination for the program.

- ▶ Support the delivery of core modules, communities of practice and conferences including scheduling seminar sessions via zoom, technical support during training delivery, communications and collating attendance data, ensuring training materials are uploaded and supplied to participants in advance.
- ▶ Provide day-to-day support to the Project Manager
- ▶ Liaising with research partners (MCRI), and the Department of Education (DE) project team and provide administration support as required at meetings and responsible for compiling minutes for meetings as required.
- ▶ Coordinating, attending and participating in regular project team meetings.
- ▶ Provide team administration support including managing the MHiPS Support Email inbox.
- ▶ Additional tasks directly relevant to this project's progression at the direction of the Project Manager.
- ▶ Support and contribute to adjunct projects that arise out of the MHiPS group of projects.

### 1.1 OTHER DUTIES

- ▶ Perform other tasks as requested by the Education Lead, Project Manager and the Implementation and Delivery Manager
- ▶ Actively participate in the University Professional Development Framework.

### 1.2 BEHAVIOURAL EXPECTATIONS

All staff are expected to maintain the following behaviours:

- ▶ Treat everyone equitably; act fairly with staff and demonstrate respect for diversity.
- ▶ Be an effective team player who is cooperative and easily gains the trust and support of staff, peers and clients through collaboration.

## 2. Selection Criteria

### 2.1 ESSENTIAL

- ▶ Completion of a diploma level qualification with relevant work-related experience, or an equivalent combination of relevant experience and/or education/training.
- ▶ Demonstrated interpersonal, verbal and written communication skills with demonstrated ability to relate effectively with a range of people across all levels of the organisation.
- ▶ The ability to work independently and as part of a team.
- ▶ Enthusiastic and positive attitude with demonstrated ability to work flexibly and collaboratively as part of a high-performing team.
- ▶ Demonstrated administrative and organisational skills, including the ability to manage competing priorities and schedule work to meet deadlines.
- ▶ Demonstrated commitment to providing excellent customer service.
- ▶ High level of proficiency in the use of software such as the Microsoft Office suite and Zoom.

### 2.2 DESIRABLE

- ▶ Proficient in University systems including Canvas (University of Melbourne's learning management software)

### 2.3 OTHER JOB RELATED INFORMATION

- ▶ Unrestricted right to work in Australia.
- ▶ Any offer of employment will be conditional upon receipt and maintenance of a valid Working with Children Check.
- ▶ There will be peak periods of delivery where leave is not likely to be approved.
- ▶ Work outside of ordinary hours may be required for on some occasions.
- ▶ The successful candidate will be required to work in a hybrid model working from home and working from Melbourne Graduate School of Education. Full time employees are expected to attend the Parkville office three days a week.
- ▶ There may be some requirement to travel to support delivery of training modules.

## ***3. Job Complexity, Skills, Knowledge***

### 3.1 LEVEL OF SUPERVISION / INDEPENDENCE

This Assistant works under the supervision of the Project Manager.

### 3.2 PROBLEM SOLVING AND JUDGEMENT

This Assistant operates within well-defined procedures with diversified precedents. The role requires interpretation of differing situations and need to identify, search and select solutions through experience and the application of acquired knowledge.

Recommendations for changing policy and current work practices would be referred to their supervisor.

### 3.3 PROFESSIONAL AND ORGANISATIONAL KNOWLEDGE

The incumbent should possess excellent computer skills with a demonstrated ability in word processing, web content management, Excel, PowerPoint and the use of databases.

The Assistant needs to use courtesy and effective communication in dealing with others is required. All communication aims at giving and receiving information and maintaining a favourable working relationship.

### 3.4 RESOURCE MANAGEMENT

The incumbent contributes to the effective running of the Mental Health in Primary Schools Training team.

### 3.5 BREADTH OF THE POSITION

This position involves a wide of administrative tasks including managing the MHIPS inbox, answering general enquiries, supporting the team with training logistics. Conduct must be of a professional manner with the ability to communicate and liaise well with staff, project partners and external stakeholders.

## ***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 Advancing Melbourne strategy that addresses 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 Advancing Melbourne.

## ***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:

<https://safety.unimelb.edu.au/people/community/responsibilities-of-personnel>

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

## ***6. Other Information***

### **6.1 ORGANISATION UNIT**

The Faculty of Education (FoE) fosters staff productivity, growth and engagement in a collective effort to enrich the contribution that education makes to society. We conduct research and teaching that leads to the transformation of education practice both within and beyond the profession. FoE stimulates learning that enriches the potential of students from around the world, enabling meaningful careers and profound contributions to communities. We provide research leadership, setting the direction for high-impact, innovative and responsive research that addresses the pressing issues of our time. We lead purposeful engagement with society, sharing our resources and expertise as part of collaborative efforts to build a resilient, equitable and sustainable future.

### **6.2 BUDGET DIVISION**

**Our Vision:**

Together we equip people to address the major educational challenges of our times.

**Our Values:**

Respect, Integrity, Curiosity, Fairness and Transparency

**Our Mission**

The Faculty of Education fosters staff productivity, growth and engagement in a collective effort to enrich the contribution that education makes to society.

- We conduct research and teaching that leads to the transformation of education practice both within and beyond the profession.
- We stimulate learning that enriches the potential of students from around the world, enabling meaningful careers and profound contributions to communities.
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- We lead purposeful engagement with society, sharing our resources and expertise as part of collaborative efforts to build a resilient, equitable and sustainable future.

FoE is a hub of high impact research and teaching. Home to a number of internationally recognised experts, we are at the cutting edge of teaching and research in our field.

Part of the University of Melbourne's Parkville campus, we are based at 234 Queensberry Street and 100 Leicester Street. Our buildings are designed specifically for graduate education students, offering a range of contemporary learning and social spaces.

FoE offers a range of professional development and higher degree research courses for people working in education and related professions. A large number of significant research projects are based here, and we work closely with local, national and international partners on a wide range of projects across education and related disciplines. For more information about us, visit: [education.unimelb.edu.au](http://education.unimelb.edu.au)

### 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 ADVANCING MELBOURNE

The University's strategic direction is grounded in its purpose. While its expression may change, our purpose is enduring: to benefit society through the transformative impact of education and research. Together, the vision and purpose inform the focus and scale of our aspirations for the coming decade.

Advancing Melbourne reflects the University's commitment to its people, its place, and its partners. Our aspiration for 2030 is to be known as a world-leading and globally connected Australian university, with our students at the heart of everything we do.

- ▶ We will offer students a distinctive and outstanding education and experience, preparing them for success as leaders, change agents and global citizens.
- ▶ We will be recognised locally and globally for our leadership on matters of national and global importance, through outstanding research and scholarship and a commitment to collaboration.
- ▶ We will be empowered by our sense of place and connections with communities. We will take opportunities to advance both the University and the City of Melbourne in close collaboration and synergy.
- ▶ We will deliver this through building a brilliant, diverse and vibrant University community, with strong connections to those we serve.

The means for achieving these goals include the development of the University of Melbourne's academic and professional staff and the capabilities needed to support a modern, world-class university. Those means require a commitment to ongoing financial sustainability and an ambitious infrastructure program which will reshape the campus and our contribution to the communities we engage with. This strategy, and the priorities proposed, is centred around five intersecting themes; place, community, education, discovery and global.

## 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 <https://about.unimelb.edu.au/strategy/governance>