



## POSITION DESCRIPTION

**St Vincent's Clinical School, Melbourne Medical School**  
Faculty of Medicine, Dentistry and Health Sciences

### Clinical School Officer (St Vincent's Hospital)

<b>POSITION NO</b>	0037704
<b>CLASSIFICATION</b>	PSC 5
<b>SALARY</b>	\$68,892 - \$79,130 p.a
<b>SUPERANNUATION</b>	Employer contribution of 17%
<b>WORKING HOURS</b>	Full-time (1.0 FTE)
<b>BASIS OF EMPLOYMENT</b>	Continuing
<b>OTHER BENEFITS</b>	<a href="http://about.unimelb.edu.au/careers/working/benefits">http://about.unimelb.edu.au/careers/working/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 Staff' or 'Prospective Staff'), then find the position by title or number.
<b>CONTACT FOR ENQUIRIES ONLY</b>	Michelle Dellamarta Tel +61 3 9231 2611 Email <a href="mailto:michelle.dellamarta@unimelb.edu.au">michelle.dellamarta@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)

## ***Position Summary***

The Clinical School Officer provides a high level of administrative support to the Director of Medical Student Education, Clinical Sub Dean, Clinical Supervisors and the Clinical School Coordinator in the delivery of the University of Melbourne Doctor of Medicine (MD) at the St Vincent's Clinical School (SVCS). The Clinical School Officer is part of a small team who will share teaching and learning portfolios for delivery of the Doctor of Medicine (MD), at the SVCS. The team is required to work collaboratively to deliver a range of functions contributing to the effective delivery of student teaching and learning responsibilities within the SVCS. All team members perform important administrative duties and provide leadership and support within their team.

The position operates within a highly complex environment and is broad in scope. It requires a high degree of teamwork, an ability to prioritise and be student focused to deal with the range of functions and tasks involved in student and program administration for the MD program at the SVCS. Under supervision and direction, the position is responsible for delivering quality service to a range of stakeholders, including current and prospective students, academic staff, clinicians and professional staff at affiliated clinical sites. The incumbent is required to display cooperative and collaborative behaviour in working with others and actively and consciously contribute to a harmonious working environment.

This position reports to the SVCS Coordinator but is an integral part of the Department of Medical Education.

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

- ▶ Comprehensive local administration of the MD program including: lecture and tutorial timetabling, allocations, assessments, examinations, curriculum planning and delivery, student services and information, for medical students during their terms at St Vincent's Clinical School.
- ▶ Manage the booking system for lecture theatres, seminar rooms, tutorial rooms and audio-visual for your allocated timetabling.
- ▶ Delivery of high-level customer service to internal and external clients both over the phone, via email and face to face.
- ▶ Provide accurate information and advice to students, academic and hospital staff.
- ▶ Establish and maintain a positive working relationship with St Vincent's Health and other health networks involved in student training.
- ▶ Collect and collate feedback from students and tutors referring more complex or sensitive issues to the Clinical School Coordinator.
- ▶ Ensure all documentation, mailing lists and databases are kept current and up to date.
- ▶ SVCS-wide processing of Student leave of absences.
- ▶ SVCS-wide coordination of all student assessment including written and OSCE exams.
- ▶ Prepare consolidated, campus-wide evaluation and assessment data submissions, for the Department of Medical Education and other relevant departments within the Faculty.
- ▶ Together with precinct and clinical school staff, administer the SVCS-wide quality of teaching process.
- ▶ In collaboration with key academics, plan revision and intersession.

- ▶ Provide technical support and lead improvement processes to ensure student systems are functioning to the demands of student programs and curriculum.
- ▶ Deliver the annual SVCS-wide orientation programs for all new student cohorts. Included in orientation duties for this position are the administration of SVCS and relevant health service compliance processes for student police and working with children checks and immunisations
- ▶ Coordinate events and engagement activities, including award ceremonies, SVCS student and teacher prizes and other student related activities.
- ▶ Coordinate allocations and placements across the East Melbourne campus and affiliates (clinical electives, MD Research Project (MDRP) and Vocational Selectives).
- ▶ Undertake other duties commensurate with position level or as directed by supervisor.
- ▶ Occupational Health and Safety (OH&S) and Environmental Health and Safety (EH&S) responsibilities as outlined in section 6.

## ***2. Selection Criteria***

### **2.1 ESSENTIAL**

- ▶ A relevant tertiary qualification with subsequent relevant experience in administration and/or an equivalent combination of relevant training/experience in hospital or student administration.
- ▶ Excellent interpersonal and communication skills, including the ability to liaise effectively with a diverse range of people including, colleagues, senior staff and external stakeholders, in a professional manner showing integrity and diplomacy at all times.
- ▶ Demonstrated ability to work independently and as part of a team and contribute positively to team operations.
- ▶ Demonstrated commitment to providing excellent customer service.
- ▶ Demonstrated initiative for process improvement and problem solving.
- ▶ Ability to maintain discretion and confidentiality at all times.
- ▶ Well-developed organisation and time management skills.
- ▶ High level of proficiency in the use of standard application software such as the Microsoft Office suit.

### **2.2 DESIRABLE**

- ▶ Experience in or an understanding of the health sector and/or higher education sector.
- ▶ Sound knowledge of the University's policies and procedures.
- ▶ Experience in coordinating events.

### **2.3 SPECIAL REQUIREMENTS**

- ▶ You will be required to work outside normal hours during peak periods including student events, clinical examinations and orientation weeks.

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

#### **3.1 LEVEL OF SUPERVISION / INDEPENDENCE**

The incumbent will work under routine supervision to general direction depending upon experience and the complexity of the tasks.

The incumbent may supervise or co-ordinate others to achieve objectives.

#### **3.2 PROBLEM SOLVING AND JUDGEMENT**

The incumbent is expected to:

- use a high degree of initiative and sound judgement in solving problems or issues that may arise;
- be able to initiate work and take responsibility for decisions relevant to role;
- perform a range of tasks of varying complexity; and
- provide information and advice using judgement, common sense and a knowledge of relevant policies and procedures.

#### **3.3 PROFESSIONAL AND ORGANISATIONAL KNOWLEDGE**

The incumbent is expected to understand and apply the rules, regulations and processes of the University and gain an understanding of how the Clinical School works with the hospital and the interrelationships between the hospital, the academic departments and the Faculty. The ability to adjust to new technology and systems implementation is essential.

#### **3.4 RESOURCE MANAGEMENT**

The Clinical School Officer is responsible for efficient time management and effective use of work resources without compromising on quality.

#### **3.5 BREADTH OF THE POSITION**

The incumbent will interact with students and staff from the Faculty and Central Administration as well as a range of people from internal and external organisations.

### ***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/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 MELBOURNE MEDICAL SCHOOL**

[www.medicine.unimelb.edu.au](http://www.medicine.unimelb.edu.au)

The Melbourne Medical School (MMS) was established in 1862 and has a substantial international reputation for its leadership in teaching and training, health research, policy and practice. The MMS is committed to working with the communities we serve to improve health and advance health care. We will do this through our teaching, learning, research, clinical care and advocacy.

The MMS is composed of eight clinical departments (General Practice, Medical Education, Medicine and Radiology, Obstetrics and Gynaecology, Paediatrics, Psychiatry, Rural Health and Surgery) which are embedded within clinical health services throughout metropolitan Melbourne and rural Victoria.

The MMS delivers a suite of health related graduate programs including the Doctor of Medicine (MD), the first professional entry Masters level medical program in Australia. The Melbourne MD delivers a fresh approach to medical training and creates a new benchmark in 21st century medical education.

The MMS is committed to improving the wellbeing of the community through the discovery and application of new knowledge. The research effort of the school is highly collaborative and spans basic to translational research and involves over 800 graduate researchers and 1000 academic staff

The MMS also actively participates in the public debate and advocacy around key health issues and policy based on our values of commitment, integrity, compassion, respect and service

## 6.2 FACULTY OF MEDICINE, DENTISTRY AND HEALTH SCIENCES

[www.mdhs.unimelb.edu.au](http://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.

## 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>