



POSITION DESCRIPTION

School of Ecosystem and Forest Sciences
Faculty of Science

Horticultural Services Officer (Nursery and Teaching)

POSITION NO	0045148
CLASSIFICATION	PSC 5
SALARY	\$68,892 – \$79,130 p.a. (pro- rata)
SUPERANNUATION	Employer contribution of 17%
WORKING HOURS	Full-time
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	Dr Maria Castle Tel +61 3 8344 4876 Email mcastle@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 Horticultural Services Officer (HSO) provides a high level of technical support to the extensive teaching and research programmes offered by the School of Ecosystem and Forest Sciences (SEFS). The role covers all technical aspects of the preparation of classes, practicals and tutorials that require plant or horticultural services in subject rears within the school.. The Officer is also expected to provide assistance in other subject areas as required. The role also encompasses management and operation of the horticultural nursery and plant growth facilities in the school.

The Horticultural Services Officer will be responsible for the efficient operation of instrumentation, provision of timely and quality technical support as appropriate to the needs of the staff and students, oversight of laboratory and nursery resources (including propagation and purchasing of plants, consumables and chemicals, and maintenance and upgrade of equipment), provision of advice on chemical safety and sound nursery and laboratory practices, as well as appropriate maintenance of documentation.

This position is primarily based at the Burnley Campus however the incumbent will be required to travel and work at other SEFS locations as required. The role reports to the Coordinator, Horticultural Services.

1. Key Responsibilities

1.1 TEACHING SUPPORT

- ▶ Organise and provide technical support to the teaching program by preparing solutions, materials and equipment as per set up notes as well as testing experiments beforehand to ensure the smooth running of practical classes;
- ▶ Ensure all classes are delivered to a high standard by setting up materials and experiments in a timely manner for viewing by teaching staff and make any necessary modifications to experiments, demonstrations and protocols prior to student classes;
- ▶ Provide technical assistance during laboratory, nursery, and/or horticultural field classes to teaching staff and students;
- ▶ Attend laboratory and/or field classes to provide technical assistance to students, demonstrators and subject coordinators as required;
- ▶ Interact with and assist other technical staff by ensuring disciplined laboratory practices are maintained and compliant with laboratory policy and protocol;
- ▶ Carry out minor maintenance on nursery and teaching equipment and ensure all equipment faults are repaired with minimum of down-time;
- ▶ Ensure nursery grown, field collected and propagated plant material are made available as required for teaching and practical classes;
- ▶ Provide assistance and advice in the planning of excursions and other teaching related fieldwork. Organise any special requirements such as transport or collecting permits
- ▶ Assist in producing Risk Assessments for any excursions and produce collecting reports as a condition of the collecting permit;
- ▶ Assist other technical staff as required, and undertake other duties as needed and assigned by the Coordinator, Laboratory and Nursery.

1.2 NURSERY SUPPORT

- ▶ Provide technical support to research, horticulture and nursery production teaching programs in laboratories, glasshouses, green houses, nursery and field station areas.
- ▶ Ensure facilities and equipment are well maintained and tidy at all times to ensure programs are adequately supported.
- ▶ Identify pest, disease and weed problems and initiate scheduled control programs in a timely manner.
- ▶ Maintain an inventory of consumables required and ensure all items are kept in stock.
- ▶ Produce and maintain nursery stock plants, specimen plants and trial crops used for the horticulture teaching activities and programs.
- ▶ Assist in the production and maintenance of plant nursery specimen plants and trial crops used for research activities and outreach programs

1.3 ADMINISTRATIVE SUPPORT

- ▶ Assist in the efficient timetabling of laboratory classes by monitoring and regulating student numbers during practical class registration.
- ▶ Purchasing of goods and services including chemicals, plant materials as required.

1.4 OCCUPATIONAL HEALTH & SAFETY

- ▶ Ensure that laboratories are a safe working environment for teaching staff and undergraduate students by providing technical expertise and advice on OH&S issues, ensuring that laboratory safety standards and protocols are maintained at all times.
- ▶ As part of the technical teaching support team perform local laboratory safety inspections, compile, edit, update and maintain teaching laboratory safety documentation including SOPs, Risk Assessments and laboratory and EHS checklists.
- ▶ Support in the delivery of EHS activities across the site including participation in EHS committees.

2. Selection Criteria

2.1 ESSENTIAL

- ▶ A degree in Science or Applied Science or combination of relevant education and experience as a laboratory Officer or equivalent laboratory and/or field experience.
- ▶ Demonstrated experience in the preparation of laboratory classes for plant based practical classes
- ▶ Technical skills, including a combination of at least *two* of the following:
 - High level of knowledge of horticultural plants and skills in their identification, ecology and use, including experience in field collection of plant materials.
 - Sound knowledge of plant morphology and structure
 - Maintenance of laboratory equipment
 - Techniques in the propagation, production and growing of nursery plants for instruction and demonstration

- ▶ A high-level of understanding and experience in safety management and procedures, especially those associated with a laboratory-based setting including a comprehensive knowledge of and experience with regulations pertaining to chemical/biological environment, health and safety and chemical handling.
- ▶ Well-developed technical skills and problem solving capability to assist with trouble shooting.
- ▶ Demonstrated organisational skills including time management and an ability to prioritise work in a busy environment with competing demands.
- ▶ Excellent interpersonal, written, and verbal communication skills, with a demonstrated commitment to providing excellent client service.
- ▶ Ability to work effectively as a team member and to contribute to the organisational development of the School

3. *Special Requirements*

Travel to Creswick and Parkville campuses may be required.

4. *Job Complexity, Skills, Knowledge*

4.1 LEVEL OF SUPERVISION / INDEPENDENCE

The Horticultural Services Officer works under the broad supervision of the Coordinator, Laboratory and Nursery and undertakes key responsibilities with a high degree of independence. The incumbent requires initiative and independence to determine the appropriate personnel to contact when further advice or assistance is required.

4.2 PROBLEM SOLVING AND JUDGEMENT

The incumbent is expected to apply standard technical training and experience to problem-solving. The incumbent must show initiative and creativity in providing solutions to technical issues and maintain excellent relationships with staff and students. The incumbent must also demonstrate good problem-solving skills of a high-order. Some problems may be complex and will require a broad knowledge and solid understanding of the area to be able to recommend the best solution. Judgement is frequently required in setting priorities regarding workloads, and in choosing from a range of possible solutions or approaches to problems, and on work methods and task sequences within specified timelines and standard practices and procedures. Some independent decision-making in interpreting local policies in the work area is required.

4.3 PROFESSIONAL AND ORGANISATIONAL KNOWLEDGE

The Horticultural Services Officer must possess knowledge of and expertise in a variety of scientific methods and laboratory housekeeping processes, and have a desire to learn and troubleshoot new methods. The incumbent is expected to continue to develop knowledge, skills and experience to provide technical expertise in the activities of the School in order to coordinate classes and apply the principles involved in the subjects being offered by the School.

The incumbent must be fully cognisant of and comply with all relevant legislation relating to Environmental Health and Safety and take appropriate measures to ensure the safety of all personnel utilising the facilities.

The Horticultural Services Officer is required to have a thorough knowledge of and operate at all times according to University and SEFS policies and procedures.

Possession of a range of technical skills required for the maintenance of equipment and living materials, and the preparation of laboratory classes, field excursions and other classes is expected. Consultation with other staff to achieve defined technical and administrative objectives is required.

4.4 RESOURCE MANAGEMENT

Along with the Coordinator, Laboratory and Nursery, the incumbent will oversee the resources in the Teaching Laboratory to ensure that they are functional and maintained. The incumbent will assist in the needs assessment for, and allocation of, teaching and laboratory equipment, including course planning and the equipment-borrowing system.

4.5 BREADTH OF THE POSITION

The Horticultural Services Officer performs a broad range of technical and academic-support tasks that span the range of teaching-related activities that impact directly on the unit and School, as well as on external clients. The position liaises with a broad spectrum of academic and professional staff within the School and across the Faculty and University. The nature of these interactions includes coordinating with other staff to achieve defined technical and administrative objectives, and providing advice and service to students.

5. 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 service for excellence and reach the targets of Growing Esteem.

6. 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.

7. Other Information

7.1 ORGANISATION UNIT

<http://ecosystemforest.unimelb.edu.au/>

The School of Ecosystem and Forest Sciences (SEFS) is Australia's premier research and education provider dedicated to the study of ecosystem processes, sustainable land management, and environmental social science in forest and other ecosystems, covering the full range from natural to highly urbanised systems. SEFS combines expertise in the biological and physical sciences with environmental social science to provide research and teaching of applied ecosystem science that is relevant to society, delivering innovative solutions to the environmental issues faced by a rapidly growing global community. Our work spans from molecular to ecosystem scales, from technology to sociology, and from city to wilderness.

Established research strengths include 'Integrated Forest Ecosystem Research', 'Bushfire Science', 'Urban Horticulture and Landscape Management' and 'Ecohydrology'. SEFS features significant cross-institutional collaborations and engagement activities with many industries throughout Australia and South-east Asia.

As a School, we provide leadership in applied sciences through our Postgraduate Coursework degrees, the 'Master of Forest Ecosystem Science' (MFES) and the 'Master of Urban Horticulture' (MUH). Our Graduate Certificates and Diplomas in 'Bushfire Planning and Management', 'Forest Systems Management', 'Garden Design', 'Arboriculture' and 'Green Roofs and Walls' provide individuals working in industry with opportunities for intensive and career-directed learning and skills development.

As one of seven Schools within the Faculty of Science, SEFS operates from three locations:

- ▶ the University's main Campus at Parkville;
- ▶ the suburban Burnley Campus with a century old tradition of excellence in urban horticulture, which today is a dynamic multidisciplinary research centre with a focus on green infrastructure, urban ecology, ecohydrology and forest science; and
- ▶ the regional Creswick Campus, the University's specialist campus for forest science and the birthplace of forest education and research in Australia, which today also is home to significant plant and crop science initiatives of other Faculties.

Our extensive teaching and research facilities at all three campuses are complemented by a number of long-term field research sites including 'Long Term Fire Effects Study Areas' established in the 1980s, the Little Stringybark Creek urban catchment experiment, and a 'Terrestrial Ecosystem Research Network Super Site' in the Wombat State Forest, close to Creswick, which represent a significant strength of the new School.

7.2 BUDGET DIVISION

<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 50,000 alumni and is one of the largest faculties in the University comprising seven schools: BioSciences, Chemistry, Earth Sciences, Ecosystem and Forest Sciences, Geography, 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 \$290 million of income per annum, with a staff base in the order of 270 professional staff, and more than 580 academic staff.

We offer a range of undergraduate, honours, graduate and research degrees; enrolling over 8,600 undergraduate and 2,440 graduate students. The Faculty of Science is the custodial Faculty for the BSc (Bachelor of Science). The Faculty of Science is a leader in research, contributing approximately \$70 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 \$56 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.

7.3 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>.

7.4 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.

7.5 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>