



POSITION DESCRIPTION

Student Administration
Academic Services

Team Leader, Student Equity

POSITION NO	0036533
CLASSIFICATION	PSC 7
SALARY	\$88,171 - \$95,444 p.a.
SUPERANNUATION	Employer contribution of 17%
EMPLOYMENT TYPE	Full-time (continuing) position available
OTHER BENEFITS	http://about.unimelb.edu.au/careers/working/benefits
CURRENT OCCUPANT	Vacant
HOW TO APPLY	Online applications are preferred. Go to http://about.unimelb.edu.au/careers , under 'Job Search and Job Alerts', select the relevant option ('Current Staff' or 'Prospective Staff'), then find the position by title or number.
CONTACT FOR ENQUIRIES ONLY	Erin Calder Tel +61 3 8344 0611 Email erin.calder@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 websites:

about.unimelb.edu.au/careers
joining.unimelb.edu.au

Position Summary

The Team Leader, Student Equity, provides leadership, motivation, coaching and support for a small team of Student Equity Advisors who administer special consideration and work with students who require adjustments or other arrangements to enable them to engage in their academic experience equitably. These services are delivered in a student-centric environment and in the context that all students are expected to be independent and active participants in their studies at University.

Reporting to the Coordinator, Student Equity, the Team Leader leads a small team of Student Equity Advisors, and ensures the consistent application of policy and guidelines, and manages complex cases. The Team Leader oversees a regular schedule of quality assurance and individual coaching catch ups with staff to review performance, assist them to achieve goals, and ensure a consistent, high-quality service is provided to students requiring special consideration and adjustments. The Team Leader also ensures the team maintains strong and positive stakeholder relationships with Academic Divisions and other services, and that information about special consideration and student equity is current and accurate.

The Team Leader is committed to continuous improvement and innovation, with a proven record of influencing and engaging others with their leadership, coaching and training skills. Possessing excellent communication skills, they will confidently build strong working relationships within and across teams and with relevant staff in academic divisions and other areas of University Services. They will take part in service improvements and projects designed to develop efficient, effective services to students so that they can achieve their educational goals, identify and access relevant support, and build their capacity to manage their progress and success.

1. Selection Criteria

1.1 ESSENTIAL

- ▶ Completion of an undergraduate qualification in a relevant discipline, and/or equivalent mix of education and relevant experience
- ▶ Demonstrated experience in leading, coaching and developing a team of staff in a dynamic service environment, to ensure goals are achieved
- ▶ Demonstrated ability to interact sensitively and empathetically with students experiencing a wide range of challenges, stress and anxiety in relation to their studies, and experience in working closely with equity cohorts
- ▶ Highly effective communication, customer service and interpersonal skills, with the ability to create, maintain and enhance relationships with staff and other stakeholders through constructive and collaborative interaction in order to achieve successful outcomes
- ▶ Demonstrated strengths in problem-solving and critical thinking, coupled with sound judgement and ability to understand policy
- ▶ Demonstrated commitment to continuous improvement and innovation, and an ability to lead and adapt positively to constant change
- ▶ Sound organisational and task management skills with strong attention to detail and the ability to effectively and flexibly prioritise activities to meet business need
- ▶ Knowledge of and ability to effectively utilize large complex databases such as enterprise software systems, customer relationship management systems or student systems, coupled with sound knowledge of MS Word, Excel, Outlook and strong internet search capabilities

- ▶ Experience in a customer or student services environment, with the ability to work to service standards and targets for service delivery.

1.2 DESIRABLE

- ▶ Experience in the support of people with a mental health condition
- ▶ Experience in the application of, and compliance with, anti-discrimination legislative and policy requirements in tertiary education

2. Special Requirements

- ▶ This position may be required to travel to and work across campuses
- ▶ Annual leave must be taken at a time which accommodates the peak workflows of the area
- ▶ Non-standard work hours may be required from time to time by negotiation

3. Key Responsibilities

- ▶ Provide leadership, motivation, coaching, mentoring, performance management, coordination and support for a team of Student Equity Advisors who are responsible for administering the special consideration process.
- ▶ Oversee a regular schedule of quality assurance and individual coaching catch ups with staff to review performance, assist them to achieve goals, and ensure adequate levels of support are provided and professional development opportunities explored.
- ▶ Ensure staff maintain timely, accurate and complete records using administrative systems for enquiries, bookings, and recording of case-notes, and managing information in accord with Privacy legislation and University policy and processes.
- ▶ Ensure staff receive training on the protocols for managing sensitive or critical interactions with students. This includes management of referrals, feedback and complaints.
- ▶ Maintain an up-to-date knowledge of the University's policies and procedures, particularly relating to special consideration and disability support and assist in communication strategies to ensure staff and students are kept informed of relevant changes to policy and process requirements;
- ▶ Provide guidance and coaching to staff on complex cases and special consideration eligibility assessments.
- ▶ Take ownership of escalations from SEAs and follow through to resolution as far as possible. Refer appropriately to other service areas for higher level assistance in instances where this is not possible.
- ▶ Build effective and collaborative partnerships with key stakeholders within University Services and Academic Divisions.
- ▶ Undertake special consideration edibility assessments and complex case management as required to ensure operational imperatives and agreed service timelines are met.
- ▶ Provide accurate, timely and enabling information and reports regular reports for stakeholders and committees eg Special Consideration Practice Leaders Advisory Group (SCPLAG) as required;
- ▶ Identify priority areas requiring the development and improvement of systems, process improvements, process re-engineering and new service initiatives to meet the University's agreed service standards for students or internal clients;

- ▶ Actively promote collaboration and information exchange within in and across teams, and with key contacts across Academic Services and Academic Divisions;
- ▶ Undertake special tasks or contribute to projects or events as required;
- ▶ Pro-actively share information and identify and escalate any issues, difficulties or problems; follow up to ensure that any issues are resolved and communicated appropriately;
- ▶ Occupational Health and Safety (OH&S) and Environmental Health and Safety (EH&S) responsibilities as outlined in Section 5.

4. Job Complexity, Skills, Knowledge

4.1 LEVEL OF SUPERVISION / INDEPENDENCE

Under broad guidance from the Coordinator, Student Equity, the Team Leader will prioritise daily activities and manage team members to ensure services are completed on time and to required standards, KPIs are achieved, activities are effectively coordinated across teams and stakeholders are engaged and managed appropriately.

4.2 PROBLEM SOLVING AND JUDGEMENT

The Team Leader is able to use experience, knowledge, discretion, critical thinking and sound judgement in interpreting and applying appropriate policies, procedures or systems relevant to the special consideration process as well as to everyday issues that arise in the delivery of services to equity cohorts.

The Team Leader will develop compliant procedures and guide team members to consistently apply these in their daily work, managing performance issues.

4.3 PROFESSIONAL AND ORGANISATIONAL KNOWLEDGE

The Team Leader will be expected to develop a strong understanding of relevant University policies and processes relating to student equity, including: recruitment, selection, teaching and learning, assessment, provision of services and grievance processes. The occupant is expected to proactively share knowledge and information, and to significantly contribute to continuous improvement of systems and processes.

4.4 RESOURCE MANAGEMENT

The role is responsible for effectively managing the staff, operations and facilities within their teams, contributing to budgets or structural change proposals.

4.5 BREADTH OF THE POSITION

The position encounters a wide range of complex and sensitive issues within an operational context. Excellent problem solving and interpersonal skills are essential. Sound judgement and the ability to meet tight deadlines and be able to work under pressure are required.

The incumbent liaises regularly with Academic Divisions and a range of service teams.

5. Other Information

5.1 ORGANISATION UNIT

The Student Equity and Disability Support team is part of Course Planning and Equity (CPE) within Academic Services (University Services). Academic Services brings students, academic and library services together in an integrated network to support the University's core business of learning and teaching, research and engagement.

We offer student services from the point of enquiry to the point of graduation, and support during the years in between. Our end-to-end services from across the University enable students to be self-directed, independent decision-makers.

Our customer focus and commitment to building a problem-solving culture promotes and enhances the student experience.

Stop 1 brings together the management of multiple service channels – online, email, telephone and face-to-face – to achieve consistency and alignment across channels as well as across different touchpoints within each channel. Equity and disability services for students will be delivered via Stop 1.

5.2 UNIVERSITY SERVICES

A trusted partner in shared services.

We will operate with a clear, responsive, respectful, user-friendly approach and this will create a problem-solving culture that empowers people to deliver their best.

University Services will comprise approximately 1,500 staff and represents the aggregation and concentration of service delivery capability within what will be the largest administrative unit within the University. It comprises ten portfolios:

- Research, Industry and Commercialisation
- External Relations
- Academic Services
- Finance and Employee Services
- University Procurement Services
- Infrastructure Services
- Project Services
- Legal and Risk;
- Business Intelligence and Reporting
- University Services Operations

These portfolios will be responsible for the planning, delivery and review of most professional services.

The University Services organisation will also play a key role in defining the service ethos and quality standards for the broad range of services, as well as leading key aspects of transformational change, and defining and influencing future service enhancements. At its core, the benefit from the establishment of University Services will come from building expertise, consolidating like functions/ services, eliminating duplication, capturing the benefit of scale, and providing a platform to improve process and system efficiency.

5.3 THE UNIVERSITY OF MELBOURNE

The University of Melbourne is a leading international university with a tradition of excellence in teaching and research. With outstanding performance in international rankings, Melbourne is at the forefront of higher education in the Asia-Pacific region and the world. The University of Melbourne is

consistently ranked among the world's top universities. Further information about our reputation and global ranking is available at <http://futurestudents.unimelb.edu.au/explore/why-choose-melbourne/reputation-rankings>.

Established in 1853, shortly after the founding of Melbourne, the University is located just a few minutes from the centre of this global city. The main Parkville campus 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.

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>.

5.4 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/index.html#home>

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.

5.5 EQUITY AND DIVERSITY

Another key priority for the University is access and equity. The University of Melbourne is strongly committed to an admissions policy that takes the best students, regardless of financial and other disadvantage. An Access, Equity and Diversity Policy Statement, included in the University Plan, reflects this priority.

The University is committed to equal opportunity in education, employment and welfare for staff and students. Students are selected on merit and staff are selected and promoted on merit.

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/unisec/governance.html>.

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.