



POSITION DESCRIPTION

Department of Paediatrics
Melbourne Medical School
Faculty of Medicine, Dentistry and Health Sciences

Research Fellow 1 or 2 – Systematic Reviews in Developmental Medicine

POSITION NO	0044160
CLASSIFICATION	Research Fellow 1, Level A Research Fellow 2, Level B
WORK FOCUS CATEGORY	Research Focused
SALARY	Level A: \$87,415 - \$93,830 p.a. pro rata Level B: \$98,775 - \$117,290 p.a. pro rata
SUPERANNUATION	Employer contribution of 9.5%
WORKING HOURS	Part-time (0.4 FTE)
BASIS OF EMPLOYMENT	Fixed Term position available for 12 months Fixed term contract type: Research
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 , 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	Professor Katrina Williams APEX Australia Chair of Developmental Medicine, Department of Paediatrics, University of Melbourne Email karina.williams@rch.org.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

Position Summary

Solve@RCH, is a research initiative of the University Department of Paediatrics, the Department of Neurodevelopment & Disability at The Royal Children's Hospital and the Developmental Disability and Rehabilitation Research Group at the Murdoch Children's Research Institute. The mission of Solve@RCH is to improve health and well-being (minimise impairments, maximise activity and participation) for children with disabilities and their families and better understand the causes of developmental disability. Solve@RCH has a strong track record in conducting systematic reviews about the prognosis, diagnosis and effectiveness of interventions for neurodisability.

The Research Fellow will complete and develop systematic reviews about neurodisability, including autism spectrum disorders, intellectual disability and cerebral palsy, that provide knowledge that is needed to plan trials and implement evidence into practice. They will support students who are completing systematic reviews as a part of their postgraduate studies, and PhD students who are developing systematic review methods and research. They will support staff in the development and completion of systematic reviews and they will provide training to staff to equip them with the skills they need to complete systematic reviews independently.

This position will report to the APEX Chair of Developmental Medicine. The Research Fellow will also engage with research and training activities and opportunities relevant to their work in Developmental Medicine.

1. Key Responsibilities

The position description should be read alongside [Academic Career Benchmarks and Indicators](#) and the [Academic Performance Framework](#)

A Level A academic is acquiring academic skills and building academic achievements (oriented towards the Benchmarks). Appointment at Level B requires well established academic skills and strong academic performance approaching or progressing towards the Benchmarks.

The Research Fellow is expected to work with support, guidance and/or direction from senior staff, and with an increasing degree of autonomy as they progress.

1.1 RESEARCH AND RESEARCH TRAINING

- ▶ Participate in research independently and as a member of the research team. Working with the APEX Chair, Galli Chair and colleagues, developing and completing systematic reviews that investigate cause, prevalence, diagnosis, prognosis and intervention effectiveness
- ▶ Undertaking meta-analyses of results using computer based statistical and graphics programs
- ▶ Produce or make significant contribution to the production of systematic reviews that are published in relevant high impact journals
- ▶ Contribute to the preparation of research proposal submissions to internal or external funding bodies as relevant
- ▶ Undertake administrative research duties, in association with others in the department, connected with systematic reviews, including collection of research related output information and contribution to annual reports
- ▶ To act as coordinator, contact point, trainer/advisor and leader for systematic reviews in neurodisability, including liaison with external collaborating investigators

- ▶ Provide supervision or co-supervision for research projects at honours and/or post graduate level
- ▶ Actively contribute to team research meetings

1.2 LEADERSHIP AND SERVICE

- ▶ Involvement in professional activity, including preparation and presentation of data and findings to local seminars and meetings and participation in conferences and meetings of professional societies (subject to availability of funds)
- ▶ Contribute to the Department teaching about systematic reviews
- ▶ Service in relevant meetings and committees as required
- ▶ Actively contribute to Department administration as appropriate
- ▶ Positive engagement in learning and career development of self and others
- ▶ Effective demonstration and promotion of University values including diversity and inclusion and high standards of ethics and integrity
- ▶ Occupational Health and Safety (OH&S) and Environmental Health and Safety (EH&S) responsibilities as outlined in section 5.

In addition, for appointment at Level B (Research Fellow 2) the appointee will be expected to provide higher level management, coordination and collaboration in all spheres, with increasing leadership and management developed over time.

2. *Selection Criteria*

2.1 ESSENTIAL

- ▶ A PhD or equivalent with experience in systematic reviews
- ▶ A demonstrated aptitude for research with a sound record of publication, commensurate with experience and opportunities
- ▶ Demonstrated computer skills, including spreadsheets, database programs, statistics and word processing and use of other relevant software
- ▶ Excellent communication skills and a demonstrated ability to present oral summaries of research to various audiences
- ▶ Demonstrated ability to expertly apply research methodologies and quantitative/qualitative data analysis
- ▶ Demonstrated ability to prepare research reports and manuscripts for publication
- ▶ Ability to work as a team leader and member and liaise with and coordinate the work of clinicians and researchers
- ▶ Ability to work independently and demonstrated initiative
- ▶ Training, interest or experience in neurodisability

2.2 ADDITIONAL CRITERIA FOR APPOINTMENT AT LEVEL B

- ▶ Developing research profile at a national level as evidenced by:

- Identification of sources of funding to support individual or collaborative projects relating to teaching, research and leadership practice in the discipline
- developing publication record in high-impact peer reviewed journals
- ▶ Demonstrated track record in independent and team based research in neurodisability

2.3 DESIRABLE

- ▶ Previous experience working in a tertiary research and/or healthcare institution
- ▶ Experience in assisting with the supervision of students undertaking undergraduate and higher degrees research projects

2.4 SPECIAL REQUIREMENTS

- ▶ As this position is located at The Royal Children's Hospital, the incumbent will be required to hold and maintain a current Working with Children Assessment Notice valid for paid-work <http://justice.vic.gov.au/workingwithchildren> and current police check

3. *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 deserve to service for excellence and reach the targets of Growing Esteem.

4. *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.

5. *Other Information*

5.1 THE DEPARTMENT OF PAEDIATRICS

<http://medicine.unimelb.edu.au/school-structure/paediatics>

The Department of Paediatrics is the flagship representative of the University partnership with the Royal Children's Hospital, and is co-located with the hospital in Flemington Road, Parkville.

The Department of Paediatrics is a large department within the School of Medicine. The Department has responsibility for the Child & Adolescent Health component of the Doctor of Medicine course of the School. There are approximately 80 academic and professional staff, 270 honorary academic staff, and more than 150 students who are enrolled to pursue research degrees from Honours, Masters and PhD. A further 60 students undertake research in the Scholarly Selective component of the MD course. In 2014, the total research income for the Department was nearly \$6M and members of the Department published more than 550 peer reviewed publications.

The Department delivers a range of teaching across the clinical, biological and health sciences, and within the MD program and is responsible for the teaching of child and adolescent health, paediatric surgery, and other specialties in relationship to children, adolescents and their families, including mental health. Other programs include post-graduate courses in Adolescent Health & Welfare and Genetic Counselling as well as Research Higher Degrees

The Department of Paediatrics plays a pivotal role in the life of the Royal Children's Hospital with its members being actively involved in policy development and senior management. Members of the Department make major contributions to the development of child and youth health policy and also to broader aspects of health policy at a national and state level.

Working with its partners, The Royal Children's Hospital and the Murdoch Childrens Research Institute, the University's Department of Paediatrics' vision for the Royal Children's Hospital campus is to be an integrated research, teaching and clinical institute (and environment) with the overall aim of benefiting child and adolescent health.

5.2 MELBOURNE MEDICAL SCHOOL

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.

5.3 FACULTY OF MEDICINE, DENTISTRY AND HEALTH SCIENCES

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.

5.4 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>.

5.5 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.

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/governance>