**POSITION DESCRIPTION – Academic Staff**

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| **Position Title** | Lecturer  |
| **Academic Level** | Level B |
| **School / Unit** | School of XXX |
| **College / Division** | College of XXX |
| **Reports to** | Head of School |
| **Direct Reports** | Nil |
| **Indirect Reports** | Nil |
| **Contract Type**  | Continuing / Fixed Term and duration / Casual and durationFull time / part time (x days/week or FTE) |

**ROLE DESCRIPTION**

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| The Role Description is a succinct description of the role. Its purpose and key functions.**Writing tips:** The Role Description section of the PD should clearly outline: * the Teaching contribution,
* Research expertise and
* engagement requirements of the role.

These should be broken into separate sections/paragraphs..  |

**OVERVIEW OF THE UNIVERSITY, COLLEGE/DIVISION AND SCHOOL/UNIT AND POSITION CONTEXT**

**Writing tips:** Providea succinct description of the role within the context of the University, College/Division and School/Unit.

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| **EXAMPLE TEXT For inclusion**The University of Newcastle stands as a global leader distinguished by a commitment to equity and excellence. Our vision is to be a world-leading University for our regions and creating a better future for our regions and the globe. Underpinned by this vision and our values of excellence, equity, engagement and sustainability, [the University of Newcastle’s *Looking Ahead* Strategic Plan 2020-2025](https://www.newcastle.edu.au/strategic-plan) outlines the University’s commitment to delivering an exceptional student experience and serving our communities.The University’s College of XXX brings together expertise in xxx to deliver life ready graduates and transformative solutions to our region and world. XXX strives for excellence, innovation and equity in teaching, education, research and partnerships. The College offers a diverse array of programs across the key areas of XXXThe School of XXX is…. The School consists of XXX discipline groupings: XX, XX, XX. The School has strong links with industry through sponsored undergraduate students and research collaborations. The University of Newcastle offers its academic staff a dynamic working environment, equipped with modern teaching & research facilities.  |

**ORGANISATION CHART**

**Writing tips:** Provide an organisational chart that shows where the role fits into School/Unit and College/Division. Example provided.

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| **Pro Vice-Chancellor****Head of School** **Head of Discipline XXX****Professor XXX****Lecturer** |

**ROLE RESPONSIBILITIES AND TYPICAL ACTIVITIES**

**Please review and update as appropriate for the role**

**Writing tips:** Consider the actual functions and responsibilities of the role and expected outcomes. Broad statements which are concrete and action oriented are recommended.

Between five and eight areas of accountability are typical for most roles. All roles with supervisory or management responsibility should include an accountability for this which includes performance management of staff, work health and safety management, financial management and other areas of relevance.

Measures of performance should include either Key Performance Indicators (KPIs) or outcome measures such as “reports produced accurately and on time” or “quality of feedback from key stakeholders”

The information here will inform the development of the incumbent’s performance review and development plan.

You can find more details to assist you in the [Academic Position Classification Standards](https://www.newcastle.edu.au/__data/assets/pdf_file/0010/89794/academic-staff-classification-standards.pdf)

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| **Area of accountability** | **Core Responsibilities & Typical Activities** | **Measures of Performance** |
| Research  | Build research productivity and develop recognition for expertise, including emerging evidence of national recognition in field. Actively participate in collaborative research and deliver research outputs that are both collaborative and inter-disciplinary in their approach and innovative in their application. Attract external grant funding and develop links with industry and government to facilitate knowledge exchange and translation. Establish a record of outputs/creative works in high quality refereed journals/outlets consistent with the discipline.Effective co-supervision of research masters and RHD students and co-publication with RHD candidates.  | Meet the core requirements for a Level B academic staff member. |
| Teaching  | Demonstrate educational leadership at the course level and contribution to the program level by:* Teaching programs of the Discipline
* Initiate and develop course materials in collaboration with other academics in the Discipline
* Participation in the coordination and review of undergraduate and postgraduate courses in the Discipline and contribute to program level engagement activities.
* Developing and implementing strategies to address student attrition and deliver student retention outcomes at course level.
* Engaging in activities to support research and work integrated learning approaches, and/or interdisciplinary and intercultural perspectives across the Program.
* Working collaboratively with colleagues to benchmark teaching and assessment activities with others teaching at Program level, to uphold standards or support change to new modes of delivery.
 | Meet the core requirements for Level B academic staff member. |
| Engagement and Leadership | Collaborate with colleagues to contribute to the University and its academic community by delivering a range of administrative functions including course coordination.Contribute to the School and/or College governance through identified roles, committees and initiatives/activities. Contribute to the School through membership of professional associations, building partnerships with the industry and through an emerging public profile. | Meet the core requirements for Level B academic staff member. |
| Wellbeing Health & Safety and Equity Diversity & Inclusion | * Adhere to workplace policies and procedures in the areas of work health, safety, equity, diversity and promoting a respectful workplace culture.
 | Policies and procedures are adhered to. |

**POSITION CHARACTERISTICS**

**Writing tips:** Contains additional information about the role which will help ensure candidates get an accurate picture of the overall position. Delete if not applicable and avoid repeating core responsibilities and typical activities.

The information here will inform the development of the incumbent’s performance management plan.

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| Organisational Knowledge | Be aware of the University’s strategic goals and the key priorities relevant to this position. |
| Professional / Industry Knowledge | Keep up to date with developments in the sector that may affect own or team’s activities.Establish networks and industry partnerships to facilitate research and innovation opportunities and to integrate students and graduates into industry. |
| Level of supervision / independence | Hold self and team accountable for delivery against targets. |
| Problem solving and judgement | The position requires initiative and creative approaches to the development and delivery of courses that are interdisciplinary, technologically current and industry relevant.Strive for excellence by taking the initiative and focusing on making a difference in the work area. |
| Key relationships (internal & external) & immediate team | Build and maintain the University’s reputation by forging positive relationships with University academic and professional staff, students and external stakeholders.Impact course delivery and research through the development of networks that facilitate interdisciplinary collaboration and industry integrated content and practice. |
| WWC check required | Yes/No  |
| Criminal record check required | Yes/No |
| Entrusted role check required | Yes / No |
| Delegated authority required | Yes\* / No \*please complete [New Position – Delegation of Authority request](https://www.newcastle.edu.au/__data/assets/pdf_file/0007/678220/New-Position-Delegation-of-Authority-Request.pdf) form and email delegations@newcastle.edu.au.  |

**EXPECTED BEHAVIOURS**

The role is expected to display personal qualities and behaviours consistent with [(choose one from the following options)](https://www.newcastle.edu.au/current-staff/working-here/performance-and-development/leadership-framework/handbook) an Individual Contributors/Middle Leaders/Senior Leaders/Executive Leaders Level as outlined in the Leadership Framework.

The University of Newcastle Leadership Framework describes six leadership capabilities for both academic and professional staff. At the University of Newcastle leaders; shape the future, engage beyond the University, work collaboratively, strive for excellence, drive performance and show courage and respect.

At the University of Newcastle, we recognise that while leaders exist at all levels, people face different challenges and demands depending on their leadership level. For each Leadership Capability the behaviours reflect how each capability can be observed at different leadership levels in the University.

**INHERENT REQUIREMENTS**

This Position Description outlines the major accountabilities/responsibilities and the selection criteria against which candidate’s suitability for the position are assessed.  As such there are specific job requirements that are referred to as Inherent Requirements.  Inherent Requirements refer the ability of the candidate/incumbent to:

* Perform the essential duties and functional requirements of the job;
* Meet the productivity and quality requirements of the position;
* Work effectively in the team or other type of work organisation concerned; and
* Do the job without undue risk to own or others health, safety and welfare at work.

An applicant who has any injuries, illness, disorder, impairment, condition or incapacity that may affect the ability to perform the inherent requirements of the position are encouraged to discuss this with the University to assist in the process of identifying reasonable adjustments that may be required to enable the candidate/incumbent to perform the duties of the position.

**ESSENTIAL CRITERIA**

**Essential selection criteria have been developed for each academic level that aligns to the Foundations Framework and the Academic Staff Enterprise Agreement. Where possible roles should not deviate too far from these standardised criteria. However, edits can be made to accommodate the requirements of the role. For example: inclusion of accreditation requirements.**

* **Expertise:** Completed a doctoral or masters qualification or equivalent accreditation and standing in [area] or related area.
* **High-Quality Research:** Demonstrated record of publication or non-traditional research output in high-quality outlets including evidence of international and national research collaborations and/or partnerships.
* **National Recognition:** Demonstrated recent ability to achieve national recognition in their discipline and taking a chief investigator role (often in conjunction with more experienced researchers) in applications for external research funds.
* **Supervision:** Skills in active supervision of honours, masters and/or Higher Degree by Research postgraduate research projects
* **Quality Teaching:** Demonstrate recent ability to achieve teaching quality as indicated by internal and external surveys and outcomes for students that will improve or innovate in response to feedback.
* **Curriculum Design:** Demonstrate recent ability to contribute at undergraduate, honours and postgraduate levels, taking responsibility for the preparation and delivery of course modules and coordinating one or more courses, including collaboration in curriculum design and delivery where appropriate.
* **Engagement:** Ability to efficiently perform in allocated internal roles, sharing academic service responsibilities, contributing to outcomes of internal committees, and developing external collaborations.

**DESIRABLE CRITERIA**

**Each role should include 2-3 desirable criteria that aligns with the research FoR codes.**

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| **Date PD Last reviewed:**  | [insert reviewed date] |