**POSITION DESCRIPTION – Academic Staff**

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| **Position Title** | Senior Lecturer |
| **Academic Level** | Level C |
| **School / Unit** | School of [area] |
| **College / Division** | College of [area] |
| **Reports to** | Head of School |
| **Direct Reports** | Nil |
| **Indirect Reports** | Nil |
| **Contract Type** | Continuing / Fixed Term and duration / Casual and duration  Full 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**  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 XXX  The 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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**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 | Demonstrate research leadership to deliver the School’s research objectives and contribute to the University’s strategic research agenda.  Deliver research outputs that elevate the research reputation of the School and College, are collaborative and inter-disciplinary in their approach and innovative in their application.  Attract external grant funding and develop links with industry to facilitate industry research opportunities, research funding and knowledge exchange and translation.  Attract Higher Degree Research (HDR) candidates, supervise HDR candidates and co-publish with HDR candidates where applicable.  Demonstrate leadership in research at a national level with a growing international profile.  Undertake a significant role in research projects including, where appropriate, leadership of a research team. | Meet the core requirements for Level C academic staff |
| Teaching | Deliver educational leadership in Teaching and Learning at the Course, Program, Discipline and School levels by:   * Developing research-led teaching * Actively participating in the teaching programs of the School * Initiating and developing program materials in collaboration with other academics in the School. * Coordinating and reviewing programs and courses * Contributing to program leadership through program convening and the mentoring of academics, students and HDR candidates * Delivering strategies to ensure student success and retention. * Supervising undergraduate, honours and postgraduate students   Undertaking online teaching and support additional teaching.  Leading groups or mentoring individuals to engage in benchmarking exercises for teaching and assessment activities for the Program, Discipline or School to promote quality and support improvements to enhance the student experience  Lead teaching innovation including the integration of contemporary trends and educational technologies into content and delivery to ensure exceptional learning outcomes. | Meet the core requirements for Level C academic staff |
| Engagement and Leadership | Make a sustained and effective contribution to the School and/or College governance, through a range of administrative functions including committee roles, course coordination, program coordination and proactive involvement in University activities/initiatives as appropriate.  Make a significant contribution to the professional/discipline community through membership of professional associations / committees, and through a developing public profile.  Make a significant contribution to the School/College external engagement initiatives at the local/regional level. | Meet the core requirements for Level C academic staff |
| 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 University, College and School strategic objectives and the key priorities relevant to this position. |
| Professional / Industry Knowledge | Keep up-to-date with development in the sector/discipline that may affect own or team’s activities and student outcomes.  Build networks and industry partnerships to facilitate research and innovation opportunities and to integrate students and graduates into industry. |
| Level of supervision / independence | The position operates with autonomy and is also required to perform as an effective team member of the School.  Supervise and mentor academics, students and HDR candidates. |
| Problem solving and judgement | The position requires sound judgement in developing professional practice networks and relationships.  Complex problem solving is required in developing and delivering research agendas and incorporating research into teaching outcomes. |
| 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.  The role requires the development of a global network to support research and teaching activities. |
| Challenges | External pressure faced by the University and wider sector. |
| Special Characteristics | No |
| 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](mailto: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 candidates 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 position;
* 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 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 and where relevant, by the impact of their research on policy, practice and/or commercialisation

* **Funding Success:** Demonstrated recent capacity for independent research funding success; contributing as a chief investigator including collaborations which create new insights and opportunities for more junior researchers.
* **Supervision:** Skills in active and effective record of supervision honours and masters research projects and primary supervision of Higher Degree by Research students with timely completions.
* **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.
* **Leadership in Learning and Teaching:** Demonstrated recent leadership in learning and teaching activities, including undertake program convening and course coordination, having a central role in course and curriculum development, and peer mentoring at undergraduate, honours and postgraduate levels.
* **Engagement:** Demonstrated outstanding performance in a range of higher-level internal duties, providing a strong contribution to external activities, and developing international 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] |