**POSITION DESCRIPTION**

**Professional Staff**

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| **Position title** |  |
| **HEW Level** | The Supervisor or the Position Description writer should describe the targeted level but the HEW level will be determined by HRS through job evaluation. |
| **School / Unit** |  |
| **College / Division** |  |
| **Reports to** |  |
| **Direct reports** |  |
| **Indirect reports** |  |
| **Contract type**  | Continuing / Fixed Term and duration / Casual and durationFull time / part time (x days/week or FTE) |

**NOTE:** Refer to the [HEW Level Descriptors](https://www.newcastle.edu.au/__data/assets/pdf_file/0011/89795/general-staff-secondary-descriptors.pdf) to ensure that there is consistency between position classification, level of responsibility, activities; job characteristics and essential criteria.

Refer to [the University of Newcastle *Looking Ahead* Strategic Plan 2020-2025](https://www.newcastle.edu.au/strategic-plan) and consider how the role contributes to the University achieving its strategic directions. Each University of Newcastle employee should be able to identify how their role aligns with the University’s strategic objectives.

Writing a clear, accurate and descriptive Position Description can be a challenge and take time, but it’s worth the effort to get the right start in recruiting the best person for the job.

**ROLE DESCRIPTION**

**Writing tips:** A succinct description of the role; its purpose and key functions. Describe how the role contributes to the achievement of objectives/strategies as outlined in [the University of Newcastle *Looking Ahead* Strategic Plan 2020–2025.](https://www.newcastle.edu.au/strategic-plan)

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

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

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| 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. |

**ORGANISATION CHART**

**Writing tips:** Provide an organisational chart that shows where the role fits into unit/school and division/college. If developing a chart from scratch, use the SmartArt option in the Insert Tab; choose Hierarchy; and select the first chart named ‘Organization Chart’. Under SmartArt Design, use the Layout and Add Shape options to adjust the chart as required.

*Add chart here*

**ROLE RESPONSIBILITIES AND TYPICAL ACTIVITIES**

**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 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.

*Areas of accountability listed in approximate order of importance and time**commitment*

|  |  |  |
| --- | --- | --- |
| **Areas of accountability** | **Core responsibilities and typical activities** | **Measures of performance** |
| Example:Planning & Scheduling  | Manage a portfolio of improvement projects:* Monitor and maintain project schedules
* Provide regular status updates to IT and other key project stakeholders
* Manage projects to ensure that the expected benefits are delivered
 | Projects completed on schedulePost Implementation ReviewSatisfactory feedback from key stakeholders |
|  |   |  |
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**POSITION CHARACTERISTICS**

Contains additional information about the role which will help ensure candidates get an accurate picture of the overall position.

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

|  |  |
| --- | --- |
| Organisational knowledge |   |
| Professional / industry knowledge |  |
| Level of supervision / independence |  |
| Problem solving and judgement |  |
| Key relationships (internal and external) and immediate team |  |
| Challenges |  |
| Special characteristics | Such as travel, ability to work outside hours (overtime / weekends), flexibility, flexible work arrangement will be considered |
| WWC check required | Yes / No  |
| Criminal record check required | Yes / No |
| Entrusted role check | 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**

(Please choose either individual contributors (HEW 1-5), Middle Leaders (HEW 6-10), Senior Leaders (Deputy Heads of Colleges, Heads of School, Directors, Associate Directors), Executive Leaders (Executive Committee Members).

The role is expected to display personal qualities and behaviours consistent with [(choose one of the following)](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 essential criteria against which you will be assessed as suitable for the position. As such there will be specific job requirements that we refer to as Inherent Requirements. Inherent Requirements refer to your ability 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.
* Do the job without undue risk to your own or others health, safety and welfare at work.
* Work on campus the majority of the time, as the role is student facing. **(Include this dot point if the role is student facing or otherwise remove).**

If you have any injuries, illness, disorder, impairment, condition or incapacity that may affect your ability to perform the inherent requirements of the position, we encourage you to discuss this with the University to assist in the process of identifying reasonable adjustments to enable you to perform the duties of the position.

**ESSENTIAL CRITERIA**

Aim for six to eight criteria. Criteria should be the pre-requisite must-haves for the role and be able to be demonstrated with examples or evidence. The essential criteria should be informed by the key areas of responsibility, the position characteristics and the expected behaviours as outlined above. Consider areas of:

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| * Qualification/experience
 | * Leadership/management
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| * Technical knowledge and skills
 | * Interpersonal & communication skills
 |
| * Outcome/results focus
 | * Decision making / Complexity
 |
| * Team work / Independence
 | * Customer Service
 |
| * Working to time frames / flexibility
 |  |
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If it is acceptable that the skill or knowledge be gained on the job then it is not essential but could be desirable. It is not mandatory to have desirable criteria.

**WRITING CRITERIA:**

Criteria may begin with words such as:

* Demonstrated ability to….
* Knowledge of …
* Skills in …
* Capacity to …

**ESSENTIAL INCLUSIONS:**

[**Leadership Framework**](https://www.newcastle.edu.au/current-staff/working-here/performance-and-development/leadership-framework/handbook)

One of the following options must be included with the Essential Criteria. Retain the appropriate and delete other options:

***For the Executive Leader (Executive Committee members)***

* Demonstrated exceptional leadership skills including the ability to drive change and innovation to create a culture of continuous improvement through effective and inspiring communication and engagement.
* Demonstrated exceptional leadership, personal engagement and inclusivity in leading staff to achieve a culture of cooperation to benefit the organisation.
* Highly developed leadership qualities such as confidence and influence, with the ability to take ownership of difficult decisions that move the organisation forward based on strategic direction.
* Ability to lead, encourage and inspire staff to deliver on initiatives whilst striving for excellence in line with world class standards.

***For the Senior Leader (Deputy Head, Head of School, Global Innovation Chair, Director, Associate Director)***

* Demonstrated exceptional research leadership with the ability to inspire, engage and actively contribute to the research culture and strategic direction of the institution.
* Demonstrated high level leadership and management skills, including proven ability to motivate staff to deliver world class performance.
* Highly developed leadership and interpersonal skills with the ability to engage in difficult conversations with staff in accordance with organisational policies.
* Ability to build and develop relationships and networks in a consultative and collaboratively manner forming mutually beneficial partnerships.
* Ability to engage outside the organisation to build collaborative and beneficial partnerships resulting in positive outcomes.
* Demonstrated ability to positively motivate and lead staff displaying openness and resilience in responding to change in strategic direction and vision.

***For the Middle Leader (Academic C-E and HEW 6-10)***

* Demonstrated leadership capability including the ability to lead/inspire a team of professional staff to deliver exceptional performance/outcomes.
* Outstanding communication and interpersonal skills including the capacity to build relationships and an inter-disciplinary way of working.
* Ability to generate a strong sense of team spirit, co-operation and collaboration within and across teams.
* Ability to work collaboratively and bring together people from different areas to participate in School/Division or University wide initiatives.
* Demonstrated ability to build external research partnerships to achieve common goals and positive outcomes for your institution/organisation.
* Ability to show leadership and exceptional interpersonal skills by empowering staff to meet high standards and delivery of targets whilst actively managing performance and KPIs to achieve positive outcomes.
* Demonstrated ability to oversee career development and progression of staff, coaching individuals to improve current performance whilst developing new capabilities for the future.

***For the Individual Contributors (Academic A and B and HEW 1-5)***

* Demonstrated experience in taking ownership and driving innovation, process improvement and contributing to overall corporate operations.
* Ability to make sound decisions within your sphere of responsibility and take responsibility for delivering to plan and on time.
* Highly developed interpersonal skills including the ability to participate in a team environment demonstrating clear communication and mutual respect.
* Ability to embrace change in response to new initiatives, strategic direction or external requirements.
* Demonstrated leadership by engaging in open communication with colleagues, respecting their input and working collaboratively.
* Demonstrated high level performance in your field consistent with internal and external best practice.

**Equity and Diversity, OH&S**

One of the following options must be included with the Essential Criteria. Retain the appropriate and delete the other options.

###### *For managers, supervisors, and senior workers HEW 8 and above:*

Demonstrated knowledge of workplace obligations to, and experience in leading and cultivating workplace practices and behaviours that promote, support and maintain a safe, healthy, equitable, diverse and respectful workplace; including responding appropriately to adverse accidents, incidents, behaviours, issues, reports and the like.

***For non-supervisory positions:***

Knowledge of, and experience in adhering to workplace policies and procedures in the areas of work health safety, equity, diversity and promoting a respectful workplace culture.

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| **Date PD last reviewed:**  |  |