



POSITION DESCRIPTION – Teaching Specialist (Clinical/Practitioner)

**(INSERT POSITION TITLE)
(INSERT RELEVANT LOCATION)**

*[INSTRUCTIONS: This template provides the University's standard format for Position Descriptions for **TEACHING SPECIALIST (CLINICAL/PRACTITIONER) POSITIONS**. Complete the details then save the form using an appropriate file name. The italicised text has been included to assist in completing this document **and should be deleted or replaced** as appropriate. Further assistance on completing the Position Description can be obtained from the Senior HR Adviser for your area.]*

Vacancy Reference No: *Human Resources to allocate this number*

Faculty/Portfolio: Faculty or Portfolio

Organisational Unit: School or Division

Classification: Academic Level (A to E) – Teaching Specialist (Clinical/Practitioner)

Salary Range: \$xxxxxx to \$xxxxxx pa full-time
*[Click on the link below to view current salary rates
www.flinders.edu.au/hr/hrsp/salary-scales.cfm]*

Superannuation: Employer contribution of 17% of salary
Employee contribution of up to 7% of salary
or
Employer contribution of 9.50% of salary

Total Remuneration Package: \$xxxxxx to \$xxxxxx *[HR to insert]*
The total remuneration package includes salary and employer superannuation contributions

Employment Type: Continuing, convertible, fixed-term, full-time, part-time, job-share option

Probation: It is standard University practice to apply a probationary period to all appointments

Supervisor (Title):

Closing date: Normally two weeks from advertisement

Interview date(s): [INSERT interview dates if known]

KEY PURPOSE

The University wishes to appoint an academic staff member who is committed to University-level teaching that is underpinned by innovation and student success.

This Teaching Specialist (Clinical/Practitioner) position, with its primary focus on teaching and teaching-related activities drawing on contemporary clinical/professional practice, has an important role to play in the University's achievement of its strategic plan, Making a Difference: The 2025 Agenda.

The University is committed to a student-centred ethos and to developing creative, enterprising, career-ready graduates prepared to become lifelong contributors to society. In accordance with the strategic plan, the University seeks to:

- deliver a richly interactive and personalised approach to learning focussed on student success;
- be an international leader in educational innovation, advanced learning technologies and learning analytics; and
- develop enterprising graduates equipped with the skills required for success in the knowledge economy.

[Insert a 2 to 3 sentence description of the nature and key purpose the position, including reference to the contributions arising from the teaching and related duties expected of the incumbent and the experience and knowledge of contemporary clinical/professional practice brought to the role.]

ORGANISATIONAL ENVIRONMENT

[Provide brief background information about the School or organisational unit including, for example, a description of the School/ unit, its objectives and reporting relationships. This helps place the key responsibilities and selection criteria in context. Faculty/School/Division websites normally contain useful information that can be used to complete this section.]

KEY RESPONSIBILITIES

[Include the following statements for all academic positions as a precursor to the list of key responsibilities:]

The key responsibilities and selection criteria identified for this position should be read in conjunction with the Flinders University [Academic Profile for Teaching Specialist \(Clinical/Practitioner\)](#) for the relevant academic classification level (also available at: www.flinders.edu.au/hr/forms.cfm - scroll down to *Classification Descriptors*).

This role is predominantly concerned with teaching and teaching-related duties involving the creation, delivery and content of university-level education. It includes (but is not limited to): direct teaching informed by approaches that enhance the student experience; educational leadership; curriculum design and review; delivery innovation; advancements in education technologies; involvement in the professional accreditation of courses. Appointees bring recent, ongoing (concurrent) or extensive experience and knowledge of contemporary clinical/professional practice to the role. The role is also expected to make a contribution to high-quality university, professional and community service. The role does not include making a research contribution.

[The Key Responsibilities of the role should reflect the teaching specialist, innovative and student success-driven nature of the role. General and more specific ideas are listed below as prompts. These lists are not exhaustive. All key responsibilities must be anchored in the Academic Profiles for classification purposes.]

Teaching:

General

- *inspiring teaching informed by approaches that enhance the student experience*
- *coursework teaching across all levels and modes – undergraduate, honours, postgraduate, on-campus, regional, off-shore/international, distance, intensives, cross-cultural etc.;*
- *topic / course / program coordination;*
- *educational leadership and dissemination of best practice (at the higher levels);*
- *awareness and utilisation of contemporary education principles;*
- *review, renewal, development and design of curricula and courses that are attractive to existing and new cohorts of students and that nurture creativity and critical-thinking skills;*
- *delivery innovation in face-to-face and on-line learning; teaching supported by advanced learning technologies;*
- *teaching practices that ensure timely and meaningful feedback is provided to students.*

More specific

- *involvement in, coordination of, development of and/or leading international activities including student mobility programs, internationalisation of curricula and ensuring the relevance of curricula to international students – that enhance intercultural skills development in students;*
- *involvement in, coordination of, development of and/or leading work integrated learning opportunities – that enhance personal enterprise in students;*
- *coaching, mentoring, supervising student projects;*
- *research higher degree supervision as an Adjunct Supervisor.*

University, Professional and Service:

General:

- *undertake administrative activities (topic-course-School-/Faculty-/University-level as appropriate) as determined by the Dean of School [keep general or indicate specific responsibility];*
- *undertake professional / community activities in the discipline area, as determined by the Dean of School [keep general or indicate specific responsibility].*

More specific:

- *undertake activities that promote the development of productive partnerships to provide opportunities for students and promote graduate employability;*
- *involvement in, coordination of and/or leading the professional accreditation of courses.]*

[Include this statement for all academic positions:]

The *(INSERT position title)* is expected to promote and provide a safe working environment for students, staff and visitors with attention to the requirements of the Work Health & Safety (WHS) Act, the Return to Work Act 2014, University WHS and Injury Management policies, and Equal Opportunity Acts applicable to the State in which the position is located. Specific responsibilities are detailed at:

www.flinders.edu.au/ppmanual/health-safety/work-health-and-safety-policy.cfm
www.flinders.edu.au/equal-opportunity/tools_resources/legislation.cfm.

SUPERVISION PROVIDED TO OTHERS

[Indicate whether the incumbent will have supervisory responsibilities for general or academic staff. For example:

Option 1:

This position has no supervisory responsibilities for either general or academic staff.

Option 2:

The incumbent is responsible for managing (please specify if general or academic staff) staff according to the University's policies, practices and standards.

Additional optional statements for consideration:

In particular, the incumbent will be responsible for: [please choose as appropriate]

- *prioritising, coordinating and monitoring workflow;*
- *providing informal day-to-day feedback;*
- *approving staff leave;*
- *managing staff absences;*
- *conducting annual performance reviews;*
- *managing issues relating to diminished staff performance or unsatisfactory conduct;*
- *recognising and rewarding high performing staff;*
- *setting team direction and goals and motivating staff to achieve them; and*
- *facilitating the resolution of grievances and other workplace relations issues (e.g. conflict).*

WORKING RELATIONSHIPS

[Describe critical working relationships, internal or external to the University.]

UNIVERSITY EXPECTATIONS

[Include the following statement for all positions:]

All staff are expected to:

- *contribute to the efficient and effective functioning of the team or work unit in order to meet organisational objectives. This includes demonstrating appropriate and professional workplace behaviours, providing assistance to team members if required and undertaking other key responsibilities or activities as directed by one's supervisor;*
- *perform their responsibilities in a manner which reflects and responds to continuous improvement; and*
- *familiarise themselves and comply with the University's Work Health and Safety and Equal Opportunity policies.*

ADDITIONAL REQUIREMENTS

[Mandatory paragraph excluding NT] Pursuant to the Children's Protection Act 1993 (SA) this position has been deemed prescribed. It is an inherent requirement of the position that the successful candidate maintains a current Child Related Employment Screening which is satisfactory to the University.

[Include for all NT positions] Northern Territory Government legislation (the Care and Protection of Children Act 2007) now requires all individuals in child related employment or whose duties involve, or are likely to involve, contact with a child, to hold a valid 'Working with Children Clearance' (Ochre Card). This position involves child related work and is assessed as requiring a Working with Children Clearance/ Ochre Card.

[Specify if there are any other requirements that apply to this position, e.g. working interstate or overseas. Explain how these issues are to be managed.]

SELECTION CRITERIA

(Note for intending applicants – applicants should address each selection criterion individually and should argue their case by citing evidence to support their claims rather than presenting a list of facts only.)

Essential criteria

[Please note that essential criteria must be critical to the position. If a candidate does not meet the essential criteria, s/he cannot be appointed.]

The number of essential criteria should normally be no more than 5 to 7, numbered.

1. Minimum qualification requirements:

[Depending on level of appointment: Level B and above – A doctorate in a relevant discipline or equivalent clinical/professional experience and standing; Level A – Satisfactory completion of 4 years' tertiary study or equivalent qualifications and experience (as per Academic Profiles).]

2. *Expected work history, experience and knowledge of contemporary clinical/professional practice*
Should be indicated as part of the essential criteria.
3. *Evidence of excellent relevant teaching performance must be provided.*
4. *Consider what other criteria may be required to establish the candidate's capacity for being an excellent teacher who is innovative and dedicated to student success.*
5. *There should be a good match between the selection criteria and the key responsibilities.*
6. *Must include some reference to management or supervisory skills if a requirement of the position.*

No need to make reference to working within a team as this is mentioned in 'University Expectations', and can be checked via the referee reports.]

Desirable criteria

[Normally 0 to 3 criteria, numbered.]

SELECTION OF CANDIDATES

Candidates will be evaluated on merit against all of the various components that make up this Position Description. Assessment will take into account all information that is determined to be appropriate, e.g. written application, qualifications, interview, work samples, skills testing and referee reports.

[Please advise if there will be any skills testing as part of the selection process, e.g. provide a public lecture.]

The final decision regarding appointment to this position will be based on an assessment of the requirements of the total Position Description.

[Optional extra statement if interview date(s) are known in advance:]

Intending applicants are asked to note that interviews for shortlisted candidates will be held on (date).

INFORMATION FOR PROSPECTIVE STAFF

All intending applicants should read the *Essential Information for Applicants*, available at: www.flinders.edu.au/employment/essential-info/. If you are unable to access this information on the website, please contact the contact person nominated below.

Information about Flinders University, living and working in Adelaide, and employment at the University is available at: www.flinders.edu.au/employment/why-work-flinders/why-work-flinders_home.cfm.

CONTACT DETAILS

For further information about the position, contact (*INSERT details of the person who will field inquiries, including name, e-mail address and telephone number*).

[Optional extra statement:]

Candidates (are encouraged to or must) discuss the position with the contact person before sending in a written application.

SUBMITTING AN APPLICATION

[For all positions advertised via Jobs@Flinders (except Internal Restricted positions):]

E-recruitment is the method by which Flinders University manages its recruitment process. Applications should be lodged on-line at Jobs@Flinders at: www.flinders.edu.au/employment. For details of the on-line application process, please refer to [Jobs@Flinders - How to Apply](#) available at: www.flinders.edu.au/employment/apply.cfm.

Please do **not** forward applications to the Contact Person.

[For Internal Restricted positions:]

E-recruitment is the method by which Flinders University manages its recruitment process. Applications should be lodged on-line via the [Employee Self Service](#) at: www.flinders.edu.au/employee-self-service/. Once you have logged in, use the menu on the left hand side and click on 'Jobs @ Flinders – Apply for a Vacancy'. For details of the on-line application process, please refer to [Jobs@Flinders - How to Apply](#) available at: www.flinders.edu.au/employment/apply.cfm.

Please do **not** forward applications to the Contact Person.

Faculty/Portfolio Authorisation:

Faculty/Portfolio Authorising Officer: *print name*

HR Authorisation:

HR Authorising Officer: *print name*

Signature: _____

Date: _____

Note: Position Descriptions are not valid without HR signature