

Education and Training and Sydney Child Health Program Proposed Management Structure Consultation Document

25 November 2024

Table of Contents

Background3

Case for change4

Future service requirements5

Proposed structure7

Education Service key deliverables.....8

Impact on Education Service employment arrangements.....10

Current structure for Education and Training/Sydney Child Health Program..... 12

Proposed organisational structure..... 14

Proposed changes to positions 15

 New Proposed Positions..... 15

Recruitment and matching process 16

Recruitment..... **Error! Bookmark not defined.**

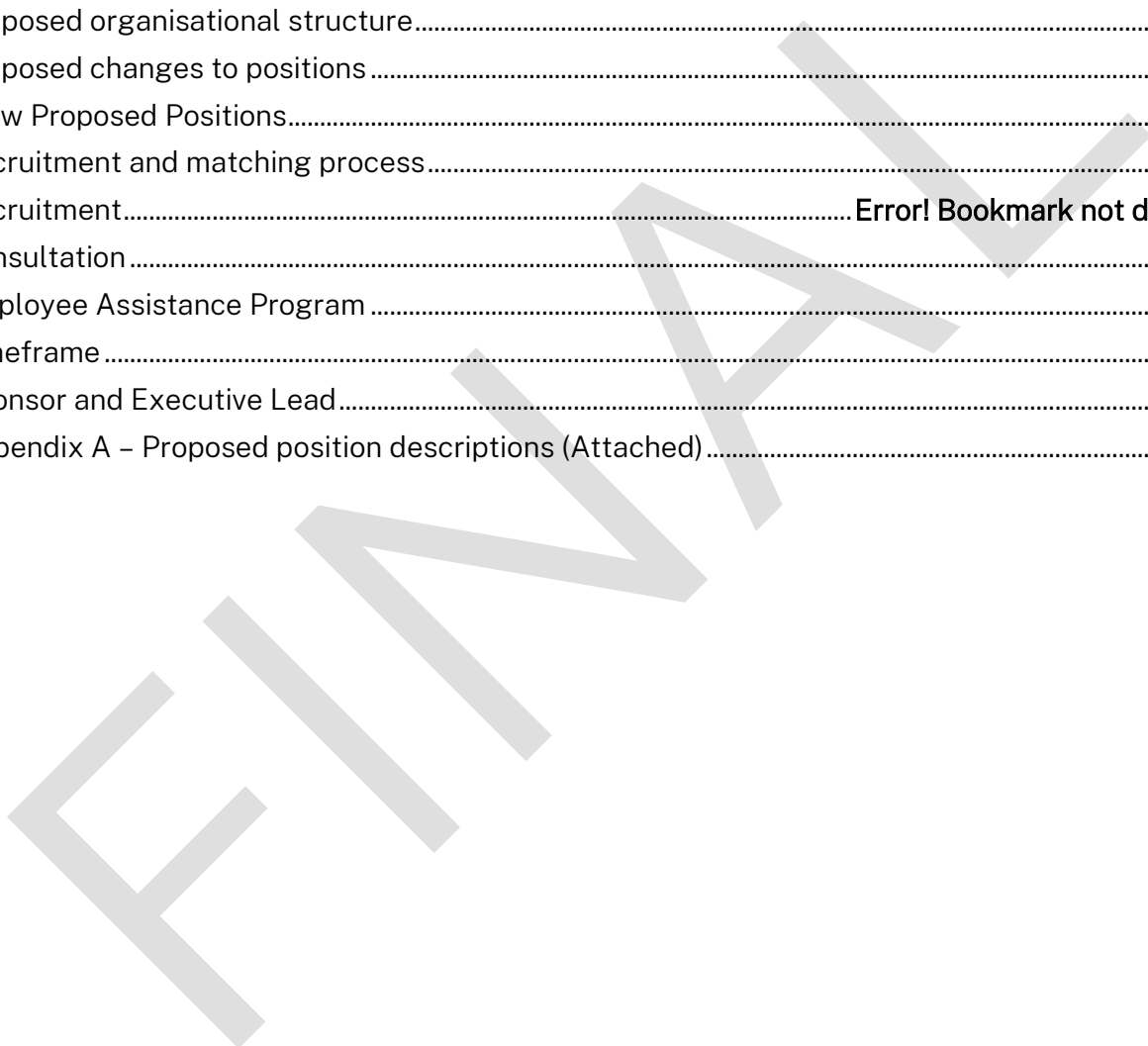
Consultation 16

Employee Assistance Program 16

Timeframe 17

Sponsor and Executive Lead 17

Appendix A – Proposed position descriptions (Attached) 18



Background

The Sydney Children's Hospitals Network (SCHN) Education and Training Service provides education and training services for clinical and corporate staff within the Network, and support for paediatric training at a state-wide level.

Since the formation of the Network Education and Training Service in 2013, there has been a co-leadership model shared by an Associate Director of Education and Training (non-medical) and Associate Director of Education and Training (medical). The Service supports the delivery of mandatory training across Network sites, except for fire and evacuation training (coordinated by Corporate Services) and child protection training (coordinated by Child Protection Unit).

Alongside the Education and Training team, the Sydney Child Health Program (SCHP) delivers paediatric education for Medical, Nursing, and Allied Health staff through local, national, and international platforms. Under the leadership of a director, it is a stand-alone service providing bespoke paediatric education. The SCHP has transformed in recent years, expanding provision of services initially to medical officers, to now include nursing and allied health professionals, and partnering with Western Sydney University to deliver the Graduate Program in Paediatrics. The SCHP has also moved recently to provide a learning management system to support delivery of education and professional conferences through a digital education hub.

The Kids Simulation Australia (KSA) service was originally established utilising Health Workforce Australasia grants. Through simulation techniques, KSA provides training for paediatric staff covering neonatal and paediatric courses, and customised simulation programs that can range from testing of facilities or procedures to senior multi-disciplinary team training. Currently, the revenue generated does not cover service costs, however the service is supported through soft funding.

The Network Library is located at Westmead and offers a comprehensive range of high-quality paediatric resources and services designed to support the Network's role in clinical care, research, education, teaching and advocacy at every level.

As a Network service, the library also offers electronic resources accessible across all Network locations, including e-books, e-journals, and database access.

A significant focus of the Education and Training Service relates to the delivery of mandatory training for Network staff. Legislative and organisational obligations related to particularly mandatory training are well documented in NSW Health and industry policies. Organisational accreditation assessments in 2020 and 2024 identified significant organisational risk relating to compliance with mandatory training. The Network has also been identified as carrying risk in relation to accreditation of training for medical staff, specifically via the Basic Physician Training Program which accredits medical training for the Royal Australian College of Physicians.

SCHN has a responsibility to ensure that the appropriate governance framework and Education structure support the delivery and completion of mandatory training by all staff groups, to ensure delivery of safe patient care and the safety of staff. It is also considered that there are opportunities to improve Directorate advocacy and share 'best practice' across the full portfolio. Through this proposal, the Directorate will be structured to better deliver training that is aligned to the needs of the Network, so that the right staff are receiving training in the right areas, at the right time.

Case for change

The environment in which clinical education and training programs are designed and delivered has been significantly challenged in recent years. The COVID-19 pandemic abruptly stopped the delivery of face-to-face training that was a foundation of much of our practice. The SCHN Education and Training team, and our Network staff, responded well to the delivery of online education, adapting and engaging with new modalities in simulation, and rapidly progressing a rebalancing of our design and delivery to a virtual focus. The pandemic has permanently changed the way much of our training and education is delivered, as well as the expectations of our 'customers'.

The precincts and partners with which we operate have also adjusted significantly in recent years. Our two hospital sites are part of the Westmead or Randwick Health and Innovation Precincts, with day-to-day operational as well as strategic relationships with a large number of tertiary education providers and other health and research organisations. We also acknowledge the positioning of the NSW Health Education and Training Institute (HETI) as a strong and necessary partner.

Our priorities and plans for delivery of our education and training services must also be aligned with the SCHN Strategic Plan 2023-2027 which was developed through a process of significant stakeholder consultation. There are many factors to consider, but some of the stand-out strategic objectives and priorities include the focus on:

- Extending integrated models of care, including regional and rural areas by partnering with local health districts and primary health networks.
- Targeting care for priority populations, including for Aboriginal and Torres Strait Islander, LGBTQI+, and culturally and linguistically diverse children and young people.
- Supporting mental health and wellbeing for children and young people.
- Enabling leaders to engage and communicate with their people, to build constructive, effective relationships and teams.
- Embedding an integrated Network-wide approach to education and research.
- Aligning our workforce for the future to deliver on emerging opportunities and innovation.
- Advancing a values-based culture, where our people are respected, recognised, well and empowered to succeed.

The proposed management structure for the Education and Training Service seeks to better position the SCHN team to adapt to workplace dynamics and be an education provider of choice to both our staff and our external customers. We need to be offering, and have the capacity to expand, education and training that supports the Network's new demands in areas such as interprofessional practice, redevelopments, digital health, research and innovation. In considering these factors, an updated management structure is proposed to ensure that the Directorate is future-ready, best practice, adaptable, and aligned with the Network's strategic priorities and new ways of working and models of care that will come through from the major redevelopment projects and ongoing technological advancement.

There are also risks that we are proposing will be mitigated by the updated structure, and these risks include:

- The absence clarity of the leadership structure for education that ensures strategic and operational oversight and achievement of key deliverables. There are currently three senior leadership roles that support education for the Network.
- A lack of a robust, leadership structure with clear accountabilities and responsibilities, supporting the translation of strategy and innovation to training program updates and innovations for our staff and external customers.

- A gap in the ability to advocate at senior levels where compliance with mandatory training is inadequate. This was demonstrated in the recent National Safety and Quality Health Service accreditation process with several ‘not met’ outcomes related to training and impacts broadly across organisational programs including for clinical skill development and patient management coordination. There are also risks related to the accreditation of the Network as a provider for broader medical staff training.
- A gap in the coverage of professional leads to support Medical, Nursing and Allied Health education and training expertise, and to advocate for their professional group.
- Not taking the opportunity to integrate all training across the organisation, including staff engaged in roles embedded in clinical units such as Clinical Nurse Educators and Nurse Educators, to minimise duplication and maximise training impact. This is further enhanced with the alignment of the clinical operations restructure and alignment with the site Directors of Nursing.

Future service requirements

As leaders in paediatric care, SCHN has an important role in effectively disseminating knowledge from evidence-based practice and research, for the benefit of children and their families. This requires a commitment to the critical role of education in a learning organisation. A strategic approach to the integration of education services within the Network includes enabling an educational digital and resource infrastructure, visible alignment with the Network’s strategic priorities and indicators of success, and greater attention to the evaluation of activities and systems that are employed across the Network to support leadership in paediatric care.

The future expectations of an education and training service is of a team that provides the SCHN with the opportunity to advance education and research in collaboration with university partners and as part of our health and innovation precincts. This will be an agile service that also has the capability to meet workforce development needs, support undergraduate and post-graduate training programs, and ensure delivery of mandatory training courses.

The education and training service will also be required to be a leading partner in supporting the redevelopments at Randwick and Westmead so that education and research-enabled spaces are embedded within clinical areas to integrate training into clinical practice.

Expected benefits

Education and Training Directorate members

The proposed management structure is designed to offer team members more clearly defined and assigned portfolios, accountabilities, and responsibility for operational management, with more deliberate and comprehensive coverage of the updated Education Service key deliverables.

Network employees

The proposed structure is expected to improve the delivery of training services that meet the needs of the Network, comply with legislative and policy requirements, and supporting the right staff participating in training at the right times, for positive training experiences. There will also be improved oversight and recognition of training across the Network.

The proposed structure enhances the digital education and alignment of the Education Hub to support clinical education with delivery through the learning management system.

Services

Internal and externally, SCHN will be supported to extend its reputation as a provider of choice for health-related professional training. There will be improved coordinated advocacy on behalf of the team.

A service that is simultaneously inward and outward looking will be able to share innovations across domains and consider revenue enhancements and funding arrangements in a more efficient and effective way.

There will be improved strategic focus and strong management and relationships across the Network and with external partners.

Patients and families

The delivery of efficient and effective clinical training across professional groups, both internally and externally, will support the provision of excellence in health services and patient care for the Network's children and young people, and for paediatric patients nationally and even internationally.

FINAL

Proposed structure

Education Service key deliverables

To meet service requirements and develop a future ready education and training function for the Network, the following key deliverables have been identified:

Education Leadership

- Strengthen education governance to align with Ministry of Health and SCHN strategies, and National Safety and Quality Health Service (NSQHS) Standards.
- Deliver corporate and professional education to support onboarding of staff.
- Student governance including student placement agreements, Clinconnect and student experience.
- Collaboration with Randwick and Westmead Health Precinct partners to explore opportunities for collaboration and innovation.
- Engage with the Ministry, NSW Health Pillars and local health districts (LHDs) on education strategy and implementation.
- Represent the SCHN on various state-wide education committees and working groups
- Advocate for paediatric education with external stakeholders, including NSW Health and Education providers.

Medical Education

- The proposed structure will provide greater support and resourcing for medical training across the Network, to address organisational risk highlighted through college accreditation processes.
- Governance and accountability for the delivery of best practice education to support the medical workforce with a focus on providing safe high quality clinical care and improving patient outcomes.
- Align SCHN education programs, underpinned by innovation and technology, with the strategic direction of the Network and NSW Health and work collaboratively with key education providers including University partners, Royal Colleges and Health Education and Training Institute (HETI).
- Director of Prevocational Education and Training supports and facilitates education of pre-vocational trainees at The Children's Hospital at Westmead (CHW) acquiring knowledge, practical skills and gaining confidence in the paediatric clinical environment. Tasks include orientation, supervision, learning, advocacy and term evaluation, liaison with HETI and accreditation.
- Director of Physician Education (DPE) focuses on the support and advancement of basic trainees undertaking Basic Training Program, including extensive FRACP written and clinical examination preparation. Written exam timetable incorporates multimodal learning opportunities, accessible recordings and program evaluation. Clinical preparation requires extensive collaboration across departments and LHDs. The basic training program accreditation sits with RACP and is facilitated by the DPE. The Fellow of the Royal Australian College of Physicians Divisional Clinical Examination is hosted annually at both CHW and Sydney Children's Hospital, Randwick (SCH). As previously stated, this remains a risk to the organisation in relation to accreditation of the training of medical staff.
- Director of Advanced Training (DAT) - advanced trainees are supported during transition to consultanthood by the 'Professional Qualities Curriculum' – a lens on leadership, communication, private practice and supervisor training (RACP SPDP workshops) – upskilling

trainees for their future practice. An evolving Advanced Training community of practice empowers peer learning, support and mentorship.

- Education Support Officers provide Directors of Training with extensive administration support, co-ordination, timetabling and collaboration with JMO workforce during annual NSW Health JMO recruitment.

Nursing Education

- Leadership and responsibility for nursing education and training across the SCHN to ensure competent and skilled paediatric nursing workforce.
- Responsible for planning, developing, promoting, facilitating and evaluating education for nurses in the SCHN.
- Support and coordinate undergraduate nursing students' placements and experience.
- Provide educational and professional development to participants of the SCHN Transition Programs including Gradstart and Transition to Paediatric Nursing.
- Lead the review, development, and evaluation of the educational frameworks for SCHN Clinical Accreditation programs.
- Support Aboriginal Nursing Cadets

Allied Health Education

- Responsible for planning, developing, promoting, facilitating and evaluating education for allied health professionals in the SCHN.
- Coordinate and facilitate the Allied Health New Graduate Program
- Lead the network Allied Health Student Education program
- Coordinate grants programs related to education, including the HETI Workplace Learning Grants and SCHN Allied Health Grants Program

Simulation

- Lead the SCHN Simulation Education Service, manage and support the Simulation team.
- Collaborate with key external stakeholders to advance simulation including the establishment and maintenance of a SCHN Simulation Community of Practice and an Australian Paediatric Hospital Simulation Community of Practice, collaboration with Education Providers, specifically on the Westmead and Randwick Health Precincts
- Lead the development of a Simulation Pathway- a series of educational modules via eLearning and Face to Face delivery to expand the use of simulation-based education throughout the SCHN to support quality and safety, and more specifically, transition and change as part of the Redevelopment
- Collaborate with clinical specialities to support insitu simulation services or nodes e.g. critical care
- KidsRESUS – Support the development, design, and infrastructure for the external delivery of the SCHN Resuscitation program

Library

- Leadership and responsibility for Network Library services across the Network.
- Provide information resources and services to support evidence based clinical decision-making, research, education and professional development of all clinical and non-clinical staff and students in the Network.

- Collaboration with universities, other NSW Health facilities and SCHN stakeholders to enhance resource sharing, training opportunities and consortia purchasing of Library resources.

The Sydney Child Health Program (SCHP)/Education Hub

- The Sydney Child Health program will be formally recognised as the Education Hub, and co located with the SCHN Education Service in the Education and Training Service footprint at Westmead, with the possibility to expand this to the Bright Alliance at Randwick.
- The Education Hub delivers internal and external external-facing education for clinicians through digital resources on the learning management system, including the comprehensive Essential Paediatrics course for General Practitioners (GPs) (online Continuing Professional Development (CPD) education without written assessment or projects) and a collection of short CPD courses for GPs focused on various subspecialties, these will be revenue generating. Alumni who had ongoing access to education are now offered a subscription program for ongoing access to CPD education.
- Learning Management System (LMS) enabling the secure and reliable delivery of all learning materials in a flexible, user-friendly environment. The SCHN platform is now able to host multiple learning programs and products, and this has allowed the Network to explore a broader market. The Education Hub is working with SCHN clinical departments to identify new education opportunities and explore a variety of styles of online education to enhance learning and ultimately improve patient outcomes.
- The Graduate Diploma in Child Health in partnership with Western Sydney University. Offered to a wide range of frontline healthcare professionals around Australia and internationally. Intakes are offered quarterly to maximise flexibility and engagement. *Respiratory Protection*

Impact on Education Service employment arrangements

The proposed streamlined leadership structure will ensure the senior leadership and management roles have clearly defined and assigned portfolios, accountabilities, and responsibility for overall operational management.

In addition, the proposed changes aim to establish accountability within the senior management staff for:

- Setting the direction and priorities for the Education Service in alignment with expectations of the broader Network, Precincts, and NSW Ministry of Health.
- Education governance structures to deliver key requirements.

The proposed structure will be implemented in a phased approach. The impacts on employment arrangements are outlined below.

Senior Management

In the current organisational structure/s for the Education Service and the SCHK, the Senior Management roles include three leadership positions. These consist of the two co-leadership Associate Directors of Education and Training positions and the single Director of the Sydney Child Health Program.

The three roles will be consolidated into two positions, these being the Associate Director of the Education Hub and the Associate Director of Education and Simulation. These leadership positions will provide clear management and accountability for the education service and digital education hub bringing together the Sydney Child Health Program and the Education and Training service under a single structure.

The Associate Director Education and Training (Medical) will transition to the new role of Medical Education Lead (0.3 FTE) with the remaining 0.2 FTE being utilised to support the positions of Director of Physician Education. This is to mitigate the risk of Royal Australian College of Physicians (RACP) accreditation Senior Medical Staff mandatory training compliance.

This position will have closer alignment with the site Directors of Medical Services and through to the Director of Medical Services and Clinical Governance for the network.

The existing Allied Health Educator and Nurse Manager Education will also transition to Allied Health Education Lead and Nursing Education Lead roles, these positions will also have oversight through the professional leads of the Tier 2 Director of Allied Health and the Director of Nursing, Midwifery and Education.

The proposed new positions will take on the responsibilities of the proposed affected positions to support effective and efficient service delivery.

The Director Education and Training will be supported by:

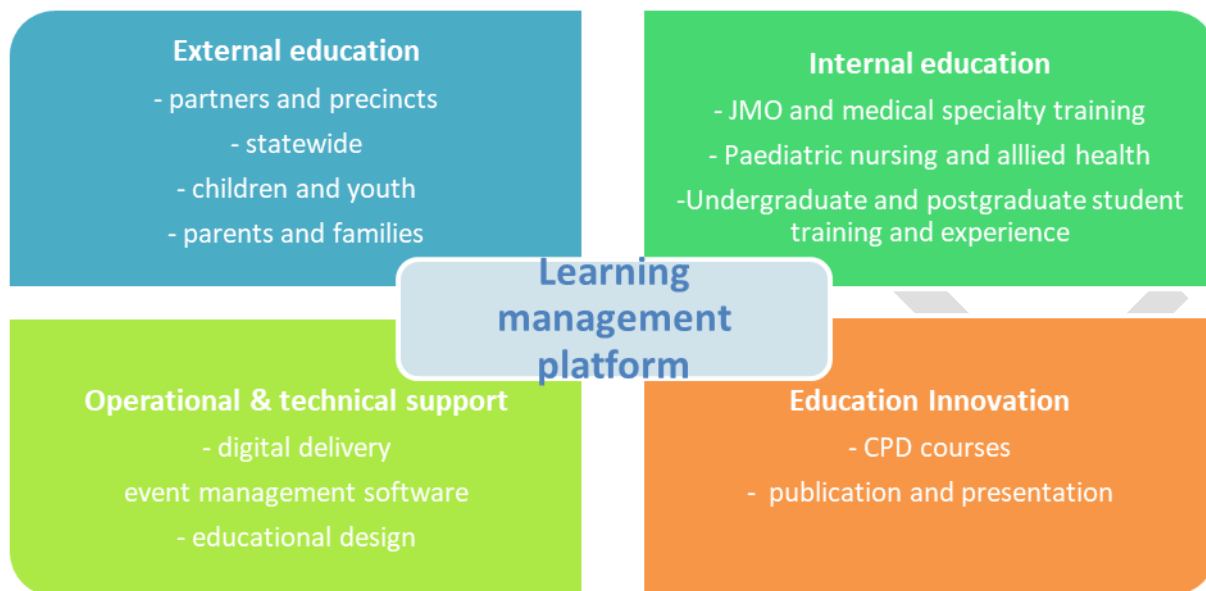
- Simulation Manager
- Medical Education Lead
- Education Operations Manager
- Nursing Education Lead
- Allied Health Education Lead
- Library Manager

SCHK Education Hub Formation

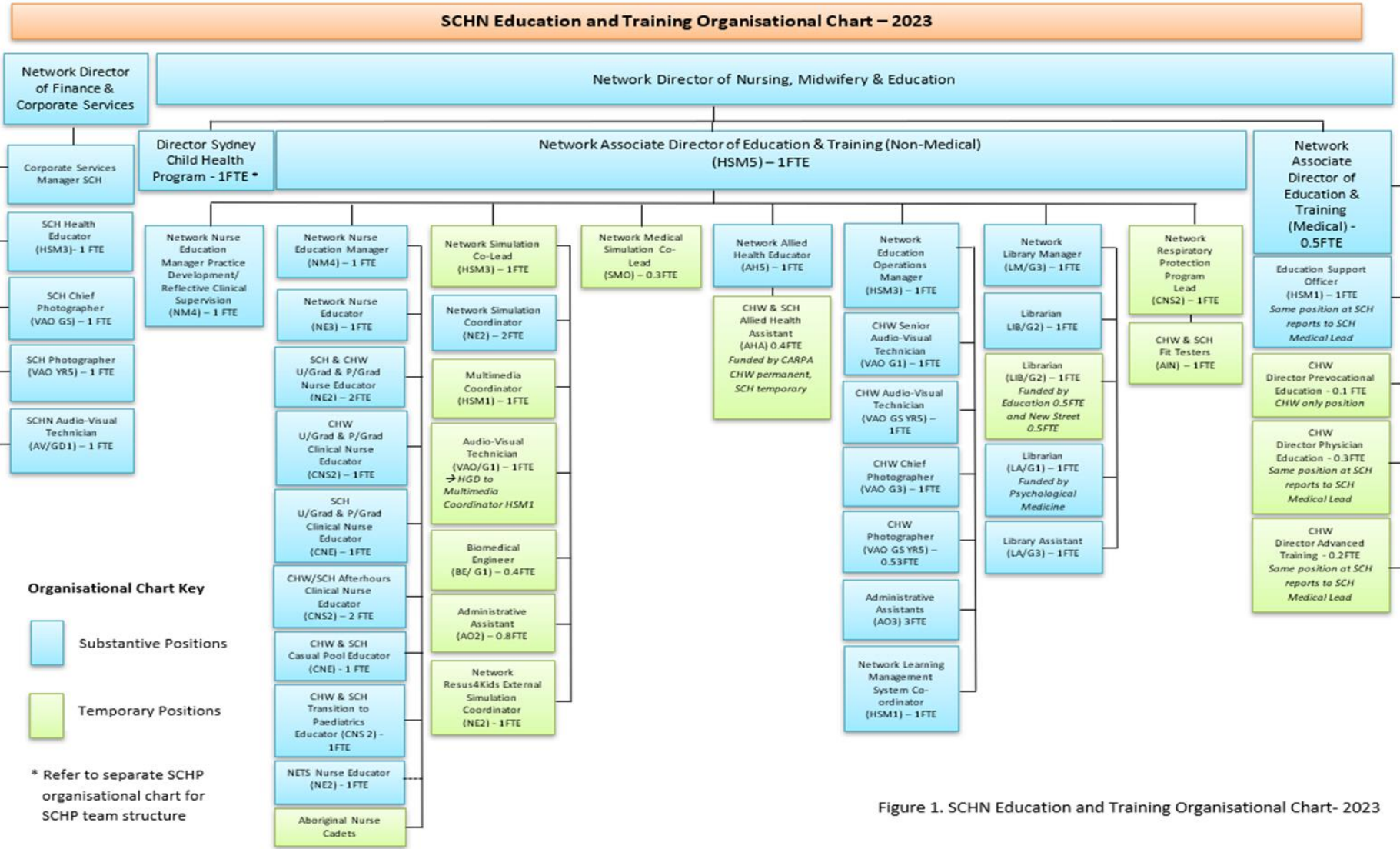
The Sydney Child Health Program (SCHK) will transition under the new structure to form the Education Hub. The Director of SCHK will become the Education Hub Manager, this position will be supported by the:

- Senior Education Academic Coordinator
- Systems/Operations Manager

The Education Hub formation will ensure alignment under the Education and Training Directorate will enable the consolidation of resources and maximise efficiencies. This will enable the digital learning management platform to support broader SCHN Education content development with a particular focus on quality assurance, maximising revenue opportunities, and supporting health professionals. There will be additional options to support consumers with relevant and accessible education and training to ensure children and young people receive best practice care that matters to them.



Current structure for Education and Training



Organisational Chart Key

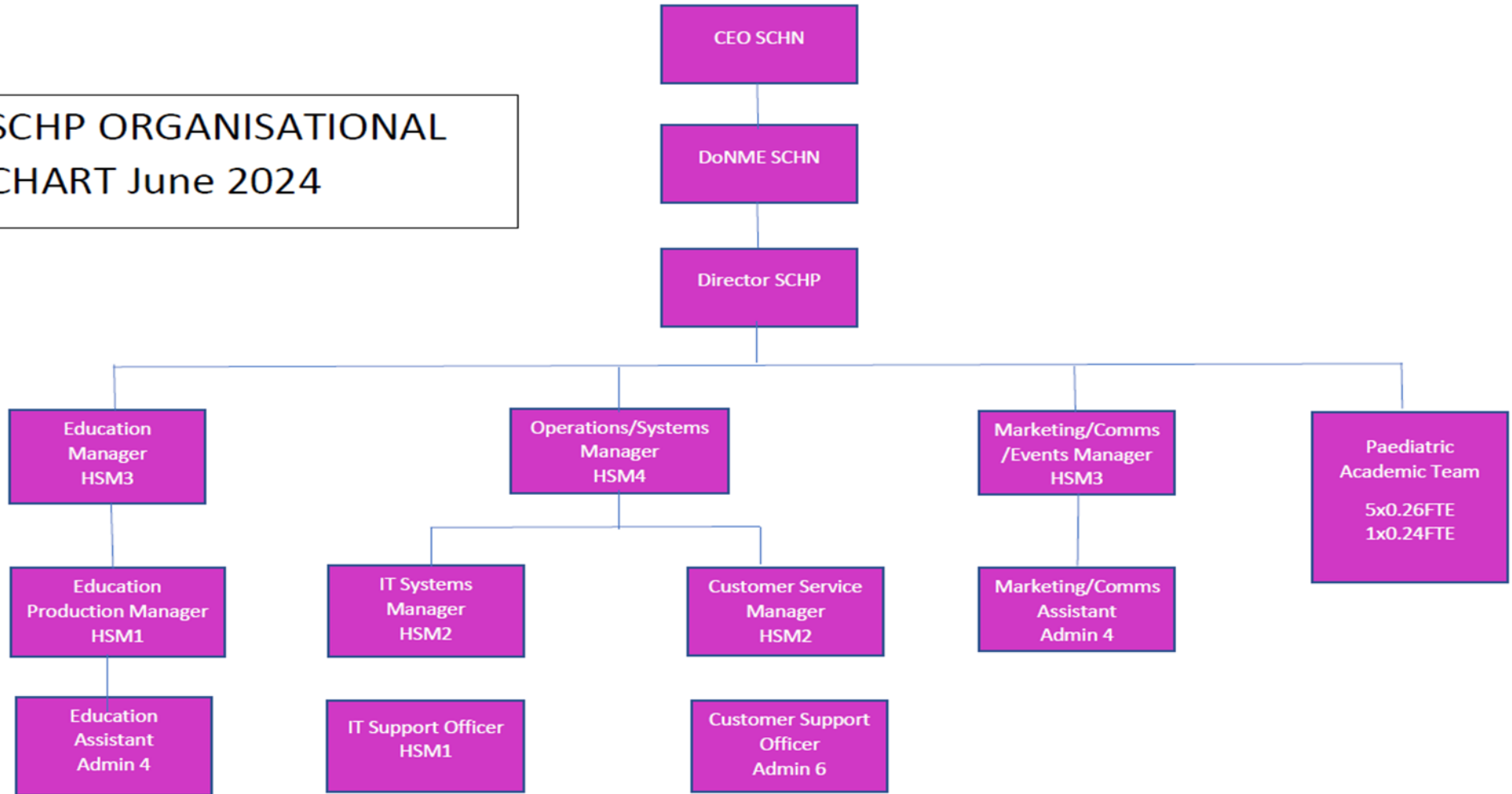
- Substantive Positions
- Temporary Positions

* Refer to separate SCHP organisational chart for SCHP team structure

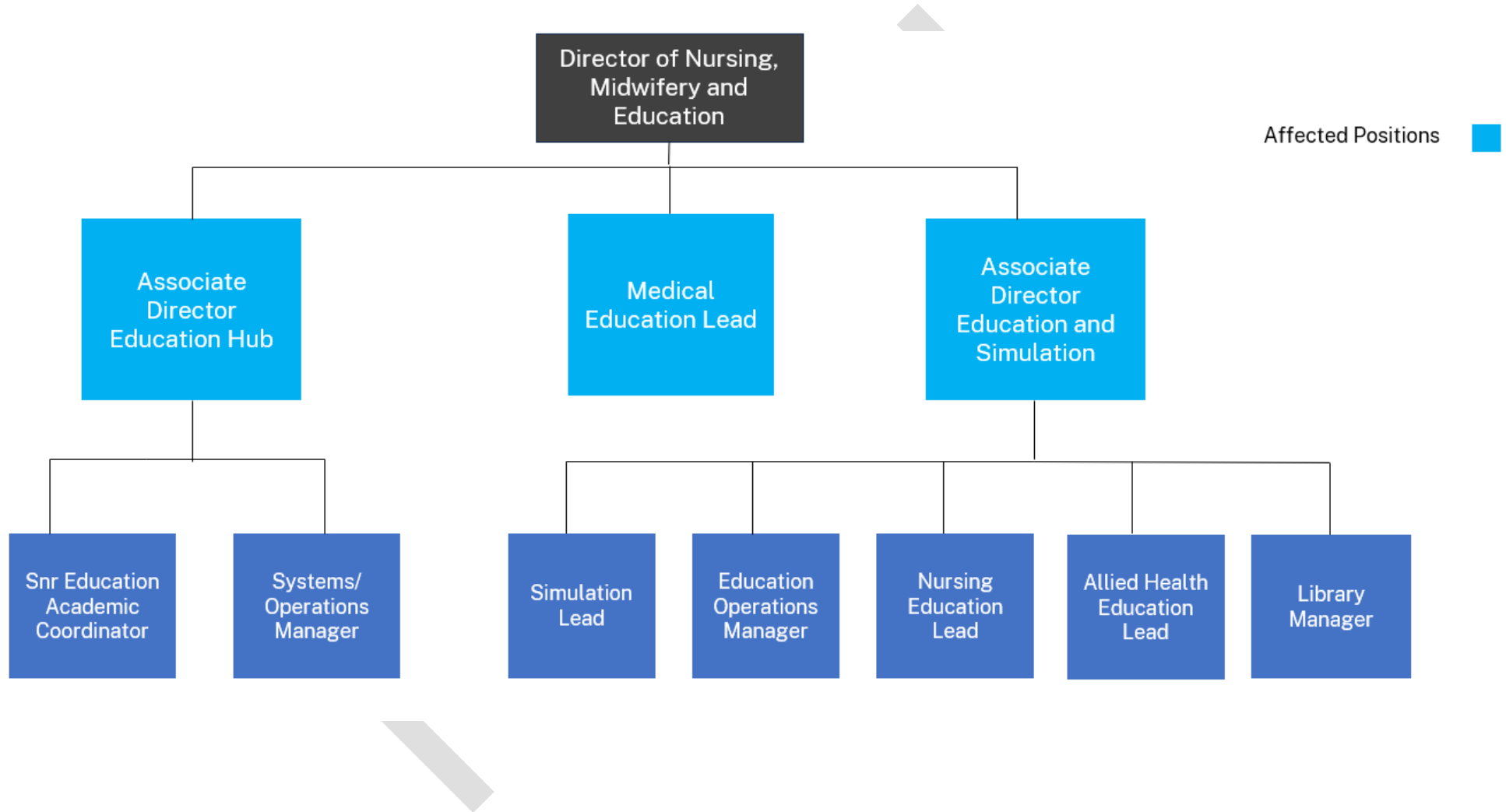
Figure 1. SCHN Education and Training Organisational Chart- 2023

Current structure for Sydney Child Health Program

SCHP ORGANISATIONAL CHART June 2024



Proposed organisational structure



Proposed changes to positions

The following section provides an overview of impacted roles for the proposed structure. Further details regarding roles, responsibilities and accountabilities are provided in the revised role descriptions (refer Attachment 1) for the following roles:

Affected positions

Position	FTE	Classification	Description
<ul style="list-style-type: none"> Associate Director Education and Training (Non-Medical) 	1.0	Health Manager Level 5	Network Co-Lead
<ul style="list-style-type: none"> Director Sydney Child Health Program 	1.0	Senior Career Medical Officer	
<ul style="list-style-type: none"> Associate Director Education and Training (Medical) 	0.5	Staff Specialist	Network Co-Lead

New Proposed Positions

Position	FTE	Classification	Description
1. Associate Director Education and Simulation	1.0	Health Manager Level 5	Position Description Attached
2. Associate Director Education Hub	1.0	Senior Career Medical Officer	Position Description Attached
3. Medical Education Lead	0.3	Staff Specialist	Position Description Attached

Recruitment process

The following process is expected to apply, in relation to affected staff members.

No.	Current Position	Proposed process for roles in the new structure
1	Associate Director Education and Training (Non-Medical)	Priority assessment for Associate Director Education and Simulation
2	Associate Director Education and Training Medical	Position matching to Medical Education Lead
3	Director Sydney Child Health Program	Position matching to Associate Director Education Hub

Individual meetings with affected staff members will take place throughout the change process. The proposed changes will be managed in line with the NSW Health Policy Directive Managing Excess Staff of NSW Health Service (PD2012_021)

Consultation

This consultation period is open to SCHN staff for two weeks from 25 November 2024 the Director, Nursing, Midwifery and Education will have discussions with impacted staff during the consultation period and consider feedback. Written feedback will be collected by email - please send responses directly to sally.whalen@health.nsw.gov.au by close of business 9 December 2024.

The Health Services Union (HSU), the New South Wales Nurses and Midwives' Association (NSWNMA) and the Australian Salaried Medical Officers Federation (ASMOF) will be notified of the proposal and provided with the Consultation Paper, as well as an opportunity to provide feedback on the proposal.

Employee Assistance Program

The Employee Assistance Program (EAP) is a free strictly confidential and professional counselling service provided by the Sydney Children's Hospitals Network to all staff. Staff can access the program by contacting AccessEAP on 1800 818 728

Timeframe

Task	Documentation/Task	Timeframes (indicative)
Consultation period with staff and unions commences	Consultation Paper and proposed role descriptions	25 November 2024
Consultation period closes	-	9 December 2024
Feedback reviewed and considered	-	13 December 2024
Final consultation document incorporating any changes identified during consultation circulated	Consultation Paper (Final)	Week commencing 16 December 2024
Request approval for creation of new roles	Brief provided to the Recruitment Committee	Week commencing 16 December 2024
Written advice issued to affected staff	Letter to advise of affected status'	Week commencing 16 December 2024
Recruitment of new roles	Recruitment process as outlined in the consultation document	January 2025

Sponsor and Executive Lead

Sally Whalen

Director of Nursing, Midwifery and Education

Appendix A – proposed position descriptions (Attached)

1. SCHN Associate Director Education and Simulation
2. SCHN Associate Director Education Hub
3. SCHN Medical Lead

FINAL

POSITION DESCRIPTION

SCHN - Associate Director Education and Simulation



 C ollaboration O penness R espect E mpowerment	
Organisation	NSW Health
Local Health District / Agency	The Sydney Children's Hospitals Network
Position Classification	Health Mgr. Lvl 5
State Award	Health Managers (State) Award
Category	Education and Training Education Management
Website	www.schn.health.nsw.gov.au

PRIMARY PURPOSE

The Associate Director of Education and Simulation (ADES) will work collaboratively with the Associate Director Education Hub to facilitate the achievement of the Education and Training strategic goals and objectives of The Sydney Children's Hospitals Network (SCHN) which build workforce capability to meet the needs of children and their families.

The position will provide leadership and governance of the Education and Simulation portfolio to lead the planning, development, implementation and evaluation of education and training services for clinical staff, and corporate staff across the SCHN.

RESPIRATOR USE

NSW Health workers may be required to use a respirator, as part of their appointment with NSW Health. Where a respirator is required for use, workers will be instructed in their safe use; including donning, doffing and fit checking. Staff may be required to complete fit testing to selected respirator/s to assess their facial fit/seal.

At all times when a health worker is required to use a respirator, the health worker must not have any facial hair present. Processes are in place to support workers that need to keep facial hair due to religious observance requirements and/or health conditions.

ESSENTIAL CRITERIA

Vaccination Category:

Category

A

Qualifications/ Licenses/ Registrations?

WWCC

Yes

Supervisor

As a leader you are expected to support the organisation achieve the aims of the safety management system, to establish and maintain a positive health and safety culture in the workplace and to consult with workers and others when making decisions that may impact upon the health, safety and welfare of those in the workplace.

POSITION DESCRIPTION

SCHN - Associate Director Education and Simulation



KEY ACCOUNTABILITIES

- Lead the development and lead the implementation and evaluation of the strategic vision for clinical and corporate education that meet organisational priorities, and which align with emerging workforce requirements.
- Provide strategic advice to the Director Nursing, Education (DONE) and the Executive on matters concerning education and simulation.
- Formulate and implement comprehensive operational strategies to guide the education and simulation services team in achieving the SCHN's strategic goals and objectives.
- Lead initiatives that foster a positive organisational culture within the SCHN education and simulation team, ensuring alignment with and achievement of the SCHN strategic plan.
- Design and implement a simulation plan that encompasses all simulation services and activities for the Sydney Children's Hospitals Network in partnership with key stakeholders.
- Manage, motivate and develop staff within the education and simulation team through the active implementation of the CORE values to enable achievement of accountabilities within their portfolio.
- Embed the SCHN values into all systems, documents, performance and learning mechanisms.
- Lead change through an open and collaborative approach that supports the achievement of strategic education objectives.
- Collaborate and strengthen relationships with key internal and external stakeholders to ensure the objectives of the SCHN are met.
- Assess and respond to evolving stakeholder needs, collaborating to ensure that service requirements are consistently met.
- Meet reporting obligations for education including requests from the NSW Ministry of Health, SCHN Executive and Board and Nursing, and Education directorate.
- Review and assess current practices, policies, and operational procedures to ensure compliance with mandatory requirements and to mitigate risks.
- Create and implement systems that enable the monitoring, measuring and reporting of strategic objectives within agreed timeframes.
- Formulate and implement strategies to enhance the financial position of the education simulation services for the future.
- Develop and maintain systems, frameworks and guidelines for the effective management of learning and development information to internal and external customers.
- Represent and promote the education and simulation through various forums to share knowledge, maximise utilisation of and enhance the reputation of the service internally and externally.

KEY CHALLENGES

- Use a range of analytical tools and techniques to analyse complex problems or issues and identify potential solutions that will lead to positive outcomes in line with the strategic direction of the organisation. Monitor operations, auditing and reporting that reflects the business processes of the education and simulation service.
- Identify, escalate or manage as appropriate emerging or current issues within the education and simulation service. Provide and receive highly complex, sensitive and contentious information, negotiate with senior stakeholders on difficult and controversial issues, and present complex and sensitive information.

POSITION DESCRIPTION

SCHN - Associate Director Education and Simulation



- Persuade Executive and senior managers of the respective merits of different options, innovation and opportunities. Negotiate on difficult and very complex and detailed issues.

KEY RELATIONSHIPS

Who	Why
SCHN Executive Director Nursing, Midwifery and Education	Line Management. Work collaboratively to anticipate develop, plan, evaluate and report on Education and Simulation for the SCHN.
SCHN Education & Simulation staff	Line Management for Education and Simulation staff. Create the vision for education that enables each team member to clearly articulate their role. To motivate team members to work collaboratively to achieve.
SCHN Department Heads	To lead, motivate and negotiate with senior staff to achieve the strategic direction of education & training for the SCHN.
Health Education and Training Institute (HETI)	To influence the development, inclusion and prioritisation of education required to care for children.
University Health faculties	Work collaboratively with a range of universities to incorporate paediatrics in undergraduate and postgraduate coursework. To optimise clinical placements that promotes paediatric health careers.

SELECTION CRITERIA

- A degree in a relevant field, or extensive proven experience in health at a senior management level in a substantial or complex organisation, or a combination of study and work experience.
- Demonstrated knowledge of the concepts, principles and practice of contemporary organisational learning and development including organisational strategy, employee engagement, change, leadership and team development.
- Demonstrated skill in the analysis of complex issues, problem solving, formulating new approaches, developing systems and process and implementing comprehensive change programs, including the ability to monitor outcomes of strategic and operational plans.
- Strong leadership skills with the demonstrated ability to think strategically with long term vision while having the ability to deliver short term, measurable results.
- Demonstrated ability to lead interprofessional collaboration and create networks internally and externally to achieve organisational goals.
- Demonstrated ability to lead a team that models the CORE value and enables collaboration, teamwork and the achievement of goals.
- Demonstrated ability to effectively manage human, financial and physical resources to ensure targets are met.
- Excellent communication, negotiation, decision making, influencing and motivational skills with a diverse range of stakeholders.

POSITION DESCRIPTION

SCHN - Associate Director Education and Simulation



OTHER REQUIREMENTS

- Understand and practice person centered care.
- Work in partnership with consumers on improving and evaluating the delivery of services.
- Actively participate in quality improvement activities.
- Ensure timely and accurate reporting of near or actual, incidents or patient safety concerns.
- Be familiar with SCHN Child Protection Policy and Procedures and notify any allegations of suspected child abuse and neglect in line with policies.
- Adhere to all current SCHN and NSW Health policies and procedures, including the NSW Health Code of Conduct.

POSITION DESCRIPTION

SCHN - Associate Director Education and Simulation



Job Demands for: SCHN - Associate Director Education and Simulation

Physical Demands	
<p>Respirator use - Wearing of a respirator, to ensure protection against exposure to respiratory pathogens/ hazardous materials</p> <p>Infrequent</p>	<p>Sitting - remaining in a seated position to perform tasks</p> <p>Frequent</p>
<p>Standing - remaining standing without moving about to perform tasks</p> <p>Not Applicable</p>	<p>Walking - floor type: even/uneven/slippery, indoors/outdoors, slopes</p> <p>Frequent</p>
<p>Running - floor type: even/uneven/slippery, indoors/outdoors, slopes</p> <p>Not Applicable</p>	<p>Bend/Lean Forward from Waist - forward bending from the waist to perform tasks</p> <p>Not Applicable</p>
<p>Trunk Twisting - turning from the waist while sitting or standing to perform tasks</p> <p>Not Applicable</p>	<p>Kneeling - remaining in a kneeling posture to perform tasks</p> <p>Not Applicable</p>
<p>Squatting/Crouching - adopting a squatting or crouching posture to perform tasks</p> <p>Not Applicable</p>	<p>Leg/Foot Movement - use of leg and/or foot to operate machinery</p> <p>Not Applicable</p>

POSITION DESCRIPTION

SCHN - Associate Director Education and Simulation



<p>Climbing (stairs/ladders) - ascend/descend stairs, ladders, steps</p> <p>Occasional</p>	<p>Lifting/Carrying - light lifting and carrying (0 to 9 kg)</p> <p>Occasional</p>
<p>Lifting/Carrying - moderate lifting and carrying (10 to 15 kg)</p> <p>Not Applicable</p>	<p>Lifting/Carrying - heavy lifting and carrying (16kg and above)</p> <p>Not Applicable</p>
<p>Reaching - arms fully extended forward or raised above shoulder</p> <p>Not Applicable</p>	<p>Pushing/Pulling/Restraining - using force to hold/restrain or move objects toward or away from the body</p> <p>Not Applicable</p>
<p>Head/Neck Postures - holding head in a position other than neutral (facing forward)</p> <p>Infrequent</p>	<p>Hand and Arm Movements - repetitive movements of hands and arms</p> <p>Frequent</p>
<p>Grasping/Fine Manipulation - gripping, holding, clasping with fingers or hands</p> <p>Frequent</p>	<p>Work at Heights - using ladders, footstools, scaffolding, or other objects to perform work</p> <p>Not Applicable</p>
<p>Driving - Operating any motor-powered vehicle</p> <p>Frequent</p>	

POSITION DESCRIPTION

SCHN - Associate Director Education and Simulation



Sensory Demands	
<p>Sight - use of sight is an integral part of work performance (e.g. viewing of X-Rays, computer screens)</p> <p>Frequent</p>	<p>Hearing - use of hearing is an integral part of work performance (e.g. Telephone enquiries)</p> <p>Frequent</p>
<p>Smell - use of smell is an integral part of work performance (e.g. working with chemicals)</p> <p>Not Applicable</p>	<p>Taste - use of taste is an integral part of work performance (e.g. food preparation)</p> <p>Not Applicable</p>
<p>Touch - use of touch is an integral part of work performance</p> <p>Occasional</p>	
Psychosocial Demands	
<p>Distressed People - e.g. emergency or grief situations</p> <p>Infrequent</p>	<p>Aggressive and Uncooperative People - e.g. drug/alcohol, dementia, mental illness</p> <p>Not Applicable</p>
<p>Unpredictable People - e.g. dementia, mental illness, head injuries</p> <p>Not Applicable</p>	<p>Restraining - involvement in physical containment of patients/clients</p> <p>Not Applicable</p>

POSITION DESCRIPTION

SCHN - Associate Director Education and Simulation



<p>Exposure to Distressing Situations - e.g. child abuse, viewing dead/mutilated bodies</p> <p>Not Applicable</p>	
<p>Environmental Demands</p>	
<p>Dust - exposure to atmospheric dust</p> <p>Not Applicable</p>	<p>Gases - working with explosive or flammable gases requiring precautionary measures</p> <p>Not Applicable</p>
<p>Fumes - exposure to noxious or toxic fumes</p> <p>Not Applicable</p>	<p>Liquids - working with corrosive, toxic or poisonous liquids or chemicals requiring PPE</p> <p>Not Applicable</p>
<p>Hazardous Substances - e.g. dry chemicals, glues</p> <p>Not Applicable</p>	<p>Noise - environmental/background noise necessitates people raise their voice to be heard</p> <p>Not Applicable</p>
<p>Inadequate Lighting - risk of trips, falls or eyestrain</p> <p>Not Applicable</p>	<p>Sunlight - risk of sunburn exists from spending more than 10 minutes per day in sunlight</p> <p>Not Applicable</p>
<p>Extreme Temperatures - environmental temperatures are less than 15°C or more than 35°C</p> <p>Not Applicable</p>	<p>Confined Spaces - areas where only one egress (escape route) exists</p> <p>Not Applicable</p>

POSITION DESCRIPTION

SCHN - Associate Director Education and Simulation



<p>Slippery or Uneven Surfaces - greasy or wet floor surfaces, ramps, uneven ground</p> <p>Not Applicable</p>	<p>Inadequate Housekeeping - obstructions to walkways and work areas cause trips and falls</p> <p>Not Applicable</p>
<p>Working At Heights - ladders/stapladders/scaffolding are required to perform tasks</p> <p>Not Applicable</p>	<p>Biological Hazards - exposure to body fluids, bacteria, infectious diseases</p> <p>Not Applicable</p>

POSITION DESCRIPTION

Associate Director Education Hub



 C ollaboration O penness R espect E mpowerment	
Organisation	NSW Health
Local Health District / Agency	The Sydney Children's Hospitals Network
Position Classification	Snr Career Medical Off
State Award	Public Hospital Career Medical Officers (State) Award
Category	Career Medical Officer Paediatrics and Child Health (CMO)
Website	www.schn.health.nsw.gov.au

PRIMARY PURPOSE

This senior role provides leadership, strategic direction operational management of the SCHN Education Hub is an online learning management system that supports the delivery of the Graduate Diploma in Child Health in partnership with the Western Sydney University.

The role requires extensive experience in medical education, adult learning principles and senior management experience with an overarching goal of fostering a culture of excellence in paediatric education and vision of healthier children.

RESPIRATOR USE

NSW Health workers may be required to use a respirator, as part of their appointment with NSW Health. Where a respirator is required for use, workers will be instructed in their safe use; including donning, doffing and fit checking. Staff may be required to complete fit testing to selected respirator/s to assess their facial fit/seal.

At all times when a health worker is required to use a respirator, the health worker must not have any facial hair present. Processes are in place to support workers that need to keep facial hair due to religious observance requirements and/ or health conditions.

ESSENTIAL CRITERIA

Vaccination category: A

WWCC: Yes

Qualifications/ Licenses/ Registrations (award requirement): AHPRA registration

Work Health and Safety:

As a leader you are expected to support the organisation achieve the aims of the safety management system, to establish and maintain a positive health and safety culture in the workplace and to consult with workers and others when making decisions that may impact upon the health, safety and welfare of those in the workplace.

POSITION DESCRIPTION



Associate Director Education Hub

KEY ACCOUNTABILITIES

Strategic and Business Planning: Responsibility for the development implementation and monitoring of the strategic and operational plan for the Education Hub including reporting of outcomes against set goals and objectives.

Quality of Program Content / Assessments: To oversee curriculum content, review, development, implementation and evaluation to ensure ongoing improvements. Promoting self-directed learning, aligning educational aims with assessment processes, and contributing to educational planning, processes and conduct in accordance with the SCHP timeline for two exam streams annually in June and December.

Collaboration with key stakeholders: The Associate Director will manage the overall conduct, development and future direction of the Education Hub in liaison with key stakeholders:

- SCHN internal stakeholders
- Western Sydney University/SCHN Steering Committee
- Hospitals and Health care facilities, Medical Education facilities in Australia and internationally
- Colleges within Australia and internationally
- Face-to-face meetings with key stakeholders to support and promote the work of the Education Hub.

Risk Management: Responsible for appropriate management of Intellectual Property, WHS: Ensures compliance with policies and procedures in line with SCHN guidelines; details set out below.

Finances: Ensures accountability and reporting of Education Hub financials, oversees development and reporting of appropriate forecasting, revenue and budgets, ensures accountability transparency of all financial activity.

Corporate Profile: Ensures that the name of the Sydney Children's Hospitals Network and the Western Sydney University is appropriately represented in all meetings, correspondence and negotiations.

Staff Development/Training: Fosters a positive and cooperative team atmosphere, leads and supervises direct reports, performance management, succession planning, refines staffing plan according to need and ensures appropriate recruitment, development and training of staff.

Confidentiality: Maintain the highest level of confidentiality in all Education Hub, Network and NSW Health matters including communications, meetings, participant records, processes, systems, business activities, financial information and maintenance of employee and participant privacy to ensure access to information and systems are limited to those entitled to the information congruent with the NSW Health Code of Conduct.

KEY CHALLENGES

- Oversee paediatric medical, nursing and allied education activities in line with adult learning principles to continuously improve the core curriculum, assessment and evaluation.
- Lead and drive ongoing improvements and innovation for the Education Hub, ensuring compliance and risk management to ensure that the name of the Sydney Children's Hospital Network and the Western Sydney University is appropriately represented in all meetings, correspondence and negotiations.

POSITION DESCRIPTION

Associate Director Education Hub



KEY RELATIONSHIPS	
Who	Why
Director of Nursing, Midwifery and Education	Direct Report
Education Hub Paediatric Academic Team	Oversee curriculum review, development, assessment, evaluation and implementation to maintain the quality of the Education Hub.
Education Hub Team	Support plans, progress and priorities for education, business projects, IT, Finance, business development and business operations of the Education Hub.
Internal / External Partners	Collaborate with existing key internal and external stakeholders: Western Sydney University, Students, Tutors, Alumni, Australian Colleges, Institutions, Collaborators and Government Agencies – both domestically and internationally.

SELECTION CRITERIA

1. Qualification in Medicine, current registration with AHPRA and at least 7 years clinical paediatric experience or a combination of relevant study and work experience.
2. Experience in clinical education, adult learning principles and skill in curriculum design and improvement to align with program content, assessment and evaluation.
3. Strong leadership skills with the demonstrated ability to think strategically with long term vision while having the ability to deliver short term, measurable results.
4. Extensive interpersonal and communication skills including the ability to consult, negotiate and liaise effectively with a diverse range of internal and external stakeholders to sustain existing and develop new professional networks to achieve strategic outcomes for the education hub
5. Demonstrated ability to achieve successful outcomes through the effective management of human, financial and physical resources to ensure targets are met.
6. Demonstrated experience in planning and reporting, including on the overall progress, outcomes and evaluation of education hub.
7. Demonstrated ability to lead a team that models the CORE values (collaboration, openness, respect and empowerment) values teamwork and achievement of goals.

OTHER REQUIREMENTS

Understand and practice person centred care.

Work in partnership with consumers on improving and evaluating the delivery of services.
Actively participate in quality improvement activities.

Ensure timely and accurate reporting of near or actual, incidents or patient safety concerns.

Be familiar with SCHN Child Protection Policy and Procedures and notify any allegations of suspected child abuse and neglect in line with policies.

Adhere to all current SCHN and NSW Health policies and procedures, including the NSW Health Code of Conduct.

POSITION DESCRIPTION

Associate Director Education Hub



Job Demands for: Associate Director Education Hub

Physical Demands	
<p>Respirator use - Wearing of a respirator, to ensure protection against exposure to respiratory pathogens/ hazardous materials</p> <p>Frequent</p>	<p>Sitting - remaining in a seated position to perform tasks</p> <p>Constant</p>
<p>Standing - remaining standing without moving about to perform tasks</p> <p>Not Applicable</p>	<p>Walking - floor type: even/uneven/slippery, indoors/outdoors, slopes</p> <p>Not Applicable</p>
<p>Running - floor type: even/uneven/slippery, indoors/outdoors, slopes</p> <p>Not Applicable</p>	<p>Bend/Lean Forward from Waist - forward bending from the waist to perform tasks</p> <p>Occasional</p>
<p>Trunk Twisting - turning from the waist while sitting or standing to perform tasks</p> <p>Occasional</p>	<p>Kneeling - remaining in a kneeling posture to perform tasks</p> <p>Occasional</p>
<p>Squatting/Crouching - adopting a squatting or crouching posture to perform tasks</p> <p>Occasional</p>	<p>Leg/Foot Movement - use of leg and/or foot to operate machinery</p> <p>Occasional</p>

POSITION DESCRIPTION

Associate Director Education Hub



<p>Climbing (stairs/ladders) - ascend/descend stairs, ladders, steps</p> <p>Not Applicable</p>	<p>Lifting/Carrying - light lifting and carrying (0 to 9 kg)</p> <p>Occasional</p>
<p>Lifting/Carrying - moderate lifting and carrying (10 to 15 kg)</p> <p>Not Applicable</p>	<p>Lifting/Carrying - heavy lifting and carrying (16kg and above)</p> <p>Not Applicable</p>
<p>Reaching - arms fully extended forward or raised above shoulder</p> <p>Occasional</p>	<p>Pushing/Pulling/Restraining - using force to hold/restrain or move objects toward or away from the body</p> <p>Not Applicable</p>
<p>Head/Neck Postures - holding head in a position other than neutral (facing forward)</p> <p>Occasional</p>	<p>Hand and Arm Movements - repetitive movements of hands and arms</p> <p>Frequent</p>
<p>Grasping/Fine Manipulation - gripping, holding, clasping with fingers or hands</p> <p>Not Applicable</p>	<p>Work at Heights - using ladders, footstools, scaffolding, or other objects to perform work</p> <p>Not Applicable</p>
<p>Driving - Operating any motor-powered vehicle</p> <p>Not Applicable</p>	

POSITION DESCRIPTION

Associate Director Education Hub



Sensory Demands	
<p>Sight - use of sight is an integral part of work performance (e.g. viewing of X-Rays, computer screens)</p> <p>Constant</p>	<p>Hearing - use of hearing is an integral part of work performance (e.g. Telephone enquiries)</p> <p>Frequent</p>
<p>Smell - use of smell is an integral part of work performance (e.g. working with chemicals)</p> <p>Not Applicable</p>	<p>Taste - use of taste is an integral part of work performance (e.g. food preparation)</p> <p>Not Applicable</p>
<p>Touch - use of touch is an integral part of work performance</p> <p>Repetitive</p>	
Psychosocial Demands	
<p>Distressed People - e.g. emergency or grief situations</p> <p>Occasional</p>	<p>Aggressive and Uncooperative People - e.g. drug/alcohol, dementia, mental illness</p> <p>Not Applicable</p>
<p>Unpredictable People - e.g. dementia, mental illness, head injuries</p> <p>Not Applicable</p>	<p>Restraining - involvement in physical containment of patients/clients</p> <p>Not Applicable</p>

POSITION DESCRIPTION

Associate Director Education Hub



<p>Exposure to Distressing Situations - e.g. child abuse, viewing dead/mutilated bodies</p> <p>Not Applicable</p>	
<p>Environmental Demands</p>	
<p>Dust - exposure to atmospheric dust</p> <p>Not Applicable</p>	<p>Gases - working with explosive or flammable gases requiring precautionary measures</p> <p>Not Applicable</p>
<p>Fumes - exposure to noxious or toxic fumes</p> <p>Not Applicable</p>	<p>Liquids - working with corrosive, toxic or poisonous liquids or chemicals requiring PPE</p> <p>Not Applicable</p>
<p>Hazardous Substances - e.g. dry chemicals, glues</p> <p>Not Applicable</p>	<p>Noise - environmental/background noise necessitates people raise their voice to be heard</p> <p>Not Applicable</p>
<p>Inadequate Lighting - risk of trips, falls or eyestrain</p> <p>Not Applicable</p>	<p>Sunlight - risk of sunburn exists from spending more than 10 minutes per day in sunlight</p> <p>Not Applicable</p>
<p>Extreme Temperatures - environmental temperatures are less than 15°C or more than 35°C</p> <p>Not Applicable</p>	<p>Confined Spaces - areas where only one egress (escape route) exists</p> <p>Not Applicable</p>

POSITION DESCRIPTION

Associate Director Education Hub



<p>Slippery or Uneven Surfaces - greasy or wet floor surfaces, ramps, uneven ground</p> <p>Not Applicable</p>	<p>Inadequate Housekeeping - obstructions to walkways and work areas cause trips and falls</p> <p>Not Applicable</p>
<p>Working At Heights - ladders/stepladders/scaffolding are required to perform tasks</p> <p>Not Applicable</p>	<p>Biological Hazards - exposure to body fluids, bacteria, infectious diseases</p> <p>Not Applicable</p>

POSITION DESCRIPTION

SCHN – Medical Education Lead

 C ollaboration O penness R espect E mpowerment	
Organisation	NSW Health
Local Health District / Agency	The Sydney Children's Hospitals Network
Position Classification	Staff Specialist
State Award	Staff Specialist (State) Award Staff Specialist Determination 2015
Category	Education and Training Education Management
Website	www.schn.health.nsw.gov.au

PRIMARY PURPOSE

The Medical Education Lead will provide ongoing planning, development and delivery of education of medical staff across SCHN in collaboration with the Associate Directors of Education. The role works closely with the Directors of Medical Services, and Directors of Prevocational Education & Training (DPET), Paediatric Training (DPE) and Advanced Training (DAT) and also Directors of Training for subspecialties across SCHN to ensure delivery of medical education and accreditation requirements for the Sydney Children's Hospitals Network. The Medical Lead will also work to support the delivery of medical education including mandatory training across the Network.

RESPIRATOR USE

NSW Health workers may be required to use a respirator, as part of their appointment with NSW Health. Where a respirator is required for use, workers will be instructed in their safe use; including donning, doffing and fit checking. Staff may be required to complete fit testing to selected respirator/s to assess their facial fit/seal.

At all times when a health worker is required to use a respirator, the health worker must not have any facial hair present. Processes are in place to support workers that need to keep facial hair due to religious observance requirements and/or health conditions.

ESSENTIAL CRITERIA

Vaccination Category:

Category

A

Qualifications/ Licenses/ Registrations?

WWCC

Yes

Supervisor

As a leader you are expected to support the organisation achieve the aims of the safety management system, to establish and maintain a positive health and safety culture in the workplace and to consult with workers and others when making decisions that may impact upon the health, safety and welfare of those in the workplace.

POSITION DESCRIPTION

SCHN – Medical Education Lead



KEY ACCOUNTABILITIES

The Medical Education Lead will work in collaboration and consultation with key stakeholders, to take accountability for the Network Medical education portfolio. The Medical Education Lead will have overall responsibility for the co-ordination of medical staff education and in supporting medical training.

Operational Performance

- Works in partnership with the Directors of Medical Services, and Directors of Prevocational Education & Training (DPET), Paediatric Training (DPE) and Advanced Training (DAT) to ensure delivery of medical education and accreditation requirements for the Sydney Children's Hospitals Network
- Provides professional leadership to the medical training positions that are hosted within the SCHN.
- Supports and ensures delivery of mandatory training requirements for the medical workforce.
- Work in a collaborative manner with higher education partners and SCHN staff to support enhancing medical undergraduate and post graduate clinical placements in a fair and equitable manner.
- Develop, maintain and identify opportunities to forge productive strategic relationships with staff and other medical stakeholders, tertiary education institutes and other educational agencies and sponsors through fostering collaborative partnerships in order to ensure the Network's educational objectives are met.
- Work collaboratively and engage in a meaningful way with HETI and higher education providers to meet the needs of the medical SCHN workforce.
- Oversees the training programs for all medical subspecialties within SCHN to enhance collaboration.

Quality and Safety

- Ensure that continuous improvement is evident and key performance indicators effectively identify improvement opportunities.
- Establish appropriate systems for Implementing and reporting on Quality improvement activities consistent with accreditation requirements and NSW Health quality outcomes.

Risk

- Maintain a risk register relevant to risks within Education as part of the overall SCHN risk management process.
- Understand the risks and liabilities for education and recommend/implement pre-emptive or corrective action.

Decision Making

- Implement systems and processes that foster open communication, consultation, partnership and ownership in problem solving and conflict resolution.

Problem Solving

- Use a range of analytical tools and techniques to break down complex problems or issues and test likely outcomes to solve complex problems.

-

COMMUNICATION

Facilitate

- Lead the establishment and maintenance of open communication mechanisms with key stakeholders.
- Establish and maintain a model of collaborative working relationships with key stakeholders.

POSITION DESCRIPTION

SCHN – Medical Education Lead



Influence

- Ensure effective collaboration and decision making with key stakeholders across education.
- Actively seek to optimise the value of equity and diversity, in the workplace.
- Ensure appropriate delegation of authority, responsibility and accountability and establish mechanisms for monitoring progress.
- Work in a collaborative manner with the Network professional leads

PROFESSIONAL LEADERSHIP

Role Model and Mentorship

- Be a positive role model by providing direction, leadership and congruence with the values of SCHN.
- Provide mentorship to staff within the education portfolio to enhance the staff's ability to reach their potential.

LEADERSHIP

Vision

- Develop an environment that promotes continuous improvement and educational rigor.
- Be the lead for medical education, planning and evaluation.

Culture

- Lead development of a culture within the medical workforce that is open to critical reflection, change and learning.
- Develop a culture that supports integration of planning, prioritising and strategic resource allocation to achieve the SCHN educational objectives.
- Assist through education to create a culture/environment where innovation, creativity, research and best practice are valued and encouraged.

Change

- Lead change to support the strategic medical education direction.
- Ensure that the change is managed openly and collaboratively.

KEY PERFORMANCE INDICATORS

- Refer to the performance agreement between the SCHN and the Ministry of Health.
- Demonstrated participation in clinical education of the medical workforce.
- Demonstrated evidence to support and promote activities based at the Kim Oates Australian Paediatric Simulation Centre and the Randwick SIMS centre.
- Demonstrated provision of clinical services within their own scope of specialty and clinical practice.
- Demonstrated use of clinical and educational experience to guide the development of educational needs for medical staff and integrate learning into daily clinical practice.

RISK MANAGEMENT

- **All employees** at all levels have a role to play in managing risk. The SCHN encourages and supports the active involvement of staff in the risk management process. Employees are expected to proactively contribute to the identification, reporting and minimisation of risks.

POSITION DESCRIPTION

SCHN – Medical Education Lead



KEY CHALLENGES

- Managing and prioritising competing demands to successfully lead and manage the Education portfolio, staff and multiple stakeholders.
- Effective resource management to deliver education strategic priorities in a timely and effective manner.
- Build, maintain and nurture key strategic relationships with internal and external stakeholders.

KEY RELATIONSHIPS

Who	Why
Director of Nursing, Midwifery and Education	Direct Report
SCHN Associate Director Education and Simulation	Line Management. Work collaboratively to anticipate develop, plan, evaluate and report on Education and Simulation for the SCHN.
SCHN Associate Director Education Hub	Professional Report
Directors of <ul style="list-style-type: none"> • Prevocational Education & Training (DPET) • Advanced Training • Paediatric Education (DPE) 	Leadership, mentorship, guidance and supervision in provision of their work. Ensure Medical accreditation requirements
Clinical Stream Directors, Heads of Department, Directors of Medical Services, and Educations Support Officers	Support, guidance on development, implementation, delivery and evaluation of education initiatives across medical subspecialties.
University partners/clinical schools	Provision of oversight and support on medical student placements across SCHN

SELECTION CRITERIA

1. Eligible for registration with the Medical Board of Australia as a Specialist, and/or overseas trained specialist pathways
2. Post-graduate qualifications in education or related field or equivalent extensive proven experience at senior management level in a substantial and complex organisation engaged in service delivery.
3. Proven ability to develop and deliver medical education program to meet requirements for Australian College Accreditation.
4. Demonstrated success in working with Heads of Department to achieve effective and efficient delivery of services in educational programs.
5. Proven conceptual and analytical skills to synthesise an action plan, including the ability to resolve competing demands and meet deadlines.
6. Excellent communication, negotiation, decision making and influencing skills with a diverse range of stakeholders, including the ability to work across complex tertiary and quaternary services.
7. Demonstrated effective clinical communication through the use of information technology and written, verbal and interpersonal skills.

POSITION DESCRIPTION

SCHN – Medical Education Lead



Job Demands for: SCHN – Medical Education Lead

Physical Demands	
<p>Respirator use - Wearing of a respirator, to ensure protection against exposure to respiratory pathogens/ hazardous materials</p> <p>Infrequent</p>	<p>Sitting - remaining in a seated position to perform tasks</p> <p>Frequent</p>
<p>Standing - remaining standing without moving about to perform tasks</p> <p>Not Applicable</p>	<p>Walking - floor type: even/uneven/slippery, indoors/outdoors, slopes</p> <p>Frequent</p>
<p>Running - floor type: even/uneven/slippery, indoors/outdoors, slopes</p> <p>Not Applicable</p>	<p>Bend/Lean Forward from Waist - forward bending from the waist to perform tasks</p> <p>Not Applicable</p>
<p>Trunk Twisting - turning from the waist while sitting or standing to perform tasks</p> <p>Not Applicable</p>	<p>Kneeling - remaining in a kneeling posture to perform tasks</p> <p>Not Applicable</p>
<p>Squatting/Crouching - adopting a squatting or crouching posture to perform tasks</p> <p>Not Applicable</p>	<p>Leg/Foot Movement - use of leg and/or foot to operate machinery</p> <p>Not Applicable</p>

POSITION DESCRIPTION

SCHN – Medical Education Lead



<p>Climbing (stairs/ladders) - ascend/descend stairs, ladders, steps</p> <p>Occasional</p>	<p>Lifting/Carrying - light lifting and carrying (0 to 9 kg)</p> <p>Occasional</p>
<p>Lifting/Carrying - moderate lifting and carrying (10 to 15 kg)</p> <p>Not Applicable</p>	<p>Lifting/Carrying - heavy lifting and carrying (16kg and above)</p> <p>Not Applicable</p>
<p>Reaching - arms fully extended forward or raised above shoulder</p> <p>Not Applicable</p>	<p>Pushing/Pulling/Restraining - using force to hold/restrain or move objects toward or away from the body</p> <p>Not Applicable</p>
<p>Head/Neck Postures - holding head in a position other than neutral (facing forward)</p> <p>Infrequent</p>	<p>Hand and Arm Movements - repetitive movements of hands and arms</p> <p>Frequent</p>
<p>Grasping/Fine Manipulation - gripping, holding, clasping with fingers or hands</p> <p>Frequent</p>	<p>Work at Heights - using ladders, footstools, scaffolding, or other objects to perform work</p> <p>Not Applicable</p>
<p>Driving - Operating any motor-powered vehicle</p> <p>Frequent</p>	

POSITION DESCRIPTION

SCHN – Medical Education Lead



Sensory Demands	
<p>Sight - use of sight is an integral part of work performance (e.g. viewing of X-Rays, computer screens)</p> <p>Frequent</p>	<p>Hearing - use of hearing is an integral part of work performance (e.g. Telephone enquiries)</p> <p>Frequent</p>
<p>Smell - use of smell is an integral part of work performance (e.g. working with chemicals)</p> <p>Not Applicable</p>	<p>Taste - use of taste is an integral part of work performance (e.g. food preparation)</p> <p>Not Applicable</p>
<p>Touch - use of touch is an integral part of work performance</p> <p>Occasional</p>	
Psychosocial Demands	
<p>Distressed People - e.g. emergency or grief situations</p> <p>Infrequent</p>	<p>Aggressive and Uncooperative People - e.g. drug/alcohol, dementia, mental illness</p> <p>Not Applicable</p>
<p>Unpredictable People - e.g. dementia, mental illness, head injuries</p> <p>Not Applicable</p>	<p>Restraining - involvement in physical containment of patients/clients</p> <p>Not Applicable</p>

POSITION DESCRIPTION

SCHN – Medical Education Lead



<p>Exposure to Distressing Situations - e.g. child abuse, viewing dead/mutilated bodies</p> <p>Not Applicable</p>	
<p>Environmental Demands</p>	
<p>Dust - exposure to atmospheric dust</p> <p>Not Applicable</p>	<p>Gases - working with explosive or flammable gases requiring precautionary measures</p> <p>Not Applicable</p>
<p>Fumes - exposure to noxious or toxic fumes</p> <p>Not Applicable</p>	<p>Liquids - working with corrosive, toxic or poisonous liquids or chemicals requiring PPE</p> <p>Not Applicable</p>
<p>Hazardous Substances - e.g. dry chemicals, glues</p> <p>Not Applicable</p>	<p>Noise - environmental/background noise necessitates people raise their voice to be heard</p> <p>Not Applicable</p>
<p>Inadequate Lighting - risk of trips, falls or eyestrain</p> <p>Not Applicable</p>	<p>Sunlight - risk of sunburn exists from spending more than 10 minutes per day in sunlight</p> <p>Not Applicable</p>
<p>Extreme Temperatures - environmental temperatures are less than 15°C or more than 35°C</p> <p>Not Applicable</p>	<p>Confined Spaces - areas where only one egress (escape route) exists</p> <p>Not Applicable</p>

POSITION DESCRIPTION

SCHN – Medical Education Lead



<p>Slippery or Uneven Surfaces - greasy or wet floor surfaces, ramps, uneven ground</p> <p>Not Applicable</p>	<p>Inadequate Housekeeping - obstructions to walkways and work areas cause trips and falls</p> <p>Not Applicable</p>
<p>Working At Heights - ladders/stepladders/scaffolding are required to perform tasks</p> <p>Not Applicable</p>	<p>Biological Hazards - exposure to body fluids, bacteria, infectious diseases</p> <p>Not Applicable</p>