



The Sydney  
children's  
Hospitals Network

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care, advocacy, research, education

**Sydney Children's Hospitals Network (SCHN)**

**Sydney Child Health Program**

**The Children's Hospital at Westmead (CHW)**

**Consultation Document**

*October 2022*

## Table of Contents

Background.....	3
Current Status.....	3
Expanding Service Requirements.....	3
Proposed Changes to Organisational Structure .....	4
Current Structure .....	7
Affected Positions .....	8
Proposed New Positions.....	8
Proposed Structure .....	9
Recruitment Process for the Proposed Structure .....	10
Proposed Timeframe for the Changes to Organisational Structure .....	10
Employee Assistance program .....	11
Feedback and Contact Details.....	11
Appendix A – Position Descriptions .....	11

## Background

Established in 1992, Sydney Child Health Program (SCHP) – formerly Diploma in Child Health - has provided post-graduate paediatric medical education to junior staff within our hospital, our network, our State and is now providing education throughout Australia and to 40 countries internationally. The program has grown from approximately 20 participants per year at its inception, to now on average 1000 participants per year.

The program was initially operated by the University of Sydney but, since 2018, has been wholly owned and operated by Sydney Children's Hospitals Network (SCHN). SCHP has been delivering online education for the last 8 years but, until recently, was conducting all assessments face-to-face. This was an onerous task given the extensive international reach of the program.

With the COVID19 pandemic, like many businesses, SCHP had to reconsider its program delivery, assessment delivery and operational management to ensure the safety of our staff, tutors and participants. This has resulted in an upgrade of all online systems, improvements in quality of program delivery and automation of many manual processes.

SCHP has undergone many operational changes over the last 12-24 months and this will continue over the next 12-24 months as the service expands and adapts to the online environment.

## Current Status

Currently, the entire education program is delivered online with no live face to face events. SCHP has implemented online registration and payment systems, significantly reducing the administrative workload. SCHP has implemented a new Learning Management System that enables automation of content delivery, assessment submission, distribution for marking and online exams.

The focus of SCHP has now expanded to include collaboration with various SCHN clinical departments to develop and deliver high quality education offerings that can also be offered online. This has already shifted the workload of the Department away from administrative tasks such as registrations and increased the demand on the department for education production and marketing.

## Expanding Service Requirements

With a focus on automation and scalability, SCHP expects to see a significant change in services offered over the next 2-5 years.

The most significant change will be the launch of the Graduate Diploma in Child Health (GDCH) in partnership with Western Sydney University (WSU). The University will manage the administration of this program, relieving some of the current tasks from SCHP but we will continue to manage the delivery and development of all content for the program.

Other changes expected will include

- Recording, uploading, hosting and delivery of education modules developed by various clinical Departments within the network (eg respiratory medicine, cardiology, genetics, adolescent medicine, KidsQuit etc)
- Expansion into a broader Australian market (allied health, nursing, GPs, teachers, parents)
- Expansion into a broader international market (developed countries)
- Implementation of software that will allow oral assessment tasks to be pre-recorded by the participant, uploaded and distributed automatically for marking. This will alleviate a huge workload from the Assessments Officer, Operations Manager and Admin Officer.
- Funded research opportunities to assess the cost / benefit of SCHP's program in general practice
- Grant opportunities to deliver education in developing countries at no cost to participants
- Develop a scholarship program for participants with financial need

All these changes provide opportunity for growth of our service both within and beyond SCHN with an emphasis on automation and seamless delivery, minimising the current administrative workload for the SCHP department and shifting to an increased focus on content development and delivery for new education products across the Network.

## Proposed Changes to Organisational Structure

### IT Systems / Operations Team

With the move to an online environment, the IT/Projects manager has been more involved in both implementation and management of systems and integration and management of day-to-day operations. This role now carries increased responsibility providing both IT management and operational management duties. This role currently has 2 report staff and, with the new proposal, should also provide leadership to both the IT and the operations teams. This role has significantly expanded and should be re-classified as HSM4 to represent the increased responsibility as a senior Operations/Systems Manager within the SCHP and education teams.

The Operations Manager (HSM3) has previously been responsible for international communications, marketing, promotion, business development as well as the day-to-day operations within the unit. This role is now primarily responsible for customer service and office administration. This role is no longer required in its current form as most complex operational tasks will be managed by the Systems/IT Manager.

The Assessments / Projects Officer (HSM1) previously worked in support of operations with exam preparation, coordination, and bookings. This will be no longer required as the exams are now online, and it is now a very technical process. The role has also coordinated, through Operations, the administration of the Oral Assessment Tasks which again, will not be required from January 2023 due to automation of this assessment process. This role is no longer required.

A new role, IT Systems Manager (HSM Level 2) will be created to be responsible for maintenance and ongoing development of the customer resource management (CRM) software, exam software, (Speedwell) and learning management systems (LMS). This position will become the lead IT support role and will be responsible for the delivery of online assessments. It will also be responsible for the development and delivery of new LMS instances

to support internal education across the Network. This position will coordinate integration of all services to ensure a smooth customer experience and will report directly to the Operations/Systems Manager.

The role of IT Support Officer (HSM Level 1) remains unchanged.

The International Enrolments Officer (HSM Level 1) will have fewer responsibilities due to the simplification and automation of online enrolments and payments. From 2023, there will be no distinction in the process between international and Australian participants. There will no longer be any international tutors to coordinate, and a simplified online method of recruitment and payment has now been implemented. This management role will have no responsibility under the new structure and is no longer required.

The Australian Enrolments Officer (Admin Officer Level 4) previously carried a heavy burden of enrolments, but this has eased significantly as the process has been increasingly automated and with the introduction of online payments. The role has also been responsible for printing, packaging and posting of certificates to all participants and will no longer be necessary from 2023 with transition to GDCH. This position is no longer required.

A new position, Customer Support Manager (HSM Level 2), will be created to support the Systems/Operations Manager in day-to-day operational management including staff services, office management, customer support, financial management and risk assessment and mitigation for the department. This role will also be critical in working with Western Sydney University to ensure that all data is accurate and students have a seamless and positive experience throughout the program. This position will report directly to the Operations/Systems Manager and the grading reflects the level of responsibility now required.

A new position, Customer Support Officer, Admin Officer Level 6, will be created for customer support and general administrative tasks. This position will be responsible for the maintenance of the health roster and management of all payments and refunds. It will be responsible for handling all customer enquiries and assist with general IT support. This role is key to customer satisfaction and effective program delivery.

### **Business Development / Marketing Team**

The Business Development Manager (HSM Level 3) has taken responsibility for the international and domestic relations and grant applications. This has worked well in providing grant funding over the last 2 years but it has not generated enough sustained income or growth to warrant keeping the role. The international relations are largely with low-income countries and the local/ national relationships can be maintained effectively through the roles of the Director SCHP and Marketing and Communications team. This position is no longer required.

The Marketing, Communications, Events Manager (HSM Level 1) is now responsible for branding and promotional material for both SCHP and an increasing number of education events across the Network. This position was key in providing internal expertise to deliver the virtual GP Update conference in August 2022 and, due to marketing and promotion, was able to increase the revenue of that event by 300%. This position will be critical to develop and promote educational opportunities as SCHP and education across the Network expands. The key to success of the GDCH is centred around marketing, promotions and communications and less dependent on international relations. Similarly, the success of SCHN as an external education

provider will be dependent on appropriate and consistent promotion, branding and delivery. This role has increased its responsibilities considerably and has become an asset to both SCHP and the Network. To reflect these changes, this role should be re-graded to HSM 3 and will incorporate the responsibilities of the Business Development Manager.

A new position, Marketing and Events Officer (Admin Officer Level 4) should be created to support the Marketing, Communications and Events Manager in all administrative tasks. They will be responsible for managing both internal and external communications and providing assistance in the organising and hosting of events for SCHN. This will be done with final approval from SCHN Communications and Engagement Directorate.

### **Education Team**

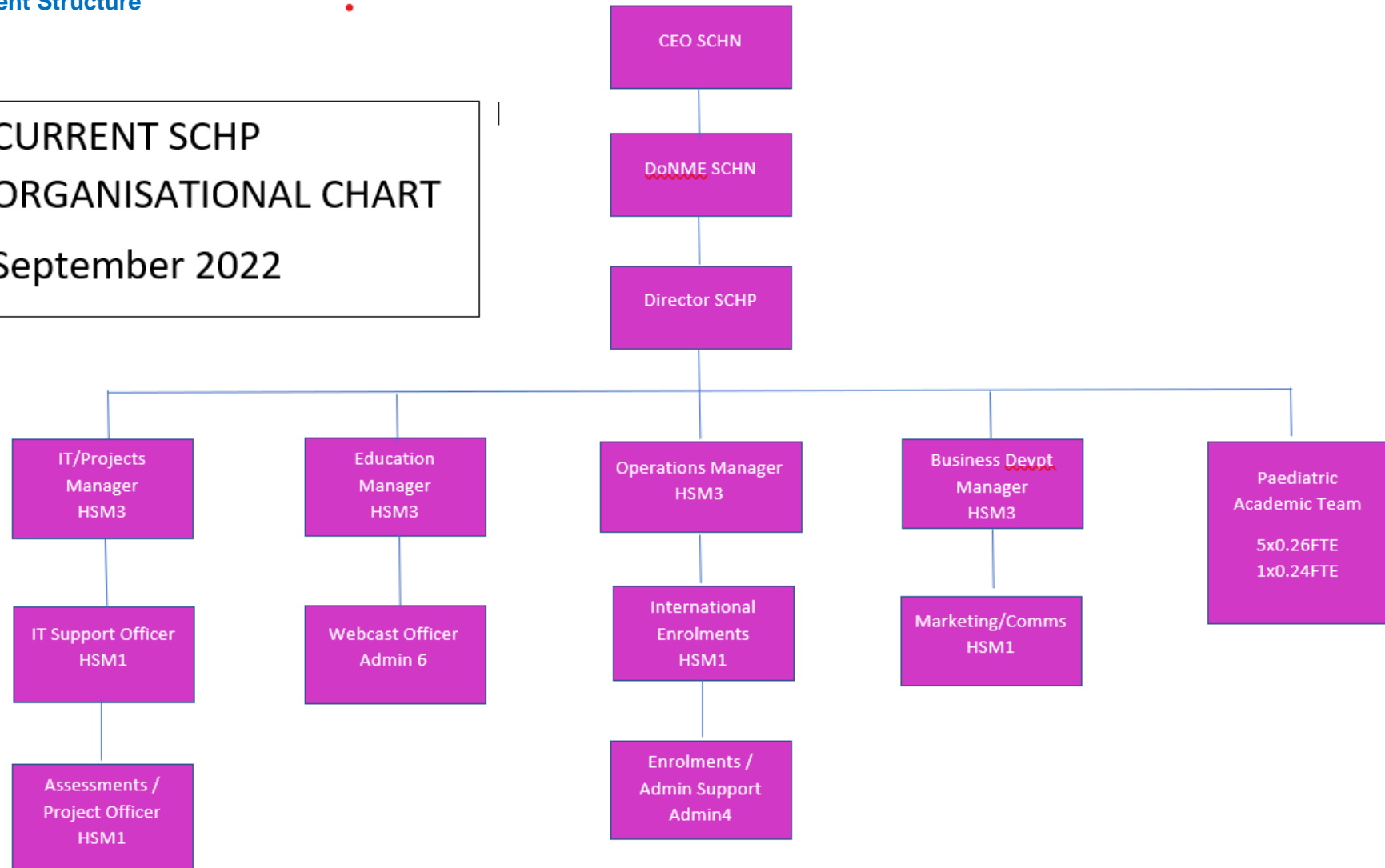
The Education Manager (HSM Level 3) has an increasing portfolio of educational content and is responsible for curriculum development, recruiting presenters, recording of presentations, editing, uploading and quality assurance of the final product. The role is responsible for participant content enquiries, assessment development and delivery, live interactive educational webinar events and participant engagement. The Education Manager is responsible for the ongoing evaluation of the program by participants and alumni. This role, though increasing in productivity, remains essentially unchanged. The role is currently supported by a Webcast Officer (Admin Officer Level 6).

The Webcast Officer (Admin Officer Level 6) role has significantly expanded and is now providing videography/production services to SCHP but also collaborating with numerous teams across the network to provide videography and production support. This role is also key to our capability in offering online or hybrid events and represents an internal capability for the Network to host numerous revenue-generating events each year. This position should be deleted and a new position, Education Production Manager (HSM 1) created to reflect the new responsibilities and the high level of technical skill required to complete this role

A new position, Education Support Officer (Admin Officer Level 4), should be created to provide administrative support to the education team as it expands its role within the Network. This position will also assist with the organising and production of video and media content under supervision of the Education Production Manager.

Current Structure

**CURRENT SCHP  
 ORGANISATIONAL CHART  
 September 2022**



### Affected Positions

Position	FTE	Classification	Description
IT/Projects Manager	1.0	HSM Level 3	Propose to delete position.
Operations Manager –	1.0	HSM Level 3	Propose to delete position
Enrolments Officer International –	1.0	HSM Level 1	Propose to delete position
Enrolments Officer –	1.0	Administration Officer Level 4	Propose to delete position
Assessments / Projects Officer –	1.0	HSM Level 1	Propose to delete position
Business Development Manager	1.0	HSM Level 3	Propose to delete position
Marketing Communications Manager -	1.0	HSM Level 1	Propose to delete position
Webcast Officer	1.0	Admin Officer Level 6	Propose to delete position

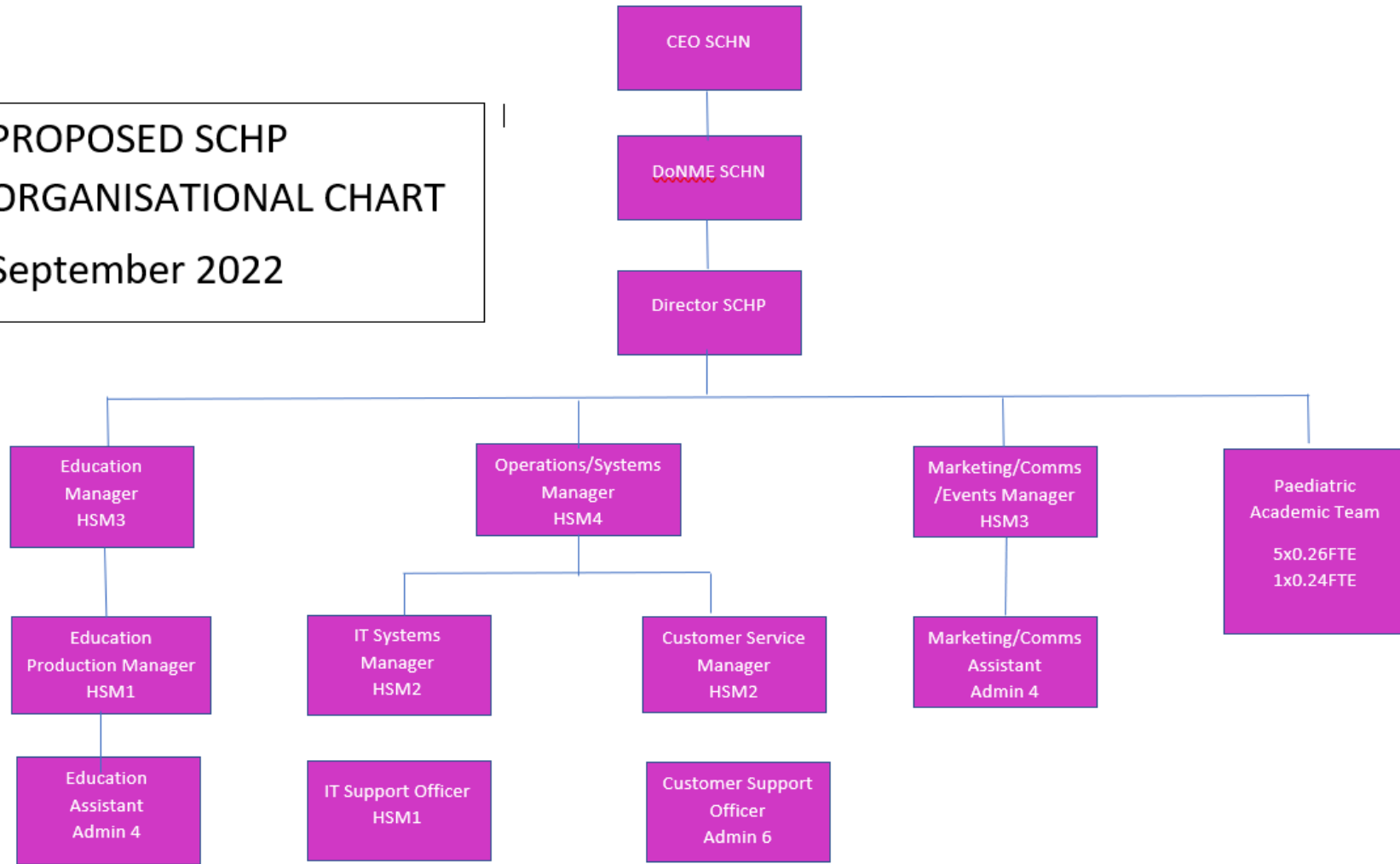
### Proposed New Positions

Position	FTE	Classification	Description
Systems / Operations Senior Manager	1.0	HSM Level 4	Refer to attached job description,
IT Systems Manager	1.0	HSM2	Refer to attached job description.
Customer Service Manager	1.0	HSM Level 2	Refer to attached job description.
Customer Support Officer	1.0	Admin Officer Level 6	Refer to attached job description.
Marketing, Communications and Events Senior Manager	1.0	HSM 3	Refer to attached job description.
Marketing and Events Officer	1.0	HSM Level 4	Refer to attached job description.
Education Production Manager	1.0	HSM Level 1	Refer to attached job description.
Education Admin Assistant	1.0	Admin Officer Level 4	Refer to attached job description.



**Proposed Structure**

**PROPOSED SCHP  
 ORGANISATIONAL CHART  
 September 2022**



## Recruitment Process for the Proposed Structure

Pending finalisation of the consultation, recruitment to new positions within the new structure will progress as follows:

- Advertisement within SCHN through a merit-based selection process for new positions in the structure. Staff are encouraged to apply for any role/s they wish to be considered for noting permanent staff have priority access to equivalent positions as per their substantive employment contract.
- Options for redeployment within SCHN and NSW Health will be considered for any permanent staff not appointed to a suitable role within the new structure. These options will be considered on a case-by-case basis.
- Any permanent staff not placed into a suitable position following the redeployment process may be declared excess, following Ministry of Health approval, in line the *NSW Health Policy Directive Managing Excess Staff of the NSW Health Service (PD2012\_021)*.
- The proposed changes will be managed as per the *NSW Health Policy Directive Managing Excess Staff of the NSW Health Service (PD2012\_021)*.

## Proposed Timeframe for the Changes to Organisational Structure

Stage		Timescale
1	Consultation with staff	2 December 2022
2	Notification to Unions	2 December 2022
3	Work with affected staff regarding options	From 2 December 2022 ongoing
4	Consultation period closes	16 December 2022
5	Feedback reviewed and considered	21 December 2022
6	Final consultation document (incorporating changes identified during consultation) circulated	21 December 2022
7	Continue to work with staff affected by changes	Ongoing
8	Creation of new roles in the staff establishment	From 10 January 2022
9	Recruitment and selection of new positions	From 10 January 2022

### Employee Assistance program

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 via contacting AccessEAP (1800 818728)

### Feedback and Contact Details

Enquiries and feedback regarding the proposed structure should be addressed to:

Dr Annemarie Christie  
Director Sydney Child Health Program  
annemarie.christie@schp.org.au  
ph: 0433 248 864

### Appendix A – Position Descriptions


The position descriptions for the proposed roles are located within this Consultation Document as detailed in the table below.

Position	Page Number
Operations/Systems Senior Manager	12
IT Systems Manager	16
Customer Service Manager	19
Customer Support Officer	23
Marketing, Communications and Events Senior Manager	31
Marketing and Events Officer	35
Education Production Manager	43
Education Admin Assistant	46

## POSITION DESCRIPTION

# Systems Operations Manager



<p>Our CORE values Collaboration Openness Respect Empowerment</p> 	
<b>Organisation</b>	NSW Health
<b>Position Classification</b>	Health Manager Level 4
<b>State Award</b>	Health Managers Award
<b>Position</b>	Operations Manager - SCHP
<b>Website</b>	<a href="http://www.health.nsw.gov.au">www.health.nsw.gov.au</a>
<b>PRIMARY PURPOSE</b>	
<p>The primary purpose of the Systems/Operations Manager position is effective and efficient management of the service delivery, productivity, quality control, and safety measures for the SCHP (Sydney Child Health Program) education service. The Systems/Operations Manager will enhance the operational procedures, systems, and principles in the areas of information flow and management, business processes, integrated technology and management reporting, and look for opportunities to expand systems and improve service to stakeholders. The Systems/Operations Manager will take a lead role in promoting an innovative culture within the department and actively encourage continuous improvement.</p>	
<b>ESSENTIAL REQUIREMENTS</b>	
<p>Excellent leadership, communication and interpersonal skills</p> <p>Highly developed and effective management skills</p> <p>Ability to develop, monitor and reach predicted outcomes to strategic and business plans</p> <p>Ability to make complex judgements and approve changes in standards, practices, policies and procedures</p>	

## KEY ACCOUNTABILITIES

- 1) Strategic Planning
  - a. Develop a departmental strategic plan and engage in activities and opportunities to work collaboratively towards shared objectives
- 2) Customer Service
  - a. Oversee the SCHP customer experience to ensure excellent service delivery
  - b. Collaborate with key stakeholders to maximise customer satisfaction
  - c. Effective and timely communication with all participants
  - d. Identify opportunities to improve quality and efficiency of service and implement change
- 3) Operational Management
  - a. Responsible for management of administrative services
  - b. Ensure operational activities remain on time and within the defined budget
  - c. Make complex judgements to grow the efficiency of existing processes and procedures to sustain and enhance the SCHP's internal capacity
  - d. Develop and implement appropriate changes in standard practices, policies and procedures
  - e. Identify opportunities for improvements and expansion of current services
  - f. Actively pursue strategic and operational objectives with a focus on excellence in customer service and meeting revenue targets.
- 4) Information Technology
  - a. Implementation and maintenance of all technology required for optimal service delivery including, but not limited to, Dynamics 365, Matrix LMS, Panopto and Speedwell.
  - b. Develop integrated solutions to improve customer experience and maximise efficiency
  - c. Work with SCHN's Director, Strategy and Innovation to ensure compliance with all NSW Health IT policies and regulations
- 5) Financial Management
  - a. Prepare and review the departmental budget in consultation with the Director
  - b. Prepare and present monthly finances for the Department and the Network
  - c. Ensure that the Department meets operational budget expectations
  - d. Collaborate with the Director to develop the departmental strategic plan and outcomes
- 6) People and Culture
  - a. Responsible for management of human resources within the Department
  - b. Actively participate in performance review process
  - c. Ensure staff wellbeing is a priority and adapt workplace procedures accordingly
  - d. Promote a healthy and just culture within SCHP and our Network
  - e. Demonstrate leadership skills in motivation, team-building and collaboration
  - f. Support the Director in presenting as a strong, unified management team
- 7) Risk Management
  - a. Identify, assess and document operational and systems risks
  - b. Develop and implement appropriate risk mitigation strategies
  - c. Develop and maintain a comprehensive risk assessment framework for SCHP service
  - d. Provide timely and accurate communication to the Director of any notable events or incidences
- 8) Workplace Safety
  - a. Ensure a safe workplace environment at all times
  - b. Work with staff to ensure that home environments are suitable for flexible work arrangements if required

9) Professional Development

- a. Facilitate personal and professional development opportunities for staff
- b. Maintain and develop business management skills and qualifications
- c. Ensure adequate succession planning for operational roles

**KEY CHALLENGES**

Managing conflicting priorities/deadlines and developing effective solutions in a complex, dynamic and high activity environment, within available resources to ensure quality of service is optimised.

Managing change in operations as the education environment continues to develop with the implementation of new technologies and pedagogies resulting in changes in service delivery.

**KEY RELATIONSHIPS**

The Systems / Operations Manager has a key role in relationship management at SCHK. They are responsible for effective and timely communications with all participants and the Operations Team will often be the first point of contact for all stakeholders. It is expected that the Operations Manager will work with the Director and Marketing/Communications Manager to develop and prioritise stakeholder relationships.


Who	Why
Director SCHK	Operational and strategic manager providing guidance, direction and feedback to ensure quality outcomes for SCHK education service
Senior Managers SCHK	Work collaboratively in support of the operational and strategic outcomes identified for both SCHK and SCHN
Operations Support Staff	Provide leadership to the operations team ensuring a focus on efficiency and excellent customer service

<p>External Stakeholders (including Western Sydney University staff, students and presenters)</p>	<p>Maintain professional and effective working relationships to facilitate optimal service provision</p>
<p><b>SELECTION CRITERIA</b></p> <ol style="list-style-type: none"> <li>1. Relevant tertiary qualification and/or extensive experience in a large and diverse organisation preferably in the areas of technology, operations, human resources, and finance management</li> <li>2. Demonstrated effective organisational skills and experience working in a high volume, complex and demanding professional environment with a capacity to prioritise, multitask and achieve goals</li> <li>3. Demonstrated experience in leading human resource and finance related change or redesign projects, and in leading work systems and procedures</li> <li>4. Excellent analytical skills including the ability to analyse and interpret information, prepare written reports, deal with challenges creatively and achieve positive outcomes</li> <li>5. Demonstrated high level communication, engagement, collaboration and negotiation skills, with the capability to build and maintain positive working relationships with clinicians</li> <li>6. Extensive experience working in a multifaceted IT environment including proficiency with MS Dynamics 365, Panopto, Matrix LMS and Speedwell</li> <li>7. Sound knowledge and practical experience in working with health professionals in an education environment</li> </ol> <p><b>OTHER REQUIREMENTS</b></p>	

## POSITION DESCRIPTION

# IT Systems Manager



<p>Our CORE values Collaboration Openness Respect Empowerment</p> 	
<b>Organisation</b>	NSW Health
<b>Position Classification</b>	Health Manager Level 2
<b>State Award</b>	Health Managers Award
<b>Position</b>	IT Systems Manager - SCHK
<b>Website</b>	<a href="http://www.health.nsw.gov.au">www.health.nsw.gov.au</a>
<b>PRIMARY PURPOSE</b>	
<p>The primary purpose of the IT Systems Manager position is to manage ongoing projects that drive continuous improvement across the Sydney Child Health Program (SCHK) and maintain efficient and effective systems to ensure a seamless positive customer experience and maximise efficiency of operational workflows in the delivery of a high quality education service.</p> <p>This is a high level technical role that provides second tier support to users and stakeholders and critical management role directly contributing to the delivery of key strategic objectives for SCHK and the Sydney Children's Hospitals Network (SCHN).</p>	
<b>ESSENTIAL REQUIREMENTS</b>	
<p>Excellent management, communication and interpersonal skills.</p> <p>Highly developed ability to prioritise and meet competing deadlines.</p> <p>Experience with complex integrated software systems to maximise service delivery.</p> <p>Proven capacity to design strategic and business objectives.</p>	



## KEY ACCOUNTABILITIES

Lead the development and implementation of IT projects to support business processes and enhance service delivery.

Develop and maintain the customer relationship management software and work collaboratively with operations and marketing staff towards shared objectives.

Provide second tier IT support and resources to staff, using external IT service providers where necessary, to help facilitate a well-functioning and high-quality education service, working under pressure and prioritising competing demands.

Analyse business operational workflows and implement change management to improve service delivery by collaboratively planning, delivering and implementing project and activity outputs in line with the Sydney Child Health Program's IT objectives.

Generate and present reports to assess efficiency of service delivery, assist with quality assurance and enable business processes.

Maintain integrity of data and security of systems, ensuring compliance with NSW Health guidelines.

Provide creative and entrepreneurial solutions to improve productivity and effectiveness for customers.

## KEY CHALLENGES

Managing conflicting priorities/deadlines and developing effective solutions in a complex, dynamic and high activity environment, within available resources to ensure quality of service is optimised.

Managing the varying agendas of project stakeholders and assisting them to work together towards the achievement of common goals.

Maintaining currency across a variety of software platforms required to ensure a seamless provision of service to stakeholders.

## KEY RELATIONSHIPS

Reporting to the Systems Operations Manager, this role is dependent on strong professional relationships with staff and customers both within and outside the Network (SCHN).

Who	Why
Systems Operations Manager	Work closely to develop goals and align on objectives, day to day task supervision and support, develop new education and service delivery opportunities.
Director SCHP	Operational and strategic manager providing guidance, direction and feedback to ensure quality outcomes for SCHP education service.

Senior Managers SCHP	Work collaboratively in support of the operational and strategic outcomes identified for both SCHP and SCHN.
Operational Support Staff	Work closely to develop efficient and seamless workflows to maximise service delivery
External Stakeholders (including Western Sydney University staff, students and presenters)	Maintain professional and effective working relationships, liaising to ensure all objectives are met including generating timely reports and enabling software integrations.

### **SELECTION CRITERIA**


1. Relevant tertiary qualification and/or extensive experience in the provision of IT support and project management preferably within NSW Health or a similar government organisation
2. Demonstrated effective organisational skills and experience working in a high volume, complex and demanding professional environment with a capacity to prioritise, multitask and achieve goals
3. Excellent analytical skills including the ability to analyse and interpret information, prepare written reports, deal with challenges creatively and achieve positive outcomes
4. Demonstrated high level communication, engagement, collaboration and negotiation skills, with the capability to build and maintain positive working relationships with clinicians and customers
5. Extensive knowledge of a range of software programs including, but not limited to, Microsoft Dynamics 365, Power BI and Automate, Panopto, Matrix LMS and Speedwell.
6. Experience with building and maintaining an online learning management system (LMS).
7. Experience with API integration preferred.
8. Sound knowledge and practical experience in working with health professionals in an education environment

### **OTHER REQUIREMENTS**

**POSITION DESCRIPTION**

# Customer Service Manager



<p>Our CORE values Collaboration Openness Respect Empowerment</p> 	
<b>Organisation</b>	NSW Health
<b>Position Classification</b>	Health Manager Level 2
<b>State Award</b>	Health Managers Award
<b>Position</b>	Customer Service Manager - SCHK
<b>Website</b>	<a href="http://www.health.nsw.gov.au">www.health.nsw.gov.au</a>
<b>PRIMARY PURPOSE</b>	
<p>The primary purpose of the Customer Service Manager position is effective and efficient management of the service delivery, productivity, quality control, and safety measures for the SCHK (Sydney Child Health Program) education service. The Customer Service Manager will prioritise the customer experience, ensure service is high quality, communications are timely, and enquiries are managed in a timely fashion. This role will manage the operational procedures, business processes, and management reporting, and look for opportunities to expand operations and improve service to stakeholders.</p>	
<b>ESSENTIAL REQUIREMENTS</b>	
<p>Excellent leadership, communication and interpersonal skills</p> <p>Highly developed and effective management skills</p> <p>Ability to develop, monitor and reach predicted outcomes to strategic and business plans</p> <p>Ability to make judgements and approve changes in standards, practices, policies and procedures</p>	

## KEY ACCOUNTABILITIES

- 10) Customer service
  - a. Manage the SCHP customer experience to ensure excellent service delivery
  - b. Collaborate with key stakeholders to maximise customer satisfaction
  - c. Effective and timely communication with all participants
  - d. Identify opportunities to improve quality and efficiency of service and implement change
- 11) Operational management
  - a. Responsible for the support of day-to-day business functions of the department
  - b. Ensure operational activities remain on time and within the defined budget
  - c. Manage vendors/suppliers
  - d. Develop and review documentation to support all operational procedures
  - e. Grow the efficiency of existing processes and procedures to sustain and enhance the SCHP's internal capacity
  - f. Implement and maintain quality assurance protocols
  - g. Identify opportunities for improvements and expansion of current services
  - h. Actively pursue strategic and operational objectives
- 12) Financial management
  - a. Management of all accounts, reconciliation and timely, accurate journal reporting
  - b. Prepare and review the departmental monthly reports
- 13) People and culture
  - a. Assist with staff recruitment and onboarding
  - b. Health roster management
  - c. Recognise staff achievements and tender nominations for staff awards
  - d. Ensure staff wellbeing is a priority and adapt workplace procedures accordingly
  - e. Promote a healthy and just culture within SCHP and our Network
  - f. Demonstrate leadership skills in motivation, team-building and collaboration
  - g. Support the Director in presenting as a strong, unified management team
- 14) Risk management
  - a. Identify, assess and document operational risks
  - b. Develop and implement appropriate risk mitigation strategies
  - c. Provide timely and accurate communication to the Systems Operations Manager of any notable events or incidences
- 15) Workplace Safety
  - a. Ensure a safe workplace environment at all times

## KEY CHALLENGES

Managing conflicting priorities/deadlines and developing effective solutions in a complex, dynamic and high activity environment, within available resources to ensure quality of service is optimised.

Managing change in operations as the education environment continues to develop with the implementation of new technologies and pedagogies resulting in changes in service delivery.

## KEY RELATIONSHIPS

The Customer Service Manager has a key role in relationship management at SCHK. They are responsible for effective and timely communications with all participants with the Operations Team often being the first point of contact for all stakeholders. It is expected that the Customer Service Manager will work closely with the Systems Operations Manager to develop and prioritise stakeholder relationships.

Who	Why
Systems Operations Manager	Work closely to develop goals and align on objectives, day to day task supervision and support, develop new improved customer service opportunities.
Director SCHK	Operational and strategic manager providing guidance, direction and feedback to ensure quality outcomes for SCHK education service
Senior Managers SCHK	Work collaboratively in support of the operational and strategic outcomes identified for both SCHK and SCHK
Operations Support Staff	Provide leadership to the operations administrative team ensuring a focus on efficiency and excellent customer service
External Stakeholders (including Western Sydney University staff, students and presenters)	Maintain professional and effective working relationships to facilitate optimal service provision

## **SELECTION CRITERIA**

1. Relevant tertiary qualification and/or extensive experience in a large and diverse organisation preferably in the areas of operations, human resources, recruitment, roster administration and/or financial management
2. Demonstrated effective organisational skills and experience working in a high volume, complex and demanding professional environment with a capacity to prioritise, multitask and achieve goals
3. Demonstrated experience in managing customer relations
4. Excellent problem-solving skills including the ability to deal with challenges creatively and achieve positive outcomes
5. Excellent communication skills, including but not limited to experience in writing departmental reports, presenting at staff meetings and maintaining professional relationships with both local and international key stakeholders.
6. Sound knowledge and practical experience in working with health professionals in an education environment

## **OTHER REQUIREMENTS**



**C**ollaboration

**O**penness

**R**espect

**E**mpowerment

<b>POSITION TITLE</b> (200 characters limit)	Customer Support Administrative Officer
<b>POSITION NUMBER</b> (from Stafflink) <b>MANDATORY</b> If this is a new position, acquire the position number after the new position has been created.	
<b>AWARD</b>	Health Employees Administrative Staff (State) Award
<b>POSITION CLASSIFICATION</b>	Admin Off Lvl 6
<b>LOCATION</b>	CHW
<b>DOES THIS ROLE MANAGE/ SUPERVISE OTHERS?</b>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
<b>DOES THIS REQUIRE SENIOR EXECUTIVE LEVEL STANDARDS?</b>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No

**PRIMARY PURPOSE**  
**(2800 characters limit in ROB)**

The primary purpose of the Customer Support / Administrative Officer role is to provide a broad range of administrative services in accordance with the operating requirements of the Sydney Child Health Program (SCHP) Operations / Systems support team. This will include managing all customer service enquiries, including the provision of basic technical support. The role will include health roster management, payment processing and general office support duties, including the writing of documents and correspondence.



#### KEY ACCOUNTABILITIES

**(3100 characters limit in ROB)**

*A high level description of the outcomes the role is expected to deliver.*

*'Key Accountabilities' should be:*

*- outcome focused, rather than process focused*

*- ordered in importance and/or frequency*

*- as specific to the role as possible while not detailing tasks.*

*There should be no more than 6-8 'Key Accountabilities' in total.*

Reporting to the Customer Service Manager, this role will:

- Complete a range of operational, clerical and administrative tasks to support the service delivery of all education programs for SCHP including reviewing and editing policy documents, internal publications and external correspondence
- General office duties which include supplies management and maintenance of office equipment
- Ensure all communication from SCHP is timely, efficient and professional, maintaining and building the reputation of both SCHP and SCHN.
- Responsible for the formulation of operational policies using an entrepreneurial approach that considers future organisational requirements.
- Develop operational guidelines and procedures for implementation by all administrative staff in the Department to ensure efficient and effective service delivery.
- Liaise with the projects team to evaluate new technologies and assist with the implementation of new workflows.
- Apply advanced skills and knowledge in respect of pay office functions and health roster management.
- Manage customer and key stakeholder financial transactions including accounts payable and receivable
- Demonstrate problem solving and conflict resolution skills and when dealing with customers issues and complaints.
- Create a positive relationship in all stakeholder interactions by maintaining a professional manner and ensuring customer satisfaction as a priority

<b>KEY CHALLENGES</b> <b>(max 3)</b> (700 characters limit)  <i>The challenges that are regularly encountered in the role.          The Key Challenges should not restate the Key Accountabilities. <b>There should be minimum of 1 and maximum of 3 "Key Challenges" in total.</b></i>	Function efficiently in a demanding, busy and complex environment where there are competing priorities and staff working to strict deadlines.	
	Maintaining professionalism and courtesy when faced with difficult and demanding customers, understanding when to escalate.	
	Maintaining a growth mindset and focus on departmental vision when developing policies and procedures.	
<b>KEY RELATIONSHIPS (internal)</b> <b>(max 3)</b> (200 characters limit)  <i>The key stakeholders and customers the role is expected to interact with routinely, rather than periodically.          Relationships with both internal (within the department/agency) and external (outside the department/agency) stakeholders should be included where relevant.          All roles require interaction with internal stakeholders, however some roles may not interact with external stakeholders.</i>	<b>WHO</b>	<b>WHY</b>
	1. Customer Service Manager	Day to day tasking and supervision
	2. Operations / Systems Manager	Operational and strategic manager providing guidance, direction and feedback to ensure quality outcomes for SCHP education service
	3. Director SCHP	Provides strategic guidance and governance over education developed and delivered by SCHP, providing support for all staff and activities
<b>KEY RELATIONSHIPS (external)</b> <b>(max 2)</b> (200 characters limit)  <i>As above</i>	<b>WHO</b>	<b>WHY</b>
	1. External Stakeholders (including Western Sydney University staff, students and presenters)	Maintain professional manner at all times to facilitate optimal service provision
	2.	
<b>IS THIS A PUBLIC SENIOR EXECUTIVE ROLE WHICH MANAGES RELATIONSHIPS AT THE MINISTERIAL LEVEL?</b>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<input type="checkbox"/> Other \$ _____ please specify the monetary value of the financial delegation (ex: 5000.00).

<b>FINANCIAL DELEGATION</b>	<input checked="" type="checkbox"/> As per delegation manual
<b>ESSENTIAL REQUIREMENTS</b> (700 characters in word)	<p><b>Vaccination Category (A or B):</b></p> <p><b>WWCC (Yes/No):</b></p> <p><b>Qualifications/ Licenses/ Registrations (award requirement):</b></p> <hr/> <p><b>Work Health and Safety:</b></p> <p><b>Select which of the following applies:</b></p> <p><input type="checkbox"/> <b>Supervisor</b> 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.</p> <p style="text-align: center;"><b><u>OR</u></b></p> <p><input checked="" type="checkbox"/> <b>Non-Supervisor</b> You must take all reasonable care for yourself and others and comply with any reasonable instruction, policies and procedures relating to work health safety and wellbeing</p>
<b>SELECTION CRITERIA</b> (700 characters for each criteria in word) <b>(max 8)</b>	<ol style="list-style-type: none"> <li>1. Sound knowledge and practical experience in working with health professionals in an education environment</li> <li>2. Demonstrated ability to work autonomously, use discretion, prioritise tasks and use initiative and sound judgment in a flexible and creative manner.</li> <li>3. Experience in policy development in a health or education setting</li> <li>4. Proven ability to develop clear and comprehensive operational policies</li> <li>5. Excellent written and verbal communication skills with the ability to efficiently format documents to a high quality, edit and proofread, and draft documents as directed in a professional and timely manner.</li> <li>6. Demonstrated ability to initiate, plan, prioritise, negotiate and organise own work taking into account the impact on others to achieve results and meet deadlines.</li> <li>7. Demonstrated organisational skills and sound judgement working within a complex environment with adherence to strict deadlines and performance targets</li> <li>8. Demonstrated competency in the use of various computer systems including Microsoft Word, Outlook and Excel and the experience in the use of Dynamics 365.</li> </ol>

<b>OTHER REQUIREMENTS</b> <b>(Standard text do not amend)</b> (3100 characters in word)	<p>Understand and practice person centred care.</p> <p>Work in partnership with consumers on improving and evaluating the delivery of services.</p> <p>Actively participate in quality improvement activities.</p> <p>Ensure timely and accurate reporting of near or actual, incidents or patient safety concerns.</p> <p>Be familiar with SCHN Child Protection Policy and Procedures and notify any allegations of suspected child abuse and neglect in line with policies.</p> <p>Adhere to all current SCHN and NSW Health policies and procedures, including the NSW Health Code of Conduct.</p>
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### Job Demands Checklist (editable)

The purpose of this checklist is to manage the risk associated with the position in relation to the occupant. It may be used to provide information about the position to a Health Professional required to perform a pre-employment medical assessment. Identification of possible risk can also assist with the development of a training plan for the occupant to ensure the risks are minimised.

Each position should be assessed at the site as to the incumbent's (or future incumbent's) OHS responsibilities specific to the position. **This form is to be completed in consultation with the manager/supervisor of the position being recruited for.**

Job Demands Frequency Key:

- I = Infrequent**                    intermittent activity exists for a short time on a very infrequent basis
- O = Occasional**                activity exists up to 1/3 of the time when performing the job
- F = Frequent**                    activity exists between 1/3 and 2/3 of the time when performing the job
- C = Constant**                   activity exists for more than 2/3 of the time when performing the job
- R = Repetitive**                   activity involved repetitive movements
- N = Not Applicable** activity is not required to perform the job

**Note: any entries not assigned a value will be automatically set to "N"**


PHYSICAL DEMANDS - Description (comment)	FREQUENCY					
	N	I	O	F	C	R
<b>Sitting</b> – remaining in a seated position to perform tasks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Standing</b> – remaining standing without moving about to perform tasks	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Walking</b> – floor type: even/uneven/slippery, indoors/outdoors, slopes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Running</b> – floor type: even/uneven/slippery, indoors/outdoors, slopes	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Bend/Lean Forward from Waist</b> – forward bending from the waist to perform tasks	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<b>Trunk Twisting</b> – turning from the waist while sitting or standing to perform tasks	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Kneeling</b> – remaining in a kneeling posture to perform tasks	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Squatting/Crouching</b> – adopting a squatting or crouching posture to perform tasks	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Leg/Foot Movement</b> – use of leg and/or foot to operate machinery	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Climbing (stairs/ladders)</b> – ascend/descend stairs, ladders, steps	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Lifting/Carrying</b> – light lifting and carrying (0 to 9 kg)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Lifting/Carrying</b> – moderate lifting and carrying (10 to 15 kg)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Lifting/Carrying</b> – heavy lifting and carrying (16kg and above)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Reaching</b> – arms fully extended forward or raised above shoulder	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Pushing/Pulling/Restraining</b> – using force to hold/restrain or move objects toward or away from the body	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Head/Neck Postures</b> – holding head in a position other than neutral (facing forward)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Hand and Arm Movements</b> – repetitive movements of hands and arms	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Grasping/Fine Manipulation</b> – gripping, holding, clasping with fingers or hands	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Work at Heights</b> – using ladders, footstools, scaffolding, or other objects to perform work	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Driving/Riding</b> – controlling the operation of a vehicle (e.g. car, truck, bus, motorcycle, bicycle)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>SENSORY DEMANDS - Description (comment)</b>	<b>FREQUENCY</b>					
	<b>N</b>	<b>I</b>	<b>O</b>	<b>F</b>	<b>C</b>	<b>R</b>
<b>Sight</b> – use of sight is an integral part of work performance (e.g. viewing of X-Rays, computer screens)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Hearing</b> – use of hearing is an integral part of work performance (e.g. phone enquiries)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Smell</b> – use of smell is an integral part of work performance (e.g. working with chemicals)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Taste</b> – use of taste is an integral part of work performance (e.g. food preparation)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Touch</b> – use of touch is an integral part of work performance	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>PSYCHOSOCIAL DEMANDS - Description (comment)</b>	<b>FREQUENCY</b>					
	<b>N</b>	<b>I</b>	<b>O</b>	<b>F</b>	<b>C</b>	<b>R</b>
<b>Distressed People</b> – e.g. emergency or grief situations	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Aggressive and Uncooperative People</b> – e.g. drug/alcohol, dementia, mental illness	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Unpredictable People</b> – e.g. dementia, mental illness, head injuries	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Restraining</b> – involvement in physical containment of patients/clients	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Exposure to Distressing Situations</b> – e.g. child abuse, viewing dead/mutilated bodies	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

ENVIRONMENTAL DEMANDS - Description (comment)	FREQUENCY					
	N	I	O	F	C	R
<b>Dust</b> – exposure to atmospheric dust	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Gases</b> – working with explosive or flammable gases requiring precautionary measures	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Fumes</b> – exposure to noxious or toxic fumes	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Liquids</b> – working with corrosive, toxic or poisonous liquids or chemicals requiring personal protective equipment (PPE)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Hazardous Substances</b> – e.g. dry chemicals, glues	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Noise</b> – environmental/background noise necessitates people raise their voice to be heard	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Inadequate Lighting</b> – risk of trips, falls or eyestrain	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Sunlight</b> – risk of sunburn exists from spending more than 10 minutes per day in sunlight	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Extreme Temperatures</b> – environmental temperatures are less than 15°C or more than 35°C	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Confined Spaces</b> – areas where only one egress (escape route) exists	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Slippery or Uneven Surfaces</b> - greasy or wet floor surfaces, ramps, uneven ground	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Inadequate Housekeeping</b> - obstructions to walkways and work areas cause trips and falls	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Working At Heights</b> – ladders/stepladders/scaffolding are required to perform tasks	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Biological Hazards</b> – exposure to body fluids, bacteria, infectious diseases	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## POSITION DESCRIPTION

### Marketing, Communications and Events Manager

<p>Our CORE values Collaboration Openness Respect Empowerment</p> 	
<b>Organisation</b>	NSW Health
<b>Position Classification</b>	Health Manager Level 3
<b>State Award</b>	Health Managers Award
<b>Position</b>	Marketing, Communications and Events Manager - SCHP
<b>Website</b>	<a href="http://www.health.nsw.gov.au">www.health.nsw.gov.au</a>
<b>PRIMARY PURPOSE</b>	
<p>The primary purpose of the Marketing, Communications and Events (MCE) Manager position is to drive the development and implementation of communications, stakeholder engagement and promotional activities to support Sydney Child Health Program's (SCHP) core objectives and enhance the Sydney Children's Hospitals Network (SCHN) as a credible source of health education for professionals.</p> <p>The MCE Manager will work with the SCHP team to provide internal and external communications to staff, stakeholders and the general public on SCHN education opportunities through traditional, digital, social media and advertising. The MCE manager will take a lead role in promoting an innovative culture within the department and actively encourage increased revenue and reputational enhancement.</p>	
<b>ESSENTIAL REQUIREMENTS</b>	
<p>Excellent leadership, communication and interpersonal skills</p> <p>Highly developed ability to prioritise and meet competing deadlines.</p>	

## **KEY ACCOUNTABILITIES**

Lead the marketing strategy to maximise the reach and profile of our Network and SCHP in becoming a leading provider of paediatric education to health professionals and increasing revenue for the Network

Provide advice and resources to staff, delivering internal communications to help facilitate a well-functioning and high-quality education service, working under pressure and prioritising competing demands.

Design, produce and deliver high quality education communications for internal and external audiences including reports, videos, social media, promotional material, and advertising to disseminate information and promote the objectives and achievements of SCHP.

Analyse and use a range of media options to achieve the best outcome for each project or purpose within budget and create opportunities to positively promote the activities of SCHP among varying audiences.

Develop and manage the content and branding of website, digital marketing and social media for SCHP, as per SCHN Social Media Policy and Brand Guidelines. Monitor all interactions to ensure appropriate and helpful content for users.

Assist the Director SCHP in the coordination and management of external events to promote the objectives of SCHP and build national and international relationships.

Create, manage and market education events across SCHN providing advice on brand, promotions and delivery that ensures compliance with Network policies and remains within budget.

Identify key internal and external stakeholders and groups, define their goals and expectations and engage them in the successful development and delivery of education opportunities.

Work with the Director SCHP to maintain effective consultation with healthcare professionals, subject matter experts and the Network executives to ensure a sound understanding of the project/program objectives and communication requirements.

Responsible for the development and implementation of marketing and communications related business plans.

Responsible for reviewing performance of one administrative staff member.

## **KEY CHALLENGES**

Managing conflicting priorities/deadlines and developing effective solutions in a complex, dynamic and high activity environment, within available resources to ensure quality of service is optimised.

Managing the varying agendas of project stakeholders and assisting them to work together towards the achievement of common goals.

Maintaining familiarity with the extensive range of current media and public relations policy and education projects within SCHP such that all communications, marketing and events reflect current knowledge and best practice.



## KEY RELATIONSHIPS

The MCE Manager has a key role in relationship management at SCHP. They are responsible for effective and timely communications with all participant stakeholders. It is expected that the MCE Manager will work with the Director to develop and prioritise stakeholder relationships.

Who	Why
Director SCHP	Operational and strategic manager providing guidance, direction, and feedback to ensure quality outcomes for SCHP education service.
SCHN Executive including Director Communications and Engagement, and Director Nursing, Midwifery and Education	Deliver reports, including SCHP annual performance summary. Collaborate with Executive and Departments across the Network to develop, promote and deliver education opportunities to align with the Network objectives and position SCHN as a credible source of paediatric education for healthcare professionals.
Senior Managers SCHP	Work collaboratively in support of the operational and strategic outcomes identified for both SCHP and SCHN.
Events/Marketing Support Staff	Provide leadership to the Events/Marketing team ensuring a focus on efficiency and excellent customer experience.
External Stakeholders (including Western Sydney University staff, students and presenters)	Maintain professional and effective working relationships, liaising to ensure all objectives are met.

## SELECTION CRITERIA

1. Relevant tertiary qualification and/or extensive experience marketing, communications and event management preferably in the NSW Health or similar government organisation
2. Demonstrated effective organisational skills and experience working in a high volume, complex and demanding professional environment with a capacity to prioritise, multitask and achieve goals
3. Demonstrated experience in developing and delivering events both in person and online
4. Excellent analytical skills including the ability to analyse and interpret information, prepare written reports, deal with challenges creatively and achieve positive outcomes

5. Demonstrated high level communication, engagement, collaboration and negotiation skills, with the capability to build and maintain positive working relationships with clinicians
6. Knowledge of SEO, IT applications and software, social media platforms and website analytic tools and the ability to communicate campaign results
7. Proven success creating and managing the delivery of significant publication projects, such as an Annual Report, from concept and collation through to printing and distribution.
8. Sound knowledge and practical experience in working with health professionals in an education environment

## **OTHER REQUIREMENTS**



C ollaboration
O penness
R espect
E mpowerment

<b>POSITION TITLE</b> (200 characters limit)	Marketing/Events Admin Officer
<b>POSITION NUMBER</b> (from Stafflink) <b>MANDATORY</b> If this is a new position, acquire the position number after the new position has been created.	
<b>AWARD</b>	Health Employees Administrative Staff (State) Award
<b>POSITION CLASSIFICATION</b>	Administrative Officer Level 4
<b>LOCATION</b>	CHW
<b>DOES THIS ROLE MANAGE/ SUPERVISE OTHERS?</b>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
<b>DOES THIS REQUIRE SENIOR EXECUTIVE LEVEL STANDARDS?</b>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No

**PRIMARY PURPOSE**  
**(2800 characters limit in ROB)**

The primary purpose of the Marketing Admin Officer role is to provide a broad range of clerical and administrative services in accordance with the operating requirements of the Sydney Child Health Program (SCHP) Marketing, Communications and Events team. This will include writing reports, documents, and correspondence accurately and clearly. The role will also support event coordination and administrative duties associated with marketing and events and will work directly with the Marketing/Communications Manager for support.

#### KEY ACCOUNTABILITIES

**(3100 characters limit in ROB)**

*A high level description of the outcomes the role is expected to deliver.*

*'Key Accountabilities' should be:*

*- outcome focused, rather than process focused*

*- ordered in importance and/or frequency*

*- as specific to the role as possible while not detailing tasks.*

*There should be no more than 6-8 'Key Accountabilities' in total.*

Reporting to the Marketing, Communications and Events Manager, this role will:

- Complete a range of operational, clerical and administrative tasks to support marketing and events for SCHK including reviewing and editing policy documents, reports and publications
- Write reports, documents and correspondence under limited supervision to communicate with key stakeholders
- Format documents to a high quality, edit and proofread, and draft as directed in a professional and timely manner.
- Assist with the development and dissemination of approved marketing and other promotional material
- Assist with any potential complexities that may arise with respect to the delivery of events including, but not limited to, liaising with key stakeholders, managing promotion, and ticketing, and providing on-site support at events as required
- Work under limited direction to create, manage and report on events using the appropriate event management software.
- Provide support for departmental travel arrangements nationally and internationally including management of bookings and preparation of appropriate paperwork
- Assist with the development and management of social media and other digital communications
- Create a positive relationship in all stakeholder interactions by maintaining a professional manner and ensuring customer satisfaction as a priority

<b>KEY CHALLENGES</b> <b>(max 3)</b> (700 characters limit)  <i>The challenges that are regularly encountered in the role.          The Key Challenges should not restate the Key Accountabilities. <b>There should be minimum of 1 and maximum of 3 "Key Challenges" in total.</b></i>	Function efficiently and remain task-focused in a demanding and busy environment where there are competing priorities and staff working to strict deadlines.	
	Dealing with customer issues and complaints and knowing when to escalate.	
<b>KEY RELATIONSHIPS (internal)</b> <b>(max 3)</b> (200 characters limit)  <i>The key stakeholders and customers the role is expected to interact with routinely, rather than periodically.          Relationships with both internal (within the department/agency) and external (outside the department/agency) stakeholders should be included where relevant.          All roles require interaction with internal stakeholders, however some roles may not interact with external stakeholders.</i>	<b>WHO</b>	<b>WHY</b>
	1. Marketing, Communications and Events Manager	Day to day tasking and supervision
	2. Director SCHK	Operational and strategic manager providing guidance, direction and feedback to ensure quality outcomes for SCHK education service
	3. Operations Support Staff	Work collaboratively to ensure smooth operations and provision of excellent education service
<b>KEY RELATIONSHIPS (external)</b> <b>(max 2)</b> (200 characters limit)  <i>As above</i>	<b>WHO</b>	<b>WHY</b>
	1. External Stakeholders (including Western Sydney University staff, students and presenters)	Always maintain professional manner to facilitate optimal service provision
<b>IS THIS A PUBLIC SENIOR EXECUTIVE ROLE WHICH MANAGES RELATIONSHIPS AT THE MINISTERIAL LEVEL?</b>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<input type="checkbox"/> Other \$ _____ please specify the monetary value of the financial delegation (ex: 5000.00).

<b>FINANCIAL DELEGATION</b>	<input checked="" type="checkbox"/> As per delegation manual
<b>ESSENTIAL REQUIREMENTS</b> (700 characters in word)	<p><b>Vaccination Category (A or B):</b></p> <p><b>WWCC (Yes/No):</b></p> <p><b>Qualifications/ Licenses/ Registrations (award requirement):</b></p> <hr/> <p><b>Work Health and Safety:</b></p> <p><b>Select which of the following applies:</b></p> <p><input type="checkbox"/> <b>Supervisor</b> 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.</p> <p style="text-align: center;"><b><u>OR</u></b></p> <p><input checked="" type="checkbox"/> <b>Non-Supervisor</b> You must take all reasonable care for yourself and others and comply with any reasonable instruction, policies and procedures relating to work health safety and wellbeing</p>
<b>SELECTION CRITERIA</b> (700 characters for each criteria in word) <b>(max 8)</b>	<p>9. Sound knowledge and practical experience in working with various computer systems including Microsoft Word, Outlook, Excel, Dynamics 365 and preferably Adobe Acrobat Pro</p> <p>10. Demonstrated ability to problem solve and use initiative, judgment and discretion in a flexible and creative manner</p> <p>11. Good written and verbal communication skills</p> <p>12. Demonstrated ability to initiate, plan, prioritise, negotiate and organise own work taking into account the impact on others to achieve results and meet deadlines</p> <p>13. Demonstrates the ability to read and understand essential documentation including safe work practices</p> <p>14. Demonstrated excellent organisational skills and preferably experience in event management</p> <p>15. Demonstrated ability to work autonomously and utilise discretion, prioritise and work as an efficient team member</p>

	16. Demonstrated ability to work collaboratively and effectively with team members
<b>OTHER REQUIREMENTS</b> <b>(Standard text do not amend)</b> (3100 characters in word)	<p>Understand and practice person centred care.</p> <p>Work in partnership with consumers on improving and evaluating the delivery of services.</p> <p>Actively participate in quality improvement activities.</p> <p>Ensure timely and accurate reporting of near or actual, incidents or patient safety concerns.</p> <p>Be familiar with SCHN Child Protection Policy and Procedures and notify any allegations of suspected child abuse and neglect in line with policies.</p> <p>Adhere to all current SCHN and NSW Health policies and procedures, including the NSW Health Code of Conduct.</p>

### Job Demands Checklist (editable)

The purpose of this checklist is to manage the risk associated with the position in relation to the occupant. It may be used to provide information about the position to a Health Professional required to perform a pre-employment medical assessment. Identification of possible risk can also assist with the development of a training plan for the occupant to ensure the risks are minimised.

Each position should be assessed at the site as to the incumbent's (or future incumbent's) OHS responsibilities specific to the position. **This form is to be completed in consultation with the manager/supervisor of the position being recruited for.**

#### Job Demands Frequency Key:

- I = Infrequent**            intermittent activity exists for a short time on a very infrequent basis  
**O = Occasional**        activity exists up to 1/3 of the time when performing the job  
**F = Frequent**            activity exists between 1/3 and 2/3 of the time when performing the job  
**C = Constant**            activity exists for more than 2/3 or the time when performing the job  
**R = Repetitive**            activity involved repetitive movements  
**N = Not Applicable** activity is not required to perform the job

**Note: any entries not assigned a value will be automatically set to "N"**

PHYSICAL DEMANDS - Description (comment)	FREQUENCY					
	N	I	O	F	C	R
<b>Sitting</b> – remaining in a seated position to perform tasks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Standing</b> – remaining standing without moving about to perform tasks	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Walking</b> – floor type: even/uneven/slippery, indoors/outdoors, slopes	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Running</b> – floor type: even/uneven/slippery, indoors/outdoors, slopes	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>




<b>Bend/Lean Forward from Waist</b> – forward bending from the waist to perform tasks	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Trunk Twisting</b> – turning from the waist while sitting or standing to perform tasks	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Kneeling</b> – remaining in a kneeling posture to perform tasks	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Squatting/Crouching</b> – adopting a squatting or crouching posture to perform tasks	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Leg/Foot Movement</b> – use of leg and/or foot to operate machinery	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Climbing (stairs/ladders)</b> – ascend/descend stairs, ladders, steps	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Lifting/Carrying</b> – light lifting and carrying (0 to 9 kg)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Lifting/Carrying</b> – moderate lifting and carrying (10 to 15 kg)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Lifting/Carrying</b> – heavy lifting and carrying (16kg and above)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Reaching</b> – arms fully extended forward or raised above shoulder	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Pushing/Pulling/Restraining</b> – using force to hold/restrain or move objects toward or away from the body	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Head/Neck Postures</b> – holding head in a position other than neutral (facing forward)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Hand and Arm Movements</b> – repetitive movements of hands and arms	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Grasping/Fine Manipulation</b> – gripping, holding, clasping with fingers or hands	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Work at Heights</b> – using ladders, footstools, scaffolding, or other objects to perform work	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Driving/Riding</b> – controlling the operation of a vehicle (e.g. car, truck, bus, motorcycle, bicycle)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>SENSORY DEMANDS - Description (comment)</b>	<b>FREQUENCY</b>					
	<b>N</b>	<b>I</b>	<b>O</b>	<b>F</b>	<b>C</b>	<b>R</b>
<b>Sight</b> – use of sight is an integral part of work performance (e.g. viewing of X-Rays, computer screens)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Hearing</b> – use of hearing is an integral part of work performance (e.g. phone enquiries)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Smell</b> – use of smell is an integral part of work performance (e.g. working with chemicals)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Taste</b> – use of taste is an integral part of work performance (e.g. food preparation)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Touch</b> – use of touch is an integral part of work performance	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>PSYCHOSOCIAL DEMANDS - Description (comment)</b>	<b>FREQUENCY</b>					
	<b>N</b>	<b>I</b>	<b>O</b>	<b>F</b>	<b>C</b>	<b>R</b>
<b>Distressed People</b> – e.g. emergency or grief situations	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Aggressive and Uncooperative People</b> – e.g. drug/alcohol, dementia, mental illness	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Unpredictable People</b> – e.g. dementia, mental illness, head injuries	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Restraining</b> – involvement in physical containment of patients/clients	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<b>Exposure to Distressing Situations</b> – e.g. child abuse, viewing dead/mutilated bodies	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>ENVIRONMENTAL DEMANDS - Description (comment)</b>	<b>FREQUENCY</b>					
	<b>N</b>	<b>I</b>	<b>O</b>	<b>F</b>	<b>C</b>	<b>R</b>
<b>Dust</b> – exposure to atmospheric dust	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Gases</b> – working with explosive or flammable gases requiring precautionary measures	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Fumes</b> – exposure to noxious or toxic fumes	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Liquids</b> – working with corrosive, toxic or poisonous liquids or chemicals requiring personal protective equipment (PPE)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Hazardous Substances</b> – e.g. dry chemicals, glues	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Noise</b> – environmental/background noise necessitates people raise their voice to be heard	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Inadequate Lighting</b> – risk of trips, falls or eyestrain	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Sunlight</b> – risk of sunburn exists from spending more than 10 minutes per day in sunlight	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Extreme Temperatures</b> – environmental temperatures are less than 15°C or more than 35°C	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Confined Spaces</b> – areas where only one egress (escape route) exists	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Slippery or Uneven Surfaces</b> - greasy or wet floor surfaces, ramps, uneven ground	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Inadequate Housekeeping</b> - obstructions to walkways and work areas cause trips and falls	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Working At Heights</b> – ladders/stepladders/scaffolding are required to perform tasks	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Biological Hazards</b> – exposure to body fluids, bacteria, infectious diseases	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## POSITION DESCRIPTION

# Education Production Manager



<p>Our CORE values Collaboration Openness Respect Empowerment</p> 	
<b>Organisation</b>	NSW Health
<b>Position Classification</b>	Health Manager Level 1
<b>State Award</b>	Health Managers Award
<b>Position</b>	Education Production Manager - SCHP
<b>Website</b>	<a href="http://www.health.nsw.gov.au">www.health.nsw.gov.au</a>
<b>PRIMARY PURPOSE</b>	
<p>The primary purpose of the Education Production Manager position is to produce education content in visual form for use across multimedia platforms to support Sydney Child Health Program's (SCHP) core objectives and enhance the Sydney Children's Hospitals Network as a credible source of health education for professionals.</p> <p>This will include, but is not limited to, the use of PowerPoint templates and similar software for presentations, photography, video production and editing and live-streaming events and webinars.</p>	
<b>ESSENTIAL REQUIREMENTS</b>	
<p>Excellent leadership, communication and interpersonal skills</p> <p>Highly developed ability to prioritise and meet competing deadlines.</p>	
<b>KEY ACCOUNTABILITIES</b>	
<p>Provide advice and resources to staff, delivering internal communications to help facilitate a well-functioning and high-quality education service, working under pressure and prioritising competing demands.</p> <p>Producing and delivering high quality, specialty visual education material for internal and external audiences including video and photography to support SCHN education objectives.</p> <p>Manage livestreaming for webinars and events within SCHP and SCHN as required.</p> <p>Assist the Education Manager in the development and delivery of all education content required for the Graduate Diploma in Child Health (GDCH).</p> <p>Collaborate with various education experts within SCHN to assist in the development and delivery of online education content.</p> <p>Maintain effective communication with key stakeholders in education across SCHN.</p>	

Assist with the development and implementation of policies and procedures in the development and delivery of education content for the Network.

### KEY CHALLENGES

Managing conflicting priorities/deadlines and developing effective solutions in a complex, dynamic and high activity environment, within available resources to ensure quality of service is optimised.

Managing the varying agendas of project stakeholders and assisting them to work together towards the achievement of common goals.

### KEY RELATIONSHIPS

The Education Production Manager is responsible for effective and timely development and delivery of all visual education content required for GDCH and other education projects within SCHP.

Who	Why
Education Manager	Work closely to develop goals and align on objectives, day to day task supervision and support, develop new education opportunities.
Director SCHP	Operational and strategic manager providing guidance, direction and feedback to ensure quality outcomes for SCHP education service

SCHP Staff	Work collaboratively in support of the operational and strategic outcomes identified for both SCHP and SCHN
External Stakeholders (including Western Sydney University staff, students and presenters)	Maintain professional and effective working relationships, liaising to ensure all objectives are met

### **SELECTION CRITERIA**

1. Relevant tertiary qualification and/or extensive experience videography, photography, and multimedia production
2. Demonstrated effective organisational skills and experience working in a high volume, complex and demanding professional environment with a capacity to prioritise, multitask and achieve goals
3. Demonstrated experience in developing and delivering excellent customer service both in person and online
4. Demonstrated high level communication, engagement, collaboration and negotiation skills, with the capability to build and maintain positive working relationships with clinicians and colleagues
5. Experience and sound knowledge of software platforms including, but not limited to, Adobe Acrobat Pro, Panopto, Matrix LMS, MS Word, MS Excel, MS PowerPoint and EventsAir
5. Sound knowledge and practical experience in working with health professionals in an education environment

### **OTHER REQUIREMENTS**

•



C ollaboration
O penness
R espect
E mpowerment

<b>POSITION TITLE</b> (200 characters limit)	Education Admin Support Officer
<b>POSITION NUMBER</b> (from Stafflink) <b>MANDATORY</b> If this is a new position, acquire the position number after the new position has been created.	
<b>AWARD</b>	Health Employees Administrative Staff (State) Award
<b>POSITION CLASSIFICATION</b>	Administrative Officer Level 4
<b>LOCATION</b>	CHW
<b>DOES THIS ROLE MANAGE/ SUPERVISE OTHERS?</b>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
<b>DOES THIS REQUIRE SENIOR EXECUTIVE LEVEL STANDARDS?</b>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No

**PRIMARY PURPOSE**  
**(2800 characters limit in ROB)**

The primary purpose of the Education Administration Officer role is to provide a broad range of clerical and administrative services in accordance with the operating requirements of the SCHP Education team. This will involve providing support to the SCHP Education Manager with the writing of reports, documents and correspondence in an accurate and timely manner. This role will include managing the recording diary, liaising with senior clinical staff to arrange appointments and secure appropriate locations.

#### KEY ACCOUNTABILITIES

**(3100 characters limit in ROB)**

*A high level description of the outcomes the role is expected to deliver.*

*'Key Accountabilities' should be:*

*- outcome focused, rather than process focused*

*- ordered in importance and/or frequency*

*- as specific to the role as possible while not detailing tasks.*

*There should be no more than 6-8 'Key Accountabilities' in total.*

Reporting directly to the SCHP Education Manager, this role will:

- Complete a range of operational, clerical and administrative tasks to support the delivery of education content including writing, reviewing and editing policy documents, reports and correspondence under Managerial direction
- Address enquiries from participants regarding education content and assessments.
- Demonstrate initiative, professionalism, and creative solutions when dealing with problems arising from difficult stakeholders including participants and senior clinical staff.
- Manage assessment submissions, distribution for marking and timely delivery of results.
- Assist with the management of content delivery including, but not limited to, liaising with key stakeholders.
- Managing the diaries for senior education staff
- Assist with and organise the process of recording of live presentations and webinars as required
- Work under limited direction to conduct standard recordings, upload content and edit as required
- Edit, proofread, and draft correspondence as requested ensuring all time constraints are met
- Conduct quality assurance reviews to ensure education content is of a high standard with appropriate branding and presentation



<b>KEY CHALLENGES</b> <b>(max 3)</b> (700 characters limit)  <i>The challenges that are regularly encountered in the role.          The Key Challenges should not restate the Key Accountabilities. <b>There should be minimum of 1 and maximum of 3 "Key Challenges" in total.</b></i>	Function efficiently in a demanding, busy and complex environment where there are competing priorities and staff working to strict deadlines.	
	Coordinating diaries of education staff with clinical staff to arrange suitable recording dates and locations while maintaining flexibility to reschedule as required.	
	Ensuring academic integrity for all assessment submissions, identifying suspicious cases and managing participant expectations.	
<b>KEY RELATIONSHIPS (internal)</b> <b>(max 3)</b> (200 characters limit)  <i>The key stakeholders and customers the role is expected to interact with routinely, rather than periodically.          Relationships with both internal (within the department/agency) and external (outside the department/agency) stakeholders should be included where relevant.          All roles require interaction with internal stakeholders, however some roles may not interact with external stakeholders.</i>	<b>WHO</b>	
	<b>WHY</b>	
	1. SCHP Education Manager	Day to day tasking and supervision
	2. Director SCHP	Operational and strategic manager providing guidance, direction and feedback to ensure quality outcomes for SCHP education service
3. Education Support Staff	Work collaboratively with the education team, including the paediatric academic team, ensuring a focus on efficiency and excellent customer service	
<b>KEY RELATIONSHIPS (external)</b> <b>(max 2)</b> (200 characters limit)  <i>As above</i>	<b>WHO</b>	
	<b>WHY</b>	
	1. External Stakeholders (including Western Sydney University staff, students and presenters)	Maintain professional manner to facilitate optimal service provision
<b>IS THIS A PUBLIC SENIOR EXECUTIVE ROLE WHICH MANAGES RELATIONSHIPS AT THE MINISTERIAL LEVEL?</b>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<input type="checkbox"/> Other \$ _____ please specify the monetary value of the financial delegation (ex: 5000.00).

<b>FINANCIAL DELEGATION</b>	<input checked="" type="checkbox"/> As per delegation manual
<b>ESSENTIAL REQUIREMENTS</b> (700 characters in word)	<p><b>Vaccination Category (A or B):</b></p> <p><b>WWCC (Yes/No):</b></p> <p><b>Qualifications/ Licenses/ Registrations (award requirement):</b></p> <hr/> <p><b>Work Health and Safety:</b></p> <p><b>Select which of the following applies:</b></p> <p><input type="checkbox"/> <b>Supervisor</b> 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.</p> <p style="text-align: center;"><b><u>OR</u></b></p> <p><input checked="" type="checkbox"/> <b>Non-Supervisor</b> You must take all reasonable care for yourself and others and comply with any reasonable instruction, policies and procedures relating to work health safety and wellbeing</p>
<b>SELECTION CRITERIA</b> (700 characters for each criteria in word) <b>(max 8)</b>	<p>17. Demonstrated experience and knowledge in the provision of efficient administrative procedures and clerical support.</p> <p>18. Demonstrated ability to problem solve and use initiative judgment and discretion in a flexible and creative manner.</p> <p>19. Good written and verbal communication skills with the ability to efficiently format documents to a high quality, edit and proofread, and draft documents as directed in a professional and timely manner.</p> <p>20. Demonstrated ability to initiate, plan, prioritise, negotiate and organise own work taking into account the impact on others to achieve results and meet deadlines.</p> <p>21. Demonstrated ability to build positive relationships with all key stakeholders maintaining a professional manner and ensuring customer satisfaction as a priority</p> <p>22. Demonstrated ability to work autonomously, utilise discretion and prioritise and work as an efficient team member.</p> <p>23. Demonstrated ability to work both independently, collaboratively and effectively with team members.</p>

	24. Demonstrated competency in the use of various computer systems, including but not limited to Microsoft Excel, Microsoft Word, Microsoft Outlook, Adobe with the ability to utilise other software tools as required.
<b>OTHER REQUIREMENTS</b> <b>(Standard text do not amend)</b> (3100 characters in word)	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.

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- F = Frequent**                    activity exists between 1/3 and 2/3 of the time when performing the job
- C = Constant**                   activity exists for more than 2/3 or the time when performing the job
- R = Repetitive**                   activity involved repetitive movements
- N = Not Applicable** activity is not required to perform the job

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PHYSICAL DEMANDS - Description (comment)	FREQUENCY					
	N	I	O	F	C	R
<b>Sitting</b> – remaining in a seated position to perform tasks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Standing</b> – remaining standing without moving about to perform tasks	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Walking</b> – floor type: even/uneven/slippery, indoors/outdoors, slopes	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<b>Running</b> – floor type: even/uneven/slippery, indoors/outdoors, slopes	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Bend/Lean Forward from Waist</b> – forward bending from the waist to perform tasks	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Trunk Twisting</b> – turning from the waist while sitting or standing to perform tasks	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Kneeling</b> – remaining in a kneeling posture to perform tasks	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Squatting/Crouching</b> – adopting a squatting or crouching posture to perform tasks	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Leg/Foot Movement</b> – use of leg and/or foot to operate machinery	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Climbing (stairs/ladders)</b> – ascend/descend stairs, ladders, steps	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Lifting/Carrying</b> – light lifting and carrying (0 to 9 kg)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Lifting/Carrying</b> – moderate lifting and carrying (10 to 15 kg)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Lifting/Carrying</b> – heavy lifting and carrying (16kg and above)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Reaching</b> – arms fully extended forward or raised above shoulder	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Pushing/Pulling/Restraining</b> – using force to hold/restrain or move objects toward or away from the body	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Head/Neck Postures</b> – holding head in a position other than neutral (facing forward)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Hand and Arm Movements</b> – repetitive movements of hands and arms	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Grasping/Fine Manipulation</b> – gripping, holding, clasping with fingers or hands	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Work at Heights</b> – using ladders, footstools, scaffolding, or other objects to perform work	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Driving/Riding</b> – controlling the operation of a vehicle (e.g. car, truck, bus, motorcycle, bicycle)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>SENSORY DEMANDS - Description (comment)</b>	<b>FREQUENCY</b>					
	<b>N</b>	<b>I</b>	<b>O</b>	<b>F</b>	<b>C</b>	<b>R</b>
<b>Sight</b> – use of sight is an integral part of work performance (e.g. viewing of X-Rays, computer screens)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Hearing</b> – use of hearing is an integral part of work performance (e.g. phone enquiries)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Smell</b> – use of smell is an integral part of work performance (e.g. working with chemicals)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Taste</b> – use of taste is an integral part of work performance (e.g. food preparation)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Touch</b> – use of touch is an integral part of work performance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>PSYCHOSOCIAL DEMANDS - Description (comment)</b>	<b>FREQUENCY</b>					
	<b>N</b>	<b>I</b>	<b>O</b>	<b>F</b>	<b>C</b>	<b>R</b>
<b>Distressed People</b> – e.g. emergency or grief situations	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Aggressive and Uncooperative People</b> – e.g. drug/alcohol, dementia, mental illness	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Unpredictable People</b> – e.g. dementia, mental illness, head injuries	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<b>Restraining</b> – involvement in physical containment of patients/clients	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Exposure to Distressing Situations</b> – e.g. child abuse, viewing dead/mutilated bodies	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>ENVIRONMENTAL DEMANDS - Description (comment)</b>	<b>FREQUENCY</b>					
	<b>N</b>	<b>I</b>	<b>O</b>	<b>F</b>	<b>C</b>	<b>R</b>
<b>Dust</b> – exposure to atmospheric dust	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Gases</b> – working with explosive or flammable gases requiring precautionary measures	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Fumes</b> – exposure to noxious or toxic fumes	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Liquids</b> – working with corrosive, toxic or poisonous liquids or chemicals requiring personal protective equipment (PPE)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Hazardous Substances</b> – e.g. dry chemicals, glues	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Noise</b> – environmental/background noise necessitates people raise their voice to be heard	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Inadequate Lighting</b> – risk of trips, falls or eyestrain	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Sunlight</b> – risk of sunburn exists from spending more than 10 minutes per day in sunlight	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Extreme Temperatures</b> – environmental temperatures are less than 15°C or more than 35°C	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Confined Spaces</b> – areas where only one egress (escape route) exists	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Slippery or Uneven Surfaces</b> - greasy or wet floor surfaces, ramps, uneven ground	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Inadequate Housekeeping</b> - obstructions to walkways and work areas cause trips and falls	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Working At Heights</b> – ladders/stepladders/scaffolding are required to perform tasks	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Biological Hazards</b> – exposure to body fluids, bacteria, infectious diseases	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>