



POSITION DESCRIPTION

School of BioSciences
Faculty of Science

Technical Officer (Zoology)

POSITION NO	0031210
CLASSIFICATION	UOM 5
SALARY	\$76,886 – \$88,312 p.a.
SUPERANNUATION	Employer contribution of 17%
WORKING HOURS	Full-time (1.0 FTE)
BASIS OF EMPLOYMENT	Fixed term 12 months
OTHER BENEFITS	http://about.unimelb.edu.au/careers/working/benefits
HOW TO APPLY	Online applications are preferred. Go to http://about.unimelb.edu.au/careers , select the relevant option ('Current Staff' or 'Prospective Staff'), then find the position by title or number.
CONTACT FOR ENQUIRIES ONLY	Dr Michiko Mirams Tel +61 3 8344 5135 Email mmirams@unimelb.edu.au <i>Please do not send your application to this contact</i>

For information about working for the University of Melbourne, visit our website:
about.unimelb.edu.au/careers

Position Summary

The Technical Officer provides a high level of technical support to the extensive undergraduate practical teaching programme offered by the School of BioSciences. The role covers all aspects of the preparation of practical classes in undergraduate, and some postgraduate, subjects mainly in zoology and ecology, also including including botany and genetics.

The Technical Officer may attend laboratory and field classes to provide technical assistance to students. Additionally, the Technical Officer will provide expertise in the operation of specialised instrumentation, equipment maintenance and use, waste management and laboratory safety.

1. Key Responsibilities

1.1 UNDERGRADUATE TEACHING SUPPORT

Under general direction of the Laboratory Co-ordinators and Manager Technical Teaching Support:

- ▶ Plan and organise the required materials and resources for practical classes as well as verifying teaching materials and experiments in advance;
- ▶ Procure, culture, and/or prepare specimens for classes, including undertaking field collection of organisms used for teaching; ensure the efficacy of model organisms is maintained and verified for teaching purposes;
- ▶ Attend laboratory and/or field classes as required to provide technical assistance to students, demonstrators and subject coordinators;
- ▶ Experience providing assistance and advice in the planning of excursions and other teaching related fieldwork. Organise special requirements such as transport or collecting permits when required. Produce a Risk Assessment for any excursions and produce collecting reports as a condition of the collecting permit;
- ▶ Ensure classes are delivered to a high standard by setting up materials and experiments for viewing by teaching staff and post review make any necessary modifications to experiments, demonstrations and protocols prior to student classes;
- ▶ Contribute technical expertise to the development of new practical classes;
- ▶ Update preparation notes for experiments, practical classes and supported activities following experimental, academic and student feedback;
- ▶ Undertake general laboratory duties such as preparing solutions, materials and equipment as per set up notes, laboratory clean up, carry out minor maintenance on equipment and ensure all equipment faults are repaired with minimum of down-time;
- ▶ Assist other technical staff as required, and undertake other assigned duties including administrative support.

1.2 OPERATIONAL SUPPORT

- ▶ Ensure that laboratories are a safe working environment for teaching staff and undergraduate students by providing technical expertise and advice on OH&S issues, ensuring that laboratory safety standards and protocols are maintained at all times;
- ▶ As part of the technical teaching support team perform local laboratory safety inspections, contribute to updating and maintaining teaching laboratory safety documentation including risk assessments and standard operating procedures;

- ▶ Purchase goods and procure services via iProc system and credit card as required.

2. Selection Criteria

2.1 ESSENTIAL

- ▶ A degree in Science or Applied Science (BioSciences); experience as a laboratory technician and/or field experience;
- ▶ Laboratory skills, a combination of at least *two* of the following:
 - Small animal handling, expertise in animal physiology.
 - Experience in fieldwork, animal surveying, good animal identification skills.
 - Experience in animal dissection or preparation of whole or parts of animals for practical classes.
 - Culture of microorganisms, aseptic technique, media preparation.
- ▶ A high level of understanding and experience in safety management and procedures, especially those associated with a laboratory-based setting, including a comprehensive knowledge of and experience with regulations pertaining to chemical/biological environment, health and safety and chemical handling;
- ▶ Well-developed technical skills and problem solving capability to assist with troubleshooting experimental procedures;
- ▶ Robust knowledge in the areas of zoology/ecology and related technical understanding to effectively contribute to the set-up and development of practical classes;
- ▶ Good organisational skills including time management and an ability to prioritise work in a busy environment with competing demands;
- ▶ Excellent interpersonal, written, and verbal communication skills, with a demonstrated commitment to providing excellent client service;
- ▶ Ability to work effectively as a team member and to contribute to the organisational development of the School.

2.2 DESIRABLE

- ▶ Demonstrated experience in the preparation of laboratory classes, or equivalent laboratory and/or field experience;
- ▶ A valid Drivers Licence.

3. Job Complexity, Skills, Knowledge

3.1 LEVEL OF SUPERVISION / INDEPENDENCE

The Technical Officer works under the broad supervision of the Laboratory Coordinators and Manager - Technical Teaching Support and undertakes key responsibilities with a high degree of independence. The incumbent requires initiative and independence to determine the appropriate personnel to contact when further advice or assistance is required. The incumbent provides guidance to Laboratory Technicians who provide additional technical support.

3.2 PROBLEM SOLVING AND JUDGEMENT

The incumbent must demonstrate excellent problem-solving skills, applying their technical training and experience. The incumbent must show initiative and creativity in providing solutions to technical issues, and maintain excellent relationships with staff and students. Some problems may be complex and will require broad knowledge and a solid understanding of the area to be able to recommend the best solution. Judgement is frequently required in setting priorities regarding workloads, in choosing from a range of possible solutions or approach to problems, and on work methods and task sequences within specified timelines and standard practices and procedures. Some independent decision-making in interpreting local policies in the work area is required.

3.3 PROFESSIONAL AND ORGANISATIONAL KNOWLEDGE

Possession of a range of technical skills is required for the maintenance of equipment and living materials, preparation of laboratory classes, field excursions and other classes. Consultation and cooperation with staff in other University departments is also required. Within the School of BioSciences, the nature of these interactions includes coordinating with other staff to achieve defined technical and administrative objectives and to provide advice and service to students. The incumbent will be expected to manage general compliance issues relating to permits and annual testing/servicing of general equipment. The Technical Officer will also be expected to be familiar with issues relating to animal ethics and confidentiality of student records and computer use.

3.4 RESOURCE MANAGEMENT

Along with the Laboratory Coordinators, the incumbent will oversee the resources in the Teaching Laboratory to ensure that they are functional and maintained. The incumbent will assist in the needs assessment for, and allocation of, teaching and laboratory equipment, including course planning and the equipment-borrowing system.

3.5 BREADTH OF THE POSITION

The Technical Officer performs a broad range of technical tasks that span the range of teaching-related activities that impact directly on the unit and School, as well as on external clients. The position liaises with a broad spectrum of academic and professional staff within the School and across the Faculty and University. The nature of these interactions includes coordinating with other staff to achieve defined technical and administrative objectives, and providing advice and service to students.

4. *Equal Opportunity, Diversity and Inclusion*

The University is an equal opportunity employer and is committed to providing a workplace free from all forms of unlawful discrimination, harassment, bullying, vilification and victimisation. The University makes decisions on employment, promotion and reward on the basis of merit.

The University is committed to all aspects of equal opportunity, diversity and inclusion in the workplace and to providing all staff, students, contractors, honorary appointees, volunteers and visitors with a safe, respectful and rewarding environment free from all forms of unlawful discrimination, harassment, vilification and victimisation. This commitment is set out in the Advancing Melbourne Strategy that address diversity and

inclusion, equal employment opportunity, discrimination, sexual harassment, bullying and appropriate workplace behaviour. All staff are required to comply with all University policies.

The University values diversity because we recognise that the differences in our people's age, race, ethnicity, culture, gender, nationality, sexual orientation, physical ability and background bring richness to our work environment. Consequently, the People Strategy sets out the strategic aim to drive diversity and inclusion across the University to create an environment where the compounding benefits of a diverse workforce are recognised as vital in our continuous desire to strive for excellence and reach the targets of Advancing Melbourne.

5. Occupational Health and Safety (OHS)

All staff are required to take reasonable care for their own health and safety and that of other personnel who may be affected by their conduct.

OHS responsibilities applicable to positions are published at:

<http://safety.unimelb.edu.au/topics/responsibilities/>

These include general staff responsibilities and those additional responsibilities that apply for Managers and Supervisors and other Personnel.

6. Other Information

6.1 SCHOOL OF BIOSCIENCES

<http://biosciences.unimelb.edu.au>

The School of BioSciences was formed in 2015 through the amalgamation of the School of Botany and the Departments of Genetics and Zoology thus bringing together a critical mass of 160 Academic staff and over 200 Research Higher Degree students undertaking world class teaching and research in the biological sciences. Our research falls into two domains: the Ecology and Evolutionary Biology domain and the Molecular, Cellular and Developmental Biology domain. We host a number of significant research centres. Our work is supported by state-of-the-art facilities and infrastructure, and research capacity is strengthened by strategic partnerships with other institutions, government agencies, and industry.

The School of BioSciences is a major contributor to teaching of some 3000 undergraduates each year in the Bachelor of Science, as well as a broad range of postgraduate programs.

6.2 FACULTY OF SCIENCE

<http://www.science.unimelb.edu.au>

Science at Melbourne is a global leader across fundamental and impactful scientific research and education. Science begins with curiosity, and we are dedicated to understanding the universe from the level of sub-atomic particles to the solar system. We aim to be leaders who positively impact the community locally and globally, addressing

major societal issues from climate change to disease. Our discoveries help build an understanding of the world around us.

Our strength is our breadth of expertise. We are the second largest faculty in the University comprising seven schools: Agriculture, Food, Forest & Ecosystems Sciences, BioSciences, Chemistry, Geography, Earth & Atmospheric Sciences, Mathematics & Statistics, Physics and Veterinary Science.

This depth of knowledge positions the faculty to better understand, explore and impact our world and humanity, within a truly comprehensive Faculty of Science.

We have more than 150 years of experience in pioneering scientific thinking and analysis, leading to outstanding teaching and learning and offer a curriculum based on highly relevant research. We aim to train students with the knowledge and intellectual flexibility to drive the industries of tomorrow and lead across all levels of society.

We offer a range of undergraduate, honours, graduate and research degrees; enrolling more than 11,500 undergraduate and 3,750 graduate students.

We are dedicated to delivering leading transformative educational outcomes, underpinned by research, and an inclusive and inspiring student experience.

Excellence comes in many forms and diversity of thought, perspective and disciplines is essential to deliver globally leading science. At the core of our success is our focus on an inclusive environment for all in our community. Our Faculty's focus on equity, inclusion and belonging is grounded in our endeavour to ensure we are best placed to advance research, teaching and serve diverse national and global communities.

As a Science community we sit across six of the University's seven campuses – Parkville, Dookie, Burnley, Creswick, Shepparton and Werribee. This reach provides us with a unique perspective that is beneficial to our teaching and research. It also means we can offer our students a greater variety of learning experiences and internships to engage with industry partners to solve real-world issues.

We are highly research focused, performing strongly in the ARC competitive grants schemes, often out-performing the national average. The Faculty of Science is also currently growing its competitiveness and standing in the NHMRC space.

The Faculty is custodian of the Bio21 Molecular Science and Biotechnology Institute, Office for Environmental Programs, Australian Mathematical Sciences Institute (AMSI), the Indigenous Knowledge Institute and home to numerous Centres.

6.3 THE UNIVERSITY OF MELBOURNE

Established in 1853, the University of Melbourne is a leading international university with a tradition of excellence in teaching and research. The main campus in Parkville is recognised as the hub of Australia's premier knowledge precinct comprising eight hospitals, many leading research institutes and a wide-range of knowledge-based industries. With outstanding performance in international rankings, the University is at the forefront of higher education in the Asia-Pacific region and the world.

The University employs people of outstanding calibre and offers a unique environment where staff are valued and rewarded.

Further information about working at The University of Melbourne is available at <http://about.unimelb.edu.au/careers>.

6.4 GROWING ESTEEM, THE MELBOURNE CURRICULUM AND RESEARCH AT MELBOURNE: ENSURING EXCELLENCE AND IMPACT TO 2025

Growing Esteem describes Melbourne's strategy to achieve its aspiration to be a public-spirited and internationally-engaged institution, highly regarded for making distinctive contributions to society in research and research training, learning and teaching, and engagement. <http://about.unimelb.edu.au/strategy-and-leadership>

The University is at the forefront of Australia's changing higher education system and offers a distinctive model of education known collectively as the Melbourne Curriculum. The new educational model, designed for an outstanding experience for all students, is based on six broad undergraduate programs followed by a graduate professional degree, research higher degree or entry directly into employment. The emphasis on academic breadth as well as disciplinary depth in the new degrees ensures that graduates will have the capacity to succeed in a world where knowledge boundaries are shifting and reforming to create new frontiers and challenges. In moving to the new model, the University is also aligning itself with the best of emerging European and Asian practice and well-established North American traditions.

The University's global aspirations seek to make significant contributions to major social, economic and environmental challenges. Accordingly, the University's research strategy *Research at Melbourne: Ensuring Excellence and Impact to 2025* aspires to a significant advancement in the excellence and impact of its research outputs.

<http://research.unimelb.edu.au/our-research/research-at-melbourne>

The strategy recognises that as a public-spirited, research-intensive institution of the future, the University must strive to make a tangible impact in Australia and the world, working across disciplinary and sectoral boundaries and building deeper and more substantive engagement with industry, collaborators and partners. While cultivating the fundamental enabling disciplines through investigator-driven research, the University has adopted three grand challenges aspiring to solve some of the most difficult problems facing our world in the next century. These Grand Challenges include:

- ▶ Understanding our place and purpose – The place and purpose grand challenge centres on understanding all aspects of our national identity, with a focus on Australia's 'place' in the Asia-Pacific region and the world, and on our 'purpose' or mission to improve all dimensions of the human condition through our research.
- ▶ Fostering health and wellbeing – The health and wellbeing grand challenge focuses on building the scale and breadth of our capabilities in population and global health; on harnessing our contribution to the 'convergence revolution' of biomedical and health research, bringing together the life sciences, engineering and the physical sciences; and on addressing the physical, mental and social aspects of wellbeing by looking beyond the traditional boundaries of biomedicine.
- ▶ Supporting sustainability and resilience – The sustainability and resilience grand challenge addresses the critical issues of climate change, water and food security, sustainable energy and designing resilient cities and regions. In addition to the technical aspects, this grand challenge considers the physical and social functioning of cities, connecting physical phenomena with lessons from our past, and the implications of the technical solutions for economies, living patterns and behaviours.

Essential to tackling these challenges, an outstanding faculty, high performing students, wide collaboration including internationally and deep partnerships with external parties form central components of Research at Melbourne: Ensuring Excellence and Impact to 2025.

6.5 GOVERNANCE

The Vice Chancellor is the Chief Executive Officer of the University and responsible to Council for the good management of the University.

Comprehensive information about the University of Melbourne and its governance structure is available at <http://www.unimelb.edu.au/governance>