POSITION DESCRIPTION – Academic Staff

Position title	Lecturer in Secondary Education (Teaching Focused)
Academic Level	Level B
School / Unit	School of Education
College / Division	College of Human and Social Futures
Reports to	Head of School
Direct reports	Nil
Indirect reports	Nil
Contract type	Continuing

ROLE DESCRIPTION

To deliver teaching, research and professional service in the School of Education in a field of Education with expertise in one or more areas of Secondary teacher education. The Lecturer in Secondary Teacher Education (Teaching Focused) combines academic expertise with practitioner experience and has an emerging recognition for contribution to educational research in an area of Secondary Education or Secondary Teacher Education. The Lecturer supports the School of Education by taking advantage of opportunities and developments in their area/discipline of expertise to position the School as a leader in this field. This teaching focused role covers responsibilities across the three domains of teaching and learning (including professional experience placement supervision and mentoring), research and innovation, and leadership and engagement. As per the Enterprise Agreement the ratio split for time worked in each domain will be negotiated with the incumbent.

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

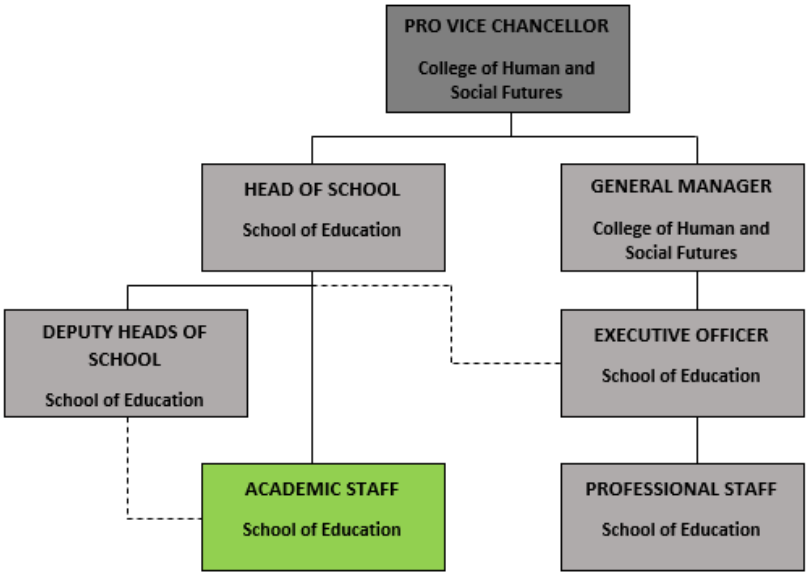
The University of Newcastle proudly serves its regions, transforming lives through education, research and community engagement. Established more than 60 years ago, the University remains deeply embedded in Newcastle, the Hunter and the Central Coast while extending its impact through national and international partnerships. Its vision is **to be a world-leading university for its regions**, with a strong commitment to **excellence, equity, engagement,** and **sustainability.** The University's purpose, outlined in its strategic plan – *Looking Ahead 2030* – is to deliver an outstanding student experience, prepare graduates for life in an interconnected world, and generate research that addresses real-world challenges. The strategic plan also includes **a commitment to grow the number of Aboriginal and Torres Strait Islander academics, the success of Indigenous students, and staff cultural knowledge and understanding**.

The School of Education is one of four Schools that comprise the College of Human and Social Futures (along with the Newcastle Business School, the School of Law and Justice, and the School of Humanities, Creative Industries, and Social Sciences). The School of Education is one

of the largest providers of initial teacher education programs in New South Wales, Australia. We are proud to be part of a University committed to equity, excellence and innovation. We strive to be a purpose-driven, high-performing community, leading educational change within and beyond our regions through: outstanding programs; world-class research quality with impact in policy, practice, and system-level improvement; and strong, enduring partnerships with government, education systems, global research networks, and the profession.

We support prospective students from all backgrounds and walks of life to realise their dream of becoming inspiring educators and innovative leaders in their chosen field of early childhood, primary, secondary, or higher education. Our School currently educates nearly 4000 undergraduate students, 1100 postgraduate students, and 150 higher degree by research candidates. Many of our undergraduate students are the first in family to attend university, and **our School, in partnership with the Wollotuka Institute, has a proud record of producing more Indigenous teachers than any other institution in Australia**. For many years our School has been ranked in the top 10 Schools of Education nationally, and inside the top 150 internationally, by the QS World University Rankings. A number of our academics are ranked within the Stanford "World's Top 2%" top cited researchers globally in their field, and our School has significant research strengths in: teacher professional learning (including the development of the highly respected and widely adopted Quality Teaching model); physical activity and health promotion in schools; innovative perspectives in history education; women in STEM education; equity and higher education access; refugee access to and support for education; the lived experience of the casual academic workforce; and simulation in schools and teacher preparation.

ORGANISATION CHART



ROLE RESPONSIBILITIES AND TYPICAL ACTIVITIES

Areas of accountability	Core responsibilities and typical activities	Measures of performance
Teaching and Learning Performance	Demonstrate excellence in Teaching and Learning at the course level and contribute to the program level by: • Initiate and action the development of course materials and deliver courses in various formats and locations, including a range of delivery modes (i.e. face-to-face and online) to enhance the student experience, incorporating collaboration with schools and regulators. • Reviewing and coordinating undergraduate and postgraduate coursework and coordinating the interdisciplinary development of course materials. • Promoting teaching innovation including the integration of contemporary creative mediums into content and delivery and ensuring digital literacy and capability is embedded in all aspects of teaching • Demonstrating the application of continuous improvement methodologies to inform a positive student experience. This will include the regular review of course analytics, relevant quality assurance standards and other appropriate feedback/benchmarking data; and • Developing course material that integrate school/department/government/cultural partnerships to deliver creative applications and opportunities for students consistent with contemporary labour force trends.	Meet the core requirements for a Level B academic
Research and Innovation	• Establish a record of publication or non-traditional research outputs/creative works in high-quality refereed journals/outlets consistent with the discipline. • Contribute to research, scholarship, or external funding activities as a member of research teams, and support collaborative research initiatives within the School and University. • Support the recruitment of HDR students, and the effective co-supervision of major honours or postgraduate research projects, which may include co-publication with HDR candidates where applicable.	Meet the core requirements for a Level B academic

	Develop and maintain links with schools, accreditation authorities, and across the teacher education sector to facilitate knowledge exchange and translation.	
Service and Engagement	• Actively contribute to the School through a range of administrative functions including committee roles, course coordination and have proactive involvement in University activities/initiatives as appropriate. • Maintain membership of professional associations/industry networks and build partnerships with schools, government, Department of Education, and community. • Demonstrate an emerging public profile as a commentator on discipline/industry related issues.	Meet the core requirements for a Level B academic
Wellbeing, Health & Safety and Equity, Diversity & Inclusion	• Adhere to workplace policies and procedures in the areas of work health, safety, equity, diversity and promoting a respectful workplace culture. • Commitment to the University Code of Conduct.	Policies and procedures are adhered to.

POSITION CHARACTERISTICS

Organisational knowledge	Be aware of the University's strategic goals and the key priorities relevant to this position.
Professional / industry knowledge	Keep up to date with developments in the sector that may affect your own or team's activities. Establish networks and industry / sector/ government / department partnerships to facilitate research and innovation opportunities and to integrate students and graduates into industry.
Level of supervision / independence	Accountable for personal and team goals and performance targets.
Problem solving and judgement	The position requires initiative and creative approaches to the development and delivery of courses that are interdisciplinary, technologically current and industry relevant. Strive for excellence by taking the initiative and focusing on making a difference in the work area.
Key relationships (internal and external) and immediate team	Build and enhance the University's reputation by forging positive relationships with academic and professional staff, students and external industry stakeholders including a developing local and national network.

	Build interdisciplinary relationships that support the development and delivery of world-class teaching and learning.
Challenges	Responding to various external dynamics including a shifting Higher Education policy environment.
Special characteristics	Travel for conferences and research collaboration may be required as well as the ability to work across multiple campuses and outside hours depending on research, teaching and University activities.
WWC check required	Yes – as you will be required to engage in professional experience placement supervision and mentoring in schools.
Criminal record check required	No

EXPECTED BEHAVIOURS

The role is expected to display personal qualities and behaviours consistent with an Individual Contributors Level as outlined in the Leadership Framework.

The University of Newcastle Leadership Framework describes six leadership capabilities for both academic and professional staff. At the University of Newcastle leaders: shape the future, engage beyond the University, work collaboratively, strive for excellence, drive performance and show courage and respect.

At the University of Newcastle, we recognise that while leaders exist at all levels, people face different challenges and demands depending on their leadership level. For each Leadership Capability the behaviours reflect how each capability can be observed at different leadership levels in the University.

INHERENT REQUIREMENTS

This Position Description outlines the major accountabilities/responsibilities and the essential criteria against which you will be assessed as suitable for the position. As such there will be specific job requirements that we refer to as Inherent Requirements. Inherent Requirements refer to your ability to:

- Perform the essential duties and functional requirements of the job;
- Meet the productivity and quality requirements of the position;
- Work effectively in the team or other type of work organisation concerned; and
- Do the job without undue risk to your own or others health, safety and welfare at work.

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

ESSENTIAL CRITERIA

- **Expertise:** Hold a doctoral qualification within a field relevant to Secondary Education.
- **High-Quality Research or Scholarship in Teaching & Learning:** Demonstrate an emerging record of publication or non-traditional research output in high-quality outlets, including scholarship in teaching and learning.

- **Teaching Excellence:** Demonstrated recent ability to achieve teaching excellence in a teacher education setting, as indicated by internal and external surveys and outcomes for students, including pedagogical innovation and improvement in response to feedback.
- **Course Coordination:** Demonstrated recent ability to contribute at undergraduate, honours and/or postgraduate levels, taking responsibility for the preparation and delivery of course modules and coordinating one or more courses, including professional experience, and collaboration in curriculum design and delivery where appropriate.
- **Service and Engagement:** Ability to perform effectively in academic service responsibilities; and build trusted relationships and collaborations with external school, industry, government, or research partners.

DESIRABLE CRITERIA

- Demonstrated evidence of national and/or international research collaborations and/or partnerships.
- Demonstrated recent success in attracting external research or consultancy funds.
- Skills in active supervision of honours, and/or postgraduate research projects.
- Capability to grow industry connections including Work Integrated Learning (WIL) Opportunities and partnerships for placements.

Date PD last reviewed:	November 2026