

POSITION DESCRIPTION



The Sydney
children's
Hospitals Network

care, advocacy, research, education



Collaboration

Openness

Respect

Empowerment

POSITION TITLE (200 characters limit)	Network Simulation Manager
POSITION NUMBER (from Stafflink) MANDATORY If this is a new position, acquire the position number after the new position has been created.	New position
AWARD	Health Managers (State) ward
POSITION CLASSIFICATION	Health Manager Level 4
LOCATION	The Sydney Children's Hospital Network
DOES THIS ROLE MANAGE/ SUPERVISE OTHERS?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
DOES THIS REQUIRE SENIOR EXECUTIVE LEVEL STANDARDS?	<input type="checkbox"/> Yes <input type="checkbox"/> No
PRIMARY PURPOSE (2800 characters limit in ROB)	<p>The Network Simulation Manager oversees the Sydney Children's Hospitals Network's Simulation Service, leading the development and delivery of high-quality simulation-based education and training to enhance patient care and safety across the Network.</p> <p>The role provides strategic leadership in designing, implementing, monitoring, and evaluating inter professional learning programs using simulation and related methods, fostering collaborative, multidisciplinary approaches to education. Travel between both campuses is required.</p> <p>The Network Simulation Manager is responsible for achieving SCHN's strategic objectives, meeting revenue targets and ensuring the Simulation Service operates efficiently and effectively to meet the training needs of clinicians both within and external to the organization.</p> <p>The role requires knowledge of relevant services, including clinical and business and accountability for financial management, including developing and implementing strategies for ongoing revenue generation.</p>

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.

- The Network Simulation manager in collaboration and consultation with key stakeholders will manage the strategic direction of the Network Simulation portfolio.

Leadership and Management

- Foster and maintain an environment that promotes continuous improvement a culture of person centredness and learning.
- Lead the operational delivery of the SCHN simulation portfolio.
- Implement the strategic direction for simulation across SCHN in consultation with the ADNMEC.
- Prioritise and allocate resources to meet achieve operational and strategic objectives.
- Work collaboratively with HETI and other educational stakeholders to meet simulation requirements.

Culture

- Cultivate a culture of effectiveness, openness to reflection, learning, and change within the simulation program.
- Promote integration of simulation across professional groups and planning processes.
- Embed the SCHN values in all simulation systems, documentation, performance management and learning approaches.
- Encourage innovation, creativity, research, evaluation and the adoption of best practices.

Policy

- Lead the development, review, and evaluation of policies to support contemporary high quality simulation services.
- Apply evidence-based and risk management approaches to ensure compliance and organisational safety.

Change

- Support the ADNMEC in leading change initiatives aligned with the strategic direction of the simulation program.
- Identify emerging needs within the simulation portfolio and implement service adaptations in collaboration with the ADNMEC.
- Promote evidence-based educational practices and continuous development for simulation faculty and staff.

Operational Performance

- Manage staff reporting directly to this position, including performance and development.
- Oversee delegated financial responsibilities ensuring resources are allocated efficiently and budgets are managed proactively.
- Identify and pursue revenue opportunities to support the Simulation service.
- Establish performance measures and monitor progress against operational and strategic objectives.
- Report on key performance indicators for SCHN Educational Operational Plan and simulation projects.
- Manage and maintain simulation assets across the Network.

Education and Learning

- Collaborate with Associate Director of Education and Simulation and key stakeholders to identify, prioritise, and implement raining and translational simulation strategies across SCHN.
- Develops simulation staff to deliver learning outcomes aligned with SCHN's educational needs.

- Support the design evaluation and implementation of contemporary curriculum for SCHN, external children's services and the broader community.
- Foster a culture of continuous learning across the Network.

KEY CHALLENGES (max 3) (700 characters limit) <i>The challenges that are regularly encountered in the role.</i> <i>The Key Challenges should not restate the Key Accountabilities. There should be minimum of 1 and maximum of 3 "Key Challenges" in total.</i>	Managing time effectively in a dynamic environment with competing priorities.	
	Delivering high quality evidence-based simulation and educational practises will be being available resources.	
KEY RELATIONSHIPS (internal) (max 3) (200 characters limit) <i>The key stakeholders and customers the role is expected to interact with routinely, rather than periodically.</i> <i>Relationships with both internal (within the department/agency) and external (outside the department/agency) stakeholders should be included where relevant.</i> <i>All roles require interaction with internal stakeholders, however some roles may not interact with external stakeholders.</i>	WHO	WHY
	Associate Director Education and Simulation	Line report. Work collaboratively to implement the strategic direction of the SCHN Education and training strategic plan.
	SCHN Simulation Staff	Staff that report to the position. Effectively manage and support development to achieve outcomes. Ensure faculty develop, provide and maintain evidence-based programs and teaching strategies.
	Clinical Governance Unit	Work effectively to identify risks that require intervention through simulated learning. Develop and measure the effectiveness of learning programs related to identified risks.
KEY RELATIONSHIPS (external) (max 2) (200 characters limit) <i>As above</i>	WHO	WHY
	Other LHDs, NGOs and external companies	Provision of Simulation Training

IS THIS A PUBLIC SENIOR EXECUTIVE ROLE WHICH MANAGES RELATIONSHIPS AT THE MINISTERIAL LEVEL?	<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).
FINANCIAL DELEGATION	<input checked="" type="checkbox"/> As per delegation manual	
ESSENTIAL REQUIREMENTS (700 characters in word)	WWCC (Yes/No): Yes Qualifications/ Licenses/ Registrations (award requirement): Tertiary qualifications in health-related discipline.	

	<p>Work Health and Safety:</p> <p><u>Select which of the following applies:</u></p> <p><input checked="" type="checkbox"/> Supervisor As a leader you are expected to support the organisation achieve the aims of the safety management system, to establish and maintain a positive health and safety culture in the workplace and to consult with workers and others when making decisions that may impact upon the health, safety and welfare of those in the workplace.</p> <p style="text-align: center;"><u>OR</u></p> <p><input type="checkbox"/> Non-Supervisor 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>
<p>SELECTION CRITERIA (700 characters for each criteria in word) (max 8)</p>	<p>Postgraduate qualifications or equivalent experience in a health-related discipline with extensive senior management experience in a large complex service delivery organisation.</p> <p>Moving people management skills and experience within health services.</p> <p>Demonstrated experience designing and delivering adult learning activities using simulation.</p> <p>Long track records in managing resources including staff (ERE, finances, goods and services, capital, and RMR) to meet educational and operational requirements.</p> <p>Advanced planning, analytical and problem solving skills, with the ability to prioritise competing demands and achieve objectives within deadlines.</p> <p>Excellent communication, negotiation and decision making skills, with the ability to engage effectively with a diverse range of stakeholders to achieve organisational priorities.</p> <p>Demonstrated success in delivering high quality, efficient simulation and/ or educational services.</p> <p>Proficiency in Microsoft Office systems and software applications.</p>
<p>OTHER REQUIREMENTS <u>(Standard text do not amend)</u> (3100 characters in word)</p>	<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
Respirator use - Wearing of a respirator, to ensure protection against exposure to respiratory pathogens/ hazardous materials	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sitting – 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"/>
Standing – remaining standing without moving about to perform tasks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Walking – floor type: even/uneven/slippy, indoors/outdoors, slopes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Running – floor type: even/uneven/slippy, indoors/outdoors, slopes	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Bend/Lean Forward from Waist – 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"/>
Trunk Twisting – 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"/>
Kneeling – remaining in a kneeling posture to perform tasks	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Squatting/Crouching – 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"/>
Leg/Foot Movement – 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"/>
Climbing (stairs/ladders) – ascend/descend stairs, ladders, steps	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lifting/Carrying – 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"/>
Lifting/Carrying – moderate lifting and carrying (10 to 15 kg)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lifting/Carrying – 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"/>
Reaching – 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"/>
Pushing/Pulling/Restraining – 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"/>
Head/Neck Postures – 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"/>

Hand and Arm Movements – repetitive movements of hands and arms	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Grasping/Fine Manipulation – gripping, holding, clasping with fingers or hands	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Work at Heights – 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"/>
Driving/Riding – controlling the operation of a vehicle (e.g. car, truck, bus, motorcycle, bicycle)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SENSORY DEMANDS - Description (comment)	FREQUENCY					
	N	I	O	F	C	R
Sight – 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"/>
Hearing – 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"/>
Smell – use of smell is an integral part of work performance (e.g. working with chemicals)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Taste – 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"/>
Touch – 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"/>
PSYCHOSOCIAL DEMANDS - Description (comment)	FREQUENCY					
	N	I	O	F	C	R
Distressed People – e.g. emergency or grief situations	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Aggressive and Uncooperative People – e.g. drug/alcohol, dementia, mental illness	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Unpredictable People – 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"/>
Restraining – 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"/>
Exposure to Distressing Situations – 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"/>
ENVIRONMENTAL DEMANDS - Description (comment)	FREQUENCY					
	N	I	O	F	C	R
Dust – exposure to atmospheric dust	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gases – working with explosive or flammable gases requiring precautionary measures	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Fumes – 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"/>
Liquids – 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"/>
Hazardous Substances – e.g. dry chemicals, glues	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Noise – 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"/>
Inadequate Lighting – 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"/>
Sunlight – 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"/>
Extreme Temperatures – 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"/>
Confined Spaces – 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"/>
Slippery or Uneven Surfaces - greasy or wet floor surfaces, ramps, uneven ground	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Inadequate Housekeeping - obstructions to walkways and work areas cause trips and falls	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Working At Heights – 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"/>
Biological Hazards – exposure to body fluids, bacteria, infectious diseases	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>