

<b>Position Title</b>	Training Manager
<b>Group/Portfolio</b>	Health Group – School of Applied Psychology
<b>Classification</b>	HEW 8
<b>Position Number</b>	00064060
<b>Reports To</b>	Professor
<b>Employment Type</b>	Part Time

## 1.0 Position Purpose

Changing Health Systems (CHESS) identifies challenges in the health system and co-designs consumer-driven, integrated and holistic solutions that aims to improve the care experience and inform best practice. This role is a leadership position within the national implementation of the Tracking Cube, one of the CHESS research initiatives.

The Training Manager leads the design, coordination, and continuous improvement of the Training program supporting the Tracking Cube whilst ensuring that training is structured, consistent, and scalable across different settings to ensure that the translation of the Tracking Cube model into clear, practical learning pathways for a diverse workforce.

## 2.0 Eligibility Requirements

- Postgraduate qualifications or progress towards postgraduate qualifications and extensive relevant experience; or
- An equivalent combination of relevant experience and/or education/training
- Current registration with Australian Health Practitioner Regulation Agency (AHPRA).

## 3.0 Key Responsibilities

### Training Strategy & System Design

- Lead the development of a cohesive, end-to-end training strategy (training roadmap) for the Tracking Cube, spanning all tiers (T1–T6), roles, and implementation phases
- Ensure training is conceptually integrated across all system components, including:
  - Clinical tools (e.g. RNDA, Tier 2 risk/protective factors)
  - ROCK planning processes
  - Task and support monitoring systems
  - Digital platform workflows
- Translate complex, multi-component models into structured, staged training pathways (e.g. foundational, advanced, leadership, localisation)
- Establish governance and quality frameworks for training consistency, fidelity, and scalability across sites
- Work collaboratively with clinical, digital, research, and implementation teams to ensure alignment between training, practice, and system evolution

#### Training Development & Implementation

- Oversee the development of high-quality, interlinked training materials, including manuals, digital resources, and applied learning modules
- Ensure training moves beyond isolated packages to a networked system of learning, where components build on each other and reflect real-world workflows
- Ensure training meets the needs of different audiences and contexts (primary care, community services, cross-sector settings)
- Establish systems for ongoing refinement, feedback, and evaluation of training effectiveness
- Translate the training system into formalised learning pathways and micro-credentials

#### Clinical Leadership and Mentoring

- Lead multi-disciplinary case discussions with Tracking Cube sites (ROCK meetings)
- Model best practice in integrated, community-based neurodevelopmental care planning
- Provide advanced clinical guidance to practitioners navigating complex or uncertain cases

#### Ethics and Professional Conduct

- Maintain compliance with University policies and procedures
- Demonstrate professionalism aligned with Griffith's Code of Conduct
- Contribute to a culture of ethical and high-quality practice

### 4.0 Key Capabilities

- Griffith University identifies the attributes of resilience, flexibility, creativity, digital literacy and entrepreneurship as critical to our graduates' success, in the rapidly changing future world of work. We have established a Griffith University Capability Development Framework to provide a common language of some of the non-technical organisation skills that will support our staff to thrive now and into the future. The Capability Development Framework will assist you to understand the current skill level of this position in the non-technical but critical skill domains that are increasingly important in a changing workplace context.

To read about some of the non-technical organisation skills for this position, please see the **Leads Self/Others** section of our [Capability Development Framework](#).