

## Position Description

---

<b>Position title:</b>	Clinical Nurse Educator – Grade 4
<b>Department:</b>	Clinical Education Program
<b>Classification:</b>	RN35
<b>Agreement:</b>	Nurses and Midwives (Victorian Public Sector Single Interest Employees Enterprise Agreement 2024-2028)
<b>Reporting to:</b>	Lead Educator – Grade 5 (NICU)

---

### About us

Located in Melbourne on the traditional lands of the Wurundjeri people of the Kulin Nation, the Royal Women's Hospital is Australia's first and leading specialist hospital for women and newborns. We offer expertise in maternity services, neonatal care, gynaecology, assisted reproduction, women's health and cancer services. We advocate for women's health in areas that have long been overlooked or stigmatised, including abortion, endometriosis, family violence, female genital mutilation, menopause, women's mental health, sexual assault and substance use in pregnancy.

### Our vision, values and declaration

The Women's vision, values and declaration reflect our promise to our patients and consumers, and articulate our culture and commitment to our community and each other.

Our vision is '**Creating healthier futures for women and babies**'. Our values are:



Courage



Passion



Discovery



Respect

The Women's declaration reflects the principles and philosophies fundamental to our hospital, our people and our culture.

- **We are committed to the social model of health**
- **We care for women from all walks of life**
- **We recognise that sex and gender affect health and healthcare**
- **We are a voice for women's health**
- **We seek to achieve health equity**

### Our commitment to inclusion

The Women's is committed to creating and maintaining a diverse and inclusive environment which enhances staff and consumer wellbeing and nurtures a sense of belonging. We strongly encourage anyone identifying as Aboriginal and/or Torres Strait Islander to join us. We offer a range of programs and services to support First Nations employees. We invite people with disability to work with us, and we welcome anyone who identifies as linguistically, culturally and/or gender diverse, people from the LGBTQIA+ community and people of any age.

**Find the exceptional in your everyday.**

The Women's, where you belong.

## About the department/unit

We lead the optimising of the competency and capability of RWH nurses and midwives that enables them to work safely and at the top of their scope of practice.

We adapt to contemporary ways of interprofessional learning, accessing tools and resources that meet the needs of the health workforce and the health system.

We identify competency & capability levels and gaps across the workforce cohorts and:

- Develop tools, resources and timely access to clinical education and development.
- Partner, using codesign, with CNS/CMS, unit managers/team leaders, AUMs, Quality & Safety, People, Culture and Wellbeing (PCW) and the broader RN/RM workforce to embed ongoing professional development.
- Collaborate and partner with universities to maximise student capability and build research projects that better inform the advancement of clinical nursing and midwifery in Victoria.

We support state-wide capacity and capability by sharing our tools, resources and expertise; initiating collaborations; and learning from nurses and midwives across Victoria's regional, rural and metro services and offering our tools, resources and programs.

Through these efforts we contribute to the attraction, retention and capability of the Victorian healthcare workforce and enable better care for women babies and families.

The Clinical Education Program promotes the Best Practice Clinical Learning Environments (BPCLE) framework. The Best Practice Clinical Learning Environment (BPCLE) Framework is based on four principles:

1. Patient care is both an integral component and the ultimate measure of quality clinical education.
2. Learning in clinical environments is an essential component of training health professionals.
3. Registration and/or accreditation standards set by professional bodies are the appropriate mechanism for ensuring that clinical education arrangements meet minimum standards for educational or training outcomes.
4. Many different models of clinical education and training exist and successfully produce clinicians of required competency and standard.

The BPCLE Framework is comprised of six elements that are the essential underpinnings for a quality clinical learning environment, namely:

1. An organisational culture that values learning
2. Best clinical practice
3. A positive learning environment
4. A supportive health service-training provider relationship
5. Effective communication processes
6. Appropriate resources and facilities.

**Find the exceptional in your everyday.**

The Women's, where you belong.

## Position purpose

The Grade 4 Clinical Nurse Educator (Neonatal Intensive Care Unit) provides expert clinical education leadership to support safe, evidence-based and family-integrated neonatal care.

Working in partnership with the Clinical Education Program and NICU leadership team, the role is responsible for developing, delivering and evaluating high-quality education programs that build workforce capability, support professional development and enhance clinical learning environments. The position plays a key role in supporting early career and postgraduate learners, promoting best practice, and contributing to continuous improvement in neonatal care and education.

The role of the Clinical Nurse Educator includes:

- Providing education and clinical leadership to support excellence in neonatal nursing and midwifery practice within NICU.
- Develop, coordinate and deliver neonatal education programs that meet organisational, unit-specific and strategic priorities.
- Support the professional development of nursing and midwifery staff, including employed postgraduate learners, graduates and early career clinicians.
- Promote family-integrated care and models that support keeping mothers and babies together.
- Collaborate with clinical leaders, education partners and multidisciplinary teams to ensure high-quality clinical learning experiences.
- Contribute to workforce capability, sustainability and retention within NICU.

## Key responsibilities

### Leadership and people management

- Provide visible, values-based leadership that fosters a positive, inclusive and psychologically safe learning environment.
- Role model professional behavior, accountability, emotional intelligence and teamwork.
- Coach, support and mentor learners to achieve individual learning goals and scope of practice.
- Work collaboratively with the lead educator, nurse unit managers, associate nurse unit managers, and clinical support staff.
- Support performance development by identifying learning needs and contributing to plans addressing sub-optimal performance where required.
- Promote multidisciplinary learning and collaboration across NICU and related clinical areas.
- Contribute to staff engagement, wellbeing and retention through supportive education practices.

### Clinical practice

- Maintain expert clinical knowledge and skills in neonatal intensive and special care practice.
- Role model evidence-based, family-integrated neonatal care aligned with current standards and best practice.
- Provide direct clinical support to learners to enhance capability and confidence in complex neonatal care.

**Find the exceptional in your everyday.**

The Women's, where you belong.

- Support education related to neonatal resuscitation, newborn assessment and high-risk neonatal care.
- Promote practices that strengthen continuity of care and the mother–baby dyad.
- Collaborate with specialty teams (e.g. Breastfeeding Services) to support best practice in infant feeding and nutrition.
- Integrate current research and guidelines into education delivery and clinical learning.

### **Innovation and improvement**

- Maintain expert clinical knowledge and skills in neonatal intensive and special care practice.
- Role model evidence-based, family-integrated neonatal care aligned with current standards and best practice.
- Provide direct clinical support to learners to enhance capability and confidence in complex neonatal care.
- Support education related to NeoResus®, newborn assessment and high-risk neonatal care.
- Promote practices that strengthen continuity of care and the mother–baby dyad.
- Collaborate with specialty teams (e.g. Breastfeeding Services) to support best practice in infant feeding and nutrition.
- Integrate current research and guidelines into education delivery and clinical learning.

### **Quality and safety**

- Embed National Safety and Quality Health Service (NSQHS) Standards into all education and workforce development activities.
- Promote safe, high-quality neonatal care through education, supervision and role modelling.
- Participate in quality improvement activities in collaboration with NICU leadership and Quality & Safety teams.
- Utilise incident reporting data (VHIMS) to inform education priorities and mitigate clinical risk.
- Support a culture of clinical governance, accountability and continuous improvement.
- Promote culturally safe and respectful care for families and staff, including Aboriginal and Torres Strait Islander peoples.
- Ensure education, training and competency records are accurately documented in accordance with organisational requirements.

### **Key Performance Indicators (KPI's)**

KPI's are how you will be measured as meeting the responsibilities of the position. These will be set with you as part of your Performance Development Plan within the first six months of your appointment to the position.

**Find the exceptional in your everyday.**

The Women's, where you belong.

## Key selection criteria

### Experience/qualifications/attributes

#### Essential:

- Registration as a Nurse with AHPRA.
- Postgraduate qualification in Neonatal Intensive Care (certificate, diploma or higher).
- Recent and extensive clinical experience working in a tertiary Neonatal Intensive Care Unit.
- Demonstrated experience in an education, clinical leadership or workforce development role (minimum equivalent of Grade 3B).
- Proven ability to design, deliver and evaluate education and professional development programs.
- Demonstrated commitment to family-integrated care, including practices that support keeping mothers and babies together.
- Strong understanding of contemporary, evidence-based neonatal practice and education.
- Demonstrated ability to support early career clinicians, postgraduate learners and students in complex clinical environments.
- Effective communication, facilitation and presentation skills suitable for diverse learning groups.
- Demonstrated ability to work collaboratively with multidisciplinary teams and key stakeholders.
- Understanding of health equity, cultural safety and the impact of social determinants on health.
- Competence in using digital learning platforms and information systems to support education delivery and documentation.

#### Desirable Criteria

- Master's degree (or working towards) in neonatal care, education, leadership, simulation or related discipline.
- Experience leading or facilitating neonatal education programs such as graduate or postgraduate NICU programs.
- Credentialing or experience as a NeoResus® facilitator.
- Experience in clinical simulation design, facilitation and debriefing.
- Knowledge of Best Practice Clinical Learning Environments (BPCLE) frameworks.
- Experience contributing to quality improvement, research or service development initiatives.

#### Attributes

- Demonstrates the Women's values of courage, passion, discovery and respect.
- Approachable, professional and role models high standards of clinical and educational practice.
- Positive, flexible and solutions-focused ("can-do" attitude).
- Emotionally intelligent with strong interpersonal and relationship-building skills.
- Highly organised with the ability to prioritise, manage competing demands and meet deadlines.
- Adaptable and resilient in a complex, fast-paced clinical environment.
- Innovative thinker who is open to change and continuous improvement.
- Receptive to feedback and committed to ongoing professional development and lifelong learning.
- Demonstrates integrity, accountability and professionalism in all aspects of the role.

## Organisational relationships

### Internal relationships

- All departments managers/team leaders.
- Gandel Simulation Service.
- All clinical staff.
- Clinical Education Program personnel.

**Find the exceptional in your everyday.**

The Women's, where you belong.

## External relationships

- Other health services.
- Partner education providers.
- Department of Health.

## Inherent requirements

Inherent requirements are the essential tasks and activities that must be carried out in order to perform this role, including with adjustments. The Women's is committed to providing workplace adjustments that support all people to work with us. We welcome you to discuss any adjustments with the manager of this role during the recruitment process or at any time during your employment, as we acknowledge and understand circumstances can change. You can also request a copy of our workplace adjustments procedure for more information.

Physical demands	Frequency
<b>Shift work</b> – rotation of shifts – day, afternoon and night	Rare
<b>Sitting</b> – remaining in a seated position to complete tasks	Frequent
<b>Standing</b> – remaining standing without moving about to perform tasks	Frequent
<b>Walking</b> – floor type even, vinyl, carpet,	Frequent
<b>Lean forward/forward flexion from waist</b> to complete tasks	Rare
<b>Trunk twisting</b> – turning from the waist to complete tasks	Rare
<b>Kneeling</b> – remaining in a kneeling position to complete tasks	Rare
<b>Squatting/crouching</b> – adopting these postures to complete tasks	Rare
<b>Leg/foot movement</b> to operate equipment	Rare
<b>Climbing stairs/ladders</b> – ascending and descending stairs, ladders, steps	Occasional
<b>Lifting/carrying</b> – light lifting and carrying less than 5 kilos	Occasional
– Moderate lifting and carrying 5 – 10 kilos	Occasional
– Heavy lifting and carrying – 10 – 20 kilos.	Rare
<b>Push/pull of equipment/furniture</b> – light push/pull forces less than 10 kg	Occasional
– moderate push / pull forces 10 – 20 kg	Occasional
– heavy push / pull forces over 20 kg	Rare
<b>Reaching</b> – arm fully extended forward or raised above shoulder	Rare
<b>Head/neck postures</b> – holding head in a position other than neutral (facing forward)	Rare
<b>Sequential repetitive actions in short period of time</b>	
– Repetitive flexion and extension of hands wrists and arms	Rare
– Gripping, holding, twisting, clasping with fingers/hands	Occasional
<b>Driving</b> – operating any motor-powered vehicle with a valid Victorian driver's license.	N/A
Sensory demands	Frequency
<b>Sight</b> – use of sight is integral to most tasks completed each shift	Prolonged/constant
<b>Hearing</b> – use of hearing is an integral part of work performance	Prolonged/constant
<b>Touch</b> – use of touch is integral to most tasks completed each shift	Prolonged/constate
Psychosocial demands	Frequency
<b>Observation skills</b> – assessing/reviewing patients in/outpatients	Prolonged/constant
<b>Problem solving</b> issues associated with clinical and non-clinical care	Prolonged/constant
<b>Working with distressed people and families</b>	Occasional
<b>Dealing with aggressive and uncooperative people</b>	Rare
<b>Dealing with unpredictable behaviour</b>	Rare
<b>Exposure to distressing situations</b>	Occasional
Definitions used to quantify frequency of tasks/demands as above	
<b>Prolonged/constant</b>	70 – 100 % of time in the position
<b>Frequent</b>	31 – 69 % of time in the position
<b>Occasional</b>	16 – 30% of time in the position
<b>Rare</b>	1 – 15% of time in the position

**Find the exceptional in your everyday.**

The Women's, where you belong.

### **Employee awareness and responsibilities**

- Employees are required to be aware of, and work in accordance with, hospital policies and procedures.
- Employees are required to identify and report incidents, potential for error and near misses, to improve knowledge systems and processes and create a safe environment for staff and patients.
- Employees agree to provide evidence of a valid employment Working with Children Check and provide complete details for the Women's to undertake a Nationally Coordinated Criminal History Check (NCCHC).
- Our vision is a future free from violence and discrimination in which healthy, respectful relationships are the norm. The Women's expects all staff to contribute to a culture that promotes and supports diversity, equity, respect and inclusion.
- The Women's provides pregnancy termination services as part of its public health responsibility to provide safe health care to women.

### **Vaccination requirements**

As this role has direct physical contact with patients and clinical environments, employees are required to be vaccinated against or demonstrate immunity to influenza, COVID-19, whooping cough (pertussis), hepatitis B, chicken pox, MMR (measles, mumps, rubella) and may include hepatitis A, and complete screening for tuberculosis.

Employment with the Women's is conditional upon the provision of satisfactory evidence of vaccination and/or screening, and we may withdraw an offer of employment if the required evidence is not provided at least five business days prior to the intended start date.

### **Declaration**

**By accepting this position description electronically, I confirm I have read, understood and agreed to abide by the responsibilities and accountabilities outlined.**

---

**Developed date:** 20/04/2026

**Developed by:** Natalia Toumbourou

**Date of next review:** 20/04/2026

---