

HR191	POSITION DESCRIPTION	 UNIVERSITY OF CAPE TOWN IYUNIVESITHI YASEKAPA • UNIVERSITEIT VAN KAAPSTAD
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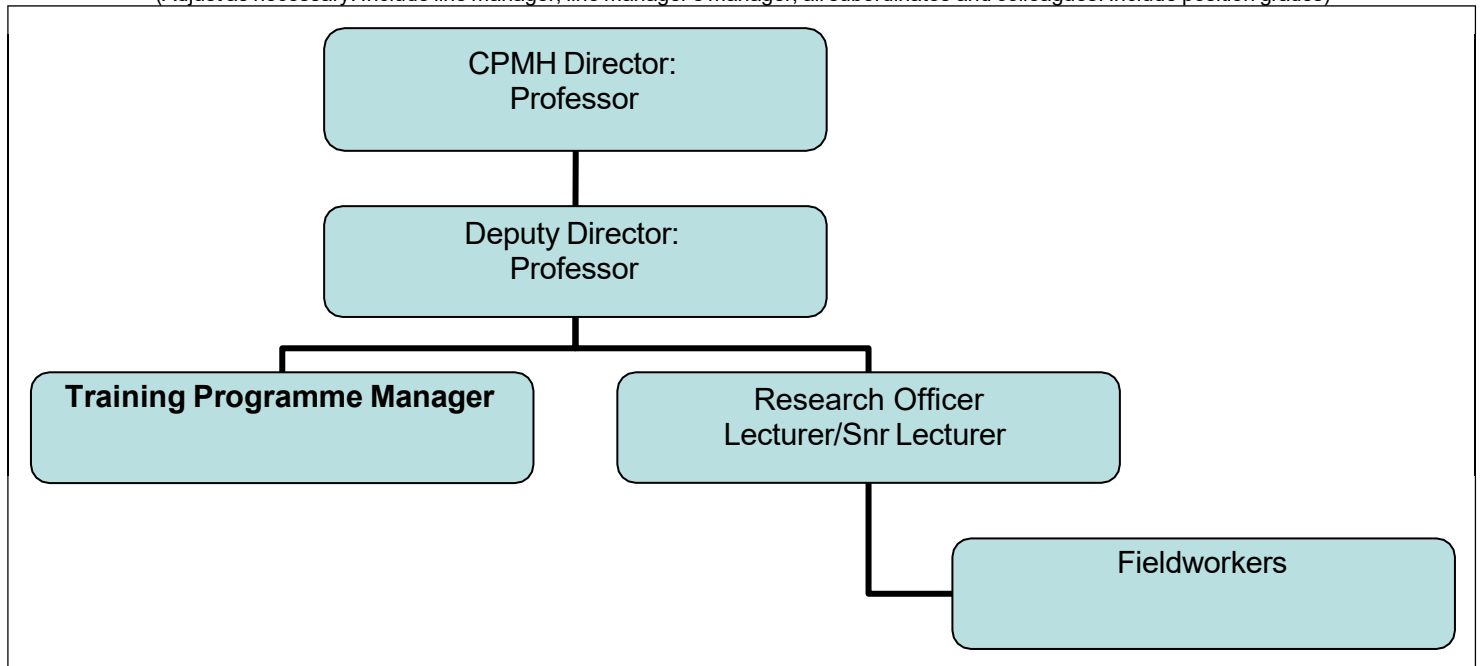
- Forms must be downloaded from the UCT website: <https://forms.uct.ac.za/forms.htm>
- This form serves as a template for the writing of position descriptions.
- A copy of this form is kept by the line manager and the position holder.

POSITION DETAILS

Position title	Training Programme Manager		
Job title (HR Business Partner to provide)			
Position grade (if known)	PC 10	Date last graded (if known)	
Academic faculty / PASS department	Health Sciences		
Academic department / PASS unit	Psychiatry and Mental Health		
Division / section	Alan J Flisher Centre for Public Mental Health		
Date of compilation	17 March 2026		

ORGANOGRAM

(Adjust as necessary. Include line manager, line manager's manager, all subordinates and colleagues. Include position grades)



PURPOSE

To support the implementation and scale-up of mental health interventions for adolescents and youth through the coordination and delivery of training to government and non-government partners, and the provision of initial supervision to facilitators to ensure high-quality implementation. The role includes monitoring and evaluation of programme activities, delivery of individual and group clinical services (including at DISA Primary School and through Students for a Better Future referrals), and contributing to research activities within the Centre for Public Mental Health, particularly under the Sue Struengmann Initiative (SSI). The position is funded through the Sue Struengmann Initiative and operates in alignment with UCT policies and procedures.

CONTENT

Key performance areas		% of time spent	Inputs (Responsibilities / activities / processes/ methods used)	Outputs (Expected results)
E.g.	General and office administration	25%	Takes, types up and distributes minutes and agendas for monthly departmental meeting. Greets visitors, enquires as to the nature of their visit and directs them to the appropriate staff member.	All staff members receive an electronic copy of accurate minutes and agendas, in the departmental template/format, a week before the meeting. Visitors are directed to appropriate staff member in a professional and efficient manner.
1	Training and course coordination	20%	- Coordinate and deliver training in evidence-based interventions (e.g., #FTM, EASE) to NGO and government partners. - Prepare and manage training materials aligned with programme standards. - Liaise with stakeholders to schedule and support training activities.	- Training sessions delivered to a high professional standard. - Materials are relevant, accessible, and aligned with programme objectives. - Participants demonstrate competence to facilitate programmes.
2	Supervision & capacity building	10%	- Provide structured supervision and mentorship to newly trained facilitators and identified supervisors (NGO and government partners), particularly during early implementation. - Support fidelity to intervention protocols.	- Facilitators receive timely, high-quality supervision. - Improved facilitator competence and adherence to protocols.
3	Stakeholder engagement and liaison	10%	- Liaise with government and non-government stakeholders (e.g., Department of Health, WCED, NGOs) to support implementation of evidence-based interventions. - Facilitate collaborative relationships and communication across partners.	- Effective stakeholder engagement and coordination. - Strengthened partnerships and programme uptake.
4	Service delivery (School-based support)	15%	- Provide approximately one day per week of service delivery to DISA Primary School and/or SBF programmes. - Facilitate or support delivery of evidence-based interventions to learners, as appropriate. - Engage with school staff and relevant stakeholders to support implementation	- Consistent, high-quality service delivery within school-based settings. - Improved access to evidence-based mental health support for learners. - Strengthened relationships with school and community partners.
5	Monitoring, evaluation, and administration	10%	- Maintain accurate records of training, supervision, and service delivery activities. - Track participation and implementation indicators. - Contribute to reporting requirements (e.g., quarterly reports).	- Accurate and up-to-date programme data. - Timely submission of reports aligned with UCT and funder requirements

6	Team contribution and institutional alignment	15%	• Contribute to the Sue Struengmann Initiative (SSI) by supporting PhD fellows with data collection and data analysis activities. • Provide guidance and practical support to fellows to strengthen the quality and rigour of research processes. • Ensure all research activities align with UCT policies, procedures, and professional standards.	• SSI PhD fellows receive timely and effective support with data collection and analysis. • Fellows demonstrate improved competence and confidence in data collection and analysis processes. • All activities comply with UCT research governance, ethical standards, and data management requirements.
7	Resource management	10%	• Manage the training programme budget, including monitoring expenditure against allocated funds. • Process and reconcile programme-related financial transactions, including petty cash and stock purchases. • Maintain stock levels of training materials, equipment and consumables, and coordinate re-ordering as required. • Supervise the day-to-day work of research assistants supporting programme activities. • Identify, brief and coordinate co-training facilitators to support delivery of training sessions.	• Programme budget and expenditure are accurately tracked and reported within agreed timeframes. • Financial transactions are processed and reconciled in line with UCT financial policy. • Stock and equipment are consistently available to support planned training and service delivery activities. • Research assistants and co-training facilitators receive clear direction and deliver required outputs on schedule.
8	Training material development and dissemination	10%	• Develop and update training manuals, slide decks and facilitator guides aligned with programme content standards. • Adapt training materials for different audiences, languages and delivery formats. • Disseminate approved training materials to facilitators, partner organisations and relevant stakeholders. • Maintain a current, version-controlled repository of training materials.	• Training materials are accurate, current and available to facilitators ahead of scheduled sessions. • Materials are appropriately adapted for target audiences and delivery contexts. • Stakeholders and partners have timely access to approved, up-to-date training resources.

MINIMUM REQUIREMENTS

Minimum qualifications	Master's degree and registration as a healthcare practitioner in a relevant field (e.g., psychologist, occupational therapist, social worker, or medical doctor) with the ability to practice in South Africa.			
Minimum experience (type and years)	- At least 2–3 years' experience in training and supervision of mental health facilitators or service providers. - Experience in implementing or supporting mental health interventions, preferably with adolescents and youth. - Experience working with government and/or non-government stakeholders.			
Skills	- Proficiency in at least two languages (English and Afrikaans or isiXhosa). - Strong communication and facilitation skills. - Excellent interpersonal and stakeholder engagement skills. - Organisational and coordination skills. - Basic data management and analysis skills			
Knowledge	- Knowledge of public mental health and community-based interventions. - Understanding of evidence-based mental health interventions for adolescents and youth. - Familiarity with monitoring and evaluation processes. - Knowledge of research methods and research integrity.			
Professional registration or license requirements	Registration with HPCSA or relevant board.			
Other requirements (If the position requires the handling of cash or finances, other requirements must include 'Ability to handle cash or finances'.)	Ability to handle cash or finances. Willingness to travel locally and nationally, as required by programme and training delivery needs.			
Competencies (Refer to UCT Competency Framework)	Competence	Level	Competence	Level
	Analytical thinking/ problem solving	2	Teamwork/ collaboration	2
	Building interpersonal relationships	2	Adaptability/ flexibility	2
	Communication in writing and verbal – individually and in teams	2		
	Planning and organization/ work management	2		

SCOPE OF RESPONSIBILITY

Functions responsible for	Responsible for the effective and timely execution of allocated duties related to training, supervision, service delivery, stakeholder engagement, and research support.
Amount and kind of supervision received	Receives regular supervision with additional support provided as required.
Amount and kind of supervision exercised	Provides supervision and support to intervention facilitators, particularly during early implementation phases, to ensure fidelity and quality of delivery.
Decisions which can be made	Makes operational decisions related to day-to-day activities, including coordination of training, scheduling, and implementation support, within agreed programme parameters.
Decisions which must be referred	Strategic, financial, and high-level programme decisions are made in consultation with, and referred to, the Head of Division.

CONTACTS AND RELATIONSHIPS

Internal to UCT	Reports directly to the Head of Division of Public Mental Health
External to UCT	Communication with external stakeholders, e.g. Dept of Health, WCED, SBF

Alan J Flisher Centre for Public Mental Health

