JOB TITLE	Researcher	**INCUMBENT**	
DEPARTMENT	ISEA	**REPORTING STRUCTURE**	ISEA Director
FACULTY	Education	**POSITION CODE**	P1000299
JOB TYPE (ACADEMIC/SUPPORT)	Academic	**OFO CODE**	
PERMANENT OR CONTRACT (IF CONTRACT – LENGTH OF CONTRACT)	Contract – Five years	**FULL-TIME OR PART-TIME (IF PART-TIME, HOW MANY HOURS PER DAY)**	Full-time
COUNCIL FUNDED POST OR OUTSIDE FUNDED	Outside funded	**DATE APPROVED**	28 July 2025 (The Dean and P&C Director)

MAIN JOB OBJECTIVE/S
All academics are responsible for disseminating knowledge (teaching and learning), creating knowledge (research), and community engagement, recognising differences in executing these responsibilities within the various departments and Faculties. Academics are also expected to assume administrative, management, and/or leadership duties at the departmental, Faculty, and/or University levels.

JOB REQUIREMENTS
EDUCATIONAL QUALIFICATIONS AND EXPERIENCE
Researcher
A Master's Degree or equivalent, AND qualifications/experience in Journalism. A relevant PhD or significant progress towards a relevant PhD would be an advantage.
● Ability to lecture in the BEd (English Language Teaching) and the BEd (Hons) programs is required. ● Ability to lecture on broader educational topics, such as Education Studies, would be an advantage. ● Experience in teaching/lecturing and community engagement projects would be advantageous. ● Ability to support in-service English teachers are required to participate in lesson observations and workshops. ● Track record of administration, management, and/or leadership roles (leadership roles may be informal) would be an advantage. ● Ability to speak English and at least one other South African language is required.
COMPETENCIES
The job-specific competencies are embedded within the key responsibility areas and the standards listed below relative to the post level. Candidates must be able to demonstrate evidence of meeting the standards at the academic level as required.
COMPETENCIES SPECIFIC TO THIS POST
● An ability to translate theoretical and practical experience into curricula.

- An ability to be creative and imaginative in developing and enacting curricula.
- Ability to use reflective practice to inform teaching.
- Ability to develop a positive rapport and promote an affirming relationship with others.
- Ability to support and assess students during teaching practice.
- Willingness to co-supervise postgraduate students.
- Willingness to travel long distances to support teachers in remote schools/districts.
- Ability to use technology to facilitate teaching and learning, and manage journal publications.
- Ability to collaborate with journal editors for publication management, including copy editing, layout design, formatting, and distribution.
- Ability to manage and update digital content for ISEA's range of websites.
- Ability to coordinate the digitisation of ISEA's historical documents and maintain a centralised digital storage system.

PERSONAL ATTRIBUTES

- Commitment to collegiality
- Commitment to transformation and a valuing of diversity
- Respect for others and behaving in a way that respects the dignity of others
- Honest and ethical
- Evidence of being a reflexive practitioner with openness to change
- Excellent interpersonal and communication skills
- Ability to work independently, and interdependently with others in a team
- Appreciation of the role of support staff

POST-LEVEL CONSIDERATIONS FOR THE RECRUITMENT AND PERSONAL PROMOTION PROCESSES

It is acknowledged that not all applicants will have had working experience in a Higher Education institution and that not all applicants will have had similar opportunities to teach, supervise postgraduate students, and undertake research. Applicants' backgrounds and opportunities to demonstrate their merit will be taken into consideration by selection committees.

It is also acknowledged that academics follow different trajectories in their careers. In considering academics for employment, the totality of what an applicant can contribute to Rhodes will be assessed, bearing in mind the minimum requirements for certain levels of posts, as shown on the next page. Each post level has several options/categories listed next to each, which reflect the possible intersection of the post requirements related to teaching and learning, research, community engagement, professional involvement, leadership, administration, and management. Applicants must meet the criteria for two of these relevant post-level categories.

Unsatisfactory	**Satisfactory**	**Good**	**Very Good**	**Outstanding**
This marks an unsatisfactory or non-existent level of achievement. While this might be understandable for new academics in some areas or for other more established ones in particularly specialised posts, this level indicates an area where an academic needs to improve.	This indicates a level of performance that is better than unsatisfactory but no more than what can be expected of an academic. It might, however, point to a promise that might substantiate itself over time.	At this level, those achievements are above average and more than is expected of an academic.	In this level are those achievements which, while not quite outstanding, are significantly greater than the average.	This level describes the top academic achievements in a particular discipline in South Africa. Here is where the most outstanding researcher will be placed, the top teaching in a Faculty, exemplary practice in community engagement, the most significant contributions to the disciplines outside of the University, and the most dynamic accomplishments in leadership, management and administration.
0	1	2	3	4

In making an application, the academic needs to describe themselves in the relevant areas of academic life. There are four levels of achievement: Outstanding, Very Good, Good, Satisfactory, and Unsatisfactory

(corresponding to 4, 3, 2, 1, and 0 in terms of minimum qualifying scores).
The five categories of achievement apply across all levels of promotion. Where the committee places a candidate on the achievement scale is influenced by context - the context of the discipline, the length of time the person has been in the service of Rhodes University and academia (rate of contribution), and what has changed since the last promotion. Generally, higher ratings (good and outstanding) are awarded based on sustained contributions, and lower ratings (satisfactory and good) are awarded for shorter-term contributions. The Academic Personal Promotions Committee manages the tension that sometimes arises from having a single performance scale for all academic ranks.

Personal Promotion Requirements	**Senior Lecturer**	**Associate Professor**	**Professor**
Focus	Emphasis on **Teaching & Learning**, with increasing quality and quantity of involvement in **Research** and other areas. **At least Good for Teaching & Learning and Satisfactory for Research.** At least two categories overall should be evaluated as Good. A minimum overall qualifying score of 6 should be achieved.	Continuing development of academic competence and achievement, with emphasis on Research. At least Good for Teaching & Learning AND Research. At least three categories should be evaluated as Good, or at least two categories should be evaluated as Very Good. A minimum overall qualifying score of 9 should be achieved.	Emphasis on scholarship in Teaching & Learning, and Research. Candidates must score at least good in Teaching & Learning, and Research, although Very Good and Outstanding scores for one or both are more usual at this level. At least four categories should be evaluated as Good, or at least three categories should be evaluated as Very Good. A minimum overall qualifying score of 12 should be achieved.
Teaching & Learning	At least Good (2)	At least Good (2)	At least Good (2)
Research	At least Satisfactory (1)	At least Good (2)	At least Good (2)
Community Engagement **Professional Involvement** **Leadership,** Management **and Administration**	If the Research is Satisfactory, it is at least Good (2) in one of these categories. Performance in these categories is such that the overall achievement equals or exceeds a score of 6.	At least Good (2) in one of these categories. Performance in these categories is such that the overall achievement equals or exceeds a score of 9.	At least Good (2) in two of these categories. Performance in these categories is such that the overall achievement equals or exceeds a score of 12 in total.

DESCRIPTION OF KEY ROLES, RESPONSIBILITIES, AND STANDARDS EXPECTED

Teaching and Learning including: -

1. Engaging in curriculum development
2. Facilitation of learning
3. Assessment of learning
4. Evaluation of teaching
5. Support students in their studies
6. Supervision of students (where the person has the appropriate qualification to do this)
7. Assume leadership responsibilities as they relate to teaching and learning.

Satisfactory

<u>For appointment</u>

Clear and accessible teaching acknowledges diversity and produces evidence of dealing with it effectively.
Disciplinary knowledge appropriate to the level of qualification and experience achieved.
Some awareness of the need to guide students into understanding how knowledge is constructed in the

discipline.
Satisfactory teaching practice.
Limited or no evidence of successful supervision of research projects or professional/clinical practice.

Plus, if you have already been in an academic role
In addition to the above, attempts are made to introduce students to productive learning practices.
Some awareness of the need to guide students into understanding how knowledge is constructed in the discipline
Satisfactory teaching practice described by these criteria is demonstrated across a limited range of undergraduate and postgraduate levels of study.
Limited evidence of successful supervision of research projects or professional/clinical practice.
Use of course design principles, regular review of courses to ensure that they are relevant and up to date, alignment between purpose, outcomes, teaching and learning activities, assessment methods, and criteria.
Using assessment to guide and not only measure student learning.
Assessment criteria are provided, and assessment takes place against these.

If you have not occupied an academic post previously, then once in the job
In addition to the above, attempts to introduce students to productive learning practices, some awareness of the need to guide students into understanding how knowledge is constructed in the discipline, satisfactory teaching practice described by these criteria demonstrated across a limited range of undergraduate and postgraduate levels of study, limited evidence of successful supervision of research projects or professional/clinical practice.
Use of course design principles, regular review of courses to ensure that they are relevant and up to date, alignment between purpose, outcomes, teaching and learning activities, assessment methods, and criteria.
Using assessment to guide and not only measure student learning.
Assessment criteria are provided, and an assessment is conducted against these.

Good
Engages a range of students through well-paced, clear teaching.
Guides students towards the use of a range of learning practices.
Strong disciplinary knowledge is evident in teaching.
As described by these criteria, good teaching practice is demonstrated across both postgraduate and undergraduate levels.
Some evidence of successful supervision of research projects.
Use of sound course design principles.
Courses are reviewed regularly to ensure they are relevant and up-to-date with local, international, global and disciplinary contexts.
Course design is responsive to the diverse needs of a diverse student body.
Good levels of alignment between purpose, outcomes, teaching and learning activities, assessment methods and criteria.
Assessment is being used to guide, and not only measure, student learning.
Criteria are communicated to students, and the assessment is based on these criteria.
Demonstrates some leadership (for example, through course coordination or coordination of a tutorial programme).

Very Good
Engages students from diverse social, cultural, and linguistic backgrounds through well-designed and fast-paced teaching that promotes understanding.
Guides and supports students as they acquire learning practices appropriate to the discipline.
Uses very good disciplinary knowledge to inform teaching.
Very Good teaching practice described by these criteria is demonstrated across a range of undergraduate and postgraduate levels of study, and it guides and supports a range of students in producing rigorous research or sound professional/clinical practice.

Critical reflection informs the enhancement of practice.
Rich evidence of the use of course design principles and regular and sound reviews of courses ensures that courses are relevant to and up-to-date with local, international, global, and disciplinary contexts.
Course design is responsive to the diverse needs of a diverse student body.
Very good levels of alignment between purpose, outcomes, teaching and learning activities, assessment methods and criteria.
Substantial evidence of assessment being used to guide, and not only measure, student learning, criteria are communicated to students and assessment is against these criteria, demonstrated in a formal role in respect of teaching and learning in a department/faculty, evidence of effective formal or informal mentorship of less experienced staff.

Outstanding

Engages students across various social, cultural and linguistic backgrounds in ways that inspire and give them confidence to learn.
Guides and supports students in adopting a broad range of learning practices appropriate to the discipline.
Draws on a broad and innovative range of teaching strategies (including the use of ICTs) appropriate to the discipline.
Uses outstanding disciplinary knowledge to inform teaching, supports and guides students into understanding how knowledge is constructed in the discipline in innovative and thoughtful ways at undergraduate and postgraduate levels.
Provides evidence of inquiry-based teaching and learning across a range of levels.
Outstanding teaching practice described by these criteria is demonstrated across a broad range of undergraduate and postgraduate levels of study.
Offers supervision which guides and supports all students regardless of their social, cultural and linguistic backgrounds to produce rigorous research or sound clinical/professional practice, critical reflection on practice informed by relevant literature and evaluation data from several sources, critical reflection informs enhancement of practice, rigorous and substantial evidence of the use of sound course design principles.
Regular and rigorous review of courses to ensure that courses are relevant to and up-to-date with local, international, global and disciplinary contexts.
Review includes in-depth engagement with feedback from students, external examiners, peers and other external stakeholders.
Course design is highly responsive to the diverse needs of a diverse student body, with high levels of alignment concerning purpose, outcomes, teaching & learning activities, assessment methods and criteria.
Assessment is used to guide and not only measure student learning.
Criteria are communicated to students, and rigorous evidence of assessment against these criteria is provided.
Analysis of assessment processes and student assessment results to inform curriculum practice, leadership demonstrated in a formal role in teaching and learning in a department/faculty and/or nationally.
Evidence of effective formal or informal mentorship of less experienced staff.

Research including: -

1. Undertaking independent research and publishing research;
2. Participating in national and/or international fora to share research results;
3. Identifying and accessing funding sources to support one's own and, where feasible, student research and;
4. Assumes leadership responsibilities as they relate to research.

Satisfactory

<u>For appointment</u>
Evidence of ongoing involvement in research, which may be the completion of a Master's or a PhD
Ability to publish, preferably presented at national conferences or an ability to do so
Ability to do further research, including pursuing a PhD, if you do not yet have one
Ability to supervise post-graduates and to achieve at least local recognition.

<u>Plus, if you have already been in an academic role,</u>
Evidence of ongoing involvement in research, which may be the completion of a Master's and a PhD
A record of publications in academic and/or professional journals

Presents at national conferences
Uses journals with a moderate IF
Some papers with some citations and/or some evidence of field-based impact
Some success in initiating, managing, and supervising postgraduate students, possibly as a co-supervisor, local and preferably national recognition

<u>If you have not occupied an academic post previously, then once in the job</u>
Evidence of ongoing involvement in research, which may be the completion of a Master's and a PhD
Presents at conferences or appropriate fora for the dissemination of current thinking and research re the field, publications or reports in academic, professional journals, and/or for the relevant organisation or industry, local and preferably national recognition

Good
A good research and publication record in appropriate academic and/or professional journals and/or publishing book chapters, relative to others in the same field.
Regularly presents at national conferences.
Uses journals with good IF.
Some papers have good citations and/or some evidence of field-based impact.
Good reputation for supervising at postgraduate level, consistently graduates Master's and may have graduated doctoral students within the minimum expected time.
The supervision assessment is good, as well as capacity building with students from disadvantaged educational backgrounds.
Evidence of fundraising for research.
Well known in the field nationally, invited to present at national conferences.
The discipline's NRF rating is good (likely to be C or Y)[1].

Very Good
Substantial research and publication record in appropriate academic and/or professional journals and/or contributes to book chapters, relative to others in the same field.
Regularly presents at national and international conferences.
Uses reputable journals with good IF.
Very good reputation for supervising at the postgraduate level.
Assessment of supervision is always very good, graduates most Master's and doctoral students within the minimum expected time.
Very good record of graduates who have become successful in their own right, some students graduate with distinction, significant evidence of capacity building with students from disadvantaged educational backgrounds.
Well-developed ability to raise research funding.
Strong national profile with some international recognition and a clear trajectory of an increasing international profile.
Where appropriate to disciplinary focus, invited to write review papers for national and international journals, present at national and international conferences, and contribute to local books.

Outstanding
Outstanding publication record in appropriate academic and/or professional journals relative to others in the same field (nationally & internationally, if appropriate to disciplinary focus).
Regularly presents papers at reputable conferences, as well as being the author/editor of a leading work or contributing to a leading work.
Uses the top journals in the field.
Public emanation of work.
Outstanding reputation for supervising at the postgraduate level.
Assessment of supervision is always excellent, consistently attracts and graduates Master's and doctoral students within the minimum expected time, has an excellent record of graduates who have become successful in their own right, and has an excellent track record of capacity building with students from disadvantaged

[1] It is acknowledged that rating, while not common in the discipline at the moment, is nationally gaining in importance as a benchmark for excellence.

educational backgrounds.
Evidence of a high level of fundraising for research, amongst the top researchers in the field nationally and internationally (if appropriate to disciplinary focus).
Regularly invited to write review papers, present plenary papers at reputable conferences, asked to contribute to major books as author or editor, and considered a public commentator with particular expertise.

Community Engagement including

This may be associated with teaching and learning through credit-bearing service learning (SL) courses or non-credit-bearing community-engaged learning activities, or with research through engaged research. (see http://www.ru.ac.za/communityengagement/).

Satisfactory

For appointment

No CE is expected for someone with no prior academic work experience, but some involvement as a student would be preferable.
For those who have worked as academics, the standard below is expected.

Once in the job

Participates in a Service learning (SL) course run by the Department and is involved in the SL initiative for at least six months and/or supervising at least one post-graduate student utilising engaged research models, e.g. social learning groups.
Knowledge generated has been appropriately disseminated at the various levels (student or academic), and/or participates in a CEL initiative run by the department and is discipline-based, involved in the CEL initiative for at least six months.

Good

Co-coordinator of a SL course run in the Department aligned to all the principles of good practice listed above.
The SL initiative should have run for at least one year, and/or conduct engaged research resulting in reciprocal benefits, i.e. discipline knowledge and the knowledge amongst the community partner/s has been expanded (grown) through the research activities, that knowledge generated has been appropriately disseminated at the various levels.
Evidence of at least one year's commitment to engaged research practices, and although the results of working with a community partner may not be measurable, there is evidence of the researcher working towards a sustainable engaged research model and/or co-ordinator of a CEL initiative run in the Department adhering to all the Principles of good practice listed above, involved in this CE initiative for at least one year.

Very Good

Demonstrates leadership by establishing (or reshaping) and leading a SL course within the department.
Involved in SL for at least two years.
Has involved other staff members in the initiative and/or conducts engaged research. This results in reciprocal benefits, i.e. discipline knowledge and the knowledge amongst the community partner/s has been expanded (grown) through the research activities, and the knowledge generated has been appropriately disseminated at the various levels.
The researcher is involved in an engaged research partnership that has grown over at least two years and/or demonstrates leadership by establishing (or reshaping) and leading a Community Engaged Learning initiative (discipline-based) within the department.
Involved in Community Engagement Learning for at least two years, has involved other staff members in the initiative.

Outstanding

Demonstrates Outstanding Leadership by designing, establishing and leading a SL course.
SL courses are embedded into departmental/discipline curricula so that SL courses are not dependent on the individual lecturer. This results in measurable growth of knowledge about the area of work for the community partner and the discipline/ University, as well as evidence of effective formal or informal mentoring of less experienced staff in SL and/or conducting engaged research. This results in reciprocal benefits, i.e. discipline knowledge and the knowledge amongst the community partner/s has been expanded (grown) through the research activities, and the knowledge generated has been appropriately disseminated at the various levels.
Evidence of effective formal or informal mentoring of less experienced staff or inclusion of them as an active member in the research team, and/or demonstrates Outstanding Leadership by designing, establishing and

leading a CE learning activity which is not dependent on an individual lecturer. This results in measurable growth of knowledge about the area of work for the community partner and the discipline/university, e.g., publication or evidence of shifting practice, as well as evidence of effective formal or informal mentoring of less experienced staff in CE.

Administrative and/or leadership responsibilities may include: -

1. Assuming administrative and/or leadership duties in the department, such as course co-ordinator, co-ordination of particular programmes
2. Serving on departmental, faculty and/or University committees.

Intellectual and academic leadership, including: -

1. Contributing to the positioning of the department in the national and international milieu with particular reference to the strategic imperatives of the Faculty and University.
2. Ensuring awareness of the changes, challenges, and opportunities within the HE sector, strategic imperatives of the institution, exploring what this means for one's academic department, and supporting the HoD in implementing necessary changes at the departmental level.
3. Providing intellectual academic leadership regarding the department's teaching and learning, research and/or community engagement activities.
4. Assisting in conceptualising, interrogating, implementing and reviewing academic standards, processes and systems at the department level.
5. Assisting the Director with the support, guidance and development of those new to academia and/or Rhodes University.

<u>As a member of the leadership of the Faculty and the institution, the academic is responsible for: -</u>

6. Championing the academic endeavour and ensuring that this remains the institution's focus and that decisions are made that support (and do not undermine) these endeavours.
7. Participating in the key debates related to the current and future functioning of the institution.

Satisfactory

<u>For appointment</u>

For appointment as a researcher/lecturer with no prior work experience, involvement in student life must demonstrate an ability to administer and manage.

For those with work experience, the standard below applies.

<u>Once in the job</u>

Assumes administrative responsibilities in the department, Faculty and/or University.

Has competently fulfilled a management role in a department and/or faculty and served on University committees.

Some contribution to leadership and transformation in the department, faculty and/or University.

Good

Good execution of essential administrative or management responsibilities in the Department, including being HoD, Faculty (as Dean or Deputy Dean), and/or in terms of service to University committees.

Provide academic leadership in the department, faculty, and/or university with a record of contribution to the transformation of the department, faculty, or university.

Very Good

Very good execution of essential administrative or management responsibilities in the Department, including being HoD, Faculty (as Dean or Deputy Dean), and/or in terms of service to University committees. Provide very good academic leadership in the department, faculty, and/or university with a sustained record of contribution to the transformation of the department, faculty, or university.

Outstanding

Outstanding execution of important administrative or management responsibilities in the Department, including being HoD, Faculty (as Dean or Deputy Dean), and/or in terms of service to University committees.

Provide inspiring and outstanding academic leadership in the department, faculty, and/or university with an outstanding record of contribution to the transformation of the department, faculty, or university.

Professional Involvement

In addition, it is understood that the academic will contribute to the discipline and profession through: -

1. Being of service to other universities, e.g. external examining, assisting with curriculum reviews, organising conferences, and collaborations on inter-university projects. 2. Being of service to professional bodies, e.g. serving on national bodies, journal servicing. 3. Being of service to other stakeholders such as government or NGOs, e.g. serving on advisory bodies, contributing to policy formulation and review.
Satisfactory <u>For appointment</u> No professional involvement is expected for junior lecturers and lecturers For those who are seeking appointment to higher levels, the standard below is the minimum expected <u>Once in the job</u> Some contribution to other universities, professional bodies and/or other stakeholder bodies
Good Good record of contribution to other universities, professional bodies and/or other stakeholder bodies
Very Good Substantial record of contribution to other universities, professional bodies and/or other stakeholder bodies Sought out by these other bodies
Outstanding Distinguished record of contribution to other universities, professional bodies and/or other stakeholder bodies Often plays a leading role or is a leading contributor Highly sought out by these other bodies

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RemChannel Code	Researcher (matched at Lecturer) (1079)
Note: Any changes made to the job profile (other than the name of the incumbent, the position code, and the OFO code) must be approved by the People and Culture Director and the Dean.	

Last updated: 13 September 2024 and signed off by the Dean of the Faculty of Education.
Last updated: July 2025 and signed off by the Dean of Education