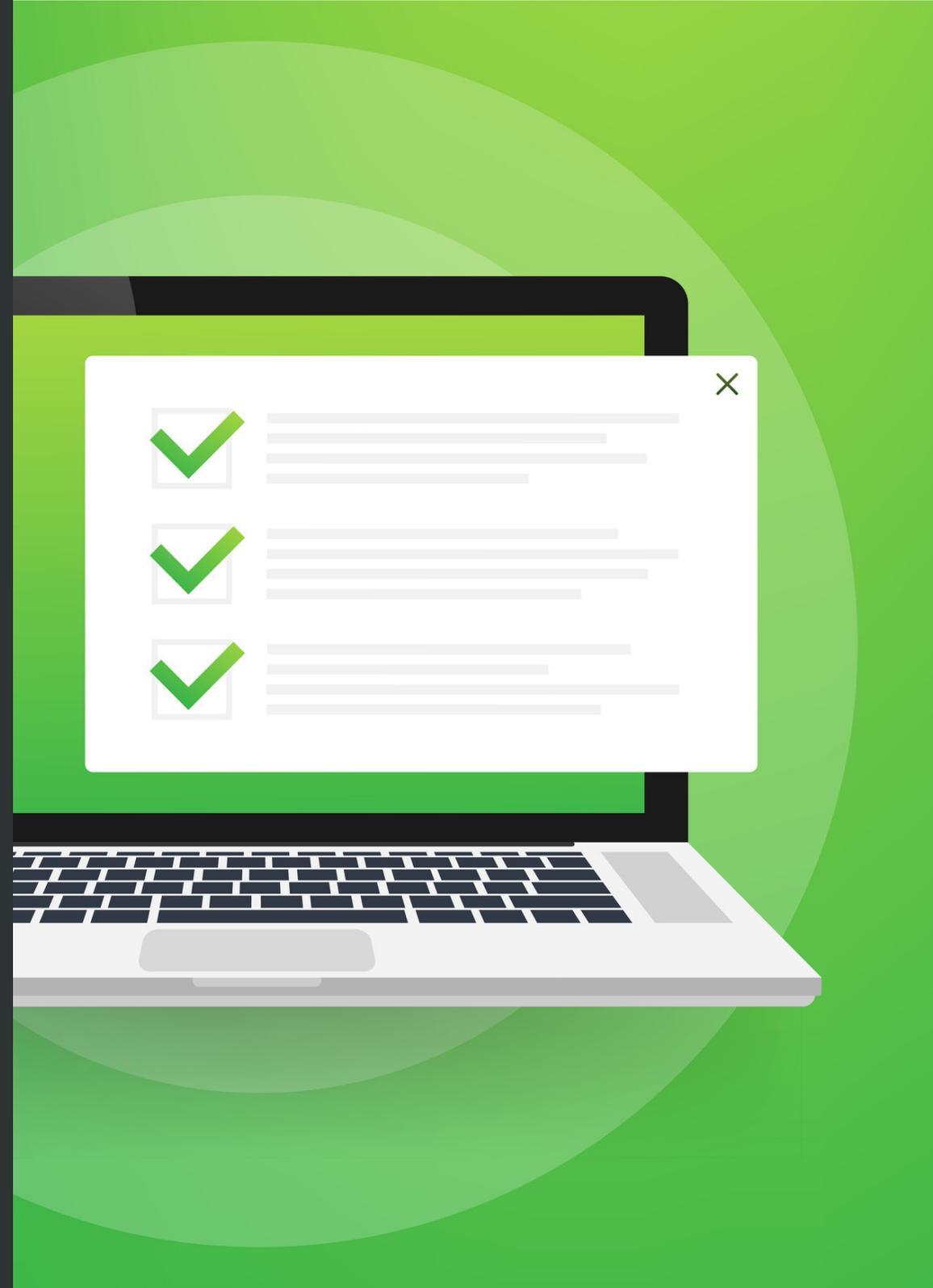


# YOUR UEA JOB APPLICATION: A GUIDE



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# GUIDANCE FOR APPLICANTS

When applying for a vacancy at the University it is important to read the advert and Candidate Brochure to understand the requirements of the role. If you feel you have the necessary skills and experience to undertake the role we would encourage you to apply.

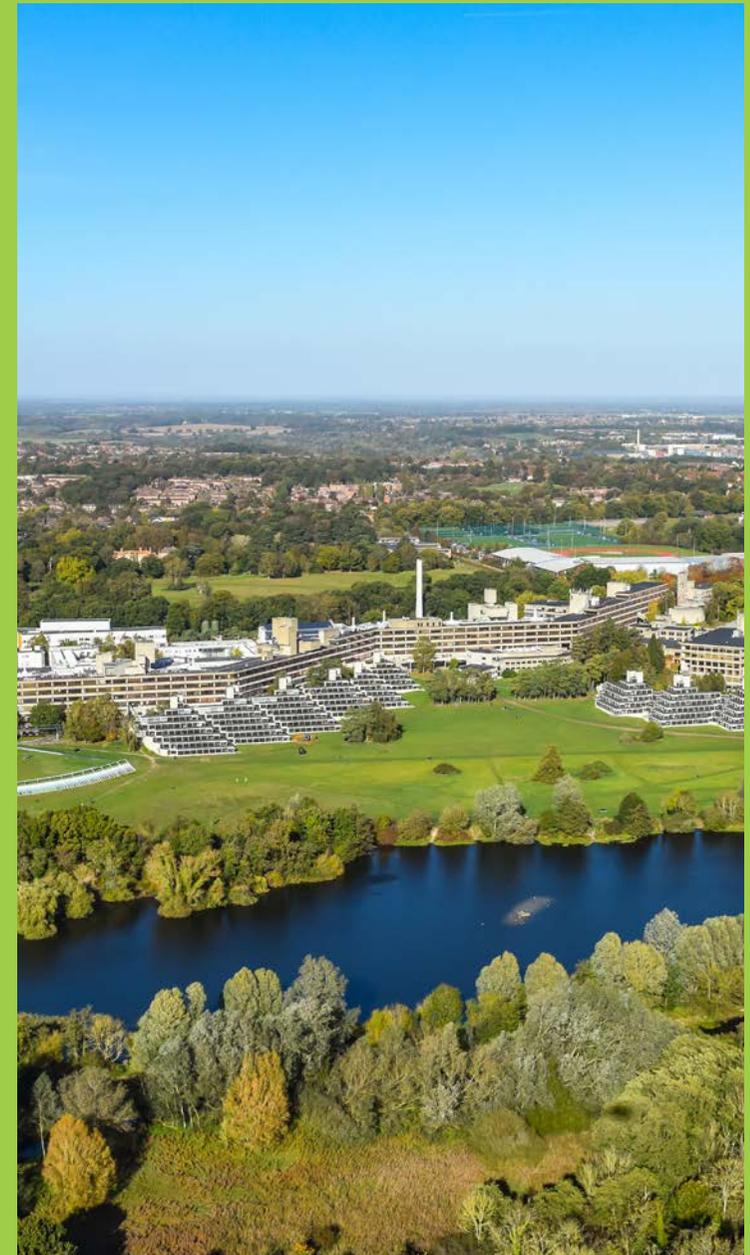
If you are a recent graduate of UEA you can still access CareerCentral support, including application feedback, online resources, workshops and mock interviews.

We are committed to fair, transparent and inclusive recruitment practices. This means that no applicant will be treated less favourably on the basis of a protected characteristic, and reasonable adjustments are available to support disabled applicants in line with the Equality Act 2010.

As a higher education institution, we also have a duty under the Higher Education (Freedom of Speech) Act 2023 to protect and promote freedom of speech and academic freedom. Applicants will not be disadvantaged because of their lawful views or opinions, and all recruitment decisions are based solely on the skills, experience and suitability of candidates for the role.

Should you have any difficulties in completing the application process or require any reasonable adjustments please contact:

**[staff.recruitment@uea.ac.uk](mailto:staff.recruitment@uea.ac.uk)**



# REGISTERING FOR AN ACCOUNT AND COMPLETING THE APPLICATION FORM

Before you are able to apply for a vacancy you will need to register for a UEA account. As part of this process you will be asked to upload a CV as this will pre-populate information on your application form. If you do not have a CV please refer to the "Writing a Curriculum Vitae (CV) section" below.



## Useful tips for completing the application form

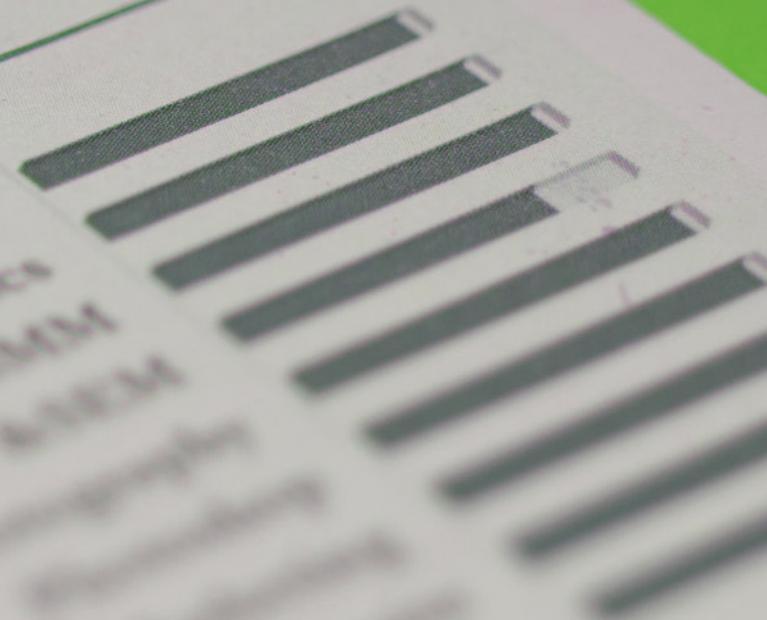
- **Complete the application form fully.**
  - Details from your CV will pre-populate aspects of your application, including sections of your profile. Please check these to ensure details have been copied correctly before submitting.
  - The browser you are using may time out when completing the application, this is not caused by the system. However to avoid this we advise you write how you meet the essential and desirable criteria in word and then copy this to the application form when ready.
  - Make sure you mention each of the **essential criteria**, referring back to the person specification, providing demonstrable examples of how you meet these.
  - Make reference to how you meet any **desirable criteria**, providing demonstrable examples.
  - List or **highlight any achievements that make you stand out.**
  - Maintain a **positive and professional** tone.
  - **Use the STAR mnemonic to help you develop examples for competency-based questions** (see page 9).
  - If you have a disability, long-term health condition, or other circumstances that may require adjustments, please let us know. Reasonable adjustments can be made to support you during the recruitment process, in line with the Equality Act 2010.
- Please note unsuccessful applicant data will be held for 12 months from appointment of the successful applicant.**

# WRITING A CURRICULUM VITAE (CV)

As part of the registration process you will be required to upload a Curriculum Vitae (CV).

## Skills

MS Office  
Google Analytics  
CRM  
HRM  
Accounting  
Marketing  
Sales  
Customer Service



## WRITING A CURRICULUM VITAE (CV) - CONTINUED

The details you include in your CV will depend on the roles you are intending to apply for:

### Roles within Academia

- **Contact details** (name, phone number and email address)
- **Education history**
  - » Qualifications
  - » School, College or University where you studied
  - » Dates you attended
- **Work history** – placements, volunteering and any paid jobs, include:
  - » Employer details
  - » Job title
  - » Dates
  - » What you did - provide positive examples of your achievements
- **Relevant research employment**
- **Gaps in your CV** – where relevant, explain any gaps and provide examples of the skills you developed during this time
- **Teaching**
- **Publications**
- **Conferences and talks**
- **Academic responsibilities and outreach**
  - If you are applying for a postdoctoral position you may also wish to include a list of your **research skills**
- **Hobbies, interests and/or achievements**
- **References**

### Roles outside Academia

- **Contact details** (name, phone number and email address)
- **Personal profile** – a few short lines summarising who you are and what you hope to do. Think about what the employer is looking for and align this to the role
- **Education history**
  - » Qualifications
  - » School, College or University where you studied
  - » Dates you attended
- **Work history** – placements, volunteering and any paid jobs, include:
  - » Employer details
  - » Job title
  - » Dates
  - » What you did - provide positive examples of your achievements
- **Gaps** in your CV – where relevant, explain any gaps and provide examples of the skills you developed during this time
- **Hobbies, interests and/or achievements**
- **References**

### Useful tips when writing a CV

- Research the University, Faculty/School/Division and the job before you write your CV.
- Promote your skills and experience.
- Use a clear font like Arial, size 11 or bigger, with the same style throughout.
- Use headings, bullet points and spacing to make it easier to read.
- Keep it to 2 sides of A4, unless it is an academic CV.
- Be clear and precise.
- Match the words you use to the keywords in the job description.
- Get someone else to read it, double check your spelling and grammar.
- Save a backup copy.

# EVIDENCING HOW YOU MEET THE PERSON SPECIFICATION

As part of the application process you will be asked to explain how you meet the essential and, where applicable, desirable criteria for the role as stated in the Candidate Brochure. This is an important section of the application form so you should spend some time on it. The Recruiting Manager is looking for an easy-to-read statement about why you are applying, what skills and experience you bring to the post and demonstrable examples on how you meet the person specification.



## WRITING A PERSONAL STATEMENT (CONTINUED)

Use the job description within the Candidate Brochure as a guide to match your skills and experience to the essential and desirable skills and experience required for the role. These may include writing skills, presentation skills, IT skills, analytical skills, problem solving, project management, organisational skills, administrative skills and interpersonal skills. This information should be tailored to the role and provide examples of how you meet the person specification criteria.

In your statement, outline what makes you the right person for the role. Think about what is unique about your blend of knowledge, skills and experiences that makes you ideal. Don't just repeat what is in your CV, highlight your most relevant skills rather than your background. Include information that is difficult to present on a CV (e.g. motivation for applying, impressions of the University from visits or contact with staff). You may also wish to explain any gaps, such as a gap in your career history or unfinished qualifications. Explain how these hurdles have developed you in a positive way and the skills you learned during this time.

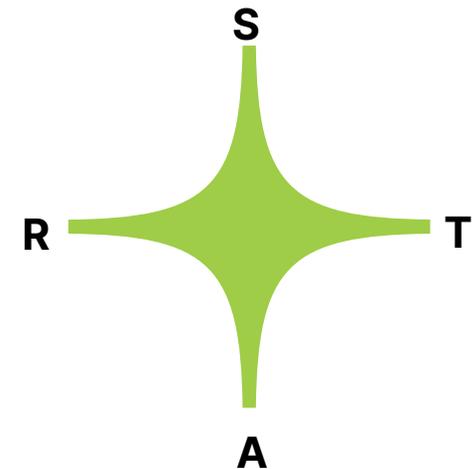
When providing examples, you may wish to use the STAR technique:

**Situation** - give a brief overview of the background.

**Task** - what the specific task was that needed to be undertaken.

**Action** - what action you took. Highlight what your particular role was even if it was a group activity as the recruiter will want to see what you have done. Avoid saying 'we did'.

**Result (and Learning)** - explain what the outcome of the action was and what you learnt as a result (especially important if the outcome was not perfectly successful).



This is also a good technique to use when answering interview questions.

# USEFUL TIPS FOR THE INTERVIEW PROCESS

## Pre-interview

- Research the University and know the job. Look at the University's website, related press articles, company reports, social media presence etc.
- Think about what you are likely to be asked, using the person specification as a guide.
- Know yourself and prepare your evidence in advance. Think about how you could answer typical questions and prove your ability by referring to specific experiences in the past.
- Check accessibility needs early. If you require reasonable adjustments (e.g. accessible venue, additional time for a written task), let us know in advance so arrangements can be made.

## Interview

- Listen very carefully, pause to collect your thoughts if necessary, and answer the questions with evidence. Think about why you're being asked different questions, and make sure your answers give enough detail to prove how good you are.
- Keep calm, stay positive. How you relate to the interviewer is almost as important as what you say, so try and smile and be engaging and positive. Remember, they wouldn't have selected you for interview if they didn't think you had the potential to do the job.
- Think of a few questions in advance to ask at the end of the interview.
- Express your views with confidence. You may be asked about your teaching, research or professional practice. We value diverse perspectives, and in line with the Higher Education (Freedom of Speech) Act 2023, lawful views will not disadvantage you. Answers are assessed only against role criteria.

## Post-interview

- Review your own performance and learn from this. Interviews are something you get better at with practice. What worked? What didn't? What should you have done beforehand?
- Follow up. If appropriate, it might be a good idea to write to the interviewer afterwards thanking them and reiterating your enthusiasm for the role.
- Ask for feedback, whether you get the job or not.

# IN-PERSON INTERVIEWS

In-person interviews provide an opportunity for candidates to meet panel members in person and see the working environment. This still remains a popular interview method for many and avoids technical and connection difficulties which can arise from virtual interviews.



## IN-PERSON INTERVIEWS (CONTINUED)

The campus is generally accessible although wheelchair users sometimes have to take an alternative route. The University has a rolling programme of improvements to existing facilities and aims to incorporate high standards of disabled access into all new buildings. Carers can also be accommodated and assistance dogs are welcome. Further information is provided in the invite to interview email, however if you would like further information on campus accessibility please contact [staff.recruitment@uea.ac.uk](mailto:staff.recruitment@uea.ac.uk).

### Benefits to attending an in-person interview

In-person interviews have many benefits for candidates, including:

- Building rapport with the hiring manager and interview panel;
- Ability to pick up non-verbal cues more clearly;
- Ability to see the campus and experience the atmosphere;
- No need to worry about connectivity issues;
- No interruptions or distractions;
- Being able to see and hear panel members clearly;
- No time delay and flowing communication;
- Direct eye contact.

### Process for attending an in-person interview

Details of the interview including date, time, location and any assessment will be provided within an invitation to interview email. You should inform the Resourcing Team if you require any special arrangements or adjustments to attend the interview, or if you have a disability you would like the panel to be aware of. Reasonable adjustments we could provide include extra time for tests and/or presentations and the ability to be accompanied by a sign language interpreter or companion. Declaring a disability will not be viewed unfavourably, appointments will be made on merit. If a presentation is required you should ensure that you have emailed this in advance to the person named in your interview invite, or bring the presentation with you on a laptop.

On the day of the interview you will be welcomed by a UEA colleague and shown into the interview room. After the interview you will be shown out of the building or be advised of any further arrangements as necessary.

Useful tips of what to consider before, during and after an in-person interview can be found on the next page.



## IN-PERSON INTERVIEWS (CONTINUED)

### Pre-interview

- **Technology** - if you are taking your own device, ensure it is fully charged.
- Prepare any **relevant materials**, such as presentation slides, and ensure these files are compatible with the technology. You may wish to undertake **research** on UEA and the area the role is within.
- **Practice** any presentation and send slides in advance if requested. Make bullet pointed notes to act as an aide memoir if needed.
- **Plan** and book any travel and/or accommodation.
- **Questions** - you will have an opportunity to ask questions about UEA, the School/Division and role so may wish to prepare these.

### Interview

- **Technology** - if you are taking your own equipment ensure this is working and charged.
- **Time** - make sure you allow plenty of time for traveling. Do a practice drive if needed. You should aim to arrive 10 minutes before your interview time.
- Consider your **body language**, displaying confidence through sitting up, smiling and eye contact where possible.
- **Dress code** - you should dress appropriately for the interview.
- Ask any **questions** you feel appropriate for the role.

### Post-interview

- You will be shown out of the building or informed of other arrangements as appropriate.
- You will be contacted once all candidates have been interviewed and the panel have made a **decision** on the role.

# VIRTUAL INTERVIEWS

Virtual interviews provide an opportunity for candidates to demonstrate suitability for a role without the need to meet panel members in person. The University has launched a hybrid working pilot which provides greater flexibility on how interviews can be conducted and panel members may therefore request interviews to take place remotely.



## VIRTUAL INTERVIEWS (CONTINUED)

### Benefits to attending a virtual interview

Virtual interviews have many benefits for candidates, including:

- More flexibility on when interviews can be scheduled;
- No travel which saves times, money and reduces stress;
- Being in a familiar environment may reduce nerves and anxiety;
- The ability to demonstrate technical skills;
- Using familiar equipment.

### Process for attending a virtual interview

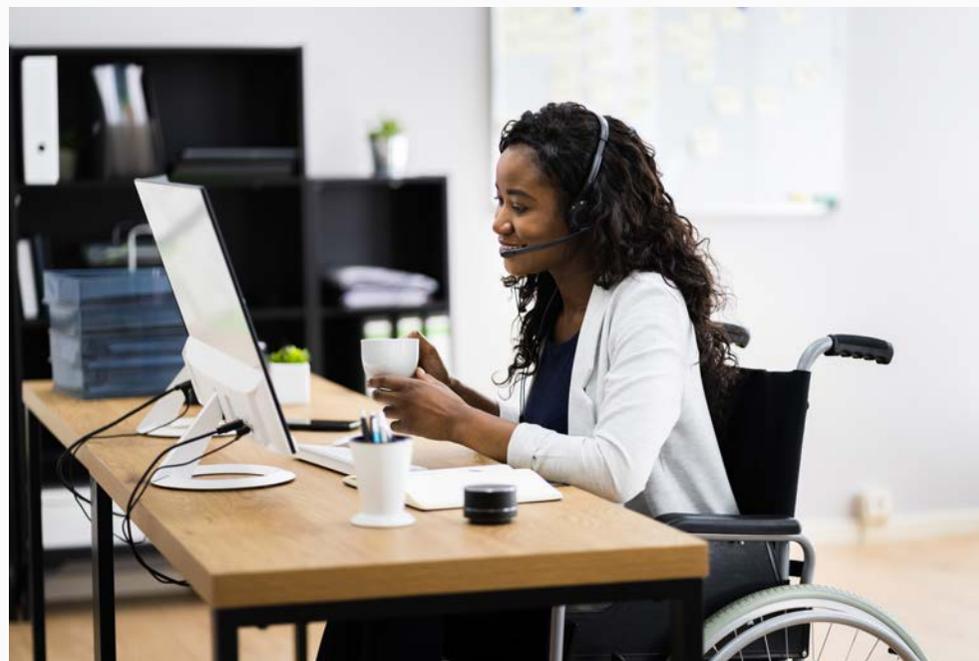
The University uses Microsoft Teams to conduct virtual interviews. Within the interview details you will receive, instructions on how to download and access Microsoft Teams will be provided. You should inform the Resourcing Team if you require any special arrangements or adjustments to attend the interview, or if you have a disability you would like the panel to be aware of. Reasonable adjustments we could provide include extra time for tests and/or presentations and putting interview questions into the chat. Declaring a disability will not be viewed unfavourably, appointments will be made on merit.

You should ensure you check the software works before the interview and familiarise yourself with different functions, such as share screen if a presentation is required and the chat function. You will receive a link for the appropriate date and time of the interview. If for any reason a virtual interview is not possible, consideration for alternative options will be given.

On the day of the interview the link will need to be clicked at the appropriate time. This will alert the panel of your availability and they will admit you to join the interview when ready. If at any time you have difficulties with audio or video you should make the panel aware by either telling them or putting a note in the chat function.

At the end of the interview the red “leave” button at the top right of the screen can be pressed. This should end the call and the screen should go blank.

Useful tips of what to consider before, during and after a virtual interview can be found on the next page.



## VIRTUAL INTERVIEWS (CONTINUED)

### Pre-interview

- **Technology** - download any relevant software and test it in advance of the interview day. Become familiar with the programme and it's facilities, e.g. how to share a screen. Ensure device is fully charged.
- Prepare any **relevant materials**, such as presentation slides, and ensure these files are compatible with the software. Send these to the panel in advance if requested. Make bullet pointed notes to act as an aide memoir if needed.
- You may wish to undertake **research** on UEA and the area the role is within.
- **Practice** your interview and try recording this to see how you come across on camera. This will also give you an opportunity to test the technology is working.
- **Questions** - you will have an opportunity to ask questions about the UEA, School/Division and role so may wish to prepare these in advance.

### Interview

- **Technology** - Log on at least 10 minutes prior to interview time to test connection. You should make the panel aware of any difficulties you are having prior to the interview. Switch off any other devices.
- **Environment** - chose an environment where you feel comfortable, is in a quiet space with good lighting, using a backdrop if necessary.
- **Engagement** - when talking, you should, where able, look at the camera so it appears you are engaged and looking at panel members.
- Consider your **body language**, displaying confidence through sitting up, smiling and eye contact, where possible.
- **Dress code** - you should dress in the same way you would for a face to face interview.

### Post-interview

- **Equipment** - make sure the video call has ended before moving away from your device.
- You will be contacted once all candidates have been interviewed and the panel have made a **decision** on the role.

# EXAMPLE INTERVIEW QUESTIONS



## EXAMPLE INTERVIEW QUESTIONS (CONTINUED)

### Overall Job Performance

- How do you typically handle yourself in a fast-paced environment?
- What are your strengths? Why?
- How would you describe your organisational abilities?
- How would you describe your own performance standards?



### Planning, Organising, attention to detail and time management

- Describe an occasion when you had to use good organisational skills or project planning?
- What tools do you use to help you to plan effectively?
- How do you handle a heavy workload with many deadlines?
- In all jobs there are peaks and troughs in workload. What do you do in such cases?
- You are given several projects to be completed in a short period of time. How would you establish priorities? Why?
- Can you tell us about a time you had to achieve something methodically? How did you achieve your goal?

### Initiative/Creativity/Innovation

- What ideas did you contribute to your department? What were the results?
- Give an example of something you recommended that was adopted.
- What you have done to make your role more interesting or to streamline your workload?
- Give an example of a project you were responsible for starting. What did you do? How did it work out?
- How much information do you need to get started on a new project or assignment?
- When have you had to produce results, without sufficient guidelines or information? What did you do?
- What is the most creative thing you have done in a previous or current job? How did it occur?
- In the last year, what innovative ideas have you had a work? Were you able to implement them? How were they innovative?

## EXAMPLE INTERVIEW QUESTIONS (CONTINUED)

### Ability to Learn

- Give an example of a situation at your previous/current employer when you have had to keep up with changes in technology, terminology, and information specific to your field?
- How quickly have you learned new processes for a job? What did you have to learn?
- If time did not permit a training period on a new job, how would you go about learning the things expected or required of you?
- Give three examples of your adaptability.
- Describe the most recent formal learning experience you have had.
- What are your long-term professional goals? How do the duties and responsibilities in this position relate to that goal?
- What do you consider to be important attributes of a supervisor/manager?

### Communication Skills/Interpersonal Skills/ Dealing with Conflict

- What is effective communication? What skills do you have that make you a good communicator?
- How do you choose which medium/media to use to reach your various audiences? What are the strengths and weaknesses associated with each medium?
- Tell me about a job experience when you had to speak up in order to be sure that others knew what you thought or felt.
- Describe how you would endeavour to convince your manager to grant you additional funds for a purpose you have in mind.
- Describe some projects you worked on that required strong writing skills. What was the level of your responsibility? Who was the primary audience?
- How would you characterise your written and oral communication skills?
- What do you require from a supervisor?
- Would you rather work in a team or on your own?
- Describe what a "team" environment means to you?
- What experience have you had working as a member of a team? What are the advantages?
- How do you build relationships with other members of your team?
- Describe a situation in which you were a member of team. What did you do to positively contribute?
- Describe a time when you had to win someone over, who was reluctant or unresponsive?

## EXAMPLE INTERVIEW QUESTIONS (CONTINUED)

### Decision Making/Problem Solving/Analytical Skills

- Describe a specific time in any job that you have held when you were faced with issues that tested your problem solving skills. What did you do?
- What problems/challenges do you anticipate in this role? How would you deal with them if you were successful in getting this job?
- Give an example of a time when you did not finish a task because you did not have enough information to come to a good decision. Be specific.
- Give an example of a time when you had to make a quick decision.
- Give an example of a time when you had to use your fact-finding skills to get information to solve a problem. Describe how you analysed the information to come to a decision.
- Give an example of a problem you faced on a job and describe how you solved it.
- Describe your most challenging work-related situation and how you handled it.
- How do you typically handle yourself under pressure? Describe a difficult situation you encountered with a supervisor or colleague and how you handled it.
- What are some examples of important types of decisions or recommendations you are called upon to make in your past/present position?
- Most of us can think of an important decision we would make quite differently if we could do it over. Any examples from your experience?
- Give an example of a difficult decision you had to make at your last job. How did you solve it? Follow-up: Why did you choose that method instead of another solution?
- What has been a stubborn or recurring problem you would have liked to solve in your current job, but haven't yet?
- What process do you follow in solving problems?
- What methods do you use to make decisions? Please give an example of your approach.
- What kinds of decisions did you have authority over? Which ones did you have to check with your manager before making?
- What information or technical support has helped you succeed on the job?
- Have you ever had to make a decision before you had all the data you wanted? Give an example. What did you do?

## EXAMPLE INTERVIEW QUESTIONS (CONTINUED)

### Management Attitude/Style

- How would you describe your management style?
- Have you ever had to initiate corrective action for an employee? If so, what steps did you take to implement this action?
- In what ways might you want to modify your approach to dealing with subordinates?
- How would you describe your standards of performance? What would your staff say? What would your supervisor say?
- How would you deal with an employee who was not doing their job effectively?
- What philosophy and techniques do you use in motivating your staff?
- How would you deal with an employee who does not appear to measure up to increasing demands of a job?
- How do you think your staff would describe your delegation style?
- How do you get your employees (or others) to follow you?
- How do you use your authority to achieve your goals?
- Give an example of how you delegated responsibility for a recent assignment; for instance, how you delegated an assignment, and what you did to monitor it.

### General Knowledge

- Can you give us an overview of how an academic department functions in the University?
- Describe the type of relationship you think should exist between staff

### Administration

- How do you make sure that your employees are accountable?
- What do you typically do when you hear of a problem in your area?
- How useful have you found written procedures and guidelines in helping you manage your area?
- Do you believe that the chain of command is important? Why? When do you think it might inhibit organisational effectiveness?

### Financial Management

- What responsibility do you have for budgeting? What budgeting method do you use?
- How do you go about estimating expenses and budgets?
- What recent decision have you made that had an impact on finances? How did you assess its impact?
- What experience have you had with long and short-term budget projections? Please explain.

An internationally renowned university, UEA is ranked 26th in the UK (Complete University Guide 2026) and is in the UK Top 25 for research quality (Times Higher Education Rankings 2026) reflecting the international excellence of its research environment. We are in the World Top 60 (QS World Rankings for Sustainability 2025) and the World Top 13th for reduced inequalities (Times Higher Education Impact Rankings 2025). The University holds UK Teaching Excellence Framework Silver status.



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