

SENIOR RESEARCH ASSOCIATE

School of Education and Lifelong
Learning

RA2234

CANDIDATE BROCHURE



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WHAT MAKES UEA SO SPECIAL?

The University of East Anglia is a publicly funded major UK research and teaching university. It was built to embody a radical new vision for higher education, where interdisciplinarity is crucial and excellence in both research and teaching is valued. UEA consistently ranks within the top quarter of universities in the UK for the quality of research and teaching.

As a major regional employer and cultural centre, we take our regional civic responsibilities very seriously and have kept our sights on the people and place we call home. In fact, we launched our University Civic Charter in October 2023; created from in-depth community engagement, renewing our commitment to the region as part of our 60th anniversary.

There are many things which make UEA special, not least of which is the community of staff and students that work and study here. UEA includes three Nobel prize winners, including Sir Paul Nurse and Sir Michael Houghton, and many fellows of the Royal Society and British Academy amongst our alumni and current staff.

Our campus is home to Sir Denys Lasdun's iconic brutalist architecture set in hundreds of acres of beautiful country park that includes a large broad (lake). In the spirit of Lasdun's ambition to inspire an anatomy of ideas, today, UEA is tackling some of the key challenges of the changing world. UEA's research combines disciplines and breaks new boundaries across its priority

research themes of climate, creative and health.

UEA is the place where global warming was first documented. Since the 1970s, UEA's Climatic Research Unit, and more recently Tyndall Centre for Climate Change (Headquarters hosted at UEA), have played a pivotal role in developing temperature records and climate models, contributing to the understanding of climate change, and informing global policy. Our Professors Corinne Le Quere, Rachel Warren and Robert Nicholls were recipients of Nobel Peace Prize (2007), awarded to Al Gore and the Intergovernmental Panel for Climate Change (IPCC) in recognition of efforts to increase public knowledge of anthropogenic climate change. Environmental Science and Global Studies at UEA continue to be a major powerhouse for research and teaching.

UEA is widely regarded as a pioneer in creative writing, having established the UK's first Creative Writing Masters programme in 1970. This renowned programme has since attracted and produced numerous successful writers, including Booker Prize winners such as Ian McEwan and Anne Enright, and Nobel Prize Winner Kazuo Ishiguro. In recent years, UEA academics have played a pivotal role in the discovery and presentation of the Gloucester Royal shipwreck (Norfolk's Mary Rose). Our iconic Sainsbury Centre for Visual Arts is a major museum and arts research facility.



Health research at UEA not only embraces the Faculty of Medicine and Health but draws in research from both social and natural sciences. Research under this theme has made major contributions in the fields of healthy ageing, epidemiology and involving citizens (via our innovative Citizens' Academy) in improving health care outcomes. This theme benefits from close association with the other major research institutes on the Norwich Research Park; notably the Norfolk and Norwich University Hospital and the Quadram Institute. The Norwich Cancer Research Network, and Norfolk Institute for Healthy Ageing, are examples of key mechanisms for delivery of real impact from health research at UEA.

UEA has been a major success over the last 60 years and looks forward with confidence to the next 60 years.

For an informal discussion about the post please contact Dr Kim Bartholomew, Principal Investigator via k.bartholomew@uea.ac.uk

UEA is part of the Norwich Research Park

Norwich Research Park (NRP) membership locates UEA in one of the largest concentrations of research institutes in the whole of Europe – four independent internationally-renowned research institutes: John Innes Centre, Quadram Institute, Earlham Institute and The Sainsbury Laboratory; with the University of East Anglia and Norfolk and Norwich University Hospitals NHS Foundation Trust, supported and funded by The John Innes Foundation, The Gatsby Foundation, and UKRI Biotechnology and Biological Sciences Research Council.

The NRP provides an ideal environment for collaborative use of infrastructure and facilities, with a single portal for academics and businesses to access the specialist facilities across the Park.

The Enterprise Centre is a regional business, knowledge and innovation hub, with workspace provision and supports over 80 businesses working alongside UEA staff and students in a dynamic and vibrant entrepreneurial community. On the wider NRP, there are dedicated laboratory and office spaces in the Innovation Centre and Centrum hosting over 600 staff within a total of 115 businesses and spinouts.



OUR BENEFITS

UEA offers a fantastic benefits package for staff. We recognise all our staff have different priorities and lifestyles so we are continually reviewing our offering to ensure there are benefits which suit everyone. Current benefits include:



Competitive Rates of Pay



30 Days Holiday (pro rata)



14 Additional Statutory and Customary days



Contributory Pension



Staff Development



Sportspark Discount



Research Support



Health and Wellbeing



Library



Campus Facilities



Care Leave Policies



Sainsbury Centre for Visual Arts



Ofsted Outstanding Nursery



And much more!

Further information can be found on our [Staff Benefits page](#).

THE ROLE

Applications are invited for the post of Senior Research Associate to undertake research on the Little Minds Project under the supervision of joint-PI's Dr Kimberley Bartholomew and Dr Kate Russell. This work is funded by the Joyce Morris Legacy Fund.

The aim of the project is to develop a mindfulness-based intervention that works to improve speech, language, and communication skills in early years. A realist approach has been used to understand how and why mindfulness-based interventions 'work' to improve literacy in early years settings, for whom, and to what extent, and capture this knowledge in a programme theory. The programme theory is being used and refined during the design, implementation, and evaluation of a new intervention for which activities are currently being trialled at two intervention sites in Norfolk. The primary role of the post holder is to further develop the intervention and roll it out across a diverse range of early years settings to evaluate its effects on speech, language, and communication skills in young children. This will be supported by the research team and wider content expert group and will involve the continued use of participatory-action research to further test and refine the programme theory.

KEY RESPONSIBILITIES

- Taking a leading role in finalising the rapid realist review to develop an initial programme theory to explain how well-being interventions 'work' to improve literacy in early years settings.
- Using the initial programme theory to design, implement, and evaluate of a mindfulness-based literacy intervention for early years using a realist methodology and a participatory action research approach.
- Collecting and analysing qualitative data using a realist logic of analysis.
- Collecting and analysing quantitative data using appropriate statistical tests.
- Synthesising data to support, refute and iteratively refine the initial programme theory and the intervention.
- Organising and facilitating meetings and workshops with the wider research team.
- Assist with the write up research work for publication, with appropriate support, in respected journals or equivalent and/or contribute as a team member to larger publications.
- Ensure efficient, accurate and effective data management.
- Ensure adherence to ethical, regulatory, and administrative requirements.
- Working with PIs to ensure good communication is maintained between all stakeholders.
- To represent the project at conferences, meetings, and dissemination events.
- Deputising for PIs in their absence in relation to project oversight.
- Any other duties as may be assigned by PIs.

THE PERSON

EDUCATION, EXPERIENCE AND ACHIEVEMENTS

- Doctoral qualification (or working towards it) or equivalent experience in a relevant area (e.g., psychology, education, early years, wellbeing/mindfulness, social research methods) (E)
- Experience of intervention design, implementation, and evaluation (E)
- Experience of qualitative data management and analysis in a team environment (E)
- Experience of quantitative data management and analysis in a team environment (E)
- Experience of conducting interviews (E)
- Experience of realist methodologies and/or participatory action research (D)
- Experience in managing large, complex, datasets (D)
- Experience of data management and use of Nvivo software or equivalent (D)
- Experience of data management and use of SPSS software or equivalent (D)
- Published work in peer reviewed journals and/or academic texts (D)
- Experience of early years literacy settings (D)

SKILLS AND KNOWLEDGE

- Excellent IT skills including email, spreadsheets, word processing, databases, and the Internet, and working knowledge of MS Office Suite (E)
- Excellent communication (written and oral) and interpersonal skills (E)
- Demonstrable ability to work sensitively and confidentially within early year settings and with teachers/practitioners, children, their parents/guardians (E)
- A methodical and accurate approach to work with attention to detail (E)
- Able to demonstrate knowledge of realist evaluation methodology and/or participatory action approaches (E)
- Able to demonstrate knowledge of intervention design, implementation and evaluation (E)
- Able to work as part of a team and liaise with different academic, educational, and national networks (E)
- Experience of working unsupervised and taking responsibility for setting and meeting targets, for own work and others (E)
- Ability to work in a proactive and reactive environment whilst managing time to meet deadlines and competing priorities (E)
- Full awareness of the ethical issues involved in

the research (E)

- Specialist knowledge and practical skills of subject area (e.g., mindfulness and/or other wellbeing interventions, literacy) (D)
- Experience of public speaking or presentations (D)
- Advanced organisational skills (D)

PERSONAL ATTRIBUTES

- Ability to communicate complex information clearly, both orally and in writing (E)
- Ability to stimulate and encourage the commitment to learn in others (E)
- Ability to use initiative, and apply creativity, to solve problems that are encountered in the research context (E)
- Ability to work collaboratively with colleagues and stakeholders (E)
- Ability to organise own time and work, to meet deadlines, and manage competing priorities (E)

Essential Requirements (E) are those, without which, a candidate would not be able to do the job.

Desirable Requirements (D) are those which would be useful for the post holder to possess and will be considered when more than one applicant meets the essential requirements.

FURTHER INFORMATION

The post is available from 2 September 2024 on a part-time (0.8 FTE) basis for a fixed term period of 10 months.

Salary will be £37,099 to £44,263 (pro rata) per annum on Grade 7 on the single salary spine.

Place of Work - The University is supporting a hybrid-working pilot of at home and on campus 'hybrid' working for many roles. We encourage discussions about how your working arrangements can be agreed to best balance the needs of the role and your personal circumstances.

The flexibility of the hybrid-working model allows the possibility of some remote working, but it is the expectation that all appointments will be UK based, with any overseas working agreed in advance by exception only.

There will be varying requirements for different roles, further details will be discussed at interview.

If successful you will be asked to show evidence of right to work in the UK prior to any formal offer being made. Non-British and non-Irish nationals entering the UK to undertake employment or who are currently in the UK will have to meet eligibility criteria under the points-based immigration system. The University may be able to provide sponsorship under the Skilled Worker route if relevant criteria are met. Please note, due to the complexities of the immigration system, Skilled Worker visa sponsorship is not guaranteed for every role. If you would like further information about whether this role is eligible for visa sponsorship, please contact staff.visacompliance@uea.ac.uk

The post is superannuable under the Universities Superannuation Scheme and there is an annual holiday entitlement of 30 days plus statutory (8 days) and customary (6 days) holidays, pro rata for part time. The University is committed to creating an environment where the health, welfare and safety of all students and staff is of paramount importance. The University's Safeguarding Policy addresses

both child protection and safeguarding children, young people and vulnerable adults within the work of the University. Appointment will be subject to satisfactory pre-employment checks, which may include an Occupational Health assessment and a criminal record check at Enhanced level from the Disclosure and Barring Service (which you will be required to pay for). For roles based within an Educational setting, Enhanced checks will be carried out every 3 years at the cost of the University. It is an offence to apply for this role if you are barred from engaging in regulated activity relevant to vulnerable adults.

Information on the benefits of working at UEA can be found at <https://www.uea.ac.uk/about/working-at-uea>.

If you require the information contained within this candidate brochure in a different format please email staff.recruitment@uea.ac.uk

HOW TO APPLY

To apply for this vacancy, please follow the online instructions at: <https://vacancies.uea.ac.uk>

The closing date for this role is 11:59pm on **24 July 2024**.

Please note that the application form contains an Equal Opportunities section which must be completed. The Equal Opportunities information will not be made available to the selection panel and will not form any part of either the short-listing or decision making process.

It is anticipated that interviews will take place on **7 August 2024** and if you have not heard by this date please assume you have not been shortlisted on this occasion.

Candidates should note that travel and incidental expenses incurred in attending an in-person interview will not be reimbursed.

ABOUT THE POST/PROJECT

As a Senior Research Associate you will be associated with a particular project and will contribute ideas and/or enhancement of techniques or methodologies. You will analyse and interpret data, write up results and present information on research progress and outcomes. You will also have the opportunity to contribute to grant applications and may be involved in the supervision of researchers and teaching of students within the School.

You will have a postgraduate level qualification, equivalent qualification or experience in a relevant research area. You will also have experience of independent research, have publications in respected journals or equivalent within the field and be able to work in a proactive and results driven manner in a high paced environment. You will also have strong interpersonal and communication skills, with the ability to analyse and interpret data and work effectively as part of a team. Advanced skills directly relating to this research area and experience teaching small classes and/or overseeing practices would be advantageous.

You will be involved in the final stages of a rapid realist review which will use the available literature to understand how and why well-being interventions 'work' to improve literacy in early years settings, for whom, and to what extent, and capture this knowledge in a programme theory. This approach will allow us to explain how important outcomes happen, why, and in which

contexts. You will then work with the research team to use this initial programme theory to design, implement, and evaluate a mindfulness-based literacy intervention, using realist and action research approaches, that can be delivered in early years settings. Your primary responsibility will be lead this aspect of the project with support from the research team.

The initial programme theory will be used in the 'planning' stage of the action research cycle to identify the mechanisms and the critical elements of the context which are hypothesised to be necessary for the effectiveness of the proposed mindfulness-based literacy intervention and tailor it to three intervention sites in Norfolk/ Suffolk. The interventional strategies needed to change these contexts will be co-designed via a series of iterative workshops with the research team, content expert group, and staff from the participating intervention sites. You will be responsible for organising and facilitating these workshops and developing the intervention materials. The intervention will subsequently be implemented by three early years practitioners in the 'act' stage of the participatory action research process, during which you will oversee its delivery and collect and analyse data to 'observe' its effects. This will include focus groups with the implementing practitioners and the collection of quantitative impact evaluation data on children's well-being and speech, language, and communication outcomes (e.g., using the Leuven Scale and the WellComm screening tool).



ABOUT THE POST/PROJECT (CONT)

During the final 'reflection' stage of cycle one, you will collect further qualitative and quantitative data from the staff delivering the intervention and the children and parent/guardians from each site. Once the data have been analysed and the results of the analysis interpreted, you will organise and facilitate workshops for the research team. The programme theory will be revised again at this stage and used to inform modifications in the next iteration of the mindfulness-based literacy intervention as the cycle begins again. You will be responsible for overseeing the second participatory action research cycle and analysing all data to develop a final programme theory and intervention package for dissemination.

The research project is a 21-month funded project entitled 'Using Realist Evaluation and Participatory Action Research Approaches to Co-Design a Mindfulness-Based Literacy Intervention for use in Early Years Settings'.

You will lead on the design, implementation, and evaluation of the intervention with guidance from the wider research team and practical support from a Research Associate. Primarily, you will be working under the guidance of Dr Kate Russell and Dr Kim Bartholomew who are joint PIs for the project. Phase 1 of the project involves a realist evaluation of existing mindfulness-

based well-being programmes to support early years literacy. You will primarily be responsible for Phase 2 which will use and refine the programme theory during the design, implementation, and evaluation of the new intervention which will be rolled out to three early years sites in Norfolk/Suffolk.



ABOUT THE SCHOOL

The School

The School of Education and Lifelong Learning offers high quality research-led teaching and training opportunities to over 700 Home and International students. Our teaching, research and knowledge exchange activities are all geared towards building education systems and practices that promote learning for social justice and sustainable futures.

The School hosts a UNESCO Chair in Adult Literacy and Learning for Social Transformation and six research groups in education. We offer professional courses in teacher education and educational psychology as well as a broad range of undergraduate, postgraduate taught and research degrees.

Research

In the 2021 Research Excellence Framework (REF), 75% of our research was rated as world leading or internationally excellent. Our research is funded by a variety of international, governmental, and charitable organisations, as well as by University sources; it extends beyond the traditional boundaries of educational research (curriculum subjects, assessment, teaching and learning) to include education and training in other professions, management, youth issues, cultural studies, communication, and the sociology of knowledge production. The impact of our research and scholarship is also multi-faceted and is about changing

learning cultures in formal and informal settings; pedagogical innovation; and impacting policy.

Teaching and Training

The School is committed to providing excellence in teaching. Our Master's courses attract both home and international students with many of the graduates going on to occupy senior positions in policymaking and in higher education.

We offer undergraduate degrees designed to meet a variety of educational needs and are part of our commitment to the value of learning for all.

Our range of postgraduate research programmes, including PhD, Doctor of Education and a Doctorate in Educational Psychology, is supported by a large pool of internationally recognised research active supervisors.

We offer Primary and Secondary PGCE programmes, with 90 Master's level credits, working in partnership with over 200 schools and other educational organisations in the region. Together with our partners within and beyond UEA, we aim to develop inspiring and dedicated teachers with a global perspective, able to use evidence and research to inform their practice.



OUR VALUES

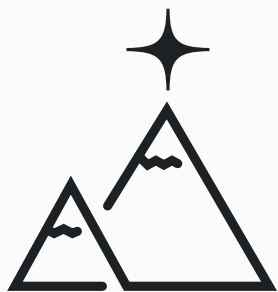
Shaped by staff, our UEA values represent a core set of standards for how we behave as an employer, drive excellence in teaching, learning and research, and collaborate as an anchor institution in our local community.

From tackling global challenges, striving for student and staff success, and creating a vibrant inclusive environment, our values are what unite us.

- ✦ AMBITION
- ✦ COLLABORATION
- ✦ EMPOWERMENT
- ✦ RESPECT



OUR VALUES (CONTINUED)



AMBITION

We are ambitious for our future success.

We are forward-thinking and brave in our approach and decisions. We make space for innovation and creativity, seizing opportunities that are responsible and sustainable. We are ambitious for the advancement of education and research.



COLLABORATION

We are collaborative in our approach.

We work together with shared purpose. We build connections, share ideas and develop new networks. We champion our regional, national and global relationships and demonstrate that together we can achieve greater goals and positively influence the world around us.



EMPOWERMENT

We empower ourselves and each other.

We develop ourselves and others, trusting people to make decisions based on their expertise and knowledge. We continually improve systems and processes to support us in working in an agile and efficient way.



RESPECT

We respect each other.

We treat everyone with respect and dignity. We value diversity and foster a community where people can express different thoughts and views. We are open to challenge, so we can learn and improve. We encourage a positive, inclusive environment where everyone has opportunities to fulfil their potential.

RESEARCH AT UEA

REF21 results showed that 91% of our research is world leading or internationally excellent ([The University of East Anglia : Results and submissions : REF 2021](#)); and the Knowledge Exchange Framework (KEF) results show UEA as above average across most indicators in our Cluster-X grouping ([Knowledge exchange framework: Dashboard \(kef.ac.uk\)](#)).

UEA research is highly cited, the 6th most cited in the UK and 41st globally (THE Research Citations rankings 2022). Ten researchers associated with the Norwich Research park and seven researchers from UEA have been named in the annual [Clarivate Web of Science Group Highly Cited Researchers list for 2022](#).

UEA is listed in the World Top 100 for research citations (Times Higher Education World University Rankings 2023) and World Top 50 (Times Higher Education Impact Rankings 2022).

REF21 Highlights – Top 20s

- 1st overall, 6th for outputs and 1st for impact - for (Anthropology and) Development Studies (8th for research power)
- 1st overall, 2nd for outputs and 1st for impact - for Agriculture, Food and Veterinary Sciences
- 3rd overall, 7th for outputs and 8th for impact – for History

- 4th overall, 14th for outputs and 5th for impact - for Earth Systems and Environmental Sciences (9th for research power)
- 4th overall, 9th for outputs and 1st for impact - for Social Work and Social Policy
- 5th overall, 8th for outputs and 7th for impact - for Area Studies

UEA is home to several world-renowned Research Centres and Networks

- Climatic Research Unit (CRU) [Climatic Research Unit - Groups and Centres \(uea.ac.uk\)](#)
- Tyndall Centre [Homepage -Tyndall Centre for Climate Change Research](#)
- Norwich Institute for Healthy Ageing (NIHA) <https://healthyageingnorwich.com/>
- Centre for Japanese Studies & Sainsbury Institute for the Study of Japanese Art and Cultures <https://www.uea.ac.uk/groups-and-centres/centre-for-japanese-studies> <https://www.sainsbury-institute.org/>
- Biomedical Research Centre <https://www.uea.ac.uk/groups-and-centres/biomedical-research-centre>
- Centre for Competition Policy <https://www.uea.ac.uk/groups-and-centres/centre-for-competition-policy>

- Norwich Institute for Sustainable Development (NISD) [Home - The Norwich Institute for Sustainable Development \(nisd.ac.uk\)](#)
- Centre for Research on Children and Families (CCRF) <https://www.uea.ac.uk/groups-and-centres/centre-for-research-on-children-and-families>
- Water Security Research Centre (WSRC) [Water Security Research Centre - Groups and Centres \(uea.ac.uk\)](#)
- Productivity East <https://www.uea.ac.uk/groups-and-centres/productivity-east>

UEA houses the British Archive for Contemporary Writing (with material from renowned authors such as Doris Lessing and Lee Child), the nationally accredited East Anglian Film Archive, Sainsbury Centre for Visual Arts, Sainsbury Institute for the Study of Japanese Arts and Culture, and Sainsbury Research Unit for the Arts of Africa, Oceania and the Americas.

OTHER ACCOLADES

- Queen's Anniversary Prizes for Higher and Further Education have been awarded to UEA for international development studies (2009), creative writing (2011) and environmental sciences (2017). Notable alumni include Sir Paul Nurse (1973, Nobel Prize for Medicine 2001), Kazuo Ishiguro (1980, Nobel Prize for Literature 2017), Michael Houghton (1972, Nobel Prize for Medicine 2020) and Sarah Gilbert (1983) who led the Oxford University team to develop a COVID-19 vaccine, approved in 2020.
- Our Doctoral College, established in 2018, hosts six Doctoral Training Partnerships and integrates Faculty and School provision for 1600 Postgraduate Research Students (including those from across the Norwich Research Park), enabling collaboration and innovation.
- We recognise our global impact and were one of the first universities to declare a climate and biodiversity emergency in June 2019. Our sustainable campus, including over 50 acres of environmentally valuable parkland, is constantly evolving with ambitions to be 100% net zero by 2045 or sooner.
- UEA is a University of Sanctuary, an accreditation given to universities that show an ongoing commitment to creating a welcoming culture of inclusivity and awareness.
- UEA was awarded the Silver Athena SWAN Award in 2019, and all our Schools hold awards at Bronze or Silver.

A vibrant place to study, learn and work, UEA is a very special place.



A SUSTAINABLE UNIVERSITY

At UEA, we are now working to create a university that will be even better in the future, and we are working to achieve net zero carbon by 2045 (or earlier). Our Sustainable Ways vision is one of a resilient university – where consumption is efficient and self-generated energy supports low carbon goals, supported by a vibrant community of world-leading researchers and inspired graduates.

At a basic level, our sustainable development means that we try to balance the ‘three pillars’ of environmental, economic and social elements.

We challenge our environmental impact through on-site energy generation and a district heating and cooling network, reducing our reliance on grid electricity and therefore fossil fuels. We promote and use recycled and ‘eco’ products such as biological cleaning materials. We champion local suppliers and ethical causes, including Fairtrade and vegan products. We seek to ensure value for money in a holistic, whole-life costing sense in our new buildings and procurement contracts.

OUR INITIATIVES

Central campaigns, such as holiday shut-downs or awareness day events, support a whole-University approach to energy saving and other initiatives.

Follow us on Twitter [@SustainableUEA](https://twitter.com/SustainableUEA)



OUR CAMPUS

UEA is based on a campus that provides top quality academic, social and cultural facilities to over 17,000 students.

Although located in 320 acres of rolling parkland, virtually no part of the campus is more than a few minutes' walk from anywhere else, so everything is close at hand – the library, nursery, health centre, supermarket (incorporating a post office), banking facilities and restaurants. Amongst the striking buildings is the UEA's Sainsbury Centre for Visual Arts, which contains the Robert and Lisa Sainsbury Collection – one of the greatest art collections formed in Europe during the 20th Century.

The University has invested in new learning and teaching and research spaces, including a celebrated new Enterprise Centre that underpins its commitment to promoting student enterprise and entrepreneurship.

Sport and Recreation plays a major part in the life of the University of East Anglia, centred around the major Sportspark facility which is one of the most successful community sport facilities in the UK. This accessible and affordable facility provides a diverse range of activities, and incorporates a 50m Olympic size swimming pool, indoor climbing wall, coaching resource centre and sports injury clinic.



NORWICH

A CITY OF STORIES

The city's motto is 'A fine city' and its strong cultural heritage has seen Norwich maintain the best of its historical character whilst developing to become one of the most vibrant and attractive cities in Europe. Norwich offers miles of riverside walks and cycle ways, and a unique collection of 1930's parks. The city is surrounded by beautiful countryside and within easy reach of the stunning Norfolk coast.

Norwich is a UNESCO World city of Literature, the first in the UK, as well as being one of the newly named Tech Cities recognising the growth of digital businesses in the region. The most prominent high-rise building, apart from the castle, is the magnificent 11th century cathedral, which still dominates the skyline. The city's medieval centre of cobbled streets remains largely intact, but there is still space for modern buildings such as the city's centrepiece, the Forum, which is a striking piece of contemporary architecture. The glass front overlooks the colourful open-air market (one of the largest in the country) and reflects the city in all its diversity.

The city is consistently rated as one of the top ten shopping venues in the UK. Norfolk and Suffolk attract thousands of visitors each summer. The famous Norfolk Broads are among the most important wetlands in Europe and a haven for rare plants, wildlife and insects. The Broads attract holidaymakers who come to navigate the intricate natural network of waterways formed by the Rivers Bure, Yare and Waveney and their tributaries.

For further information about UEA's excellent facilities, staff benefits, picturesque campus and the UEA working environment, please visit the 'Careers at UEA' microsite <https://www.uea.ac.uk/about/working-at-uea>. Additional information about living and working in the city of Norwich can be found at <https://www.workinnorwich.co.uk/>



If there is another city in the United Kingdom with a school of painters named after it, a matchless modern art gallery, a university with a reputation for literary excellence which can boast Booker Prize-winning alumni, one of the grandest Romanesque cathedrals in the world, an extraordinary new state-of-the-art public library then I have yet to hear of it. Norwich is a fine city. None finer.

STEPHEN FRY



LOCATION

Some cities you've heard of, others you have to discover. Norwich is one of the most beautiful, modern historic cities in Britain. It's a city that celebrates the independent, stimulates creativity, promotes change and encourages diversity.

UEA is a campus university located 3 miles from the centre of Norwich. Situated in the heart of Norfolk, which means it's an ideal location to explore Norwich and beyond.

BY RAIL

LONDON • 2 HOURS

CAMBRIDGE • 1 HR 15 MINS

BIRMINGHAM • 4 HOURS

Many European cities (including Paris and Amsterdam) easily accessible by train

BY ROAD

KINGS LYNN • 1 HOUR

CROMER • 45 MINUTES

SOUTHWOLD • 1 HOUR

BY AIR

NORWICH AIRPORT • 20 MINUTES

STANSTED AIRPORT • 2 HOURS

London is a major airline hub and all main international destinations are easily accessible



An internationally renowned university, UEA is ranked in the UK Top 30 (The Times/Sunday Times 2024, Guardian University Guide 2023 and Complete University Guide 2023) and the World Top 50 (Times Higher Education Impact Rankings 2023), where it ranks in the World Top 100 for research citations (Times Higher Education World University Rankings 2023), reflecting the international excellence of its research environment. The University holds UK Teaching Excellence Framework Silver status.

Equality, Diversity, Inclusion and Wellbeing

The University is committed to diversifying its workforce and to the wellbeing of all our staff. For example, we already hold an Athena Swan Silver Institutional Award in recognition of our advancement towards gender equality. Further details on our broader Equality, Diversity, Inclusion and Wellbeing work can be found on our [website](#).

