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CAREERS SERVICE

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SAMPLE CVs & FURTHER HELP

# CVs & COVER LETTERS FOR PhDs & POSTDOCS

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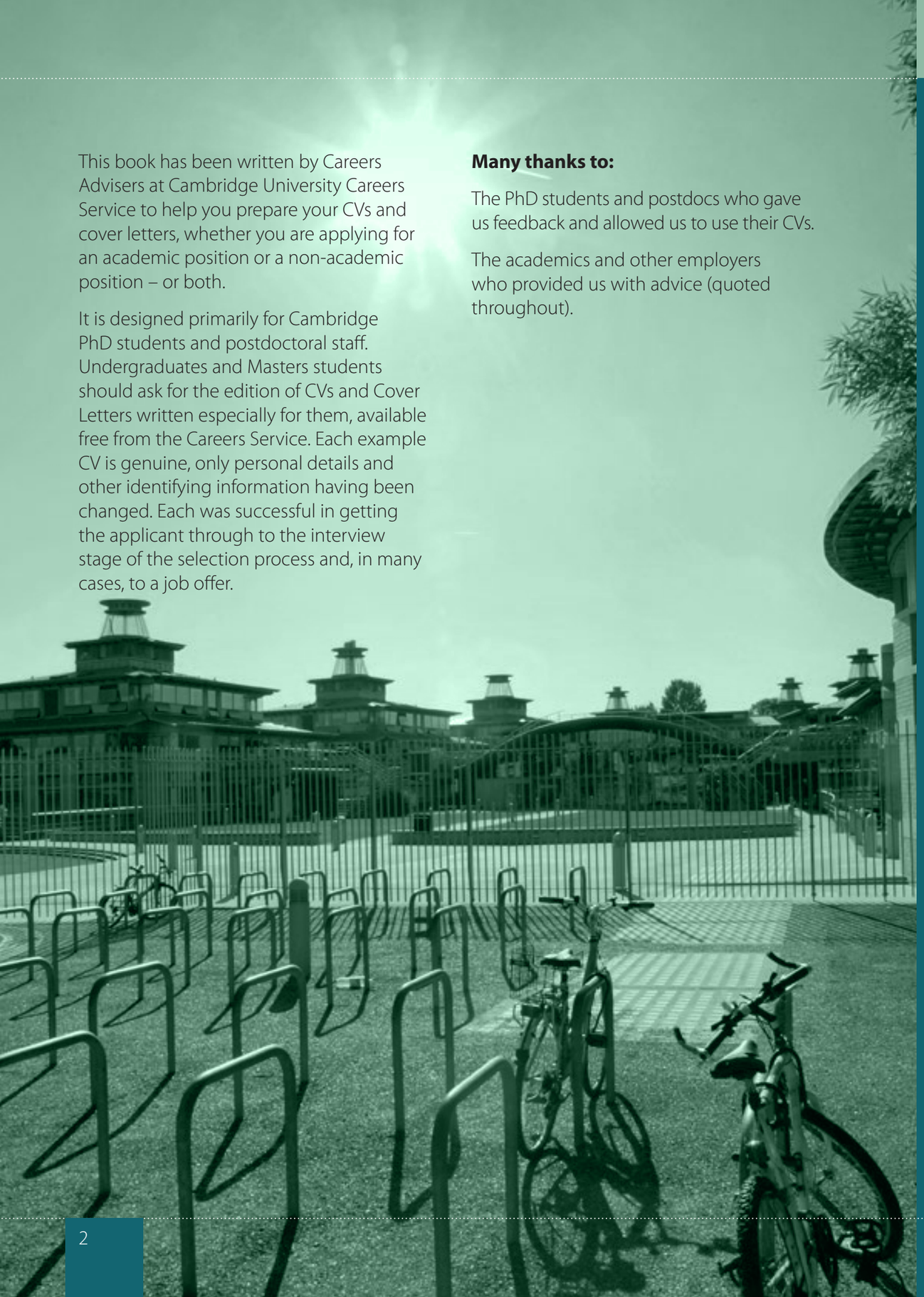


This book has been written by Careers Advisers at Cambridge University Careers Service to help you prepare your CVs and cover letters, whether you are applying for an academic position or a non-academic position – or both.

It is designed primarily for Cambridge PhD students and postdoctoral staff. Undergraduates and Masters students should ask for the edition of CVs and Cover Letters written especially for them, available free from the Careers Service. Each example CV is genuine, only personal details and other identifying information having been changed. Each was successful in getting the applicant through to the interview stage of the selection process and, in many cases, to a job offer.

**Many thanks to:**

The PhD students and postdocs who gave us feedback and allowed us to use their CVs.

The academics and other employers who provided us with advice (quoted throughout).





# Contents



**Written by** Careers Advisers of Cambridge University Careers Service
**Designed by** www.magneticstudio.co.uk

# A master CV

In an ideal world, we would always have lots of time to prepare every job application, reflect on our past experiences, draft our CV with plenty of evidence of success, get feedback from various sources, reflect again, re-draft, and so on. In reality, there's seldom lots of time, and it's amazing how difficult it can be to remember good supporting evidence when the pressure is on, the night before an application is due.

**Building a CV is an on-going job**

That's why you may find it useful to keep a master document covering all of your experiences (academic, professional, and personal) in one place. This serves as a bank from which you can draw relevant content depending on the kind of job you come to apply for.

**Record achievements when they are fresh**

If you already have a recent version of your CV, start from there and add new content to this document. Do it when an experience or achievement is fresh in your mind, and be sure to note down key information, particularly quantitative data, that will later help you to demonstrate success, e.g. "improved reliability by 15%" or "doubled attendance compared to previous year".

Don't worry about the format and style of your master CV; this is not something you would ever send to an employer.

**In your master document, you should record:**

- Education
- Research positions and experiences – note down key projects, responsibilities and achievements for each position
- Other professional employment and experience
- Collaborations – ideally those that you have initiated
- Awards and prizes
- Funding and grants you have obtained, or contributed towards
- Patents
- Teaching experience, including research supervision
- Technical skills, including research tools and programming languages
- Professional memberships
- Positions of responsibility, both academic and extra-curricular
- Academic service activities, e.g. committees or reviewing
- Conferences you have attended, and those at which you were an invited speaker
- Training courses you have attended
- Languages
- Interests outside of work

"Update your master CV regularly. Log new experience and evidence of achievements. This will save you time and stress when you come to make applications."

Liz Simmonds,
Postdoc Careers Adviser

# Your online presence

Increasingly, employers are using online social or professional networking tools to look for good potential hires, and job-seekers are using the same tools to look for potential employers and job vacancies. In a few cases, opportunities may only be advertised via social media – this is particularly likely to be true for media jobs.

Employers may check your online presence before offering you a job, so it is important to make sure that your online presence (across all platforms) won't put them off, even if you are not actively using these tools for job searching.

**General points:**

- Update and manage your privacy settings
- Keep your social media accounts up to date and remove old/unused ones
- Manage the image you present on social media – think about what photos you are tagged in and be cautious about work-related comments that you make online
- Find out how employers of interest to you are using social media in their recruitment. Do you need to keep an eye on their Twitter feed? Are they on Facebook? Do they use LinkedIn?
- Find ways to connect to people working in areas of interest to you through social media. This could mean following up meetings with people at events by connecting to them, or joining in online discussion groups in areas of interest.





## LinkedIn

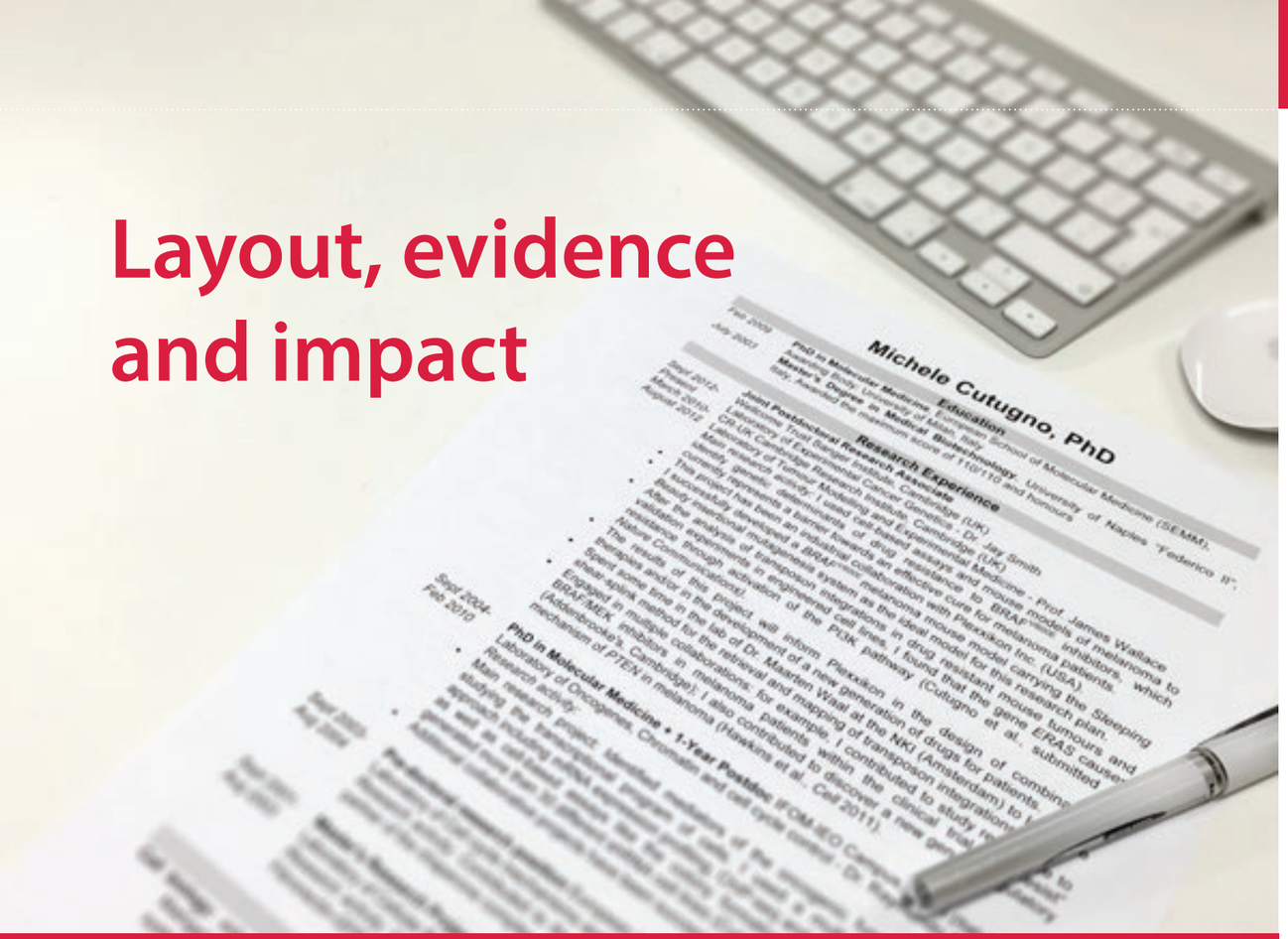
LinkedIn is a professional networking tool - you can think of it as being like Facebook but for work. Thousands of jobs at every level are advertised on LinkedIn and many recruiters use it, so for many PhDs and postdocs it will be worthwhile to have a good LinkedIn profile. It is free to set up a LinkedIn account and you can use LinkedIn in many useful ways without having a paid subscription.

**Top tips:**

- Include a professional looking photo
- A complete profile looks better than a half-finished one
- LinkedIn works on keywords, so think about the sort of keywords that are related to the type of work you are most interested in and include these throughout your profile. You can get good ideas of keywords by looking at job advertisements
- Connect to people you know through work or study
- Use LinkedIn as a research tool, e.g. to see what alumni of your university in your subject have gone on to do

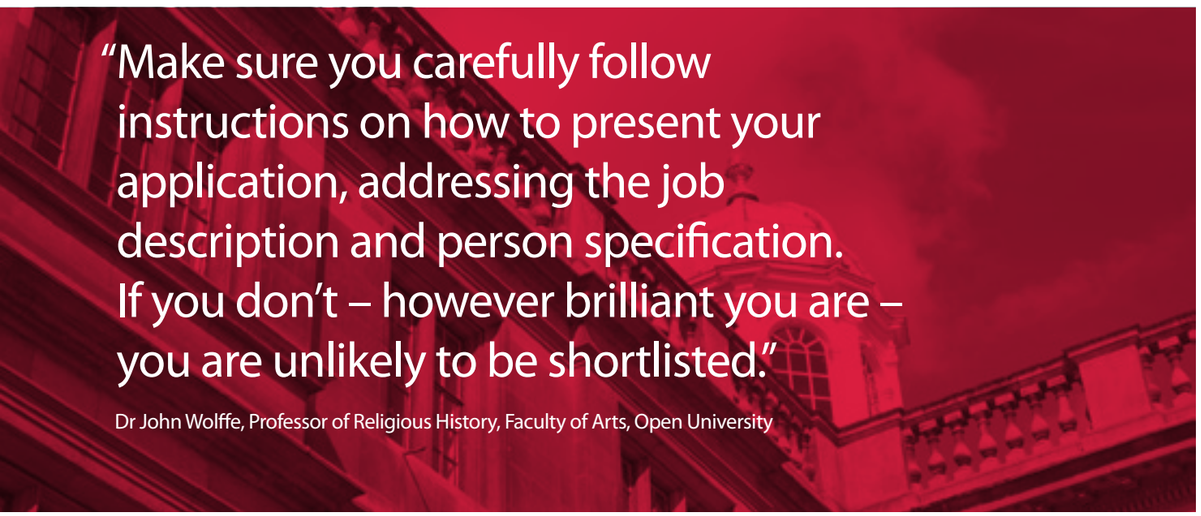
"Make sure your application matches your online presence. We will look you up on LinkedIn."

Negin Lankarani,
Graduate Recruitment Manager, L'Oréal




# Layout, evidence and impact

When a potential employer is reading your CV, they don't want to have to work hard to find what they are looking for, so a clear layout and concise evidence to back up your claims are crucial.








## The overall look

Aim for clarity, simplicity and consistency. A CV has to stand up to a "skim" read, perhaps as quick as 60 seconds. You have to organise and present your information in such a way that, at first glance, a selector will readily see that you're a suitable candidate – without having to read all of the detail.

### Bold, italics or underlining?

Highlight headings by use of capitals or bold type. Avoid underlining and italics as they can make the CV look too fussy.

### Bullet points

One style of bullet point is enough. Using different bullets or extra indentation for subcategories is likely to add confusion rather than clarity.

Avoid or limit the use of complete sentences on the CV. Note form is usual (omitting pronouns and conjunctions) – this saves space and avoids repetitiveness.

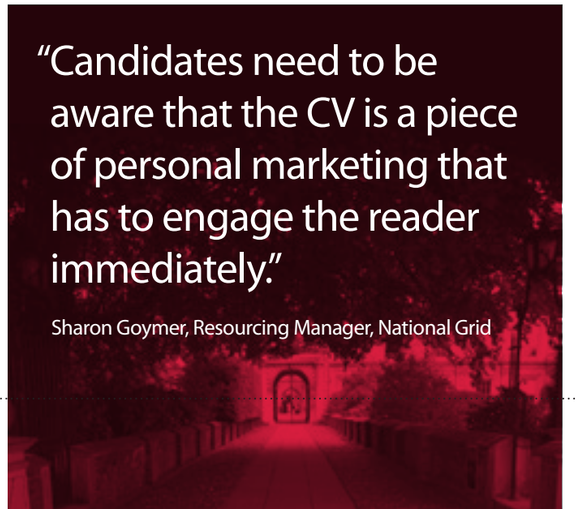
### Choice of font

Choose one attractive readable font – preferably similar to the one the organisation uses.

You can vary the font sizes (larger for headings, smaller for text and contact information) but keep the main text size consistent. Don't go below 10pt.

### Columns and tables

Avoid columns except for small items, e.g. degree modules. Avoid tables because they can look rigid and tend to draw the eye to the lines rather than to the information within them.




## Headings and sections

Keep a consistent style (i.e. use the same font, font size and capitalisation) for headings and subheadings of the same level.

Titles and headings don't need full stops; they hold the reader up.

Don't use "Other" as a heading: it either suggests something unimportant, signalling to the reader that they can skip past this section, or it indicates that you don't know how the experience collected in that section is relevant to the job description. Create headings and sections on the CV that are meaningful to your prospective employer. For example, someone applying for the job on p58 might have sections entitled "Politics-related experience" and "Media experience." This enables you to manage your material well by putting the most relevant things first, rather than your most recent experience, which may be less relevant.

Keep a consistent order of the information within a section, e.g. give the name of employer and then job title, or vice versa, but not a mix. Within each section, organise your material with the most recent experience first.

## Length of the CV

A CV for use outside academia must not be more than two pages. This is non-negotiable. A three-page CV doesn't make you look like a stronger candidate ("I simply had so much experience that I needed to run on to a third page"), it just gives the selector the impression that you can't prioritise and didn't bother to find out the conventions in their field.

Some employers, such as banks, may specify that they only want one page, but if they do not say this, give them two. This gives you more space to give your evidence.

### Use the space well

Create a balanced-looking page: do not have lots of white space on one side or in one area. Make sure the bulk of the CV is used for giving evidence of how you meet the criteria, rather than taking lots of space for your address or referees.

## A poorly laid out CV - see the next page for how to transform it into a much clearer version.

Whole CV is in an old-fashioned serif font – look at the employer's website and use a similar font and style

Confusing for the selector – make it easy to know how to contact you

Make headings stand out more

**Curriculum Vitae**

**SNEHA SHEKHAR**

**Address in UK:** St John's College
Cambridge
CB2 1TP, UK
**Address in India**: F-7, 34 Hallikhed,
Nagankhera Road, Mumbai 412018
**E-mail:** snehashekhar@gmail.com; ss12@cam.ac.uk
**Skype id:** snehas1
**Telephone :** +44 (0) 7584 123456 ; 0091(0) 20 9876543
**Date of Birth:** June 30, 1975.
**Nationality:** Indian
**Sex:** Female

Unnecessary

This CV includes a third page listing more publications, scholarships and presentations at conferences. The etiquette for CVs outside academia is maximum 2 pages, so any of these that have given you relevant skills will need to appear higher up.

**Educational Qualifications**: Nearing completion of Ph.D. at Geography Department, University of Cambridge, UK.
M.Phil. (Environment, Society & Development), 2009
University of Cambridge, UK
M.Sc. (Anthropology) 1995, University of Mumbai, India
B.Sc. (Botany) 1993, University of Mumbai, India

Unpack the relevant skills and achievements

**Additional Qualification**: Certificate Course in Environment Education.
Centre for Environment Education, Ahmedabad, India.
November 1995- July 1996

Ragged tabulation

Certificate course in Environmental Management
University of Warwick, UK.
September – December 2001

List relevant achievements with bullet points

**Work Experience**:

Remove table as it is distracting. Put date, employer and job title in bold

| Duration | Employer | Position held |
|---|---|---|
| February - June 2008 | NASSCOM Foundation, India | Consultant for project |
| January 2007 to January 2008 | Self-employed | Consultant |
| September 2006- December 2006 | International Institute for Social Studies Trust | Professional Fellow |
| January 2006- August 2006 | CDVTLA International India | Consultant for project 'Developing incentive based mechanisms for watershed protection services and improved livelihoods in India' |
| May 2003- December 2005 | Consultancy work for University of Bath, UK (EU R8280) | Project co-ordinator for project "Incorporating stakeholder perceptions of participatory water management in India" |
| Dec 2002- April 2003 | Digital Green, India | Web researcher & writer |
| February 2000- Nov 2002 | Salaam Baalaak, India (grassroots organisation) | Director |
| November 1998- Jan 2000 | Habitat for Humanity, India | Programme officer |
| December 1996 - August 1997. | Connect- India, | Programme Officer |

Don't give all your experiences the same weight – give more prominence to the most relevant ones

**Teaching experience:**

- Designed & taught 'Introductory course in anthropology' for undergraduates at Centre for Liberal Arts, Mumbai in November 2011- January 2012 & December 2012- February 2013, December 2014- February 2015
- Designed, coordinated & partially taught 2 weeks summer school in geography for international A level students for Institute of Continuing Education, Cambridge in August 2012 & August 2013
- Supervisions (small group teaching) for undergraduate students Contemporary India: The Politics of Society, Environment and Development at Geography department, University of Cambridge in May- June 2013

It is likely that much of this information will be irrelevant for a career outside academia

Avoid "other" in a heading as it makes the selector think they do not need to read it – pick a more meaningful heading e.g. 'Evidence of working in a team' or 'Organisational experience'

**Other Responsibilities:**

- Co-convener of NGOs' network for water management for the state of Andhra Pradesh. (2001- 2005).
- Executive founder member of the 'Andhra Pradesh Water Conservation Movement'.
- Green Officer, St John's College College, 2010-11
- Elected International Officer, Graduate Union, University of Cambridge 2013-14
- Member, Events Team, Cambridge University International Development Society 2013
- Co-convenor, City Seminar, Centre for Research in Arts Social Sciences & Humanities (CRASSH), University of Cambridge 2013-14

The bullet points don't help here – better to list these responsibilities in the format of a job with bullet points of key achievements

**Publications:**

- **Shekhar, S.** (2007) *Details of publication*
- **Shekhar S.** (2006) *Details of publication*
- **Shekhar S.** (2006) *Details of publication*
- **Shekhar S.** (2004) *Details of publication*
- **Shekhar S.** (2003) *Details of publication*
- **Shekhar S.** (2003) *Details of publication*
- **Shekhar S.** (2002) *Details of publication*

A big list of publications per se is unlikely to be of interest outside academia – better to explain the relevant skills you have gained e.g. research, writing for different audiences, or attention to detail

**Fellowships/ Scholarships:**

- *Detail of scholarship*
- *Detail of scholarship*
- *Detail of scholarship*

**Selected presentations:**

- *Details of conference paper*
- *Details of conference paper*
- *Details of conference paper*

Lots of text in italics is hard to read

## A much better CV layout - see page 10 for the original

### SNEHA SHEKHAR

St John's College, Cambridge, CB2 1TP
ss12@cam.ac.uk +44 (0) 7584 123456

**EDUCATION/ENVIRONMENTAL QUALIFICATIONS**

**2010-2015: University of Cambridge:** Geography PhD – nearing completion

- Space here to unpack the skills the PhD has given her
- Space here to unpack how the subject of the PhD is relevant to what she is applying for

**2009-2010: University of Cambridge:** M.Phil. Environment, Society & Development

- Space here to unpack any relevant skills or topics e.g. writing or research skills

**2001: University of Warwick:** Certificate course in Environmental Management

- Space here to unpack any relevant skills or topics e.g. writing or research skills

**1995-1996: Centre for Environment Education**, Ahmedabad, India: Certificate Course in Environment Education.

- Space here to unpack any relevant skills or topics e.g. writing or research skills

**1994-1995: University of Mumbai**, India: M.Sc. Anthropology

- Space here to unpack any relevant skills or topics e.g. writing or research skills

**1990-1993: University of Mumbai**, India: M.Sc. Botany

- Space here to unpack any relevant skills or topics e.g. writing or research skills

**ENVIRONMENTAL WORK EXPERIENCE**

**Feb – Jun 2008: NASSCOM Foundation**, India in collaboration with NALSAR, Hyderabad, India: Consultant

- Undertook consultancy project "Strengthening environmental law capacity in SAARC region"
- Space here to give more evidence of relevant achievements

**Jan 2007 – Jan 2008: Self employed**, Consultant

- Space here to give evidence of relevant achievements

**Sep 2006 – Dec 2006: Institute for Social Studies Trust**, India, Professional Fellow

- Space here to give evidence of relevant achievements

**Jan 2006 – Aug 2006: CDVTLA International India:** Consultant

- Conducted analysis for project 'Developing incentive based mechanisms for watershed protection services and improved livelihoods in India'

**May 2003 – Dec 2005: University of Bath,** Consultant

- Co-ordinated project (EU R8280) 'Incorporating stakeholder perceptions of participatory water management in India'

**Dec 2002 – April 2003: Digital Green, India:** Web researcher & writer

**Feb 2000 – Nov 2002: Salaam Baalaak Trust, India (grassroots organisation):** Director

**Nov 1998 – Jan 2000 Habitat for Humanity, India:** Programme officer

**Dec 1996 – Aug 1997 Connect, India:** Programme Officer

**ENVIRONMENTAL LEADERSHIP/MANAGEMENT/TEACHING EXPERIENCE**

**2011-2015** (intermittent): **Centre for Liberal Arts, Mumbai:** Lecturer

- Designed & taught 'Introductory course in anthropology' for undergraduates

**2012-2013: Institute of Continuing Education Cambridge:** Lecturer

- Designed, coordinated & partially taught 2-week summer school in geography for international A-level students

**2013: University of Cambridge Geography Department:** Supervisor

- Supervised (small group teaching) for undergraduate students on "Contemporary India: The Politics of Society, Environment and Development"

**2010-2011: St John's College,** Green Officer

**2001-2005: Participatory Water Management for the state of Andhra Pradesh:** Convenor

**2001: Executive founder member of the 'Andhra Pradesh Water Conservation Movement'**

**WRITING/COMMUNICATIONS EXPERIENCE**

- Published and co-published six academic papers on environmental issues including joint water management and gender in India
- Presented papers/made presentations at ten conferences including the Royal Geographical Institute and the Cambridge International Development Conference

**RELEVANT EXTRA-CURRICULAR EXPERIENCE**

- Space here to list other relevant activities e.g. volunteering

## Use impactful language in your CV

Your CV should include powerful language to emphasise your achievements and make you stand out. Here is a selection of words you can use to add impact to your material.

### Achievement

accelerated
accomplished
achieved
attained
carried out
completed
conducted
delivered
demonstrated
doubled/tripled
effected
enhanced
enlarged
exceeded
expanded
expedited
finished
implemented
improved
increased
negotiated
obtained
perfected
performed
produced
secured
succeeded
surpassed
won

### Communication

advised
disseminated
presented
demonstrated
edited
participated
instructed
chaired meeting
wrote

### Initiative

pioneered
redesigned
set up
started

formulated
initiated
instituted
introduced
launched
originated

created
designed
developed
devised
established
extended

### Research

classified
determined
developed
differentiated
equated
experimented
investigated
searched
solved

### Creativity

contributed ideas
designed
developed
devised
enabled
formulated
improvised
innovated
introduced
launched
originated
reshaped
structured

### Problem solving

strengthened
tackled
traced
turned round
unified

refined
reorganised
resolved
restructured
reviewed
simplified
streamlined

diagnosed
eliminated
evaluated
examined
identified
investigated
reduced

### Leadership

controlled
developed
directed
drove
guided
headed
inspired
led
managed
motivated
organised
revitalised
undertook

### Managing/organising

administered
attained
conducted
coordinated
established
exceeded
executed
implemented
initiated
maintained
managed
organised
performed
produced
reduced
strengthened
turned around
undertook

### Promoting

accounted for
convinced
generated (e.g. funds)
improved
influenced
persuaded
recommended
represented
surpassed (e.g. targets)

### Technique

analysed
arranged
budgeted
catalogued
compared
compiled
completed
computed
distributed
enlarged
examined
expanded
generated
improvised
indexed
redesigned
reorganised
restructured
reviewed
revised
scheduled
synthesized
systematized
verified

### Interpersonal skills

advised
assured
closed (the deal)
collaborated
consulted
determined
evaluated
guided
handled
integrated
investigated
mediated
negotiated
proposed
sorted out

Used by permission, Imperial College London Careers Advisory Service

## Build evidence into your CV

For everything you state on the CV, ask yourself: How can I prove that? What difference did it make? Sometimes people worry about coming across as arrogant or boastful, but if you can provide evidence for what you are claiming, then it's not boasting.

**Evidence can come from a variety of sources:**

- Data/numbers
- Published articles
- Feedback e.g. through a questionnaire or from a supervisor
- Changes that have taken place

Avoid "...ing" words. Instead put verbs in the past tense, which will focus on your quantifiable achievements. For example "Presenting scientific findings" does not make a strong impact; "Presented scientific findings to an audience of ~60 at an international conference" is much better. Even if the task you are talking about is not yet completed, focus on what you have done so far.

"Make sure we can understand your application – the short-listers are unlikely to be experts in your field. Help us understand how what you have done is relevant to what we are looking for."

Aleron, a social impact consulting firm

**Here is an example of how you can build evidence into a CV:**

Compare the first and second extracts:

**Oct 2010 – Dec 2014**

PhD, Dept of Chemistry, University of Bristol

**Supervisor:** Professor Jacks

**Thesis:** A TCSPC study of polymerised indoles.

**Oct 2010 – Dec 2014**

PhD, Dept of Chemistry, University of Bristol

**Key achievements:** set up a challenging experiment from scratch, ran the experiment producing data now published in two peer-reviewed journal articles

presented scientific findings to an audience of ~60 at an international conference

one-to-one supervision of a final year undergraduate project student; student awarded a prize for best project of the year

The second extract gives you a much better sense of what the person has achieved, by demonstrating outcomes such as journal articles, presentations and prizes.

**Here are some examples of evidence of broader skills:**

**Mentoring**
As vice-captain of the University softball team, I recruited 2 new team members and mentored them. During this time, our league position rose and our team coach praised the effectiveness of my mentoring skills.

**Communication skills**
Have written 4 papers published in peer-reviewed journals in addition to writing annual reports for my funding body. I give oral presentations at local and international meetings and I have been commended for the clarity of my presentations.

I volunteered for the Cambridge Science Festival and spent a day explaining my research to members of the public from age 4 to over 80. This experience has developed my ability to communicate to diverse and non-specialist audiences.

**Teamwork**
Working in a team of 3 researchers, my role was to source reagents and optimise the X technique. This allowed our team to produce data quicker and resulted in our lab being the first to publish on this topic.

"I've never seen a CV that doesn't mention teamwork, but it's easy to be flippant about it. I need to see concrete evidence to be convinced."

Sylvia Court, Graduate Programme Manager for R & D, GSK

# Comparing academic and non-academic CVs

On pages 48 and 70 of this book you can see James Mason's CV reworked for an academic and a commercial role

There are some essential differences in the content and presentation of CVs for jobs in academia, and those in other sectors. This table summarises some of the main points you should consider for each type of CV.

| | Academic CV | Industry R&D CV | Non-research CV |
|---|---|---|---|
| Length | No limit | 2 pages with possible appendix of publications | 2 pages maximum |
| General focus | Demonstrating a personal track record in your specialist research area, and selling that research area to your target institution. | Demonstrating a track record of delivering research projects, of tailoring your research experience to match the company's requirements. | Demonstrating the broad range of skills acquired during your research experience, and through other activities, tailored to the employer's essential criteria/competencies. |
| Research experience/ PhD should focus on: | The contributions you have made to the field.<br>Number, quality and consistency of publications.<br>International reputation as evidenced by invited talks and invitations to review articles.<br>Early career funding that you have obtained. | Experimental experience or subject area you researched that is relevant for the job and company.<br>An ability to deliver projects on time and within budget.<br>Stopping projects that were not yielding results.<br>Flexibility to work on projects not directly related to your specialist area. | The broader experiences you have gained as a result of doing research in academia.<br>The main outcomes of your research, to demonstrate that you have been successful in your career. |
| Technical skills | Important at the postdoc level, to demonstrate what you can bring to a research group.<br>Less important for lectureship positions. | Very important – in many cases, this will be the main reason a company will be interested in you. | Not relevant for non-research roles, with the exception of some programming skills used in a non-research context. |
| Research supervision | Provides early evidence that you have the potential to run a research group.<br>Evidence that you can develop project ideas for students, and manage them to achieve successful outcomes such as publications and prizes. | Provides early evidence that you have the potential to become a research manager.<br>Evidence that you can supervise less experienced staff members so that they are effective in their work, and complete their projects on time and to a high standard. | Provides early evidence that you have the potential to become a team leader or manager.<br>Evidence that you can supervise less experienced staff members so that they are effective in their work, and complete their projects on time and to a high standard. |





| | Academic CV | Industry R&D CV | Non-research CV |
|---|---|---|---|
| Teaching | Evidence that you are capable of providing lectures, tutorials and practical classes.<br>Give details of which subjects you have taught, in what format, and to what level and size of audience. | 'Communication skills' – shows that you can communicate concepts to people who are not specialists, and can mentor and inspire.<br>Summarise your experience – no need for details. | 'Communication skills' – shows that you can communicate concepts to people who are not specialists, and can mentor and inspire.<br>Summarise your experience – no need for details. |
| Collaborations | Demonstrates that you are starting to develop your own independent research projects. | Useful evidence of teamwork – co-ordinating multiple partners towards a common research goal. | Useful evidence of teamwork – co-ordinating multiple partners towards a common goal. |
| Publications | Extremely important evidence of your scientific track record – give full details. | Can be useful evidence of your research output – some fields will accept an appendix of publications, some prefer you to summarise, e.g. "11 papers in 5 years." | Useful only as evidence of success in your career – summarise, e.g. "11 papers in 5 years." |
| Academic service/ administrative experience/ responsibilities | Demonstrates that you are willing to contribute to the running of the academic community and/or department. | Demonstrates a range of broader skills such as organisation, communication, team working, which employers will be very interested in. | Demonstrates a range of broader skills such as organisation, communication, team working, which employers will be very interested in. |
| Awards/ prizes/ funding/ patents | Important evidence of your reputation and track record. | Important evidence that you have been successful in your research career. | Prices and awards show you have achieved excellence in your career.<br>Funding and patents can be useful in demonstrating commercial awareness. |
| Conferences | Invited talks give evidence of your reputation in your field. | Attending conferences is evidence that you are willing to engage with the broader field, communicate your work, and network.<br>Give a summary, e.g. "Attended 3 international conferences in the last year, and presented at one." | Could be relevant for roles in e.g. publishing, or sectors where academic networking is an important skill.<br>Give a summary, e.g. "Attended 3 international conferences in the last year, where I was able to establish two new collaborations." |
| Training courses | Not very important, with the exception of some accredited teaching courses. | May be important if you have been trained in specific technical skills relevant to the company, but you will also be expected to show how you have used them in your work. | May be important if you have been trained in specific skills relevant to the sector/job (especially if you are changing career direction), but you will also be expected to show how you have used them in practice. |
| Referees | Very important – choose your referees carefully. You may be asked to give 3 or more. | Less important – will probably only be contacted after you are offered a job. May be useful where your research group has strong industry links. | Less important – will probably only be contacted after you are offered a job. |

# Preparing applications for academic positions

Academic positions are extremely competitive, so you need to make sure that your application materials focus on what the selectors are looking for, and make it easy for them to understand what your specialism is, and how good you are.

## What academic selectors look for

If you're planning a career in academia, you need to be able to demonstrate excellence in your chosen field. You will be expected to make an increasing impact on your field as your career progresses, demonstrating academic prowess in your undergraduate days, delivering successful research projects through your PhD and postdoc(s), and eventually becoming a significant authority in your chosen specialism.

## Get honest feedback

Other experiences, such as teaching and academic service, and experiences which shape you as a person, may come in to play, but your application materials must always place academic impact at the fore.

When it comes to your publication record and how yours will compare to that of others on the job market, you need to find out what the norm is in your field, for someone at your career stage. Ask peers and senior academics to give you an honest assessment of how you stack up. It's no good not knowing, or merely hoping that your years of dedicated committee work will disguise a big gap in your publications.

To find out more about the type of experience you need to be competitive for academic jobs, and what you can do now to begin building up that experience, read our Quick guide to planning an academic career.





## Basic content of an academic CV

For any academic position, your CV should include the following main headings, not necessarily in this order. (It is conventional to use reverse chronology.)

**Education** – from undergraduate level. Include grades/marks, and class positions if particularly impressive, e.g. "top 5 %"
If your degree is from outside the UK, give sufficient detail for the selector to understand the achievement, e.g. "Grade 2 of 5, where 1 is best", or "4.75/5 (top 5% of class)".

**Research experience** – not the title of your project, but its focus and key outcomes (see our worked example on p16)

**Teaching experience** – state where and when you taught, at what level and in which format. Translate Cambridge - specific terms (eg"Part II") in to more general terms (eg " final year"). Don't forget research supervision experience, although it's not necessary to list all the individuals you have supervised – summarise, and include key outcomes.

**Publications** – highlight where you are the lead author. If you work in a field where the convention is to list authors alphabetically, make sure your contribution to the publication doesn't get lost.

**Referees**

You could also have sections which cover:

**Awards/prizes**

**Funding obtained** – for awards, prizes and funding it's useful to give some detail about how competitive the award was (e.g. "3% success rate"), and the level of funding/support, so that selectors can assess the prestige of your attainment.

**Academic service** – e.g. journal refereeing, committee work

**Invited talks**

**Professional memberships**

## Applying for a postdoc position

### Be clear about your research skills

If you are applying for an advertised postdoc position, the PI in charge will have a project already in mind and will probably be looking for someone with a specific set of technical and/or research skills who can deliver it. They will also want to know about your interest in their group or project – what motivates you to join them, what do you hope to learn there, and what can you bring to the group?

### Apply speculatively

It's not unusual to apply speculatively to join a research group – sometimes using contacts from your own or your PI's academic network, and sometimes approaching groups you have found through online research. In this case, you may have to do a bit more groundwork to discover what kinds of research skills the PI might be seeking, and so you will need to be clear about the work the group is doing and how you can fit in. You may also have to look for your own funding.

"Think ahead to your future academic career – what do you want to be working on? What questions and problems interest you? Do you want to change direction or combine different approaches/topic areas? If so, think about what technical expertise you might need to develop, and look for postdoc positions that will help you to achieve this."

Professor Matthew Juniper, Department of Engineering, Cambridge University

Postdoc in genetics applying for another postdoc

# Debbie Batchelor

An Creagán, Kincasslagh,
Co. Tyrone, Ireland.

Telephone (Mobile): +353 54 987654
E-mail: Deborah.batchelor@gmail.com

## Scientific Career & Education

Outcomes clear for each position

Feb 2013 - Feb 2014 **Research Associate Genetics & Oncology Group Supervisor: Dr. R. Bugden**
**Dept. Veterinary Medicine, University of Cambridge, UK**

**Improved Classification of Canine Soft Tissue Sarcomas using miRNA Expression Profiling**
Soft tissue sarcomas (STS) account for ~15% of all canine malignancies. Histological variability and a lack of immunochemical or genomic markers present significant challenges in the classification of this disease, impeding successful treatment. Using real time PCR gene expression analysis, I identified a set of miRNAs capable of classifying well differentiated tumours successfully. This discriminatory set of miRNAs is currently being developed as a diagnostic tool for tumours with an unknown cell of origin. I am also developing a prognostic predication tool using gene expression signatures representing a cohort of STS samples with significant follow up information available. This study has provided important data which will be instrumental in improving the accurate diagnosis of soft tissue sarcomas, and as such improve the survival rates of this disease. I was also able to generate preliminary data that has been used for a further grant application as a result of increasing workflow efficiency and reducing assay volumes.

May 2011 - Jan 2013 **Research Fellow Oesophageal Cancer Group Supervisor: Prof. E. Dawson**
**Dept. Clinical Medicine, Trinity College, University of Dublin, Ireland**

**Identification of a Novel Tumour Suppressor Role for CDX2 in Oesophageal Adenocarcinoma**
The exogenous expression of CDX2, an integral protein for the development of the premalignant lesion Barrett's oesophagus, is dramatically reduced as oesophageal adenocarcinoma develops. This study has identified a novel tumour suppressor role for CDX2 in an *in vitro* setting of oesophageal adenocarcinoma. I assessed CDX2 functionality in human oesophageal cell lines using targeted gene suppression (siRNA) and overexpression using a DNA plasmid. I utilised various molecular biology techniques such as anchorage independent growth assays, wound healing and trans-membrane cell migration to establish that tumourigenic potential was reduced with increased expression of CDX2. Identification of the key regulators of CDX2 expression may present novel therapeutic targets for the stabilisation of non-malignant Barrett's oesophagus and prevent the development of oesophageal adenocarcinoma. I independently proposed and designed this project as a follow up to my PhD thesis.

**Identification of a Novel Therapeutic Strategy for the Treatment of Oesophageal Adenocarcinoma using a High Throughput/High Content siRNA screen**
A second project that I played an integral role in during this time was a high throughput/high content siRNA screen targeting over 6000 genes which was based on the strategy developed during my PhD studies. My role in this project involved the development of the experimental protocol and the implementation of this protocol in conjunction with other members of the lab. I also took the lead in the development and execution of a statistically robust analysis strategy using Microsoft Excel and The R Project for Statistical Computing for the selection of positive targets. I worked closely on a day to day basis supervising the PhD student who was working on this project.
*Patent Application Pending:* An Invention Disclosure Application had been filed and a patent application is being processed involving the findings of this project.

Oct 2006 – Jan 2011 **Integrated 4 Year PhD in Molecular Medicine Supervisor: Prof. E. Dawson**
**Dept. Clinical Medicine, Trinity College, University of Dublin, Ireland**

**Bile Acids and Barrett's Oesophagus: The Development of a Functional siRNA screen to Identify Novel Therapeutic Targets of Oesophageal Carcinogenesis**
I developed a semi-automated siRNA library screening protocol which was implemented to identify modulators of resistance to bile acid induced cell death in a human oesophageal dysplastic cell line. Cell viability in response to bile acid exposure was assessed following targeted inhibition of over 500 genes using siRNA technology. I successfully identified a number of genes involved in conferring resistance to bile acid induced cell death. These results, in conjunction with those from a follow on study are currently included in a patent application as novel therapeutic targets for oesophageal adenocarcinoma.

Sept 2002 - May 2006 **BSc (Hons) Cell & Molecular Biology University College Dublin, Ireland**
Overall Result: First Class Honours

## Selected Courses and Training

- Post Graduate Diploma in Data Analytics (Part-time), National College of Ireland – Sept 2014 to May 2015.
- The R Project for Statistical Computing - Introduction for Beginners, University of Cambridge – May 2013.
- Introduction to Process Improvement Techniques: Introduction to Lean Six Sigma Methodology – Dec 2012.
- High Content Screening Course, Institute of Molecular Medicine, Dublin - Jan 2008.
- Statistics Course, Institute of Molecular Medicine, Dublin - May 2008.

## Laboratory Techniques

**Specialised Laboratory Techniques:**
- Design, optimisation & implementation of high content/high throughput siRNA library screen using liquid handling robots - logistics, quality control, trouble-shooting and training of team members (PhD student & Post Doc).
- High content/high throughput screening analysis strategy development and implementation using The R Project for Statistical Computing packages CellHTS & RNAither.
- Microarray analysis using GeneSpring 7.0.
- Systems biology analysis – Ingenuity Pathway Analysis; MetaCore.

Clear demonstration of key technical skills

**General Laboratory techniques:**
- Gene expression analysis – quantitative real-time PCR & DNA microarray.
- Reverse-transcription PCR and gel electrophoresis analysis.
- Mammalian cell culture – aseptic technique, cell culturing/freezing, cell line maintenance, adapting growth conditions without altering characteristics of cell line to facilitate co-culturing.
- DNA, RNA & protein extraction from cell lines, tissue (frozen & formalin fixed paraffin embedded (RNA)) and blood.
- Cellular transfection (siRNA & DNA plasmids).
- Western blotting.
- Cell proliferation assays.
- Anchorage independent growth assay – I was the first person in the research group to develop this assay for use with our cell lines.
- Immunofluorescent staining.
- Wound healing assay.
- Transmembrane migration assay.
- Interpretation of DNA sequencing chromatographs.

## Transferable Skills

- Communication – Regular oral presentations at lab meetings, departmental seminars and conferences.
- Teamwork – Completed high throughput project taking lead in protocol development and analysis strategy.
- Organisation – Organised conference for over 100 delegates including trade exhibition.
- Working to Deadlines & Time Management – Year 1 of integrated PhD required completion of numerous projects and assignments, while concurrently attending lectures and completing lab rotations.
- Information Technology – Microsoft Office, Adobe Photoshop, GeneSpring, Ingenuity Pathway Analysis, Endnote.

## Conference Proceedings

- Digestive Disease Week – Chicago (2014). Two oral presentations given by the PhD students who were members of the siRNA screening team.
- The 7th International Conference on Advances in Canine and Feline Genomics and Inherited Disease - Boston (2013). Poster Presentation.
- Irish Society of Gastroenterology Spring Meeting – Kilkenny (2012). Oral Presentation.
- The 6th Barrett's Symposium – University College London (April 2012). Poster Presentation **First Prize.**
- Digestive Disease Week – San Diego (May 2012), New Orleans (May 2010) & Chicago (May 2009). Poster Presentations.
- Oeso 10th World Conference: Barrett's Esophagus – Boston (Aug 2010). Poster Presentation.
- XXI International Bile Acid Meeting: Falk Symposium 175 – Freiburg (Oct 2010) & XX International Bile Acid Meeting: Falk Symposium 165 – Amsterdam (May 2008). Poster Presentation. **Third Prize (2008).**

## Publications

**Batchelor, D.,** Aguirre-Hernández, J., Constantino-Cases, F., Scase, T., Hoather, T.M., Dobson, J.M. & Bugden, R. Improved Classification of Canine Soft Tissue Sarcomas using miRNA Expression Profiling. Manuscript in Preparation. *Manuscript prepared and under review by co-authors*, *expected submission September 2014.*

**Batchelor, D.*,** Duggan, S.P.*, Garry, C.*, Phipps, S., Davies, A. & Dawson, E. Novel Oesophageal Cancer Therapeutic Targets Identified Through siRNA Library Screening of Oesophageal Dysplastic Cells. *Manuscript in preparation, expected submission October 2014.* (* these authors contributed equally to the completion of this work)

Her contributions to each paper are clarified

**Batchelor, D.*,** Duggan, S.P.*, Phipps, S.,* Garry, C., Davies, A. & Dawson, E. Screening the invasive potential of oesophageal cancer using siRNA library knockdown and high content analysis. *Manuscript in preparation, expected submission October 2014.* (* these authors contributed equally to the completion of this work)

**Batchelor, D.,** Duggan, S.P., Freund, J.N., Dawson, E. The Identification of a novel role for CDX2 as a Tumour Suppressor in an Oesophageal Adenocarcinoma *in vitro* system. *Manuscript prepared and under review by co-authors*, *expected submission September 2014.*

Duggan, S.P., **Batchelor, D.,** Kirca, M., Smith, S., Reynolds, J.V., Long, A., Dawson, E. (2010). An integrative genomic approach in oesophageal cells identifies TRB3 as a bile acid responsive gene, downregulated in Barrett's oesophagus, which regulates NF-κB activation and cytokine levels. *Carcinogenesis, 31 (5): 936-945.*

PhD in biochemistry applying for postdoc in bioenergy

# Alison Wilson

80 Elsworth Street
Cambridge CB1 1AB
Nationality: British

Telephone (Home): 01632 960000
Telephone (Mobile): 07700 900000
E-mail: aw@example.com

## Education

April 2012 -Present — **St John's College, University of Cambridge**
**Ph.D. Plant Sciences –** BBSRC-CASE funded in partnership with the Potato Council

*Cytokinins and Potato Tuber Dormancy: Developing Methods for Control of Sprouting*
Investigation of the activity of a newly identified cytokinin binding protein, StCLA1, and its role in potato tuber dormancy. Produced recombinant StCLA1 in bacterial culture. Assayed function using HPLC and LCMS/MS to determine its function as a nucleoside phosphorylase in collaboration with Dr Steven Warren (Imperial), and further determined the $K_m$ for a variety of cytokinin substrates as ~4µM through development of a new dynamic spectrophotometric assay. Explored expression pattern *in planta* by transcript and protein analysis, and transgenically through promoter-reporter fusions. The role of StCLA1 in tuber and plant phenotype is currently being resolved through use of the CaMV 35S promoter driven expression.

Oct 2008 –June 2011 — **St John's College, University of Cambridge**
**BA (Hons) Cantab. Natural Sciences (1st Class)**

Final year laboratory project, based in the Department of Plant Sciences – Investigation into plant growth regulator (PGR) exudation from the root membranes of Oil Seed Rape (*B.napus* ssp. *Oleifera*) in response to PGR production by soil flora.

Final Year Courses taken:
Plant-Microbe Interactions; Dynamics, History and Future of Vegetation; Development of Plants; Frontiers in Microbial Physiology and Ecology

2001-2008 — **Richard Crosse High School, Whittington**
A-Levels: Biology (A), Chemistry (A), Geography (A), Art (A), General Studies (A)
GCSE: 10 subjects (7 at Grade A*, 3 at Grade A)

Academic impact is clear

## Scholarships and Awards

2015 — **Frank Smart Scholarship** – 1 of 6 awards for 2014/11, proposal submitted for purchase of hybridisation apparatus and phosphor screens.
2014 — **Company of Biologists Travel Award** – Application made for travel to Plant Hormones and Signalling conference, Keystone, CO.
2014 — **St John's College Graduate Fund Travel and Research Grant** – Application made for travel to Plant Hormones and Signalling conference, Keystone, CO.
2010-11 — **Thomas Hobbes Scholarship** – Elected by the governing body of St John's College for academic excellence.
2008 — **Drapers' Company Leaving Scholarship** – Single award made by Drapers' Company to a student of a partner school for academic achievement

Demonstrates that PhD will result in a publication

## Publications

**Wilson A**; Warnes BJ; Thomson JCP; James CM; Warren S & Smith J. (2016) A neglected enzyme of cytokinin interconversion is a key component in potato tuber initiation. *In Preparation*

## Conference Proceedings

Feb 2015 — Plant Hormones and Signalling, Keystone Symposia, Colorado USA; poster presentation
'Gene for the cytokinin-interconverting enzyme adenosine phosphorylase isolated.'

## Selected Talks

July 2015 — Friday Seminar Series. Department of Plant Sciences, University of Cambridge
'Hormonal regulation of potato tuberisation'
March 2015 — Department of Plant Sciences Cell Physiology Supergroup Meeting
'StCLA1: A Lost Enzyme of Cytokinin Interconversion.'
Oct 2014 — Department of Plant Sciences Poster Week
'StCLA1: A lost enzyme of cytokinin interconversion found in *Solanum tuberosum* L. *cv.* Desirée.'
May 2012 — First Year Graduate Students' Symposium. Department of Plant Sciences, University of Cambridge
'Cytokinins and Potato Tuber Dormancy.'

Talks, conferences and teaching demonstrate a commitment to the broader academic community

## Teaching Experience & Public Outreach

2014-Present — Practical Leader for Part IB Plant and Microbial Sciences 'Expression of a Plant Protein in *E.coli*'
2013-Present — Laboratory Project Supervisor for Part II (Final Year) Plant Sciences
2012-Present — Undergraduate Supervisor for Part IA Physiology of Organisms & Part 1B Plant and Microbial Science
2012-2014 — Teaching Laboratory Demonstrator
2012 & 2013 — Cambridge University Science Fair Volunteer

Research skills are clear and easy to find

## Research Skills

- LCMS and HPLC analysis
- Spectrophotmetric enzymatic assays
- ELISA
- Extraction and purification of plant hormones
- Overexpression and purification of proteins using affinity chromatography and a number of other purification techniques, SDS-PAGE and immuno-blotting
- Molecular biology: isolation and analysis of plant and bacterial DNA, RNA and proteins, cloning, PCR, RT-PCR, TAIL-PCR and Real Time PCR
- Bacterial and plant transformation
- Histochemical and fluorometric assays of promoter:GUS fusion lines
- *Solanum tuberosum* L. (Potato) husbandry and tissue culture
- Bioinformatics: BLAST, ClustalW, use of SOL Genomics Network (SGN) EST databases
- Computing: VectorNTI, GenStat, Serial Cloner, Chromas, Image J

## Languages and IT Skills

Languages — Conversational German and understanding of syntax and vocabulary to translate scientific papers; basic French
IT — Regular use of MS Word, Excel, Powerpoint & Outlook; Photoshop; Adobe Illustrator
Completed a course in Windows and MS Office applications as a part an undergraduate Maths course

## Interests and Activities

2014 — Cambridge University Women's Boat Club Squad Member
2012-2013 — St John's College Boat Club Captain
2009-2013 — St John's College Boat Club Ladies' 1st VIII
2009-2011 — St John's College May Ball Committee Member
2008-09, 12-13 — Larmor Society Committee Member (Scientific Society of St John's College)
2009-2010 — St John's College JCR Access Officer
2002-Present — PADI Open Water Diver, Advanced qualification attained 2007 – over 80 dives logged
2011-2012 — Roles including event organiser at Chatsworth Estate, Derbyshire whilst applying for PhD funding

## Referees

**Dr. James Smith,** (PhD Supervisor) — Department of Plant Sciences, Cambridge, CB2 3EA, UK, 01223 339876, js@example.com

**Dr Robin Jones,** (2nd Supervisor) — Department of Plant Sciences, Cambridge, CB2 3EA, UK, 01223 339827, rj@example.com

PhD in Criminology applying for postdoc

# Cecily Wilde

**Address**: Wolfson Court, Girton College, Clarkson Road, Cambridge CB3 OHD
**Email**: ccw67@cam.ac.uk **Telephone**: 07982 258443 **Nationality**: British

Clear summary of research area

## Education

**PhD Criminology**, University of Cambridge (2011 - 2015)

**Alcohol and drug related rapes: gender, justice and service provision** Examining health services and criminal justice provision for victims of alcohol and drug related rape. Taking an innovative interdisciplinary approach, the impact of gender is traced across health, law and criminal justice:

- Qualitative in-depth interviews with rape victims – a pilot study
- Quantitative analysis of police victim data (n= 5,034)
- Development of research network and own links across the police, health service providers and support organisations for rape victims
- egotiated access for police focus group, one day observation within a police station and qualitative interviews with health care service providers, charity workers and police officers
- Comprehensive literature review: systematic and narrative methods
- Legal and philosophical analysis of the concepts of “sexual consent” and “capacity”

**MPhil Criminological Research**, University of Cambridge (2011)
**MSc Gender Research**, London School of Economics (2010)
**BA(Hons) First Class, Sociology**, University of Warwick (2009)

## Grants and awards

**ESRC +3 Studentship (2011)** Awarded 3 years full support. Wrote research proposal independently
**AHRC/ESRC Library of Congress Award (2013)** Costs and travel expenses. Wrote proposal independently
**ESRC Government Internship Award (2013)** Awarded additional PhD funding and travel/living expenses for one academic term. Wrote and secured award independently

Academic impact is clear

## Experience

**Research Assistant – King’s College London** Institute for Criminal Policy Research (part-time, April 2015–)

- Quantitative data collection within prisons – working independently to tight deadlines
- Initial coding of data
- Developing links and working with colleagues within prisons

**Research and Analyst Internship – Ministry of Justice** London (Summer 2013)

- Qualitative analysis for special report on firearms for Office of Lord Chancellor and Secretary of State for Justice
- Responsibility for the quantitative data analysis for the Best Value in Probation Consultation
- Co-facilitated focus groups for Best Value in Probation Consultation
- Presenting research findings from the offender cohort studies to non-specialists
- Identifying sources of information for weekly Parliamentary Questions (PQs) working to tight deadlines
- Assisted in the project management and administration of the offender cohort studies – including liaising with colleagues in market research organisations and within prison sites

Brings in relevant experience from beyond academia

After leaving this post I initiated links between the Ministry of Justice and the Institute of Criminology. Developing this network included chairing seminars, acting as a representative and providing feedback

**British Research Council Fellow – Library of Congress** Washington DC, USA (January-March 2013). Visiting fellowship at the Kluge Centre pursuing independent study, presenting research, participating in research community, building networks

**Assistant to the Director and Lecturer – Teachers Programme, Oxbridge Academic,** Cambridge (Summer 2012 & 2011). Writing and presenting lectures on gender and crime. Assisting in administration and organisation. Preparation of course material. Responsibility for student welfare





## Key research skills

| | |
|---|---|
| **Qualitative** | Sensitive and emotive research topics<br>In-depth interviews<br>Focus groups<br>Recruiting participants and negotiating access<br>Analysing interview transcripts and legal documents<br>Qualitative computer software packages (Nvivo, Atlas, Nudist) |
| **Quantitative** | Analysis of large data sets<br>SPSS (now PASW)<br>Presenting quantitative data to non-specialist audiences |
| **Education and teaching** | Lectures on gender and crime as part of Oxbridge Academic Teacher’s Programme<br>Preparation of class material for Oxbridge Academic seminars<br>Cambridge University professional development course: Supervising students<br>Researchers In Residence –Teaching training course |
| **Publications and conferences** | Presentation of findings at two international conferences<br>Chapter in an international ISBN Ebook<br>Two journal papers in progress (See below) |

Easy to see the research skills gained in the PhD

## Additional skills

| | |
|---|---|
| **Editing** | Co-Editor *Examining Aspects of Sexualities and the Self*, ISBN EBook, Interdisciplinary.net Press (January 2014)<br>Institute of Criminology Writing Group – developing critical skills through providing weekly peer review and critique to members on writing |
| **Collaboration and network building** | Developed research network between police, health care & support groups<br>Facilitated links between Ministry of Justice and Institute of Criminology<br>Maintained links with the Kluge Center, Library of Congress, Washington DC |
| **Administration** | Managed own PhD budget and resources<br>Successful application for additional PhD funding<br>Administrative responsibilities at the Ministry of Justice and Oxbridge Academic |
| **Teamwork** | Rowing for Women’s II boat, Girton Boat Club |

## Publications and presentations

‘Uncomfortable Territory? The Relationship Between Gender, Intoxication and Rape’ in *Examining Aspects of Sexualities and the Self*, EBook ISBN 978-1-84888-020-7 (2014), pp. 69-85

‘Uncomfortable territory? The Relationship between Gender, Intoxication and Rape’ *Global Sexualities Conference,* Salzburg, Austria, October 2013

‘Victim-Intoxicated rape: Initial findings on age and gender’ *British Society of Criminology Conference*, Cardiff, June 2013

(In progress) ‘Is alcohol the new miniskirt? The challenge of power and gender in the law on sexual consent and capacity’ [submitted to *The British Journal of Sociology* June 2015]

(In progress) ‘Male victims and unreported rape’ [In preparation for *The British Journal of Criminology*]

## Referees

**Dr. Gill Adams**, Reader in Criminology and Criminal Justice, Institute of Criminology, University of Cambridge. Email: gra15@cam.ac.uk Tel: 01223 335398

**Dr. Heather Field**, Lecturer, Centre for Criminological Research, School of Law, University of Sheffield. Email: H.Field@sheffield.ac.uk Tel: 0114 333 8778

**Dr Sam Holt**, Research Fellow, ICPR, King’s College London. Email: sam.holt@kcl.ac.uk Tel: 0207 848 3672

## Applying for a lectureship or tenure-track position

### It's all about research excellence

At this level, it's not enough simply to deliver the aims of someone else's project. You need to convince a University or Institution that you have the potential to deliver a long-term, high-impact research programme that fits with their needs and aspirations.

The phrase you will hear over and over again is "research excellence". What this amounts to is a track record of outstanding independent research combined with concrete, fundable research plans. Research excellence trumps everything else – teaching experience and academic service may be looked upon positively, but unless your research profile is up to scratch, your application is very unlikely to be considered.

"People are conflicted about impact for early career researchers -- of course it looks good to be doing research that is significant in the real world, but impact tends to be a product of a longer period of research than most early career applicants have yet had. So, a willingness to consider the wider impact of your research and a couple of early-stage ideas about it are sufficient.

Don't bend your research out of shape to give it artificial "impact" but do think about how it could have impact in five years' time."

Dr Teresa Grant, Deputy Head of Department, English and Comparative Literary Studies, University of Warwick

### Make it easy for selectors to see your impact

In practice, when your application is being reviewed by a search panel, they will be focusing on your publications, their impact, and other evidence of research output, such as invited talks, prizes and funding you have obtained. It's typical for a lectureship position in the UK to attract around 100 applications for one post, so you need to make sure that the busy member of the search committee reading many applications in their limited spare time can quickly find the right information.

### Pick your referees carefully

Referees are crucial. Academia is a small and well-connected world. Academics will be reassured by a recommendation from one of their colleagues. Think carefully about who you ask to be your referees, and make sure they know what you need them to say.

Selection panels may be suspicious if your current supervisor is not listed as a referee, so if you don't get on with them to the extent that you feel you can't use them as a referee, it can be awkward. It's a good idea to try and resolve any conflicts before you need to apply for jobs, so that you can rely on a reference from your boss. But if you are still concerned that he or she will not represent you fairly, it may be better not to list them. If you don't, be prepared to justify this decision at interview.

### Don't despair

Don't despair if you don't get shortlisted when you start applying. As fast as you add more publications to your list, the people above you in the pecking order get jobs and make the next application easier for you.

**Top tips:**

Demonstrate the impact of your research through publications, citations, invited talks, and detailed outcomes. You can see how this is done in the example CVs which follow.

If you haven't received your own funding, but have contributed towards writing grants held by your PI or other academics, make sure you include this.

"When you come to apply for lectureship positions, one of the criteria on which you will be judged is your ability to bring in grant money. If you have already secured some of your own funding, this provides convincing evidence that you have the skills to do this again in the future."

Dr Howard Baylis, Reader in Zoology, University of Cambridge

Research fellow in engineering applying for a lectureship

# ESTHER EMILY JENNINGS

**Home Address:** Selwyn College, Cambridge, CB3 9DQ
**Email:** eej99@cam.ac.uk

**Tel:** 07123 234567
**Nationality:** British

## Education and Employment

October 2012 – present
January 2014 – present

**Maudslay-Butler Research Fellow, Selwyn College, Cambridge.**
**Visiting Scholar, Zucrow Laboratory, Purdue University, Indiana, USA.**

Prestigious, stipendiary Research Fellowship for three years, awarded on the basis of outstanding track record and research plans.

Running independent research projects in two separate areas:
Tidal power generation and aero-engine compressors.

Independent funds from Rolls-Royce to start project on tip-clearance effects (£35k):
- Established a new collaboration with Purdue University and ran experiments there.
- Undertaking computational work to understand changes in the flow field when compressor tip-clearance is enlarged.

Developing and co-ordinating Whittle Laboratory research into tidal power:
- Expanded the tidal power work from one PhD student to four active researchers.
- Built a novel test rig for unsteady loading tests and developed a load-shedding device design, patent discussions underway with Alstom.
- Employed a post-doc to develop prototype for flume tests.
- Set up a collaboration with Dalian Technical University to study tidal farm design.
- Running a project to develop a probe for measuring turbulence in tidal channels, which has generated an offer of collaboration from the European Centre for Marine Energy.
- Raising the profile of Cambridge Tidal Group, by interacting with SUPERGEN consortium and managing the collaboration with Cranfield University (see www.tidal.eng.cam.ac.uk).

July – September 2012

**Research Associate, Whittle Laboratory, Cambridge University.**
**Title: Increasing the Life of Marine Turbines by Design and Innovation.**
**EPSRC/SUPERGEN Marine Challenge – Supervisor: Prof. Rich Carter.**

Funds from SUPERGEN Grand Challenge (£600k) for collaborative work with Cranfield University:
- Establishing Cambridge as a major centre for tidal power research.
- Working to reduce unsteady loads using flow control techniques and a novel powertrain.

2008 – 2012

**PhD Student, Whittle Laboratory, Cambridge University.**
**Title: Tip-Clearance Effects in Axial Compressors, Supervisor: Dr Terry Nash.**

Research funds secured as a result of successful 4th year project.
Thesis submitted April 2012. Degree approved July 2012.
Experimental study of stall inception and the effect of tip-clearance on compressor performance.

Major achievements include:
- Proving the existence of pre-stall disturbances in a jet engine,
- Unifying contradictory reports in the literature, and
- Dismissing a US patent of a new engine control system.

Two award-winning Journal papers published.

2004 – 2008

**Undergraduate Student, Engineering MA, MEng (Hons), Downing College, Cambridge.**
First Class Honours obtained in Years 1, 2 and 3.
Distinction in Year 4 (1st class in project and modules).

**4th year MEng Project: Compressor Blade Tip and Stall. Supervisor: Dr Terry Nash.**
Experimental research into stall in aero-engine compressors.
Awarded 80%. Key results impressed Rolls-Royce, and further work was requested.

1996 – 2003

**Dame Alice Owen's School, Potters Bar, Hertfordshire.**
4 A-Levels including 3As in Maths, Further Maths and Physics. 11 GCSEs – 9A*s, 2As.

Immediate impact by stating independence up front

Quantifies impact of her research drive

Demonstrates emerging nature of research area

Reference to funding at each stage

Clear outcomes





## Funding

2014

**Principal Investigator: RCUK-China Newton Trust Marine Development Fund.**
Awarded £125k to set up a collaborative relationship with Dalian Technical University on the basis of my pitch at a two-day EPSRC 'sandpit'-style workshop in Hong Kong.
Funds for a post-doc and computing time to run large simulations of tidal farms.

2013 – 2016

**Rolls-Royce TSB Grant.**
Negotiated £35k from a TSB grant to start independent research (TuFT project).
Money for computer resources (HPC time) and travel to Purdue University.
Follow-on money was applied for (from NASA).

2013

**EPSRC Undergaduate Research Opportunities Programme (UROP) Grant.**
10 weeks' worth of funding for an undergraduate student (Iain Flint) to work on Whole-System Design of Tidal Turbines (£2300). Work led on to 4th year MEng project.

2012 – 2015

**Maudslay-Butler Research Fellowship.**
Awarded a competitive, stipendiary Research Fellowship for three years, due to outstanding track record and high-impact research plans.

2012 – 2015

**SUPERGEN Marine Challenge.**
Instrumental in the writing and submission of a successful proposal for £600k to do experimental work into tidal stream power.

2008 – 2012

**Rolls-Royce Industrial CASE Award.**
£100k funding from EPSRC/Rolls-Royce for PhD.
Funds secured as a result of excellent 4th year project.

## Teaching

### Graduate Teaching

October 2014

**MRes GTA3 Advanced Experimental Methods – Technical Lead.**
Developed a laboratory experiment to teach master's students about data acquisition systems and delivered a lecture on LabVIEW.
Oversaw use of wind tunnel facility by master's students to learn experimental techniques, including co-ordinating demonstrators and refurbishing equipment.

February 2014

**RCC1 Research and Communications Club, Whittle Laboratory.**
Interactive seminar for first-year PhD students on reviewing technical papers.

February 2013

**5R9 Experimental Methods Course, Whittle Laboratory.**
Lecture to graduate students on LabVIEW and experimental data acquisition.

### Supervision of Research Students and Marking of Projects

2013 – present

**Part IIB MEng Project Supervision.**
Supervision of research projects which account for 50% of final year in the MEng course.
2014/15: Supervising two students, one working on novel load shedding devices, the other on actuator disk modelling of tidal farms.
2013/14: Following on from UROP project on whole-system design of tidal turbines.
2012/13: Co-supervised a student with Prof. Rich Carter on turbine blade optimisation.
Also involved in assessment of other students' projects.

2012 – present

**Energy Technologies MPhil, Cambridge.**
Supervising students (one per year) on novel research projects in the area of Tidal Power.
2014: Development of a novel probe for tidal channel turbulence measurements
2013: Critical review of tidal channel measurement techniques
2012: Design and construction of a wind-tunnel test facility for tidal turbine blades
Also involved in marking projects from other supervisors.

Value and prestige of each tranche of funding is clear

Clear outcomes

Refers to funding for which she was not PI, but made a significant contribution to

Clearly separates different kinds of teaching

Applications outside Cambridge would need to define terms such as "Part II"

## Esther Emily Jennings CV continued

Esther Emily Jennings

**Undergraduate Teaching**

| | |
|---|---|
| 2013 – present | **Part IB Mathematical Methods Supervisions, Selwyn College.**<br>Supervising all second year Engineers at Selwyn College (14 – 15 students each year) |
| 2011 – 2013 | **Part IIA Supervisions, Cambridge.**<br>3A3 Fluid Mechanics II (2012/13)<br>3A5 Thermodynamics and Power Generation (2011/2012 and 2012/2013) |
| 2008 – 2012 | **Part IB Thermofluid Mechanics Supervisions, Downing College.**<br>Supervising all second year Engineers at Downing College (11 – 14 students each year). |
| May – June 2010 | **Part IIA Turboexpander Project Demonstration, Cambridge.**<br>Teaching and assisting with theory and practical work for design, build and test project. |
| October 2008 | **Cambridge University Engineering Department Supervisors' Training Course.** |

### Invited Talks and Presentations

Clear impact of this talk

| | |
|---|---|
| November 2014 | **SUPERGEN Annual Assembly, University of Edinburgh.**<br>Presented the Cambridge-Cranfield work on tidal power generation to an audience of 150 including experts from industry and government. Talk generated contacts and offers of collaboration with European Marine Energy Centre, Orkney (major centre for marine energy development and testing). |
| October 2013 | **Rolls-Royce Corporation, Indianapolis, USA.**<br>Presented my work and plans for collaboration with Purdue University to the compressor design team at Rolls-Royce, Indianapolis. |
| January 2013 | **Rolls-Royce Global Fans and Compressors Seminar.**<br>Presented to experts at Rolls-Royce in Derby, Bristol, USA, Canada and Germany.<br>Raised my profile within the company and initiated further collaboration. |
| September 2011 | **Rolls-Royce UGTP Review Day, Cambridge.**<br>Selected to give a flagship presentation to senior engineers and managers at the annual review of Rolls-Royce University projects. Spoke on "Stall Inception, Something New". |
| July 2011 | **FETE (Fluids Energy Turbomachinery Expo), Cambridge.**<br>Presented on "Stall Warning in Aero-Engine Compressors" at the Engineering Department Divisional Seminar Day. Received a best student presentation prize. |
| June 2011 | **ASME Turbo Expo 2011, Vancouver, Canada.**<br>Presented my paper "Stall Warning by Blade Pressure Signature Analysis" at the premier conference in the field. The paper later won a Best Paper Award. |
| October 2009 | **Women in Aerospace Symposium, MIT, Cambridge, MA, USA.**<br>Invited to a conference for outstanding women PhD students in Aerospace Engineering and Earth Sciences. Spoke on "Detecting the Limit of Stability in Aero-Engines".<br>Interacted with prominent members of MIT, and students from top US Universities. |

### Prizes and Awards

| | |
|---|---|
| 2014 | **ASME Gas Turbine Award.**<br>For the best paper presented at ASME Turbo Expo 2012 (out of 1000 papers across all aspects of Turbomachinery) – GT2012-68707. |
| 2013 | **ASME Turbomachinery Committee Best Paper Award.**<br>For the best compressor paper presented at ASME Turbo Expo 2012, the top conference in the field – GT2012-68707. |



Esther Emily Jennings

| | |
|---|---|
| 2013 | **Rolls-Royce Howse and Ruffles Award for Best Doctorate Paper.**<br>For the best paper by a Rolls-Royce student, presented at Sir Henry Royce Awards Ceremony alongside awards for outstanding work by Rolls-Royce employees. |
| 2012 | **ASME Turbomachinery Committee Best Paper Award.**<br>For the best compressor paper presented at ASME Turbo Expo 2011 – GT2011-45840. |
| 2008 | **Downing College Keller Prize**.<br>For outstanding academic performance 2004 – 2008. |
| 2007 | **Engineering Department Project Prizes.**<br>For top marks in both 3rd year projects – Heat Exchanger Design and French. |
| 2005 – 2008 | **Downing College Scholarship** (2006,7,8)<br>**Downing College Engineering Prize** (2006,8)<br>**Downing College Exhibition** (2005) |

### Academic Responsibilities and Outreach

| | |
|---|---|
| July 2013, April 2014 | **Seminar Leader, "The Future of Energy", Selwyn College Masterclass.**<br>Created and ran a seminar for sixth-form students considering Science/Engineering at Cambridge. Covered selected topics related to 'green' power generation and energy use with the aim of giving them the ability to understand the numbers involved. |
| February 2013 | **Author, "Power for the Future".**<br>Wrote an article for *Selwyn* (Selwyn College Alumni Magazine) on the UK's potential for tidal stream power and my research in the area. |
| January 2013 | **Global Young Scientists' Symposium, National Research Foundation, Singapore.**<br>Selected as one of four Rolls-Royce nominees to attend a conference for young scientists from across the world. Networked with PhD students and post-docs from top universities as well as Nobel Laureates. Experienced academic life in Singapore through facility tours. |
| October 2012 – present | **Selwyn College Governing Body.**<br>Attendance at thrice-termly College Meetings, participation in decision making processes. 2013/14, member of International Programmes Committee, overseeing summer student placements at Selwyn College. 2014/15, member of Buildings Committee. |
| 2013 - present | **ASME Turbo Expo Session Organiser.**<br>Assigning and collating peer reviews for a session at ASME Turbo Expo. Assessing papers on the basis of the reviews and recommending for conference and Journal of Turbomachinery. |
| 2012 – present | **ASME Turbo Expo Reviewer.**<br>Peer-reviewing papers for ASME Turbo Expo and Journal of Turbomachinery. |
| 2011 – present | **Undergraduate Admissions Interviews**. For Downing (2011) and Selwyn (2012 – 2014).<br>**Undergraduate Admissions Pool.** For Selwyn College (Jan 2013 – 2015). |

### Internships

| | |
|---|---|
| July – September 2007 | **Summer Intern, Bowman Power Group Ltd, Southampton.**<br>9-week placement in a company developing a diesel engine exhaust energy recovery device.<br>Design calculations, component testing and contact with suppliers. |
| 2003 – 2004 | **Class 375 Project Assistant, South Eastern Trains, London.**<br>One-year placement as part of the New Trains Team.<br>Checking new trains on delivery and investigating persistent problems. |

### Interests

**Community** – Local church member, and summer youth camp leader.
**Sport –** Running, cycling, football.

Postdoc research fellow in languages applying for lectureship



**Dr Sarah Constable**
367 Kathleen St, Bowing, QLD 5026 AUSTRALIA
s.z.constable@uq.edu.au
+61 (0) 987654321 / +61 (0) 123456789

**EMPLOYMENT**

| | |
|---|---|
| 2011-Present | **Postdoctoral Research Fellow**, Centre for Critical and Cultural Studies, University of Queensland (January–August 2014, maternity leave) |
| 2010-2011 | **Postdoctoral Research Fellow**, School of Languages and Comparative Cultural Studies, University of Queensland |
| 2007-2010 | **Lecturer in Hispanic Studies**, Department of Modern Languages (January–June 2010, maternity leave), University of Hull |

Clear factual statement of maternity leave

**EDUCATION**

| | |
|---|---|
| 2004-2007 | **PhD, Department of Spanish, University of Cambridge**<br>Dissertation title: "Representations of Peripheral Identities in the Films of Julio Medem, Bigas Luna and José Luís Guerín" awarded October 2008 |
| 2003-2004 | **MPhil, European Literature and Culture, University of Cambridge**<br>MPhil in European Literature and Culture, Dissertation (15000 words). "An Examination of Lacanian Theory and the Cinema of Julio Medem: Repetition, Drive, Desire." Distinction, awarded June 2004 |
| 1998-2002 | **BA (Hons), Modern and Medieval Languages, Pembroke College, Cambridge**<br>Specialism in French and Spanish, First Class awarded June 2002 |

**AWARDS, GRANTS AND FELLOWSHIPS**

This section demonstrates impact of work, and is given priority

| | |
|---|---|
| 2011-2014 | Postdoctoral Research Fellow Research Funds ($23000) |
| 2010 | Conference Travel Fund, School of Languages and Comparative Cultures, University of Queensland ($1000) |
| 2008-2009 | Sherman Severin Early Career Fellowship (awarded by The Association of Hispanists of Great Britain and Ireland and Women in Spanish and Portuguese Studies) (£1500) |
| 2008 | £5000 for co-organised interdisciplinary conference *Transmission: Cinema/Psychoanalysis,* funding from AHRC, CRASSH, French Embassy |
| 2006-2007 | Pembroke College Graduate Scholarship (£1250) |
| 2004-2007 | Arts and Humanities Research Council, UK, full-time doctoral award fees and maintenance (£10000, £11500, £12000) |
| 2003-2004 | Arts and Humanities Research Council MPhil funding, full fees and maintenance (£9000) |
| 2004-2005 | Pembroke College Scholarship (£150) |
| 2003-2004 | Pembroke College 1872 Scholarship (awarded for first class degree result) (£150) |





**RESEARCH ACTIVITIES**

- Film theory: documentary; psychoanalysis; phenomenology and the intersections between film and material culture.
- Catalan cinema, alternative national identities in Spain, global cinemas.
- Cultural memory and screen media including installation, televisual media and Internet video. Remediation and dynamics of cultural memory in the digital age.

Specific reference to publications relevant to REF submission

**PUBLICATIONS READY OR IN PREPARATION FOR FUTURE REF SUBMISSION**

"Cinema at the Edges: New Encounters with Julio Medem, Bigas Luna and José Luis Guerín" Oxford and New York: Berghahn Books, 2014.

"An Encounter with Ethics and Documentary Images in the Exhibition *Totes les cartes/Todas las cartas/All the Letters.*" *Studies in Documentary Films,* 7.3 (2013).

**"**Cuéntame cómo pasó/Tell me how it was: Narratives of Memory and Television Drama in Contemporary Spain." European Journal of Cultural Studies, **in press anticipated early 2015.**

**"***'Sí valgo, yo valgo seguro.'* New Female Subjects in Bigas Luna's *Yo soy la Juaní."* Invited contribution to *Studies in Spanish and Latin American Cinemas,* 13.1 **in preparation for publication late 2015**.

**PUBLICATIONS**

**Book**

"Cinema at the Edges: New Encounters with Julio Medem, Bigas Luna and José Luis Guerín" Oxford and New York: Berghahn Books, 2014.

**Refereed Journal articles**

**"** *'Sí valgo, yo valgo seguro.'* New Female Subjects in Bigas Luna's *Yo soy la Juaní."* Invited contribution to *Studies in Spanish and Latin American Cinemas,* 13.1 **in preparation for publication late 2015**.

**"**Cuéntame cómo pasó/Tell me how it was: Narratives of Memory and Television Drama in Contemporary Spain." European Journal of Cultural Studies, **in press.**

"An Encounter with Ethics and Documentary Images in the Exhibition *Totes les cartes/Todas las cartas/All the Letters.*" *Studies in Documentary Films,* 7.3 (2013).

"Objects of Memory in Contemporary Catalan Documentaries: Materiality and Mortality", *Senses of Cinema* 60 (2011), http://sensesofcinema.com/2011/feature-articles/objects-of-memory-in-contemporary-catalan-documentaries-materiality-and-mortality/.

"Veo, Veo; Leo, Leo: A (re-)viewing of Haptic and Visual Discourse in Bigas Luna's *Bilbao* (1978)." *Studies in European Cinema* 4.3 (2007): 211-21.

'Barcelona under Construction: The Democratic Potential of Touch and Vision in City Cinema as Depicted in *En construcción* (2001) dir. José Luis Guerín.' *Studies in Hispanic Cinemas* 3.1 (2006): 35-48.

**Book Chapters**

"Digesting the Image: Carnal Appetites and Ethical Consumption in the work of Bigas Luna" in *Food on Screen*. Ed. Bradley, Peri, Palgrave Macmillan, 2015 **(in press).**
"Consuming the Past as a Televisual Product. Gender and Consumption in *Cuéntame cómo pasó/Tell Me How it Was"* in *Gender and Consumer Cultures in Late- and Post-Authoritarian Greece, Spain and Portugal, 1960s–1980s.* Eds. Kornetis, Kostis, Eirini Kotsovili and Nikolaos Papadogiannis, Bloomsbury, 2015 **(in press).**

## Dr Sarah Constable CV continued



"Subjective Pasts and the Imaginative Power of the Image in *Bucarest, la memòria perduda* and *Nedar"* in *The Noughties in the Hispanic and Lusophone World.* Eds. Bacon, Kathy and Niamh Thornton, Newcastle upon Tyne: Cambridge Scholars Publishing, 2012. 130-41.

**Book Reviews**
"Bigas Luna, *El ojo voraz",* Carolina Sanabria (2010), in *Studies in Hispanic Cinemas*, 8.2 (2012): 207-208.

"Projecting Migration: Transcultural Documentary Practice." Eds. Grossman, Alan and Aine O'Brien (2007), in *New Cinemas Journal of Contemporary Film* 6.2 (2008): 153-155.

**Peer Review**
Peer reviewer for Culture, Theory and Critique and Studies in European Cinemas

**CONFERENCE PRESENTATIONS AND LECTURES**

**(* invited speaker)**

Easy to see which ones were invited

"Spain's other memories: *El tren de la memoria* (Ana Pérez and Marta Arribas, 2005)." European Cinema Research Forum, Edinburgh, July 2013.

"Remediation and Recuperation of Memory in the Spanish TV series *Cuéntame cómo pasó/Tell me how it was.*" Society for Cinema and Media Studies conference 2013, Chicago, USA.

"Remediation and Recuperation of Memory on Spanish and Catalan Television", CSAA annual conference, University of Sydney, 'Materialities: Economies, Empiricism, & Things'**,** December 2012.

"The body and the Documentary Moving Image in the Gallery Exhibition *Totes les cartes/Todas las cartas. All the letters.*" Visible Evidence, ANU, Canberra, December 2012.

*"Memory in Contemporary Spanish Screen Media", World Literatures and Cultures Seminar Series, School of Languages and Comparative Cultural Studies, University of Queensland, October 2012.

"Investigating Memory and Amnesia in Contemporary Screen Media from Spain", Rethinking Humanities and Social Sciences Conference, The Politics of Memory, University of Zadar, Croatia, September 2012.

"Digesting the Image: Carnal Appetites in the Films of Bigas Luna", Society for Cinema and Media Studies, Boston, March 2012.

*"Forging New Connections: the Body and Documentary Images in *Totes les cartes/Todas las cartas/All the letters"* Journal of Material Cultures International Symposium, University of Queensland, March 2012.

*"Images of Spain in the 20th and 21st Centuries", Queensland Art Gallery and Gallery of Modern Art, *Up Late* Series associated with the *Portrait of Spain, Masterpieces from the Prado* Exhibition, October 2012.

*"Images of Spain in the 20th and 21st Centuries", floor talk, *Sala del Prado*, Queensland Art Gallery, October 2012.

*"Contemporary Spanish Culture and Society", Queensland Gallery of Modern Art, staff training course for Portrait of Spain, Masterpieces from the Prado Exhibition, July 2012.

"Local Cinema, Global Practice: A New Barcelona School?" World Cinema Now, Monash University, Melbourne, October 2011.



"Active Spectatorship in *En la ciudad de Sylvia/In Sylvia's City*, (Dir. José Luis Guerín)*",* Screen Cultures Conference, University of Otago, New Zealand, June 2011.

*"Objects of Memory in Contemporary Catalan Documentaries", Material Cultures Seminar Series, Centre for Critical and Cultural Studies, University of Queensland, May 2011.

"Of Time and Two Cities: Cinematic Memories of Barcelona and Liverpool", School of Literatures and Comparative Cultures Research Day, November 2010.

"New Catalan Documentaries", School of Languages and Comparative Cultural Studies, Hispanic Research Seminar Series, October 2010.

"Digesting the Image: The Body and Catalan Identity on Film", Modern Languages Research Seminar, University of Hull, November 2009.

"Jose Luis Guerín's Innovative Documentary Gaze", Modern Languages Research Seminar, University of Hull, April 2009.

*"Between Stasis and Motion: New Ways of Viewing Documentaries from Spain", University College London, Hispanic Research Seminar Series, October 2008.

*"Medem in (Cyber)Space", MacColl Symposium: 'Spanish Screen Media: Cinema, Television, Internet', University of Cambridge, December 2006.

"Introduction to Pyschoanalysis and Cinema", Modern and Medieval Languages Student Forum, Newnham College, Cambridge, November 2006.

*"Haptic Visuality in Bigas Luna's *Bilbao?"* Distinguished Scholar Workshop, University of Cambridge, invited scholar Laura Marks, March 2006.

**"**Time, Space and Touch in *En construcción* (2001) dir. José Luis Guerín", International Conference on Hispanic Cinemas, State University of New York, November 2006.

"Leo, Leo: A reading of haptic and visual discourse in Bigas Luna's *Bilbao"*, European Cinema Research Forum, University of Wales, Swansea, July 2006.

**POSTGRADUATE TEACHING**

| | |
|---|---|
| 2009 | Co-supervision of MA thesis for the MA in translation studies University of Hull. Title: "Manipulation of Gendered Discourse in Film Subtitling. The case of Pepi, Luci, Bom (Almodóvar, 1980)". |
| 2006 | MPhil seminar on Representations of Barcelona on Film for MPhil in European Literature and Culture, University of Cambridge. |

Very clear layout of teaching experience

**UNDERGRADUATE TEACHING**

2010-present **University of Queensland**

- Spanish Language for Beginners
- 'European Film Today', three lectures on Catalan Documentaries as part of a team taught comparative module

## Dr Sarah Constable CV continued



- 'Creativity and Cinema' guest lecture for bachelor of Creative Arts core course on aesthetics

2007-2010 **University of Hull**

- Spanish Language (post A level), 1st year students.
- Spanish Language (Beginners and Improvers). 1st year students.
- 'The Modern Hispanic World' (team-taught culture module, 1st year students). Lectures and seminars on 20th century Spanish culture and society. Topics including: civil war images and films, gender and the family under Franco, representations of the transition to democracy)
- 'The Making of the Hispanic World' (team-taught culture module, 1st year students). Lectures and seminars on Spanish history and the development of Spanish and Latin American Identities: topics including Iberia, Hispania, Al andalus and Mexican cinema.
- Final year dissertation supervision (topics including Chilean Cinema, Contemporary Spanish Womens Writing and film, Catalan cinema)
- Lectures and seminars for the 4th year comparative papers: 'European Auteur Cinema' (two lectures and seminars on Julio Medem); 'Representations of the Past' (introductory theoretical lectures and seminars on representations of the past on film); 'Modern Women Writers' (three lectures and seminars on the novels of Carmen Martín Gaite)

2004-2007 **University of Cambridge**

- Supervisions (small group tutorials): modern Spanish culture and history (1st and 2nd year students); introduction to Catalan language and culture; Spanish literature thought and history after 1820. 4th year comparative courses: 'The Body', 'Modern European Film', lecture on documentary theory.
- Final year dissertation supervision.

**SERVICE AND ENGAGEMENT**

Consultant and Public speaker for the exhibition *Portrait of Spain, Masterpieces from the Prado,* Queensland Art Gallery and *100 Years of Spanish Cinema*, Australian Cinémathèque, Queensland Gallery of Modern Art, 2012

Steering committee for new MA in European Popular Cultures, Department of Modern Languages, University of Hull, 2009.

Staff representative, Staff-Student liaison committee, Department of Modern Languages, University of Hull, 2008-2009.

Personal tutor for Arts undergraduates, University of Hull, 2007-2010.

Course coordinator, first year Modern and Medieval Languages, Pembroke College, University of Cambridge, 2006-2007.

Examinations Committee, Internal Assessor, University of Cambridge 1st year literature paper and 2nd year translation paper (Spanish to English), 2006.

Graduate representative for Aim Higher Programme, scheme run by Local Education Authorities designed for non-traditional Cambridge applicants from State schools to visit Cambridge, 2005-2007.

President of Pembroke College MCR (graduate committee). Responsibilities included attendance of the college's governing body meetings with other academics, 2005-2006.

Film reviewer for Festival Daily, official publication of the Cambridge Film Festival, 2005-2006.



**PROFESSIONAL DEVELOPMENT**

Blackboard training: basic and advanced, University of Queensland, August 2011.

Induction for Academics New to UQ, University of Queensland, July 2010.

Transferable skills and professional development for PhD candidates, University of Cambridge, October 2004-June 2007:

- Using Information Technology for teaching
- Delivering undergraduate lectures
- Publishing
- Language teaching
- Computerised bibliography software (EndNote)
- Organising and presenting research proposals and projects

**LANGUAGES**

Spanish (near native), French and Catalan (good)

**PROFESSIONAL ASSOCIATIONS**

- Society for Cinema and Media Studies
- Cultural Studies Association of Australasia
- Association of Hispanists of Great Britain and Northern Ireland

## Research statements

For many academic positions, you will be asked to include a research statement. What do you research, and why? What do you plan to research in the future, and why? This is your platform to expand on your most impressive achievements so far in your research career, as well as to convince the selectors that you have a cogent research vision for the future.

**When covering your track record, you should make sure that you:**

- Set your topic in context – why is it important and timely?
- Make clear which other researchers or organisations will be interested in the outcomes of your work. How will you help to move the field forward? Are there wider benefits – economic, societal – to your research?
- Include your main research achievements to date and their impact in the field.
- Mention any notable breakthroughs, strong publications, prizes and invited talks, and funding that you have personally secured.
- Refer to collaborations you have initiated.

**When expanding on your future plans, you need to:**

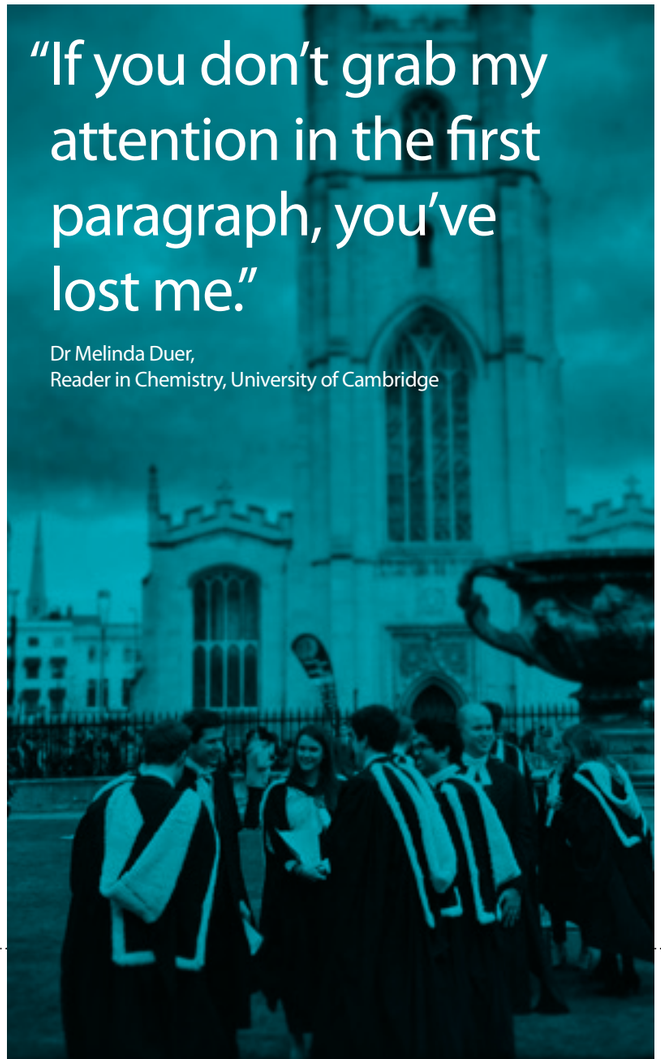
- Include short, medium and longer-term goals.
- Be clear about how your plans will advance key issues in the field.
- Emphasise what is unique about your approach, and how you stand out from competitors in the field.
- Suggest avenues for funding the proposal (if the application is not for a fellowship).
- Demonstrate how your proposed research complements/builds on research at your target institution (for a lectureship or tenure-track position).
- Point to potential collaborations for the work.
- Spell out why your intended research programme is both necessary and timely.

**Top tips:**

Stick to the brief – focus on what they have asked, and stick to the page/word limit.

Research statement or research plan? – are they looking for a big picture statement of your long-term vision, or a 3-year plan with specific milestones?

Consider your audience – get research colleagues to comment on the technical content, but it may also be worth checking that people outside your specialism can still understand your plans. A great research proposal should excite someone from any discipline! Most research proposals will be assessed by non-experts as well as specialists in your field, and you can't afford to write for only half your audience.




Research statement for a lectureship in biotechnology

Talitha Guptara

**Research experiences and proposals**

My research interests lie in the improvement of storage requirements of cold-chain biologicals and how it affects the ways we make use of these products. This was piqued during my PhD research and continues to grow within my current research, where I am attempting to address the challenges associated with emerging regenerative medicines and blood products. Supply chains cannot be developed if there is no standardised and appropriate way to store biologicals in adverse conditions. Health care should not be limited only to countries with temperate climates and good infrastructure. Even something as ubiquitous as blood is limited in terms of its use owing to the need of cold storage and relatively short shelf life.

Clear, consise introduction

Sets wider context

My research skills have evolved over the past decade, through my investigations into temperature stabilisation for biologicals, as discussed in my PhD thesis, "Vehicles for the Oral Delivery of Live Bacteria." My laboratory skills were advanced through fundamental investigations and my experiences on the project also helped my ability to communicate and develop commercial aspects of the research in the form of industrial and TSB funded collaborations. A key output, a gastric acid resin which improves the efficacy of medication delivery, was developed as part of my thesis and is currently being used by a biotechnology company, Biotikum, to develop their Sandonella™ oral protein vaccine platform.

Outcomes clear

In April, an idea to solve challenges faced in the tissue engineering of hollow structures through the magnetic patterning of cells put me on the winning team of EPSRCs Dragon's Den style research funding competition, granting the group to be led by Dr Joseph Hamilton. And only few weeks ago, a collaborative partnership with a surgeon at the clinical school in Addenbrookes' Hospital led to the awarding of a Confidence in Concepts grant for improving cryopreservation of human haematopoeietic stem cells and pancreatic islets, for which research work will commence in January 2015.

Evidence of developing own ideas and independence

The opportunity to continue my research at Cambridge will allow me to pursue these projects and my interests further in terms of both technology exploitation and fundamental science exploration in conjunction with my current collaborators at Qishlak Khwaja Metropolitan Technical Institute. I expect that my comparatively broad industrial experience across engineering and biotechnology, including work with BNFL and Schlumberger, and collaboration with BioPharma, Microbial Developments, Cobra Biologics and Royal Holloway (University of London), will enable me to find additional avenues to achieve this goal. My experiences with multiple collaborations has made me adept at time and project management in adverse conditions. I am confident that I can manage the significant time demands of this post.

I have actively proposed several MPhil research projects, and prepared multiple stand-alone projects well-suited to develop the research skills for Part IIB students. Both of these activities have taken place within the BioScience Engineering group; this career opportunity would give me the ability to further participate in research supervision at all levels. These experiences will enhance my breadth of knowledge in order to obtain Fellow status from the Higher Education Academy.

My approach to research supervision and teaching is simple – keep each student engaged and adapt the teaching style to suit both the subject at hand and the student learning it. Whilst this is often easier to apply to small group supervisions and one-on-one research advising situations, it is still possible to ensure that each student is engaged whether in a small group tutorial or within a larger lecture hall. My ambition is to progress to being a lecturer in chemical engineering and this post would represent a step towards this goal.

Research statement for a lectureship in biotechnology

Esther Emily Jennings

## Track Record in Research and Future Plans

### Research Excellence

Immediately sets out impact so far

My most significant achievements so far have been:

1. Confirming the existence of pre-stall vortical disturbances in compressors and explaining why they are seen in some machines but not others. The work received Best Paper awards from Rolls-Royce and ASME.
2. Putting together a successful bid for £600k funding for tidal power research in Cambridge, which enabled me to start three new projects and establish the Whittle Laboratory as a centre for tidal research.
3. Setting up a collaborative project with Purdue University, and working there as a Visiting Scholar studying the detrimental effects of large tip-clearances in future high-efficiency engines. Also building a framework for moving from low-speed tests to real engine behaviour.

Shows developing independence

My PhD work focussed on the flow conditions leading up to stall in an aero-engine compressor. The dangers associated with stall necessitate a compromise between safety margin and efficiency, and this often increases fuel burn. A clearer understanding of the stalling process will help to reduce this wasteful safety margin. I made a major contribution to this aim by taking high-resolution measurements of the flowfield and developing a novel data analysis technique. My work led to the positive identification of a vortical disturbance in the tip-clearance gap when the compressor is operated near stall. This led to a collaborative project between Cambridge and MIT, in which we combined experimental and computational data to build up a physical model of the stall inception process. This model was presented at ASME Turbo Expo 2012, and was seen as a big step forwards in terms of understanding stall. This new insight is now being used by others to develop methods of avoiding stall.

Clear context and outcomes

Since my PhD, I have used the freedom granted to me by my Research Fellowship to branch out into tidal power generation – a comparatively new area of research for the Whittle Laboratory. In this field, I have focussed on the unsteady flow encountered by a turbine at sea. Unsteady loads due to waves and turbulence can reduce a predicted lifespan of 10 years on land to 10 months in salt water, making reliability the main obstacle to large-scale deployment of tidal turbines in the UK. Innovative mechanical techniques are therefore needed to reduce the unsteady forces and eliminate the fatigue problem. With this in mind, I co-ordinated a proposal for £600k for a 3-year project on robust turbine design, which was funded by the EPSRC's SUPERGEN consortium. I have used the money to build a novel gust-generating rig, and have designed a passive load-shedding device which I am in the process of patenting with Alstom. The device enables the lift to be kept constant despite changing incidence. I am also going to test a scale model of the device in the flume at IFREMER, France, next spring.

Since starting work on tidal turbines, I have expanded the tidal power group in the lab from one PhD student to four active researchers and the group is still growing – I have just appointed a Research Associate to assist me. Alongside the main load-shedding work, I am also working on: a novel probe to improve turbulence measurements in tidal channels, a water-to-wire code to examine the effect of unsteadiness on the drivetrain and generator, and a low-inertia transmission system (in collaboration with Cranfield University). By applying the Whittle Laboratory's expertise in unsteady flows to a new set of problems, I am fast establishing Cambridge as a key player in the field of tidal turbine hydrodynamics.

In parallel with the above work, I have retained a strong interest in compressors, and have used results from my PhD to initiate a new project looking at the detrimental effects of large rotor tip-clearances on compressor performance. In recognition of the importance of this work for future high-efficiency engines, Rolls-Royce have given me £35k as a starting point for a new collaborative project with Purdue University. I have been appointed as a Visiting Scholar at Purdue for 2014, working with Prof. Cynthia Lock. The facilities available at Purdue form an ideal complement to those in the Whittle Laboratory. In particular, their three-stage, high-speed compressor is of strategic importance for moving from low-speed, single-stage tests to a more realistic environment. The results so far have shown key differences between single- and multi-stage tests due to the stabilising effect which one blade row has on another. Working at Purdue has also put me in touch with experts at Rolls-Royce's design centre in Indianapolis, and has given me a greater understanding of the global Rolls-Royce University Technology Centre network.

Refers to specific companies interested in working with her

### Future Plans

Membership of the largest marine power consortium in the UK (SUPERGEN) has opened up possibilities for collaboration on projects relating to tidal array design and the environmental impact of tidal farms – in which field there are many interesting fluid mechanics problems. Accurate turbulence measurements are also vital to the success of the tidal power industry, and both Alstom and the European Centre for Marine Energy (EMEC) have expressed an interest in working with me to develop my novel tidal channel turbulence probe. This means that I





have the contacts in place to gain funding for sea trials of a working prototype. I plan to continue building the tidal group into a world centre for hydrodynamics research, and hope to supplement funding from Alstom and future SUPERGEN calls with money from an EPSRC First Grant.

Ambition to create world-leading research group, and demonstrates concrete funding plans for this

On the aero side, the tip-clearance work is directly relevant to Rolls-Royce's future engines, which are likely to have larger tip-clearances due to the move towards smaller cores. A lack of understanding of the effect of tip-clearance on compressor performance causes uncertainties at the preliminary design stage and I plan to use the knowledge gained from my work at Purdue to improve the design system in this regard. During my PhD, I undertook analysis of Rolls-Royce test data from the NEWAC project. Since then, Rolls-Royce have consulted me on measurement strategies for future rig tests, and asked me to analyse more data. This is a link that I would like to strengthen. There is limited capability within the company to analyse and understand engine test data, despite the immense value this information could bring. I would like to set up a PhD project to bring together the test data from the different Trent engines and use this alongside CFD and low-order modelling to build up an understanding of the different tip-clearance sensitivities. This will establish the Whittle Laboratory as a centre for engine data analysis.

My aim for the tip-clearance work is not just to understand the effects of gap size in a realistic compressor, but also to establish a framework for moving through the Technology Readiness Levels (TRLs) from blue-sky research to real engine tests. Motivated in part by my work, funding has been applied for from NASA to re-fit the Purdue compressor with modern blading and to increase its speed. This will bring it up to TRL6, which sits midway between the Whittle Laboratory's low-speed facilities and Rolls-Royce's engine tests. This link is of great strategic importance to future research by at both universities, and other academics (Prof. Rich Carter and Dr Graham Williams) have already expressed an interest in undertaking projects at Purdue.

The first extension to the tip-clearance work will be a study of eccentricity – my work has shown that the long-held 'rule of thumb' for eccentricity in the tip-clearance of a compressor is pessimistic, and there is a need to model the effect of eccentricity accurately in order to achieve a better design rule. This work will be undertaken by a PhD student and will involve experiments and CFD, in particular the use of Dr Nigel Fawcett's filtered sliding plane technique, which enables calculation of low-frequency disturbances without having to model unsteadiness at the blade scale. This is an example of a project where there are both academic and industrial benefits.

Shows how her work could develop in the longer term

Further into the future, the framework and collaborations developed here can be extended to many aspects of compressor design. The Whittle Laboratory's rapid prototyping and low-TRL facilities, combined with the higher-TRL facility at Purdue, will shorten the cycle from design idea to engine prototype. This work will also be complemented by CFD and low-order models, and will encompass mechanical as well as aerothermal concepts – something which has begun with the tip-clearance work but must be extended to other areas, particularly as it is no longer sufficient to consider different design choices in isolation. The position of the Whittle Laboratory, within a multi-disciplinary Engineering Department, makes it an ideal place to do this work and to change the face of turbomachinery design.

## Teaching statements

US research institutions often ask for a 'statement of teaching philosophy', and in the UK it is becoming increasingly common to be asked to address your teaching experience as part of an application for a lectureship.

**Such a statement would normally address:**

- Your teaching experience to date, including any positive outcomes, drawn from evaluation and feedback.
- Supervising research students, formally or informally, plus any notable achievements they have had with you.
- Any experience you have of developing your own teaching material.
- Potential contributions you could make to teaching at the target institution.
- Your general approach to teaching.

**A teaching philosophy is not so much about what you teach, but how you teach it.**

- Think about good and bad teachers you have had – what inspiration can you draw from them?
- What approaches do you like to take? Don't just say what you'll do, but how you'll do it.
- How do you modify your approach for different settings and different students?
- Include feedback and positive outcomes.
- Tailor your statement to the institution in terms of class size, likely teaching formats, academic level of students, etc.
- Do try to get some teaching experience if you can, but don't focus on that to the detriment of your research. Oxbridge applicants for other university jobs need to make it clear either that they have taught or at least can manage a class of more than 2 students.

**Top tips:**

Teaching statements that comprise endless lists of course titles and topics ("I have taught A, B, and C at universities D, E, and F. If offered this post, I could teach X, Y, and Z") are horribly dull to read and surprisingly uninformative. Consign such lists to your CV. Instead, let your statement summarise and highlight key points.

Avoid phrases in which you are simply commenting on your own personality and performance without offering appropriate evidence to back it up, e.g. "I am passionate about teaching" or "Students appreciate my innovative and flexible approach". You can't just say it; you have to prove it.

Don't try to say everything. You will only be able to make a few points, but make them in a way that's precise, evidenced, and meaningful.

**Teaching interests and experience**

Clear, concise introduction

As an active member of the supervision community at the Department of Chemical Engineering and Biotechnology, I have been involved in many aspects of the Tripos: supervisions, demonstrations and assessment. I have supervised courses across all three years, including Part IB Biotechnology, Part IIA Bioprocessing and Part IIB Sustainability. I have learned to tailor my supervisions to suit the individuals, based on their abilities as well as their own academic interests. I take time to ensure that students have a good grasp of the course content as well as the ability to successfully perform in an examination situation. This is critical in the undergraduate programme at the University of Cambridge as it is a broad-spectrum syllabus covering fundamental principles in transport processes and fluid mechanics, evenly balanced with practical and theoretical subjects.

Sets out what she can teach

Brings wider experience into teaching

My first degree is in chemical engineering from the University of Sheffield, I am capable of teaching any of the fundamental first-year courses (Fluids, Transport Processes, Process Calculations), along with the core modules from the second and third year courses, specifically Statistics, Reactors and Process Synthesis. I would welcome the opportunity to work on the design project as it gives me the opportunity to use my process engineering skills that I developed whilst working for BNFL. I have been part of the staff design team managing the undergraduate design project within the department, for two consecutive years now and I would be delighted to continue working in this role. I find the design project to be a wonderful part of the undergraduate programme, as it is an intensive six-week module that transforms bright, young capable students with a good understanding of an array of subjects into fully fledged process engineers who can apply their knowledge in a sensible and logical manner while working in teams to a tight deadline. Transforming them from cooks being able to follow a recipe to ones who can write their own recipes!

Appreciates different kinds of student

Through demonstrations in the fluids laboratory, physical chemistry laboratory and engineering drawing class, I have come to understand the differences between students coming from the natural sciences and the engineering routes. The close contact afforded in this environment has allowed me to develop a good rapport with the students, which carries on throughout their time within the department. It is important that as an educator, we need to be approachable at all times and for all aspects of the chemical engineering course; not just the modules being taught.

During my time as a lecturer, I taught several compulsory undergraduate modules and gave an introductory lecture outlining the aspects of industrial biotechnology from a chemical engineering perspective. I have also been involved in the assessment of reports and exercises, and recently in interviewing prospective undergraduates for admission to the university for several colleges. Currently I am enrolled in the Teaching Associate Programme to build my skills and become stronger and more rounded in my teaching abilities.

Shows how more general experiences can contribute towards teaching skills

Outside of my undergraduate teaching, I have been involved in the department's researcher development programme, building the online writing skills resources in conjunction with Glyn Sellens. I have supported Dr Jason Glover in the extension of the transferable skills programme to include PhD students at all stages of their candidacy and developed a specific course aimed for post-doctoral researchers. I strongly believe that doing excellent research is not enough; there is a vital requirement to communicate it clearly to a wide variety of audiences. In crafting communications for a global audience, I find my first-hand experience of both overseas and UK education systems and the associated cultures and languages very helpful. A slightly more complete knowledge of my students' likely pre-undergraduate academic experience has also been useful in tailoring my teaching for them, and would be invaluable in designing tailored elements for the undergraduate curriculum. It is increasingly apparent to me that there is room for the undergraduate programme to become more effective along this avenue.

## Junior Research Fellowships

A book about academic applications written for Cambridge PhDs and postdocs couldn't leave out the Oxbridge peculiarity of Junior Research Fellowships.

### A note about JRFs

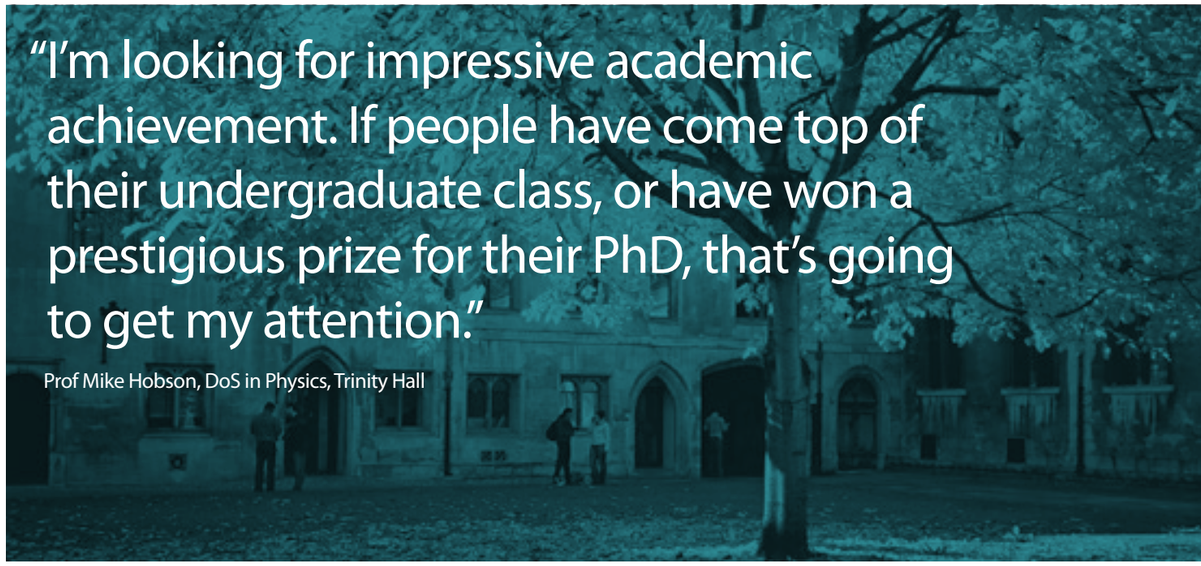
Many promising young researchers have failed to get a JRF and still pursued successful academic careers, so do not read too much into it if you don't secure one.

Colleges are looking to fund a piece of research that will reflect well on them in the future. Academic achievement to date, plus some indication of likely success, will be looked upon favourably.

"Appointment to a Junior Research Fellowship depends to a degree on securing the support of those outside your subject, especially where the competitions invite applications from a wide variety of disciplines.

You should therefore take into account the intelligibility of your statements to those in related and rather different disciplines, as well as aim to convey clearly and concisely the context of your work and its particular significance."

Dr Andrew Taylor, Teaching Fellow, Churchill




### Mind the gap

Before the selectors can care about the details of what you do, you have to hook their interest with why you do it. But beware: 'nobody has studied this topic before' is a very weak justification for a project. Does it even matter that no previous scholarship exists on this precise topic? What are we unable to do because of this gap? What will we be able to do differently once your project has filled this void?

Bad: 'I work on the lived experiences of LGB people in contemporary Britain [why?]. I look particularly at secondary school children [why?], and I use mixed methods to describe their experiences of homophobic bullying [vague]. My PhD is the first full-length study of this topic [so what?].'

Better: 'In recent years, significant progress has been made towards equality for lesbian, gay, and bisexual (LGB) people living in Britain. However, young people aged 11-19 who self-identify as LGB are more likely to experience verbal and physical bullying, and they are at significantly greater risk of self-harm and suicide. In my dissertation, I conduct an ethnographic study of four large metropolitan secondary schools, in order to identify the factors which lead to homophobic bullying, as well as policies and initiatives which LGB young people find effective in dealing with it.'

**Top tip:**

Remember that the selection panel will include a broad range of disciplines, so your statement really has to enthuse and make sense to everyone. Scientists should ask non-scientists to critique their proposal, and vice-versa.

Researchers sometimes worry that, if they take away too much of the technical detail, those who do know about their field will find it over-simplified or even inaccurate. Work hard at finding a simple but accurate way of describing your research. Explain abbreviations and references that non-experts will not understand. Keep the sentences short and give easy clues about why your research is important e.g. "an innovative approach", a "new method" or "overturned a theory that has stood for 40 years".

As with other academic applications, an enthusiastic reference from someone known in the college will go a long way to helping your application over the first hurdle.

PhD in astrophysics applying for a JRF

# JAMES MASON

**Current position:** Research Associate, Astrophysics Group, University of Cambridge (STFC funded)
**Teaching position:** Post-Doctoral Teaching Associate, King's College, Cambridge

Address: Astrophysics Group, University of Cambridge, Cambridge CB3 0HE, UK
E-mail: mason@mrao.cam.ac.uk
URL: http://www.mrao.cam.ac.uk/~jgm22/ Nationality: New Zealand

## Education

2011 – 2014 **University of Cambridge (UK) – PhD in Astrophysics** (Submitted; awaiting viva)
Additional Part III courses in Image Processing (1st) and Computer Vision (1st)

For my PhD, I described a new construction of a directional continuous wavelet analysis on the sphere. By adopting the harmonic scaling idea for the spherical dilation operator proposed and extending the analysis to a more general directional framework I demonstrated that:

- Directional wavelets are a powerful extension that allow the probe oriented structure in the analysed function.
- This new methodology allows all functions and operators to be defined directly on the sphere.

Impact of the research is clear

2010 **University of Canterbury (NZ)**
Final year courses towards a Bachelor of Commerce degree
(BCom not yet complete due to accepting PhD position at the University of Cambridge)
Microeconomics (A+), Econometrics (A+), Industrial Organisation and Regulation (A+)

2006 – 2009 **University of Canterbury (NZ) – Bachelor of Engineering (Hon 1)**
Specialising in Information Engineering with advanced Mathematics
Finished 2nd in class of 120; GPA 8.9/9.0

2001 – 2005 **Orton College (NZ)**
A Level Equivalent: Economics A (97%), Calculus A (90%), Statistics A (92%), Physics A (92%), Chemistry A (80%) – Total 456/500. Top grade in New Zealand for Economics

Academic prestige is prominent

## Scholarships & Awards

2014 Lundgren Research Award
2013 Cambridge Philosophical Society Research Studentship and Travel Award
2010 – 2013 Commonwealth Scholarship for study towards a PhD at the University of Cambridge
2010 FRST Technology in Industry Fellowship
2010 Canterbury Doctoral Scholarship (Declined in order to take up studies at Cambridge)
2006 – 2009 Tower Corporation Undergraduate Scholarship
2006 National Bank Scholarship for Economics
2006 John P Good Memorial Prize for Mathematics
2006 Bruce Dall Prize for Physics

Academic output is very important

## Invited Publications

Mason J. D., Vielva P., Wiaux Y., Barreiro R. B., Cayon L., Hobson M. P., Lasenby A. N., Martinez-Gonzalez E., 2014, *Cosmological applications of a wavelet analysis on the sphere*, submitted to Journal of Fourier Analysis and Applications, Special issue: Analysis on the Sphere

Wiaux Y., Mason J. D., Vielva P., 2014, *Complex data processing: Fast wavelet analysis on the sphere*, submitted to Journal of Fourier Analysis and Applications, Special issue: Analysis on the Sphere

## Selected Publications

12 first author refereed publications; 2 second author refereed publications.

Mason J. D., Hobson M. P. & Lasenby A. N., 2014, *A directional continuous wavelet transform on the sphere*, submitted to IEEE Trans. on Sig Proc. (Preprint astro-ph/0609159)

Mason J. D., Hobson M. P., Lasenby A. N. & Mortlock D. J., 2013, *A high-significance detection of non-Gaussianity in the WMAP 3-year data using directional spherical wavelets*, MNRAS, 371, L50-L54 (Preprint astro-ph/0604305)

Mason J. D., Vielva P., Hobson M. P., Martinez-Gonzalez E. & Lasenby A. N., 2013, *Detection of the ISW effect and corresponding dark energy constraints made with directional spherical wavelets*, submitted to MNRAS (Preprint astro-ph/0602398)



See page 70 for James Mason's CV re-worked for a position outside academia

Mason J. D., Hobson M. P., Lasenby A. N. & Mortlock D. J., 2013, *Non-Gaussianity detections in the Bianchi VIIh corrected WMAP 1-year data made with directional spherical wavelets*, MNRAS, 369, 1858–1868 (Preprint astro-ph/0510349)

Mason J. D., Hobson M. P., Mortlock D. J. & Lasenby A. N., 2013, *Fast directional continuous spherical wavelet transform algorithms*, IEEE Trans. Sig. Proc., in press (Preprint astro-ph/0506308)

Mason J. D., Hobson M. P., Lasenby A. N. & Mortlock D. J., 2013, *A high-significance detection of non-Gaussianity in the WMAP 1-year data using directional spherical wavelets*, MNRAS, 359, 1583–1596 (Preprint astro-ph/0406604)

## Selected Talks

Oct 2014 CMB workshop, Institute of Astronomy, University of Cambridge – *Large-scale anomalies in the WMAP data: Deviations from isotropy*
Jun 2014 Seminar, Institute of Astronomy, University of Cambridge – *Detection of the ISW effect and corresponding dark energy constraints*
Mar 2014 Rencontres de Moriond, La Thuile – *Detection of the ISW effect & corresponding dark energy constraints*
Dec 2013 Astrophysics seminar, Cavendish Laboratory, University of Cambridge – *Detection of the ISW effect and corresponding dark energy constraints*
Sep 2013 Planck workshop on non-Gaussianity, University of Santander – *Fast directional spherical wavelets*
Feb 2013 Informal cosmology lunch talk, Department of Applied Mathematics and Theoretical Physics, University of Cambridge – *Fast directional spherical wavelets for cosmology*

## Affiliations

Affiliate member: Institute of Physics
Student member: Institute of Electrical & Electronic Engineers (USA) and Institute of Electrical Engineers (UK)

## Teaching Experience

2013 – present Supervisor for Part IA Engineering Mathematics
2012 – present Supervisor for Part IB Engineering Mathematics
2011 – 2012 Laboratory Demonstrator for Part IA and IB Engineering Computer Programming
2010 Supervisor for Circuits and Systems (University of Canterbury, NZ)
2007 – 2008 Supervisor for first year Mathematics (University of Canterbury, NZ)

## Work Experience

Feb – Mar 2014 **Consultant to Geoplinth Ltd. (short term contract)**
Developed new spherical wavelet theory applicable to computer graphics lighting problems and implemented fast lighting solutions based on the theory developed.

2010 (9 months) **Applied Research Group NZ Ltd. (ARANZ)**
Received a FRST Technology in Industry Fellowship to develop and implement camera calibration and texture mapping algorithms using radial basis functions.

Summer 2008, Summer 2007 **Delta Systems Ltd. 2 Internships**
Developed antenna beam downtilt detection algorithms and performed a device failure analysis study.
Performed analysis of antenna intermodulation, a quality assurance study and was project manager responsible for the implementation of a new technical drawing access database.

Demonstrates that he already has experience of college life

## Interests & Responsibilities

2011 – present King's College Punt Committee Treasurer
2011 – present King's College 1st VIII rowing boat (winning Blades in the Lent 2012 Bumps)
2013 King's College Chariots of Fire relay team
2011 – 2012 King's College Graduate Bar Committee

## Referees

Dr. Mark Peters, Astrophysics Group, Cavendish Laboratory, Cambridge, CB3 0HE mmp@mrao.cam.ac.uk
Prof. Alastair McArthur, Astrophysics Group, Cavendish Laboratory, Cambridge, CB3 0HE am22@.cam.ac.uk

# Scientists applying for research positions in industry

If you are interested in staying in research, but working in an industrial or commercial environment, there are some differences in the way you need to present your application. Industry research offers more tangible outcomes than academic research, and company goals are more important than your own ideas.

**Your application will still focus on your research experience, but you will also need to:**

- Communicate the value and main outcomes of your research to people outside your specialist field.
- Put a greater focus on technical skills than for an academic application – the job description and your additional research into a company will give you an idea of which skills you most need to highlight.
- Include reference to broader "transferable" skills – commercial companies want to know that you are able to function in a non-academic environment. You are more likely to be working in a team, adapting to a variety of projects, and meeting regular deadlines, so demonstrating skills such as communication and project management will be important.
- Use a different language, style and format – this will need to reflect the culture of the company you are applying to, and your academic CV will not be appropriate for this.

Use our table comparing academic, industry and non-research CVs on p18-19 when preparing your industry CV.

## Basic content of an industry CV

**Personal details** – use your home address, not department, and keep it brief.

**Research experience** – summarise your research projects in a way which is accessible to a broader scientific audience, make links to the wider applications of the work where possible, and always include the key outcomes, quantified where possible. You can see how this is done in the example CVs which follow.

**Education**

**Technical skills** – use this section to summarise the main techniques, instruments, and programming languages you use, giving prominence to those most relevant to the role.

**Broader "transferable" skills** – e.g. communication skills, teamwork. For ideas about how your academic experiences translate into what non-academic employers seek, see p60.

**Depending on the job, you might also include:**

**Publications** – these will be more important in some sectors than others; it is common to include publication details in life sciences. Do your research on the company and take a lead from how much they publish their work.

**Patents**

**Conference attendance**

**Funding, awards and prizes** – as an indication of your achievements

**Professional memberships and accreditation** (e.g. chartered engineer)

**Referees** – it's acceptable to offer 'referees available on request'.





Postdoc applying for pharma

## Michele Cutugno, PhD

### Education

*Feb 2009* **PhD in Molecular Medicine**, European School of Molecular Medicine (SEMM), Awarding Body: University of Milan, Italy

*July 2003* **Master's Degree in Medical Biotechnology**, University of Naples "Federico II", Italy, Awarded the maximum score of 110/110 and honours

### Research Experience

**Joint Postdoctoral Research Associate**
*Sept 2012-Present* Wellcome Trust Sanger Institute, Cambridge (UK)
Laboratory of Experimental Cancer Genetics - Dr. Jay Smith
*March 2010-August 2012* CR-UK Cambridge Research Institute, Cambridge (UK)
Laboratory of Tumour Modelling and Experimental Medicine - Prof. James Wallace
*Main research activity:* I used cell-based assays and mouse models of melanoma to identify genetic determinants of drug resistance to $BRAF^{V600E}$ inhibitors, which currently represents a barrier towards an effective cure for melanoma patients.

- This project has been an industrial collaboration with Plexxikon Inc. (USA).
- I successfully developed a $BRAF^{V600E}$ melanoma mouse model carrying the *Sleeping Beauty* insertional mutagenesis system as the ideal model for this research plan.
- After the analysis of transposon integrations in drug resistant mouse tumours and validation experiments in engineered cell lines, I found that the gene *ERAS* causes resistance through activation of the PI3K pathway (Cutugno et al., submitted to *Nature Communications)*.
- The results of this project will inform Plexxikon in the design of combinatorial therapies and/or in the development of a new generation of drugs for patients.
- Spent some time in the lab of Dr. Maarten Waal at the NKI (Amsterdam) to learn the shear-splink method for the retrieval and mapping of transposon integrations.
- Engaged in multiple collaborations: for example, I contributed to study resistance to BRAF/MEK inhibitors in melanoma patients within the clinical trial "MelResist" (Addenbrooke's, Cambridge); I also contributed to discover a new genetic regulatory mechanism of *PTEN* in melanoma (Hawkins et al., *Cell* 2011).

*Sept 2004-Feb 2010* **PhD in Molecular Medicine + 1-Year Postdoc** IFOM-IEO Campus, Milan (Italy)
Laboratory of Oncogenes, Chromatin and cell cycle control - Dr. Raymondo Boniforti
*Research activity:*

- Main research project: Identified mediators of the oncogenic function of Myc by studying the transcriptional program of cells. I used a multi-platform screening approach including mRNA expression profiling, ChIP-seq and the shRNA technology, as well as cell-based assays like the colony formation assay. In this project I generated more than 30 different shRNA cell lines (Cutugno et al., *Oncogene* 2012).
- Additional collaborative projects have been successfully completed and published.

*Sept 2003-Aug 2004* **Pre-doctoral research position** European Institute of Oncology, Milan (Italy)
Laboratory of Cell cycle mechanisms and control - Prof. Antonio Rossi
*Research activity:* Contributed to the biochemical characterization of Harc, a novel partner of the chaperone complex Hsp90-Cdc37.

*Sept 2001-Aug 2003* **Master's Research Project** University of Napoli "Federico II", Naples (Italy)
Laboratory of Cellular Biology - Prof. Gennaro Esposito
*Research activity:* Developed a new experimental system to study the assembly of Fibronectin-GFP in the extracellular matrix of epithelial cells by confocal microscopy.

### Technical Skills and Competences

**Cell biology:** extensive cell culture experience; 2D and 3D culture methods (e.g. soft agar, Matrigel); generation of modified cell lines with shRNAs/siRNAs or cDNAs using viral systems (lentivirus and retrovirus) or chemical/liposome transfection; production of Wnt-3a

1

Good summary of project and wider implications

Demonstrates links to industry

Outcomes clear

Collaborations point to teamworking

Very detailed information about techniques relevant to job

Subtitles make it easy to scan techniques quickly

conditioned medium using mouse L cells; multi-point drug response assays to measure IC50 of drugs; generation of primary cell lines from tissues (tumour cell lines, melanocytes, MEFs); flow cytometry

**Cell based assays:** soft agar assay to measure cell transformation; 96-well format MTS assay to measure cell proliferation and IC50 of drugs; biochemical analyses of tumorigenesis mechanisms or sensitivity/resistance to drugs; flow cytometry analysis of cell cycle/apoptosis

**Molecular biology:** insertional mutagenesis with transposons, integration sites analysis, isolation and analysis of DNA and RNA from cells/tissues, design of primers and probes, PCR, qPCR, molecular cloning, plasmids engineering, DNA sequence analysis, exome sequencing and gene expression datasets, Splinkerette PCR, Shear-splink, ChIP/ChIP-seq

**Biochemistry:** western blot, immunoprecipitation, immunohistochemistry, immunocytochemistry, gel filtration chromatography

**Imaging:** fluorescence and confocal microscopy

**IT and bioinformatic tools:** MS Office, Adobe suite and other conventional software; technical software for DNA analyses; use of online genome browsers (e.g. UCSC); Ingenuity, GeneGO MetaCore, DAVID, KEGG for gene ontology and pathway analyses

***In vivo* techniques:** use, handling and breeding of mouse models; administration of compounds

## Additional Skills

**Business and industrial experience:** Industrial collaboration with Plexxikon Inc, mainly dealt with the CEO Dr. Jephtha Binger; managed research budget obtained from external funding

**Leadership and Management:** Planned, led and managed my own research projects; coached PhD and rotation students and was involved in their day-to-day supervision; developed problem solving ability (experiments trouble-shooting)

**Independence:** full responsibility to lead my research projects; identified new avenues for research, designed the projects and wrote the proposals independently; secured competitive funding to support my own projects; developed experimental assays that were new for the lab

Demonstrates many broader skills

**Teamwork:** Successful internal and external collaborations led to several publications, both during my PhD and the postdoc; I enjoy meeting with colleagues for progress reports and share feedbacks about each other's research; taught/learnt new techniques to/from colleagues and collaborators; established and completed fruitful collaborations

**Communication**: Delivered oral presentations at many international conferences, some with up to hundreds of delegates; wrote scientific publications, PhD thesis, fellowships and grant applications; video- and teleconferencing; volunteered at public events like 'Cambridge Science Festival' and developed ability to communicate science to a non-specialist audience

**Creative thinking:** Succeeded at identifying and 'selling' cutting-edge ideas and research avenues to funding bodies, awarded with international personal fellowships; independently designed experiments and research methods; for example, I developed the first experimental system of insertional mutagenesis in a mouse model of disease to identify resistance mechanisms against a clinically relevant drug for melanoma (Vemurafenib)

**Networking:** Frequent attendance to conferences; initiative in making connections with potential collaborators; participated in big collaborative networks (e.g. clinical trial 'MelResist')

**Attention to detail:** accurate record keeping of experiments; use of checklists to organize my work and make sure that it is completed in a timely manner; complied with stringent Home Office regulations to perform experiments with animals; peer reviewed scientific publications; reviewed manuscripts/grants of colleagues to judge the science and check their quality

## Fellowships and Awards

| | |
|---|---|
| *2012-2014* | FP7 Marie Curie Intra-European Fellowship (24 months): covering salary, meetings and part of research costs. Wrote the research proposal independently. |
| *2013* | Awarded a postdoctoral membership of the Downing College (Cambridge, UK) |
| *2010-2012* | International Fellowship in Cancer Research (24 months): covering salary, meetings and part of research costs. Wrote the research proposal independently. |
| *2004-2008* | Awarded with a 4 years PhD fellowship for the best candidates to the European School of Molecular Medicine (SEMM) |



## International Meetings

During my career I have participated and delivered talks to a variety of international scientific conferences, some with up to hundreds of participants. A selection is reported here:

| | |
|---|---|
| *2014* | Model Organisms Symposium, Wellcome Trust Genome Campus, Cambridge, **Talk** |
| *2013* | International Congress of the Society for Melanoma Research, Philadelphia, **Talk** |
| | Conference on Cancer Pharmacogenomics and Targeted Therapies, Cambridge, **Talk** |
| *2011* | Zing Cancer Conference, Mexico, **Talk** |
| *2010* | Cambridge Cancer Centre Postdoctoral Meeting, Cambridge, **Talk** |
| *2008* | Cancer and Control of Genomic Integrity Conference, Copenhagen, **Talk** |
| *2006* | Mechanisms and Models of Cancer, CSHL, New York, **Poster** |
| *2003* | 29th Annual Meeting of the European Thyroid Association, Edinburgh, **Talk** |

## List of publications

- **Cutugno M**. Hawkins Y, Co-author II, Co-author III, Co-author IV, Wallace J & Smith J.
  [Anonymised title of paper I.] *Submitted to **Nature Communications***

- Co-author I, Co-author II, **Cutugno M**, Co-author III, Co-author IV, Tavisham I, Co-author V & Smith J.
  [Anonymised title of paper II.] *Undergoing submission*

- Hawkins Y, Co-author II, **Cutugno M**, Co-author III, Co-author IV, Co-author V, Co-author VI, Co-author VII, Co-author VIII, Co-author IX, Co-author X, Co-author XI, Co-author XII, Smith J, Wallace J & Co-author XIV
  [Anonymised title of paper III.] ***Cell.*** 2011

- **Cutugno M**, Co-author I, Co-author II, Co-author III, Co-author IV, Co-author V, Co-author VI, Co-author VII, Co-author VIII, Co-author IX, Co-author X, Co-author XI, Co-author XII, Co-author XIII & Boniforti R.
  [Anonymised title of paper IV.] ***Oncogene.*** 2012

- Co-author I, Co-author II, Co-author III, Co-author IV, Co-author V, Co-author VI, Co-author VII, **Cutugno M**, Co-author VIII, Co-author IX, Co-author X, Co-author XI, Co-author XII & Boniforti R.
  [Anonymised title of paper V.] ***Nature Cell Biology***. 2010

- Co-author I, Co-author II, Co-author III, Co-author IV, **Cutugno M**, Co-author V, Co-author VI & Boniforti R
  [Anonymised title of paper VI.] ***Oncogene.*** 2009

- Co-author I, Co-author II, Co-author III, Co-author IV, **Cutugno M**, Co-author V, Co-author VI, et al & Boniforti R.
  [Anonymised title of paper VII.] ***Nature.*** 2007

## Referees

| | | |
|---|---|---|
| • Dr. Jay Smith<br>(postdoc supervisor) | Senior Group Leader - Wellcome Trust Sanger Institute<br>CB10 1SA, Cambridge, UK | js1@sanger.ac.uk |
| • Dr. Jephtha Binger<br>(industrial collaborator) | CEO - Plexxikon Inc.<br>Berkeley, CA 94710, USA | jb@plexxikon.com |
| • Dr. Raymondo Boniforti<br>(PhD supervisor) | Senior Group Leader - IFOM-IEO Campus<br>Via Adamello 16, Milan, Italy | r.boniforti@ieo.eu |
| • Dr. Ilhan Tavisham<br>(collaborator) | Group Leader - Wellcome Trust Sanger Institute<br>CB10 1SA, Cambridge, UK | it1@sanger.ac.uk |

Postdoc applying for bioinformatics in drug discovery

Personal details kept to a minimum

**Davide Candeias**
07987 654321

davidecandeias@gmail.com
http://www.ebi.ac.uk/~dc/

## Professional Experience

**European Molecular Biology Laboratory - European Bioinformatics Institute (UK)**
Postdoctoral Fellow 2011 – present (3 years)

Demonstrates broader skills

- Construction of a pipeline for simulating NMR spectra, development of a Java library to process NMR spectra and a cheminformatic plugin for KNIME software.
- Acquisition of experimental NMR data at the European Molecular Biology Laboratory (EMBL) in Heidelberg.
- Provision of training for PhD students and external researchers in five training events, including a training session using Perl at the course "Programmatic Access to biological Databases" (http://goo.gl/rSTUVw).
- Coordinator of a small research team.

**Friedrich Schiller University (Jena, Germany)**
PhD candidate (2006 – 2011)

Outcome of work and evidence of work's impact clear

- Development of new mathematical methods to enabled for the first time the calculation of metabolic pathways in large-scale metabolic networks and the integration of expression data to identify tissue specific metabolic pathways in human.
- Experience working in a highly collaborative environment. Presentation of research findings at 10 international conferences, including ISMB/ECCB Stockholm 2009 "Benchmarking tools in Metabolic Pathway Analysis" (http://goo.gl/jKLmN).

**Friedrich Schiller University (Jena, Germany)**
Teaching (2007 – 2009)

- Supervisor of the Seminars on Molecular Biology Databases.

**Fluxome Sciences A/S**
Internship (2005)

- Part of MSc Biological Engineering
- 6 month project at Technical University of Denmark Biotechnology Department; Grade: 18/20.
- Reconstruction of a draft genome-scale metabolic network of *Amycolatopsis balhimycina* and study of metabolic engineering strategies for antibiotic production optimization.

## Leadership

More recognition of broader skills

| | |
|---|---|
| 2013 | Organizer of the Postdoc Retreat 2013 of the European Molecular Biology Laboratory |
| 2012 – 2013 | Co-Chair of the Post-Doctoral Association at EMBL-EBI |
| 2010 | Organizer of the ICSB satellite workshop on "Integration of Omics data into Metabolic Pathway Analysis" (http://users.urweb.uni-jena.de/~p4roch/IOODIMPA/2010/) |
| 2008 | Organizer of the "1st Portuguese Forum on Computational Biology" (http://eb.lop.ilhan.pt/1pfocb2008/) |

## Education

Explains marks for people not familiar with German system

**PhD Bioinformatics (2006 – 2011)**
Friedrich Schiller University, Jena, Germany

- *Magna cum laude* (mark 1.1, in a scale of 1 – excellent to 5 – bad)

**PhD Program in Computational Biology (2005 – 2011)**
Instituto Gulbenkian de Ciência, Portugal

**MSc Biological Engineering (2000 – 2005)**
Instituto Superior Técnico, Technical University of Lisbon, Portugal

- Overall grade (15/20) including modules: Computer Programming (20/20); Functional Genomics and Bioinformatics (19/20); Internship project at Technical University of Denmark (18/20).



**Davide Candeias**
07987 654321

davidecandeias@gmail.com
http://www.ebi.ac.uk/~dc/

## Software Skills

Clear list of technical skills

**Programming Languages**: Java| Bash| Perl| C/C++| Python | SQL| Fortran| **Scientific Software:** R | Matlab| KNIME| Gaussian 09| TopSpin| Mathematica| Latex| **Computer Operating Systems:** Unix| Linux (Red Hat Certified)| Windows **| Software packages:** GitHub| Maven| IntelliJ| Hibernate| Chemistry Development Kit| CPLEX| Eclipse| SVN| TrueCrypt| **Distributed Resources Platforms:** LSF | SGE

## Publishing Duties

| | |
|---|---|
| 2010 – 2011 | Guest-editor in BioSystems special issue (http://dx.doi.org/23.3052/j.biosystems.5424.634) |
| 2010 | Reviewer for the journals Bioinformatics, BioMed Central Journals, Journal of theoretical Biology. On average 4 articles reviewed per year. |

## Selected Publications

Doesn't include all, but summarises them

Peer-reviewed journal articles: First authorships – 7; Last authorships – 1; Author – 18

R. Eiwame, J. Pey, **D. Candeias**, A. Podhorski, W. Schindler, A. Rubio and F. J. Planes (2013). Selection of human tissue-specific elementary flux modes using gene expression data. Bioinformatics, 29(16), 2009–2016. (doi:40.2604/bioinformatics/weo756; cited 3 times)

H. Rainer, W. Schindler**, D. Candeias*** and P. Vutowski* (2012) "Detecting and investigating substrate cycles in a genome-scale human metabolic network". *FEBS Journal*, 279:3192–3202 (*both authors contributed equally; doi:36.2396/j.4672-1234.4567.78912.x; cited 3 times)

I. Cherokam*, **D. Candeias***, J. Förster, T. Weber, J. Thykaer, E. Stegmann, *et al*. (2012) "Genome-scale metabolic representation of *Amycolatopsis balhimycina*". *Biotechnol Bioeng*, 109:1798–1807 (*both authors contributed equally; doi:12.7364/bit.69881; cited 7 times)

P. Vutowski*, **D. Candeias***, J. Behre and W. Schindler (2009). EFMEvolver: Computing elementary flux modes in genome-scale metabolic networks. In I. Grosse, S. Neumann, S. Posch, F. Schreiber, & P. Stadler (Eds.), (Vol. 157, pp. 179–189). Lecture Notes in Informatics, Bonn: Gesellschaft für Informatik. (*both authors contributed equally)

**D. Candeias,** A. Podhorski, A. Rubio, P. Vutowski, J. E. Beasley, W. Schindler and F. J. Planes (2009) "Computing the shortest elementary flux modes in genome-scale metabolic networks". *Bioinformatics*, 25: 3158-3165. (doi: 45.9176/bioinformatics/pdo108; cited 62 times)

## Selected Presentations

2 invited talks among 10 scientific presentations. Selected presentations:

Summarises

- Metabolic Pathway Analysis: from Small to Genome-scale Networks, Invited talk for the Computational Life Sciences Seminar, Department of Computational Systems Biology, University of Vienna, Vienna, 2011 (http://goo.gl/ABCD)
- Benchmarking tools in Metabolic Pathway Analysis, highlights track at the 17th ISMB/8th ECCB, Stockholm, 2009 (http://goo.gl/DEFG)
- Calculating the K-shortest elementary flux modes in metabolic networks, 6th MATHMOD, Vienna, 2009

## Scholarships and Awards

| | |
|---|---|
| 2011 – 2014 | Post-Doctoral Fellowship from EMBL - Interdisciplinary Postdocs Program |
| 2009 | Travel Fellowship from BioSapiens - funded participation at ISMB – ECCB 2009 |
| 2005 – 2010 | PhD Fellowship from Fundação para a Ciência e Tecnologia |

## Languages

**Portuguese** – native speaker; **English** – fluent; **German** – fluent spoken, basic written

# Applying for positions outside academia

Applying for jobs outside academia has a lot in common with applying for academic positions. Many of the basic principles are the same: focus on what your prospective employer needs, select your best evidence for how you fulfil the person specification, omit all irrelevant information, ensure that your application is immaculately presented and completely free of errors, and so on.


There is, however, one big difference. While academic employers understand what a PhD or postdoc is, and therefore understand the value of that experience, employers outside academia may not know or care. In fact, it is likely that they will have certain preconceived ideas about academia, and therefore about applicants with an academic background.

You're moving into a different world, a different culture. Your task, therefore, is to present your experience in a way that is relevant to what these employers are looking for. Explain, simplify, translate. Demonstrate that you genuinely understand the sector to which you're applying by using appropriate language. You will also need to think laterally about the skills your research has given you, rather than just focusing narrowly on the subject of your research. And as with all applications, you need to prove that you have been performing well in your research career, so be sure to include proper, objective evidence of success.





## Applying for advertised positions

**STOP**

Don't dive straight into making the application. Follow these important steps to make sure you show yourself in the best light.

**1. Find the selection criteria**

The first step is to find the competency requirements/essential criteria for the job. You will usually find these in the job description under the person specification section. These are the legal requirements for the job – and you will need to demonstrate that you have them.

**2. Brainstorm**

Spend some time thinking about these criteria and what experience you have that shows that you meet them. Think as broadly as you can. Of course include your PhD, but think about the skills it has given you (project management, quantitative analysis, securing funding), not just the subject knowledge you have gained. Employers will expect you to use your experience outside research too, e.g. volunteering, sport, committee leadership.

**3. Find the proof**

You are a researcher. You would not make unsubstantiated assertions in your research, and you can't make them in your job applications either. Empty statements such as, "I'm good at working in a team", or, "I have outstanding qualitative analysis skills" will not get you very far. Your application needs to include evidence that you are indeed good at working in a team or qualitative analysis. Include numbers, facts, figures – genuine evidence, not your own personal assessment.

**4. Simplify**

Recognise that you are very likely to be moving to a world where most people will not understand your field of study. Your application may be scanned first by the HR staff. Make sure that everything you say is easily understandable to non-experts. This means that you need at least one non-expert to read your draft application. Don't just assume that you are being clear: when you have been studying a topic for years, you are not the best person to judge what a non-expert will or will not find obvious.

## Basic content of a non-academic CV

**Personal details** – keep it brief and use your home address

**Education** – reverse chronological order from undergraduate

**Employment/professional history** – think carefully about what information the employer wants to know about your research positions. Try to communicate the wider context of your research, and focus on your main achievements.

**Relevant skills/experiences/achievements** – this will probably be the most important section of the CV. Focus on the skills and experiences that most help you to demonstrate that you can meet the essential criteria for the role.

**Top tip:**

The most important word here is "relevant" – do not include a particular achievement just because you are proud of it. You need to know – and communicate explicitly – how that particular achievement makes you able to do the job you're applying for.

**Interests/activities** – you may wish to include some personal interests, but think about whether any of these help you to demonstrate key criteria. If they do, add them to one of the sections above.

**Referees** – these are much less important than in academia, so you can simply offer them 'on request'.

**Ordering your CV** – the order of these sections will depend on where you are in your career, and what you want to emphasise most. For example, if you have a number of years of postdoc experience, it makes sense to lead with your professional experience rather than with education, as this is most relevant. If the job you are applying for is a big change from academia, you may wish to emphasise your relevant skills/experiences before your education, or even before your employment history.

## How employers may shortlist – a worked example

Employers often use a score grid to help them shortlist. They will be scanning your application for evidence that you have the skills and knowledge they are looking for. See the example below. You will find the list of their requirements (sometimes called "competencies" or "essential criteria") in the person specification section of the job description – these are what they will shortlist against. This worked example demonstartes how they might score some applications.

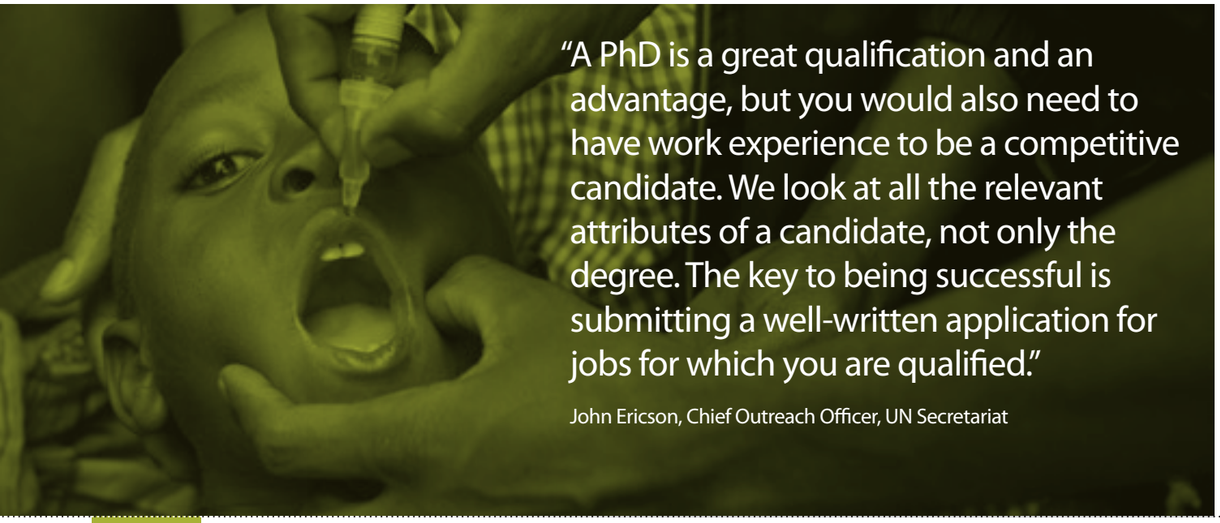
**CHATHAM HOUSE**
The Royal Institute of International Affairs

**Research Associate**
Africa Programme

Chatham House, home of the Royal Institute of International Affairs, is a world-leading source of independent analysis, informed debate and influential ideas on how to build a prosperous and secure world for all.

**Requirements**

- Post-graduate degree or equivalent experience in politics, international relations, development studies, law or a similar discipline
- Fluency in written and spoken Portuguese and English
- Research experience, including in conducting interviews
- Excellent analytic skills
- Excellent and demonstrable writing skills
- The ability to communicate effectively with a wide range of people
- Able to demonstrate sound judgement
- Highly motivated and well-organized and willing to carry out administrative tasks
- Able to work well under pressure; juggle multiple tasks; and meet tight deadlines
- Flexible, personable, independent and able to work as part of a team



"A PhD is a great qualification and an advantage, but you would also need to have work experience to be a competitive candidate. We look at all the relevant attributes of a candidate, not only the degree. The key to being successful is submitting a well-written application for jobs for which you are qualified."

John Ericson, Chief Outreach Officer, UN Secretariat

| Competency | James Blandford | | Isabella Norman | | Zoe Li | |
|---|---|---|---|---|---|---|
| **Essential criteria** | | | | | | |
| Post-graduate degree or equivalent experience in politics, international relations, development studies, law or a similar discipline | Politics PhD on African conflict | 4 | International relations PhD but on EU | 2 | Development studies PhD focussing on the influence of US foreign policy | 4 |
| Fluency in written and spoken Portuguese and English | No evidence of Portuguese | 0 | Bilingual | 5 | Has clearly used Portuguese in a field situation | 4 |
| Research experience, including in conducting interviews | Substantial experience of interviewing for PhD and extra-curricular project | 5 | Wide variety of experience of interviewing | 4 | Field work included interviews | 4 |
| Excellent analytic skills | Good evidence | 4 | Good evidence | 4 | Limited evidence | 2 |
| Excellent and demonstrable writing skills | Lots of evidence from papers and web articles | 4 | Evidence from papers | 3 | Evidence from papers, editor of a journal, writes a blog | 5 |
| The ability to communicate effectively with a wide range of people | Good evidence given | 4 | Good evidence given | 4 | Not much evidence | 2 |
| Able to demonstrate sound judgement | Good example of this given in cover letter | 4 | No real evidence given but can assume some | 1 | Evidence given from committee chairing | 2 |
| Highly motivated and well-organized and willing to carry out administrative tasks | Lots of admin experience and good example of organisation from event | 4 | Not much evidence of this | 1 | Good evidence from committee chairing | 3 |
| Able to work well under pressure; juggle multiple tasks; and meet tight deadlines | Lots of evidence of this from completing PhD alongside organising big conference – impressive! | 5 | Some evidence given | 3 | Good evidence from work experience and extra-curricular activities | 4 |
| Flexible, personable, independent and able to work as part of a team | Some evidence of working in a team from conference | 2 | Worked in several diverse teams | 4 | Limited experience of working in a team | 1 |
| **Desirable experience** | | | | | | |
| Knowledge of the politics of Angola and Mozambique would be an advantage | Yes | 3 | Some | 2 | Limited | 1 |
| **Total** | 39 points | | 33 points | | 32 points | |

**No evidence given of key language requirement. However impressive the other evidence is, this person is very unlikely to be shortlisted – they have wasted their time in applying.**

**James Blandford scores top marks overall but does not meet the essential language criteria, so is very unlikely to be shortlisted. Had he been able to demonstrate even basic Portuguese they might have interviewed him.**

## Translating academic experience

Employers outside academia are looking for similar skills to those which you are probably using every day in your work; they just describe them in a different way. Below you can see how some of the tasks you undertake in your work relate to the skills employers say they want.

**Terminology used by outside academia**
Aspects to your academic experoence which match these criteria

**Written communication skills**
Thesis, articles, publications, writing for broader audiences

**Presenting, communicating**
Lecturing, giving seminars/papers/talks, outreach work

**Working to deadlines**
Meeting a funder's/publisher's deadline

**Customer focus**
Reporting back to funders, identifying and responding to student needs when teaching/supervising

**Continual scrutiny, critical analysis, quality control**
Quality assurance, integrityAcademic rigour/peer review

**Instructing, training, communicating, motivating, monitoring**
Scientific demonstrating, supervising, tutoring

**Managing people**
Day-to-day supervision of project students and PhD students

**Project management**
Day-to-day management of your research project(s)

**Appraising, assessing**
Examining, marking essays

**Creative thinking**
Designing research methods, developing novel methods/approaches to scientific problems

**Analytical skills**
Dealing with large amounts of data

**Problem solving**
Running and trouble-shooting experiments, dealing with surprising findings, developing novel approaches to scientific problems

**Networking, sharing best practice, negotiation, consensus building**
Collaborations (particularly initiating your own), persuading academics to pursue your ideas

**Leadership**
Initiating a collaboration, supervising students, obtaining your own research funding

**Commercial awareness**
Managing a budget, obtaining research funding

**Budgeting, persuading, selling ideas**
Obtaining research funding

**Teamwork**
Working in research teams (within group or across multiple institutions)

**Flexibility, versatility, lateral thinking**
Working across disciplines, working across multiple projects, adapting research direction according to trends/results

For strategy consulting

# Lydia **Prémont**

Theoretical Physicist

### Contact

58 Gloucester Close
CB2 8RK
Cambridge, UK
+44 7123456789
lpremont@cam.ac.uk
linkedin://lpremont

### Languages

French: Mother tongue
English: Fluent
Spanish: Fluent
Italian: Fluent
Portuguese: Proficient

### Programming

Python, C++, C, Mathematica

### Awards

FNRS PhD grant

### Publications

inspire-hep://papers

### Certifications

Machine Learning

This column draws your eye to skills which make her stand out

## Experience

2015–Present **University of Cambridge, FNRS** — Cambridge, United Kingdom
*Postdoctoral Researcher*

Develop my research in theoretical particle physics, more precisely about dark matter:
- studied a new type of signal potentially leading to the detection of dark matter,
- published one paper in a top peer-reviewed journal.

2011–2014 **Université Libre de Bruxelles, FNRS** — Brussels, Belgium
*PhD Candidate*
Completed my PhD in theoretical particle physics:
- developed a new, comprehensive analysis of monochromatic photons from dark matter,
- handled complex C/C++ computational tools,
- published 4 papers in top peer-reviewed journals,
- taught 4 different physics courses.

2010–2011 **Université Libre de Bruxelles** — Brussels, Belgium
*Teaching Assistant*
- taught electromagnetism to bachelor students, and quantum field theory to master students,
- responsible for the 1st year students' laboratories.

Research experience is communicated concisely

Impact is clear

## Education

2010–2014 **PhD-Theoretical Physics** — Université Libre de Bruxelles, Brussels, Belgium
Thesis: Monochromatic photons from Dark Matter

2007–2010 **Master of Science-Theoretical Physics** — Università di Trento, Trento, Italy
Summa Cum Laude

2004–2007 **Bachelor of Science- Physics** — Université de Liège, Liège, Belgium
Summa Cum Laude

## Communication Skills

2011-2015 **Oral Presentations** — International Conferences
Gave four talks in international physics conferences.

This unusual and eye catching format shows how you can communicate key achievements in minimal space

## Interests

**Reading** passionate about literature.
**Volunteering**
2012 spent one month in Bohicon, Benin, to work in an elementary school.
2009-2010 volunteered weekly in a small NGO, *l'Altrastrada*, in Trento, Italy.
**Other** traveling, cooking, running.

Interesting volunteering experience which is very different to her professional job – this is looked upon favourably outside academia

For a data science internship

# Andrew Basquot, Ph.D.

*Address:* 46 Mill Street, Cambridge, UK, CB1 4RZ
*Phone:* +44 7910 234567
*Email:* andybasquot@gmail.com
*Nationality:* Canadian

## Profile

A versatile physics Ph.D. with experience in data analysis looking for stimulating new projects in that field. Very successful research output shows ability to efficiently solve complicated problems, work in teams and develop new data-analysis tool.

## Research Experience

2014 – now **Research Associate, University of Cambridge**
2011 – 2013 **Ph.D. in Physics, University of Cambridge** *(Supervisor: Prof. Sir Robert Cunningham)*

- Work published in the world's most prestigious scientific journals including *Science* and *Nature*.
- First-authored *science* paper features in **top 5%** of all scientific articles (*according to altmetric, ranking by attention*) and gets **44 times** more citations/year than an average physics paper.
- **15** peer-reviewed publications (+4 under review), **>250** citations, **15** international conferences.
- Developed **numerical tools** instrumental in the work of my research group:
  - Faster data acquisition through improved real-time data processing,
  - Vastly improved post-acquisition data analysis – getting more from the available data,
- *Publications from:* projects I designed (6), teams I collaborated with (10), students I guided (3).

Focus on quantifying the impact of his work

Outcomes are clear

## Relevant Skills

- **Matlab** (7+ years of experience): data analysis, noise removal, modelling, programmatic GUIs, object-oriented programming, machine learning and optimization (genetic algorithms).
- **Programming languages** *(previously learnt, not used recently):* Python, C, PHP/CSS/HTML.
- **Mathematics:** calculus, algebra, differential equations and statistics.
- **Software:** Photoshop, Illustrator, Word, Excel, Power Point, Igor Pro, LabView, Mathematica.
- **Languages:** French (*Native*), English (*bilingual*), Spanish (*basic*).

Programming and mathematical skills are crucial for this sector, so they get top billing

## Commercial Experience

2011 – 2013 **Chairman, Treasurer – Bar committee, Wolfson College**

- Management of people and finances (>70 part-time staff, £84k budget),
- Large-event catering (e.g. graduation ball with 300 attendees),
- Ability to work in teams and with the public,
- Very efficient under high-stress situations and tight deadlines.

2008 – 2010 **Member of the Board – FAÉCUM** *(University's campus-wide Student Union)*

- Oversee allocation of funds, management of staff and services for students,
- >$1.3M annual budget, represent 33k student,
- *Services include*: health insurance, childcare for studying parents, *etc.*

2009 **Member of the Board – CISM** *(Independent Radio Station)*

- Oversee finances and management. >$0.4M budget, 80k listeners.

Commercial experience is really useful; again quantifies the impact

## Other Professional Experience

2010 **President – RQEMP** *(Regroupement Québécois sur les Matériaux de Pointe)*

- Organized a 3-day summer school on high-end materials ($27k budget),
- 64 students and post-doc from various academic institutions across Québec,
- 8 speakers from Québec and abroad.

2006 – 2010 **Treasurer, Representative – PHYSUM** *(Physics department's student union)*

- Re-structured the undergraduate program and created a new course,
- Represented the students on committees, organized events and managed finances. (300 students)

2005 – 2008 **Teaching assistant – Université de Montréal**

- Teaching/solving problems in front of class (20-40 people),
- Evaluating homework,
- One-on-one help with students when needed,
- *Courses:* mathematics for physicists, solid state physics, electrodynamics.

2006, 2007 (summer) **Summer intern – Université de Montréal** (4 month)

- With prof. Maarten Roemer (2006) and prof. Jackson Belloni (2007),
- Quickly learning new techniques and approaches.

All focused on key outcomes

## Additional Education

2008 – 2010 **M.Sc. in Physics, Université de Montréal**
*(a M.Sc is required to start a Ph.D. in Canada)*
2005 – 2008 **B.Sc. in Physics, Université de Montréal**
*(equivalent to an American Honours degree)*

## Awards

- **FQRNT doctoral research scholarship** (2010) – $60K over 3 years of PhD.
- **OFQJ-IMN award for international outreach** (2008) – $1K + flight to France.
- **RQMP summer internship grant** (2006, 2007) – $6k each summer.

## Selected Publications

- Andrew Basquot, […], Robert Cunningham. **[Anonymised title of paper I],** *Science* (2014).
- Andrew Basquot, […], Juan Pepita. **[Anonymised title of paper II],** *The Journal of Physical Chemistry C* (2012).
- Ashook Xiang, Edward Ren, Andrew Basquot, […], Robert Cunningham. **[Anonymised title of paper III],** *Nature* (2014).
- Igor Tabacariu, Rainer Holzer, Andrew Basquot, […], Ashook Xiang. **[Anonymised title of paper IV],** *Nature Materials* (2014).

Highlighting your most important publications can be useful in some sectors

## Referees

Available upon request

For an internship in a think tank

**CAROLINE TROMMLER**

Address: 35 Bicester Road, Cambridge, CB4 4AJ, UK Phone: 0044 (0)7891376673
Email: caroline.trommler@gmx.de Nationality: German

Personal details are clear but do not take up too much space

**ACADEMIC BACKGROUND**

**University of Cambridge (UK), Faculty of Philosophy, Clare College**

2011 – 2015 ***Ph.D in Philosophy; Specialisation: Metaethics***
Submission Date: Dec 2014; Completion Date: Mar 2015
Degree mark: Pass without corrections
Ph.D Dissertation: 'Expressivism, Minimalism and Moral Doctrines'

2010 – 2011 ***M.Phil in Philosophy; Specialisation: Metaethics***
Completion Date: Jul 2011 – Overall Degree Mark: First (High Pass)
M.Phil Dissertation: 'The Combination of Deflationism and Expressivism in Metaethics'

***Scholarships and Prizes awarded for M.Phil and Ph.D Studies at Cambridge***
- Matthew Buncombe Prize for best M.Phil performance, Faculty of Philosophy
- Arts and Humanities Research Council (AHRC) award
- External Research Studentship, Clare College, Cambridge
- Honorary Cambridge European Trust Scholar

Clear, simple headings that are consistent throughout make this CV look uncluttered

**Baden-Baden University, Germany**

2004 – 2010 ***M.A. in Philosophy & Political Science; Specialisation: Metaethics, Political Theory***
Completion Date: Feb 2010 – Overall Degree Mark: 1.0 with distinction
M.A. Dissertation: 'Moral Realism – A Critical Analysis'

***Scholarships awarded for M.A. Studies at Baden-Baden***
- Scholarship for outstanding M.A. dissertation from Baden-Baden University
- Erasmus-Scholarship for European Exchange Semester in Political Science, University of Nottingham (Sept 2007 – Feb 2008)

**SKILLS AND WORK EXPERIENCE**

Headings in the margins of this section help the selector scan for relevant experience

*Analytical, Research and Writing Skills*

**Degree Subjects: Philosophy and Political Science (Oct 2004 – Mar 2015)**
- Highly trained in clear, analytical thinking; rapid learning, absorption and penetration of unfamiliar and highly complex fields
- Well-versed in research methods through efficiently sourcing relevant new material both for my own studies and for research projects of School of Politics' staff, Baden-Baden University (Germany) (2006—2010)
- Presenting complex material in concise, well-structured and attractive writing

*Politics-Related Fields*

**Constituency Internship with David Howarth MP, Local Member of Parliament for Cambridge (one day per week, Oct 2011 – Jan 2012)**
- Pursued issues by mail and phone with relevant local and national organisations, companies and ministries
- Drafted letters for MP and casework team and dealt with letters, e-mails and phone calls from constituents
- Supported the casework team in administrative tasks

Bullet points throughout make the CV easy to scan

**Temporary Job with Local Ministry of Science, Research and Culture (Essen, Germany) (Apr & May 2010)**
- Filed and sorted applications for research funding
- Updated the Ministry's website regarding research institutions

**Placement with Parliamentary Group CDU, Local Parliament Essen (Germany) (Feb 2008)**
- Independently composed (i) a synopsis regarding the introduction of tuition fees in Germany, (ii) an overview regarding pros and cons of English BA/MA degrees in comparison with traditional German degrees
- Attended sittings of Parliament, the Parliamentary Group and the Liberal party

*Organisation, Planning and Administration*

**Head of the Organising Committee of the Clare College Arts&Humanities Graduate Symposium (Nov 2013 – May 2014)**
- Organised the committee's work and was responsible for the liaison with Clare College, including administrative and logistic tasks together with comprehensive catering arrangements
- Was jointly responsible for the symposium programme

Bullet points start with active verbs and give detail rather than generalities

**Office Assistant in the Department of Political Theory, Baden-Baden University (Germany) (May 2006 – Aug 2010)**
- Undertook general office management, dealt with correspondence and seminar preparation, website maintenance
- Assisted in the organisation of three Political Science conferences: national conference of the DVPW-section 'Political Theory' (March 2009), two conferences of the Group 'Action and Decision Theory' (Autumn 2007, 2008)
- Experienced in prioritising, working to strict dead-lines, efficient time-management, improving efficiency and working methods
- Enjoyed working within a well-rehearsed team of four

**Assistant Archivist in the Picture Library of ZDF (broadcasting company), Baden-Baden (Germany) (Nov 2005 – Apr 2009)**
- Administered picture loans, researched and archived electronic pictures
- Was in direct contact with various picture agencies, journalists and customers
- Was solely responsible for all archive requirements at weekends

*Editing and Publishing*

**Editing Assistant for the quarterly scientific journal 'PVS' (German Association of Political Science) (Apr 2009 – Aug 2010)**
- Acquired, edited and assessed reviews; prepared and monitored publication processes
- Took up a customer facing role by being in direct contact with review authors, publishers and board of editors
- Senior assistant within a team of three, training new members of the team and delegating responsibilities

*Presentation and Teaching*

**Teaching Positions, Cambridge University (Oct 2011 – present); Teaching Assistant, Philosophy & Political Theory, Baden-Baden University (Germany) (Apr 2008 – Aug 2010)**
- Delivered four Lectures on 'Realism and Irrealism', Part II, Philosophy Tripos (Cambridge, Nov. 2013), being solely responsible for their content and structure
- Supervisor in Philosophy at Cambridge University (Oct 2011—present)
- Convenor of the Graduate Seminar (Cambridge, Lent Term 2014)
- Prepared and convened seminars of up to 40 people, being fully responsible for seminar structure, content and students' assessment (Germany, 2008—2010)

*Languages and IT*
- Languages: German, as mother tongue; English, fluent in written and spoken language; French, advanced standard
- IT: Very good knowledge of MS Word, good knowledge of MS Excel and MS Power Point, regular internet and email user, maintenance of websites

**FURTHER ACTIVITIES**

*Extra-Curricular*
- Student representative, participant of LERU Student Conference (Helsinki, Aug 2012), conductor of German course for philosophers, French-German language-tandem

*Sport*
- Rowing for First&Third Clare Boat Club, running, organising 'leisure football matches'

*Miscellaneous*
- Travel, cooking, enjoying time with my friends, playing the piano, learning bass guitar

For publishing

# KATE BELL

Address: 2A Southampton Row, Cambridge, CB3 2LB
Tel: 07891 766700
Email: kb73@cam.ac.uk
Nationality: British

Note how all the experience relevant to publishing is in a bespoke section at the top of the CV

## Publishing experience

2015 — **Completed a short publishing course at Anglia Ruskin University entitled Editing and Writing**
Included sessions on English grammar, copy-editing, proof-reading techniques and symbols, and managing relationships with authors.

2015 — **Shadowed Alicia Spiller in the Innovations Unit at Feltersham University Press**
Organised a day of work experience to improve my understanding of digital technologies and their potential impact on academic publishing.

2014 – present — **Editorial board member for The Cambridge University Journal of Social Geography**
Helped to set up the journal, undertook copy-editing and proof-reading, successfully submitted an article for publication, advised on image copyright and developed a house style guide.

2014 – present — **Published my own academic research as an article in a special issue of a peer-reviewed journal (2014) and as a book chapter in an edited collection (2014)**

2014 – present — **Member of the editorial and production teams for BlueSci**
Copy-edited and proof-read articles for Cambridge University's popular science magazine and assisted in the production of the magazine using Adobe InDesign.

2014 — **Peer-reviewed a manuscript for the Journal of Accommodation Management**
Assessed the quality of the article, suggested improvements to the author and made recommendations to the editors.

2013 – 2014 — **Proof-read PhD dissertations for colleagues at the University of Cambridge**
Demonstrated an attention to detail and learnt how to liaise with authors to improve their work.

## Education

To submit in July 2015 — **PhD Human Geography, Department of Geography, University of Cambridge**
Specialised in social and political geography, writing a thesis on housing policy in England.
Successfully applied for funding from the Economic and Social Research Council, my department and my college.
Developed my own independent research project, negotiated access to my fieldwork sites and managed relationships with different stakeholders.
Summarised and critically evaluated journal articles and monographs to produce literature reviews.
Attended, convened sessions and gave presentations at international conferences and seminars.
Simultaneously held teaching positions which required good organisational and time management skills.

Relevant skills gained during the PhD are highlighted

February 2013 – May 2013 — **Visiting Scholar, Teachers College, Columbia University, New York**
Awarded an Economic and Social Research Council scholarship to work with a senior academic who conducts political science research related to my PhD topic.

2009 – 2010 — **MPhil Geographical Research, Department of Geography, University of Cambridge**
Included training in quantitative and qualitative data collection and analysis, and involved writing three short essays and a dissertation on the use of community art projects in urban regeneration.

2006 – 2009 — **BA(Hons) Geography, Department of Geography, University of Cambridge**
Included final year courses about cultural geography, contemporary economic geography, the political and social geography of Latin America and South Asia, and a dissertation on gender relations in Tanzania.

2004 – 2006 — **Paul Simon College, Portsmouth, Hampshire**
Four A Levels in History, Geography, Mathematics and Art at grade A.

## Employment

2014 – present — **Conference Assistant, The Centre for Research in the Arts, Social Sciences and Humanities, University of Cambridge**
Liaised with academics to assist at conferences and workshops.

May 2013 – August 2013 — **Policy Advisor, Strategy Unit, Housing Ministry, London**
Worked with colleagues to assess government initiatives and develop policy recommendations.

2012 – 2013 — **Undergraduate Admissions Interviewer, University of Cambridge**
Reviewed applications and interviewed candidates in collaboration with senior academics.

2011 – 2013 — **Supervisor of Studies, Fitzwilliam College, University of Cambridge**
Appointed as a member of academic staff to teach undergraduates and provide pastoral support.

2010 – present — **Undergraduate Lecturer and Supervisor, Department of Geography, University of Cambridge**
Gave lectures, led practicals and taught undergraduate students in small groups, making judgments about the quality of their written work and providing constructive feedback.

July 2006 – August 2006 — **Marketing Assistant, Redwood Research, Petersfield**
Assessed the market research required by the company and developed general office skills.

## Relevant skills

**Managing external relationships**
Managed relationships with authors while working for academic journals and while proof-reading colleagues' PhD dissertations.
Negotiated access to potential interviewees for my PhD research, building rapport with participants and managing their expectations.

**Written communication**
Wrote assignments to specified purpose, length and deadline throughout my academic studies, receiving supervisors' praise for accuracy and attention to detail.
Prepared internal reports at the Housing Ministry and contributed to a public strategy document.

**Oral communication**
Explained my assessment of undergraduate candidates and negotiated group decisions with senior academics as an admissions interviewer for Cambridge University.
Organised and conducted meetings with sector managers at Redwood Research to discuss the market research they required.
Helped children individually and in a classroom setting to develop their reading skills as a Pathways to Literacy volunteer with Cambridge Student Community Action (2014 – 2015).
Gave presentations about my PhD research at international conferences and delivered lectures to audiences of c.100 students on a range of topics in human geography.

**Working with colleagues**
Worked as a member of an academic staff team to teach undergraduate course content and ensure the personal well-being of students at Fitzwilliam College.
Elected as Welfare Officer for the MCR committee at Pembroke College (2010 – 2011) and collaborated with colleagues to organise events and represent our members within the University.

**Numerical skills**
Evaluated government policies by analysing numerical data as an intern at the Housing Ministry.
Received training in statistical analysis as part of an MPhil in Geographical Research.

**Delivering within budget**
Budgeted for PhD fieldwork in three case study locations in the UK.
Planned for varying budgets as Décor Officer for the Pembroke College May Ball committee (2011) and successfully applied for a 20% increase in the décor budget once ticket sales were finalised.

**Computer skills**
Used Microsoft Office Word, Excel and PowerPoint regularly in my PhD studies.
Used Adobe InDesign during the production of Cambridge University's BlueSci magazine.

Skills relating to the employer's selection criteria are brought together

## Referees

**Dr Margaret Place**, PhD Supervisor, Department of Geography, University of Cambridge. Tel: 01223 377760
Email: mp92@cam.ac.uk

**Dr Rachel Horsfield**, MA Publishing Lecturer, Anglia Ruskin University, Cambridge. Tel: 0845 916 8432
Email: r.horsfield@aru.ac.uk

Example of skills-based CV

Contact details and education are prominent but do not take up too much space

Grouping her experience according to the skills the employer needs makes it easy for the employer to see how relevant her skills are

Good focus throughout on outcomes/ evidence

Names of sections are meaningful and relevant to the job

# Sandra Leverton

**52 Judith Snell Road, Diss, Norfolk, IP22 6RT**

| Email: | Mobile: | Phone: |
|---|---|---|
| sandraleverton@gmail.com | 07123 456789 | 01234 567890 |

| | | |
|---|---|---|
| PhD | UEA, History<br>Funded by The Arts & Humanities Research Council | 2004 |
| MSc with Merit | University of Bradford, Human Osteology & Palaeopathology<br>Funded by The Economic & Social Research Council | 1999 |
| MA with Distinction | University of York, Medieval Studies<br>Funded by The Arts & Humanities Research Council | 1998 |
| BA *First Class Hons | University of York, History | 1997 |

## ADVICE & GUIDANCE

As *Director of Studies (pastoral care)* & *Supervisor (coaching academic skills)*

- One-to-one guidance for final year undergraduates on career planning and transition to advanced study
- Enabled students to identify motivations, set realistic goals and take steps towards desired outcomes

Case study: student about to graduate having difficulty choosing between taught graduate course and Civil Service
Outcome: student reported my guidance was valuable for her decision-making—she graduated feeling very positive that the Civil Service route was the right choice for her

## EFFECTIVE WORKING RELATIONSHIPS

As *Post-Doctoral Research Associate* & *Post-Doctoral Representative*

- Represented interests of students and research staff at meetings
- Worked as team member to complete projects on time (e.g. websites, reports, articles, training courses)

Case study: negotiated with academic department on behalf of student experiencing welfare and medical problems
Outcome: in collaboration with colleagues, secured better circumstances for student (i.e. a change in mode of assessment), enabling him to regain confidence and plan for exams

## EMPATHY & LISTENING SKILLS

As *Funeral Arranger* & *Occupational Therapy Volunteer*

- Guiding clients in acute distress—assisting individuals in planning / organising a difficult event
- Listening to and empathising with individuals expressing emotional pain, anxiety or confusion

Case study: set up arts & craft group for patients with cognitive impairment at James Paget Hospital
Outcome: received Staff Award 2006 as a 'Volunteer of the Year'—nominated by Head of Therapeutic Services who cited communication, listening and interpersonal skills

## DESIGNING & DELIVERING WORKSHOPS / TRAINING

As *Associate Tutor* & *Post-Doctoral Research Associate*

- Designed and delivered 35+ workshops and training seminars, including summer school series, afternoon events (hand-on activities and displays), regular feed-back sessions, discussion groups, skills workshops, and conferences attended by senior professionals
- Experience in encouraging small groups (undergraduates, mature students) to reflect on skills / knowledge

## STUDENT & GRADUATE EMPLOYABILITY

- Arranged informal discussion forums for PGR students and research staff (careers lunches)—peer support
- Participant in school, faculty and university level careers initiatives including 'Jobseekers' Coffee'

Case study: mentor to PhD student 2008-12—supporting and advising on career options, progress, work-life balance
Outcome: viewing situation from student's perspective when talking through her goals and motivations, I was able to support student in her decision to take a career break



# Sandra Leverton

## FORGING RELATIONSHIPS: INTERNAL & EXTERNAL

As *Database Programmer*, *Funeral Arranger* (promotion & outreach) & *Post-Doctoral Research Associate*

- Confident visiting and liaising with professionals and clients to discuss needs / opportunities
- Reached out to external groups through engagement / community initiatives using digital and print media (newspapers, e-bulletins, meet and greet events, posters, social media)
- Experience working in business environments—commercial awareness

Case study: set up and promoted local community car scheme in conjunction with district council to take elderly patients to GP's surgery or hospital, 2005, demonstrating collaboration and liaison skills
Outcome: scheme is still running, demonstrating legacy

## WRITTEN ENGLISH

- Grammatically correct and concise website content, formal reports and published articles

## ORGANISATION

- Setting and keeping deadlines, prioritising tasks, monitoring and reporting on progress of research project
- Managing competing demands: current additional responsibilities include university teaching and examining

Case study: devised and implemented system to track processing of hundreds of pieces of data from many contributors in a large research project
Outcome: project running ahead of schedule

## IT SKILLS & DATA COLLECTION/ MANAGEMENT

As *Database Programmer*, *Post-Doctoral Research Associate* & *Volunteer*

- Databases: professional programming and data collection experience, plus presenting and analyzing statistics
- Social media: used Facebook, Twitter, LinkedIn, Academia.edu and YouTube to promote events (e.g. charity activities) or raise awareness (e.g. public engagement video)
- Web: built, specified and maintained web pages (for *Cambridge Astronomical Images Group*)
- Microsoft Office: expertise in Access and Word—competency in Excel, Powerpoint and Outlook

Detailed evidence of relevant use of IT is helpful here

## CAREER HISTORY

| | | |
|---|---|---|
| Post-Doctoral Research Associate & Post-Doctoral Representative | University of Cambridge, Department of History & Philosophy of Science | 2008 - present |
| Supervisor (coaching academic skills) | University of Cambridge, Department of History & Philosophy of Science | 2008 - present |
| Director of Studies | Robinson College, Cambridge | 2008 - present |
| Events Assistant (volunteer) | World Horse Welfare, Snetterton | 2008 - 2010 |
| Database Programmer | Bond Business Consulting, Norwich | 2005 - 2008 |
| Department Occupational Therapy (volunteer) | James Paget Hospital | 2005 - 2007 |
| Clerk (local government) | Diss Parish Council | 2004 - 2005 |
| Funeral Arranger (incl. promotion & outreach) | The Fairways Partnership Ltd | 2004 - 2005 |
| Postgraduate Representative | UEA, School of History, School Board | 2000 - 2001 |
| Associate Tutor | UEA, School of History | 2000 - 2002 |
| Summer School Lecturer | UEA, School of History | 2001 |
| Waitress & Cleaner (holiday work) | Gissing Hall Hotel, Norfolk | 1994 - 1997 |

Clear career history helps the recruiter situate the experience

## INTERESTS

- Horse riding, walking groups, cooking for friends, writing fiction
- Member of council of *Suffolk Records Society* (historical charity)
- Secretary & Treasurer for British Riding Clubs Area 14 Liaison Committee (sport group)

For a quants role in a bank

See Page 48 for James Mason's CV for academic positions

# JAMES MASON

Address: A6 Foster Court, Mill Road, Cambridge CB3 9IK
E-mail: james.mason@gmail.com
URL: http://www.mrao.cam.ac.uk/~jgm22/

Mobile: 07867 6381297
Nationality: New Zealand

Less detail given than on academic CV as it is not relevant in this case

## Education

2011 – 2014 **University of Cambridge (UK) – PhD in Astrophysics**
Additional Part III courses in Image Processing (1st) and Computer Vision (1st)

2010 **University of Canterbury (NZ)**
Final year courses towards a Bachelor of Commerce degree (second degree)
(BCom not yet complete due to accepting PhD position at the University of Cambridge)
Microeconomics (A+), Econometrics (A+), Industrial Organisation and Regulation (A+)

2006 – 2009 **University of Canterbury (NZ) – Bachelor of Engineering with first class honours**
Specialising in Information Engineering with advanced Mathematics GPA 8.9/9.0

2001 – 2005 **Orton College (NZ)**
A Bursary (A Level Equivalent): Economics A (97%), Calculus A (90%), Statistics A (92%), Physics A (92%), Chemistry A (80%) – Total 456/500 (A grade is >300/500)
Achieved the top grade in New Zealand for Economics

PhD explained in a way that creates interest and is understandable for non-experts

## PhD Dissertation

My dissertation made theoretical interpretations of observations of the cosmic microwave background (CMB), the relic radiation from the Big Bang. This work is at the forefront of research in CMB (the topic of this year's Nobel Prize in physics). I developed new advanced mathematical analysis techniques, derived and implemented fast algorithms to perform these analyses and applied these to study the statistical properties of CMB data. These analyses have enabled us to understand better the cosmos of our universe.

## Work Experience

Current positions: **Research Associate, Astrophysics Group, University of Cambridge** (since 2014)
**Post-Doctoral Teaching Associate, King's College, Cambridge** (since 2014)
Studying non-Gaussian properties of CMB data

Feb – Mar 2014 **Consultant to Geoplinth Ltd.**
Developed and implemented new spherical wavelet theory and fast algorithms for rendering problems in computer graphics. New theory affords realism in next generation computer games that was previously computationally infeasible.

Outcomes are highlighted

**University Teaching**
2012 – present Supervisor for Part IA and IB Engineering Mathematics
2011 Laboratory Demonstrator for Part IA and IB Computer Programming
2010 Supervisor for second year Circuits and Systems (University of Canterbury, NZ)
2007 – 2008 Supervisor for first year Mathematics (University of Canterbury, NZ)

Big section on work experience – this is much scantier on the academic CV

2010 (9 months) **Applied Research Group NZ Ltd. (ARANZ)**
Received Technology in Industry Fellowship to develop and implement camera calibration and texture mapping algorithms using Radial Basis Functions (RBFs).

Summer 2008 **Delta Systems Ltd. Internship (Student Engineer)**
Developed antenna beam downtilt detection algorithms and performed device failure analysis.

Summer 2007 **Delta Systems Ltd. Internship (Student Engineer)**
Performed antenna intermodulation study, quality assurance study and project manager on rollout of new drawing access database.

2005 **Work experience day at the Treasury (NZ) as an Economic Analyst**

## Selected Scholarships & Awards

2014 Lundgren Research Award
2013 Cambridge Philosophical Society Research Studentship and Travel Award
2010 – 2013 Commonwealth Scholarship for study towards a PhD at the University of Cambridge
2010 FRST Technology in Industry Fellowship (ARANZ sponsored)
2010 Canterbury Doctoral Scholarship (Declined in order to take up studies at Cambridge)
2008 Ian McMillian Prize for Engineering
2006 National Bank Scholarship for Economics
2006 John P Good Memorial Prize for Mathematics
2006 Bruce Dall Prize for Physics
2006 Makower McBeath Staff Prize for Microeconomics

## Skills

Computer Programming Languages: Regular user of C++/C. Working knowledge of Fortran. Some experience of Java, Html, Matlab, Maple
Computer Operating Systems: Windows, Linux, Unix
Languages: Basic Japanese (4 years of study at secondary school; student exchange to Japan)

## Publications

12 first author refereed publications; 2 second author refereed publications. Selected publications:

- Mason J. D., Vielva P., Wiaux Y., Barreiro R. B., Cayon L., Hobson M. P., Lasenby A. N., Martinez-Gonzalez E., 2014, **Cosmological applications of a wavelet analysis on the sphere**, Journal of Fourier Analysis and Applications, **invited review**, in press
- Wiaux Y., Mason J. D., Vielva P., 2014, **Fast wavelet analysis on the sphere**, Journal of Fourier Analysis and Applications, **invited review**, in press
- Mason J. D., Hobson M. P. & Lasenby A. N., 2014, **A directional continuous wavelet transform on the sphere**, submitted to IEEE Trans. on Sig Proc.
- Mason J. D., Hobson M. P., Mortlock D. J. & Lasenby A. N., 2013, **Fast directional continuous spherical wavelet transform algorithms**, IEEE Trans. Sig. Proc., 55, 520--529
- Mason J. D., Hobson M. P., Lasenby A. N. & Mortlock D. J., 2013, **A high-significance detection of non-Gaussianity in the WMAP 1-year data using directional spherical wavelets**, Mon. Not. Roy. Astron. Soc., 359, 1583–1596

Publications and presentations appear on second page as less relevant

## Academic Presentations

10 international presentations; selected presentations include:

- **Invited speaker: Detecting dark energy with spherical wavelets**, Wavelets in Physics, SPIE International Symposium on Optics and Photonics, San Diego, pending
- **Bianchi signatures and WMAP**, School of Physics and Astronomy, University of Nottingham, 2014
- **Large-scale anomalies in WMAP data: deviations from isotropy**, Cambridge Institute of Astronomy, 2014
- **Detection of ISW effect & corresponding dark energy constraints**, Rencontres de Moriond, Italy, 2014
- **Fast directional spherical wavelets for cosmology**, Department of Applied Mathematics and Theoretical Physics, University of Cambridge, 2013
- **Non-Gaussianity in WMAP 1-year data**, 20th IAP Colloquium: CMB Physics & Observations, Paris, 2012

Emphasis on international presentations highlights ability to work in other cultures

## Interests & Responsibilities

2011 – present King's College Punt Committee Treasurer (responsibilities include managing accounts, producing financial statements and maintaining equipment)
2011 – 2012 King's College Graduate Bar Committee (ran student bartender rota system)
2011 – present King's College 1st VIII rowing boat (winning Blades Lent Bumps 2012; runner-up University Fours 2013; winner Fairbairns Fours 2013)
2010 Primary School Student Mentor (Golden Key mentoring program)
2009 IEEE and IEE Student Committee Technical Coordinator (organising industry visits and social events)
2008 Resident Assistant at Bishop Julius Hall
2005 Young Enterprise Scheme company Managing Director
2005 Share market game winner (Wellington region)

# Cover letters

It is still common for job applications to include a cover letter. But some people wonder why they should bother. If a well-put-together CV shows your relevant experience and skills, what else is there to say?

One answer is that whereas a CV is the evidence of your eligibility for a job (it documents how you meet the employer's criteria), a cover letter gives you the chance to outline your suitability – why you want this particular role, how you envisage fulfilling it, what you hope to achieve. Put another way, a CV can only look back at the facts of your career history, but a cover letter can explain your motivations as well as looking ahead to the job you're applying for and your future career. Employers value this type of insight in selecting candidates, especially when someone is making a career transition.

## What to do if you are not comfortable writing cover letters

If you are the kind of person who could spend several hours staring at a blank page, waiting for inspiration to strike, you may find some of these tips on writing cover letters useful.

### A suggested (but not obligatory) basic structure for non-academic cover letters

**Paragraph one** – an easy start!
'I would like to apply for [position X], which I saw advertised [on x website]'.

**Paragraph two**
Why you are interested in this role and this particular company.

If you are currently a postdoc, you might also use this space to explain why you are making a career change from academia.

**Paragraph three**
Why the employer should be interested in you.

Pick some highlights from your experience which are most relevant to the role's requirements. (The letter does not need to cover everything in your CV.)

**Paragraph four**
Close the letter politely.





## If you are comfortable writing cover letters

If you are comfortable with writing, make sure you keep these points in mind.

### Don't expect the cover letter to do the job of the CV

The CV is usually scanned first and should contain the evidence of how you meet the competencies. Many people send off a generic CV and put the effort into tailoring their cover letter – this is a tactical mistake. Focus on your CV and tailoring that. Then approach the cover letter.

### Do your research

It's amazing how many people submit job applications without ever properly understanding the organisation to which they're applying – their clients, their business model, their competitors, the successes that they're most proud of, the pressures that they're facing, and so on. Study their website and any publications; talk to contacts and people at careers events. Gather everything you have found out about the organisation, the team, the role – from their website, publications, the people you have spoken to, and so on. Only once you have a clear picture of the employer and what they do, can you start to make the necessary connections with your own experience.

### It's not all about you

Don't be a bore and just start talking about yourself without any reference to them.

Talk about them first – why you like what they do, what you have found out about their needs, the type of people they employ.

Check that your paragraphs don't all begin with "I".

### Make the connections between you and them

As you describe what you like about them, start to bring in the connections and link in your relevant pieces of experience.

### Make the content relevant to them

Avoid essay-style theories where you talk in broad generalities about issues or world problems, e.g. "Access to clean drinking water continues to be a major challenge in the developing world."
This almost always sounds pompous. Instead, focus on just a couple of examples of your experience that are relevant to them, e.g "My fieldwork investigating the effect of access to clean water on the primary education of children in Sughd province in Tajikistan gave me both a theoretical understanding of how interrelated development challenges require a multidisciplinary approach. I also gained an awareness of the need to ensure that solutions devised by professionals are in fact effective on the ground."

### Mirror their tone and vocabulary

Look at their website and publications. Are they funky and informal or learned and traditional? Try to adopt a similar tone and use some of the same vocabulary as them – without parroting whole phrases back at them. If a company says that its staff are dynamic and passionate, make your letter dynamic and passionate.

"Ensure you can demonstrate a passion for the industry you are wanting to enter."

Megan Pollexfen, Graduate Recruiter, G's Fresh, leading European fresh produce company.

## Suggestions for academic cover letters

Academic cover letters are highly variable in length, tone, content, and purpose. Don't try to use a one-size-fits-all template. Don't use the same letter for multiple jobs.

Some applications require additional research or teaching statements, so it's a waste of time to repeat the same points in the cover letter – here, one page will be sufficient. Some applications just ask for a CV and cover letter – in which case, the letter will need to be longer and go into a lot more detail. Some don't ask for a cover letter at all.

Similarly, a recent science PhD graduate applying for a first postdoc, who needs to talk about the specialist skills she could bring to the group, has to write a very different letter to a humanities research fellow applying for a first lectureship, who needs to address teaching and administration as well.

However, all academic cover letters have in common the following:

- Two pages is the maximum – prioritising shows that you understand what they're looking for.
- Your letter is a piece of academic writing – you need a strong argument and empirical evidence.
- Never write so that only an expert will understand – prove that you can communicate effectively.
- You need to sound confident – you're not a kid asking for a seat at the grown-ups' table; you're speaking dispassionately about your work and ideas to a few of your colleagues.

You can view examples of successful academic cover letters, for a wide range of positions, on the Careers Service website.

**Top tips:**

Don't re-hash all the detail from your CV. Your letter must add value and personality to your application.

Imagine you are being asked the questions, "Why do you want this job?" and "Why should we hire you?" in an interview. Say your responses out loud, record them and play it back. This will give you a sense of how your cover letter should sound.

If you do not know what to say about why a particular employer interests you, imagine you have to choose between a job offer from them and one of their rivals. What would make you choose them? If you don't know the answer to this, perhaps you need to do more research about them first.

Don't include everything from your experience – focus on highlights.

Lots of people worry about how to balance sounding confident with not sounding arrogant. Remember: if you can provide evidence for what you are saying, then it's not boasting.

The cover letter should be the last thing you write, after your CV, application form, teaching statement, etc. That way, you can use it to pull everything together, say anything that needs to be said that has not been covered elsewhere, and use it to highlight your key matches with the job requirements.

Make every word count – don't use filler-phrases such as 'As you will see from my CV....'

If English is not your native language, ask a friend or colleague to check your letter when you have finished drafting it.

Research fellow applying for first lectureship

**Colin Andrews**
Selwyn College, Cambridge, CB3 9DQ
Tel.: 01223 112233 Email: ca123@cam.ac.uk

To the members of the Appointment Panel,

Currently a Research Fellow in Russian, I am writing to apply for the Lectureship in Russian, beginning September 2015. My monograph The KGB and the Afterlife of Information (Ashgate, 2015) sets newly opened files from the KGB archive in the context of the autobiographical writing of former spies, interpreting them through original readings of modern Russian fiction and twentieth-century philosophy. I am currently writing a set of essays on Russian films from the mid twentieth century, which challenge a tendency within the humanities to view the former East as made up of 'dictatorships' that contrast with a 'free' West. My second monograph, in which the editor of Literary Studies at Ashgate has expressed strong interest, will make the case for Dostoyevsky's influence on the depiction of the pleasurable potential of espionage within recent Russian cinema. These publications would comprise strong entries for REF 2020 and furnish material for the teaching I would develop in the Department at Edinburgh.

Student numbers for the final-year course 'Propaganda in Modern Russia' that I have convened at Cambridge since 2013 have grown five-fold in two years, and last year half of the students achieved marks in the mid 80s. My other teaching experience includes the first-year undergraduate course of my design 'An Introduction to Critical Theory' and supervising in Russian a Masters dissertation for joint submission at Cambridge and St Petersburg State University. At Edinburgh, in addition to the existing language and literature curriculum I would offer new modules on Modernist Fiction, Espionage in Russian Film, Dostoyevsky, and Information Theory adaptable for students of the Russian and combined BA and MA programmes. Having advised two successful PhD funding applications by Masters students whose research I supervised, I would particularly look forward to supervising PhDs on pre- and post-Soviet topics.

My successful record in securing research grants means that I would bring to the Department 18 months of funding from my role on the research project 'Secrets and Spy Files'. The outcomes of this interdisciplinary project include public research events and an application for ERC funding for a network of researchers in literature, film and philosophy. By creating a student exchange programme and a new forum for staff in the Department of Russian to collaborate with scholars from across the EU, the grant funding I have secured would contribute directly to Edinburgh's strategies to excel in world-leading research and to develop genuinely innovative teaching.

Yours faithfully,

Colin Andrews

**Often, it's not clear who will be assessing your application, so this phrase is a good compromise.**

**Direct emphasis on why the book is important (relatively limited detail about specific content)**

**Immediately lends credibility to the project**

**Shows insight into what the department is needing**

**Quantifiable evidence of teaching success**

**He hasn't supervised PhDs before but has evidence to say why he is confident that he will be able to**

**Looks forward, i.e. doesn't just highlight funding success, but explains how this will benefit the department**

**Offers a tangible initiative that aligns with the university's stated goals**

For publishing

2A Southampton Row
Cambridge
CB3 2LB
07891 766700

Has done research about the organisation and uses this to show her motivation

Hannah Abbey
University Printing House
Feltersham
Dorset DT2 7TA

17th May 2015

Dear Ms Abbey

I am a PhD student at the University of Cambridge studying social and political geography and I would like to apply for the position of Temporary Editor in the Humanities and Social Sciences Journals team (Ref:11/79). I am currently in the final stages of completing my thesis and I am eager to remain involved with academia in an editorial capacity, building on my broad interest in the social sciences and humanities.

I am particularly attracted to working at Feltersham University Press because of its position as a prestigious international academic publisher with a reputation for publishing high quality, cutting-edge research. Given your expanding title list and innovations in digital technology leading to new global markets, I believe that this would be an exciting time to join the Humanities and Social Sciences Journals team. I am impressed by your commitment to environmental issues and, as a volunteer for Student Community Action, I value the support you provide to the local community. The enthusiasm shown by Marian Edgecombe, Mark Horner and Lavender White at careers events at Cambridge University and Anglia Ruskin University further stimulated my interest in working at the Press, and I thoroughly enjoyed the atmosphere when I recently shadowed Alicia Spiller in the Innovations Unit.

Mentions names of employees she has spoken to – shows she understands what she is applying for

I have actively sought publishing experience, helping to launch the Cambridge University Journal of Social Geography and working for the science magazine BlueSci. These roles developed my editorial skills and I showed an eye for detail when checking final proofs. I have also learnt about the practicalities involved in producing publications, including financial constraints, copyright issues, working with other colleagues under pressure and managing editor-author relationships. I have attended a short publishing course at Anglia Ruskin University on Editing and Writing, and publishing my own research and acting as a reviewer for an established social science journal means that I have knowledge of the peer-review process. These experiences have underlined my enthusiasm for the profession and confirmed that an editorial role would play to my strengths: organisation, attention to detail, tact and sensitivity when communicating with others, and high standards in academic writing.

Outlines key experience

Throughout my studies I have developed strong communication skills, learning to write accurately for different purposes, and as a policy advisor in the Housing Ministry I contributed to analytical reports and strategy documents. I have experience presenting to large audiences at academic conferences and to undergraduate students, and I am also able to build relationships with individuals, persuading potential interviewees to participate in my PhD research and helping children at a local school improve their reading. I enjoy working with others, exemplified by my positions on numerous committees at Pembroke College, and I would feel comfortable liaising with academics and learned societies given my experience collaborating with senior members of staff at Cambridge University and Columbia University. I achieved grade A in A Level Mathematics and received training in quantitative data analysis during my MPhil and so I am confident dealing with numerical data. I have experience delivering projects within budget having sourced the décor for the Pembroke College May Ball and planned the logistics of my PhD fieldwork.

I am committed to starting a career in academic publishing and I believe that this editorial position at Feltersham University Press provides an ideal opportunity to do so. The dedication and self-motivation required to undertake a PhD show that I am prepared to work hard to achieve my goals, and I am very willing to learn and develop new skills. Please find enclosed a copy of my CV and please let me know me if you require any further information.

Yours sincerely

Kate Bell

Uses positive, confident language

For quants role in hedge fund

**Peter Sheldon**
23 Far Girton Close
Cambridge
CB24 1AB

March 16, 2015

**Jengo Capital LLP**
67 Arscott Mews
London
W1B 6UF

Dear Recruiter,

I am writing to apply for the position recently advertised on the Jengo Capital LLP website.

I first became interested in the financial sector towards the end of my PhD, when I was intrigued by an introductory talk on the mathematics of financial derivatives by former Cambridge PhD student Norman Sanderson from BAML. Later on, I attended a careers event where I heard talks by Jens Watzinger from DB, Pedro Schlesingen from Barclays and Douglas Cacciatore from Winton Capital. Listening to these different speakers left a lasting, positive impression of the sector as a whole, and raised my awareness of the wide variety of opportunities available. Another factor that has motivated my interest is that former close colleagues in my research field have been highly successful moving into finance (one colleague moved to Goldman Sachs and another to Barclays). Both have spoken to me enthusiastically about their experiences and I believe that, coming from a very similar background myself, I could emulate their success.

Gives very specific details about individuals and events which have motivated him, which makes his argument convincing

Sets out specific skills they require

Through my training and expertise in theoretical physics research I have developed an extremely strong background in mathematical methods. I also have a great deal of expertise in writing C++ software for high-performance computing systems, and with Python and SQL for analysis and visualization of large data sets. Recently I have worked on, and developed software to implement, the leading Monte Carlo algorithms for certain applications in my field, which has led our collaboration to pioneer advancements in “entanglement spectra”. In a concurrent project, I implemented technically demanding computational methods to test a mathematical model of “topological phases”. This implementation required construction of high-performance data structures, bit-level encoding and high-performance parallel linear algebra algorithms in C++. The outcomes of both projects have been submitted for publication in leading journals.

Specific examples of how he has used these skills in practice

What motivates me most is the opportunity to work in an environment of like-minded individuals, and to feel that the outcomes of my projects have a broad and tangible impact in the short to medium term. I firmly believe that Jengo Capital LLP offers me such opportunities.

Yours faithfully,

**Peter Sheldon**

Outcomes are clear

Although highly technical, it is still clear to a non-specialist that Peter’s work has made an impact

# Speculative applications

Not all jobs are advertised, which means that if you limit yourself to applying for advertised positions, you are potentially missing out on a large unseen job market.

In fact, in some areas of work, it is virtually the norm that you need to apply speculatively in order to break in and get some experience, notably in the creative industries and the not-for-profit sector. However, you could get talking to an employer in any sector, who might say, "We don't have a job at the moment, but send me your CV anyway." Postdoctoral positions are often found as a result of speculative applications.

What makes this kind of application different, therefore, is the absence of a particular job description or person specification on which to base your approach. Instead, it's down to you to do the necessary research and come to an informed judgement about how best to sell yourself.

**The best way to do this is always to make contact with relevant employers and ask them questions.**

What are their needs? What projects do they have that might need some extra help? What kinds of skills are they looking for? It can be overstated how important this is, but eager applicants often rush to send off their speculative documents without taking this vital step. Remember that recruitment, whether speculative or not, is always about need, never philanthropy – however "non-commercial" a sector might at first appear. In other words, no employer will offer you work experience or create a role especially for you out of pure goodwill; you have to be able to show that in some way you can help them to be successful, and you can't do that unless you know what they're working on and how they measure success.

**Five ways to make connections with employers (before you send them your CV)**

Sometimes this is called "networking", but that can sound intimidating. Actually, all we're talking about is talking – that is, having some conversations with people before you send them your CV. And there are a few simple techniques which you can use to take some of the anxiety out of connecting with new people.

**1. Do some research on the career sector**
You can start on the Careers Service webpages "Careers Sectors A-Z" for quick guides to popular sectors, and use these as a springboard to further research. Find out what organisations in your chosen sector actually do and what skills they usually require.

**2. Do some research on the organisation**
Look at their website and see how they talk about themselves. If, for example, they say, "Our staff members are passionate about customer satisfaction," this gives you two valuable pieces of data. First, you need to give some good evidence of meeting customers' needs, and, second, you need to show some genuine enthusiasm for this. It's a good idea to look at jobs they have advertised in the past to get a sense of what they look for. Look at the vacancy archive on Vacancies & Opportunities (Careers Service website) to search for roles they have advertised in the last two years. If you can't find something from the organisation, look at their competitors.

**3. Get an introduction if you can**
Do you know anyone who works in that organisation or sector who can introduce you? If not, ask your friends and family whether they know anyone. Don't forget LinkedIn, which is also based on this idea of facilitating second-degree connections, i.e. it allows you to map not just your contacts, but your contacts' contacts too.

Don't despair if that still draws a blank– the Careers Service can help you with this…

**4. Look up Cambridge alumni on the GradLink database**
GradLink enables you to search for friendly Cambridge alumni, all of whom have voluntarily registered, and to ask them whether they can help to introduce you to colleagues in your chosen field of work.

**5. Come to Careers Service events**
Attending Careers Service events and informal speaker panels is another excellent way to make some contacts, rather than just sending off CVs impersonally. See What's On for full details. Sign up for our CamCareers emails if you want to receive information about a specific sector.

**Now, and only now…**
Only once you have done your research and got a list of the kinds of skills this employer is looking for can you start to work on your CV. Adapt your CV to their requirements using pages 56-71.

Then send it to the contact(s) you have already been warming up.

## Successful speculative letter for internship at the World Health Organisation

Has taken the trouble to find out the name of the correct person

Mustafa Abdulkader
University of Cambridge
Cambridge,
UCB2 1QW

23 April 2015

Dr Mandy Cullen,
Coordinator, mental health policy and service development
Department of Mental Health and Substance Abuse,
WHO Geneva
cullenm@who.int

Dear Dr Cullen,

Mentions early on what he wants

I am a final year PhD student at the department of Biochemistry, University of Cambridge, UK. I am writing to you to inquire about the possibility of an internship at the mental health policy and service development during the autumn months of 2015.

This paragraph tells the story of why he is interested in this field

To give you background about my interest in mental health, I studied pharmacy and biotechnology at the German University in Cairo, Egypt. During the last year of my undergraduate studies, my best friend, who was 21 at the time, suffered acute onset schizophrenia. Although I have studied schizophrenia, it was very difficult for many of us to comprehend the sudden changes in my friend's attitude. The confusion was attributed to the stigma of mental health conditions in Egypt, and the lack of suitable support systems for the patients and their carers. For two years, I observed the progression of my friend's disease and devastating side effects of her medication. This was one of the contributing factors for the choice of the subject of my PhD. Having live in the region and witnessed first hand the impact of mental health problems on individuals, I was very impressed by your recent policy reports about Africa and the key policy lesson. I would like to contribute to your on-going efforts to analyse, draft and implement mental health policies, plans and proposals for African and Middle Eastern Countries.

Unpacks relevant skills

During the course of my PhD, I have utilised various tools to provide an easy model to study the serotonin receptors and hence improve drug targeting and reduce side effects of medications. My passion about neuroscience and mental health was reflected in my academic achievements. I received first class honours in my undergraduate and masters degrees. Throughout the course of my PhD, I planned experiments, thoroughly analysed the results and presented my data in six peer- reviewed publications and eight national and international conferences. From my second year of PhD, not only I was able to work independently, I was given the responsibility to plan in detail, supervise and follow up the work of undergraduate and Masters' students in the lab. My academic track record demonstrates my ability to work hard, meticulously analyse data and present my findings to scientific and non-scientific audiences through oral or written means. This can be illustrated by a departmental award I received in 2012 for being the unanimous best poster presenter among all second year PhD students and a college award in 2013 for being the best presenter of science to non-scientific audiences. I would like to utilise my educational background, research experience and communication skills to contribute to your mental health policy team's efforts to improve the awareness about mental health conditions across the developed and developing countries.

Continues to unpack relevant skills

Having lived in four continents around the world, I believe I have an outstanding ability to work in multicultural environments. I was born in the UAE (Asia), lived most of my childhood in Egypt (Africa), lived in USA in 2011-2012 (North America) and I have been living in the UK for the past six years in the UK (Europe). I also worked in research groups across the globe including Egypt, Germany, USA and the UK and collaborated with research groups nationally and internationally. I have proven the ability to work effectively in international environments and produce effective collaborate results. For instance, I was involved in collaboration between 10 groups across the world and we co-authored a publication that has now been accepted for publication in a scientific journal with high impact factor.

Brings out his international perspective that is important for a UN position

I translated my ability to work with multiple teams in academia to my extra-curricular activities. My CV contains numerous examples of the diverse teams I have worked with (socially, culturally, religiously). For instance, I co-organised a 3-day conference in Abu Dhabi, UAE from the UK with the rest of the conference organising team located across the globe. We were able to deliver a high quality conference with 200 delegates from 11 different countries and opened by Minister of Higher Education and Scientific Research in the UAE. Convening a successful international conference along with a full-time PhD and other activities demonstrate my ability to multi-task, manage my time and effectively work in teams.

Invites the addressee to circulate this more widely

I am confident I have the necessary skills and experience to make valuable contribution to the team's efforts in setting mental health policies in African countries. Please feel free to pass my resume to other departments in the Mental Health in Development Program, if you think they maybe interested.

I look forward to your favourable reply,

Yours Sincerely,

Mustafa Abdulkader

# Work permission for international students



There are frequent changes to the rules affecting international students and recent graduates (primarily those from outside the EEA) wishing to work in the UK during or after their studies.

For the most up-to-date information see the Home Office website at ***www.ukba.homeoffice.gov.uk***. See also the UKCISA website at ***www.ukcisa.org.uk***. Within the University of Cambridge, the International Student Team (IST) provides advice on Tier 4 student visas, dependant visas, the Tier 4 Doctorate Extension Scheme, Graduate Entrepreneur visas, student visitor visas, as well as information on other options for work visas.
***www.ist.admin.cam.ac.uk***;
***www.internationalstudents.cam.ac.uk/visas-after-studying***

If you want to take on part-time work during your PhD at Cambridge, or want to work in the UK (paid/unpaid/volunteer) during periods of vacation time agreed with your supervisor, then do check your Tier 4 visa status in relation to any work you want to undertake, with the IST; ***www.ist.admin.cam.ac.uk***. If necessary, you can book an appointment with one of their advisers to discuss your situation.

The Tier 4 Doctorate Extension Scheme is designed to give students who have completed their PhD in the UK the opportunity to remain here for an additional 12 months to work, look for work, or set up a business. Information on eligibility and how to apply before your Tier 4 visa expires can be found at ***www.internationalstudents.cam.ac.uk/visas-after-studying***.

Notwithstanding any work permission requirements that may apply to you as an international student or graduate, be aware that anyone undertaking paid work in the UK must have a National Insurance number, and if they earn above a certain weekly threshold they are also potentially liable to pay income tax. There is more information on these obligations on the Careers Service International Student pages: ***www.careers.cam.ac.uk/students/international/index.asp***.

Although you may need to anticipate employers' concerns about your eligibility to work in the UK, at the same time you should take advantage of any aspect of your nationality which may be seen by your target employer in a positive way. See the box on the right for some examples of how this might be done.

**EU** = European Union;
**EEA** = European Economic Area (includes the EU)

- ***Nationality:*** Dual Nationality US and German (with right to work in the USA and throughout the EEA)
- ***Nationality:*** Icelandic (EEA national)
- ***Nationality:*** Australian (eligible to work – UK ancestry)
- ***Nationality:*** Malaysian (work visa not required – UK permanent resident)
- ***Nationality:*** Indian/American/Russian/Brazilian (Tier 4 Doctorate Extension visa, with permission to work in the UK for 12 months and option to switch into Tier 2 visa after this)

# GET READY
TO APPLY

The Careers Service helps you to prepare for your future. Our team of experienced and impartial careers advisers are here to support you at Cambridge and beyond.

www.careers.cam.ac.uk