



Diocese of Salisbury  
Academy Trust

*'Beyond expectations for all of God's children'*

# Headteacher

of our brand new school on the outskirts of Salisbury



St. Peter's  
CE Primary Academy

*Working for the*

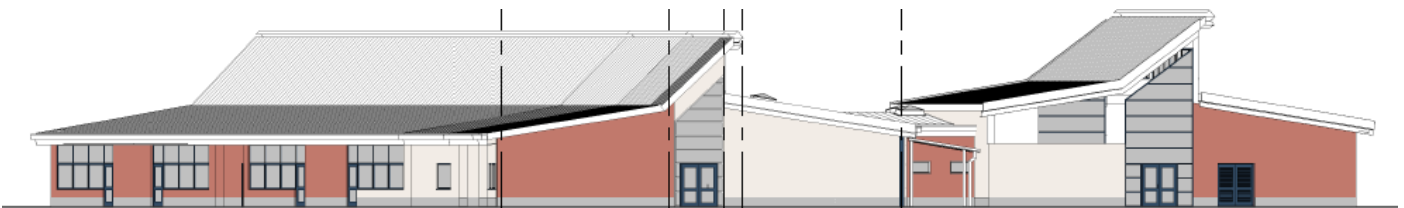
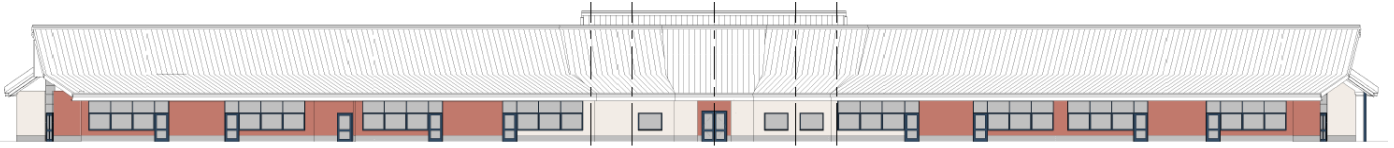
**Diocese of Salisbury Academy Trust**





St. Peter's  
CE Primary Academy

### The story so far...





Diocese of Salisbury

Academy Trust

*'Beyond expectations for all of God's children'*

Diocesan Education Centre

The Avenue, Wilton

Wiltshire, SP2 0FG

Telephone: 01722 746948

Email: [office@dsat.org.uk](mailto:office@dsat.org.uk)

[www.dsat.org.uk](http://www.dsat.org.uk)

### Letter from DSAT CEO, Mark Lacey

Dear Colleague,

Thank you for showing an interest in the post of Headteacher at St Peter's CE Primary Academy within the Diocese of Salisbury Academy Trust (DSAT). This is an exciting time to join DSAT and we are thrilled to be opening a brand new school.

DSAT is a strategic and forward thinking Trust and recognises the needs and challenges across all its academies. We are looking for a professional who is welcoming, compassionate, highly motivated and who can promote high expectations and aspirations at St Peter's CE Primary Academy and throughout the Academy Trust. The successful candidate will be a key member of our team within DSAT, meeting new challenges and setting the tone for an inspirational and aspirational new academy.

Being committed to excellence, you will be working in collaboration to build strong partnerships with a range of stakeholders, working across the Trust for the good of all our children. You will be influential in allowing us to achieve our vision of going 'Beyond expectations for all of God's children'. This is truly a career-defining opportunity for an exceptional individual to take a school from pre-opening to being a flourishing and thriving learning community.

If you would like further information and an informal conversation about this exciting role, or to arrange a visit to our Trust office, please contact DSAT's Business Support Administrator, Gemma Kiddle by email at [office@dsat.org.uk](mailto:office@dsat.org.uk) or on 01722 746948.

I look forward to hearing from you.

Best wishes

**Mark Lacey**

**Chief Executive**

**Welcome to the Diocese of Salisbury Academy Trust (DSAT)  
and thank you for your interest in working with us. The Trust is based at the  
Diocesan Education Centre in the historic village of Wilton, located three miles  
to the West of the mediaeval city of Salisbury.**

In this pack we have enclosed some interesting and useful information about the Trust, which works with thirteen academies across the Diocese. You can find out more about these and the strengths of our organisation on our website at [www.dsat.org.uk](http://www.dsat.org.uk). We take safeguarding seriously and candidates will be subject to rigorous procedures to ensure that our children are suitably protected at all times. This will include an enhanced DBS check for all successful candidates before employment is confirmed.

**This recruitment pack includes:**

**DSAT Vision and Values**

This document outlines the strength of the ambitions that we have for our Trust and our vision for all of the children in the Trust.

**Job Advert and how to apply**

Please ensure that your application relates to the correct advertisement and that you have been able to find details of how to apply with the correct form.

**Job Description and Person Specification**

We aim to provide you with a clear indication of the role you are applying for. When completing your application, we ask you to relate your experience and skills to the Job Description and Person Specification in a clear and succinct manner.

**Application Form**

To apply for the role you are required to complete an application form and return this to the academy or the Trust HR department (please read the instructions carefully) before the closing date. We do appreciate the time taken to complete the application form. Unfortunately CVs will not be accepted.

**Equal Opportunities Monitoring Form**

We are committed to equality in the workplace and supporting the development of all our employees.

**Living and working in our Diocese**

We have aimed to capture a brief overview of the rich social and cultural diversity across our beautiful area.







# Diocese of Salisbury

Academy Trust

*'Beyond expectations for all of God's children'*

Our vision is for the growth of thriving Christian learning communities, providing everyone with the opportunity to achieve more than they ever thought possible. Christian service is at the heart of all we do, as we help young people to develop excitement in learning and to live life to the full. We value everyone equally and demonstrate this through our words, actions, community life and the quality of the opportunities we provide.

## Children at the heart of all we do

Our young people will be inspired to develop academically and spiritually, aspiring beyond their own and others' expectations.

## Faithfulness to our Christian tradition

We put God's love into action through our values of love, reconciliation, hope, forgiveness, peace, grace, justice and joy. Working with our parishes and communities, we encourage an understanding of the significance of faith through teaching, worship and prayer.

## Striving for excellence

We love learning and are passionate about the high standards we can achieve in all aspects of life.

## Collaboration

We build strong partnerships, learning with and from others as we challenge ourselves to reach new heights. We give of our best and expect the best from one another.

## Celebrating success

We celebrate the achievements of every individual and share our successes widely.



*'I can do everything through Christ, who gives me strength'*



## Background to DSAT

The [Diocese of Salisbury Academy Trust \(DSAT\)](#) was established at the end of 2013 to provide a home for schools within the Diocese of Salisbury who wanted to convert to academy status. We now have thirteen academies, including St Peter's. Whilst the Trust is a separate entity to the Diocesan Board of Education (DBE), the two work together in dynamic and strategic partnership to transform provision and outcomes for the children in their care.

Alongside its improvement work in its current member academies, the Trust is working actively with other schools and the Regional Schools Commissioner (RSC) to grow its family of academies. This will enable a greater level of system-led improvements, further opportunities for collaboration between leaders and staff at all levels of the organisation and better economies of scale, vital in the current challenging economic climate.

DSAT provides an opportunity for schools to convert to academy status in a way that is different to many academy trusts.

- Individual schools that can thrive in their own context and in line with their own vision and values;
- A home for church schools committed to maintaining their distinctiveness, based upon their Christian values;
- A home for schools without a Christian foundation, who are wanting to work with us in partnership to secure better outcomes for children;
- A dynamic collaboration, working in conjunction with a range of partners, to deliver tailored programmes of school improvement that will meet the needs of each academy;
- Services available to academies that will support improvements to teaching and learning, allowing schools to focus on their core business rather than being distracted by academy business;
- The flexibility to meet schools where they are on their journey and to adapt to their specific circumstances;
- Opportunities to operate in close partnership and strong relationship with the DBE, the RSC and local authorities for the good of our academies.



The [Salisbury Diocesan Board of Education \(SDBE\)](#), formed in 1830, is one of the oldest formal diocesan bodies. Many of the church schools were founded before that date, and the Board, or Council as it was called then, was formed to support their work and to promote new schools. The Diocese today extends over 2000 square miles, with a population of just under 860,000. There are a total of 195 schools and academies serving 40,000 children. We work across a number of counties and local authorities, working closely in mutually beneficial partnership with them in order to progress the life-chances of the children in our care. We are open to both church and non-church affiliated schools across the region.

## Job Advert

Job Title	Headteacher
Academy Name	St Peter's CE Primary Academy
Location	Salisbury, SP2 9FL
Hours	Full Time
Contract Type	Permanent
Salary	L16 – L22 (starting salary negotiable, subject to review as the school grows)
Pension	Teachers' Pension
Child Care Vouchers	Available upon request
Contact	Gemma Kiddle
Closing Date	30 <sup>th</sup> November 2017 at 12:00 noon
Interview Date/s	7 <sup>th</sup> December 2017
Start Date	16 <sup>th</sup> April 2018

Located in Salisbury, close to Wilton, the new St. Peter's CE Primary Academy (currently under construction), is set in beautiful grounds overlooking the Wiltshire countryside and due to open in September 2018.

We are looking for an inspirational Headteacher – someone who can help us shape our brand new Trust school. We need a leader who can demonstrate creativity, passion, commitment and impact in their leadership whilst driving this project forward and creating a fresh vision for this new Church of England school.

The starting date for this exciting opportunity will give the successful applicant the opportunity to be involved in the final stages of the build, recruiting the staffing team and resourcing the school in readiness for the September opening.

Initially, the school will accommodate up to 315 pupils, with the potential for phase 2 of the build to take the PAN up to 420. The building will have state of the art facilities including a large hall, extensive sports facilities inside and out, a multi-functional studio, food-technology room and a purpose built nursery room.

## How to Apply

If you are interested in this position and would like to have a more detailed conversation before making the decision to apply for the post, please give us a call and we will be happy to help you with as much detail as possible to support this process.

When you have enough information to make your decision to apply, please complete all sections of the application form. Applications should be submitted via hand or post to The Diocese of Salisbury Academy Trust, Diocesan Education Centre, Wilton, SP2 0FG or via email to [office@dsat.org.uk](mailto:office@dsat.org.uk) by **12:00 noon on Thursday 30<sup>th</sup> November 2017**.

All applicants will be notified of the shortlisting decisions by email. References for shortlisted candidates will be requested before interviews. Interviews are planned for 7<sup>th</sup> December 2017 and further details about the interview process will be emailed to the candidates in good time.

The Diocese of Salisbury Academy Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Offers of employment are subject to an enhanced DBS disclosure and appropriate checks.

## Job Description

<b>Job Title: Headteacher</b>	<b>Grade: L16 – L22</b>
<b>Reports To: DSAT CEO &amp; LGB</b>	<b>Salary Range: £57,077 - £66,017 p/a</b>
<p><b>Main Job Purpose:</b></p> <p>To lead, develop and manage the new Academy effectively and efficiently, providing clear vision and positive, inclusive educational direction underpinned by the strong Christian values and ethos of the school and ensuring that the school's distinctiveness as a Church of England Academy is effectively maintained.</p> <p>To work alongside the builders and appropriate persons to ensure that the school building is fit for purpose and resourced appropriately.</p> <p>To:</p> <ul style="list-style-type: none"> <li>• Monitor pupil recruitment - providing frequent updates, with supporting evidence, to the CEO.</li> <li>• Staffing structure finalised and financially viable given likely number of pupils.</li> <li>• Key appointments made and appropriate staff appointed, initially 3 class teachers, TA's/HLTA/Cover supervisor/Admin, cleaners etc.</li> <li>• Produce curriculum plan.</li> <li>• Schemes of work developed that cover at least the first year of opening.</li> <li>• Produce three-year development plan/education brief (the overarching plan to which all other policies and plans relate).</li> <li>• Pupil level assessment and accreditation plans in place.</li> <li>• All policies the trust has a statutory duty to produce are in place.</li> <li>• Source appropriate mid-day meal providers</li> <li>• Begin staff induction and training.</li> <li>• Ensure the school is prepared for an education adviser visit during the first term</li> </ul> <p>To be accountable to the Trust CEO and the Local Governing Board (LGB), as well as external partners for maximizing the standards, progress and achievement of all pupils. Ensure the school meets all safeguarding and health and safety requirements. Leading by example, providing inspiration and motivation to the school community and ensuring that all statutory requirements are met.</p> <ul style="list-style-type: none"> <li>• To be a key member of the Leadership Team, making a positive contribution to secure the long-term success of the Academy and, through close collaboration with the Chief Executive, the long-term success of DSAT;</li> <li>• To specifically provide the day to day leadership and management which enables the Academy to give every pupil high quality education and which promotes the highest possible standards of achievement;</li> <li>• To take the lead responsibility for teaching and learning at the Academy and be accountable for standards achieved;</li> <li>• To prioritise the safeguarding of children and young people at all times;</li> <li>• To be responsible for the day to day operation of the Academy;</li> <li>• To take the prime lead in establishing a school presence for parents/carers at the Academy and to develop local community relationships, and links with partners;</li> </ul>	



<ul style="list-style-type: none"> <li>• To ensure standards relating to health and safety and the maintenance and condition of buildings are met, reporting to governors/Chief Executive where additional resources and/or more strategic action are required;</li> <li>• To report to the Governing Body on matters relating to the Key Stage progress outcomes at the Academy and on school specific issues;</li> <li>• To be responsible for the effective deployment of staff across the Academy and, in conjunction with the Chief Executive, to contribute to the recruitment, management and deployment of staff across the Academies;</li> <li>• To be responsible for the spending of any other budgets which the governing body may decide to allocate to each school, ensuring the efficient management of all resources;</li> </ul>	
<b>Line Management Responsibilities:</b> All teaching and non-teaching academy staff.	
<b>Main Duties:</b>	
1.	<b>To shape the future of the Academy by:</b> <ul style="list-style-type: none"> <li>• Working under the direction of the Chief Executive, and in close cooperation with other Academy Heads, to ensure the long term success of the Academy.</li> <li>• Contributing to, and communicating, the Trust's shared vision which expresses core values and purpose and implementing the vision through agreed objectives, policies and operational plans at the Academy.</li> <li>• Maintaining and continuing to develop a shared vision for the aims of the academy which inspires and motivates pupils, staff and the whole community, underpinned by the strong Christian values and ethos of the school.</li> </ul> Motivating others to create a shared learning culture and positive climate.
2.	<b>To lead and manage teaching and learning by:</b> <ul style="list-style-type: none"> <li>• Establishing creative, responsive, inclusive and effective approaches to learning and teaching and promoting improvement strategies to assist in the modelling of best practice of teaching and monitoring to shape good practice for all academies in the Trust.</li> <li>• Working in collaboration with the CEO, LGB, senior leadership team and all staff to develop a culture of high expectations and stretching targets for the whole school community including a continuous and consistent Academy-wide focus on pupils' achievement, using data and benchmarks to monitor progress.</li> <li>• Ensuring that the curriculum focuses on the necessary priorities so that all pupils make excellent progress and achieve high attainment in reading, writing and mathematics.</li> <li>• Tackling under-performance at all levels in conjunction with the Chief Executive.</li> <li>• Implementing robust procedures for monitoring and evaluating the quality of teaching learning effectively to ensure that all groups of pupils, including those eligible for the pupil premium and disadvantaged pupils, are enabled to make maximum progress.</li> <li>• Ensuring that the curriculum is broad and balanced to meets pupils' needs and interests, increasing the range of learning opportunities as well as promoting their spiritual, moral, social and cultural development.</li> <li>• Consistently applying policies and procedures and actively seeking to work collaboratively within DSAT.</li> <li>• Pursuing excellence and modelling professional standards in all aspects of the head teacher's role in conjunction with the principal vision of DSAT.</li> </ul>
3.	<b>To manage and develop self and others by:</b> <ul style="list-style-type: none"> <li>• Recruiting and selecting high quality staff within the structure of employment legislation ensuring that staff management policies are consistently applied in conjunction with the DSAT HR Manager.</li> </ul>

	<ul style="list-style-type: none"> <li>• Developing and maintaining effective strategies and procedures for staff induction, and ensuring that there is a strong link between performance review, appraisal and professional development.</li> <li>• Promoting and maintaining a culture of high expectations for self and others through regularly reviewing own practice, setting personal targets and taking responsibility for own development.</li> <li>• Ensuring effective planning, allocation, support and evaluation of work of teams and individuals including developing, empowering and supporting staff to work as a team and recognise their individual accountability.</li> </ul>
4.	<p><b>To lead change and improvement by:</b></p> <ul style="list-style-type: none"> <li>• Ensuring the smooth day-to-day running of the Academy, liaising with the LGB and reporting directly to the Chief Executive where appropriate.</li> <li>• Contributing to, and articulating, an ethos which enables everyone to work collaboratively and which reflects the ethos of the Trust. Using self-evaluation to identify academy improvement plan objectives working in conjunction with the DSAT finance officer to ensure sound financial planning.</li> <li>• Identifying key priorities, which focus on accelerating pupils' achievement and progress in conjunction with external advisors through engaging with internal mechanisms in the improvement planning process in order to maximise outcomes for pupils and ensure that every individual child has access to high quality teaching and learning.</li> <li>• Under the direction of the Chief Executive, recruiting, retaining and deploying staff appropriately within the Academy.</li> <li>• Implementing rigorous self-evaluation procedures, maintaining all self-evaluation documentation and ensuring that individual staff accountabilities are clearly defined, understood and agreed within the School or phase.</li> </ul>
5.	<p><b>To use resources effectively by:</b></p> <ul style="list-style-type: none"> <li>• Working with the DSAT Finance Officer and LGB to ensure that the financial resources available to the academy are managed effectively and in accordance with DSAT financial regulations in terms of teaching, learning, personnel and premises.</li> <li>• Ensuring that the pupil premium funding is used to overcome barriers to learning and that there are strong links between the deployment of staff and resources and pupils' achievement.</li> <li>• Ensuring that appropriate resources are allocated for staff development and the priorities identified in the Academy Improvement Plan.</li> <li>• Reviewing the professional development needs of staff and providing opportunities for professional and career development both internally within DSAT and externally where appropriate.</li> </ul>
6.	<p><b>To ensure safeguarding requirements are met by:</b></p> <ul style="list-style-type: none"> <li>• Fully complying with the Trust's safeguarding policy and taking responsibility for promoting the welfare of all children and young people as Designated Safeguarding Lead.</li> <li>• Creating an organisational culture of safety, including e-safety, which is vigilant to, monitors, and prioritises the safeguarding of children and young people at all times, ensuring that appropriate policies and procedures are in place and are followed by staff, and working with other relevant agencies where appropriate.</li> <li>• Ensuring that the single central record is maintained and ensuring that the academy's arrangements for safeguarding children are fully in line with the current requirements of the Local Safeguarding Children Board and DSAT.</li> <li>• Complying with the Health and Safety at work requirements in accordance with legislation and agreed guidelines.</li> <li>• Monitoring attendance and following up pupil absence rigorously.</li> <li>• Complying with the data protection requirements and maintain the security of all documents and information, in accordance with legislation and agreed guidelines.</li> </ul>

7.	<p><b>To promote the school's Church and community links by:</b></p> <ul style="list-style-type: none"> <li>Promoting and maintaining positive relationships with parents, other schools, churches, community groups and external agencies; providing relevant information to all stakeholders.</li> <li>Collaborating with other agencies to ensure pupil and community needs are met and to ensure a range of community-based learning experiences.</li> <li>Being a proactive ex officio member of the LGB, providing information to enable DSAT to meet its statutory obligations.</li> <li>Continuing to foster links between the local schools, church and diocese to promote the pastoral and spiritual life of the school and leading regular acts of collective worship in accordance with DSAT and the aims of the DBE.</li> <li>Promoting and ensuring equality and fairness including positive strategies for challenging racial and other prejudice.</li> </ul>
<p>This job description is not exhaustive and will be subject to periodic review. It may be amended to meet the changing needs of the business. The post-holder will be expected to participate in this process and we would aim to reach agreement on any changes.</p>	

## Person Specification

	Essential	Desirable
Qualifications	<ul style="list-style-type: none"> <li>Qualified Teacher Status</li> <li>Readiness for headship</li> <li>Successful teaching experience in the primary phase</li> <li>Ability to support maintain and develop the Christian ethos of the school</li> </ul>	<ul style="list-style-type: none"> <li>NPQH, or evidence of equivalent level of learning achieved through senior leadership role within a school</li> <li>Recent and relevant in-service professional development and training including Safeguarding</li> </ul>
Skills and Knowledge	<ul style="list-style-type: none"> <li>Awareness and understanding of the current Ofsted and SIAMS frameworks</li> <li>Understanding of the Headteacher's responsibilities and accountability to pupils, governors, parents, the Trust and the wider community.</li> <li>Knowledge and understanding of statutory education frameworks and of effective models of learning and teaching, behaviour and attendance management</li> <li>Knowledge and understanding of ways to build, communicate and implement a shared vision in order to build and sustain a learning community.</li> <li>Knowledge and understanding of the use of a range of tools and evidence, including performance data, to support, monitor, evaluate and improve aspects of school life, including challenging poor performance, raising achievement and achieving excellence</li> <li>Knowledge and understanding of strategic planning processes and strategies to promote</li> </ul>	<ul style="list-style-type: none"> <li>Wide, current knowledge and understanding of education and school systems locally, nationally and globally.</li> <li>Understanding of how to demand ambitious standards for all pupils, overcoming disadvantage and advancing equality, instilling a strong sense of accountability in staff for the impact of their work on pupils' outcomes.</li> <li>Understanding of how to distribute leadership throughout the organisation, forging teams of colleagues who have distinct roles and responsibilities and hold each other to account for their decision making.</li> <li>Understanding of how to actively support the LGB to understand its role and deliver its functions effectively – in particular to set school strategy and hold the headteacher to account for pupil, staff and financial performance.</li> <li>Knowledge and understanding of curriculum design and management including the use and impact of new technologies.</li> </ul>

	Essential	Desirable
	<p>individual, team and organisational development</p> <ul style="list-style-type: none"> <li>Knowledge and understanding of legal issues relating to managing a school including equal opportunities, race relations, disability, human rights and employment legislation</li> </ul>	<ul style="list-style-type: none"> <li>Knowledge and understanding of strategies which encourage parents and carers to support their children's learning</li> <li>Knowledge and understanding of a range of effective communication strategies, both within and beyond the school</li> </ul>
Experience	<ul style="list-style-type: none"> <li>Experience of successful school leadership in a senior role including evidence of bringing about school improvement</li> <li>Experience of using whole school self-evaluation (e.g. lesson observations, work scrutiny, data analysis) to raise standards and bring about school improvement</li> <li>Successful experience of using performance management along with the professional development of all staff to bring about school improvement</li> <li>Successful experience of setting and managing budgets to support school improvement</li> </ul>	<ul style="list-style-type: none"> <li>Experience of establishing an educational culture of 'open classrooms' as a basis for sharing best practice within and between schools, drawing on and conducting relevant research and robust data analysis.</li> <li>Experience of securing excellent teaching through an analytical understanding of how pupils learn and of the core features of successful classroom practice and curriculum design.</li> <li>Experience of establishing rigorous, fair and transparent systems and measures for managing the performance of staff, addressing any under-performance and improvement.</li> </ul>
Personal Attributes	<ul style="list-style-type: none"> <li>A passion for learning that extends beyond the school with a personal commitment to quality and excellence.</li> <li>The ability to inspire trust and commitment from the whole school community.</li> <li>The confidence and ability to lead collective worship throughout the school.</li> <li>The ability to develop effective relationships with fellow professionals and colleagues in other public services to improve academic and social outcomes for all pupils.</li> <li>Confident, competent and capable of accurate self-assessment.</li> <li>Excellent communicator, motivator and innovator with an ability to negotiate effectively to further the School's objectives and compellingly communicate the school's vision and drive the strategic leadership, empowering all pupils and staff to excel..</li> <li>Emotionally self-aware and self-controlled.</li> <li>Ability to work effectively and cooperatively between schools and with all stakeholders.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates optimistic personal behaviour, positive relationships and attitudes towards their pupils and staff, and towards parents, governors and members of the local community.</li> <li>Holds and articulates clear values and moral purpose, focused on providing a world-class education for the pupils they serve.</li> <li>Provides a safe, calm and well-ordered environment for all pupils and staff, focused on safeguarding pupils and developing their exemplary behaviour in school and in the wider society.</li> <li>Able to inspire and influences others - within and beyond schools - to believe in the fundamental importance of education in young people's lives and to promote the value of education.</li> <li>Able to create an ethos within which all staff are motivated and supported to develop their own skills and subject knowledge, and to support each other.</li> </ul>
Skills and Abilities	<ul style="list-style-type: none"> <li>The skills to work with children and the ability to protect and promote their welfare.</li> <li>The ability to develop a curriculum which promotes pupils' spiritual, moral, social, cultural, academic creative and physical development and well-being.</li> <li>The ability to build effective relationships with all members of the school community,</li> </ul>	<ul style="list-style-type: none"> <li>Able to lead by example - with integrity, creativity, resilience, and clarity - drawing on their own scholarship, expertise and skills, and that of those around them.</li> <li>Works with political and financial astuteness, within a clear set of principles centred on the school's vision, ably translating local and national policy into the school's context.</li> </ul>

	Essential	Desirable
	<p>leading by example and coaching others to bring about improvements.</p> <ul style="list-style-type: none"> <li>• The ability to articulate and communicate a vision for the future development of the Academy as a distinctive and effective church school and a commitment to upholding and developing its values</li> <li>• The ability to contribute to, and maintain a clear vision for the School in line with the Trust vision and values and to lead others to plan and deliver it</li> <li>• Leadership and management skills to improve and maintain the School's level of attainment and success</li> <li>• Excellent classroom practitioner who can lead by example to motivate students and staff, reviewing, monitoring and evaluating progress and results</li> <li>• Demonstrated ability to lead, coordinate and delegate including managing change and working under pressure of changing circumstances</li> </ul>	<ul style="list-style-type: none"> <li>• Holds all staff to account for their professional conduct and practice</li> <li>• Able to identify emerging talents, coaching current and aspiring leaders in a climate where excellence is the standard, leading to clear succession planning.</li> <li>• Ensure that the school's systems, organisation and processes are well considered, efficient and fit for purpose, upholding the principles of transparency, integrity and probity.</li> <li>• The ability to create an outward-facing school which works with other schools and organisations - in a climate of mutual challenge - to champion best practice and secure excellent achievements for all pupils.</li> <li>• Exercises strategic, curriculum-led financial planning to ensure the equitable deployment of budgets and resources, in the best interests of pupils' achievements and the school's sustainability.</li> </ul>





## Salisbury Diocese

### Living and Working in Wiltshire

Wiltshire is home to the best preserved copy of the Magna Carta in the magnificent Salisbury Cathedral. Not only the UK's tallest medieval cathedral spire but as quoted by Bill Bryson in *Notes from a Small Island*, 'Salisbury Cathedral is the single most beautiful structure in England, and the Close around it the most beautiful space'. How wonderful to be part of this, as well as so many other highlights of the west country; the highest concentration of prehistoric sites in Europe, the World Heritage sites of Stonehenge and Avebury, England's first safari park at Longleat, and National Trust and historic homes at Stourhead, Bowood and Wilton House, set in surroundings made famous by palladium landscapers.

Discover an endless variety of music, literature and art festivals, food and drinks events, village fetes and local markets. Wiltshire has year round activities including sporting events at Salisbury Racecourse and Castle Combe racing circuit as well as traditional events such as the Downton Cuckoo Fair and the Wessex Country Fair.

For theatre goers there is not only the Salisbury Playhouse but the Wiltshire Music Centre in Bradford-on-Avon, Salisbury Arts Centre, the Lighthouse Arts Centre in Poole and many local amateur dramatic, art, literary and music societies.

Wiltshire is proud to have award-winning dining with three Michelin starred restaurants at some of our prestigious hotels as well as AA rosettes for fine dining. Keep an eye out for the Wiltshire Food & Drink logo which is awarded to properties that meet certain criteria regarding sourcing local produce. The keen foodies may want to follow one of the food trails, head to one of the Wiltshire farmers' markets for fresh produce directly from the supplier, or perhaps improve your culinary skills at a cookery school.

Wiltshire is also lucky to have some fine vineyards and breweries, including the Wadworth Brewery famed for its 6X bee and Bishop's Tipple and the Hopback Brewery selling wonderful flavours such as Summer Lightning and the Crop Circle! Why not also sample local cider and apple juice found in the local farmers' markets.

Wiltshire has lots of amazing places to explore; discover more about Salisbury, Swindon, Bradford-on-Avon, Trowbridge, Royal Wootton Bassett, Cricklade, Calne, Amesbury, Marlborough, Devizes, Chippenham, Tisbury and Corsham as well as other towns and villages.

<http://www.visitwiltshire.co.uk/>



## Living and Working in Dorset

Dorset has such a varied range of great attractions there is certainly something to suit every taste. Dorset boasts some of the finest stately homes and gardens in the country and has a rich heritage with some stunning castles and forts that will transport you back to years gone by. For history buffs Dorset is a must. Home to some of the most intriguing museums, with collections from war time history, to the wonders of Dorset's Jurassic Coast. Not forgetting the younger members of the family, Dorset has some fabulous family attractions to entertain. From children's farms to steam trains and activity centres to high wire adventures, the children will be more than happy.

If you are after clear air, sweeping cliff walks, breathtaking views and snug little towns brimming with restaurants and shops to explore, Dorset is for you! Dorset is as multi-layered as the famous fossil flecked cliffs along its Jurassic Coast - a stunning stretch of shoreline that has been designated a Natural World Heritage Site by UNESCO due to its outstanding geological make-up. The charming countryside Dorset has to offer has been designated as an Area of Outstanding Natural Beauty and it is easy to see why.

There is more to Dorset than just fabulous scenery and magnificent coast - the history of this county is rich and vivid. How many areas do you know that can boast a huge naked chalk giant, England's first Natural World Heritage Site and Maiden Castle, the largest hillfort in Europe!!

All over Dorset there are charming market towns and tiny villages tucked into tranquil rurality. Each town has its own individuality, character and history to relate.

It is no wonder that the area has captivated film and TV makers from all over the world. Productions of all kinds have been filmed on location here, with Dorset's unspoilt countryside, dramatic coastline and spectacular historic houses and gardens being used as a backdrop to the action.

Dorset is also renowned for its year round events calendar holding some rather famous international festivals, such as the Great Steam Fair and the Chalke Valley History Festival, that help to enhance its glowing reputation as a fantastic destination. From small local community events in some of Dorset's beautiful towns and villages, to large-scale festivals and seasonal events with turnouts in the thousands. If music and the arts are more your thing then keep your eye out for acts performing at Dorset festivals and concerts.

<http://www.visit-dorset.com/>