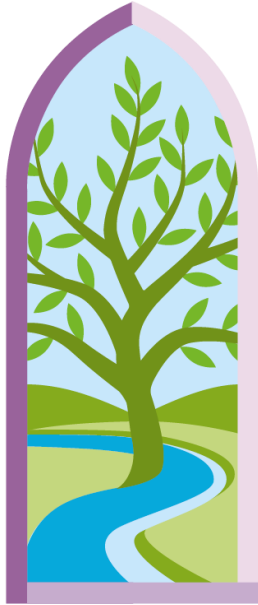




Diocese of Salisbury  
Academy Trust  
*'Beyond expectations for all of God's children'*



# Trent Young's CE School

**Early Year's Teacher  
(Permanent)**

**Working for the**

# Diocese of Salisbury Academy Trust



**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 fifteen 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.

**Privacy Notice**

We want you to be aware of how any personal data you provide will be processed up to and beyond the appointment of a successful candidate.

**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 and young people 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. At the start of the academic year 2018-19, the Trust has fifteen academies. Whilst the Trust is a separate entity to the Diocesan Board of Education (DBE), they 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.

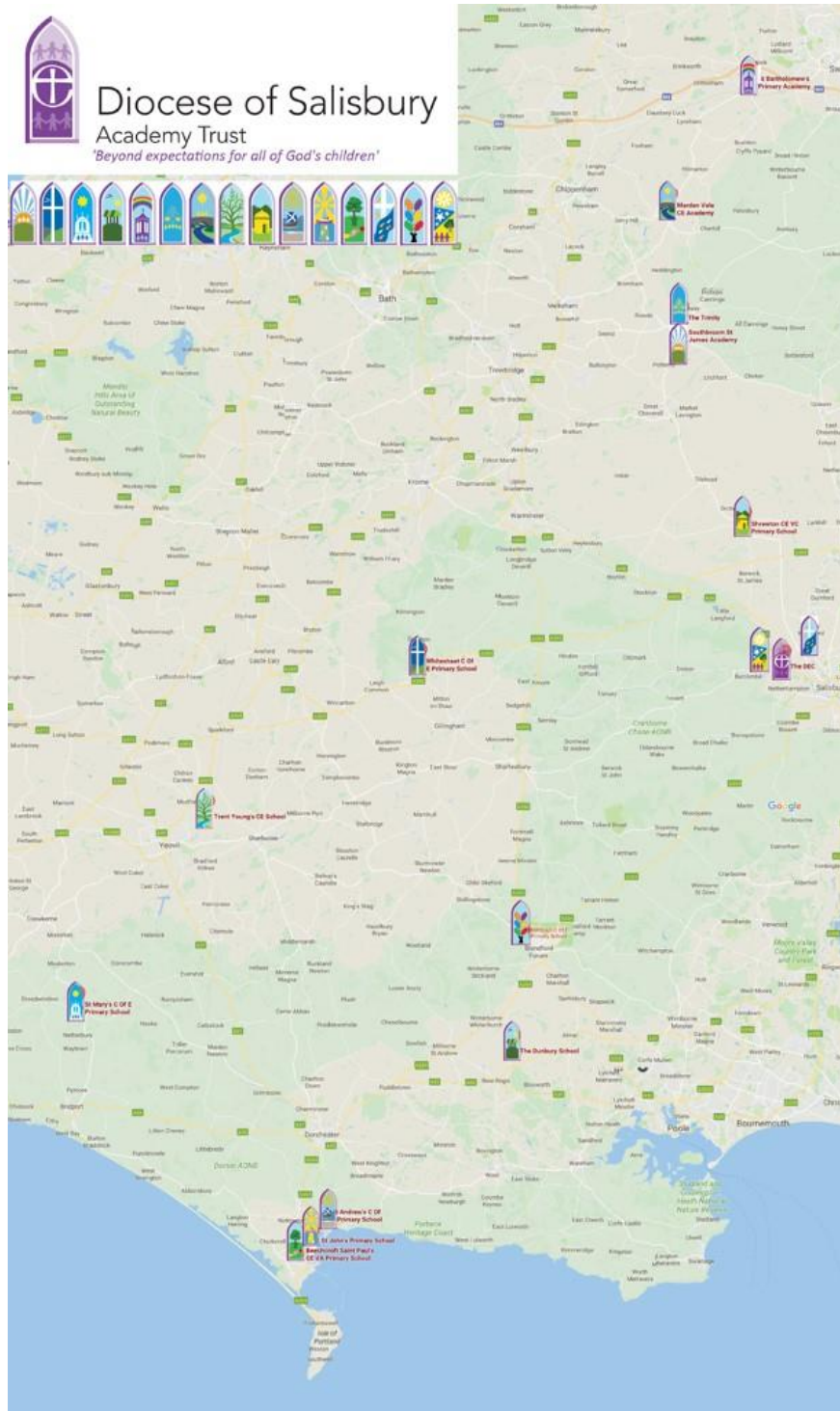


The Salisbury Diocesan Board of Education (SDBE), formed in 1830, is one of the oldest formal diocesan bodies. Many of the church schools were founded before that date, and the Board, or Council as it was called then, was formed to support their work and to promote new schools. The Diocese today extends 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.



## Our Academies

Our Trust consists of a number of academies across the Diocese of Salisbury and is growing all the time. Our academies are organised into localised hubs where they are able to work more closely together to collaborate on teaching and learning development. We are very proud of our family of schools. They link up often for professional learning, peer review and activities involving children.



### DSAT Thrive Hub

The Trinity CE Academy, Devizes  
[www.trinityprimaryacademy.dsat.org.uk](http://www.trinityprimaryacademy.dsat.org.uk)  
Southbroom St James Academy, Devizes  
[www.southbroomstjames.dsat.org.uk](http://www.southbroomstjames.dsat.org.uk)  
St Bartholomew's Academy, Royal Wootton Bassett  
[www.st-bartholomews.dsat.org.uk](http://www.st-bartholomews.dsat.org.uk)  
Marden Vale CE Academy, Calne  
[www.mardenvale.dsat.org.uk](http://www.mardenvale.dsat.org.uk)

### DSAT Spire Hub

St Peter's CE Primary Academy, Salisbury  
[www.stpeters.dsat.org.uk](http://www.stpeters.dsat.org.uk)  
Wilton CE Primary School  
[www.wilton.dsat.org.uk](http://www.wilton.dsat.org.uk)  
Shrewton CE Primary School  
[www.shrewton.dsat.org.uk](http://www.shrewton.dsat.org.uk)

### DSAT Emmaus Hub

Dunbury CE Academy  
[www.dunbury.dsat.org.uk](http://www.dunbury.dsat.org.uk)  
Milldown CE Academy, Blandford  
[www.milldown.dsat.org.uk](http://www.milldown.dsat.org.uk)  
Whitesheet CE Primary Academy, Zeals  
[www.whitesheet.dsat.org.uk](http://www.whitesheet.dsat.org.uk)  
Trent Young's CE Primary School, Trent  
[www.trentyoungs.dsat.org.uk](http://www.trentyoungs.dsat.org.uk)  
Beaminster St Mary's Academy  
[www.beaminsterstmarys.dsat.org.uk](http://www.beaminsterstmarys.dsat.org.uk)

### DSAT Weymouth Bay Hub

St Andrew's CE Primary School  
[www.standrews.dsat.org.uk](http://www.standrews.dsat.org.uk)  
St John's CE Primary School  
[www.stjohns.dsat.org.uk](http://www.stjohns.dsat.org.uk)  
Beechcroft St Paul's CE Primary School  
[www.beechcroft.dsat.org.uk](http://www.beechcroft.dsat.org.uk)

## Job Advert

Job Title	Early Year's Teacher
Academy Name	Trent young's CE School
Location	Trent
Hours	Part Time 0.4 FTE Term time only Thursday/Friday
Contract Type	Permanent
Salary	Grade M1-6 £23,720 - £34,665
Pension	Local Government Pension Scheme
Child Care Vouchers	Available upon request
Contact	Elizabeth Asare-Joy
Closing Date	12 <sup>th</sup> November 2018
Interview Date/s	15 <sup>th</sup> November 2018
Start Date	January 2019 – Later start can be considered for the right applicant

The children, staff and governors of Trent Young's CE School are looking for an inspirational and dedicated teacher to join our teaching team. Trent Young's CE School is proud to belong to the family of schools under the Diocese of Salisbury Academy Trust, where children are at the heart of everything we do. With this in mind, we are seeking a teacher who has high expectations of all pupils, has excellent classroom management skills and has a belief that every pupil deserves the very best opportunities.

### **Our successful applicant must:**

- love teaching, have a positive outlook and motivation to work hard
- have recent experience of working in Early Years
- have the commitment to support us in our desire to give our children the very best and raise the attainment of all our pupils
- be a proactive, reflective team player
- be supportive of our Christian ethos

### **We can offer:**

- the opportunity to work with our wonderfully inspiring children
- the opportunity to work with a dedicated and friendly team of staff
- high quality continued professional development and opportunities to progress
- the opportunity to work within DSAT; a forward-thinking multi-academy trust

Trent Young's CE Primary School is part of the Diocese of Salisbury Trust. As a family of fifteen schools, staff can expect to receive first class training opportunities and support through collaborative and innovative school to school CPD.

Our vision is 'let your light shine' and this informs every decision the school makes. We strive to be the best we can be, for ourselves and others and also to value ourselves.

As a Church school, we aim to prepare children for their future by achieving a high level of academic success underpinned by Christian values chosen by the children. We work together to provide an excellent education, which allows all children to use their God given gifts to the full, within an inclusive and caring Christian ethos.

## 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. Visits to the school are also warmly welcomed.

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 equal opportunities in employment and expects all staff and volunteers to share this commitment.

## Job Description

<b>Job Title: Early Year's Teacher</b>	<b>Grade: M1-6</b>
<b>Reports To: Headteacher</b>	<b>Salary Range: £23,720 - £34,665</b>
<b>Main Duties:</b>	
<b>Planning, Teaching and Class Management</b>	
To teach allocated pupils by planning their teaching to achieve progression of learning through:	
<ul style="list-style-type: none"><li>• identifying clear teaching objectives and specifying how they will be taught and assessed;</li><li>• setting tasks which challenge pupils and ensure high levels of interest;</li><li>• setting appropriate and demanding expectations;</li><li>• setting clear targets, building on prior attainment;</li><li>• identifying SEN or very able pupils;</li><li>• provide clear structures for lessons maintaining pace, motivation and challenge;</li><li>• make effective use of assessment and ensure coverage of programmes of study;</li><li>• ensure effective teaching and best use of available time;</li><li>• monitor and intervene to ensure sound learning and discipline;</li><li>• work in accordance with school policies, providing excellent moral, social, spiritual and cultural role models;</li><li>• put the needs of the school's pupils first and actively promote and enthusiasm to learn;</li><li>• actively promote environmental sustainability;</li><li>• use a variety of teaching methods to:</li><li>• match approach to content, structure information, present a set of key ideas and use appropriate vocabulary</li><li>• use effective questioning, listen carefully to pupils, give attention to errors and misconceptions;</li><li>• select appropriate learning resources and develop study skills through library, ICT and other sources;</li><li>• ensure pupils acquire and consolidate knowledge, skills and understanding appropriate to the subject taught;</li><li>• Evaluate their own teaching critically to improve effectiveness.</li><li>• To liaise with other teachers in the year group, key stage and, where appropriate, other phases, in planning, delivering, assessing and evaluating each area of the curriculum.</li><li>• Take account of pupil's needs by providing structured learning opportunities which develop the areas of learning identified in national and local policies, and particularly the foundations for literacy and numeracy;</li><li>• Encourage pupils to think and talk about their learning, develop self-control and independence, concentrate and persevere, and listen attentively;</li><li>• Use a variety of teaching strategies which involve planned adult intervention, first-hand experience and play and talk as a vehicle for learning</li><li>• Manage parents and other adults in the classroom.</li></ul>	



## **Monitoring, Assessment, Recording, Reporting**

To:

- Assess how well learning objectives have been achieved and use them to improve specific aspects of teaching;
- Mark and monitor pupil's work and set targets for progress;
- Assess and record pupil's progress systematically and keep records to check work is understood and completed, monitor strengths and weaknesses, inform planning and recognise the level at which the pupil is achieving;
- Prepare and present informative reports to parents.

## **Other Professional Requirements**

To:

- Have attained the National Standards for Qualified Teacher Status;
- Enhance and update their teaching skills through continuing professional development;
- Have a working knowledge of teachers' professional duties and legal liabilities;
- Operate at all times within the states policies and practices of the school;
- Establish effective working relationships and set a good example through their presentation and personal and professional conduct;
- Endeavour to give every child the opportunity to reach their potential and meet high expectations;
- Contribute to the corporate life of the school through effective participation in meetings and management systems necessary to co-ordinate the management of the school;
- Take responsibility for their own professional development and duties in relation to school policies and practices;
- Liaise effectively with parents and governors;
- Take on any additional responsibilities which might from time to time be determined.

To fully comply with the Trust's safeguarding policy

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.

## **Knowledge & skills**

Experience of working with children in an educational setting is essential together with the identified specific competences/skill.

Qualities required are discretion, loyalty, commitment, patience, flexibility, good personal organisation, firmness, to be numerate and literate, a team worker and to have good oral communication. Background knowledge of the Foundation and National Curriculum and School's procedures and policies.

Knowledge of pupils' individual targets and, where appropriate may require more specialised knowledge in specific curriculum areas.

Significant empathy with pupils who have additional or special educational needs. Where appropriate, to be prepared to undertake special skills training e.g. signing, to meet additional educational and communication needs.

To undertake continuous professional development:

A willingness to attend courses as required to enhance the knowledge, understanding and skills to improve the general level and quality of support given to pupils and teachers and to maintain the identified competence of the postholder.

Knowledge of legislation and regulations applicable to the support and care of pupils is desirable.

An education standard equating to GCSE grade C in English, Mathematics and Science or equivalent NVQ level 3 / Btec in Learning Support is desirable, together with the essential qualification relevant to supporting the specified learning needs of the pupil(s) within the school.

## **Supervision and management**

Typically there will be supervision available from the classroom teacher on a daily basis and regularly within the day. Additional support may be provided by the SENCO/PTA. A Qualification Specific TA may be required to support the induction and further training of classroom TAs.

## **Problem solving and creativity**

On a daily basis, within prescribed school guidelines and under the direction of the teacher, develop a range of strategies to engage individual pupils with specific statemented or other SEN requirements, in the experience of learning and in their personal, social, health and moral education. (Eg a reward system appropriate to an individual pupil).

Use a variety of interpersonal techniques to establish supportive relationships with pupils, parents and carers.

There will be occasional interruptions.

Additionally, and aside from the identified competences, creativity and innovation are needed to meet the special education and care needs of individual pupils, such as those with substantial physical disability, substantial emotional difficulties, regular exhibitions of challenging behaviour, including aggression.

A creative approach to supervisory duties, training and in supporting staff is required.

## **Key Contacts and Relationships**

Contact with all staff in school to pass and receive information, advice, guidance, suggestions and ideas.

Contact with Health Service professionals to provide daily support for the pupils with known medical conditions.

Contact with parents / carers and other agency staff, including specific learning bodies, to provide support for pupils, such as giving feedback on pupils progress. Such communications can be of a delicate nature depending on a pupil's specific needs or that of his/her parental.

## **Decision making**

Within the agreed school policies, guidelines and rules, decide on when and how to apply a range of strategies for the benefit of pupils in relation to their education activities behaviour and care. These decisions often need to be made immediately to deal with the situation presented.

Guidance is normally readily available from teaching staff and more complex or controversial decisions will be referred to a teacher.

There will be **often** a need to make immediate decisions, without initial referral to teachers, in relation to immediate care, control and safety of pupils with special educational needs.

Decisions are made on the day to day deployment of TA staff and resources, under the overall direction of teaching staff.

## Resources

Books, stationery, writing equipment  
ICT and AVA equipment

## Working Environment

The range of areas, number of classrooms/halls etc will depend on the particular school.

Most of the working day is spent standing, with periods of crouching / bending to engage pupils in activities.

Occasionally, substantial physical effort may be required in providing assistance to pupils with significant physical disability. There may be an occasional need to physically lift pupils such as for safety or care needs and occasional unpleasant conditions relating to pupils' personal hygiene needs.

There are often physical risks associated with intervention in incidents of challenging behaviour, including aggression, which are encountered with pupils.

A normal school environment, although the job holder may be involved in external school activities, such as swimming and educational visits.

Equipment used will include photocopiers, computers, medical /sport /science /art /technology /home economics equipment and in the case of special schools additionally plus hoists, wheelchairs and minibuses.

## Special Notes

While the level of pupil needs will vary from time to time, the job holder will be predominantly working with pupils who are especially difficult to engage in activities, may present more frequent behavioural problems and where the attention span presents greater challenges and a need for high levels of patience to attain pupils' individual targets.

<b>Job description prepared by:</b>	Sherril Atkins
<b>Designation:</b>	Headteacher
<b>Date:</b>	October 18



## Person Specification

Key Criteria	ESSENTIAL	DESIRABLE
Education and Qualifications	<ul style="list-style-type: none"> <li>• Have qualified teacher status.</li> <li>• Proven experience of teaching in KS1 &amp; EYFS</li> <li>• Use of ICT to support teaching and learning</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of teaching in mixed year R &amp; 1 class.</li> </ul>
Knowledge & Understanding	<ul style="list-style-type: none"> <li>• A secure knowledge of KS1 &amp; EYFS</li> <li>• A secure knowledge and understanding of the teaching and phonics</li> <li>• Ability to plan and deliver stimulating lessons.</li> <li>• Have an understanding of how to use assessment for learning.</li> <li>• Be able to keep detailed records and monitor children's progress</li> <li>• Be able to use a variety of behaviour management strategies</li> <li>• Have an understanding of SEND</li> <li>• Keep up to date with current initiatives</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence of recent and relevant professional development</li> </ul>
Skills and Abilities	<ul style="list-style-type: none"> <li>• Be an excellent teacher</li> <li>• Ability to differentiate for individuals</li> <li>• Have an understanding of learning styles and child development.</li> <li>• Be able to work as part of a team</li> <li>• Have the ability to lead curriculum subjects</li> </ul>	<ul style="list-style-type: none"> <li>• Use data to inform school target setting.</li> <li>• Experience of leading a curriculum area in school</li> </ul>
Working with others	<ul style="list-style-type: none"> <li>• Be able to build positive relationships with children and adults.</li> <li>• Be a role model to staff, children and the community</li> <li>• Liaise with and report to parents, governors and outside agencies.</li> </ul>	<ul style="list-style-type: none"> <li>• Show experience of working alongside others</li> </ul>
Personal Attributes	<ul style="list-style-type: none"> <li>• Organised</li> <li>• Flexible</li> <li>• Enthusiastic</li> <li>• Committed</li> <li>• Self-motivated</li> <li>• Excellent communication and interpersonal skills</li> <li>• Show initiative</li> <li>• Resilient</li> <li>• Be reflective on own practice</li> </ul>	



	<ul style="list-style-type: none"><li>• Have a desire to engage in own professional development</li><li>• Friendly and approachable.</li></ul>	
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## Recruitment Privacy Notice

*This document is used during recruitment and in relation to any processing of personal data about those we are recruiting. The document is communicated to candidates when they first apply to work with the school as well as being made available on the school website.*

### Policy Statement

We are part of the Diocese of Salisbury Academy Trust. As part of your application to join us, we will gather and use information relating to you. Information that we hold in relation to individuals is known as their “personal data”. This will include data that we obtain from you directly and data about you that we obtain from other people and organisations. We might also need to continue to hold an individual’s personal data for a period of time after the recruitment process, even if you are unsuccessful. Anything that we do with an individual’s personal data is known as “processing”.

This document sets out what personal data we will gather and hold about individuals who apply for a position with us, why we process that data, who we share this information with, and your rights in relation to your personal data processed by us.

### What information do we process during your application process?

We may collect, hold, share and otherwise use the following information about you during your application process.

#### *Up to and including shortlisting stage:*

- your name and contact details (i.e. address, home and mobile phone numbers, email address);
- details of your qualifications, training, experience, duties, employment history (including job titles, salary, relevant dates and working hours), details of driving licence (if relevant for role), membership of professional bodies and interests;
- your racial or ethnic origin, sex and sexual orientation, religious or similar beliefs;
- information regarding your criminal record;
- details of your referees;
- whether you are related to any member of our workforce; and
- details of any support or assistance you may need to assist you at the interview because of a disability.

#### *Following shortlisting stage, and prior to making a final decision*

- information about your previous academic and/or employment history, including details of any conduct, grievance or performance issues, appraisals, time and attendance, from references obtained about you from previous employers and/or education providers;\*
- confirmation of your academic and professional qualifications (including seeing a copy of certificates);\*
- information via the DBS process, regarding your criminal record, in criminal records certificates (CRCs) and enhanced criminal records certificates (ECRCs), whether you are barred from working in regulated activity;\*
- your nationality and immigration status and information from related documents, such as your passport or other identification and immigration information;\*
- medical check to indicate fitness to work;\*
- a copy of your driving licence (or other appropriate documentation as listed on the Home Office list);\*
- if you are a teacher, we will check the National College of Teaching and Leadership (“NCTL”) Teachers Services about your teacher status, whether you are subject to a prohibition from teaching order and any other relevant checks (for example Section 128 direction for management posts and EEA teacher sanctions);\* and
- equal opportunities’ monitoring data.

You are required (by law or in order to enter into your contract of employment) to provide the categories of information marked (\*) above to us to enable us to verify your right to work and suitability for the position. Without providing us with this information, or if the information is not satisfactory, then we will not be able to proceed with any offer of employment.

If you are employed by us, the information we collect may be included on our Single Central Record. In this scenario, a further privacy notice in relation to data we collect, process, hold and share about you during your time with us, will be issued to you.

#### **Where do we get information from about during your application process?**

Depending on the position that you have applied for, we may collect this information from you, your referees (details of whom you will have provided), your education provider, any relevant professional body, the Disclosure and Barring Service (DBS), NCTL and the Home Office, during the recruitment process.

#### **Why do we use this information?**

We will process your personal data during your application process for the purpose of complying with legal obligations, carrying out tasks which are in the public interest, and taking steps with a view to entering into an employment contract with you. This includes:

- to assess your suitability for the role you are applying for;
- to take steps to enter into a contract with you;
- to check that you are eligible to work in the United Kingdom or that you are not prohibited from teaching; and
- so that we are able to monitor applications for posts in the Trust to ensure that we are fulfilling our obligations under the public sector equality duty under the Equality Act 2010.

#### **How long will we hold information in relation to your application?**

We will hold information relating to your application only for as long as necessary. If you are successful then how long we need to hold on to any information will depend on type of information. For further detail please see our Retention and Destruction Policy.

If you are unsuccessful we will hold your personal data only for six months, after which time it is securely deleted.

#### **Who will we share information with about your application?**

We will not share information gathered during your application process with third parties, other than professional advisors such as legal as HR advisors.

#### **Rights in relation to your personal data**

All individuals have the right to request access to personal data that we hold about them. To make a request for access to their personal data, individuals should contact:

The Academy Office or the Trust's Business Support Administrator.

Please also refer to our Data Protection Policy for further details on making requests for access to personal data.

Individuals also have the right, in certain circumstances, to:

- Object to the processing of their personal data
- Have inaccurate or incomplete personal data about them rectified
- Restrict processing of their personal data
- Object to the making of decisions about them taken by automated means
- Have your data transferred to another organisation
- Claim compensation for damage caused by a breach of their data protection rights

If an individual wants to exercise any of these rights then they should contact Dan Parker, Data Protection Officer. The law does not oblige the school to comply with all requests. If the school does not intend to comply with the request then the individual will be notified of the reasons why in writing.

#### **Concerns**

If an individual has any concerns about how we are using their personal data then we ask that they contact our Data Protection Officer in the first instance. However an individual can contact the Information Commissioner's Office should they consider this to be necessary, at <https://ico.org.uk/concerns/>.

#### **Contact**

If you would like to discuss anything in this privacy notice, please contact:

Dan Parker, Data Protection Officer, [dataprotection@dsat.org.uk](mailto:dataprotection@dsat.org.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/>