



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



Beaminster
St. Mary's Academy

1:1 Teaching Assistant (Fixed Term)

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. 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'



INSERT LETTER FROM HEADTEACHER/CHAIR OF LGB

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.

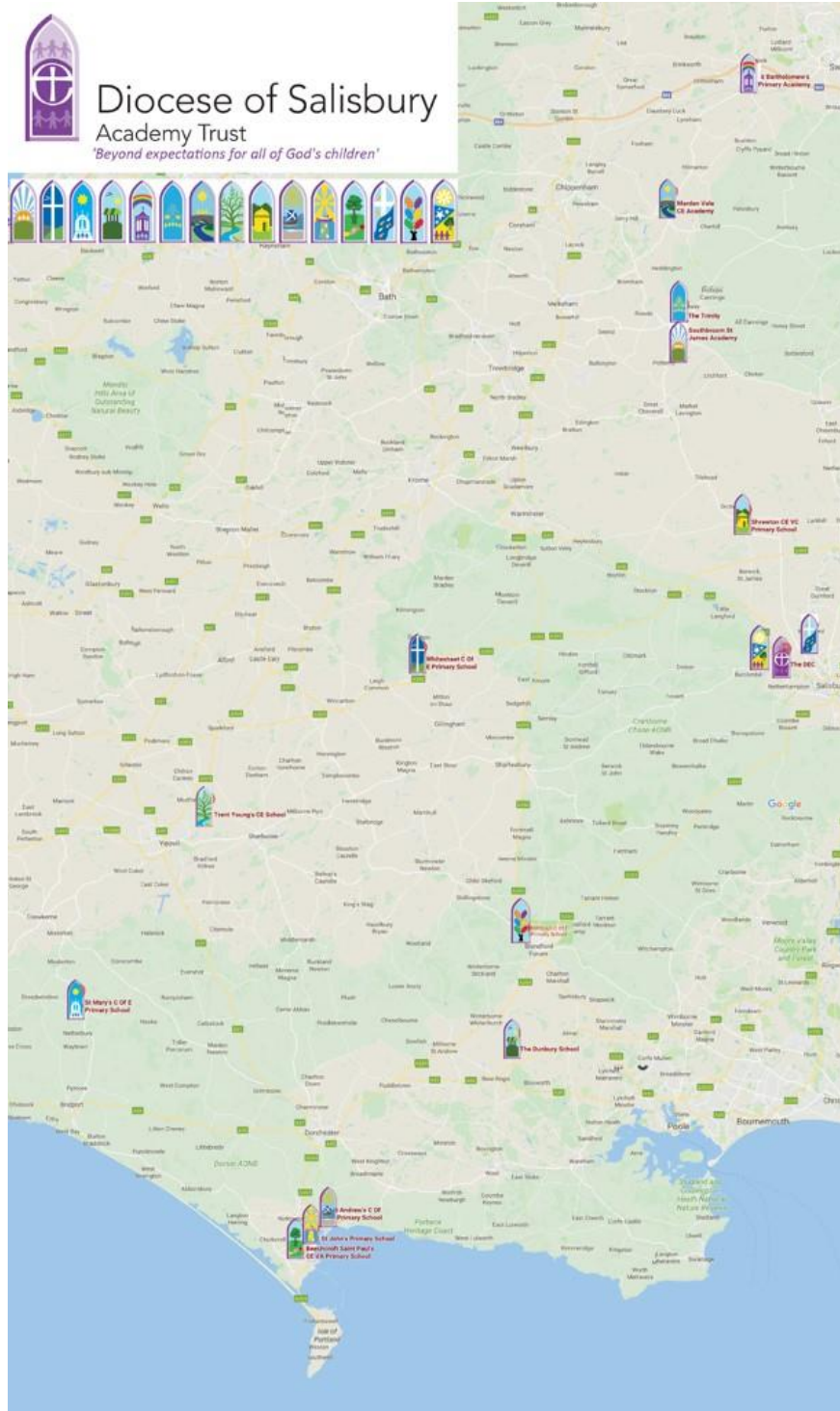
- Individual schools that can thrive in their own context and in line with their own vision and values;
- A home for church schools committed to maintaining their distinctiveness, based upon their Christian values;
- A home for schools without a Christian foundation, who are wanting to work with us in 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
Southbroom St James Academy, Devizes
www.southbroomstjames.dsat.org.uk
St Bartholomew's Academy, Royal Wootton Bassett
www.st-bartholomews.dsat.org.uk
Marden Vale CE Academy, Calne
www.mardenvale.dsat.org.uk

DSAT Spire Hub

St Peter's CE Primary Academy, Salisbury
www.stpeters.dsat.org.uk
Wilton CE Primary School
www.wilton.dsat.org.uk
Shrewton CE Primary School
www.shrewton.dsat.org.uk

DSAT Emmaus Hub

Dunbury CE Academy
www.dunbury.dsat.org.uk
Milldown CE Academy, Blandford
www.milldown.dsat.org.uk
Whitesheet CE Primary Academy, Zeals
www.whitesheet.dsat.org.uk
Trent Young's CE Primary School, Trent
www.trentyoungs.dsat.org.uk
Beaminster St Mary's Academy
www.beaminsterstmarys.dsat.org.uk

DSAT Weymouth Bay Hub

St Andrew's CE Primary School
www.standrews.dsat.org.uk
St John's CE Primary School
www.stjohns.dsat.org.uk
Beechcroft St Paul's CE Primary School
www.beechcroft.dsat.org.uk

Job Advert

Job Title	1:1 Teaching Assistant
Academy Name	Beaminster St Mary's Academy
Location	Beaminster
Hours	25 hours
Contract Type	Fixed term
Salary	Grade 5 - £17,391 pro rata
Pension	Local Government Pension Scheme
Child Care Vouchers	Available upon request
Contact	Mrs Natasha Cox /Mrs Sharon Vaughan
Closing Date	11 th November 2018
Interview Date/s	14 th November 2018
Start Date	As soon as possible

We are seeking to appoint a flexible and enthusiastic 1:1 Teaching Assistant for 25 hours per week to work alongside our team of dedicated teachers and support staff. The position will involve working under the direction of the teachers and SENCo to support a pupil with complex needs.

Previous experience of working with pupils with SEND would be an advantage. Good literacy and numeracy skills and a genuine interest in young people and their learning are essential.

Applicants should be sympathetic with the aims and ethos of a Church of England School.

If you believe you have the skills and attributes for the post, as set out in the person specification and job description, please contact the school's office for an application package and submit your application before the closing date.

If you would like further details, please telephone Sharon or Tash on 01308 862201 or email our office on office@beaminsterstmarys.dsat.org.uk

Our school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. The successful candidate will be required to have a Disclosure and Barring Service (DBS) check in line with the Government Safer Recruitment Guidelines. We look forward to meeting you.

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. We encourage visits to our academies and conversations with our Headteachers and these can be arranged between yourself and the school.



When you have enough information to make your decision to apply, please complete all sections of the application form.

All applicants will be notified of the shortlisting decisions by email. References for shortlisted candidates will be requested before interviews. Interviews are planned for 14th November 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 equal opportunities in employment and expects all staff and volunteers to share this commitment.

Job Description

Job Title: 1:1 Teaching Assistant	Grade: 5
Reports To: Headteacher	Salary Range: £17,391 pro rata
<p>Main Job Purpose:</p> <p>Responsible for working across a discrete range of pupil need (eg signing for deaf children/supporting children with visual impairment) and for the most part delivered on a one-to-one basis.</p> <p>To assist the Headteacher/SENCO to promote individual pupils' academic, social and emotional development through the development and implementation of programmes of pupil work and support and in the provision of a stable, caring and supportive learning environment; to enable the pupil(s) to achieve their full learning potential and facilitate their personal, academic, social and moral development.</p> <p>There is a Special Needs input in the support to pupils in activities. Support is largely on a one to one basis to pupils with disability, learning difficulties or behavioural problems. This may include pupils with a high learning ability ('gifted/talented').</p>	
<p>Line Management Responsibilities:</p>	
<p>Main Duties:</p> <ol style="list-style-type: none"> 1. To support the teaching and learning processes. 2. To assist the SENCO in the assessment of pupil need and capability, and developing, implementing and managing predominantly individual pupil learning strategies aimed at the <ol style="list-style-type: none"> a. management of pupil learning and behaviour b. establishing and maintaining of relationships with the individual statemented/specified pupils in support of the pupil's learning activities c. continuous review and development of the postholder's professional practice/skills and competences d. inclusivity of pupils with identified SEN needs 3. Under the guidance of direction of the teacher/SENCO/PTA: 4. Develop, maintain and apply knowledge and understanding of identified pupils' specific learning needs. To ensure that support is given commensurate with the specified need of the pupil. 5. Teaching support is delivered individually (and in groups) and continuously through a range of tasks, mainly: 6. Supporting and directing literacy and numeracy tasks, clarifying and explaining instructions 7. Focus support in areas needing improvement both academic and social/emotional. 8. To support the use of ICT in the classroom and work with and support pupils to ensure they are able to use ICT and other specialist equipment to enhance their learning. 	

9. Motivate and encourage pupils to concentrate on and fulfil the tasks set.
10. Undertake learning activities with pupils of varying abilities to ensure differentiation and access to the curriculum.
11. Seek to ensure the promotion and reinforcement of pupils' self-esteem, appropriate levels of effort and behaviour and to guide pupils to become independent learners.
12. Contribute to the assessment of pupils' learning, in particular with regard to Literacy, Numeracy, Science and ICT skills.
13. Contribute to the implementation of the National and/or Foundation Curriculum and specific individual pupil targets and/or group targets.
14. To promote pupils academic, social and emotional development and assist teaching staff in the development of learning strategies, with the provision of teaching and learning resources and in the preparation and maintenance of a safe, secure and suitable learning environment.

Typically the job will include all, or most of the following elements:

1. To assist in the development, monitoring and evaluation of programmes of work
2. To upkeep data files, catalogue resources, maintain inventories, photocopy, record TV programmes and use I.T. systems for administration and educational purposes.
3. To contribute to and assist in the development and monitoring of systems for review and recording of pupils' progress, both academic and social.
4. To assist in the preparation, organisation and maintenance of the pupil's work and their equipment, including assistance with and creation of material display, make basic visual aids, art and craft materials, mount and display pupils' work.
5. To assist in the preparation for educational visits, and where appropriate accompany/supervise student(s) undertaking off-site activities.
6. To attend and contribute to school staff meetings and in-service training within contracted hours or outside normal hours by agreement, and in particular to contribute to the assessment and progress identification of individual pupils supported by the TA.
7. To contribute to the process of school self-review.
8. To liaise with parents and other professional agencies in support of the identified pupil's needs.
9. To provide care and supervision of identified pupils within the classroom, within the school and outside of the school.
10. To supervise identified pupil(s) using cloakrooms, showers and toilet facilities. Supervise the pupils in playgrounds and when entering and leaving using school transport.
11. To escort pupils to school or parental transport, home or to hospital as necessary and/or support in the integration/re-integration of the pupil.

12. To develop an understanding of and provide for pupils' specific personal needs to ensure a safe learning environment. This may include providing some direct personal care, support and assistance to the pupil in respect of toileting, eating, mobility and dispensing medication.
13. To assume sole supervision of the identified pupil(s). This may include whole classes for short periods in the absence of the teacher.
14. *(Additionally, under the overall direction of teaching staff the job may include some or all of the following duties, depending on the needs of pupils:)*
15. Where a current First Aid qualification is held, in the absence of other medical facilities:
16. Maintain First Aid equipment and materials, and dispense medicines in accordance with school policy and Health and Safety guidelines.
17. Undertake First Aid
18. Under the direction of Health Service professionals, undertake activities in support of occupational, physio and speech therapy.
19. Under the direction of teaching staff and, where appropriate, to assist in the development of Individual Education Plans for pupils with special educational needs and contribute to IEPs.
20. To undertake a key worker role when required.
21. To work with pupil groups, using a range of strategies to gain acceptance and inclusion of pupils with special educational needs.
22. Monitor and support pupils/students/volunteers placed within the school on work experience programmes.
23. To assist in the supervision of Standard Assessment Tasks and tests / assessments as directed
24. To assist in the preparation and maintaining the learning environment
25. To contribute to the assessment by the teacher of pupil performance in maintaining records of pupil performance and achievement, noting areas of weakness and need for development and drawing to the teacher's attention areas requiring further review.
26. To observe and comment upon pupil performance, conduct, behaviour and interaction with peer group and parents.
27. To contribute to the planning and evaluation by the teacher of individual (and group) pupil's learning activities.
28. To contribute to the induction and support the development of individual Teaching Assistants (TAs) professional practice, and specifically the sharing of relevant parts of the specified competences /skills held by the postholder.

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.

Job description prepared by:	Teri Goodinson
Designation:	Headteacher
Date:	April 17

Person Specification

ESSENTIAL	DESIRABLE
Experience of working with children with Special Educational Needs	Experience of working on a 1:1 basis with children who have complex needs.
Commitment to learning, in the best interests of children (continuing professional development)	NVQ level 3 or equivalent
Knowledge of the EYFS & Primary Curriculum	Experience of working in a primary school
Good oral and written communication. Educational standard equivalent to GCSE Grade C in English & Maths	Further qualifications.
Energetic, flexible and have a sense of humour	Able to deliver learning through other means (eg: role play, sport, art)
Co-operation, flexibility and communication within a team	Able to use initiative within a team
Ability to prepare, organise & maintain classroom routines	
Ability to contribute to planning and differentiation	Experience of adapting tasks as appropriate
Knowledge of learning disabilities.	Understanding of a range of learning disabilities. Ability to sign, use PECs, social stories etc
Ability to be firm and consistent	Relevant courses attended or experience of management of behaviour
Experience of enabling children to meet targets using small steps	Experience of using and contributing to EHCP reviews
Good organisational skills	Ability to work on own initiative
Ability to communicate effectively with the Class Teacher, SENCo, other members of staff and parents	Ability to communicate effectively with outside agencies
Ability to follow policies and procedures	
Can evaluate and feedback progress	Willingness to contribute to the development My Plans and Annual Reviews with parents
ICT competent	Experience of using specialised software to support learning
Commitment to become a qualified first aider.	First Aid qualification. Interest in organising lunchtime activities.
Commitment to and supportive of the Christian ethos of our Church School	

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

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/>