

Information about the Trust and the Schools

About Somerset Road Education Trust (SRET)

Somerset Road Education Trust is a unique family of schools comprised of three schools on one site. These schools are:

- Wyndham Park Infants' School, a three-form entry community infant school, meeting the needs of children between the ages of 4-7 years.
- St Mark' CofE Junior School, a three-form entry Church of England Controlled Junior School, meeting the needs of children between the ages of 7-11 years.
- Exeter House Special School, a 4-19 community special school of 152 students, meeting the needs of students with severe, complex and profound and multiple learning difficulties including Autistic Spectrum Disorder.

The development of resource bases within the Trust at St Mark's Junior School and Wyndham Park Infants' School has been a long-held aim for the Trust as part of its inclusive aims, increasing the cross-pollination between the schools and the desire to impact positively on the development of education in Salisbury and South Wiltshire. We have successfully set up two Resource Bases in the last year one at Wyndham Park Infants' and one at St Mark's Junior School and the Local authority has asked that we expand the base at Wyndham Park by a further class, building on the great work that has taken pace over the last year. This role is therefore not only quite unique within the Trust but in the way that resource bases are traditionally run. By working within a school but as part of Exeter House School and the larger organisation you will have more ready access to specialist expertise you will need to be responsive to the needs of the students you teach whilst being involved in the work at the specific school and Exeter House.

The last few years for schools and Trusts have been very different from the ones we were expecting. The education environment is currently an uncertain one from a political and financial stance and this has been made even more precarious with the uncertainty surrounding the pandemic and its impact on schools moving forward. However, what is always going to be important and must remain central to everything we do, regardless of the climate we find ourselves in, is the development and realisation of a consistently high-quality education which values all students no matter their needs and differences, within an environment and through a curriculum which provides the fullest opportunities and challenges possible and as a result of a belief system which believes extraordinary things are possible for everyone. This is central to what it means to be part of the Trust and the role you would undertake as a teacher within a resource base here. As we move forward together we are always looking at ways we can work differently and the opportunity to develop professionally, work with extraordinary young people and motivated staff to achieve something really exciting.

Where are we now?

Over the last 30 months both the Trust as an organisation and the schools within the Trust have matured, developed and improved - building capacity and increased dynamism from which to act and address the challenges that we have faced and will face moving forward. In order to do this, decisions have been made and will continue to be made that hold the needs of our students and the development of our staff central to the improvement of the organisation. Over the last year this approach has enabled us to make decisions

and support pupils, families and staff in a way that is both sustainable and will enable us to transition from this period of uncertainty into more familiar schooling model over the course of this year. In setting the direction and goals for the next three years we will build on what has worked, learn from what we have done both successfully and not so successfully and improve what we have yet to get right.

Critical to our evolution in the last few years has been a clear and direct focus on improving standards and outcomes for all pupils which has been about a belief in possibility through an overt focus on improving and developing curriculum and teaching and learning. However, this has not been done in isolation and what we have always been proud of is the breadth of curriculum opportunity and the important role they play within the communities they serve. What has been interesting over the last year, despite its challenges, has been the clear realisation and significant recognition nationally of the role that schools play beyond the academic - as an enabler of community cohesion and collaboration, inclusion and support and innovation and problem solving. It is therefore from a place that acknowledges the breadth of what we need to be that we must position ourselves. Our role moving forward must be to continue to recognise the importance of achievement, opportunity and access and be relentless and innovative in the aspiration we have for all within the organisation as we support us all to provide a unique and extraordinary contribution to society.

Wyndham Park Infants' School

Wyndham Park is a successful, established, three form infant school, educating children aged four to seven years of age, in a fantastic setting in the city of Salisbury. It became an academy in January 2015, as part of the Somerset Road Education Trust. The successful applicant will be employed by the Trust – joining a staff of over two hundred. The opportunities for widening experience and accessing in-house CPD are significant. We can also offer a good programme of support for teachers moving from mainstream settings.

Wyndham Park currently has capacity for 270 children across nine mainstream classes, as well as a newly opened Resource Base class that has ten spaces for children with Social and Communication needs; they have Education and Health Care Plans and have been allocated specialist provision by the local authority. Due to the success of our current provision, we are keen to expand and support more children with higher level SEN needs and will be expanding our places to support 18 children from September 2022 onwards.

The school enjoys a positive relationship with the LA and the community. We have a relatively small team of just over forty staff, with many years of experience in early education, supporting children across all learning abilities, and a secure understanding of child development and a shared ambition to assist every child to reach their full potential, whatever their starting points or their personal circumstances. Each and every one of us, shares our school vision, *'To develop deep learning through everyone's unique talents; giving each child a rainbow of experiences to take them through life.'* The school was originally built in 1990 for 240 children and now offers places to 270 children locally, plus 18 spaces to higher needs children from a much wider geographical area, reaching as far as Tidworth and Ludgershall at the present time.

Our school is well-equipped with fantastic facilities, including a forest school and sensory area, as well as different play zones, and access to the shared grounds of the neighbouring junior school. We have a purpose built, award-winning library to support and promote reading, as well as spaces for the creative arts around our school site. We are driven by a desire to ensure every child is supported to develop early reading, writing, and maths skills. as these are the fundamental learning skills that will help them through the rest of their lives, whilst recognising that every child will have a passion and interest in some area; our job is to help them to find it! As a school we strongly believe that learning must be exciting, varied, and active to ensure all of us

are motivated to be at school and enjoy asking questions, feel able to take risks, and always seek to know more.

We are an experienced, committed staff who are willing and able to support those that genuinely want to make a difference to children's lives, will work hard under pressure, and will fit our happy, professional family team; contributing to us maintaining our 'Outstanding' grading for the next inspection. To be the successful applicant you will need to be an excellent classroom practitioner who is able to plan for and meet the needs of a very diverse group of children, with bespoke needs that must be well met, embodying a passion for inclusion, and a child-centred approach. A great sense of humour, flexibility, and an openness to supporting change and progress in an educational setting are vital. Whilst each day may at times be challenging, we can guarantee that it will be rewarding at every turn when you see and feel the difference you can make to each child and each family through your passion and commitment to high quality inclusive education, as well as advancing your own professional development and career.

At Wyndham Park we are determined to provide all of our children with a creative, engaging and broad curriculum experience that supports them in developing and embedding a love of learning and a thirst for knowledge, overcoming any barriers to learning, securing their basic skills in the core curriculum areas, and building positive personal qualities, upon firm learning foundations that will enable them to be excited, resilient, and confident learners in their next school. The continued development of the resource base to two classes is the next stage of that.

For more information about the school visit our website at www.wyndhampark.wilts.sch.uk

Exeter House Special School

Exeter House is a popular, successful and vibrant 4-19 Special School in the beautiful cathedral city of Salisbury. It became an academy in January 2015, as part of the Somerset Road Education Trust.

Exeter House School caters for the needs of approximately 160 all-age children and young people who have Severe or Profound and Multiple Learning Difficulties. A number of our students have Autism as their primary, but not their only, impairment. The children are educated in 16 mixed ability classes including currently 4 for young people with AS and 3 for those students with the most complex needs. In addition, we have a separate provision which provides a vocational and life skills-based curriculum to students aged 14 to 19 years.

The school enjoys a positive relationship with the LA and the community. Over 100 staff may be on site on any day, including therapists employed by the school, NHS or the LA. The school was originally built for 55 children only 20 years ago but has expanded rapidly to a school which is now three times the size with a wonderful and spacious learning environment for our young people which includes a hydrotherapy pool, Jacuzzi, sensory room, soft play, library, vocational kitchen and Forest School.

Joining this very committed, supportive and experienced team you will be expected to work extremely hard and play your part in taking the school from 'Good' to 'Outstanding' by the next inspection. To be the successful applicant you will need to be an excellent classroom practitioner who is able to plan for and meet the needs of a very diverse student population. Whilst this will be challenging the rewards are enormous in terms of your ability to make a difference to the lives of some of the most delightful young people in the county of Wiltshire and in advancing your own professional development and career.

The school is currently divided into three departments, Lower School, Middle School and Upper School but with the development of the resource bases we will establish a new department which spans across all three schools. Within each department in the main school there are a number of classes which are generally fairly small and range between 6-12 depending upon their age and need and would be supported by 3 or 4 teaching assistants. Within the department structure we also have four specialist classes for students with complex autism and three classes for children with PMLD or complex needs.

At Exeter House we are determined to provide all students with a full and broad learning experience that supports them in overcoming their barriers to learning, develop their skills and knowledge and prepares them for a rich and fulfilled life beyond school. The development of the resource base model is the next stage of that.

The curriculum we have designed enables us to develop increasingly independent and successful young people who can transition into adulthood as effectively as possible.

For more information about the school visit our website at www.exeterhouseschool.co.uk

So what are we looking for.....?

A superhero would be good.....but on a more practical note

- A teacher with proven and successful experience of teaching children of any age (if you are an ECT this would be in the form of successful teaching practices).
- A teacher who has a growth mind-set and understands how to engage students in learning and is able to adapt and create curricular experiences based on the students' own interests.
- Understanding of the importance of Positive Behaviour Support including de-escalation techniques – although the approach and details of which we can teach you.
- Someone who works well as part of a team, who is energetic, fit and committed with a positive mind set.
- Someone who is resilient and remains calm when under pressure.
- Someone who is passionate about meeting the individual needs of all students irrespective of their disability.

Safeguarding Children

Somerset Road Education Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. All applicants will be subject to a full Disclosure and Barring Service check before appointment is confirmed.

Full details of previous employment will be expected to be given and the school will usually ask for a written reference from the last two employers. These will usually be validated by telephone. Gaps in employment will require explanation.