

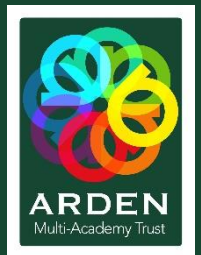


Arden Academy

Part of Arden Multi Academy Trust



Deputy Headteacher Applicant Information Pack



ARDEN
Multi-Academy Trust



Ofsted
Good
Provider



Deputy Headteacher Student Development, Care and Standards

Full Time, Permanent

1st September 2023

Hello

We are looking to appoint a passionate, dedicated and inspiring leader who has the determination and moral conviction to demand the very highest of standards and expectations from all students and staff. This individual will also be responsible for the maintenance and development for the strong systems of care and support that are at the heart of the Arden Family.

If appointed, you will be joining a strong and dedicated senior team, working with talented teachers and support staff, who are fully committed to delivering the best outcomes for our students. We aim to both challenge and support our students to push the boundaries of their achievements, to contribute to the wider life of the school and its community and to be role models in all that they do.

Arden's unique atmosphere makes this an exceptionally rewarding school to attend and work at. Our family ethos is central to our identity, where staff, students and parents work together in the best interests of each and every one of our children. We need a professional who will continue to enhance and develop this culture - driving aspirations and raising expectations within a strong environment of genuine care and support.

If you share our vision and believe that you can rise to the challenge of leading sustained improvement and excellence in a school, where high expectations underpin all that we do, we would be delighted to receive your application.

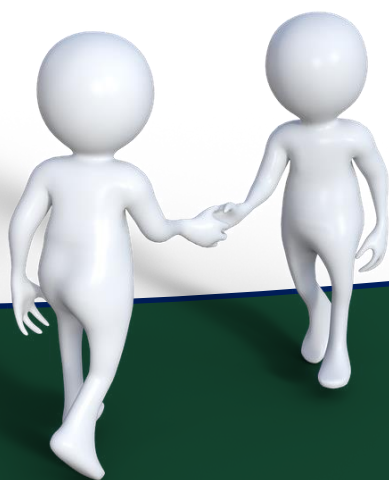
We hope that you find the following information helpful and would appreciate you submitting your application electronically to:

Janet McCrone, PA to Associate Headteacher

jmccrone@arden.solihull.sch.uk

Closing Date: Monday 17th April 2023

Letters of application should be addressed to Mr Warwood, Associate Headteacher.



Our School

We are an exciting and ambitious school that strives daily to ensure opportunities for all of our students and staff. We pride ourselves on our "Arden Family", a supportive and caring culture that ensures an environment exists where students can be pushed and challenged to achieve their potential and where our highly skilled staff can deliver the highest levels of inspiring and engaging learning.

Through our broad curriculum and our extensive array of co-curricular opportunities, we provide opportunity for all students to find their passion and to achieve their potential in their chosen pathways. The Co-curricular opportunities offer add depth and variety to our students learning, ensuring that school fulfils a far greater role than just the delivery of a curriculum.

Arden is an ambitious and aspirational school. Our students value education and recognise the crucial role it plays in ensuring that they are prepared to enter the worlds of further education and work as skilled and resilient members of the community. We are very proud of the exam results that our students achieve and the fact that they leave us well equipped for the next stages in their lives at the age of 16 or, for a majority, 18.

Our Arden Values of Determination, Excellence, Courage, Friendship, Inspiration, Equality and Respect run through all that we do and provide the framework in which our students are able to grow and develop into well rounded young adults.



Our Senior Leadership Team



Mr M Murphy

Chief Executive Officer of Arden Multi Academy Trust

Mr D K Burgess

Executive Headteacher of Arden Multi Academy Trust

Mr D Warwood

Associate Headteacher of Arden Academy

Miss L Page

Deputy Headteacher: Curriculum and Assessment

Vacancy

Deputy Headteacher: Student Development, Care and Standards

Mrs E Collett

Assistant Headteacher: Teaching & Learning

Mr J Gunn

Assistant Headteacher: Coaching and Learning development; Vocational Learning Lead

Mr P Simpson

Assistant Headteacher: Student Development, Aspiration and Enrichment

Mr D White

Assistant Headteacher: Post 16 Progress and School-Wide Quality Assurance



Arden Multi Academy Trust

As Arden Multi Academy Trust (AMAT) we truly value the success of every child and we place the sharing of excellent education practice at the core of this value. We are committed to improving the quality of education and life in Solihull and its immediate surroundings.

Our academies have common values and core operational systems, which are applied locally, adapted to individual context and needs. By this simple expedient each academy retains its own local governing body, identity and individuality. The young adults who leave our care are prepared for the next stage of their education and are ready and confident to move forward in life.

The Trust started with our belief in high quality and dynamic education for everyone, right in the heart of our community. Formed in April 2015 it has a clear vision to generate self-belief, self-worth, esteem and confidence in young people who can then display ambition and aspiration in achieving high educational outcomes.

The Trust started life when Arden, an outstandingly successful and innovative school was asked to support Park Hall Academy in the north of Solihull in 2009. This was a 'light touch' relationship and, following the academy moving into special measures in November 2013, Arden took over the governance, leadership and management of Park Hall. This new relationship saw the creation of Arden Multi-Academy Trust (AMAT). Joint working in a spirit of enthusiastic partnership has seen Park Hall develop into an Academy which is now an oversubscribed secondary school. In January 2018 Lode Heath School, a popular secondary school in Solihull, also became part of the Trust, followed quickly by Henley in Arden School in 2019.

In 2022 the Trust consists of four secondary schools providing education to approximately 5000 students with further plans to expand.

Arden Academy leads the increasingly popular Arden Teaching Alliance which currently consists of five Primary and five Secondary partner schools. This ensures that we help recruit, retain and develop our workforce across both teaching and support staff.

As a Trust we are committed to maintaining our core principles and focus as we grow; working with schools where we believe we can help and who, in turn, can enrich and provide real benefit for the existing Arden Multi Academy Trust family.

The Trust operates from its hub in Knowle, South Solihull.

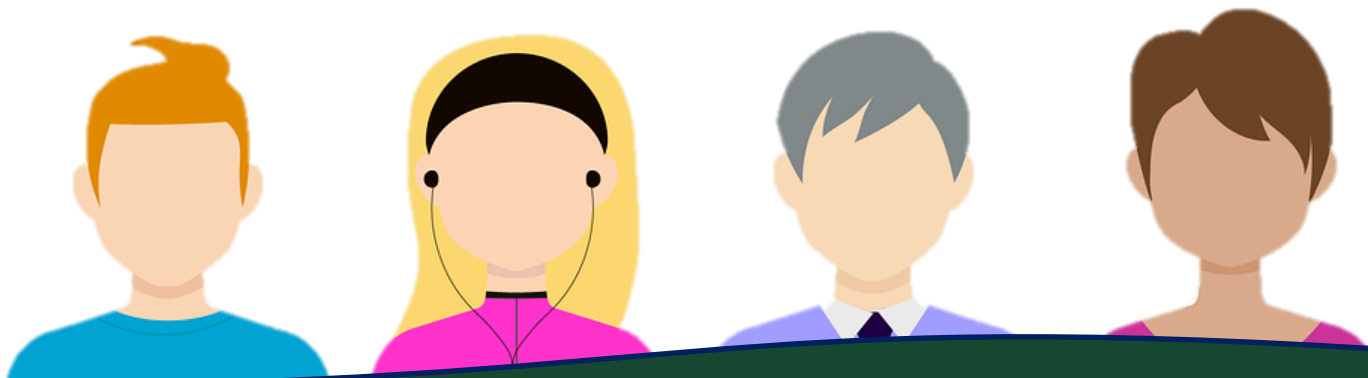


Looking After Our Staff

We feel it is vital that every member of staff feels valued and supported throughout the school year, from their first day in September right through to the last day of the summer term. We want our staff to feel enabled and motivated to provide high-quality teaching every day for our students. We want our staff to feel assured that they will be supported in times of difficulty, especially from school leaders and governors.

We have 6 core principles, that drive our assessment of decisions relating to the wellbeing of our staff:

- a culture of positivity that all stakeholders contribute to equally
- an environment to energise all members of staff
- leaders who aim to be highly effective, proactive and non-judgemental
- excellent working relationships
- career satisfaction
- healthy lifestyle



What Do We Already Do For Our Staff?

- Our staff have more than 10% PPA time which is greater than other local schools.
- Our staff do not have to do duties before or after school.
- Our staff have protected planning, preparation and assessment time (PPA), as they are not expected to cover for absent colleagues; we have employed cover supervisors to support us with this.
- Our staff are not expected to respond to emails on Saturdays and Sundays.
- As a school team, we try to give as much notice as possible to any changes to the timetable and the school diary.
- As a senior team and governors, we consider the number of late nights at school for parent meetings, school plays and governor meetings and when they fall. We react on the feedback from staff if they feel we have not achieved the right balance.
- Our staff speak positively to each other. If there is to be any criticism, it is valid, polite, and non-judgemental.
- Our staff typically arrange Christmas and Summer celebrations.
- As a senior team, we have strived to make reporting made simpler and regularly review arrangements.
- After putting student data into SIMS, it is placed into SISRA for easy analysis.
- Our staff have access to yearly flu jabs, to support their health during the winter months.
- Our senior team pride themselves on being “visible” throughout the day. They support their team.
- Our staff have organised a range of staff sports, which many participate in.
- As a senior team and governors, we have disaggregated inset days, which maximises our time for school priorities throughout the year.

Our Curriculum Principles

Our aim is to encourage students to achieve the highest standards of which they are capable. We make every effort to ensure that work is stimulating, enjoyable and matched to their individual needs, so that all students fully engage in the learning process.

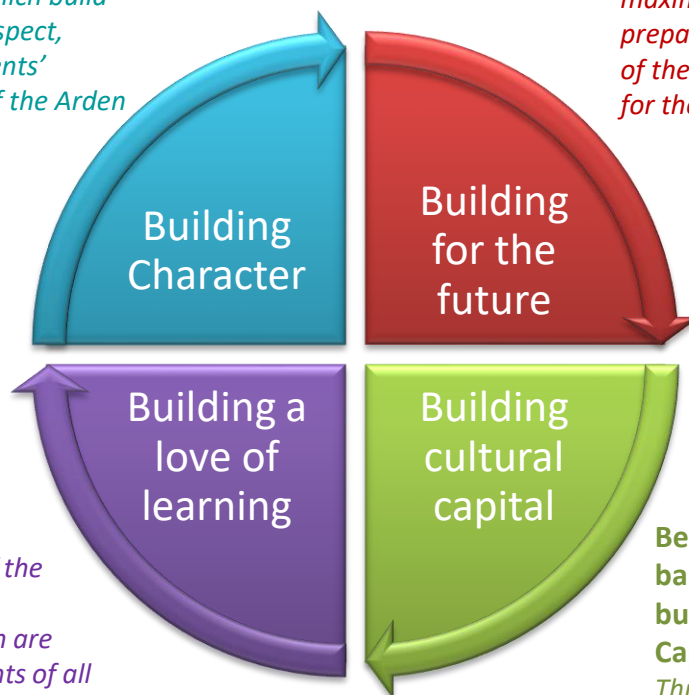
We have designed our curriculum to embrace the following five curriculum principles to ensure that students:

Have an enriched “Arden” experience

Through the delivery of subject linked enrichment, and wider co-curricular opportunities, which build resilience and respect, developing students’ understanding of the Arden Values.

Be prepared for their future

Through developing employability and life skills, via a vibrant ‘Futures’ programme, that allows students to maximise their potential, and prepare them for the next stage of their education, career and for their future life.



Maintain and build a “Love for Learning”

Through the delivery of the very best planned and delivered lessons, which are designed to help students of all abilities, make the journey primary school into early adulthood.

Become a broad and balanced citizen by building ‘Cultural Capital’

Through the delivery of a broad and balanced curriculum, equipping students to become a broad and balanced citizen, who contributes to society in a positive way.

Our Curriculum

The curriculum at Arden aims to provide all students with a rich and broad curriculum that engages them and prepares them for their life and employment.

At Arden, we pride ourselves on the breadth and choice in our curriculum. Our curriculum provides a variety and range of subjects that will enable all of our children to find their passion and enjoy their learning. We are also proud to offer a range of vocational and GCSE qualifications at Key Stage 4 and encourage students to include variety in their choices to give them a range of assessment and learning styles that will better equip them for the world beyond education.

Arden Academy 2022-23

Subjects	Key Stage 3			Key Stage 4		Key Stage 5	
	7	8	9	10	11	12	13
Art	√	√	√	Optional	Optional	Optional	Optional
Business Studies	-	-	-	Optional	Optional	Optional	Optional
Computing	√	√	√	Optional	Optional	Optional	Optional
Creative IT	-	-	-	Optional	Optional	-	-
Design & Technology	√	√	√	Optional	Optional	Optional	Optional
Drama	√	√	√	Optional	Optional	Optional	Optional
Economics	-	-	-	-	-	Optional	Optional
Engineering	-	-	-	Optional	Optional	-	-
English	√	√	√	√	√	Optional	Optional
Enterprise	-	-	-	Optional	Optional	-	-
Food & Nutrition	-	-	-	Optional	Optional	-	-
Geography	√	√	√	Optional	Optional	Optional	Optional
Hair & Beauty	-	-	-	Optional	Optional	-	-
Health & Social Care	-	-	-	Optional	Optional	-	-
History	√	√	√	Optional	Optional	Optional	Optional
Hospitality & Catering	-	-	-	Optional	Optional	-	-
Law	-	-	-	-	-	Optional	Optional
Maths	√	√	√	√	√	Optional	Optional
Media	-	-	-	Optional	Optional	Optional	Optional
MFL – French, German, Spanish	√	√	√	Optional	Optional	Optional	Optional
Music	√	√	√	Optional	Optional	Optional	Optional
Music Technology	-	-	-	Optional	Optional	-	-
PE	√	√	√	Optional	Optional	Optional	Optional
Photography	-	-	-	-	-	Optional	Optional
Politics	-	-	-	-	-	Optional	Optional
PSHE	√	√	√	√	√	√	√
RE	√	√	√	Optional	Optional	Optional	Optional
Science	√	√	√	√	√	Optional	Optional
Sports Diploma	-	-	-	Optional	Optional	-	-
Travel & Tourism	-	-	-	Optional	Optional	-	-

Our Curriculum Outcomes KS4

Our students achieved very well in 2022, achieving progress that is “significantly above average”

Here is a summary of our 2022 curriculum outcomes from the Department for Education.

Progress 8

School

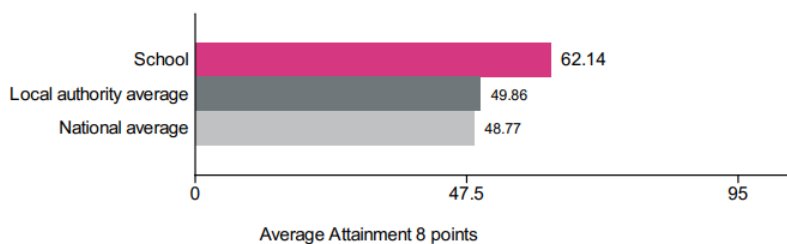
Pupils in Progress 8 cohort = 285

Pupils with adjusted scores = 2

Progress score 0.77

Attainment 8

Number of pupils = 294



Our Curriculum Outcomes KS5

Measure	Value
Students included in L3 Overall Cohort	155
L3 Overall Average Points per Entry	42.58
L3 Overall Average Grade	B+
L3 Overall Total Entries	484.40
L3 Overall Average Points per Pupil	133.08
Students included in L3 Overall Value Added	155
L3 Overall VA	0.27
L3 Overall VA Upper Confidence Limit	0.37
L3 Overall VA Lower Confidence Limit	0.18

Job Description

Principal Responsibilities

The post-holder will lead on the strategic delivery of all matters relating to the progress, inclusion, safety and behaviour of students, working with the Governors, Associate Headteacher, Deputy Headteacher for Teaching, Learning and Curriculum Development and other staff as required, to achieve the highest possible levels of progress, inclusion, safety and behaviour by the student body.

Core Purpose	Daily Activity/ Weekly/Fortnightly Activity	Each Assessment Cycle/ Fixed Dates on Calendar	Impact of Role
<p>Improve student outcomes through the</p> <p>Effective line management of the Pastoral team to improve behaviour for learning and attendance</p>	<ul style="list-style-type: none"> Weekly/ Fortnightly meeting with Pastoral team to review and plan interventions and actions <ul style="list-style-type: none"> Behaviour outcomes by pupil and year group (including BFL and detention statistics) Pupils on reports and actions Suspension data by day and number Rewards and monitoring of achievement points Conclusions and actions are drawn up and reviewed Drive the highly effective quality assurance of the Pastoral team to ensure high expectations are being driven across all Year groups Ensure the development of a highly effective Pastoral curriculum and ensure the effective implementation of the Pastoral curriculum through delivery and quality assurance of assemblies and form time activities alongside HoYs and Head of Key Stage (HoKS) Ensure behaviour patterns are discussed with HoDs and identify strategies to improve behaviour for learning and ensure that strategies are tracked and evaluated. 	<ul style="list-style-type: none"> Half-termly review of Pastoral team to look at key metrics and action areas of concern – providing challenge and direction to ensure highest of expectations and standards are maintained Ensure the impact of Alternative Curriculum provision with HoY or key member of staff, ensuring that the provision is appropriate and students are making good progress academically, emotionally and socially Ensure Head of Key Stages are playing an active part in modelling and supporting colleagues 	<ul style="list-style-type: none"> Pastoral effectiveness is improved as evidenced through reduced complaints and improved Kirkland Rowell survey Positive PRIDE in learning is evident across the school Optimal learning behaviours are evident across the school Minutes of Pastoral meetings used to record school strengths Reduced numbers of suspensions and isolations
<p>Improve student outcomes through the</p> <p>Leadership of Behaviour Systems</p>	<ul style="list-style-type: none"> Ensure daily learning walk (with HoY / HoD / HoKS) to ensure calm learning behaviours and high levels of engagement are evident across the school and any exceptions are challenged Role model standards and expectations by maintaining daily visibility and relentlessly challenging uniform, behaviour and punctuality Lead monthly meeting with Pastoral leaders to evaluate impact of external agencies such as Malachi and Right Path 	<ul style="list-style-type: none"> Lead Parent forum and consult where necessary to review practice and gather feedback New Staff Behaviour Inset termly and role-model open-door classroom Track use of suspensions by cohort and establish interventions to reduce lost learning time through poor behaviour 	<ul style="list-style-type: none"> Positive engagement in learning is evident across all classrooms Calm and orderly atmosphere at breaks, lunch and during transitions Visitors and Governors see the calm and polite manner in which students interact and move around the site

Job Description

<p>Improve student outcomes through the</p> <p>Effective line management of designated departments</p>	<ul style="list-style-type: none"> • Ensure all aspects of T&L and QA are regularly reviewed and discussed in line management in calendared meeting • Maintain records of Line Management on Middle Leaders tracking document (OBEP), including actions and impact • Scrutinise and challenge HoDs to effectively use OBEP and all strands within it, ensuring that actions are taken to continue driving improvement • Ensure that T&L quality of education is an ongoing discussion with HoD, identifying continually what is working well and how we could further improve. Identification of development to be accompanied with actions that are tracked and followed up on and discussed at SLT • Evaluate progress data in each subject challenging HoD to identify action plans at teacher and department level to continue improved progress – report overview and actions to SLT • Regular drop-ins of lessons in designated departments • Review of behaviour for learning and student engagement (PRIDE), identifying good practice and identifying areas for further improvement – ensuring action follows to have impact on improvement 	<ul style="list-style-type: none"> • Review of assessment data broken down by cohort, identifying areas for improvement with accompanying action plan and points of celebration, that are recognised across the department • Formal Q&A with subject leader to ensure and enforce the highest standards • Development and review of Department Development Plan, ensuring the department is driven forwards throughout the year • Review the curriculum plans for effectiveness and ensure they are translated into learning journey seen in classrooms 	<ul style="list-style-type: none"> • Challenge and support is tangible, visible and has impact • Staff strengths and weaknesses are well understood so that CPD is targeted with support action plans when needed • Curriculum plans are up to date and students can explain their learning journey • Action in place to target identified gaps • Middle Leaders and SLT have a solid and accurate understanding of the strengths and areas for further improvement of the departments • Proactive Line Management meetings encourage QA to be completed by HoD
<p>Improve student outcomes for</p> <p>Disadvantaged students</p>	<ul style="list-style-type: none"> • Fortnightly meeting with Disadvantaged Students Lead to drive ongoing strategy to improve all outcomes for Disadvantaged students. • Ensure comprehensive oversight of Disadvantaged Students spend and ensure the effective deployment of resources • Ensure Disadvantaged students are a high-profile student cohort • Ensure departments review performance trends and areas to improve • Champion students from Disadvantaged backgrounds at every opportunity reminding staff of moral imperative to support these students • Conduct learning walks and student voice to ensure experience of Disadvantaged students is continually monitored 	<ul style="list-style-type: none"> • Plan and conduct school wide Disadvantaged students learning walks • Evaluate progress of disadvantaged students at each data collection point • Ensure half termly staff input on disadvantaged students to maintain focus and high-profile drive • Develop and review Disadvantaged strategy with Associate Headteacher to develop and action 3 year strategy to further improve outcomes for this cohort 	<ul style="list-style-type: none"> • Disadvantaged students progress increases and the in-school gap in progress reduces • Outcomes for Disadvantaged students are excellent • Disadvantaged students report positively on the support available to them • Disadvantaged students' attendance further improves • Disadvantaged students all go on to appropriate destinations at post 16 and post 18

Job Description

<p>Improve student outcomes through the</p> <p>Leadership of Attendance Systems</p>	<ul style="list-style-type: none"> Track school attendance by year group and cohort on daily basis and report to Associate Headteacher in weekly line management Manage EWO and Pastoral team to track concern students and P.A.s Champion, challenge and support role of form tutors in supporting attendance through communication with Red Students (Students at 85-91% attendance) Ensure and promote excellent attendance and its significance ensuring this is rewarded and is mirrored by all staff. 	<ul style="list-style-type: none"> Effectively run Governors' Attendance panel as required Run regular attendance reward celebrations 	<ul style="list-style-type: none"> Attendance in line with previous improvements and consistent for Family of schools
<p>Improve student outcomes through the</p> <p>Effective use of Pastoral Intervention and Safeguarding</p>	<ul style="list-style-type: none"> Meet fortnightly with DSL team to review actions and discuss students of concern Ensure that CPOMS is used effectively to safeguard all students Maintain ongoing oversight of students from a safeguarding perspective and uphold an attitude and focus of it could happen here Ensure regular high profile learning walks to monitor all staff with particular focus on new staff and cover staff. Drive and challenge the use of HoY intervention Progress Reports, to ensure all students requiring support are targeted, using Edulink clubs/groups to supplement. Drive the effective implementation of Pastoral curriculum through monitoring of assemblies and form time activities 	<ul style="list-style-type: none"> Review the appropriate support required for Alternative Provision Single Central Record review with Governors Attend Core Groups and CP conferences at prescribed times Deliver E-safety, Sexual Harassment and wider safeguarding updates Organise delivery of assemblies from external speakers Conduct termly safeguarding refresher training 	<ul style="list-style-type: none"> Evidence exemplified in Kirkland Rowell Survey and Happiness Survey Review impact of interventions in line with summer examination results and develop plans to ensure outcomes improve to become exceptional Staff and students are safe in school
<p>Improve student outcomes through the</p> <p>Quality Assurance and Student Voice</p>	<ul style="list-style-type: none"> Daily check-ins with key students, through daily duty or lesson drop ins. Fortnightly student voice with identified student groups (including disadvantaged, SEN and subject-based), to evaluate the quality of education. Role model student voice for ML and HoY/ HoKS to empower wider use of effective student voice, ensuring that Student Voice is effectively used 	<ul style="list-style-type: none"> Support departmental reviews and AMAT review days through arranging and supporting student voice activities 	<ul style="list-style-type: none"> Initial support from DH Outcomes to model good practice.

Job Description

<p>Improve student outcomes through the</p> <p>High profile monitoring of highly impactful Teaching and Learning</p>	<ul style="list-style-type: none"> • Daily learning walk (and with HoY) to reinforce calm learning behaviours • Ensure high standards and expectations are maintained by role modelling expectations and by maintaining daily visibility in challenging uniform, behaviour and punctuality and supporting and coaching others to do so. • Observations of new staff and ECTs to offer pastoral guidance • Routine learning walks to monitor student engagement and maintain high profile • Monthly meeting with Pastoral leaders to evaluate impact of external agencies such as Malachi and Dare to Dream 	<ul style="list-style-type: none"> • Lead Parent forum to review practice and identify areas to improve • New Staff Behaviour Inset termly and role-model open-door classroom • Track use of suspensions by cohort and establish interventions to reduce 	<ul style="list-style-type: none"> • Calm and orderly atmosphere at breaks, lunch and during transitions • Visitors and inspectors see the calm and polite manner in which students interact and move around the site
-----------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

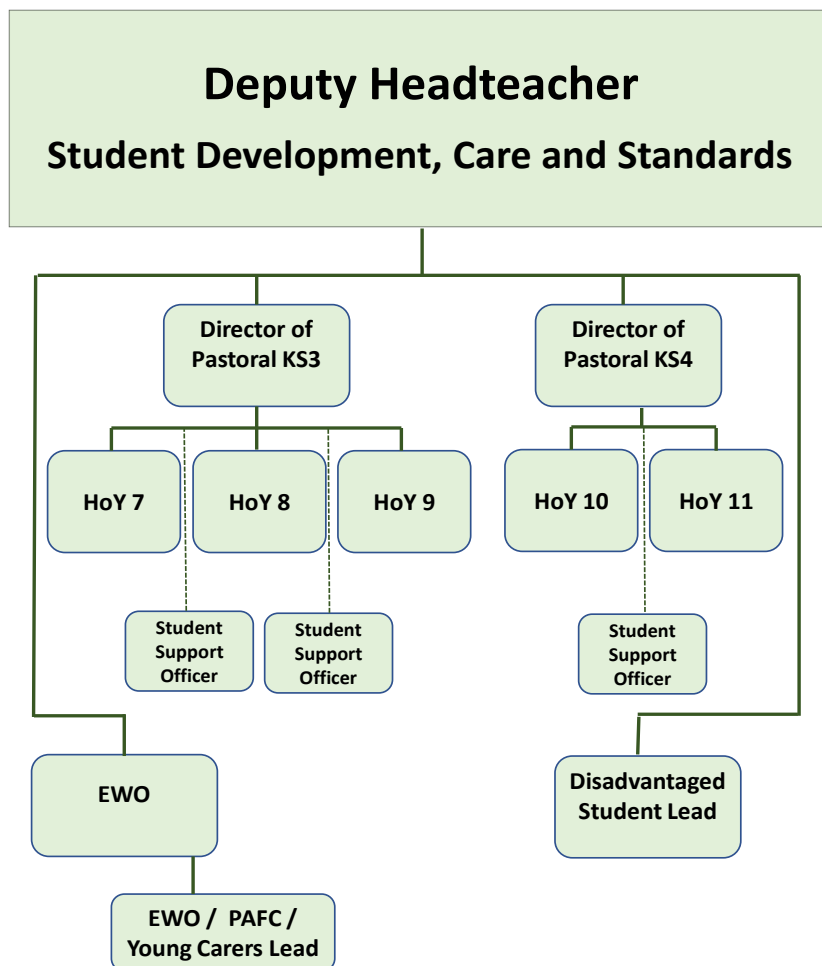
Continuing Professional Development – Personal

1. In conjunction with the Associate Headteacher, take responsibility for personal professional development, keeping up-to-date with research and developments related to academy efficiency, which may lead to improvements in the day-to-day running of the academy.
2. Undertake any necessary professional development as identified in the School Development Plan taking full advantage of any relevant training and development available.
3. Maintain a professional portfolio of evidence to support the Appraisal process - evaluating and improving own practice.

This job description will be reviewed annually and may be subject to amendment or modification at any time after consultation with the post holder. It is not a comprehensive statement of procedures and tasks, but sets out the main expectations of the Academy in relation to the post holder's professional responsibilities and duties.

Elements of this job description and changes to it may be negotiated at the request of either the Associate Headteacher or the incumbent of the post.

Arden Pastoral Structure Chart



Person Specification

	Essential	Desirable	Methods of Assessment
Qualifications	<ul style="list-style-type: none"> • QTS status • Qualified to Degree Level in a relevant subject • Willingness to undertake further training 	<ul style="list-style-type: none"> • At least 2.1 level degree in a relevant subject • Strong A-Level grades in a relevant subject(s) • National professional qualification • Evidence of continuous INSET and commitment to personal development 	<ul style="list-style-type: none"> • Application • Qualifications
Experience	<ul style="list-style-type: none"> • Proven record of delivering good quality learning in subject area • Experience of leading and managing other team members/members of staff • Experience of senior leadership at Assistant Head or Deputy Head level (Or schools equivalent) • Successful experience as a leader of a pastoral area in a school • Experience of delivering measurable impact of school development or improvement • Evidence of driving improvement of standards and outcomes through highly effective Line Management or Challenge 	<ul style="list-style-type: none"> • Experience of leading safeguarding and working with external services • Experience of using a range of strategies and working with inclusion services to improve student attendance • Experience of working with the full range of stakeholders in a range of situations and circumstances • Experience of delivering A Level learning in subject area 	<ul style="list-style-type: none"> • Application • References • Interview
Knowledge and Understanding	<ul style="list-style-type: none"> • Secure knowledge of GCSE curriculums of subject specialism • Excellent subject knowledge and skills as a classroom practitioner • Evidence of a range of highly impactful strategies to promote positive behaviour and values • Evidence of up to date relevant safeguarding issues regionally and nationally • Secure knowledge of External services and Alternative provisions that will support inclusive learning • Secure knowledge of effective strategies to promote excellent whole school attendance • Understanding of relevant equal opportunities, health and safety and safeguarding guidance and legislation, and with commitment to keeping up to date with legislative changes affecting schools • safeguarding and how to address any issues that might arise 	<ul style="list-style-type: none"> • Secure knowledge of the A Level curriculum in taught subject • Understanding of external safeguarding processes and systems of social work assessment • Understanding of the Single Central record • Secure knowledge of strategies that can be used to enhance educational opportunities and outcomes for Disadvantaged students • Secure understanding of a range of SEND strategies to support inclusive education • Secure knowledge of the challenges that students with additional needs can face in school settings and knowledge of strategies that can be used to remove those barriers 	<ul style="list-style-type: none"> • Application • References • Interview • Observation

Person Specification

Skills	<ul style="list-style-type: none"> • Ability to create and develop an ambitious vision for the highest achievement of students and colleagues • Ability to enhance and promote the schools values and ambition • Proven ability to motivate, inspire and manage staff and students • Desire to establish and uphold the highest of standards across students and staff • Ability to establish, lead and develop positive working relationships with students, parents, staff, Governors and local community, setting appropriate personal but professional boundaries • Ability to plan, assess and evaluate strategic plans and undertake data analysis • Ability to observe T&L and provide developmental feedback to support improvement and challenge underperformance • Excellent organisational and time management skills • Excellent oral and written communication skills 		<ul style="list-style-type: none"> • Application • References • Interview • Observations
Other	<ul style="list-style-type: none"> • Enhanced DBS clearance • Compliance with all School and Trust policies, with a willingness to engage in extra-curricular activities and take responsibility for professional development 		<ul style="list-style-type: none"> • Application • Interview • Observation • References

Our School Layout



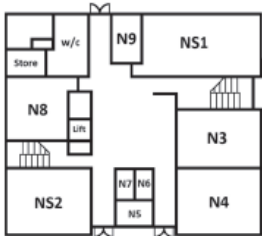
First Floor Plan



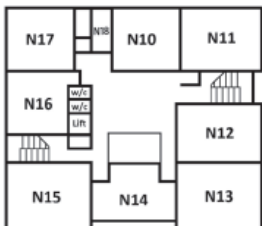
Second Floor Plan



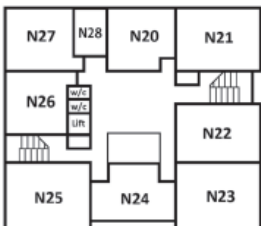
Ground Floor



First Floor



Second Floor



Where Can You Find Us?



Directions from J5 of M42:

At junction 5 of the M42, follow the Warwick Road/A4141 towards Knowle. At the roundabout, take the 2nd exit and stay on Warwick Rd/A4141. Turn right onto Lodge Road. Turn right onto Station Road. Arden Academy will be on the left.



Details for your sat nav:

Arden Academy
Station Road
Knowle
Solihull, B93 0PT