Assessment Only for QTS/EYTS

Contents

[Assessment Only for QTS/EYTS 3](#_Toc159583149)

[Application Form 2023/24 3](#_Toc159583150)

[Eligibility Criteria Checklist 4](#_Toc159583151)

[Fees 5](#_Toc159583152)

[AO Applicant Information 6](#_Toc159583153)

[Applicant Details 7](#_Toc159583154)

[Candidate Qualifications 8](#_Toc159583155)

[Qualifications 11](#_Toc159583156)

[Higher Education 11](#_Toc159583157)

[Candidate Employment History 11](#_Toc159583158)

[Teaching Experience 12](#_Toc159583159)

[AO School Information Form 13](#_Toc159583160)

[School’s experience of QTS/EYTS assessment 14](#_Toc159583161)

[Mentor’s Experience of ITT 14](#_Toc159583162)

[References 15](#_Toc159583163)

[Second School Reference 17](#_Toc159583164)

[Headteacher and Candidate Declarations 19](#_Toc159583165)

[Structure of the Assessment Only (QTS/EYTS) Programme 22](#_Toc159583166)

[Phase 1- Preparation for Initial Assessment: 22](#_Toc159583167)

[Phase 2 - Initial Assessment Interview: 22](#_Toc159583168)

[Phase 3 - Assessed Practice 23](#_Toc159583169)

[Partnership agreement 24](#_Toc159583170)

[Roles and responsibilities for Assessment Only 24](#_Toc159583171)

[Candidate responsibilities 24](#_Toc159583172)

[Mentor responsibilities 24](#_Toc159583173)

[Head of Department responsibilities 25](#_Toc159583174)

[School CPD Coordinator / Professional Tutor responsibilities 26](#_Toc159583175)

[Headteacher responsibilities 26](#_Toc159583176)

[The Reading University Partnership Assessor responsibilities 27](#_Toc159583177)

[The Reading University Partnership responsibilities 27](#_Toc159583178)

# Assessment Only for QTS/EYTS

## Application Form 2023/24

The University of Reading cannot evaluate your application unless you have provided evidence that you have the necessary qualifications and that the school provides a suitable environment for assessment to enable you to reach the Standards for the award of Qualified Teacher Status (QTS)/Early Years Teacher Status (EYTS).

The University of Reading cannot approve your application until all declarations have been signed, and all necessary information and supporting documents received.

The information on the form will be stored on a database for up to three years and is subject to the Data Protection Act. Information on all candidates may also be made available to Ofsted. The University of Reading may use anonymised data for statistical analysis.

**Your application will comprise the following documents:**

* Application Form including ‘Front Sheet’ with Declaration of Accuracy
* Evidence of your DBS clearance
* Marriage certificate (if names are different on certificates)
* Copy of your degree certificate\*
* Copy of your GCSE Grade 4 or C equivalent mathematics and English qualifications\*
* Copy of your GCSE Grade 4 or C equivalent Science qualification if you are a primary teacher\*

**\*You will need to have the original certificates available for the University Assessor at the Initial Visit.**

**Your completed application with all required documents should be emailed to:**

**AO Administrator -** [**assessmentonly@reading.ac.uk**](mailto:assessmentonly@reading.ac.uk)

## Eligibility Criteria Checklist

|  |  |  |  |
| --- | --- | --- | --- |
| **Applicant Name:** Click or tap here to enter text. | | | **🗸** |
| **School:** Click or tap here to enter text. | | |
| 1.1 | I have achieved a standard equivalent to grade C or above at GCSE level in English and mathematics. Those intending to teach pupils aged 3-11 will also need to have achieved a standard equivalent to grade C or above at GCSE level Science (enclose copies) | |  |
| 1.2 | Hold a first degree from a UK higher education institution or equivalent qualification: 300 HE credits with at least 60 at Level 6 | |  |
| 1.3 | Demonstrate that you are already a highly competent classroom teacher (at least ‘Good’ based on the Ofsted criteria for teaching) and you meet the QTS/EYTS Standards across a minimum of two consecutive age ranges for your chosen teaching specialism in two schools. (Initial evidence may include lesson observations of your teaching from senior staff, Head Teacher references, and performance management documents.) | |  |
| 1.3 | Possess the intellectual and academic capabilities needed to meet the required QTS/EYTS standards | |  |
| 1.3 | Have the ability to communicate clearly and effectively in standard English | |  |
| 1.3 | Have met the Secretary of State’s requirements for health and physical capacity to teach | |  |
| 1.3 | Have been subject to and passed the Disclosure and Barring Service (DBS) and criminal records and background checks | |  |
| 1.4 | Have undertaken significant teaching experience in at **least two schools** where you have had full responsibility for whole classes for **at least 2 years**. (Though we do take into consideration Teaching Assistant experience and PPA cover, you must have had significant experience being fully responsible and accountable for planning, teaching and assessing the same class/classes.) | |  |
| 1.4 | Have taught across two consecutive age ranges within chosen pathway | |  |
| PA | Be employed in a school in a teaching role by the time you start the programme that is willing to support you through the process | |  |
| PA | Your school will need to allocate you a mentor and ideally the equivalent to a NQTs’ timetable for the 12-week process to allow you time to be observed and assessed whilst also preparing your portfolio of evidence. | |  |
| Fees | | | |
| ***Provide details of who will be paying your fees*** | | | |
| Will you be paying the fees: Choose an item. | | | |
| If **no,** please give details of who will be paying your fees: | | | |
| **Name of Sponsor** | | Click or tap here to enter text. | |
| **HR / Bursar’s Name** | | Click or tap here to enter text. | |
| **HR/ Bursar’s email address** | | Click or tap here to enter text. | |
| **Address line 1** | | Click or tap here to enter text. | |
| **Address line 2** | | Click or tap here to enter text. | |
| **Town** | | Click or tap here to enter text. | |
| **Postcode** | | Click or tap here to enter text. | |
| **Sponsor Signature:** | | Click or tap here to enter text. | |
| **Date:** | | Click to Select Date. | |
| If you have not achieved a standard equivalent to a grade C in the GCSE examination in English or Mathematics, it may be possible for you to take an equivalence test at The University of Reading. | | | |
| **Applicant Declarations**  **I confirm that all the information I have provided on all documents is accurate.**  **I understand that information in this application may be stored on a database and made available to the Department for Education.**  **Candidate Signature**: Click or tap here to enter text.  **Date:** Click to Select Date. | | | |

## AO Applicant Information

**Age Phase for Assessment:** Candidates are assessed as meeting the Teachers’ Standards across a specified age phase. Candidates must have teaching experience of both age ranges within the chosen age range for assessment. Please select **ONE** option from the following:

|  |  |  |  |
| --- | --- | --- | --- |
| **Ages 0-5 (Early Years)** Required Experience: teaching ages 0-5 years in 2 Early Years Settings |  |  |  |
| **Ages 3-7 (primary)** Required experience:  teaching ages 3-5 and teaching ages 5-7 |  | **Ages 9-14 (middle)** Required experience:  teaching ages 9-11 and teaching ages 11-14 |  |
| **Ages 5-11 (primary)** Required experience:  teaching ages 5-7 and teaching ages 7-11 |  | **Ages 11-16 (secondary)** Required experience: teaching ages 11-14 and teaching ages 14-16 |  |
| **Ages 7-11 (primary)** Required experience:  teaching ages 7-9 and teaching ages 9-11 |  | **Ages 11-19 (secondary)** Required experience: teaching ages 14-16 and teaching ages 16-19 |  |

Candidates will be assessed across the age phase and across the ability range for those ages.

Primary candidates will need evidence of teaching the primary curriculum across the age phase. Middle candidates will need evidence of teaching the primary curriculum (Year 5 or 6), and secondary subject specialism for upper key stage 3. Secondary candidates will need evidence of teaching KS3 and Year 10/11 (for 11-16 age phase) or Year 10/11 and post-16 (for 14-19 age phase).

|  |  |
| --- | --- |
| Applicant Details | |
| **Title:** Choose an item.  **Full Name:** Click or tap here to enter text.  **Previous Surname:** Click or tap here to enter text. | **Date of birth:** Click or tap to enter a date. |
| **Trainee Address:**  Click or tap here to enter text.  **Trainee Tel.** Click or tap here to enter text. | **Full School Details**  Click or tap here to enter text.  **School Telephone:** Click or tap here to enter text. |
| **Trainee email:** Click or tap here to enter text. | |
| **NI Number:** Click or tap here to enter text. | |
| **Payment:**  School [  ] Candidate [  ] other [  ] | **Subject and Phase:**  **Phase:** Choose an item.  **Subject** *(Secondary)***:** Click or tap here to enter text. **Primary** |

|  |  |  |  |
| --- | --- | --- | --- |
| Candidate Qualifications | | | |
| **Secondary and Further Education:** | | | |
| **Subject** | **Institution** | **Date Issued** | **Grade(s)** |
| **GCSE English Language** | Click or tap here to enter text. | Mon- Year | Enter Grade |
| **GCSE Mathematics** | Click or tap here to enter text. | Mon- Year | Enter Grade |
| **Other Secondary Qualifications** | Click or tap here to enter text. | Mon- Year |  |
| Click or tap here to enter text. | Enter Grade |
| Click or tap here to enter text. | Enter Grade |
| Click or tap here to enter text. | Enter Grade |
| Click or tap here to enter text. | Enter Grade |
| Click or tap here to enter text. | Enter Grade |
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| Click or tap here to enter text. | Enter Grade |
| Click or tap here to enter text. | Enter Grade |
| Click or tap here to enter text. | Enter Grade. |
| Click or tap here to enter text. | Enter Grade |
| **A levels and Further Education Courses or equivalent** | Click or tap here to enter text. | Mon- Year |  |
| Click or tap here to enter text. | Enter Grade |
| Click or tap here to enter text. | Enter Grade |
| Click or tap here to enter text. | Enter Grade |
| Click or tap here to enter text. | Enter Grade |
| Click or tap here to enter text. | Enter Grade |

|  |  |  |  |
| --- | --- | --- | --- |
| **GCSEs** | **Grade(s)** | **Date Issued** | **Originals checked**  *Internal - Assessor to complete* |
| Maths GCSE or Equivalent | Enter Grade | Mon- Year | Choose an item. |
| English GCSE or Equivalent | Enter Grade | Mon- Year | Choose an item. |
| Science GCSE or Equivalent (for primary) | Enter Grade | Mon- Year | Choose an item. |
| **A –levels or Equivalent (***alternative qualifications eg Access to HE Diploma or BTEC***) Grades** | **Grade(s)** | **Date Issued** | **Originals checked** *Internal - Assessor to complete* | |
| **Subject 1:**  Click or tap here to enter text. | Enter Grade | Mon- Year | Choose an item. | |
| **Subject 2:**  Click or tap here to enter text. | Enter Grade | Mon- Year | Choose an item. | |
| **Subject 3:**  Click or tap here to enter text. | Enter Grade | Mon- Year | Choose an item. | |
| **UK or equivalent Bachelor’s Degree**  Awarding body: Click or tap here to enter text.  Subject: Click or tap here to enter text.  Date Awarded: Click or tap to enter a date.  Higher Degree: Click or tap here to enter text.  Degree Classification: Click or tap here to enter text. | Do you have a **disability** or recognised learning difficulty (eg dyslexia)? Choose an item.  If yes, please give further details here:  Click or tap here to enter text. | | | |
| **Nationality:** Click or tap here to enter text.  **Service leaver (military):** Choose an item. | | | |
| **Two Age ranges:**  First Age Range  Second Age Range | **Start Date:**  *Internal - Assessor to complete*  Click or tap to enter a date. | | | |
| **Two schools:**  School One  School Two | **Expected finish date:**  *Internal - Assessor to complete*  Click or tap to enter a date. | | | |
| **Years teaching:** | Choose an item. | | |
| **Notes (***Internal - Assessor to complete***)**  Click or tap here to enter text. | | | | |

## Qualifications

Please give details of GCSEs or equivalent qualifications and when they were obtained. All candidates for QTS/EYTS must have attained the standard required for GCSE grade C or 4 in English and mathematics before they start their programme. Candidates who will be teaching the primary age range must also have attained the standard required for GCSE grade C in science. Equivalence test results are acceptable.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Higher Education | | | | | |
| **Institution / University** | | | | Click or tap here to enter text. | |
| **Title (e.g. BSc)** | | | | Click or tap here to enter text. | |
| **Degree Title** | | | | Click or tap here to enter text. | |
| **Subject area** | | | | Click or tap here to enter text. | |
| **From** | | | | Click or tap to enter a date. | |
| **To** | | | | Click or tap to enter a date. | |
| **Degree Class (if stated)** | | | | Click or tap here to enter text. | |
| **Date Obtained** | | | | Click or tap to enter a date. | |
| **Main subject Studied in Degree** | | | | Click or tap here to enter text. | |
| **Other Qualifications** *(if applicable)***:** | | | | | |
| **Title** | | | | Click or tap here to enter text. | |
| **Subject(s)** | | | | Click or tap here to enter text. | |
| **Awarding body** | | | | Click or tap here to enter text. | |
| Candidate Employment History | | | | | | |
| **Employer** | **From** | **To** | **Job Title** | | **Role Description** | |
| Click or tap here to enter text. | Mon- Year | Mon- Year | Click or tap here to enter text. | | Click or tap here to enter text. | |
| Click or tap here to enter text. | Mon- Year | Mon- Year | Click or tap here to enter text. | | Click or tap here to enter text. | |
| Click or tap here to enter text. | Mon- Year | Mon- Year | Click or tap here to enter text. | | Click or tap here to enter text. | |
| Click or tap here to enter text. | Mon- Year | Mon- Year | Click or tap here to enter text. | | Click or tap here to enter text. | |
| Click or tap here to enter text. | Mon- Year | Mon- Year | Click or tap here to enter text. | | Click or tap here to enter text. | |
| Click or tap here to enter text. | Mon- Year | Mon- Year | Click or tap here to enter text. | | Click or tap here to enter text. | |
| Teaching Experience | | | | | | |
| **School /Establishment** | **From** | **To** | **Job Title** | | **Role description / subject taught / ages taught** | |
| Click or tap here to enter text. | Mon- Year | Mon- Year | Click or tap here to enter text. | | Click or tap here to enter text. | |
| Click or tap here to enter text. | Mon- Year | Mon- Year | Click or tap here to enter text. | | Click or tap here to enter text. | |
| Click or tap here to enter text. | Mon- Year | Mon- Year | Click or tap here to enter text. | | Click or tap here to enter text. | |
| Click or tap here to enter text. | Mon- Year | Mon- Year | Click or tap here to enter text. | | Click or tap here to enter text. | |
| Click or tap here to enter text. | Mon- Year | Mon- Year | Click or tap here to enter text. | | Click or tap here to enter text. | |

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| --- | --- | --- | --- | --- | --- | --- |
| **QTS/EYTS & ITT** | | | | | | |
| **Have you previously withdrawn from a qualified Teacher status (QTS/EYTS) Course?** | | | Please Select | | | |
| **Have you previously failed a Qualified Teacher Status (QTS/EYTS) assessment?** | | | Please Select | | | |
| **Have you previously applied to an Initial Teacher Training (ITT) course?** | | | Please Select | | | |
| **If yes to any of the above, please give details including the name of the provider:**  Click or tap here to enter text. | | | | | | |
| AO School Information Form | | | | | | |
| **Name of School:** | Click or tap here to enter text. | | | | | |
| Please tick the boxes that best describe the school  Primary  Secondary  Independent  Early Years  Special Other *Please specify* | | | | | | |
| **Name of Headteacher** | Click or tap here to enter text. | | | | | |
| **Name of School CPD Co-ordinator/Professional Tutor** | Click or tap here to enter text. | | | | | |
| **Email Address:** | Click or tap here to enter text. | | | | | |
| **Name of Designated Mentor** | Click or tap here to enter text. | | | | | |
| **Email Address:** | Click or tap here to enter text. | | | | | |
| **School Address (inc Postcode):** | Click or tap here to enter text. | | | | | |
| **Phone Number:** | Click or tap here to enter text. | | | | | |
| **E-mail:** | Click or tap here to enter text. | | | | | |
| School’s experience of QTS/EYTS assessment | | | | | | |
| Has the school previously worked with a University of Reading ITT or AO candidate? | | | | | | Please Select |
| Is the school currently a University of Reading Partnership School? | | | | | | Please Select |
| Is the school currently a Partnership School with another institution? | | | | | | Please Select |
| Has the school had experience of QTS/EYTS candidates through another provider? | | | | | | Please Select |
| If **yes**, please specify  Route: Choose an item.  If Other, *Please specify*  Institution(s):  Click or tap here to enter text. | | | | | | |
| Mentor’s Experience of ITT | | | | | | |
| Please give details of mentor’s experience (e.g. GTP, PGCE):  Route: Choose an item.  If Other, *Please specify* | | | | | | |
| Please give dates of when mentor’s experience took place:  To: Mon- Year  From: Mon- Year | | | | | | |
| Has the mentor undertaken any mentor training? | | | | | Please Select | |
| If **Yes,** please indicate through which Institution  Click or tap here to enter text. | | | | | | |
| References | | | | | | |
| **Candidate reference from current school** | | | | | | |
| **Referee** | | | | | | |
| **First Name** | | Click or tap here to enter text. | | | | |
| **Surname** | | Click or tap here to enter text. | | | | |
| **Job title** | | Click or tap here to enter text. | | | | |
| **Tel. Number** | | Click or tap here to enter text. | | | | |
| **Email address** | | Click or tap here to enter text. | | | | |
| **Postcode** | | Click or tap here to enter text. | | | | |
| **Address line 1** | | Click or tap here to enter text. | | | | |
| **Address line 2** | | Click or tap here to enter text. | | | | |
| **Address line 3** | | Click or tap here to enter text. | | | | |
| **Town** | | Click or tap here to enter text. | | | | |
| **Country** | | Click or tap here to enter text. | | | | |
| **How long has the Candidate been employed by you? (paid or voluntary)** | | Click or tap here to enter text. | | | | |
| **Does the Candidate have some responsibility for assessing pupils’ work?** | | Click or tap here to enter text. | | | | |
| **How many hours does the Candidate teach in school per week?** | | Click or tap here to enter text. | | | | |
| **Please comment on the suitability of the Candidate for the award of QTS/EYTS through Assessment Only.**  This should detail the depth and breadth of the Candidate’s experience, and comment on his/her professionalism | | | | | | |
| Click or tap here to enter text. | | | | | | |
| **Signature of Referee** | | Click or tap here to enter text. | | | | |
| **Date** | | Click to Select Date. | | | | |
| **Candidate referencefrom another school where teaching experience has been gained**  Please note that you must have taught in two or more schools in order to gain QTS/EYTS by the Assessment Only route. As part of this application you must therefore supply a reference written by someone in responsibility from a school other than your present employer. This experience may be paid, unpaid or voluntary, full-time or part-time. | | | | | | |
| Second School Reference | | | | | | |
| **First name** | | | | Click or tap here to enter text. | | |
| **Surname** | | | | Click or tap here to enter text. | | |
| **Job title** | | | | Click or tap here to enter text. | | |
| **Telephone number** | | | | Click or tap here to enter text. | | |
| **Email address** | | | | Click or tap here to enter text. | | |
| **Postcode** | | | | Click or tap here to enter text. | | |
| **Address line 1** | | | | Click or tap here to enter text. | | |
| **Address line 2** | | | | Click or tap here to enter text. | | |
| **Address line 3** | | | | Click or tap here to enter text. | | |
| **Town** | | | | Click or tap here to enter text. | | |
| **Country** | | | | Click or tap here to enter text. | | |
| **How long was the Candidate employed by you? (paid or voluntary)** | | | | Click or tap here to enter text. | | |
| **What was the Candidate’s job title when working with you?** | | | | Click or tap here to enter text. | | |
| **Did the Candidate have some responsibility for planning lessons?** | | | | Click or tap here to enter text. | | |
| **Did the Candidate have some responsibility for teaching lessons?** | | | | Click or tap here to enter text. | | |
| **Did the Candidate have some responsibility for assessing pupils’ work?** | | | | Click or tap here to enter text. | | |
| **How many hours did the Candidate teach in school per week?** | | | | Click or tap here to enter text. | | |

|  |  |
| --- | --- |
| **Please comment on the suitability of the candidate for the award of QTS/EYTS through Assessment Only.**  This should detail the depth and breadth of the Candidate’s experience, and comment on his/her professionalism | |
| Click or tap here to enter text. | |
| **Signature of Referee** | Click or tap here to enter text. |
| **Date** | Click to Select Date. |

|  |
| --- |
| Headteacher and Candidate Declarations |
| **Headteacher Declaration** |
| |  |  | | --- | --- | | **I declare that the School has carried out the following academic capability and safeguarding checks:** | | | assessed that the Candidate is able to read effectively and is able to communicate clearly and accurately in spoken and written standard English; | Please Select | | assessed that the Candidate has the appropriate qualities, attitudes, ethics and values expected of teachers; | Please Select | | checked the certificates, other relevant qualifications documents, and experience of teaching to confirm that the Candidate meets the entry requirements for the Assessment Only programme; | Please Select | | carried out appropriate checks to confirm the Candidate’s identity; | Please Select | | carried out an appropriate medical assessment to confirm that the Candidate has the health and physical capacity to teach; | Please Select | | carried out checks to ensure that the Candidate is not subject to a prohibition order issued by the Secretary of State; | Please Select | | carried out the appropriate Childcare disqualification check (Primary Candidates only); | Please Select | | Obtained Enhanced Disclosure and Barring Service (DBS) clearance for the Candidate including a check of the children’s barred list. | Please Select | | The school have provided the AO applicant with your child protection policy; | Please Select | | The school have provided the AO applicant with your staff behaviour policy (or code of conduct); | Please Select | | The school have provided the AO applicant with information about the role of the designated safeguarding lead; | Please Select | | The school have provided the AO applicant with a copy of Keeping Children Safe in Education; | Please Select | | **Please provide DBS certificate number and issue date:** | Click or tap here to enter text. | | if Candidate has spent 6 months or more living outside the UK in the past 5 years, requested a police certificate/good conduct certificate from the appropriate country (or countries). | Please Select |   **I understand that the Assessment Only programme requires that:**   1. The Candidate has a teaching timetable that will enable him or her to demonstrate competence against the Teachers’ Standards for QTS/EYTS across the specified age phase for assessment. 2. The School provides a subject /phase specialist mentor to support the Candidate for approximately 1 hour each week. 3. The School provides knowledgeable and experienced staff to fulfil the roles and responsibilities of the School as outlined in the Partnership Agreement. 4. The School provides adequate feedback (lesson observations, lesson plan feedback, and assessment feedback) to support the Candidate towards demonstrating competence against the Teachers’ Standards for QTS/EYTS. 5. The Candidate and the Mentor and other relevant staff are available to meet with The reading University Assessor(s) when they visit the School for the purpose of assessment and moderation (normally two or three times during the twelve-week assessment period), and that arrangements are made for a joint lesson observation with a suitably experienced professional (such as the Mentor ) at the initial assessment visit and as otherwise appropriate.   **Signature of Headteacher:** Click or tap here to enter text.  **Name** (please print)**:** Click or tap here to enter text.  **Date:** Click to Select Date. |

|  |
| --- |
| **Candidate Declaration** |
| In order to be able to submit your application successfully, please sign to confirm that:   1. All information you have provided is accurate and correct. 2. You agree to prepare for assessment as agreed and on time. 3. You agree that the information from this application may be held by Reading University Partnership and made available to approved assessors as appropriate in order to enable assessment against the Teachers’ Standards for QTS/EYTS. 4. You agree that the information in this application or in subsequent feedback and reports may be made available to OFSTED and approved external assessors for the purposes of quality assurance and development of the Assessment Only programme. 5. You do not already hold Qualified Teacher status.   **Signed (Candidate):** Click or tap here to enter text.  **Name** (please print)**:** Click or tap here to enter text.  **Date:** Click to Select Date. |

# Structure of the Assessment Only (QTS/EYTS) Programme

Application

Assessing Application

Initial Assessment Interview

Recommendation for progression to Assessed Practice with any development targets (AO Plan)

Candidate prepares

portfolio of evidence for Initial Assessment Interview

3-month Assessed Practice

QTS/EYTS confirmed

2nd / Final

Visit

**The programme is divided into three phases:**

Phase 1- Preparation for Initial Assessment: **-** Once application assessed, candidates will develop a portfolio of evidence drawing on current and previous teaching experience in preparation for the Initial Assessment Interview. The portfolio will provide evidence of meeting all aspects of the Teachers’ Standards and will draw on evidence from at least two age ranges.

Phase 2 - Initial Assessment Interview: **-** The university tutor will visit the candidate’s school to carry out the initial visit alongside the mentor in school. The process will include lesson observation, feedback to candidate after the lesson, a review of the candidate’s portfolio of evidence (started) and subject knowledge audit, a brief presentation, literacy audit and professional discussion. The Initial Assessment Interview will normally lead to a recommendation that the candidate is ready to progress to the **3-month Assessed Practice**. The recommendation will include any appropriate professional development targets for the candidate to address during the Assessed Practice.

Phase 3 - Assessed Practice**: -** A 3-month assessed teaching practice will be undertaken in the candidate’s sponsoring school. The Assessed Practice must take place within a **time frame of three months** from the date of the Initial Assessment Interview. Candidates will continue to add evidence to their portfolio and will maintain detailed evidence of planning, assessment and evaluation. Weekly Lesson observations with feedback will also be required. Towards the end of the Assessed Practice, the candidate’s university tutor will join the mentor to observe the candidate teach, scrutinise the Assessed Practice documentation and discuss the candidate’s progress in the **QTS/EYTS Review Meeting**. If candidates are distant, the second observed lesson may be filmed and sent to the university tutor and discussions take place by telephone.

Upon successful completion of the assessment the Programme Director will recommend the candidate for the award of QTS/EYTS at the university’s Assessment Board. The award will be then, be formally recorded in the university’s records and the National College for Teaching and Leadership (NCTL) will be notified. The NCTL then formally registers the candidate as a qualified teacher.

-----------------------------------------------------------------------------------------------------------------------------

## Partnership agreement

### Roles and responsibilities for Assessment Only

The Reading Partnership Assessment Only route to QTS/EYTS consists of a formal assessment period during which the candidate is assessed against the Teachers’ Standards, preceded by a preparation phase in which the candidate gains experience as a teacher, reflects on and improves their practice, supported by their school. To ensure that the candidate is effectively supported through this process, it is important that all involved are clear about their roles and responsibilities.

### Candidate responsibilities

* Take responsibility for their professional practice and ongoing development.
* Arrange to take and complete the Professional Skills Tests for teachers (numeracy and literacy).
* Keep to deadlines agreed with mentor and/or assessor.

Teach lessons across the specified age phase (i.e. 5-11, 7-11, 7-14, 11-16, or 11-19)

* Have teaching experience in at least two schools (overseas experience may be considered).
* Engage with the expectations, curricula, strategies and teaching arrangements in the age range before and after those selected as the age phase for assessment.
* Compile evidence to demonstrate how they meet or exceed the Teachers’ Standards
* Organise the portfolio of evidence, indexing it to enable review and assessment against the Teachers’ Standards, and have the portfolio available for the initial visit.
* Notify the relevant assessor, either directly or through The Reading University Partnership office, if a planned visit has to be changed.

### Mentor responsibilities

* Understand the Teachers’ Standards and the Assessment Only programme expectations.
* Ensure that the candidate has planned and taught lessons across the specified age phase (i.e. 5-11, 7-11, 7-14, 11-16, or 11-19).
* Oversee and meet regularly with the candidate to discuss progress in compiling evidence and record discussions, sharing these records with the candidate as appropriate.
* Regularly check and review the candidate’s portfolio of evidence.
* Observe lessons and give constructive feedback, setting targets for further evidence or continuing professional development as necessary prior to the submission of an application.
* Set targets linked to evidence of meeting the Teachers’ Standards.
* Liaise with other school staff to organise lesson observations or discussions for the candidate.
* Ensure that the candidate maintains standards in the classes they teach.
* Report to relevant senior staff on the candidate’s progress through preparation and assessment procedures.
* Meet with the assessor(s) to discuss and provide input as part of the assessment processes.
* Notify the assessor if a planned visit has to be changed.

### Head of Department responsibilities

* Understand the Teachers’ Standards and Assessment Only requirements.
* Carry out or contribute to the assessment of the candidate’s specialist subject/phase knowledge for teaching as appropriate, including how this knowledge is kept up to date.
* Observe lessons as appropriate and give constructive feedback.
* Contribute to setting targets as part of continuing professional development linked to the Teachers’ Standards prior to the submission of an application.
* Contribute to the assessment of the candidate’s teaching.
* Meet with the assessor(s) as necessary to discuss and provide input as part of the assessment processes.

### School CPD Coordinator / Professional Tutor responsibilities

* Understand the Teachers’ Standards and Assessment Only requirements.
* Organise and facilitate teaching experience in two schools if required.
* Monitor the quality of, and contribute to, support for candidates
* Monitor the school-based assessment of candidates.
* Contribute to the assessment of the candidate’s teaching.
* Ensure that lesson observations are completed by a senior school manager as part of the review of the candidate’s performance prior to the school and candidate submitting an application.  The Reading University Partnership observation official lesson observation form should be used for at least two of these observations and submitted with the application.
* Meet with the assessor(s) as necessary to discuss and provide input as part of the assessment processes.

### Headteacher responsibilities

* Accept responsibility for the provision of the next generation of teachers and be aware of the benefits of the Assessment Only route to QTS/EYTS.
* Confirm the candidate’s identity, conduct the Disclosure and Barring Service (DBS) checks required for teachers, and assess that the candidate has the necessary health and physical ability to teach.
* Ensure resources to support the preparation and assessment of candidates are adequate for Assessment Only processes and procedures.
* Identify a mentor and ensure that arrangements are in place for them to carry out their role effectively. If two mentors are proposed (e.g. head of department and a professional development tutor) ensure that there is a clear understanding of their different roles and responsibilities.
* Support the candidate and mentor throughout preparation and assessment for the Assessment Only route to QTS/EYTS.
* Contribute to the assessment of the candidate's teaching and reporting as appropriate.
* Assess the impact of the candidate’s teaching on the school and on children’s learning.
* Ensure that governors are committed to supporting the Assessment Only process.

### The Reading University Partnership Assessor responsibilities

* Interview the candidate, mentor and any other relevant staff, and observe a minimum of one lesson to assess the Candidate’s suitability for entering the formal assessment phase of the Assessment Only programme.
* Observe, assess, and give feedback on teaching and learning across the specified age phase, identifying strengths and possible targets for further professional development.
* Review the Candidate’s Portfolio of Evidence at the beginning of the assessment phase and provide feedback on any further evidence required to demonstrate that the candidate meets or exceeds the Teachers’ Standards.
* Carry out a document check to confirm that the candidate has the necessary qualifications for the award of QTS/EYTS.
* Check that the candidate has experience of teaching across the age phase as specified.
* Review the evidence provided by the Candidate of experience of teaching in at least two schools.
* On the Final Assessment Visit, observe a minimum of one lesson, assessing it against the Teachers’ Standards, provide feedback, and review any further evidence from the candidate to inform decisions about the award of QTS/EYTS.
* Provide reports to the candidate, school and The Reading Partnership from the Initial Visit, any additional visit, and the Final Assessment Visit.
* Make a recommendation to award QTS/EYTS, or not to award QTS/EYTS on completion of the assessment.
* Operate within The Reading University Partnership guidelines and quality assurance systems.

### The Reading University Partnership responsibilities

* Review applications for the Assessment Only route to QTS/EYTS and inform candidates and the school of the outcome of the review.
* Ensure rigorous selection to assess the suitability of candidates for the programme.
* Evaluate the school’s capacity to support the candidate.
* Provide necessary financial administration.
* Register suitable candidates with DfE as having started the Assessment Only route to QTS/EYTS.
* Recommend successful candidates to DfE for the award of QTS/EYTS.
* Evaluate the effectiveness of The Reading University Partnership’s processes and procedures for Assessment Only, with improvements made as necessary.
* Take any necessary action if a school does not comply with this Partnership Agreement.

**Signed (Headteacher):** Click or tap here to enter text.

**Date:** Click or tap to enter a date.

**Signed (The Reading University Partnership):** Click or tap here to enter text.

**Date:** Click or tap to enter a date.

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| --- | --- | --- | --- |
| ***The AO partnership*** | *School staff* | *UoReading staff* | *External examiner* |
| **Selection and interviewing** | Support of AO application | Interview at initial visit |  |
| **Assessment** | Lesson observations & final report | Lesson observations and final interview | Sample of final assessment |
| **QA** | Teacher’s AO evaluation | Self-evaluation and improvement planning | Report feeds into improvement planning |
| **Fitness to teach, equal opportunities & safeguarding** | Responsibilities of the school as employer |  |  |