



# **AO**

## **The Assessment Only Route to Qualified Teacher Status**

**2019-20**

## University of Reading AO

### Checklist of Compliance documentation:

<b>Applicant Name:</b>		✓
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 standard equivalent to grade to have achieved a 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 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 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 <b>passed University of Reading's</b> literacy and numeracy professional skills section – this will form part of the portfolio from <b>1<sup>st</sup> October 2019</b>	x
1.5	Have undertaken significant teaching experience in at <b>least two schools</b> where you have had full responsibility for whole classes for <b>at least 2 years</b> . (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.)	
1.5	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.	

## Introduction

Assessment Only (AO) is a route to achieving Qualified Teacher Status (QTS).

Those eligible are 'very experienced graduate teachers'. To be considered you must have taught for two years or more, full-time equivalent. You must also have taught in more than one school.

This guidance has been written to help you achieve QTS.

You will already know that teaching is physically and mentally demanding. At the same time you are reminded that the requirement for teachers to be physically and mentally fit to teach does not exclude people with impairments from pursuing a career in teaching, and that reasonable adjustments can and should be made where necessary to facilitate your progress to QTS.

### AO process at a glance

1. Application and check on eligibility
2. Pass UOR Skills Tests
3. Initial advisory visit and creation of AO plan
4. Compilation of portfolio
5. Final Assessment by University of Reading Assessor.

## Application

Fill in our application form as fully as you can. Particularly important are:

- how long you have taught and where
- evidence of your qualifications
- the main age ranges of your teaching
- information about your mentor's experience in the role
- the agreement of your school to support you in working towards QTS.

If you have questions about the application process, contact us (details below).

## Eligibility

To be eligible you must:

- be employed in a school, and be supported by your school
- be working within national frameworks (e.g. key stages, GCSE)
- be qualified: degree and GCSE Grade 4 equivalent in English and Maths (and Science if Primary).

If you cannot demonstrate the required GCSE subjects and levels you may have to pass an Equivalence Test. We offer these in English and Mathematics here at the University of Reading: contact Amanda Clark [a.j.clark@reading.ac.uk](mailto:a.j.clark@reading.ac.uk) for further details. You may also wish to contact *Equivalency Testing* [www.equivalencytesting.com](http://www.equivalencytesting.com) or *A Star Teachers* <https://astarteachers.co.uk>

## Schools and Age Phase

To gain QTS you must have taught in at least two schools. This experience may be drawn from the following settings:

- a maintained school
- a non-maintained special school
- an academy
- an independent school
- a further education institution
- a sixth form college
- a PRU.

It is the policy of the University of Reading that a teacher who has previously only taught in independent schools should undertake a state school placement.

You also need to specify your age phase:

Ages 3-11 (primary)

Ages 7-14 (middle)

Ages 11-19 (secondary)

Typically, primary assessment will take place across the 3-7, 5-11, or 7-11 age ranges. For middle, assessment typically will take place across the 7-14 age range, and for secondary, assessment will typically take place across the 11-16 or 14-19 age ranges.

Evidence such as testimonials should be included in your application.

You must also show some knowledge and understanding of the age ranges immediately before and after the ones you are teaching; these include the 0-3 and post-19 age ranges, where applicable. You might address this requirement by means of visits to different schools and settings, observations of lessons, or working with curriculum documents and plans.

## The Fee (Under Review for 2020/21)

The total fee for Assessment Only is £2200, payable to The University of Reading, in two instalments.

This fee covers both visits and the associated assessment and support, in particular:

- the advisory visit and interview
- initial needs analysis
- the final assessment
- administration.

£600 is payable after the first visit for schools and before the visits for self-funders and is non-returnable should it be agreed after the visit and interview not to proceed. The balance is payable at final assessment. We invoice for these payments. An additional visit can be arranged at a further cost if this is agreed as necessary.

## University of Reading Professional Skills (Numeracy and Literacy) from 1<sup>st</sup> October 2019

The achievement of QTS requires the passing of the two professional skills, Literacy and Numeracy. Evidence in support of this must be explicit in the portfolio and labelled NUMERACY and LITERACY.

**The evidence MUST be an excellent standard before AO (QTS) can be awarded to you.**

## The Initial Visit

The purposes of the initial advisory visit are to:

- observe you teach (joint observation with your mentor)
- see your original qualifications documents
- interview you (focus to include subject knowledge for teaching)
- conduct a needs analysis, review your Standards audit, and agree your AO plan
- discuss the **Numeracy and Literacy Skills tests section** with you (as part of the Portfolio)
- discuss the contents of your portfolio (see below)
- meet your mentor (and possibly your Professional Tutor).

The timing of the visit is at mutual convenience. Usually the lesson observation precedes the discussion. It is possible, therefore, that you will need to negotiate cover for a lesson. The visiting tutor will give oral and written feedback on the lesson. Please make sure you bring all your original documents (degree, marriage certificate and GCSE equivalents) to this meeting. The tutor will also want to see that you have had the DBS check. Your mentor is asked to join this meeting.

## The AO Plan and Professional Skills (Numeracy and Literacy) Section

The elements of the **AO Plan** and **Professional Skills** plan vary according to individual need. These elements might include:

- enhancement of subject knowledge by means of observation and research
- being observed teaching a particular topic or in a key stage/age range
- familiarisation with school policies
- undertaking moderation of pupil assessments
- broadening the range of AfL activities employed
- a second school placement (see below).

We ask that you and your mentor **draft your Plans in advance of the first visit** (see Appendix 2). Use the Standards (Appendix 4) to identify areas which may need particular attention. At this stage a decision will be made about the approximate timing of final assessment.

## Second school placement

A placement in another school may be necessary, for example when the teacher has only taught in one school. The nature and duration of the second placement is open to negotiation but it must be substantial enough for planning, teaching and assessment of whole classes to take place. You need to obtain written lesson observations and a report/testimonial for your portfolio. We are happy to liaise with the school where needed.

## Your Portfolio

The portfolio provides evidence of meeting the Standards and Professional Skills (Numeracy and Literacy). There are several different ways of effectively organising your portfolio; be guided by your mentor in this. It is likely that you will be able to contain your evidence in a single lever-arch file. Electronic presentation of some or much of your portfolio e.g. on a laptop is welcome.

Your portfolio should contain:

- a copy of your AO plan (see Appendix 2)
- a copy of your final report (see Appendix 4)

- planning documents
- assessment documents
- self-evaluations
- lesson observations – aim for 8 of these
- testimonials and witness statements
- evidence of teaching in another school (e.g. testimonial)
- your training plan and an outline of how it has been fulfilled
- a record of your mentor meetings (see Appendix 3).
- ***Evidence of the Professional Skills (new from 1<sup>st</sup> October 2019)***

### **Standards evidence**

We will offer personalised guidance about evidence for meeting the Standards when we visit. Your mentor will be able to advise you on what counts. The bullet points within each Standard might usefully be seen as indicating the range of the Standard rather than a check list of discrete elements. See *Useful links* on page 6.

### **Part 2 of the Standards (Personal and Professional Conduct, PPC)**

In presenting evidence of meeting this section of the Standards:

- refer to overlapping evidence from high expectations (Standard 1) and wider professional responsibilities (Standard 8)
- refer to relevant training and CPD you have undertaken
- make sure your mentor makes reference to PPC in your final report.

### **The assessment visit**

At the assessment visit the assessor needs to:

1. observe you teach;
2. look at your original documents and talk through the evidence collecting for the Portfolio;
3. interview you –check subject knowledge, professional conduct; and,
4. interview your mentor and perhaps also your Professional Tutor, or Headteacher.

Usually the interviews follow examination of your portfolio since that will generate questions to ask. The interview questions are of a professional nature to explore ways in which you have met the Standards.

### **The role of the mentor**

In a nutshell the mentor's responsibilities are these:

1. To offer guidance and advice about the ethos and working practices of the team and the school
2. To meet you formally to review progress towards QTS
3. To discuss your progress with the university visitor(s)
4. To observe you teach and to give oral and written feedback
5. To facilitate training opportunities in school
6. To offer advice about your portfolio of evidence
7. To write your final report.

It is important that you meet with your mentor formally and regularly, which does not necessarily mean frequently. You will need 'quality time' to address professional issues and to receive guidance in the compilation of the portfolio. For this reason we ask that a record of mentor meetings (see Appendix 3) is included in the portfolio.

It is expected that your mentor will observe you teach. It is likely that other colleagues, such as members of the leadership team or representatives of the local authority, will also be involved in this process, but usually the majority of the written observations in the portfolio will be by your mentor. Please use the documents that you usually use in your school to record these.

Your mentor should have an understanding of the Standards and is likely to have experience of how to put together a portfolio of evidence. If either of you has questions during the process do not hesitate to contact us at the university.

### **Final Report**

This should be a summary of your experience and achievements against the Standards- an example and a template would be provided. Please put a copy in your portfolio and ***send a copy by email to Marc Jacobs two days in advance of final assessment.***

### **Induction**

The Assessment Only process leads to Qualified Teacher Status only, in other words you then have to undertake a period of statutory Induction; see <https://www.gov.uk/government/publications/induction-for-newly-qualified-teachers-nqts>

### **Transition Record** (see Appendix 6)

Please complete this and send it by email to your assessor before the assessment visit.

### **Useful links**

For the government's supporting advice on AO:

<https://www.gov.uk/government/publications/the-assessment-only-route-to-qts/assessment-only-route-to-qts-criteria-and-supporting-advice>

For further guidance on evidence of meeting the Standards see, for example:

[http://www.e-portfolios.net/teachers\\_standards.php](http://www.e-portfolios.net/teachers_standards.php)

For national mentor standards:

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/536891/Mentor\\_standards\\_report\\_Final.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/536891/Mentor_standards_report_Final.pdf)

[http://www.reading.ac.uk/education/partners/The\\_Reading\\_Partnership\\_Mentor\\_Homepage.aspx](http://www.reading.ac.uk/education/partners/The_Reading_Partnership_Mentor_Homepage.aspx)

### **Contact details**

## **Appendix 1: The Teaching Standards**

### **PREAMBLE**

Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct.

Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

**PART ONE: Teaching.** A teacher must:

#### **1 Set high expectations which inspire, motivate and challenge pupils**

- establish a safe and stimulating environment for pupils, rooted in mutual respect
- set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

#### **2 Promote good progress and outcomes by pupils**

- be accountable for attainment, progress and outcomes of the pupils
- plan teaching to build on pupils' capabilities and prior knowledge
- guide pupils to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- encourage pupils to take a responsible and conscientious attitude to their own work and study.

#### **3 Demonstrate good subject and curriculum knowledge**

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of Standard English, whatever the teacher's specialist subject
- if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

#### **4 Plan and teach well-structured lessons**

- impart knowledge and develop understanding through effective use of lesson time
- promote a love of learning and children's intellectual curiosity

- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- reflect systematically on the effectiveness of lessons and approaches to teaching
- contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

## **5 Adapt teaching to respond to the strengths and needs of all pupils**

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

## **6 Make accurate and productive use of assessment**

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure pupils' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

## **7 Manage behaviour effectively to ensure a good and safe learning environment**

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

## **8 Fulfil wider professional responsibilities**

- make a positive contribution to the wider life and ethos of the school
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- deploy support staff effectively
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- communicate effectively with parents with regard to pupils' achievements and well-being.

## **PART TWO: Personal and professional conduct**

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career:

Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:

- treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
- having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
- showing tolerance of and respect for the rights of others
- not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
- ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.

Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards of attendance and punctuality.

Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

#### **Appendix 2 (a): AO Plan a Professional Skills**

<b>Name of Teacher</b>	
<b>Name of Mentor</b>	
<b>Name of School</b>	
<b>1.</b>	

<b>Standards addressed</b>	
<b>2.</b> <b>Standards addressed</b>	
<b>3.</b> <b>Standards addressed</b>	
<b>4</b> <b>Standards addressed</b>	

Continue below or overleaf if required

**Appendix 2 (b): Professional Skills ( Numeracy and Literacy)**

<b>Name of Teacher</b>	
<b>Name of Mentor</b>	
<b>Name of School</b>	
<b>1.</b>	
<b>2.</b>	
<b>3.</b>	

<b>4</b>	
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**Appendix 3: AO Record of Meetings with Mentor**

<b>Name of Teacher</b>	
<b>Name of Mentor</b>	
<b>Name of School</b>	
<b>Date</b>	<b>Matters discussed &amp; Standards addressed</b>


Continue below or overleaf if require

**Appendix 4: (Portfolio) Standards audit**

in progress by the time of the first visit

<p>1. High expectations:</p> <ul style="list-style-type: none"> <li>• environment</li> <li>• goals</li> <li>• values</li> </ul>	
<p>2. Progress:</p> <ul style="list-style-type: none"> <li>• be accountable</li> <li>• plan</li> <li>• guide pupils</li> <li>• how pupils learn</li> <li>• pupils' attitudes</li> </ul>	
<p>3. Subject knowledge</p> <ul style="list-style-type: none"> <li>• secure in subject</li> <li>• scholarship</li> <li>• literacy</li> </ul>	
<p>4. Lessons:</p> <ul style="list-style-type: none"> <li>• time</li> <li>• love of learning</li> <li>• homework</li> <li>• reflection</li> <li>• curriculum</li> </ul>	
<p>5. Needs of all pupils:</p> <ul style="list-style-type: none"> <li>• differentiation</li> <li>• inhibition</li> <li>• development</li> <li>• special and other needs</li> </ul>	

6. Assessment: <ul style="list-style-type: none"> <li>• statutory</li> <li>• formative and summative</li> <li>• data</li> <li>• feedback</li> </ul>	
7. Behaviour: <ul style="list-style-type: none"> <li>• routines</li> <li>• expectations</li> <li>• classes</li> <li>• good relationships</li> </ul>	
8. Wider responsibilities: <ul style="list-style-type: none"> <li>• school life</li> <li>• colleagues</li> <li>• support staff</li> <li>• CPD</li> <li>• parents</li> </ul>	
Conduct: <ul style="list-style-type: none"> <li>• public trust</li> <li>• school ethos</li> <li>• frameworks</li> </ul>	

**Appendix 5: AO Final Report** (Example and Blank template will be provided)

Summary of achievement in meeting the Standards:

**Appendix 6:**

**Transition Record for Assessment Only Teachers**

Name:	
Subject:	
Placement Schools:	
NQT Employing School:	<small>(leave blank if appropriate)</small>

<b>Strengths</b>
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(Please comment on what you see as your particular areas of strength, including aspects of subject knowledge. Please refer to the Teacher Standards – including Part 2.)

**Areas for development to take as targets to your new school. To be given to your NQT mentor and induction tutor.**

(Please comment on aspects of teaching that you would particularly like to develop, including aspects of subject knowledge and Part 2 of the standards. Please refer to the Teacher Standards. Please say how you will plan to approach the targets.)

<b>Support you need / would like in your NQT year</b>
From your own private study and preparation:
From your training school / lead school (if applicable):
From the NQT school:
From the university:
<p><b>Please tick as appropriate:</b></p> <p><input type="checkbox"/> I will attend the NQT conference in January 2020 if possible(date tbc)</p> <p><input type="checkbox"/> I am happy to support new trainees if possible</p> <p><input type="checkbox"/> I would like to become a mentor in the future</p> <p><input type="checkbox"/> I would be interested in signing up to a Masters degree or any CPD the university offers</p> <p><input type="checkbox"/> I would be interested in the Postgraduate Certificate of Education next year</p>
<p><b>Address:</b></p>   <p><b>Contact number:</b></p> <p><b>E-mail:</b></p>
<p><b>Signed :</b></p>   <p><b>Date:</b></p>

## **Appendix 7: Final Assessment Check List**

**Inform the Office of my visit**

**Book a car park space (if needed)**

**Book a quiet room/space for the assessor to read your portfolio.**

**Make sure you are available to be interviewed by the assessor.**

**Send in your Final Report (see Appendix 5)**

**Send in your Transition Record (see Appendix 6)**

**Include in your portfolio:**

- **Hard copy of your AO Plan (Appendix 2)**
- **Hard copy of your Final Report (Appendix 5)**
- **Evidence of UoR Skills Test passes**
- **Record of meetings with your mentor (Appendix 3)**
- **Testimonials from other schools, where applicable.**
- **Evidence of engagement with age ranges outside your main two**
- **And, of course, all your Standards evidence.**