

## Assessment Only for QTS

### Application Form 2018-19

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).

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
- 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 Initial Visit.**

Your completed application with all required documents should be sent to:

**AO Administrator  
cc. Programme Director - Marc Jacobs  
Institute of Education  
University of Reading,  
London Road  
Reading RG1 5EX**

## University of Reading AO Application Form: Eligibility Criteria Checklist

<b>Applicant Name:</b>		✓
<b>School:</b>		
<b>1.1</b>	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)	
<b>1.2</b>	Hold a first degree from a UK higher education institution or equivalent qualification: 300 HE credits with at least 60 at Level 6	
<b>1.3</b>	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.)	
<b>1.3</b>	Possess the intellectual and academic capabilities needed to meet the required QTS standards	
<b>1.3</b>	Have the ability to communicate clearly and effectively in standard English	
<b>1.3</b>	Have met the Secretary of State's requirements for health and physical capacity to teach	
<b>1.3</b>	Have been subject to and passed the Disclosure and Barring Service (DBS) and criminal records and background checks	
<b>1.4</b>	Have passed the literacy and numeracy professional skills tests	
<b>1.5</b>	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.)	
<b>1.5</b>	Have taught across two consecutive age ranges within chosen pathway	
<b>PA</b>	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	
<b>PA</b>	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.	
<b>Fees: provide details of who will be paying your fees (tick a box).</b>		<b>Yes</b>
Will you be paying the fees		<b>No</b>
If <b>no</b> please give details of who will be paying your fees:		
<b>Name of Sponsor</b>		
<b>Address line 1</b>		
<b>Address line 2</b>		
<b>Town</b>		
<b>Postcode</b>		
<b>Sponsor Signature</b>		

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:**

**Date:**

## AO Applicant Information

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

<b>Ages 3-7 (primary)</b> Required experience: teaching ages 3-5 and teaching ages 5-7		<b>Ages 9-14 (middle)</b> Required experience: teaching ages 9-11 and teaching ages 11-14	
<b>Ages 5-11 (primary)</b> Required experience: teaching ages 5-7 and teaching ages 7-11		<b>Ages 11-16 (secondary)</b> Required experience: teaching ages 11-14 and teaching ages 14-16	
<b>Ages 7-11 (primary)</b> Required experience: teaching ages 7-9 and teaching ages 9-11		<b>Ages 14-19 (secondary)</b> 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).

<b>Title</b> (circle)	Mr / Mrs / Miss / Ms / Dr Other _____	<b>Gender</b> Male / Female
<b>Forenames</b> (in full)		
<b>Surname</b>		
<b>Previous Surname</b> (if applicable)		
<b>Marital Status</b> (circle)	Married / Single / Divorced / Widowed	
<b>Correspondence address</b>		
	<b>Postcode:</b>	
<b>Phone numbers</b> (home)		
<b>Phone numbers</b> (work)		
<b>Phone numbers</b> (mobile)		
<b>E-mail address</b>		
<b>Date of Birth</b>		
<b>National Insurance Number</b>	_____	
<b>Nationality</b>		
<b>Country of Birth</b>		

## Qualifications

Please give details of GCSEs or equivalent qualifications and when they were obtained. All candidates for QTS must have attained the standard required for GCSE grade C 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.

<b>Candidate Qualifications</b>			
<b>Secondary and Further Education:</b>			
<b>Subject</b>	<b>Institution</b>	<b>Date</b>	<b>Grade(s)</b>
GCSE English Language			
GCSE Mathematics			
Other Secondary Qualifications:			
A levels and Further Education Courses			
<b>Higher Education:</b>			
<b>Institution / University</b>			
<b>Title ( e.g. BSc)</b>			
<b>Degree Title</b>			
<b>Subject area</b>			
<b>From</b>			
<b>To</b>			
<b>Degree Class</b>			
<b>Date Obtained</b>			
<b>Main subject Studied in Degree</b>			
<b>Other Qualifications:</b>			
<b>Title</b>			
<b>Subject(s)</b>			
<b>Awarding body</b>			

Do you have a disability or recognised learning difficulty (eg dyslexia)? YES/NO

If yes, please give further details here:

Candidate employment History				
Employer	From	To	Job Title	Role Description
Teaching Experience				
School /Establishment	From	To	Job Title	Role description / subject taught / ages taught

<b>QTS &amp; ITT</b>	
<b>Have you previously withdrawn from a qualified Teacher status (QTS) Course?</b>	
<b>Have you previously failed a Qualified Teacher Status (QTS) assessment?</b>	
<b>Have you previously applied to an Initial Teacher Training (ITT) course?</b>	
<b>If yes to any of the above, please give details including the name of the provider:</b>	

## AO School Information Form

<b>Name of School</b>	
Please tick the boxes that best describe the school:	
<input type="checkbox"/> Primary <input type="checkbox"/> Secondary <input type="checkbox"/> Independent <input type="checkbox"/> Special <input type="checkbox"/> Other (please specify) _____	
<b>Name of Headteacher</b>	
<b>Name of School CPD Co-ordinator/Professional Tutor &amp; email address</b>	
<b>Name of Designated Mentor &amp; email address</b>	
<b>School address</b>	<b>Postcode:</b>
<b>Phone number</b>	
<b>email</b>	
<b>School's experience of QTS assessment</b>	
Has the school previously worked with a University of Reading ITT or AO candidate?	YES/ NO
Is the school currently a University of Reading Partnership School?	YES / NO
Is the school currently a Partnership School with another institution?	YES / NO
Has the school had experience of QTS candidates through another provider?	YES/ NO
If yes, please specify route: AO/BA/PGCE/GTP/OTTP; Institution(s):	



**Mentor's Experience of ITT**

Please give details of mentor's experience (e.g. GTP, PGCE, inc. dates)

Has the mentor undertaken any mentor training? YES / NO

(if YES please indicate through which institution)

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References	
Candidate reference from current school	
Referee	
First Name	
Surname	
Job title	
Tel. Number	
Email address	
Postcode	
Address line 1	
Address line 2	
Town	
Country	
How long has the Candidate been employed by you? (paid or voluntary)	
Does the Candidate have some responsibility for assessing pupils' work?	
How many hours does the Candidate teach in school per week?	

**Please comment on the suitability of the Candidate for the award of QTS through Assessment Only.**  
This should detail the depth and breadth of the Candidate's experience, and comment on his/her professionalism

**Signature of Referee**

**Date**

**Candidate reference from 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 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.

**Reference**

**First name**

**Surname**

**Job title**

**Telephone number**

**Email address**

**Postcode**

**Address line 1**

**Address line 2**

**Town**

**Country**

**How long was the Candidate employed by you? (paid or voluntary)**

**What was the Candidate's job title when working with you?**

**Did the Candidate have some responsibility for planning lessons?**

**Did the Candidate have some responsibility for teaching lessons?**

**Did the Candidate have some responsibility for assessing pupils' work?**

**How many hours did the Candidate teach in school per week?**

**Please comment on the suitability of the candidate for the award of QTS through Assessment Only.**

This should detail the depth and breadth of the Candidate's experience, and comment on his/her professionalism

**Signature of Referee**

**Date**

## Declarations

### Headteacher and Candidate Declarations

#### Headteacher Declaration

**I declare that the School has:**

- carried out appropriate checks to confirm the Candidate's identity;
- conducted the Disclosure and Barring Service (DBS) checks of the Candidate required for teachers;
- assessed that the Candidate has the necessary health and physical capacity to teach;
- assessed that the Candidate is able to read effectively and is able to communicate clearly and accurately in spoken and written standard English;
- assessed that the Candidate has the appropriate qualities, attitudes, ethics and values expected of teachers; and
- 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.

**I understand that the Assessment Only programme requires that:**

- a. The Candidate has a teaching timetable that will enable him or her to demonstrate competence against the Teachers' Standards for QTS across the specified age phase for assessment.
- b. The School provides a subject /phase specialist mentor to support the Candidate for approximately 1 hour each week.
- c. The School provides knowledgeable and experienced staff to fulfil the roles and responsibilities of the School as outlined in the Partnership Agreement.
- d. 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.
- e. 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:**

**Name (please print):**

**Date:**

## Candidate Declaration

In order to be able to submit your application successfully, please sign to confirm that:

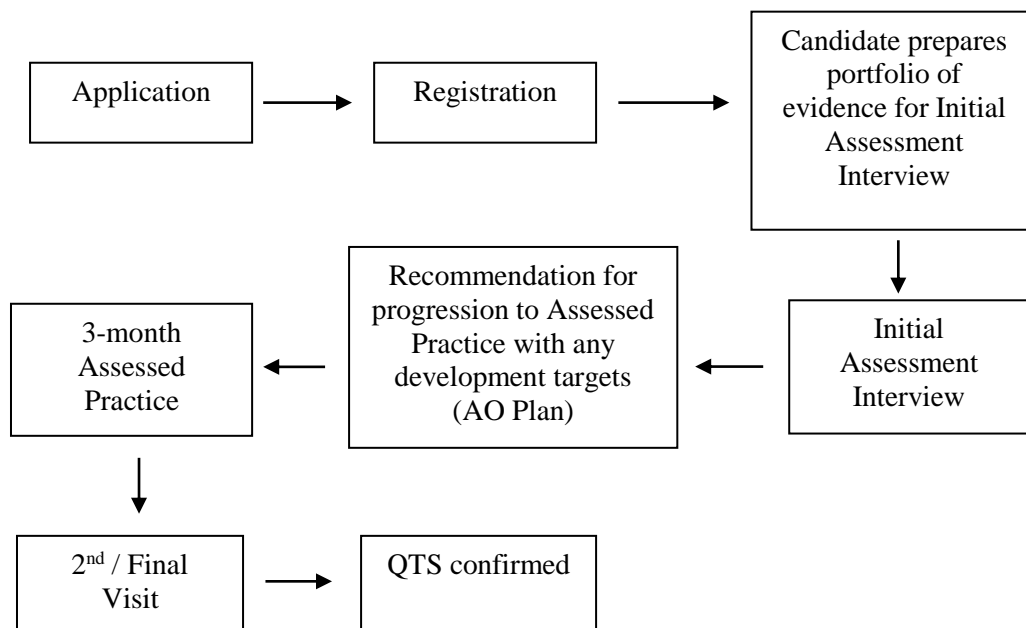
- a. All information you have provided is accurate and correct.
- b. You agree to prepare for assessment as agreed and on time.
- c. You agree that the information from this application may be held by Reading University Partnership and made available to approved assessors as appropriate in order to enable assessment against the Teachers' Standards for QTS.
- d. 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.
- e. You do not already hold Qualified Teacher status.

Signed (Candidate): .....

Date: .....

Print name and title:

### Structure of the Assessment Only (QTS) Programme:



## The programme is divided into three phases:

### Phase 1

**Preparation for Initial Assessment:** - Once registered, 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 interview alongside the mentor in school. The process will include lesson observation, a review of the candidate's portfolio of evidence 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 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 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.

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## Partnership agreement

### Roles and responsibilities for Assessment Only

The Reading Partnership Assessment Only route to QTS 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 14-19)
- 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 14-19).
- 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.
- 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.
- 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.
- 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.
- 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, or not to award QTS 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 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.
- Recommend successful candidates to DfE for the award of QTS.



- 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): ..... Date: .....

Signed (The Reading University Partnership)..... Date: .....

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