

INSTITUTE OF EDUCATION

ASSESSMENT ONLY QUALIFIED TEACHER STATUS (QTS)



ASSESSMENT ONLY (AO) IS A ROUTE TO ACHIEVING QUALIFIED TEACHER STATUS (QTS).

Are you an unqualified teacher and feel ready to achieve Qualified Teacher Status (QTS)?

This route is an option for experienced unqualified teachers to be assessed for QTS without the year-long teacher training.

For more information about the Assessment Only route, have a read through the following supportive guidance.

AO process at a glance

- 1 Application and check on eligibility
- 2 Initial visit and creation of AO plan
- 3 Compilation of portfolio and UoR Numeracy and Literacy Skills tests
- 4 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/setting 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/ setting, and be supported by your school/setting
- be working within national frameworks (e.g. EYFS, 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 for further details. You may also wish to contact Equivalency Testing 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:

- nursery setting
- 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/ settings should undertake a state school placement.

You also need to specify your age phase:

- Ages 3–5 (EYFS)
- 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 most, 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

The total fee for Assessment Only (as of 1 September 2020) is £2,500, payable to The University of Reading, in two installments.

This fee covers both visits (face to face and/ or remotely / virtually, as agreed by the university assessor and school/ setting) and the associated assessment and support, in particular:

- the advisory visit and interview (initial visit)
- initial needs analysis (initial visit)
- the final assessment

£700 is payable after the first visit 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.

Please note that the £2,500 fee is based on two visits for schools/settings within a 25 mile radius of the London Road campus RG1 5EX (or those who require a remote/ online visit).

For those schools/settings who are beyond this distance, there is an additional charge **per visit** of:

- 26-50 miles - £100
- 51-75 miles - £200
- 75 miles + - cost on request

Numeracy and Literacy Skills Tests – changes from 1 April 2020

This will now form part of the portfolio (Section 9a and 9b).

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 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 (Targets)

The elements of the AO 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/setting 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 Plan in advance of the first visit. Use the Standards 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/ setting. The duration of the second placement is 15 working days, 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. 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
- a copy of your FINAL report
- Reflections after each standard (300-500 words with an area for development)
- Case study – Based on one of your Targets (1000 words with at least 3 literature references)
- 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
- Transition form {from AO (QTS) to NQT}

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 checklist 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 (as required by the school/ setting);
- 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

Briefly the mentor's responsibilities are these:

- 1 To offer guidance and advice about the ethos and working practices of the team and the school/setting
- 2 To meet you formally to review progress towards QTS
- 3 To discuss your progress with the assessor(s)
- 4 To observe you teach and to give oral and written feedback
- 5 To facilitate training opportunities in school/setting
- 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 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/setting 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.

Examples of the Portfolio, Reflections, Case study, Final Report and Transition form will be provided after the initial visit.

Final Report

This should be a summary of your experience and achievements against the Standards – an example and a template will be provided. Please put a copy in your portfolio and send a copy by email to Marc Jacobs m.l.jacobs@reading.ac.uk 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>

Useful links

For the governments' 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>

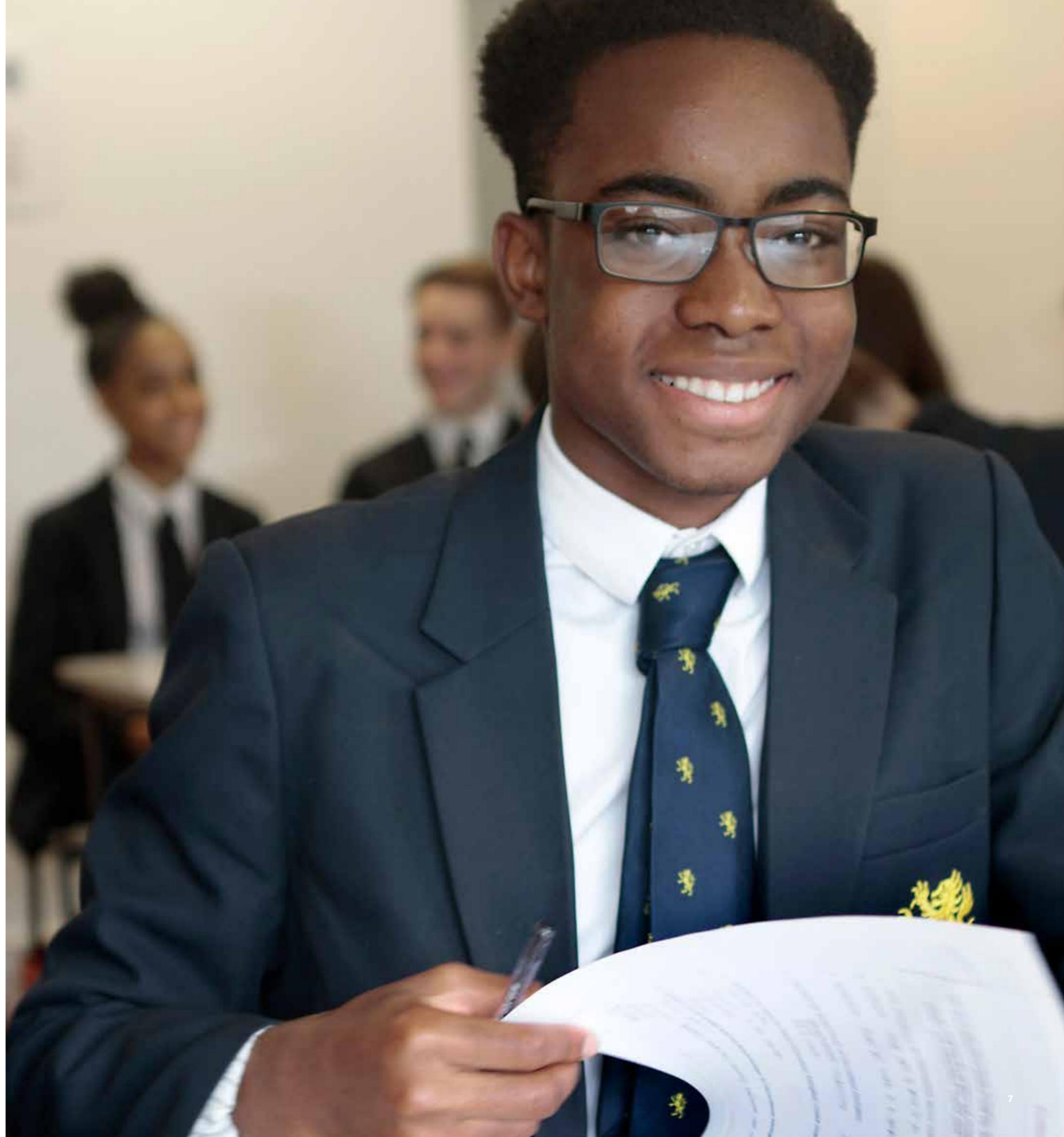
For further guidance on evidence of meeting the Standards see, for example:

http://www.e-portfolios.net/teachers_standards.php

For national mentor standards:

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



APPENDICES

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.



i For more information, please contact:

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