School of Education, Theology & Leadership

Assessment Only Route

Awarding Qualified Teacher Status

Information for schools and applicants

An experienced teacher?
A graduate?
Teaching in a school?
Want to become a qualified teacher?

St Mary’s Teachers Stand Out
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Assessment Only Route

If you are an experienced teacher with a degree you can achieve qualified teacher status (QTS) without further training. The assessment only route allows you to demonstrate that you already meet all of the Teachers’ Standards for the award of QTS (see Appendix 2).

This is not a training programme and is only available for unqualified teachers with appropriate educational qualifications and experience. The Assessment Only Route should not be considered as a substitute route for applicants unable to secure places on initial teacher training courses. This route to qualification is suitable for teachers who do not have QTS, but who have taught for two years or more in at least two schools (or colleges), with substantial experience in two consecutive age phases.

Entry requirements

Applicants must:

- hold a UK degree of 2:2 or higher (or equivalent) qualification. International applicants must demonstrate through NARIC that their degree is at least equivalent to the 2:2 classification
- (secondary applicants) hold a degree containing 50% of the subject they wish to teach or demonstrate considerable experience of teaching that subject in key stage four and a good A-level (or equivalent) in that subject
- have achieved GCSE examinations in English and mathematics at grade C (or above) or equivalent. International applicants must demonstrate through NARIC that their educational standard is at least equivalent to a grade C (St Mary’s University offers equivalency tests in English, mathematics and science – St Mary’s only accepts our own equivalency tests)
- (primary applicants and PE secondary applicants) have achieved GCSE examination in science at grade C (or above) or equivalent. International applicants must demonstrate through NARIC that their educational standard is at least equivalent to a grade C (St Mary’s University offers equivalency tests in English, mathematics and science – St Mary’s only accepts our own equivalency tests)
- have passed the professional skills tests in literacy and numeracy prior to application
- be employed in a school with considerable experience of whole class teaching
- primary applicants should have experience of teaching across the whole curriculum
- have a satisfactory DBS record and completed the NCTL fitness to teach requirements for employment in schools.
- be supported by your school and Headteacher – including the relevant statutory arrangements for the induction of newly qualified teachers
- be working within national frameworks and recognised curricula (e.g. key stages, GCSE, IB, ebacc)
- be working in two consecutive key stages (see below)
- have taught in at least two schools, early years and/or further education settings with responsibility for continuous planning, teaching and assessment
- complete a subject knowledge audit (secondary only)

(Original certificates must be provided in all cases)

Age phase requirements

All applicants recommended for the award of QTS will be assessed as meeting the QTS standards across at least two consecutive age phases:

- primary applicants should have experience of teaching across the whole curriculum
- have a satisfactory DBS record and completed the NCTL fitness to teach requirements for employment in schools.
- be supported by your school and Headteacher – including the relevant statutory arrangements for the induction of newly qualified teachers
- be working within national frameworks and recognised curricula (e.g. key stages, GCSE, IB, ebacc)
- be working in two consecutive key stages (see below)
- have taught in at least two schools, early years and/or further education settings with responsibility for continuous planning, teaching and assessment
- complete a subject knowledge audit (secondary only)

(Original certificates must be provided in all cases)
## Applicants’ pre-application Only – the route for me?

### Assessment Only – the route for me?

<table>
<thead>
<tr>
<th>Yes</th>
<th>Audit question/entry requirement</th>
<th>Incomplete – Development to readiness</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Awarded a degree (2.2 and above) or equivalent</td>
<td>You are not eligible for the AO Route *international students should check with NARIC</td>
</tr>
<tr>
<td></td>
<td>Excellent subject knowledge – as demonstrated through the subject knowledge audit (secondary only)</td>
<td>Complete the subject audit and ask your school teacher development lead for support</td>
</tr>
<tr>
<td></td>
<td>I have GCSE grade C (or equivalent) in Mathematics, English (secondary candidates). I have GCSE grade C (or equivalent) in Mathematics, English and Science (primary candidates) (secondary PE candidates)</td>
<td>Contact us – St Mary’s offers equivalence tests in English, Mathematics and Science for applicants to our ITT routes</td>
</tr>
<tr>
<td></td>
<td>I have the equivalent of at least two years’ teaching with suitable and sustained experience in:</td>
<td>The minimum expectation is two years teaching – once you have that experience then return to the pre application audit ready to apply for the Assessment Only Route</td>
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<tr>
<td></td>
<td>planning – plan and teach well-structured lessons</td>
<td>Ask your school to provide additional opportunities for planning as part of your teaching and learning role</td>
</tr>
<tr>
<td></td>
<td>teaching – that promotes good progress and outcomes by pupils</td>
<td>Ask your school to provide additional opportunities (we suggest 50% timetable as minimum) for teaching as part of your teaching and learning role across the range of pupils, age phases and curriculum</td>
</tr>
<tr>
<td></td>
<td>assessing – make accurate and productive use of assessment</td>
<td>Ask your school to provide additional opportunities (we suggest 50% timetable as minimum) for assessment, recording and reporting as part of your teaching and learning role across the range of pupils, age phases and curriculum</td>
</tr>
<tr>
<td></td>
<td>full groups (more than 15 pupils)</td>
<td>Ask your school to provide additional and consistent opportunities to teach larger groups</td>
</tr>
<tr>
<td></td>
<td>across the ability range – adapt teaching to respond to the strengths and needs of all pupils</td>
<td>Ask your school to provide additional and consistent opportunities to teach pupils with SEND, EAL and from diverse backgrounds</td>
</tr>
<tr>
<td></td>
<td>across two consecutive key stages</td>
<td>Ask your school to provide additional timetabled opportunities for you to teach across both the key stages in which you wish to be assessed</td>
</tr>
<tr>
<td></td>
<td>across the whole curriculum</td>
<td>Ask your school to provide opportunities to teach across the whole curriculum and support your developing portfolio of evidence of meeting the Teachers’ Standards</td>
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<tr>
<td></td>
<td>I have experience of teaching a full timetable (between 50%-80% of an NQT timetable)</td>
<td>Ask your school to offer you a greater teaching load that enables you to teach across the whole curriculum and both key stages – this should usually equate to the timetable teaching load for an NQT (we suggest for a minimum of one term)</td>
</tr>
<tr>
<td></td>
<td>I have experience of teaching for a minimum of six weeks in at least one second establishment, in a contrasting school and key stage</td>
<td>Ask your school to arrange a teacher exchange for six weeks with a partner school offering the appropriate key stages and diverse experiences</td>
</tr>
<tr>
<td></td>
<td>My school will support my application and will sign a St Mary’s Partnership Agreement</td>
<td>You are unable to apply – you must have the support of your school</td>
</tr>
<tr>
<td></td>
<td>My school can provide a school-based mentor with experience of mentoring ITE</td>
<td>Contact us – we can provide support for mentors</td>
</tr>
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<td></td>
<td>I will be able to show a portfolio of evidence that I meet all the standards at Part B of the selection process (from both school settings)</td>
<td>Ask your teacher development lead for support in compiling evidence of meeting the Teachers’ Standards</td>
</tr>
<tr>
<td></td>
<td>I have passed BOTH my professional skills tests</td>
<td>Register and take the tests – St Mary’s offers support workshops to help your prepare</td>
</tr>
<tr>
<td></td>
<td>I have the financial resources to pay for my Assessment Only Route/my school will pay for my Assessment Only Route</td>
<td>Discuss your options with the school and check the fee structure</td>
</tr>
</tbody>
</table>

I confirm I have met all the criteria above

Signed (applicant) .............................................................................................................. Date ..............................................................................................................

FOR UNIVERSITY USE ONLY

- [ ] applicant is ready to apply (all shaded criteria have been met)
- [ ] applicant is not ready to apply (one or more incomplete responses)

Signed Tutor 1 .............................................................................................................. Date ..............................................................................................................

Signed Tutor 2 .............................................................................................................. Date ..............................................................................................................
How to apply

St Mary’s University applies the same criteria to selection for all routes to Qualified Teacher Status. These include the Assessment Only Route, the PGCE programme (both University and school-led) and the school-led salaried route (QTS).

Applicants for the Assessment Only Route will go through a three stage selection process:

A. Complete the St Mary’s University Assessment Only Route application form and the ‘Am I ready?’ forms.

Your application should be detailed and chronological, with most recent experience first. Your teaching experience, paid employment and unpaid or voluntary roles are all relevant and this information will assist university tutors in making initial judgements.

All applicants must have passed the numeracy and literacy professional skills tests prior to application.

B. If your initial application is successful you will be expected to provide a portfolio of evidence against the Teachers’ Standards for the award of QTS. Applicants should ensure they have a portfolio that indicates they are already meeting the standards. Minimum expectation is 5 pieces of evidence for each Standard with 2 of these being from your second school setting.

C. Applicants who successfully meet the application criteria for parts A and B are then invited to be interviewed as part of the initial assessment and selection process.

N.B. The University’s decisions are final at all stages of the selection and assessment process. Pre-entry assessment fees are non-refundable. Applicants who are unsuccessful at the pre-entry stage can reapply for the Assessment Only Route after a minimum of six months – to do so their application must show supported professional development in their school setting in Part A of the application.

Fees (UK applicants)

<table>
<thead>
<tr>
<th>Service</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-entry assessment including initial application (Part A), portfolio assessment (Part B) and interview (Part C). (Non-refundable/payable upon initial application – Part A)</td>
<td>£500</td>
</tr>
<tr>
<td>Assessed placements</td>
<td>£1,800</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>£2,500</strong></td>
</tr>
<tr>
<td>Additional assessment visits if required (cost per visit)</td>
<td>£300</td>
</tr>
</tbody>
</table>

International candidates

Costs of travel and hotel accommodation/subsistence to be added

The assessment process

Successful applicants will undertake an eight to twelve week period of assessed practice in your school employment setting.

1. Candidates must be provided with a timetable for the duration of the assessment period that does not exceed the range and teaching load of a NQT in the school.
2. Secondary candidates must demonstrate a timetable for the duration of the assessment period where 80% of their teaching in both age phases is in their specialist subject.
3. Candidates must demonstrate meeting the Teachers’ Standards across the full range of their age phases’ including use of and evaluation of distinctive teaching approaches to engage and support all pupils including those with SEND and EAL.
4. Candidates must meet all the standards for QTS; being graded good or outstanding in each.
5. Candidates must be observed regularly by the school mentor and include lesson observation and feedback sheets in their portfolio of evidence (at least one observation each week, followed by feedback using St Mary’s Observation sheet proforma).
6. Candidates will receive two visits/observations from a university tutor.
7. Candidates may receive a visit from a University moderator.
8. Candidates and their employing schools must recognise that OFSTED requirements for initial teacher training provision apply to the Assessment Only Route (www.gov.uk/government/publications/the-assessment-only-route-to-qts).
9. Candidates must provide a portfolio of evidence demonstrating that they are meeting Teachers’ Standards for the award of QTS (the expectation is a minimum of 10 pieces of evidence for each standard).
10. Candidates must complete and submit a 3000 word self-evaluation composed of six 500 word commentaries applying theory to their own practice (approximately one commentary every 2 weeks) see appendix 1. Self-evaluations must adhere to standard English and demonstrate critical self-reflection.
Frequently asked questions

What is the assessment only route?

The Assessment Only Route is a new approach to the awarding of Qualified Teacher Status. Applied over an approximately 12 week period, applicants, with the support of their school, provide evidence of meeting the Teachers’ Standards (DFE, 2012) to the same robust and rigorous criteria applied to PGCE and School-led trainees of St Mary’s University. The significant difference is that all applicants are currently employed as teachers (unqualified) in schools, with a minimum of two years teaching experience. There are no taught academic requirements and there is no provision of training by St Mary’s in the Assessment Only Route. Applicants are assessed as meeting entry requirements (matched to PGCE and School-led provision) and are able to demonstrate meeting the Teachers’ Standards or are not accepted on the AO route.

How long should the assessment only route take?

The assessment only route must be completed within 12 weeks. Candidates and their supporting schools should note that the recommendation for the award of QTS is made through the University Examination Boards; currently held in December and June. Once a candidate has achieved the standard to be recommended for the award of QTS then this will be made at the next available examination board.

Who can apply?

Teachers who wish to gain the award of qualified teacher status through the assessment only route might include experienced graduate teachers who have experience of teaching across two age phases and ability settings in at least two school contexts and who are:

- Currently teaching in schools
- Trained to teach overseas
- Trained to teach in the further education sector
- Teaching in the independent school sector
- Teaching in international school sector (additional conditions may apply)

When to apply?

Applications are accepted throughout the year.

Is my teaching experience appropriate?

Teaching experience may include voluntary/unpaid work as well as employed teaching experience. Applicants must be able to demonstrate meeting all the Teachers’ Standards for the award of QTS as good or outstanding. Applicants must demonstrate that they have had the opportunity, in both of their school settings, to gain suitable and sustained experience in planning, teaching and assessing to a recognised national/international curriculum; in examination syllabia; in recording and reporting to parents and in teaching pupils of all abilities across at least two age phases. Documentary evidence must be available.

A significant proportion of this teaching experience should be recent (within the last 12 months). St Mary’s University will make a decision regarding the relevance of teaching experience based on individual circumstances.

My teaching experience is mostly in the Further Education sector – can I apply for the Assessment Only Route?

Applicants must show they have appropriate experience of teaching across two key stages in at least two school/further education settings. For applicants predominantly based in further education settings they must demonstrate sustained and substantial opportunities teaching in key stage 4 age phase contexts.

My teaching experience is mostly in the special educational needs sector – can I apply for the Assessment Only Route?

Applicants must show they can meet the teacher standards across two key stages, encompassing a range of assessments and teaching and learning approaches. Applicants’ experience of assessment, teaching and planning must take account of physical ages as well as developmental ages. Applicants must demonstrate they have sufficient and appropriate experience in their chosen key stages. Applicants should undertake a second school experience in a mainstream setting to support their evidence for the Teachers’ Standards.

Why must I have taught in a second school setting?

The NCTL requires all applicants to have worked in a minimum of two school settings before applying for the Assessment Only Route. St Mary’s University requires applicants to have undertaken a minimum of six weeks teaching in their second setting prior to application. However, the applicant must also demonstrate that they have had enough experience to fully meet all the Teachers’ Standards in that second setting. This may include opportunities to teach pupils from diverse backgrounds as well as gaining experience of different teaching and learning pedagogies, varying school organisations and distinctive leadership and management approaches.

Teaching experience in this second setting may be less recent than within the last 12 months (see section on ‘is my teaching experience appropriate’).

What should my timetable look like?

Applicants must demonstrate that they have the opportunity to teach across the two key stages (consecutive) for which they are being assessed and their timetable for the period of assessment must show this. Applicants should teach a minimum of 50% and a maximum of 90% of an experienced teacher’s timetable for the duration of the assessment period. Applicants must have the opportunity to work with adults other than teachers, pupils across the ability range within the school and in the pastoral setting of the school. Secondary applicants’ timetables are expected to provide 80% of their teaching commitment to be in their specialist subject.
Overseas trained teachers and international applicants

OTTs are people who have qualified as teachers in a country outside of the European Economic Area (EEA) and Switzerland. The Education (Specified Work) (England) Regulations 2012 allow teachers qualified in a country outside of the UK to teach in state maintained schools and non-maintained special schools in England without qualified teacher status (QTS) for up to four years. Overseas Trained Teachers who have exceeded this four year rule can still be employed in maintained schools and the non-maintained special schools as instructors. In this context they are eligible to apply for the Assessment Only Route.

Prior teaching experience in an international setting is accepted provided the applicant has had the experience and opportunity to demonstrate meeting the Teachers’ Standards.

NARIC – UK NARIC is the designated United Kingdom national agency for the recognition and comparison of international qualifications and skills. International applicants should request a statement of comparability through UK NARIC.

What support should my school be giving me?

The headteacher must sign the St Mary’s Partnership agreement included in the application form confirming the school’s commitment to supporting the applicant. The Headteacher is asked to provide the assessment of the applicant’s strengths and overall suitability for a career in teaching in addition to indicating why the school is judging the applicant ready for their final assessment. This evaluation should be referenced to the Teachers’ Standards.

All schools will be asked to sign the Assessment Only Route Partnership Agreement which reflects the commitment of both St Mary’s University and the School. Schools must commit to providing a school-based mentor who has undergone ITT mentor training and who will hold weekly meetings with the applicant to support them in meeting and evidencing the Teachers’ Standards as well as providing supporting evidence through lesson observations.

Continuing professional development and your NQT induction year

All applicants who are recommended for the award of QTS become Newly Qualified Teachers. This applies to those taking the Assessment Only Route. All Schools should note the NQT requirements before agreeing to support candidates for the award of QTS. Further information on the NQT induction year can be found at the following website: www.gov.uk/government/publications/induction-for-newly-qualified-teachers-nqts.

Professional skills tests

You are required to pass the professional skills tests in numeracy and literacy before you can apply for the Assessment Only Route. You can only take the tests up to three times and you have to pay for resits, so it’s important to make sure you’re fully prepared.

Tests can be booked at Learn Direct: www.skillstestbooking.com/sta – web/registration?execution=e1s1.

Practice material is available through the Getting into Teaching webpage at: https://getintoteaching.education.gov.uk/passing-the-skills-tests.

Next steps

1. Complete the pre-entry audit
2. Confirm the support of your headteacher
3. Complete the application form available online

Submit all three to St Mary’s University to:
Lizzy Jackson
Enterprise and Recruitment Officer
School of Education, Theology & Leadership
ao@stmarys.ac.uk

St Mary’s University, Twickenham
April 2017
All information is correct at the time of going to print and is applicable to the current academic year.
Appendix 1

Supporting Self-evaluation Portfolio (3000 word self-evaluation composed of six 500 word commentaries applying theory to your own practice.

1. **What are the characteristics of an effective teacher?**
   Critically analyse why you think certain teacher characteristics are important. Which experiences have informed the sort of teacher you wish to become and why?

2. **What is your philosophy of education?**
   Which educational values underpin your philosophy? Why are these values important to you? How do these influence your practice as a teacher?

3. **What do I understand about the nature and value of reflective practice?**
   Analyse ways in which being a reflective practitioner may enable you to become an effective teacher.

4. **What do you know and understand about your learning and how do you learn best?**
   Link to your own experiences of learning and to learning theory

5. **Reflect on your experience teaching in two contrasting schools**

6. **As you reflect critically on your teaching journey, what has emerged as an area of concern/interest/passion?**

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Appendix 2

**The Teachers Standards**

**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 pupils’ attainment, progress and outcomes
   - be aware of pupils’ capabilities and their prior knowledge, and plan teaching to build on these
   - 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 in their own attendance and punctuality.

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

For Candidates to note

Further information regarding the Teachers’ Standards can be found at www.gov.uk/government/publications/teachers-standards.

The standards are presented as separate headings, numbered from 1 to 8 in Part One, each of which is accompanied by a number of bulleted subheadings. The bullets, which are an integral part of the standards, are designed to amplify the scope of each heading. The bulleted subheadings should not be interpreted as separate standards in their own right, but should be used by those assessing trainees and teachers to track progress against the standard, to determine areas where additional development might need to be observed, or to identify areas where a trainee or teacher is already demonstrating excellent practice relevant to that standard (DfE 2012).

In order to meet the standards, a trainee or teacher will need to demonstrate that their practice is consistent with the definition set out in the Preamble, and that they have met the standards in both Part One and Part Two of the Teachers’ Standards document.