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| **St Mary’s University Assessment only****Application form 2024-25** |  |

**Important:** The Applicant should read notes on pages 1-2 and complete the Eligibility Checklist below before completing the application form which starts on page 3. Please ensure you answer all questions on this application.

**Eligibility checklist:**

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| **Tick one box only for each line:** | **Yes** | **No** | N/**A** |
| I have GCSE grade 4 or above, or equivalent in English and Maths (Science required for primary) Copies of certificates to be attached to application | [ ]  | [ ]  | [ ]  |
| I hold a first degree or equivalent, and have my certificate available to submit with this application? (A1.2) \* | [ ]  | [ ]  | [ ]  |
| If your qualification is not from the UK, ensure you have ENIC equivalency certificates to submit with this application? (A1.2) \*\* | [ ]  | [ ]  | [ ]  |
| I meet the requirements of the Teachers’ Standards without needing further training (A1.3) \*  | [ ]  | [ ]  | [ ]  |
| I have been teaching unqualified for two years or more in the school where I wish to qualify for QTS? (A1.5) \* | [ ]  | [ ]  | [ ]  |
| I have evidence of teaching in at least two separate schools? (A1.5) \* | [ ]  | [ ]  | [ ]  |
| The school I currently work at as an unqualified teacher is in the UK? \* | [ ]  | [ ]  | [ ]  |
| I have evidence of successful planning, teaching and assessing across the two adjacent age ranges in which you intend to qualify? (A2.1)\* | [ ]  | [ ]  | [ ]  |
| I have the support of my school and they will they provide a mentor for the duration on of the QTS? \* | [ ]  | [ ]  | [ ]  |
| I have at least two recent lesson observations of my teaching in my current school, to be supplied with this application? \* | [ ]  | [ ]  | [ ]  |
| **Secondary candidates**: I can demonstrate successful teaching of your subject across both age ranges (A2.1) \*\* | [ ]  | [ ]  | [ ]  |
| **Primary candidates**: I can provide evidence of successful teaching across the full curriculum, including Early Reading (Phonics) (A2.1) \*\* | [ ]  | [ ]  | [ ]  |

\* You must answer “Yes” to this question in order to be eligible to apply

\*\* You must answer “Yes” or “n/a” to this question in order to be eligible to apply

**The Application Process**

1. Please complete Parts A to D of this form, and then pass to your headteacher, together with supporting documentation that is listed in section D.
2. Your headteacher should complete sections E and F, and then arrange for this form together with your supporting documentation to be emailed to elizabeth.jackson@stmarys.ac.uk
3. Your application should also include a reference from your second school.
4. Any applications with gaps or missing documentation will automatically be rejected.
5. If all the information we need is present, you will be invited to attend an interview. If successful you will be accepted onto the Assessment only route and will be registered with the DfE.
6. Following a successful interview, a meeting will be arranged with you and your mentor. This will set out the expectations for the Assessment only route and a demonstration of Abyasa.
7. If you are successful in the selection process, then your final assessment against the Teachers Standards will be to complete a portfolio of evidence demonstrating that the Teachers’ Standards have been met, five lesson feedback records from current placement, two lesson feedback records from second placement, five weekly mentor meetings and an Assessment Record
8. It is a requirement of any teacher who wishes to attain Qualified Teacher Status that they demonstrate that they have taught successfully in:
	* Two separate schools
	* Two consecutive age ranges

Thus the 3 bundles of evidence that you present at Final Assessment must show clear evidence of this experience and ability, for example:

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| **Your Chosen Age Range** | **Bundle 1: Employing School** | **Bundle 2: Employing School** | **Bundle 3: Second School** |
| 3-7 | Foundation Stage | Key stage 1 | Either FS or KS1 |
| 3-7 | Key stage 1 | Key stage 1 | Foundation Stage |
| 3-7 | Foundation Stage | Foundation Stage | Key stage 1 |
| 5-11 | Key Stage 1 | Key Stage 2 | Either KS1 or KS2 |
| 5-11 | Key Stage 1 | Key Stage 1 | Key Stage 2 |
| 5-11 | Key Stage 2 | Key Stage 2 | Key Stage 1 |
| 7-11 | Lower KS2 (Yrs. 3-4) | Upper KS2 (Yrs. 5-6) | Any KS2 class |
| 7-11 | Lower KS2 (Yrs. 3-4) | Lower KS2 (Yrs. 3-4) | Upper KS2 (Yrs. 5-6) |
| 7-11 | Upper KS2 (Yrs. 5-6) | Upper KS2 (Yrs. 5-6) | Lower KS2 (Yrs. 3-4) |

The information on this form will be stored on a database and is subject to the requirements of Data Protection legislation. Information may also be made available to Ofsted to enable them to carry out quality inspections of the trainee. The information may also be used by the Department for Education (DfE) and used anonymously for statistical analysis.

Please type on this onto the application form, an electronic signature is acceptable.

If you do not complete this form fully or omit any questions, the form will not be considered and will be returned to you for completion.

The application form is a detailed form reflecting the rigor that is expected for any process leading toe Qualified Teacher Status (QTS). Please ensure you complete all relevant information.

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| PART A |
| 1. **Applicant’s Name and School**
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| **Title** |  | **Forename** |  |
| **Preferred Forename** |  | **Surname** |  |
| **Name of Employing School** |  |
| **Postcode** |  |
| **School URN** |  | **OFSTED rating** |  |
| **Email address of school** |  |
| **Date commenced employment** |  |
| **Current position** |  |
| **Is the school a:**  | State primary; Academy; International; State Secondary; Free school; COBIS; Special school; Independent; Other |
| **Age range of pupils taught** |  |
| **Has this school worked with St Mary’s University previously?** |  |
| **Is your school part of the St Mary’s partnership?** |  |
| **Has your school experience of QTS applicants through another provider? If yes who with** |  |
| **Mentor experience****Has the mentor undertaken mentor training?****If yes, name of institution** |  |
| **School Address** |  |
| **Headteacher’s name** |  | **AO Co-ordinator’s Name:** |  |
| **Headteacher’s email** |  | **AO Co-ordinator Email:** |  |
| **Invoice information. Finance email:** |  | **Finance contact name:** |  |

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| PART A |
| 1. **Personal information**
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| **Previous name?** |  | **Ethnicity** | **Nationality** |
| **Date of Birth** |  | **Gender** | **Disability** |
| **NI Number** |  |  |  |  |  |  |  |  |
| **DBS Number** |  |
| **Date of issue** |  |
| **Applicant’s Home Address** |  |
| **Postcode:** |  |
| **Home Telephone** |  | **Mobile** |  |
| **Personal Email:**  |  |

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| PART A |
| 1. **Teacher Training Applications**
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| **Have you ever previously started a course leading to Qualified Teacher Status? Please give details of where, when and the outcome** |  |
| **Have you previously applied for the St Mary’s University Assessment Only route? If yes, give details, when, where and outcome** |  |
| **Have you ever previously applied for the award of Qualified Teacher Status via the Overseas mutual recognition scheme?  If yes, please give details of when and the outcome** |  |

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| **PART A** |
| 1. **Assessment Only Pathway Information**
 |
| All applicants must choose one only of the following age ranges in which you wish to be assessed.Secondary applicants must choose one subject which represents their current and previous teaching experience |
| **PRIMARY** | Ages 3-7 (Foundation Stage and Key Stage 1) | [ ]  |
| Ages 5-11 (Key Stage 1 and Key Stage 2) | [ ]  |
| Ages 7-11 (Lower Key Stage 2 and Upper Key Stage 2) | [ ]  |
| **SECONDARY** | Ages 7-14 (Upper Key Stage 2 and Key Stage 3 | [ ]  |
| Ages 11-16 (Key stage 3 and Key stage 4 | [ ]  |
| Your Teaching Subject (see the University’s web pages for the subjects that we offer): |  |

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| **PART A** |
| 1. **Applicant’s qualifications**
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| **You will be asked to show original certificates on the interview day. Please attach copies to application. Ensure all information is completed, missing information will cause delays and applications being returned.** |
| **Qualification**  | **Subject** | **Awarding Institution and Country** | **Grade** | **Award Date (month and year)** |
| **GCSE** | **Maths** |  |  |  |
| **GCSE** | **English** |  |  |  |
| **GCSE** | **Science** |  |  |  |
| **A Levels (or equivalent) – please list** |  |  |  |  |
| **First Degree** |  |  |  |  |
| **Postgraduate Degree (if any)** |  |  |  |  |
| **For qualifications obtained abroad: you must obtain and supply ENIC equivalency certificates together with this application form** |

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| **PART A** |
| 1. **Applicant’s Teaching Experience**
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| **Complete these columns for all posts/experience listed – voluntary or employed** | **Complete these columns only for posts related to teaching (i.e. teaching as an unqualified teacher with sole responsibility for planning, teaching, and assessing****. This does NOT include roles as cover supervisor, exam invigilator, teaching assistant or similar)** |
| **Date post started** | **Date post ended** | **Place of Employment / School** | **Job title and brief description of role.** | **Full-time or part-time post?** **If part time please give fraction of post (e.g. 0.5)** | **Hours of teaching** | **Age of children in class(es)** | **Year group within class(es)** |
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| **PART A** |
| 1. **Your current timetable**
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| Please complete with your current timetable showing the teaching for which you have sole responsibility (Planning, Teaching, Assessing). For primary, this should show coverage of the full Primary Curriculum, i.e. all National Curriculum subjects; for secondary this should show teaching across the two age ranges in which you intend to qualify |
|  | Period 1 | Period 2 | Period 3 | Period 4 | Period 5 | Period 6 |
| Monday |  |  |  |  |  |  |
| Tuesday |  |  |  |  |  |  |
| Wednesday |  |  |  |  |  |  |
| Thursday |  |  |  |  |  |  |
| Friday |  |  |  |  |  |  |

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| PART B |
| 1. **Details of Applicant’s Second School Teaching**
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| At the point of application, you will be required to show evidence of successful teaching in a second setting. This teaching must have lasted a minimum of 6 weeks full time (or part-time equivalent) You are required to produce evidence such as lesson plans, records of pupil attainment and progress and at least 6 lesson observations from this second school |
| **Name of Second School** |  |
| **School Address** |  |
| **School email address** |  |
| **Dates of your second school teaching (must be a minimum of 6 weeks)** | **From:**  |  | **To:**  |  |
| **Subjects taught (please list)** |  |
| **Age ranges taught:** |  | **Full-time or part-time (if p/t, give percentage)** |  |
| **Headteacher’s name** |  | **Your mentor’s name:** |  |
| **Headteacher email \*** |  | **Your mentor’s Email**  |  |
| **Is the school a:**  | State primary; Academy; International; State Secondary; Free school; COBIS; Special school; Independent; Other |  |  |
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| PART B |
| 1. **Reflections on your second school teaching experience**

Write between 300-400 words on your experience of teaching in a different school. What did it teach you about teaching and learning? What was similar/different from your current school? What thoughts, ideas, and approaches did you learn whilst at this second school that you have deployed at your current school? |
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| PART C |
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| **Evaluation of your own teaching** |
| In order to achieve QTS, you need to show that you can meet the Teachers’ Standards (see https://www.gov.uk/government/publications/teachers-standards). We assess all those recommended for QTS using “Evidence Bundles.” These are collections of evidence from your teaching including documents such as your lesson plans, teaching materials you have prepared, observations of your teaching, (anonymised) samples of pupil work, and pupil performance data (also anonymised). Each of these bundles is summarised in an overview statement. Please **DO NOT** include with this application any of the materials mentioned above – you will be required to bring these along to your interview. See introductory notes at the top of this form.Please choose one class that you are currently teaching or have taught recently and think of a recent sequence of lessons or module/unit of work that you have taught them (we suggest that this is between 4-10 lessons). You **MUST** choose a class from one of the key stages that you wish to be assessed in. Use the section headings below to write a summary overview with a focus on what you have done to help enable your class to make progress. Please read the notes at the end of section 5 to ensure that you have chosen an appropriate class for your bundle.In all sections, please make sure you DO NOT mention any individual pupil names. If you wish to mention individual pupils (which can be helpful), refer to them as “Pupil A,” “Student B” or similar. You are strongly recommended to refer to the Teachers’ Standards.The boxes in this section will expand as you type. We would expect you to write in total for this section no more than 3 full sides including the instructions. |
| 1. Please write a short contextual comment about your class. This should include year group, number and gender of pupils, your knowledge of any individual special needs and disabilities. Please include any information about groups of students, for example Pupil Premium (Standard 5).
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| 1. What was the content of your lessons? What subject or curriculum knowledge did you need to teach this unit? How did you go about updating your subject knowledge for this topic? Did you need to update your knowledge of GCSE or other assessment to enable you to teach this unit? (Standard 3)
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| 1. What prior knowledge did the pupils have of this topic? What learning objectives did you set for the unit of work? How did you build each lesson on the previous one? (Standard 4)
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| 1. How did you assess the pupils’ learning and progress during and at the end of the unit? What formative assessment techniques do you like to use in lessons? (Standard 6)
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| 1. What progress did the pupils make and how do you know? Was this progress what you would have expected, was it better or worse? Were there any reasons that some pupils made better or worse progress than expected? How would you evaluate the quality of the work produced by the class as a whole and groups or individuals within the class (e.g. those with special needs, pupil premium)? How does your teaching reflect what you know about how pupils learn? (Standard 2)
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| 1. Were there any behaviour challenges that you had to manage during the teaching of this class? How did you deal with these? How do you like to establish a positive working relationship in your classes? (Standards 1 and 7)
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| 1. What are your reflections on teaching this module overall? What would you improve next time? What went especially well? What specific improvements would you make? Whom did you have to ask for specialist (e.g. Special Needs) support? What did you learn from this advice?
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| 1. Please make a statement which demonstrates that you meet Standard 8 and Part 2 of the Teachers’ Standards?
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| PART C |
| 1. **Audit of evidence against the Standards**

Here, you are asked to assess the quality and availability of evidence you currently possess, against the Teachers’ Standards. For each section of the Standards, please consider whether the evidence you currently have is “good evidence”, “some evidence” or “limited evidence”. **Do not supply** this evidence with this application: you will be expected to select from your evidence if you are invited to interview. However, you will need to have **good** **evidence of all Standards** by the Final Assessment. The purpose of this activity is to enable you to identify areas of evidence which you will need to develop before Final Assessment. You will need to refer to the full wording of the Teachers’ Standards as only abbreviated extracts from each Standard are included below.(Evidence will include schemes of work; lesson plans; observations of your teaching; appraisal documents; special needs registers; class data sheets; marked pupil work; photos; reports to parents) |
|  | **Good evidence** | **Some evidence** | **Limited evidence**  |
| S1a: Establish a safe and stimulating environment |  |  |  |
| S1b: Set goals that stretch and challenge pupils |  |  |  |
| S1c: Guide pupils to reflect on … progress |  |  |  |
| S2a: Be accountable for pupils’ attainment |  |  |  |
| S2b: Be aware of pupils’ capabilities and their prior knowledge |  |  |  |
| S2c: Guide pupils to reflect on the progress they have made |  |  |  |
| S2d Demonstrate knowledge and understanding of how pupils learn |  |  |  |
| S2e Encourage pupils to take a responsible and conscientious attitude |  |  |  |
| S3a Foster … pupils’ interest and address misunderstandings |  |  |  |
| S3b Promote the value of scholarship |  |  |  |
| S3b Take responsibility for promoting high standards of literacy |  |  |  |
| S3c: Demonstrate a clear understanding of systematic synthetic phonics |  |  |  |
| S3d: Demonstrate clear understanding of appropriate teaching in Maths |  |  |  |
| S4a Impart knowledge through effective use of lesson time |  |  |  |
| S4b Promote a love of learning and children’s intellectual curiosity |  |  |  |
| S4c Set homework … to consolidate and extend (pupils’) knowledge  |  |  |  |
| S4d Reflect systematically on the effectiveness of lessons |  |  |  |
| S4e Contribute to the design and provision of an engaging curriculum |  |  |  |
| S5a Know when and how to differentiate appropriately |  |  |  |
| S5b Secure understanding of factors can inhibit pupils’ ability to learn |  |  |  |
| S5c Demonstrate an awareness of …development of children |  |  |  |
| S5d Have a clear understanding of the needs of all pupils |  |  |  |

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| (contd.) | Good evidence | Some evidence | Limited evidence  |
| S6a Know and understand how to assess the subject and curriculum |  |  |  |
| S6b Make use of formative and summative assessment |  |  |  |
| S6c Use relevant data to monitor progress, set targets, and plan |  |  |  |
| S6d Give pupils regular feedback, orally and through accurate marking |  |  |  |
| S7a Have clear rules and routines for behaviour in classrooms |  |  |  |
| S7b Have high expectations of behaviour |  |  |  |
| S7c Manage classes effectively |  |  |  |
| S7d Maintain good relationships with pupils |  |  |  |
| S8a Make a positive contribution to the wider life … of the school |  |  |  |
| S8b Develop effective professional relationships with colleagues |  |  |  |
| S8c Deploy support staff effectively |  |  |  |
| S8d Take responsibility for improving teaching |  |  |  |
| S8e Communicate effectively with parents |  |  |  |
| Part 2: Treat pupils with dignity |  |  |  |
| Part 2: Have regard to safeguarding |  |  |  |
| Part 2: Have tolerance of and respect for the rights of others |  |  |  |
| Part 2: Not undermine fundamental British values |  |  |  |
| Part 2: Expression of personal beliefs do not exploit pupil vulnerability |  |  |  |
| Part 2; Have regard for policies and ethos of their school |  |  |  |
| Part 2: Understand and work within the statutory frameworks |  |  |  |

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| **PART D: THE APPLICANT’S DECLARATION** |
| **If you leave any sections unchecked, your application will not be considered** |
| 1. I agree that the information on this application and any agreed action plan may be made available to university assessors as appropriate to enable them to assess me in relation to the Teachers’ Standards.
 | [ ]  |
| 1. Safeguarding (Requirement A1.3) I have no convictions, which would deem me unsuitable for working with children (all applicants will need a Disclosure and Barring Service check DBS by the school and the university before registration onto the AO Pathway can be confirmed, and you must enter your DBS number in the appropriate section above).
 | [ ]  |
| 1. Health and Physical Capacity to Teach (Requirement A1.3) I believe that I have the health and physical capacity to teach. (Please note applicants who have a disability will be supported in their application and are encouraged to discuss any additional needs arising from this disability, which will be considered with this application).
 | [ ]  |
| 1. I agree that information supplied on this form may be passed to Ofsted and to relevant staff members at the University engaged in the AO pathway
 | [ ]  |
| 1. I do not already have UK Qualified Teacher Status.
 | [ ]  |
| 1. I have taught and can present evidence of successful teaching in two different schools
 | [ ]  |
| 1. I have taught and can present evidence of successful teaching in two consecutive key stages (see Part 1 above)
 | [ ]  |
| 1. The information contained in this application form is complete and accurate to the best of my knowledge. All required documentation (see below) has been passed to my employing school to be submitted along with this application form
 | [ ]  |
| 1. I confirm that the originals of all examination certificates will be available to the University for scrutiny at interview stage and prior to the commencement of the Pathway. They should also be available at the University Initial Meeting prior to the start of the Pathway.
 | [ ]  |
| 1. I attach separately scanned copies of the following documentation:
* A copy of my First-Degree certificate (including ENIC certification if needed)
* Copies of my GCSE (or equivalent including ENIC certification for overseas qualifications) certificates for English, Maths and (for primary only) Science
* 2 recent lesson observations of my teaching
 | [ ]  |
| Signature  |  |
| Date |  | Print Name |  |

**NOW PASS THIS FORM TO YOUR HEADTEACHER, TOGETHER WITH DOCUMENTS LISTED ABOVE. YOUR HEADTEACHER WILL COMPLETE SECTIONS E AND F, AND THEY WILL FORWARD YOUR COMPLETE APPLICATION TO THE UNIVERSITY**

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| **PART E: HEADTEACHER’S SUPPORTING STATEMENT** |
| **This section may be completed by a senior member of staff who has close knowledge of the applicant’s work****. However, the Headteacher’s or Principal’s signature of the Employing School is required at the end of the declaration in section E** |
| Please write a summary of the school’s analysis of the applicant’s suitability below. *Please note that this is not a training route, but it is for those applicants who are already meeting the Teachers’ Standards to a high standard**. It is not suitable for those employed in a non-teaching capacity: all applicants will be required to submit evidence that they have substantial and successful evidence of planning lessons, teaching and assessing pupil learning.*In your supporting statement, please include the following: * Examples of how the candidates demonstrates that they are already meeting the Teachers’ standards Part one and Part two
* Suitability to teach (including their awareness of safeguarding policies and procedures)
* Confirmation that the candidate has a good standard of written and spoken English, fundamental maths and basic numeracy skills (Fundamental Skills)

Please feel free to elaborate on any of the points made in the applicant’s statements in sections A-C of this application, and link to the Teachers’ standards |

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| **Supporting statement:** |
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| **PART F: HEADTEACHER’S DECLARATION** |
| **Please check all boxes in the right-hand column.** |
| 1. I have seen original certificates evidencing the candidate’s qualifications listed above
 | [ ]  |
| 1. Safeguarding: I have completed a Disclosure and Barring Service (DBS) check and will inform the university of any applicant who fails to meet this requirement, see Statutory guidance, *Keeping Children Safe in Education - all entrants must have been subject to a Disclosure and Barring Service (DBS) criminal records check, including a check of the children’s barred list. Any queries about DBS checks should be referred to the DBS at customerservices@dbs.gsi.gov.uk or on 03000 200 190. The Home Office has published guidance on criminal record checks for overseas applicants*
 | [ ]  |
| 1. I have checked that the candidate is not subject to a prohibition order issued by the Secretary of State and/or is not prohibited to teach in another country of the European Economic Area (EEA). *The lists of prohibited teachers can be found via the Teacher Services System*
 | [ ]  |
| 1. I have followed the DfE statutory guidance on the application of the Childcare (Disqualification) Regulations 2009 and related obligations under the Childcare Act 2006 in relation to safeguarding and promoting the welfare of children. *Further advice on the childcare disqualification arrangements can be obtained from the Department for Education by emailing Mailbox.disqualification@education.gsi.gov.uk or on 01325 340 409*
 | [ ]  |
| 1. I have undertaken checks to ensure that the applicant has the health and physical capacity to teach. *The activities that a teacher must be able to perform are set out in the Education (Health Standards) (England) Regulations 2003*
 | [ ]  |
| 1. The above-named applicant is suitable for consideration of the AO route to QTS and can provide evidence that s/he has met and is meeting all the Teachers’ Standards. I support their application.
 | [ ]  |
| 1. I understand that failure to comply with the conditions of the Assessment Only Pathway may result in the place on the Pathway terminated at the discretion of the university
 | [ ]  |
| 1. I understand the financial implications of the programme and agree to pay the required fees to the university for upon receipt of an invoice.
 | [ ]  |
| 1. I confirm that the applicant is employed as a teacher in the school named in Part A (Question 1)
 | [ ]  |
| 1. I confirm that the statements made on this form, especially regarding length of service and teaching experience, are true to the best of my knowledge
 | [ ]  |
| 1. The school will support, via our Assessment Only co-ordinator/Mentor as appropriate, the applicant through the AO pathway including provision of in-school mentoring and facilitation of school visits by university staff, in accordance with the signed partnership agreement between us
 | [ ]  |
| 1. I have no concerns about the candidate's standard of written and spoken English and fundamental maths skills and basic numeracy.
 | [ ]  |
| Headteacher’s Signature |  |
| Name (Please type) |  |
| Date: |  |

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| **APPENDIX 1**: Partnership agreement between the St Mary’s University and the Assessment only school |

**St Mary’s University will:**

* Be responsible for all administrative matters related to the accreditation, inspection, assessment and quality assurance on the Assessment only route
* Make arrangements for applicants to be assessed against all the required Teachers’ Standards by the end of the assessment period
* Ensure that all procedures are carried out for the award of Qualified Teacher Status
* Address any unnecessary workload demands as a consequence of the Assessment Only route
* Provide a Link Tutor to ensure the fulfilment of the responsibilities of the University, which are specified below:

**The Link Tutor will:**

* Act as a professional support for the AO coordinator, applicant, and mentor
* Conduct an eligibility interview to assess the suitability of the applicant
* Run the Initial Training Meeting at the beginning of the assessment period
* Use the online assessment system Abyasa to record and monitor progress
* Conduct at least one monitoring and quality assurance (M&QA) visit to formally observe the applicant and provide formative feedback to the applicant
* Review the mentor’s lesson observation and feedback to the candidate, the quality of the SMART targets set and will offer support where needed
* Establish effective lines of communication between all partners and maintain regular contact with the school and trainee
* Liaise with school partners to ensure successful progress and resolve issues were apparent
* Participate in writing comments in the Assessment Record
* Support St Mary’s quality assurance programme through regular evaluation of AO provision
* Link Tutors are required to attend regular training sessions at the University
* Conduct final meetings at the end of the assessment period
* Provide ongoing formative feedback on the Portfolio of evidence
* Seek support or help when/if required

**The School Mentor will:**

* Attend the Initial Training Meeting with the applicant, led by the Link tutor (LT)
* Collaborate with the LT in overseeing the monitoring and assessment of the candidate’s target setting and training
* Participate in writing comments in the Assessment Record
* Closely monitor trainees’ work life balance, well-being, mental health, and challenge unnecessary workload demands and report concerns.
* Ensure formal observation and written feedback of the candidate takes place on a weekly basis (*Primary: observations should cover a range of curriculum subjects during the assessment period. Secondary: observations of Key Stage 3 and Key Stage 4 during the assessment period*)
* Conduct the Weekly Training Meeting to support, guide, co-ordinate feedback, set targets, monitor general progress against targets in relation to the Teachers’ standards and add to the Weekly Training meeting record on Abyasa
* Complete, with the candidate, the Assessment Record on the online assessment system Abyasa
* Conduct a joint lesson observation with the LT during the assessment period
* Attend and contribute to the M&QA visit conducted by the LT
* Attend the final meeting at the end of the assessment period

**The Assessment Only applicant will:**

* Attend the eligibility interview to discuss suitability for the programme and to develop understanding of AO criteria and expectations
* Attend the initial meeting with their mentor, led by the LT
* Maintain a professional attitude to all aspects of St Mary’s AO provision and always communicate effectively and professionally
* Collate and submit a Portfolio of evidence, to be assessed against the Teachers’ Standards (including sub-standards)
* Familiarise and adhere to procedures as outlined by the AO link tutor
* Engage constructively in discussions with mentor and LT regarding progress and feedback on their performance during the assessment period
* Produce and upload detailed written lesson plans for all formally observed lessons
* Produce and upload lesson resources for all formally observed lessons
* Participate in, reflect, and complete the Weekly Training Record with their mentor
* With the aid of relevant literature, relate practice in the classroom to theories of teaching and learning
* Ensure Abyasa timeline is kept up to date (lesson plan, resources, WTM record and Assessment Record)
* Ensure all required assessment documentation is up to date and uploaded as required
* Be formally observed once a week (*Primary: observations should cover a range of curriculum subjects during the assessment period. Secondary: observations of Key Stage 3 and Key Stage 4 during the assessment period*)
* Seek support or help when/if required
* Attend final meeting with mentor and LT

PLEASE NOW ARRANGE FOR THIS FULLY COMPLETED APPLICATION FORM TOGETHER WITH DOCUMENTATION SUPPLIED BY THE APPLICANT TO BE EMAILED TO:

**Elizabeth.jackson@stmarys.ac.uk** **(marked “Assessment only route to QTS” in the subject line)**