

Assessment Only (AO) Route

To

Qualified Teacher Status



Table of Contents

INTRODUCTION	3
ENTRY QUALIFICATIONS / REQUIREMENTS	3
ENTRY EXPERIENCE	4
HOW LONG DOES THE AO ROUTE TAKE?	4
COSTS	4
Contact and Support	4
Teaching Experience in a Second School	5
Role of School Mentor	5
THE Portfolio of Evidence and Evidence Gathering	5
Subject Knowledge	6
Intellectual Capacity	6
CURRENT TEACHING CONTEXT	6
STEP-BY-STEP PROCESS	6
<i>Initial Assessment</i>	6
<i>Evidence Submission - Standards</i>	7
Internal Moderation	7
Final Assessment and External Verification	7
FLOWCHART	10
NOTES MEETING 1:	11

Introduction

Carmel College, in collaboration with Carmel Teacher Training Partnership (CTTP), is designated as an Assessment Only (AO) provider by the National College of Teaching and Leadership. Carmel College is the lead School in the Carmel Teaching School Alliance and in association with other North East Teaching schools holds the license for leadership courses for the National College. Carmel Teacher Training Partnership is an Initial Teacher Training (ITT) Provider offering both SCITT and School Direct courses at Primary and Secondary levels.

High quality teaching is essential to the future prospects of the children in our schools. Carmel College is committed to the highest quality teacher training of new entrants into the profession. Through rigorous selection procedures, high quality training and focused individualised support teachers qualifying through Carmel ITT programmes will be of the highest quality.

The Assessment Only route is designed for those teaching in schools who would be eligible to gain Qualified Teacher Status (QTS) without undertaking a full QTS Initial Teacher Training Programme.

The AO route into teaching must adhere to the following stringent standards; it should not be seen as a short cut to qualified teacher status.

Entry Qualifications / Requirements

The Assessment Only (AO) route into teaching follows exactly the same initial qualifications requirements as all other ITT routes to Qualified Teacher Status (QTS). CTTP invites applicants to apply for this route who:

- are graduates – 2.2 minimum
- have GCSEs in English or English Language – C or above
- GCSE maths – C or above
- GCSE Science (Primary only) – C or above
- an updated CV
- have been subject to a Disclosure and Barring Service (DBS) enhanced disclosure check
- have been teaching successfully for a minimum of two years full time or the equivalent – and been accountable for students' learning
- have teaching experience in a second school (details below)
- have taught across two key stages are already highly competent classroom teachers (at least 'Good' based on the Ofsted criteria for teaching)
- will be employed in a teaching role for the duration of the assessment period at a school where they can meet the full requirements of QTS
- have the intellectual and academic capabilities needed to meet the required QTS standards (academic study - details below)
- applicants must have passed the professional skills' test prior to entry onto the AO programme

<http://www.education.gov.uk/schools/careers/traininganddevelopment/professional>

All of the above qualifications must have been obtained prior to an application being considered. Equivalency examinations will be considered however the breadth of content and not just the level must also be met.

Where qualifications have been obtained outside the UK, a NARIC certificate to demonstrate the equivalency of the qualifications will be required. The cost of any equivalency / NARIC certification must be met by the applicant.

Entry Experience

As this route into teaching has no training associated with it, there is the assumption that the applicant is currently teaching at a good or better standard. The applicant will have already 'learned on the job' and would be able to meet the standards required for all 8 of the QTS standards which also includes Part 2.

It is expected that the applicant is currently working in a school teaching the appropriate age and ability range following national curriculum and a UK public examination syllabus. The minimum length of teaching full classes full time would be at least 2 years, with responsibility for the pupils' progress. Individual cases may be considered on their merit.

Short-term supply placements which do not allow the AO to take full responsibility for their class(es) by undertaking the roles and responsibilities of a normal timetabled teacher, are not taken into account

How long does the AO Route take?

AOs need time to have their qualifications and DBS checked (if accepted onto the AO Route; complete their application form and interview; gather a portfolio of evidence to show that they have met all the QTS Standards; pass the 2 QTS professional skills tests and prepare for assessment.

AO candidates need to gain QTS **within 12 weeks** of the Initial Needs Assessment visit (subject to having already taught in 2 UK schools). However, final assessment will not take place until AOs have gathered evidence that they meet all the QTS standards.

The whole process from initial application to final assessment is likely to take between one and two terms. It is important that the AO candidate has full time employment assured for the whole of this period.

Costs

The cost of the AO route is £2000 per applicant. This needs to be paid in full prior to the final assessment date.

Contact and Support

Carmel will offer online (email) and phone support throughout the 12 week assessment period and beyond into their early years of teaching.

Initial Contact details are

Assessment Only: Maria Matthews

mmatthews@carmel.org.uk

Teaching Experience in a Second School

It is a QTS requirement that “...*Each trainee teacher must have taught in at least two school prior to recommendation for the award of QTS*”.

AOs must provide evidence of sufficient and relevant experience in a second school. Clearly this will be earlier experience but must be within five years of their present placement. School placements as part of any short-term supply work or in a supporting classroom role, will not count towards the second school requirement. The role must have responsibility for pupil progress, accountable for pupil standards in that class or classes. They will have been responsible for delivering the National Curriculum to two consecutive age ranges.

They should already have a well-developed portfolio of evidence which includes a range of evidence for all the QTS Standards. It is particularly important that there are documented lesson observations of AO teaching across the age and ability range, giving clear reference to the relevant Standards met. If the AO’s previous experience of teaching two consecutive age ranges and in more than one school is insufficient, the AO will have to meet this requirement as part of her/his Development Plan.

If sufficient evidence of work in a second school is not available, the AO must undergo a second school experience as part of training. At this school the AO should be able both to teach and carry out observations of teaching in the relevant subject or phase.

Role of School Mentor

AOs will need the full support and commitment of their schools and particularly that of their mentors who will work closely with them to fulfil the criteria to achieve QTS. The mentor will arrange preparation for assessment, a programme of lesson observations, regular mentor meetings and checking the portfolio of evidence. The mentor must become familiar with the AO’s professional attributes: subject knowledge; pedagogic skills; classroom management and ability to meet QTS Standards. They must be in a position to recommend that the AO has demonstrated competence against each of the Standards. They must also be aware of the AO’s relevant experiences while at the current school in order to inform the Assessor during the Final Assessment.

The Portfolio of Evidence and Evidence Gathering

The portfolio should be arranged according to the Teachers’ Standards, to present the evidence relevant to each individual standard – including the sub-standards within each standard. The Standards in ‘Part 2’ of the Teachers’ Standards can be evidenced by testimonials from the school.

As a rough guide, two pieces of evidence can show how the AO meets the standard and sub-standard in relevant contexts (such as different key stages). For some standards more evidence may be appropriate. Where a piece of evidence meets more than one standard, cross reference it, highlighting the relevant section for the standard being identified. However, you should not use one piece of evidence too often – only twice is recommended.

Wherever possible evidence ought to be naturally occurring. Collected through the natural process of teaching, lesson planning, resource creation and lesson observations carried out by the school.

Evidence will include:

1. Lesson planning both mid-term, sequences and individual lesson plans
2. Teaching and Learning resources created for the range of age and abilities.
3. Lesson observations of both relevant age ranges
4. Witness statements to show the applicants ability to meet specific aspects of the standards.
5. Data collection and tracking of pupil progress
6. Pupils work assessed and levelled, moderated where possible
7. Photographic and other media of teaching, learning or wider participation within the school community.
8. A weekly 'Reflective Journal' must be kept to show candidate's learning journey and highlight her/his account of participation in the school community.

Subject Knowledge

The applicant must be able to demonstrate the sufficient subject knowledge to teach the relevant age and ability range. For general primary this must be across the full range of Core and foundation NC subjects.

Intellectual Capacity

The applicant will submit at the agreed date 12 weeks from initial assessment (meeting 3) an assignment 'How Children learn'. Between 2000-4000 words. Harvard referenced and will include a reflective application of current and relevant educational theory.

Current Teaching Context

The successful applicant will be employed as an unqualified teacher in a school throughout the assessment. She / He will be fully supported by the school's head teacher and mentor. Responsibility for the applicant's training will remain with this host school. Carmel College is not responsible for providing a salary or other funds. The role may also be on a voluntary basis. Carmel College is not in the position to guarantee the allocation of AO trainees to partnership schools. Applicants may be rejected onto the AO route on the basis of lack of a placement school.

A school agreement will be signed by both Carmel College and the partner school to ensure all parties are aware of their roles, responsibilities and commitments prior to the start of the assessment period.

Step-by-step Process

All applicants will undergo an interview and other relevant selection activities in order to ascertain their suitability to teach and their initial standard of teaching does not require any further training.

Applicants will be accepted onto the AO route if all entry requirements are met and a suitable school is available. Applicants will be rejected at the initial assessment stage if either the entry qualifications or suitable teaching qualities are not at a sufficient level to meet the required standards.

An initial meeting (meeting 1) will be held to explain the process and answer any questions. This meeting will make some initial judgements and set a date for the initial assessment (meeting 2) where suitability for the AO route will be decided.

Initial Assessment

The applicant will be required to attend an interview and bring with them all relevant qualifications documentation (originals no photo copies) and proof of identity (Photo ID such as Passport or Driving Licence).

The purpose of the initial assessment is to assess the suitability to teach, to assess the personal qualities (including ethics and values required of teachers) and to assess the applicant's background for safeguarding children.

During the selection process the applicant will be required to

1. teach a full class of 30 children in the suitable age range,
2. give a presentation of portfolio of prior evidence

Discussions will also be carried out with current head teacher / line manager.

All applicants will carry out a health check questionnaire in accordance with Carmel ITT procedures to ensure fitness to teach. Carmel will adhere to all equality legislation and adjustments will be made where appropriate.

All applicants will be required to have a current DBS certificate a copy of which will be retained by Carmel College.

If prior evidence indicates the candidate has already completed sufficient teaching in a Second School a signed reference will be required to be presented at this stage.

In line with all QTS courses the AO route also requires the standards to be met through two consecutive age ranges. In a secondary school this is likely to be age 11-14 (KS3) and 14-16 (KS4). In primary this may be ages 3-5, 5-7, 7-9 or 9-11. The presented evidence will be required to cover both age ranges.

Evidence Submission

Standards

All 8 standards and part 2 will be evidenced through a single level arch file. The file will be suitably divided between standards.

For each standard evidence will be collected and presented for each aspect of the standard, including each sub section.

Standard 8 and Section 2 require evidence of wider participation in the school community supporting the school ethos and values. This will require a weekly 'Reflective Journal' to show routine participation.

Internal Moderation

All evidence and judgements made will be moderated alongside all other Carmel ITT routes to QTS. The same rigour and systems for checking the validity and accuracy of judgements will include all AO candidates. Final decisions and recommendations for QTS will be moderated by the annual exam board held in July each year.

All evidence and judgements made will be moderated alongside all other Carmel ITT routes to QTS. The same rigour and systems for checking the validity and accuracy of judgements will include all AO candidates. Final decisions and recommendations for QTS will be moderated by the annual exam board held in July each year.

Final Assessment and External Verification

On notification of readiness, an external verifier / assessor will contact the school to arrange a date for the final assessment. On the mutually agreed date, the applicant will be jointly observed, by assessor and mentor, teaching a full lesson. The verifier will also review evidence from lesson observations across two different age ranges.

The assessor will also review the presented portfolio of evidence collected over the 12 week period and the portfolio presented at the initial assessment.

All applicants need to be prepared for this visit by the external verifier. Its aim is to moderate the process and evidence for passing QTS. The verifier will issue one of three judgements:

1. All judgements are agreed.
2. Applicant has passed QTS but grade judgements differ.
3. Applicant does not have enough evidence to achieve QTS.

The assessor will interview the trainee and members of the school staff with direct line management for the applicant. He / She will also review the assignment 'How Children Learn' and the weekly Reflective Journal.

Notification and Award of QTS

The EV will write a report which will refer to teaching observed and documentary evidence. The report makes one of the following recommendations:

- That QTS should be awarded.
- That QTS should not be awarded.

Within approximately seven working days the report is sent to Carmel College and a recommendation then goes from Carmel to NCTL who will then issue the certificate directly to the candidate's home address. This procedure can take several weeks.

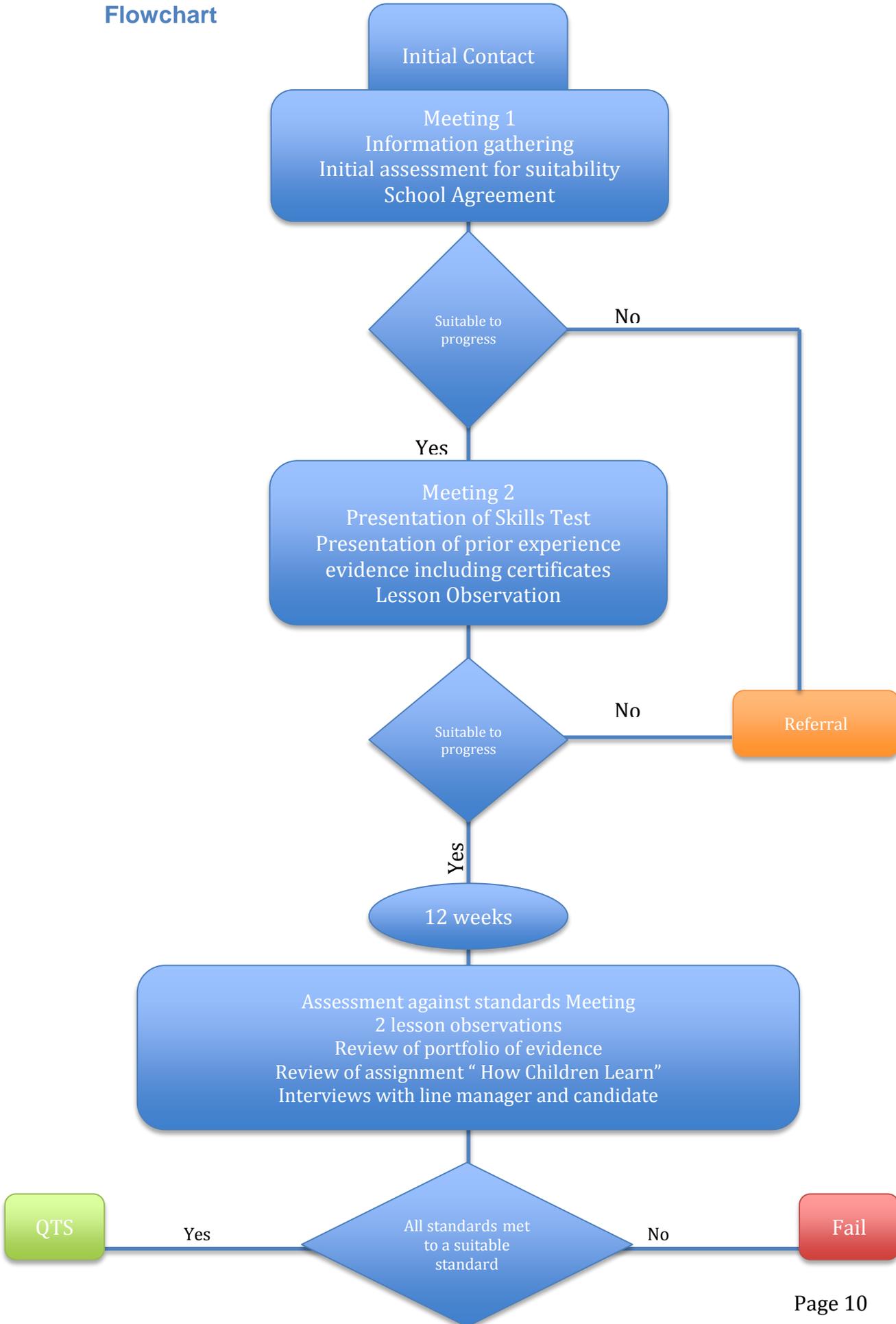
Checklist Form for Assessment Only Route to QTS

Candidate Name:

School:

Qualifications					
	Subject	Grade	Establishment	Evidence Presented	
GCSE	English			Y/N	
GCSE	Maths			Y/N	
GCSE	Science			Y/N NA	
GCSE					
A Level					
A Level					
A Level					
Degree					
Other relevant Qualifications					
Prior Experience					
Teaching Experience	School	Age Range	From	To	QTS Evidence
School 1					Y / N
School 2					Y / N
School 3					
Current School	Employed	Y/N	Teaching	Y/N	Volunteer Y / N
Skills Test Passed	Y/N	DBS		Y/N	
Prior Evidence of Standards		Validated evidence examples, Lesson Obs LO, Lesson Plans, Assessment Records AR, Performance Management PM, Other			Meet QTS
1	Evidence				
2	Evidence				
3	Evidence				
4	Evidence				
5	Evidence				
6	Evidence				
7	Evidence				
8	Evidence				
Part 2	Evidence				
Subject Knowledge					

Flowchart



Notes Meeting 1:

Initial Meeting (Meeting 1) Discussions should include:

1. Extent of experience in teaching (including responsibility for lesson planning, delivery, assessment)
2. Previous or current contribution to the wider school community.
3. Any physical or learning difficulties that may require support and adjustments to be made.
4. Costs
5. Start date (Meeting 2) that includes confirmation of Skills tests and presentation of evidence portfolio against the standards from prior experience.
6. Second School Placement if required where and how long?
7. Timetables, including age ranges, are they suitable?
8. The expectations of an Assignment and weekly diary both need to be signed by a line manager.
9. Duration of the assessment period and agreed date for final assessment.
10. Method of evidence gathering and presentation.
11. Explanation of internal and external moderation.
12. Support mechanisms:

Other notes: