



Chepping View Primary Academy SCITT

Assessment Only Route for Primary to Qualified Teacher Status Guidance 2022-2023



Inspiring
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Trust

Chepping View Primary Academy SCITT
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Introduction

Assessment Only (AO) is a route to achieving Qualified Teacher Status (QTS). Those eligible are “very experienced graduate teachers” without QTS who can demonstrate meeting all the Teachers’ Standards for QTS without the need for further teacher training. To be considered, a candidate must have planned, taught and assessed in at least 2 schools prior to application and have taught full time for more than 2 years.

This guidance has been written to help a potential candidate to achieve QTS.

Teaching is physically and mentally demanding; however, this does not exclude disabled people from pursuing a career in teaching. Reasonable adjustments can and will be made where necessary to facilitate your progress to QTS.

AO Process at a Glance

- 1 Entry criteria and eligibility checks
- 2 Fundamental maths and English skills
- 3 Initial advisory visit and creation of an AO plan
- 4 Compilation of a portfolio of evidence
- 5 Final assessment by the CVPA SCITT Assessor

Application

A candidate should download and complete our application form as fully as possible. Of particular importance are:

- how long the candidate has taught and where
- evidence of qualifications – photocopies and NARIC statements, if relevant. Original copies will need to be seen at interview.
- the main age ranges of teaching
- two references/testimonials
- at least two lesson observations, written to the Teachers’ Standards, for lessons recently taught by the candidate within the age range in which QTS assessment is sought. These can be completed using a school lesson observation form or the CVPA SCITT form which can be downloaded from the AO section of the website.
- a signed Partnership Agreement from a school willing to support the candidate in working towards QTS
- information about the school mentor’s experience in the role employed in the supporting school and who will support the candidate during the AO route

If the candidate has any questions about the application process, please contact Hayley Rouse either by email hrouse@cvpa.school or by telephone on: 01494-535564.

The application form and associated documents should be signed, scanned and emailed to: kharrison@cvpa.school or posted to: Inspiring Futures Partnership Trust, CVPA SCITT, Cressex Road, High Wycombe, Buckinghamshire, HP12 4PR.

Before making an application, both partner schools and candidates are advised to read the DfE’s Assessment Only criteria and supporting guidance document at:

<https://www.gov.uk/government/publications/the-assessment-only-route-to-qts/assessment-only-route-to-qts-criteria-and-supporting-advice>



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Eligibility

To be eligible a candidate must:

- find a school which will either employ them as an unqualified teacher or take them on as a volunteer, and will support them in the AO route
- have worked within the national frameworks eg Key Stages 1 and 2
- have a degree and GCSE grade 4 / C equivalent in English, maths and science

If a candidate cannot demonstrate the required GCSE subjects and grades, they will have to pass an equivalence test. In such instances, they may wish to contact Equivalency Testing at: <http://www.equivalencytesting.com> or A Star Teachers at: <https://astarteachers.co.uk>. An application will not be accepted without the required qualifications.

Candidates must also show proof of:

- ID – Current passport, together with a visa/right to work, if applicable
- National Insurance Number – from NI card or official document
- Address – Driving license/Council tax bill
- Change of name – Marriage certificate or official document

Documents to support these must not be printed from the internet.

Schools and Age Phase

To gain QTS, a candidate must have **planned, taught and assessed** in at least two schools prior to application. This experience may be drawn from the following settings:

- a maintained school
- a non-maintained special school
- an academy
- an independent school
- a further education institution
- a sixth form college
- a Pupil Referral Unit

It is the policy of CVPA SCITT that a teacher who has previously only taught in independent schools should undertake a state school placement prior to application or be working in a state school during the AO route.

A candidate also needs to specify an age phase. At CVPA SCITT, primary assessment will take place across the 3-7 or 5-11 age ranges.

Some knowledge and understanding of the age ranges immediately before and after the ones the candidate is teaching must also be demonstrated. This requirement may be addressed by means of visits to different schools and settings, observations of lessons or working with curriculum documents and plans.

Fees

The total fee for Assessment Only is £2,750 payable to CVPA SCITT in two instalments. This fee covers both visits and the associated assessment and support, in particular:



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- the interview
- initial needs analysis visit
- email and telephone support between the school and CVPA SCITT
- the final assessment visit
- all administration

The application and supporting documentation provided will be evaluated to determine whether CVPA SCITT is able to offer the candidate an interview.

£500 is payable prior to the interview and is non-refundable should it be agreed after interview not to proceed. The balance is payable at final assessment. CVPA SCITT invoice the partner school for these payments. It is between the candidate and the partner school to decide who will be responsible for the payment of the AO route. An additional visit can be arranged at a further cost if this is agreed as necessary.

English and Mathematics knowledge

Prior to the award of qualified teacher status, CVPA SCITT must assure teachers' English and mathematics knowledge and competence in the following areas:

- Speaking, listening and communicating. The candidate should use standard English grammar, clear pronunciation and vocabulary relevant to the situation to convey instructions, questions, information, concepts and ideas with clarity. They should read fluently and with good understanding.
- The candidate should write clearly, accurately, legibly and coherently using correct spelling and punctuation.
- The candidate should use data and graphs to interpret information. They should be able to complete mathematical calculations fluently with whole numbers, fractions, decimals and percentages and be able to solve mathematical problems using a variety of methods and approaches.

Tasks will be set at interview to identify any gaps in the candidate's knowledge and proficiency in English and maths. It is the candidate's responsibility to secure these fundamental skills in English and mathematics and CVPA SCITT must assure this prior to the award of QTS.

Interview

A representative from CVPA SCITT and a senior member of staff at the supporting school who would be the professional tutor (or headteacher) will carry this out.

The purposes of the interview are to:

- observe the candidate teach (joint observation) and assess suitability
- provide oral and written feedback of the lesson
- see original qualifications documents (degree and GCSE equivalents)
- do an identity check (eg passport)
- conduct a formal interview - focus to include subject knowledge, knowledge of child protection, range of teaching experience
- assess oral and written communication skills
- assess mathematical proficiency skills



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- discuss the contents of the candidate's professional portfolio and how well it currently meets the Teachers' Standards. **Evidence of this needs to be provided in an A4 file organised into sections for each of the Teachers' Standards. Evidence could include planning, lesson observations, marking and feedback, assessment data, reflective comments (see Appendix 4).**
- assess the candidate's ability to demonstrate meeting all the Teachers' Standards for QTS without the need for any further training
- meet the candidate's school mentor and discuss their performance to date if they have been working as an employee or volunteer in the school

The information relating to the candidate's application will be stored on a database for up to three years and is subject to the Data Protection Act 2018 (GDPR). The DfE will have access to the database. A member of the CVPA SCITT team will confidentially assess the application information. If the application is successful, the information on the candidate will be made available to the CVPA SCITT team, to the assessor who carries out the final assessment and to any quality assurance reviewer. The information is essential for the team and the assessor to carry out their tasks. Information on all candidates may also be made available to Ofsted to enable them to carry out quality inspections of the AO route. The DfE will use anonymised data for statistical analysis.

Following a successful outcome at interview, the candidate will be formally registered onto the AO route but not before CVPA SCITT has received:

- evidence of the candidate's suitability to teach, including physical and mental fitness (health questionnaire)
- a successful Disclosure and Barring Service (DBS) enhanced criminal records check including a check of the children's barred list
- a satisfactory prohibition check

If a partner school employs the candidate, it is the responsibility of this school to carry out these checks. If the candidate is a volunteer, then it is the responsibility of CVPA SCITT to carry out these checks; however, there would be a charge for the DBS and the health check at the prevailing rate to be paid by the candidate at the start of the application process.

AO Plan

Initial Needs Analysis First Visit

A representative tutor from CVPA SCITT will spend up to a day in school for the initial visit, assessing how well the candidate already meets the Teachers' Standards. The visit includes **at least one lesson observation, reviews of the portfolio evidence and discussions with the candidate and school representatives**. The tutor completes a report containing advice, recommendations and targets for the candidate. This is the AO plan. The formal registration date for the AO is determined by the findings of the visit, including the planned start date of the AO.

The elements of the AO plan vary according to the individual's 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 policies
- undertaking moderation of pupil assessments
- broadening the range of AfL activities employed
- a second school placement



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We ask that the candidate and their school mentor draft the AO plan in advance of the first visit (see Appendix 2). They should use the Teachers' Standards (Appendix 1) to identify areas which may need particular attention. At this stage, a decision will be made about the approximate timing of the final assessment. Note that the period from official registration until final assessment must not exceed **three calendar months**.

The representative of the Senior Leadership Team (professional tutor) and the school mentor are responsible for monitoring the candidate's progress towards meeting the targets set by the CVPA SCITT tutor at the initial visit.

The school is responsible for making provision for any extra training required by the candidate.

The school should notify CVPA SCITT if they have a concern about the candidate, so that appropriate support may be provided.

Role of the School Mentor

The school mentor's responsibilities are to:

- offer guidance and advice about the ethos and working practices of the team and the school
- meet with the candidate formally to review progress towards QTS
- discuss the candidate's progress with CVPA SCITT
- observe the candidate teach and to give oral and written feedback
- facilitate training opportunities in school
- offer advice about the portfolio of evidence
- write the Final Summative Report

It is important that the candidate meets with their school mentor formally and regularly, which does not necessarily mean frequently. The candidate 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 school mentor meetings (see Appendix 3) is included in the portfolio.

It is expected that the school mentor will observe the candidate teach. It is likely that other colleagues, such as members of the leadership team, will also be involved in this process, but usually the majority of the written observations in the portfolio will be by the school mentor. Please use the CVPA SCITT formal observation form which will be provided prior to the first observation.

The school mentor should have an understanding of the Teachers' Standards and is likely to have experience of how to put together a portfolio of evidence. If either the school mentor or the candidate have any questions during the process, please do not hesitate to contact us at CVPA SCITT.

Candidate's Portfolio (see Appendix 4)

The portfolio provides evidence of meeting the Teachers' Standards. There are several different ways of effectively organising the portfolio and we would suggest the school mentor offers guidance in this area. It is likely that the candidate will be able to contain their evidence in a single lever arch file. Electronic presentation of some or much of the portfolio is an alternative. CVPA SCITT is able to offer an e-portfolio system at a charge of £40.



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The portfolio should contain:

- a copy of the draft AO plan (see Appendix 2)
- a copy of the CVPA SCITT tutor report/AO plan from the initial needs analysis and an outline of how it has been fulfilled
- all planning documents
- self-evaluations
- lesson observations - aim for eight of these
- testimonials and witness statements
- evidence of teaching in another school (eg testimonial), if required
- a record of candidate/school mentor meetings (see Appendix 3)
- evidence of meeting the Teachers' Standards
- a copy of the Final Summative Report

Part 2 of the Teachers' Standards - Personal and Professional Conduct

In presenting evidence of meeting this section of the Teachers' Standards:

- refer to overlapping evidence from high expectations (Teachers' Standard 1) and wider professional responsibilities (Teachers' Standard 8)
- refer to relevant training and CPD undertaken
- ensure the school mentor makes reference to Personal and Professional Conduct in the final report

Quality Assurance and Internal Moderation

CVPA SCITT will appoint a Quality Assurance Mentor to quality assure and check that candidates are assessed accurately and reliably. They will visit the candidate on at least 3 occasions to internally moderate procedures, check the portfolio and report back to CVPA SCITT using the Quality Assurance Mentor feedback form. All procedures will be rigorously checked and monitored by the Quality Assurance Mentor.

Final Assessment

The Quality Assurance Mentor, in collaboration with the school, conducts the final assessment. The assessor observes two lessons, has discussions with the school mentor, professional tutor and candidate and reviews the documentary evidence in the portfolio. Questions are of a professional nature to explore ways in which the candidate has met the Teachers' Standards.

The final assessment takes one day. The assessor will not previously have been involved with the candidate's preparation for assessment and so is able to make an independent judgement about whether the candidate meets all of the Teachers' Standards. The final assessment must take place within the three month period of the AO application. No extension is possible. The SCITT Leader will moderate this process. An external moderator may also be involved in this process.

Final Report

The candidate and school mentor together should complete the CVPA SCITT Final Summative Report. This should be a summary of the candidate's experience and achievements against the Teachers' Standards. A copy of this report should be placed in the portfolio and sent by email to CVPA SCITT at: dmaddox@cvpa.school in advance of the final assessment.



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Induction

The Assessment Only process leads to Qualified Teacher Status only; in other words, the candidate then has to undertake a period of statutory induction:

<https://www.gov.uk/government/publications/induction-for-early-career-teachers-england>

Useful Links

Further guidance on evidence of meeting the Teachers' Standards can be found at:

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

For national mentor standards:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/536891/Mentor_standards_report_Final.pdf

CVPA SCITT Contact Details

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SCITT Leader and Programme Manager

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Chepping View Primary Academy SCITT
Cressex Road
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Appendix 1: Teachers' Standards

Part One: Teaching

A teacher must:

| | |
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| 1 | Set high expectations which inspire, motivate and challenge pupils |
| 1.1 | Establish a safe and stimulating environment for pupils, rooted in mutual respect. |
| 1.2 | Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions. |
| 1.3 | Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils. |
| 2 | Promote good progress and outcomes by pupils |
| 2.1 | Be accountable for pupils' attainment, progress and outcomes. |
| 2.2 | Plan teaching to build on pupils' capabilities and prior knowledge. |
| 2.3 | Guide pupils to reflect on the progress they have made and their emerging needs. |
| 2.4 | Demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching. |
| 2.5 | Encourage pupils to take a responsible and conscientious attitude to their own work and study. |
| 3 | Demonstrate good subject and curriculum knowledge |
| 3.1 | Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings |
| 3.2 | Demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship. |
| 3.3 | 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. |
| 3.4 | If teaching early reading, demonstrate a clear understanding of systematic synthetic phonics. |
| 3.5 | If teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies. |
| 4 | Plan and teach well structured lessons |
| 4.1 | Impart knowledge and develop understanding through effective use of lesson time. |
| 4.2 | Promote a love of learning and children's intellectual curiosity. |
| 4.3 | Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired. |
| 4.4 | Reflect systematically on the effectiveness of lessons and approaches to teaching. |
| 4.5 | 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 |
| 5.1 | Know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively. |
| 5.2 | Have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these. |
| 5.3 | 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. |
| 5.4 | Have a clear understanding of the needs of all pupils, including those with SEN, 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. |



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| 6 | Make accurate and productive use of assessment |
| 6.1 | Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements. |
| 6.2 | Make use of formative and summative assessment to secure pupils' progress. |
| 6.3 | Use relevant data to monitor progress, set targets, and plan subsequent lessons. |
| 6.4 | 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 |
| 7.1 | 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. |
| 7.2 | Have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly. |
| 7.3 | Manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them. |
| 7.4 | Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary. |
| 8 | Fulfil wider professional responsibilities |
| 8.1 | Make a positive contribution to the wider life and ethos of the school. |
| 8.2 | Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support. |
| 8.3 | Deploy support staff effectively. |
| 8.4 | Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues. |
| 8.5 | Communicate effectively with parents with regard to pupils' achievements and well-being. |

Part two: Personal and Professional Conduct

NB: The numbering and letters in Part 2 replace bullet points only to facilitate reference to specific bullet points, eg, in lesson observations.

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|---|---|
| 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: | |
| A | Treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position. |
| B | Having regard to the need to safeguard pupils' well-being, in accordance with statutory provisions. |
| C | Showing tolerance of and respect for the rights of others. |
| D | 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. |
| E | Ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law. |
| F | 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. |
| G | Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities. |



Appendix 2: Draft Assessment Only Plan

| Name of Candidate | |
|----------------------------|---|
| Name of School Mentor | |
| Name of School | |
| Teachers' Standard Targets | SMART Targets for Achieving the Teachers' Standards |
| 1 | |
| 2 | |
| 3 | |
| 4 | |

Extend as required.



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Appendix 3: Assessment Only Record of Meetings with Mentor

Date: _____

| | |
|--|--|
| Name of Candidate | |
| Name of School Mentor | |
| Name of School | |
| Teachers' Standard addressed/recommendations from the CVPA SCITT tutor AO Plan. | Matters discussed. Give feedback where relevant in terms of the impact on pupil progress over time. |
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Extend or shorten as required.



Appendix 4

Suggested Organisation of Portfolio: Teachers' Standards

| Section | Contents should include: |
|---|--|
| Introductory and background information | Application form. CV giving details of previous teaching experience. Current teaching timetable/deployment. Skills tests results. |
| Reports | A copy of draft AO plan A copy of the CVPA SCITT tutor report/AO plan from the initial needs analysis and an outline of how it has been fulfilled. A copy of Final Summative Report. Records of school mentor meetings. Reflective self-evaluations. |
| Standard 1: Set high expectations which inspire, motivate and encourage pupils. | Analysis of performance data. Witness statements from colleagues. |
| Standard 2: Promote good progress and outcomes by pupils. | Records of pupils' attainment and progress. Feedback to pupils. Wider reading including in learning theory and its impact on teaching. |
| Standard 3: Demonstrate good subject and curriculum knowledge. | Subject auditing and development. CPD relating to subject knowledge. Phonics. Early maths. |
| Standard 4: Plan and teach well-structured lessons. | Lesson plans. Lesson observations (organised chronologically). |
| Standard 5: Adapt teaching to respond to the strengths and needs of all pupils. | Differentiation evidence. EAL, SEN, gifted and talented evidence. |
| Standard 6: Make accurate and productive use of assessment. | Assessment records. Marking and feedback to pupils. Moderation records. |
| Standard 7: Manage behaviour effectively to ensure a good and safe learning environment. | Witness statements. Examples of responding to behavioural issues. |



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| <p>Standard 8: Fulfil wider professional responsibilities.</p> | <p>Involvement in extra-curricular activities, other aspects of school life, eg clubs.</p> <p>Liaison with colleagues.</p> <p>Support staff deployment.</p> <p>Professional development: record of wide reading and research, courses, staff development days, training meetings.</p> <p>Communications with parents.</p> |
| <p>Part Two: Personal and professional conduct.</p> | <p>Witness statements.</p> <p>Knowledge of teachers' professional responsibilities.</p> <p>Risk assessments, health and safety.</p> <p>Following school policies and practices.</p> |
| <p>AO Criteria.</p> | <p>A1.1 and 1.2 GCSE and degree certificates (or equivalent).</p> <p>A2.2 evidence of teaching across the age range covered by the AO.</p> <p>A1.5 evidence of successful teaching in at least two schools.</p> |

Notes:

All the bullet points of the Standards have to be evidenced in each section.

Candidates provide an introduction to each section, listing the evidence with a brief comment as to why it has been selected, ie how and why the evidence demonstrates that the Standard or criterion is met in all aspects. They could cross-refer to supporting evidence in other sections.