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# University of East London

The School of Education and Communities

## Guide to the Assessment Only Route to Qualified Teacher Status

From September 2021

## The School of Education and Communities

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### Data Protection. Our use of personal information.

When you make application to the AOR, as with other routes to gaining QTS, you will provide us with personal data. Some of this data is specifically for the core operation of the AOR (such as contact details) and some allow UEL to monitor and review its equal opportunities strategies (e.g., ethnicity). In making an application you are consenting to the use of this data.

As a provider of Initial Teacher Training (ITT) programmes and other routes to gaining Qualified Teacher Status (QTS) (such as the Assessment Only Route), the University of East London (UEL) is accredited by the Department for Education (DfE). As such, we store and maintain data management systems to the extent that enable us to carry out this role. This will include data such as personal and contact details, employment and qualifications records, and records of any training and teaching experience. We will hold only such data to enable us to carry out our professional business in respect to application, monitoring and assessment of candidates as they consider and prepare for the award of QTS and Induction. Data are shared with the Teaching Regulation Agency (TRA) and the DfE to enable us and them to deliver and support the necessary services that form part of our work and help maintain public confidence in the teaching profession. Personal contact data are held to allow communications to be sent in relation to the Assessment Only Route (or other routes to QTS which may become pertinent) and this is also shared within the DfE to enable strategic or policy related communications to be processed. Personal data kept by the DfE and its agencies on their databases may also be shared with relevant third-party organisations to allow analysis on behalf of the DfE of the ITT process, its operation and any strategic or policy related studies. Personal data are only shared with third parties where data protection law allows it, or there is a legal requirement for sharing to take place. Please email UEL via the assessment only route mailbox ([assessmentonly@uel.ac.uk](mailto:assessmentonly@uel.ac.uk)) if you have any questions about data retention, your records, or any other related problems you may experience. UEL will contact you to inform you of any changes to this notice if your email address continues to be held.

## ***Who is this guide for?***

This Guide is intended for anyone interested in the Assessment Only Route (AOR) to gaining Qualified Teacher Status (QTS) at The University of East London (UEL): potential applicants, school headteachers and management teams, local authorities, and those who have been accepted on to the AOR and are preparing for the award of QTS at UEL.

It should be noted that, whilst some entry requirements and assessment procedures are a matter of legislation laid down by the Department for Education (DfE) and the Teacher Regulation Agency (TRA), some may be additional expectations required by the AOR at UEL; they may not always pertain to AORs offered by other Providers of Initial Teacher Education programmes.

## ***Directory of contacts:***

### **Enquiries & applications via AOR Lead Tutor**

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[assessmentonly@uel.ac.uk](mailto:assessmentonly@uel.ac.uk)

### **Head of Teacher Education, UEL** David Wells [d.wells@uel.ac.uk](mailto:d.wells@uel.ac.uk)

### **Teaching Regulation Agency (TRA) / Department for Education (DfE)**

<http://www.education.gov.uk>  
<https://www.gov.uk/government/organisations/teaching-regulation-agency>  
<http://www.education.gov.uk/get-into-teaching>

### **University of East London**

<http://www.uel.ac.uk>  
<http://www.uel.ac.uk/teacher-training/assessment-only-route>

### **UKENIC (formerly NARIC): Overseas qualification comparability**

The UK National Information Centre for the recognition and evaluation of international qualifications and skills. Following the UK's departure from the European Union, the UK NARIC recognition agency function has to change from a NARIC (which is an EU-only title) to an ENIC (the wider European title for national recognition agencies) in order to meet the UK's continuing treaty obligations under the [Lisbon Recognition Convention](#). Therefore, on 1 March 2021, the **UK NARIC agency title becomes UKENIC, operated and managed by Ecctis Limited.**

<https://www.enic.org.uk/>

### **A Star Equivalency Testing**

<https://astarequivalency.co.uk/>

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## Section 1: Useful information on applying for the AOR

### 1.1 Introduction

- The Assessment Only Route (AOR) is a self-funded, employment-based option for very experienced and unqualified, or overseas trained teachers leading to the award of Qualified Teacher Status (QTS) in England. It is governed by statute as laid out by the Department for Education (DfE)<sup>1</sup>.
- It is imperative that the AOR is not considered an alternative, short-cut route to QTS avoiding formal initial teacher training (ITT). The AOR takes account of in-school teacher training and teaching experience over a considerable period in lieu of a course of ITT.
- For many unqualified teachers or those seeking to enter the teaching profession, a course of ITT (e.g., PGCE, School Direct) may well be the most appropriate means of gaining QTS.
- The AOR is for **experienced** and suitably trained unqualified teachers in England. For example, this might apply to those who started out as a teaching assistant (TA) and have, over time, taken on more responsibility for the full teaching role; or it might apply to an Overseas Trained Teacher (OTT) who needs to gain QTS to continue teaching in England<sup>2</sup> (these examples are by no means exhaustive).
- This is not a training programme and candidates who are offered a place are not considered students of UEL. It consists simply of two stages: (1) The Advisory Stage, and (2) The Final Assessment Stage.

### 1.2 A definition of 'experienced' as it applies to the AOR at UEL

- It is deemed that any candidate for the AOR will have taken on the full role of a teacher in a school teaching the UK curriculum (planning, teaching, assessment, parental consultation, professional development, etc.) for some considerable time and that they possess verifiable evidence for this experience (e.g., lesson planning, observation reports, pupil progress tracking, examples of pupil work, attendance at training courses, and so on).
- At UEL, it is normally expected that this will **not be less than two years full-time equivalent** and will frequently be quite a bit longer, though for OTTs, this time expectation may be reduced somewhat to account for the formal training as a teacher already received (e.g., 18 months).
- Teaching experience may be gained in almost any type of school including maintained, independent, academies, free schools, special schools, and sixth-form colleges; although not within adult education, tuition centres or the education of children under the age of 3, and teachers in special schools or pupil referral units will be expected to have some mainstream teaching experience. All candidates must have experience in **at least two schools**<sup>3</sup> and across **two consecutive age ranges**<sup>4</sup>. This experience may include teaching overseas though the candidate should have taught for some time in England before making an application to the AOR (one school term would be considered a bare minimum).
- As the AOR is an employment-based route to QTS, applicants must currently be teaching in a school with a timetable of at least 50% and to 'standard' classes of pupils with a regular, fixed timetable (i.e., not intervention groups or short-term cover work), even if on a voluntary basis.

The normal duration of the AOR, from the point of registration with the DfE, is about one term / 12-13 weeks, though this does depend on any pre-route requirements which may need to be met.

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<sup>1</sup> <https://www.gov.uk/government/publications/the-assessment-only-route-to-qts>

<sup>2</sup> Please note that the regulations are different across the various countries of the UK and QTS does not necessarily qualify a teacher to teach in any of these countries other than England.

<sup>3</sup> A school is defined by law as "an educational institution which is outside the further education sector and the higher education sector and is an institution for providing (a) primary education, (b) secondary education or (c) primary and secondary education". In practice, schools include primary, middle, secondary, independent, and special, along with pupil referral units and sixth-form colleges.

<sup>4</sup> These are 3-5 and 5-7 within the 3-7 age range; 5-7, 7-9 and 9-11 within the 5-11 or 7-11 age ranges; 11-14, 14-16 and 16-19 within the 11-16 and 16-19 age ranges.

### 1.3 Fees

- Stage 1 Application analysis, Interview & Advisory Visit     £ 850
- Stage 2 Final Assessment Visit & administration of QTS     £ 1,500
- **Total fees     £ 2,350**
- Schools are invoiced following completion of each stage: firstly, on completion of the Stage 1 Interview & Advisory Visit, following the advisory report and support plan; and then, secondly, following the Stage 2 Final Assessment for QTS.
- Completion of Stage 1 does not automatically guarantee progress to Stage 2 (Final Assessment).
- **UEL can only invoice schools**, not individuals or Teaching Agencies even where the Agency is technically the employer, so if candidates are wishing to pay the fees themselves, they should make arrangements with their sponsoring schools for reimbursing them.

### 1.4 Entry requirements

#### All candidates **MUST** have the following:

- A first degree (usually a Bachelors Degree; not a foundation degree). For secondary candidates, at least 50% of the subject content of the degree will normally be in the subject they are teaching in school. For degrees in an un-related subject or where passes are lower than a 2:2 Honours, additional tasks may be set as part of the pre-AOR requirements such as written assignment(s). Candidates with a Masters Degree or higher and not a Bachelors Degree (or equivalent) should not assume that the Masters will be accepted in lieu of the first degree.
- A GCSE grade C/4 or higher (or the equivalent<sup>5</sup>) in Mathematics and English Language; for primary candidates, also Science (any one Science qualification<sup>6</sup>). A-levels or their equivalents (and entry exams to university) are not accepted in lieu of GCSEs as, whilst the qualification is clearly at a higher level, the subject is rarely studied in the same breadth. Level 2 in Numeracy or Literacy, Functional Skills, Key Skills or IELTS, are also not accepted as GCSE equivalent. For candidates who do not currently have one or more of these subjects, it may be possible to take equivalency examinations (charge payable) – details below.
- A current passport or birth certificate (passport essential for overseas candidates); also, a visa / work permit with sufficient validity on it to allow for a 'comfortable' progress through the AOR – at least 6 months is recommended. UEL reserves the right not to offer a place where visa/permits are expiring in less than 3 months from the point of application to the AOR.
- For those with surnames different to those on certificates, or with certificates containing different surnames (and forenames), a marriage licence will be required or a change-of-name deed poll document.
- For all the above, **original documents only** will be accepted. These should be of actual certificates for all qualifications plus transcripts for degrees; not photocopies or 'pass' notifications.
- Candidates will need to be teaching in a school which is willing to support them through the AOR and where they may work for the full duration of the process.
- Headteachers will be required to certify that candidates have had the normal checks upon employment (even for voluntary teachers) such as 'fitness to teach' health checks and Disclosure and Barring Service (DBS) checks.
- A suitable teaching timetable where the candidate is in the 'full teacher role' will be necessary which, for primary teachers, will include the full range of the curriculum and, for secondary teachers, will include teaching a National Curriculum or nationally examined subject (e.g., GCSE, BTEC, A-level) across two consecutive age ranges. For early years teachers, this will be teaching the full Early Years Framework and Goals. It is expected that candidates will be teaching no less than 50%

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<sup>5</sup> for overseas candidates, it will be necessary to acquire a Statement of Comparability from UKENIC to cover any non-UK qualifications – degrees, teaching qualifications, subjects passed from age 16+ at school. Go to <https://www.enic.org.uk/> for information on their services.

<sup>6</sup> For these purposes, Science does not include subjects such as Domestic Science or Sports Science (these examples are not exhaustive).

of a full timetable and that most classes will be to more than 20 pupils. See below for a definition of the full teacher role.

- Between making application to and commencing the AOR, the candidate will take and pass the Professional Skills Competency Tests in Numeracy and Literacy set by UEL. Details for registering for these will be provided following application. For those applicants with the old-style Skills Tests from Pearsons, it should be noted that these tests have a 3-year 'life' to them and, if not used to undertake a route leading to QTS, they may expire and will need to be re-taken.

### 1.5 Equivalency Examinations (Tests)

- For candidates who do not possess a GCSE-equivalent (grade C/4 or higher) in any of Maths, English Language or Science, or are unable to locate original certificates (or order official duplicates from exam boards), it is possible to take what is known as an 'equivalency test'. It should be noted that (1) these tests have no national or international 'currency' and are used simply as an indicator of ability when applying for ITT courses, (2) not all Providers of ITT accept equivalency tests from the same sources, and (3) that UEL reserves the right not to accept an application where a candidate needs to take more than one such test (please enquire for clarification according to personal circumstances).
- UEL will generally only accept equivalency tests taken with a company called 'A Star Teachers' (<http://www.astarteachers.co.uk>). A Star also offers tuition and practice tests.
- 'A Star' are not connected to UEL and charge for their services. Since 'A Star' is a company independent of UEL, UEL cannot answer queries related to their work.

### 1.6 Overseas Trained teachers and overseas qualifications

- All overseas qualifications (including degrees, teaching qualifications and age 16+ school qualifications) must be checked for comparability to UK qualifications and a Statement of Comparability acquired from The UK National Information Centre for the recognition and evaluation of international qualifications and skills. <https://www.enic.org.uk/>
- **UEL is not currently able to work with teachers working in schools outside England on the AOR.** Applicants should be teaching in schools in England.
- All certificates, transcripts and official documents which are not in English should be translated by an official translator and be officially stamped by the translating company. Details of recognised translators can normally be acquired from national embassies.
- For Overseas Trained Teachers (OTTs) who qualified outside the European Union, candidates will need to have taught in maintained education in England for less than four calendar years and 3½ years will be the normal expectation to allow time to progress through the AOR.
- It should be noted that the 'clock' starts to 'tick' from the moment of first paid teaching employment in a maintained school in England, irrespective of subsequent periods of not teaching. Where the OTT is close to or past the four-year limit, reference should be made to the following document 'Overseas trained teachers: Departmental advice for overseas trained teachers, local authorities, maintained schools and governing bodies.' Department for Education (DfE), 2014 <https://www.gov.uk/government/publications/employing-overseas-trained-teachers-from-outside-the-eea>
- According to the same document, OTTs are not permitted to be employed in Pupil Referral Units (PRUs) until they have been awarded QTS (page 4).
- For OTTs from the USA, Canada, New Zealand, and Australia, it **may** be that it is not necessary to go through the AOR to gain QTS and they can apply directly to the DfE for QTS with no further process. Any statutory period of induction/probation following qualification, however, will need to have been completed and the candidate be in possession of a full (rather than provisional) teaching licence from their qualifying country. See <https://www.gov.uk/guidance/qualified-teacher-status-qts>

### 1.7 UK-ENIC

- For any overseas qualifications you must obtain a Statement of Comparability to UK qualifications.
- The National Academic Recognition Information Centre – will consider qualification documents from overseas and issue a Statement of Comparability to UK qualifications. There is a charge payable for this service.

- For further information, please go to <https://www.enic.org.uk/>
- UEL may make additional enquiries of UK-ENIC where appropriate.
- Applicants should be aware that the Statement of Comparability takes the form of advice, and it does not infer that UEL has to act upon this advice where UEL also has other clarifying or conflicting information. UEL's interpretation of UK-ENIC's guidance in their Statements of Comparability constitutes the final arbiter.

### **1.8 Applications outside of the M25**

- Candidates wishing to make application from outside our traditional 'catchment area' are advised to seek guidance from their nearest Provider of ITE.
- In general, we will consider any school within the M25 'circle' plus Essex and the Thames Gateway.
- Potential applicants from not too far outside this area are advised to enquire first.

### **1.9 The full teacher role**

- It is expected that all candidates on the AOR are working in the full teacher role for a minimum of 50% full-time equivalent.
- This can be supplemented by other roles for the remaining time if appropriate. The 'full teacher role' will normally be defined for the purposes of the AOR at UEL as follows:

#### **1.9.1 For primary (and early years) teachers**

- Fully responsible for a single class of pupils for the entire (or the most part) primary curriculum/Early Years framework.
- Cover teaching, unless on a long-term basis (such as maternity cover), teaching intervention classes, SEN/EAL pupils only, or just a few selected subjects of the curriculum cannot be accepted as the full teacher role.
- Your role will include planning, delivery, tracking of progress, assessment, liaising with parents, attendance at CPD, etc.

#### **1.9.2 For secondary teachers**

- Fully responsible for standard classes (frequently more than 20 pupils) across a single subject up to and including national examination level and across at least two consecutive age ranges within the 11-16 (11-14/14-16) or 14-19 (14-16/16-19) ranges.
- Two related subjects may be accepted (e.g., English and Drama).
- Cover teaching, unless on a long-term basis (such as maternity cover), teaching intervention classes, SEN/EAL pupils only, teaching PSHE, and so on will not be accepted as the full teacher role.
- Your role will include planning, delivery, tracking of progress, assessment, liaising with parents, attendance at CPD, etc.

### **1.10 Teachers in Special Schools, Alternative Provision Academies or Pupil Referral Units**

- It is possible to undertake the AOR as a teacher in a Special School, an AP or a PRU.
- However, if the candidate's experience has only been within this educational sector, then he/she will normally be required to carry out an additional placement in a mainstream school.
- The length of the placement will depend on the nature and extent of experience already gained and will usually be between 3-7 weeks on a full-time basis.
- It should be noted that OTTs are not permitted to be employed in PRUs until they have been awarded QTS.

### **1.11 Teachers in Independent Schools**

- It is possible to undertake the AOR as a teacher in an independent school.

- However, if a candidate's experience has only been within the independent sector, then he/she will normally be required to carry out an additional placement in a mainstream school.
- The length of the placement will depend on the nature and extent of experience already gained and will usually be between 3-7 weeks on a full-time basis.

### **1.12 Teachers in sixth-form colleges or teaching only in sixth forms**

- It is possible to undertake the AOR as a teacher in sixth-form colleges / sixth forms.
- However, if a candidate's experience has only been within the 16-19 age range, then he/she will be required to undertake an additional placement in a mainstream setting in the 14-16 age range.
- The length of the placement will depend on the nature and extent of experience already gained and will usually be between 3-7 weeks on a full-time basis.

### **1.13 Teaching Assistants / Higher Level Teaching Assistants**

- It is not possible for a Teaching Assistant (TA) to undertake the AOR.
- A Higher-Level Teaching Assistant (HLTA) may be considered depending on the nature and extent of their role which should include a substantial time in the full teacher role, including planning, delivering, assessing, consulting with parents, etc. and will amount to a minimum of two years, full-time equivalent, in this teacher-role.
- Schools may be requested to consider changing the HLTA's employment status to 'Unqualified Teacher' or 'Instructor' for the hours during which they are acting as unqualified teachers.
- Applicants must currently be teaching in a school with a timetable of at least 50% of a standard teacher and to 'standard' classes of pupils with a regular, fixed timetable teaching full National Curriculum subjects (i.e., not intervention groups or short-term cover work),

### **1.14 Cover Supervisors / Teachers**

- It is possible to undertake the AOR as a cover teacher/supervisor.
- However, if a candidate's current role only includes short-term, irregular teaching, this may be problematic, and candidates should seek some regularization of their teaching and how they will evidence their work and the progress of pupils in their care over time.
- If the role is more regular and long-term (e.g., covering parental leave on a fixed timetable), the entry requirements to the AOR will be as for any other applicant.

### **1.15 Qualified teachers from Canada, the United States of America, Australia, and New Zealand**

- It is possible that OTTs from Canada, the USA, Australia, or New Zealand **may** not need to go through any programme leading to QTS in England and can simply have their overseas teaching qualification recognized in England and QTS awarded with no further process beyond an application for such consideration to the Department for Education (DfE).
- It should be noted that such a request is likely to be rejected, however, if the OTT has not completed any statutory period of Induction/probation following qualification in their home country.
- To explore this possibility, please go to <https://www.gov.uk/guidance/qualified-teacher-status-qts>

### **1.16 Post-16 teachers who possess QTLS**

- Candidates with QTLS may use this as if it were QTS
- it is not usually necessary to gain QTS in addition and QTLS can be used to teach in secondary schools.

### **1.17 Further general guidance on requirements**

**In addition to the requirements above, to qualify for QTS via the AOR at UEL, candidates must:**

- Be able to provide substantial, verifiable evidence of experience of at least two years, full-time equivalent, as a class teacher across two consecutive age ranges, as defined in the Teachers' Standards, and have potential to meet the Standards in one term or less (some exception to the two-year minimum may be made for OTTs).
- For primary candidates, demonstrate sound subject knowledge for teaching across the entire curriculum across the 3-7, 5-11 or 7-11 age ranges (teaching across the span of ages).
- For secondary candidates, demonstrate sound subject knowledge for teaching one National Curriculum subject, or a subject that is examined externally across the 11-16 or 14-16 age ranges (teaching across the span of ages) (note: PSHE or TESOL is not included). Teachers should be aware that within the 11-16 age range, this is sub-divided into 11-14 (KS3) and 14-16 (KS4) and any pupils working towards, for instance, GCSE examinations in Yr9, are still regarded as KS3 as they are within the 11-14 range.
- Have evidence of competent teaching in at least two schools (typically: lesson plans, observation reports, references, tracking of pupil progress, liaison with parents, participation in CPD, etc.).
- Attend interview with UEL to ensure that they have the capability to meet the Teachers' Standards by the end of the AOR and that they possess appropriate personal and intellectual qualities to be teachers.
- Demonstrate that they can read effectively and are able to communicate clearly and accurately in spoken and written standard English.
- Meet the Secretary of State's requirement for physical and mental fitness to teach. This is the responsibility of the headteacher of the sponsoring school and they will be required to confirm that these checks have been made.
- Have been subject to a DBS enhanced disclosure and/or any other appropriate checks to seek information on whether a candidate may have a criminal background which would prevent them from working with children or young persons, or as a teacher; and ensure that they have not previously been excluded from teaching or working with children. This is the responsibility of the headteacher of the sponsoring school and they will be required to confirm that these checks have been made.
- Candidates who have withdrawn from, failed, or been turned down from other training routes leading to QTS may not be considered for the assessment only route. They are advised to enquire before making an application.

### **1.18 The application form can be obtained as follows**

- Downloading from <http://www.uel.ac.uk/teacher-training/assessment-only-route>
- Directly from the AOR lead tutor, Bryce Wilby, at [b.wilby@uel.ac.uk](mailto:b.wilby@uel.ac.uk)
- Enquiring at the AOR 'mailbox': [assessmentonly@uel.ac.uk](mailto:assessmentonly@uel.ac.uk)

### **1.19 Completing & submitting an application**

- It is essential that the applicant reads the guidance contained in this Guide and in the introductory pages of the application form very carefully and ensures that ALL sections are completed.
- The Headteacher, or other appropriate senior member of staff, at the school at which the applicant is currently teaching should complete part B of the form on the candidate's behalf.
- The completed form (preferably in word or pdf format) should be returned directly to Bryce Wilby, the Lead Tutor on the AOR via email - [b.wilby@uel.ac.uk](mailto:b.wilby@uel.ac.uk)
- When submitting the application form, photocopies/scans of the following should also be included (a single PDF file is most effective, although individual scans/pictures are acceptable):
  - Degree certificate and transcript
  - GCSE or equivalent examination certificates, with transcripts where applicable (it is essential that either on the certificates or in a separate document, there is an official list of subjects passed along with grades/marks). 'Pass' slips/notifications will not suffice.
  - Passport and (where applicable) visa / work / residency permits
  - If an OTT, please also include teaching qualifications and licence documents from the country in which teacher training took place

- If an applicant with overseas qualifications, a Statement of Comparability from UK-ENIC which should cover the equivalency status of degrees AND school examinations
- Marriage certificate / change of name deeds where surnames are different on the various other documents or in current usage
- Please **DO NOT** send any original documents.
- However, the originals will be required for any subsequent interview so these need to be available.
- Please, also, **DO NOT** send copies or originals of DBS certificates.
- Any certificates and transcripts not in English should be translated and stamped by an official translator (e.g., one recommended by the national embassy in the UK).
- The Headteacher's recommendation, from Part B, will act as the first reference and, if appropriate, UEL may also contact a second referee.

### 1.20 Questions before I apply?

- All the information you need is in this guide so please read each section carefully.
- Once you have read all the information in the AOR Guide, if you have further questions you can email the lead tutor directly.
- Lead Tutor for the AOR is Mr Bryce Wilby, [b.wilby@uel.ac.uk](mailto:b.wilby@uel.ac.uk)

### 1.21 What happens after I apply?

- Your application will be assessed and the Lead Tutor for the AOR will contact you about next steps.
- If you are likely to be a suitable candidate we will arrange a date for a Stage 1 Interview & Advisory Visit at your current school.
- You will be sent a list of pre-visit preparations and an itinerary for the visit will be agreed.

## Section 2: AOR Stage 1 – The Interview and Advisory Visit

### 2.1 Introduction

- The interview and advisory visit will usually take place on the same date at the candidate's school.
- Sometimes these will be held on different occasions with the interview taking place first at UEL.
- This varies according to availability of the tutor and any other issues arising from the application.
- The Advisory Visit will always take place in the school in which the candidate is currently teaching and will comprise of
  - an interview with a check of original documentation and a discussion about evidence from an earlier school or the need for a placement,
  - completion of four interview tasks,
    - a Numeracy Test
    - a Literacy Test
    - a Personal and Professional Values task
    - an Initial Needs Analysis – a self-evaluation of portfolio evidence available/needed
  - a lesson observation,
  - a meeting with a senior colleague (usually your mentor), and
  - a feedback/next steps session.
- It is important to understand that candidates are ***not*** expected to have a complete portfolio of evidence at this stage.

### 2.2 Interview

- 1:1 interview consisting of a document check (***originals will be required at this point***) and some more general questions related to the candidate's experience, understanding of the UK teaching system, beliefs and values, teaching strengths and areas for development, current and past roles and responsibilities, subject knowledge, and so on.

- Some preliminary guidance to conditions to be met will be given at this time – for example, documents which still need to be acquired or GCSE equivalencies, placements which need to be undertaken, etc.
- You will need to have available the following documents. These should be originals and please also provide a photocopy of each for me to take away. *Not all of these may apply to you.*
  - Degree certificate and transcript.
  - Qualifications from school-age 16+ (in the UK: GCSE) – these must be certificates; Not pass slips or results notifications. The documents should include a list of subjects passed with grades achieved.
  - If you are an Overseas Trained Teacher – your teaching qualification and licence.
  - If your qualifications are from overseas, you will need to supply a statement of comparability from UKENIC (formerly NARIC).
  - Equivalency Test Certificates if applicable.
  - A valid passport.
  - Residency Permit / Visa if applicable.
  - Marriage/Change-of-name certificate if your current name(s) differ from those on any of the other documents.
  - The 'pass letters' from your Professional Skills Tests (if previously taken and passed).
  - A copy of a recent observation of your teaching conducted by a senior colleague.
  - A copy of your current timetable.
- Any of these which are not currently available will automatically become pre-entry conditions of any offer of a place onto Stage 2 of the AOR we may make you.

### 2.3 Interview Tasks

- Literacy and Numeracy tests to confirm a basic understanding (*these are different from the Professional Skills Competency Tests*).
- A written task looking at personal and professional values.
- A self-evaluation of the evidence for your portfolio you may already have as well as a consideration of what you need to obtain and where it may be available.

### 2.4 Lesson observation

- Observation of a lesson - it does not matter which class (30-60 minutes).
- Please provide a detailed, personalised lesson plan specific to this slot which you have planned yourself, together with some contextual information on the pupils to be observed please (e.g., current and target assessments, etc.) and any planning for your additional adults.
- Your school mentor or another senior colleague can join for the lesson observation if they wish, although they are not required to do so.

### 2.5 Meeting with a senior colleague (usually your mentor)

- This is usually with the mentor.
- This is a discussion of the candidate's teaching ability, experience, support needs, contribution to the wider life of the school community, and any conditions to be met before an offer of a place on Stage 2 of the AOR can be finalised.

### 2.6 Feedback meeting

- At the end of the visit.
- This is usually with both the candidate and the mentor.
- This is a discussion on the next steps and will include guidance on any conditions to be met before progression to Stage 2 of the AOR, for example, documents which still need to be acquired or GCSE equivalencies, placements which need to be undertaken, etc.

## 2.7 Professional Skills Competency Tests for Teachers

- Before an award of QTS can be recommended, all candidates will be required to take and pass the **Professional Skills Competency Tests for Teachers** in Numeracy and Literacy. This is a statutory requirement laid down by the DfE. These tests are now devised and administered by the ITE Provider (i.e., UEL).
- There is no exemption from having to take these tests so they should be taken as soon as possible to expedite progress to the AOR and preparing for the award of QTS.
- At the interview, candidates will be provided with details on when and how the tests might be taken.
- The sooner the tests are passed after application, the more quickly progress to the AOR can normally be processed.
- The tests are free of charge and UEL administers these through a Microsoft Teams group, which you will be added to.
- You can access these from anywhere and at any time.
- You can take mini quizzes to check your understanding, access learning resources to help improve any areas of concern, and then access to a Final Test.
- Where a candidate has passed the old-style Tests set by Pearson's, they will need to bear in mind that they have an expiry date of **three years**. If a candidate has not commenced the AOR (or any other ITT route to QTS) within this period, they will need to take the newer-style UEL tests.

## 2.8 Conditions before progression to AOR Stage 2

- **The AOR is designed for very experienced teachers** and, as such, no further training should be necessary. However, there may occasionally be tasks which may need to be undertaken and completed before a place on Stage 2 of the AOR can be formally finalised.
- Unless they have already been taken and passed by this point in the process, one condition will normally be to pass the Skills Tests for Teachers (see previous section).
- Other conditions might typically include:
  - The acquisition of outstanding documents not available at interview.
  - Taking and passing equivalency tests where GCSE equivalence is not available.
  - Additional teaching placements (see below).

## 2.9 Previous Experience / School Placement:

- It is necessary for all candidates for QTS to have taught in at least two schools and in at least two consecutive age ranges in the full teacher role and with significant verifiable evidence for this.
- This evidence is likely to take the form of planning, observations of your teaching, data tracking of pupil attainment and progress, examples of pupil work at different stages of progress, planned interventions to support individual pupils, examples of differentiated resources, your reflections, and annotations on planning, etc. (this is not an exclusive list of suggestions).
- The evidence you will need for your portfolio must show that pupils have made progress over time because of the impact of your teaching.
- If you do not have evidence from a previous school, you will need to source and complete a temporary placement in another school to get this evidence.
- If an additional placement is required, candidates will be advised as to its nature and extent and any aspects for focus.
- Whilst on placement, a senior colleague in the school will be asked to formally observe and report on the candidate's teaching against the Teachers' Standards and using the appropriate criteria for trainees at least once a week.
- A copy of at least one of these observation reports should be forwarded by the candidate to the AOR tutor at UEL for monitoring purposes.
- UEL, unfortunately, cannot undertake to find placement schools for candidates and this is the candidate's and his/her employing school's responsibility.
- You may be able to secure a placement in another school in your Multi-Academy Trust (MAT) if you are in one, or you might try and arrange 'teacher-swaps' which will cause less inconvenience and expense.

## 2.10 Advisory Report & Support Plan (ARSP)

- Following the visit and interview and within seven working days, the candidate and the school will receive an Advisory Report and Support Plan (ARSP) from UEL which summarises the findings, conditions which may need to be met, and guidance to proceed to Stage 2 of the AOR.
- This will form the basis of an agreement between UEL, the school and the candidate about support needs (e.g., additional placement) and subsequent procedures.
- There will also be included guidance on the compilation of a Portfolio of Evidence.
- The ARSP should be considered a personalised plan and should be kept and regularly consulted as progress is made towards the award of QTS.
- Any non-compliance of any of the requirements, conditions, and recommendations within the ARSP may place at jeopardy success in the final assessment for QTS.
- Progress through and completion of Stage 1 of the AOR does not automatically guarantee progress on to Stage 2 of the AOR. Therefore, schools are invoiced for the two stages separately.
- Stage 1 - the advisory stage is exactly what it says: advice regarding the potential to satisfactorily move onto and complete the assessment for QTS at the right time.

## 2.11 Moving to AOR Stage 2

- Following the Stage 1 Interview & Advisory Visit and the issuing of the Advisory Visit Support Plan it is important to stay connected with the tutor as you achieve any pre-entry conditions.
- Once any pre-entry conditions are met the candidate can be enrolled with the DfE and begin the AOR Stage 2 Final Assessment.

# Section 3: Preparing a portfolio of evidence

## 3.1 Introduction

- To be awarded QTS, it is necessary for candidates to demonstrate that they fully meet the Teacher's Standards as laid down by the DfE. See section 6.
- Evidence can take several forms. Part of the evidence will be gathered from observations of teaching and discussion with senior colleagues.
- Other evidence will be compiled into a Portfolio.

## 3.2 How to compile a portfolio of evidence

- There is no one way of creating a Portfolio of Evidence, the guidance supplied below is, however, that which is recommended by UEL (and other providers similarly) as being particularly effective, especially in demonstrating adequately that pupils have made progress over time within the candidate's classes.
- The portfolio of evidence is designed to be a snapshot of your working life as a teaching, showing all the things you do on a day-to-day basis.
- It must be stressed that EVERY Standard must be met and, whilst it is inappropriate to evidence each bullet within the Standards as a separate entity, all the points should be covered within the evidence somewhere.
- Candidates are advised to look at the Teacher's Standards holistically and ensure that they are fully demonstrated.
- In the Appendices to this Guide can be found a 'Needs Analysis' document which might be found to be helpful in indexing and detailing the types of evidence obtained. The examples provided in any of this documentation are not exhaustive; simply illustrative.
- The total Portfolio should be no larger than one large ring-binder; or the equivalent if kept electronically.
- Evidence must contain significant amounts from at least two different schools and across at least two consecutive age ranges within the overarching ranges of 3-7, 5-11, 7-11, 11-16, 14-19. As a rough guide, around 25% of the total evidence will come from a school(s) other than the one currently employed in; and 33%-50% from each of the two age ranges.

- The same item of evidence may be used to evidence more than one Standard.
- Evidence can be in the form of documents (e.g., lesson plans), photographs (e.g., of pupils working), audio recordings (e.g., of pupil conversations, musical activities), examples of pupil's work, and so on.
- Frequently, the most effective will be lesson plans, observation reports, references/testimonials, assessment/tracking records, reflections, etc.
- Generic school documents, such as policies, are not appropriate (unless written by the candidate) though they might be more useful if they were annotated, or some other mechanism was employed to demonstrate that their contents have been used to inform practice.
- Freely annotate or add explanations which will make it clear to the assessor / observer why the item of evidence has been included in the Portfolio and how it meets the Teacher's Standards.
- It is essential to have a detailed Summary Index Document that lists all the documents you are using, describes what they are showing and what Teaching Standard they link to. Some example documents will be supplied as well as blank pro-forma you may wish to use.

### 3.3 Evidence bundles

- It is recommended the portfolio is compiled as a series of 'evidence bundles' relating to specific schools and age ranges taught.
- As a supplement, any further items which do not 'fit' into any of the bundles (e.g., a risk assessment completed as part of organising a school visit, CPD certificates, duty rotas, etc.) can be made into a separate 'general' or 'miscellaneous' bundle.
- As a 'rule of thumb', candidates will have between 4 and 6 bundles representing:
  1. School 1, age range 1
  2. School 1, age range 2
  3. School 2, age range 1
  4. School 2, age range 2
  5. Miscellaneous evidence
- Evidence bundles are used to identify how the candidate's skills against each of the Teacher's Standards have enabled support of pupil progress, as well as how strong the candidate's teaching is in relation to each of the Teacher's Standards.

### 3.4 Creating an evidence bundle

Helpful exemplar documents will be provided by the UEL tutor as well as a blank proforma in word format.

- Identify a short sequence of lessons (3-6) where your impact on pupil progress exemplifies the quality of teaching overall.
- Collate the evidence related to this sequence of lessons; this becomes a 'bundle'.
- Items of evidence may well need labelling / annotating to provide some commentary on what it is demonstrating and which Teacher's Standards it relates to.
- For each bundle, add a single-page commentary analysing the pupil progress demonstrated, addressing each of the Teacher's Standards and cross-referencing to the evidence contained within the bundle.
- Keep each bundle electronically or 'hard-copy' in different sections of your ring-binder; all bundles adding up to no more than one large ring-binder.
- Types of evidence that could be included:
  - Lesson plans
  - Formal observations of teaching
  - Evaluations and reflections which relate to pupil progress
  - Pupil data, including base-line data, interim data, current attainment and targets
  - More specific data about progress by specific groups of pupils over time, e.g. BME, SEND, PP, EAL, boys, etc.
  - Grouping plans
  - Tracker sheets
  - Self- and peer-assessments undertaken by the pupils

- Examples of work produced in lessons
- Homework you have set, and which has been completed
- Examples of marking and evidence of its impact on pupil progress (e.g., re-working following your feedback)
- Evidence of pupils' response to marking feedback
- Comments about specific pupils' progress, outcomes, behaviour, and effort
- Pupils' target setting
- Interim reviews of pupil progress

### **3.5 Bundle Summary Index Document**

Helpful exemplar documents will be provided by the UEL tutor as well as a blank proforma in word format.

- You must include a Bundle Summary Index Document that explains what the documents in your portfolio are, and what Teacher Standards they show.
- Compilation of this document will assist in putting together your portfolio.
- The Bundle Summary Index needs to list each document you have used and state why it is included, what it is showing and what Teachers' Standard(s) it relates to.
- Details of the annotations you have made on the documents could be included on this summary document to make inspection easier.
- This is a key document and needs to be emailed to the UEL tutor before the Stage 2 Final Visit.

## **Section 4: AOR Stage 2 – The Final Assessment Visit**

### **4.1 Introduction**

Once the Skills Tests for Teachers have been passed and all pre-AOR conditions have been met, the candidate's offer of a place on the AOR has become 'unconditional' and they are formally registered to the AOR with the DfE. The candidate will be notified when this takes place. The candidate then has up to 12-13 weeks (equivalent to one term) before the final assessment for QTS takes place. During this period, it is expected that several aspects will need attention:

- A senior colleague in the candidate's employing school will formally observe teaching against the Teacher's Standards and using the appropriate criteria for teacher preparing for QTS once every 2-3 weeks. On placements, this will be once per week. A copy of at least one of these observation reports should be forwarded by the candidate to the AOR tutor at UEL for monitoring purposes.
- Any additional placement required should be carried out if not already completed. This must be finished before the final assessment for QTS.
- The candidate will prepare a Portfolio of Evidence to demonstrate that he/she is meeting the Teacher's Standards. Advice will be provided concerning this.
- Any other actions noted in the ARSP will be completed (e.g. written assignments where applicable, specific supporting aspects such as working with SEN pupils, developing aspects of subject knowledge, etc.).

Towards the end of this pre-assessment period, the candidate and the school will be contacted to arrange for a Stage 2 Final Assessment Visit to take place.

### **4.2 Final Assessment Visit**

An assessor from UEL will visit the candidate's school to carry out an assessment for QTS and will consist of the following elements:

- Observation of up to two lessons (for secondary candidates, this will normally be one at each age range taught) – up to one hour each
- Perusal of the Portfolio of Evidence – up to 1 hours at most

- A meeting with at least two senior managers / mentors to discuss the candidate's readiness for QTS, Induction needs, standards of teaching, meeting the Teacher's Standards, and so on – up to 30'
- A meeting with the candidate – up to 1 hours at most – for the purposes of:
  - Feedback on observations
  - Discussion of any issues which may need clarification / further information
  - Transition to and targets for Induction (Career Entry and Development Profile; the CEDP)
  - Summary of the visit and next steps
- An indication may be given on the day as to success. However, the results at this point are subject to moderation. Final results will generally be notified within 7 working days.

#### **4.3 Unsuccessful Assessment**

- As the AOR is designed for very experienced teachers, it is unlikely that any assessment for QTS will be unsuccessful. However, if for a range of reasons, this were to be the case, the repercussions include that the candidate may not continue to teach in a maintained school.
- An appeal against a judgement not to recommend QTS is allowed only if the assessment was not carried out properly, or if there were circumstances affecting the candidate which could not be revealed before the assessor carried out the assessment. A candidate is not allowed to appeal against the academic or professional judgement of the assessor. A candidate may continue to be employed as a teacher during an appeals procedure. For full details of the regulations surrounding appeals, reference should be made to the UEL regulations.
- It may not be possible for an unsuccessful candidate to undertake any other training programme leading to QTS in the future, at the discretion of the Provider of training applied to (the unsuccessful outcome should always be declared).

#### **4.4 Withdrawal from the AOR**

- Occasionally, a withdrawal from the AOR becomes necessary after its commencement (i.e., after starting Stage 2).
- Such a situation should be avoided if possible; if it becomes necessary (e.g., through changes in personal circumstances which could not be known before commencing the AOR), this should be discussed with the supporting school and the AOR tutor at UEL without delay.
- It may be that a short extension of time (e.g., a couple of weeks) is all that is necessary. However, UEL reserves the right to charge the full amount of the Stage 2 costs if a full withdrawal from the AOR is necessary.

#### **4.5 The award of QTS**

- Upon successful assessment and an agreed moderation, UEL will undertake to 'recommend' the candidate to the DfE for Qualified Teacher Status (QTS).
- The confirmation of the award of QTS will be made in time by the DfE and details will be provided by UEL of how the candidate and his/her school can verify this electronically; this will include a link to enable the printing out of a certificate.
- This confirmation may take up to 2 weeks although, in practice, rarely takes longer than 3-5 days. UEL would ask that candidates inform the AOR tutor at UEL once the confirmation of QTS has been received from the DfE.

#### **4.6 Career Entry Development Profile (CEDP)**

- This document provides candidates the opportunity to reflect on current teaching, interests and abilities, targets for Induction as an Early Career Teacher (ECT) and longer-term aspirations.
- This will be developed through the Induction period by the candidate's Induction Mentor at their school.
- A copy of the CEDP questions will be provided before the assessment takes place for consideration between the candidate and his/her school-based mentor.

#### 4.7 Induction following award of QTS

- Even though some teachers already have significant teaching experience when they enter the maintained sector for the first time, they are still required to serve statutory induction.
- Appropriate bodies (ABs) have discretion to reduce the length of the induction period to a minimum of one term (based on a school year of three terms) to recognise this experience.
- In making such a decision, ABs should take account of advice from the headteacher/principal and must gain the agreement of the teacher concerned. If a teacher wishes to serve the full induction period they must be permitted to do so.
- The AB may wish to consider what evidence of previous experience and performance they require in reaching their decision, including performance management documentation from previous teaching employment.
- Reductions should only be considered where an early career teacher (ECT) has extensive prior experience of teaching whole-classes to the Teachers' Standards.
- Examples of when this discretion might be considered appropriate include a teacher who has gained qualified teacher status via the assessment-only route.
- It is the responsibility of the candidate's employing school, in partnership with the Local Authority (in maintained schools) to make these arrangements and to provide the support and training necessary.
- In the case of Independent and Free Schools, and Academies, it is beholden upon the Headteacher and governing bodies to make such arrangements for the suitable Induction of NQTs.
- Beyond going through the questions of the CEDP, UEL has no part to play in Induction, though UEL may offer training courses to its alumni and candidates might request information at the time where appropriate.

#### 4.8 Quality assurance

The Quality Assurance (QA) procedures for the AOR follow a similar pattern to other programmes leading to QTS offered by UEL. These procedures include specifically for the AOR:

- A sample of advisory and assessment visits in any academic year are completed jointly with either another experienced UEL tutor accompanying the assessor, or a senior colleague within the candidate's supporting school.
- The moderation of each candidate's results following the final assessment by a UEL tutor other than the assessor through consideration of written documentation.
- Each year the AOR is externally examined through joint assessment by a suitably qualified and appointed advisor from outside the university (e.g., a tutor from another university or external consultant).
- Ofsted and the DfE (or its agencies) inspects UEL programmes on a regular basis and the reports can be located on the Ofsted website: <http://www.ofsted.gov.uk>

## Section 5: Working in partnership

### 5.1 Introduction

- Provision for the training and accreditation of new teachers in England is a collaborative activity with schools and universities working together in the planning, delivery, and assessment of such provision.
- In the case of the AOR, beyond the statutory requirements laid down by the DfE, this is particularly the case.
- Each candidate for the AOR is treated individually and provided with a personalised support plan to attain QTS.

## 5.2 The schools' responsibilities

- At Stage 1 of the AOR, schools are asked to contribute to the application process (through the application form) and in the recruitment and selection process during the advisory visit of the UEL tutor to the candidate's school, where potential conditions for progression and professional development are discussed together, before coming to an agreed 'plan of action' which is detailed in the ARSP. Schools are also invited to ensure that a senior member of staff is available to moderate lesson observations.
- At Stage 2 of the AOR, again schools are invited to ensure that a senior member of staff is available to participate in moderating the on-the-day process, including the lesson observations. Results and potential outcomes, including development needs for Induction, are discussed, and finalised together at the Assessment Visit wherever possible.
- Roles and responsibilities of each of the members involved are detailed in the next section of this Guide. These are based on the more substantial Partnership Agreement which is central to core ITT provision at UEL (e.g., PGCE, School Direct) and this, in turn, has been put into place because of UEL working together with its partnership schools.

## 5.3 Roles and responsibilities: the partnership agreement

These roles and responsibilities form a Partnership Agreement between the AOR candidate, their supporting school (as represented by the Headteacher) and UEL.

### **The AOR Candidate will:**

- Undertake to complete, by any indicated dates, all tasks and activities (including placements) as advised by UEL tutors.
- Prepare a portfolio of evidence which will demonstrate that the Teachers' Standards for the award of QTS are met in their entirety.
- Take particular care in the preparation, delivery and evaluation of lessons.
- Understand that the Skills Tests for Teachers in Numeracy and Literacy must be taken and passed before any place on the AOR can be finalised.
- Ensure that all necessary teaching is carried out and the portfolio of evidence made available on the designated date for assessment.
- Inform UEL if any circumstances arise which may affect the preparation for, or the completion of, assessment; including changes in personal circumstances such as a change of address or change of employment.

### **The Candidate's supporting school, as represented by the Headteacher, will:**

- Provide all requested information concerning the strengths and training needs of the candidate so that action planning may be appropriate to the candidate's needs.
- Ensure that the candidate has been interviewed for the post he/she is filling and completed all necessary health and criminal background checks (DBS); and assure that these have been carried out and that the candidate is 'fit' to teach.
- Ensure that the candidate fulfils all the legal requirements for teaching in England (e.g., any Visa conditions).
- Facilitate an appropriate teaching timetable.
- Observe the candidate teach at regular intervals as determined by the Advisory Report and Support Plan, to enable evidence of appropriate teaching and learning to be provided/supplemented.
- Facilitate any additional school placements as required for the candidate to be able to fully meet the Teachers' Standards.
- Monitor the progress of the candidate towards being ready for assessment for QTS.
- Supply any support needs which may become evident, including a senior colleague to act as mentor to the candidate.
- Facilitate arrangements upon request for visits to be made by UEL tutors to the school for the purpose of advice, monitoring and assessment.

- Inform UEL of any issues which may arise, and which may mitigate against a successful assessment for QTS.
- Pay all charges as detailed in advance in respect of the AOR. If the candidate is self-funding the AOR, arrangements will need to be put into place for him/her to reimburse the school as UEL can only invoice schools. It is important that school headteachers understand that it is the school sponsoring the candidate's application and in which he/she is currently working that will be invoiced; not supply agencies or any other agency which might be involved.

#### **UEL and its tutors will:**

- Consider any application to the AOR made by a candidate and his/her supporting school, advising of potential to progress as appropriate.
- Undertake an interview with the candidate and an advisory visit to the candidate's school, together with the preparation of an advisory report and support plan.
- Advise the candidate and school of any conditions and requirements which may be necessary before a place on the AOR can be finalised, or during the Route itself.
- Undertake a visit to the candidate's school for the purposes of an assessment for QTS at the appropriate time.
- Carry out all school visits as notified including and the final assessment visit.
- Liaise with the Department for Education (DfE) and the Teaching Regulation Agency (TRA) in respect of registering the candidate on to the AOR at the appropriate time; and of recommending the candidate for QTS upon a successful assessment and following moderation of results.
- Ensure that all personal data held will be used, stored, and maintained in accordance with the Data Protection Act, 2018. Please see the advice detailed on page 2 of the current UEL AOR Guide.

#### **5.4 UEL Support for candidates**

Support is provided by UEL to candidates via the following mechanisms:

- Direct, personal, 1:1 advice and support from the Senior Lecturer for the Assessment Only Route to QTS – Mr Bryce Wilby via email [b.wilby@uel.ac.uk](mailto:b.wilby@uel.ac.uk)
- Regular observations and discussions between the candidate and the school mentor and other colleagues at the school.
- The UEL - AOR Guide & the sample documents.
- Any other more specific support needs are to be met by the candidate's school and the Headteacher will have agreed to such provision being available on the application form in the 'Declarations' section.



# Teachers' Standards

## PREAMBLE

Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

## PART ONE: TEACHING

A teacher must:

### 1 Set high expectations which inspire, motivate and challenge pupils

- establish a safe and stimulating environment for pupils, rooted in mutual respect
- set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

### 2 Promote good progress and outcomes by pupils

- be accountable for 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.

## Section 7: Making judgements against the Teachers' Standards

### 7.1 Introduction

1. "The key factor in judging the quality of teaching over time is the impact teaching has on the quality of learning of pupils/learners" (Initial teacher education inspection handbook, March 2015, para.125)
2. When making assessments of candidates for QTS over time, reference should be made to the Teachers' Standards in full.
3. Candidates must be assessed by application of the Standards as appropriate to the context in which he/she is working; they must be assessed in a way which is consistent with what would be expected of a trainee teacher prior to the award of QTS.
4. Teaching over time should be assessed in relation to:
  - a. The impact on progress and learning over time of the pupils.
  - b. The context and content of teaching over sequences of lessons (no assessment should be made on individual lessons). The full range of evidence should be used, including planning, discussions with the candidate and pupils, pupils' responses in lessons and in their workbooks, the quality and impact of marking and feedback, assessment and planning records, evidence of pupil progress and learning over time.
5. Assessment must be informed by evidenced, professional judgements which are accurate and rigorous. It is essential that all grades, comments, and targets are aligned with the grade descriptors for the grade awarded.

### 7.2 Grading rationale

Good (2)	Candidates demonstrate excellent practice in some of the Standards for teaching and all related to their personal and professional conduct. Much of the quality of the candidate's teaching over time is good; some is outstanding. Pupil progress and learning over time must be at least as expected.
Outstanding (1)	Candidates demonstrate excellent practice in the majority of the Standards for teaching and all related to their personal and professional conduct. Much of the quality of the candidate's teaching over time is outstanding and is never less than consistently good. Pupil progress and learning over time must be good or better than expected.

### 7.3 Teachers' Standards: grade descriptors

Words in italics are directly from the 'Initial teacher education inspection handbook'. Column headings reproduce the overall outcome criterion. The text refers to 'trainees'. This term equally applies to AOR candidates in this case.

<b>TS1. Set high expectations which inspire, motivate and challenge pupils</b>		
<b>Standard sub-headings</b>	<b>Outstanding (1):</b>	<b>Good (2):</b>
establish a safe and stimulating environment for pupils, rooted in mutual respect	Consistently uses innovative strategies to establish a safe and stimulating environment for pupils, rooted in mutual respect, which motivates and inspires pupils to learn and enjoy the subject.	Uses a range of strategies to establish a safe environment which, much of the time, is stimulating and rooted in mutual respect.
set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions	Consistently sets goals that stretch, <i>challenge and motivate pupils.</i> <i>use effective strategies to support the learning and progress of underperforming groups.</i>	Sets goals that stretch, <i>challenge and motivate pupils.</i> <i>use strategies to support the learning and progress of underperforming groups.</i>

demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.	Consistently and effectively demonstrates and models the positive attitudes, values and behaviour which are expected of pupils.	Consistently demonstrates and models the positive attitudes, values and behaviour which are expected of pupils.
<b>TS2. Promote good progress and outcomes by pupils</b>		
<b>Standard sub-headings</b>	<b>Outstanding (1):</b>	<b>Good (2):</b>
establish a safe and stimulating environment for pupils, rooted in mutual respect	Consistently uses innovative strategies to establish a safe and stimulating environment for pupils, rooted in mutual respect, which motivates and inspires pupils to learn and enjoy the subject.	Uses a range of strategies to establish a safe environment which, much of the time, is stimulating and rooted in mutual respect.
be accountable for pupils' attainment, progress and outcomes	Is consistently accountable for pupils' attainment, progress and outcomes.	Is accountable for pupils' attainment, progress and outcomes
be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these	Has a detailed understanding of the pupils' capabilities and their prior knowledge. <i>demonstrate through their planning and teaching that their pupils, including those who are disabled and those who have special educational needs, make good progress.</i>	Has a good understanding of the pupils' capabilities and their prior knowledge. <i>assess pupils' achievement and plan and teach lessons that enable pupils, including those who are disabled and those who have special educational needs, to make at least expected progress.</i>
guide pupils to reflect on the progress they have made and their emerging needs	Pupils are consistently offered high quality intervention and feedback which enables them to identify the progress they have made and understand what they need to do to improve.	Pupils are offered intervention and feedback which, much of the time, enables them to identify the progress they have made and understand what they need to do to improve.
demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching	Is consistently and effectively able to use knowledge and understanding of how pupils learn to improve their teaching.	Much of the time makes good use of knowledge and understanding of how pupils learn to inform their teaching.
encourage pupils to take a responsible and conscientious attitude to their own work and study.	Consistently and effectively encourages pupils, by setting specific high expectations, to take a responsible and conscientious attitude to work and study.	Much of the time encourages pupils, to take a responsible and conscientious attitude to work and study by setting expectations.
<b>TS3. Demonstrate good subject and curriculum knowledge</b>		
<b>Standard sub-headings</b>	<b>Outstanding (1):</b>	<b>Good (2):</b>
have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings	Consistently <i>teach exceptionally well, demonstrating:</i> - <i>strong subject and curriculum knowledge;</i> - <i>phase expertise.</i> Is confident to <i>work within the current and new curriculum.</i>  Demonstrates the ability to address misunderstandings and maintain pupils' interest.	<i>teach well, demonstrating: good subject and curriculum knowledge;</i> <i>phase expertise.</i>  <i>Works within the current and new curriculum arrangements.</i> Much of the time demonstrates the ability to address misunderstandings and maintain pupils' interest.
demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship	Effectively demonstrates consistent and critical understanding of developments in the subject and curriculum areas. Consistently and effectively promotes the value of scholarship.	Demonstrates, much of the time, critical understanding of developments in the subject and curriculum areas. Much of the time promotes 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	Consistently demonstrates a thorough understanding of how to <i>teach reading, writing, communication ... effectively to enhance the progress of pupils they teach.</i> Consistently demonstrates an understanding of and takes responsibility for promoting high standards of literacy, articulacy and the correct use of Standard English, whatever the teacher's specialist.	Demonstrates a good understanding of how to <i>develop the reading, writing, communication ... skills of the pupils they teach.</i> Much of their teaching demonstrates an understanding of and takes 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 (primary)	Trainee can teach <i>early reading, systematic synthetic phonics, communication and language development ... confidently and competently</i> so that pupils make good or better than expected progress. Consistently demonstrates a thorough understanding of the role of systematic synthetic phonics in the teaching of early reading.	Trainee can teach <i>early reading, systematic synthetic phonics, communication and language development ... with increasing confidence and competence</i> so that pupils make at least expected progress. Demonstrates a good understanding of the role of systematic synthetic phonics in the teaching of early reading.
if teaching early* mathematics, demonstrate a clear understanding of appropriate teaching strategies. (primary)  * The current 'Initial teacher education inspection handbook' frequently replaces 'early' with 'primary'.	Trainee can teach <i>primary mathematics ... confidently and competently</i> so that pupils make good or better than expected progress.  Consistently demonstrates a thorough understanding of appropriate teaching strategies for the teaching of early mathematics.	Trainee can teach <i>primary mathematics ... with increasing confidence and competence</i> so that pupils make at least expected progress. Demonstrates a good understanding of strategies for the teaching of early mathematics.

#### TS4. Plan and teach well-structured lessons

Standard sub-headings	Outstanding (1):	Good (2):
impart knowledge and develop understanding through effective use of lesson time	Consistently and effectively imparts knowledge and develops understanding through using lesson time to great effect.	Much of the time imparts knowledge and develops understanding through using lesson time to good effect.
promote a love of learning and children's intellectual curiosity	Consistently and effectively promotes a love of learning and children's intellectual curiosity.	Much of the time promotes 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	Consistently and effectively plans differentiated, purposeful homework/out-of-class activities that consolidates and extends existing knowledge and understanding.	Much of the time plans differentiated homework/out-of-class activities that consolidates and extends existing knowledge and understanding.
reflect systematically on the effectiveness of lessons and approaches to teaching	Is systematically and critically reflective in analysing, evaluating and improving their practice (paraphrased). Is able to accurately judge the effectiveness of their lessons and impact on all groups of pupils.	Is systematically able to reflect in order to <i>improve their practice.</i>  Is able to judge the effectiveness of their lessons and impact on all groups of pupils.
contribute to the design and provision of an engaging curriculum within the relevant subject area(s).	Consistently makes effective contributions to the design and provision of an engaging curriculum within the relevant subject area(s).	Makes good contributions to the design and provision of an engaging curriculum within the relevant subject area(s).

<b>TS5. Adapt teaching to respond to the strengths and needs of all pupils</b>		
<b>Standard sub-headings</b>	<b>Outstanding (1):</b>	<b>Good (2):</b>
know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively	Consistently and effectively differentiates appropriately using timely approaches which enable pupils to be taught effectively.	Much of the time differentiates 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	<i>understand the causes of low achievement; challenge and motivate pupils where attainment is low; and use effective strategies to support underperforming groups.</i>	<i>understand how to challenge and motivate pupils where attainment is low and use strategies to support underperforming groups.</i>
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	Consistently and effectively demonstrates clear awareness of the physical, social and intellectual development of children, and effectively adapts teaching to support pupils' education at different stages of development.	Demonstrates an awareness of the physical, social and intellectual development of pupils and, much of the time, adapts 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.	Consistently and effectively evaluates and adapts teaching to meet the needs of all pupils, including those with special educational needs, high ability (including Gifted and Talented), English as an additional language, disabilities and <i>pupils eligible for the pupil premium</i> (including Free School Meals). <i>challenge and motivate pupils where attainment is low; and use effective strategies to support underperforming groups.</i> Consistently and effectively uses and evaluates distinctive teaching approaches to engage and support pupils.	Much of the time evaluates and adapts teaching to support all pupils, including those with special educational needs, high ability (including Gifted and Talented), English as an additional language, disabilities and <i>pupils eligible for the pupil premium</i> (including Free School Meals). <i>understand how to challenge and motivate pupils where attainment is low and use strategies to support underperforming groups.</i> Much of the time uses and evaluates distinctive teaching approaches to engage and support pupils.
<b>TS6. Make accurate and productive use of assessment</b>		
<b>Standard sub-headings</b>	<b>Outstanding (1):</b>	<b>Good (2):</b>
know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements	<i>accurately assess achievement and attainment in relevant subject and curriculum areas, including statutory assessment requirements, using new curricula ... examinations and assessment arrangements.</i>	<i>assess pupils' achievement</i> in the relevant subject and curriculum areas, including statutory assessment requirements.
make use of formative and summative assessment to secure pupils' progress	Consistently and effectively uses formative, <i>continuous assessment and summative tests</i> to great effect to secure progress for all pupils, through a sequence of lessons over time.	Much of the time uses formative, <i>continuous assessment and summative tests</i> to secure progress through a sequence of lessons over time.
use relevant data to monitor progress, set targets, and plan subsequent lessons	Consistently and effectively uses a range of relevant data, including school progress data, to monitor pupil progress and learning over time. Records of pupil progress and learning and attainment are accurate and up-to-date and used	Uses a range of relevant data including school progress data to monitor pupil progress and learning over time. Records of pupil progress and learning and attainment are accurate and up-to-date and, much of the time, are used to

	to inform future planning and target setting.	inform future planning and target setting.
give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.	Consistently uses a range of effective methods to give pupils regular and constructive feedback and the opportunity to respond to it. Accurate and timely marking and oral feedback contributes to pupil progress and learning over time.	Uses a range of methods to give pupils regular feedback and the opportunity to respond to it. Accurate and regular marking and oral feedback contributes to pupil progress and learning over time.
<b>TS7. Manage behaviour effectively to ensure a good and safe learning environment</b>		
<b>Standard sub-headings</b>	<b>Outstanding (1):</b>	<b>Good (2):</b>
have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour in classrooms and around the school, in accordance with the school's behaviour policy	In accordance with the school's behaviour policy: takes responsibility for and has <i>the knowledge, understanding and skills to promote and manage behaviour effectively and create an excellent climate for learning</i> ; actively encourages pupils to behave well in the classroom and around the school and display high levels of courtesy and co-operation;  can effectively <i>tackle bullying, including cyber and prejudice-based (and homophobic) bullying</i> .	In accordance with the school's behaviour policy: takes responsibility for and is able <i>to promote and manage behaviour in the classroom well</i> to ensure a good and safe learning environment;  encourages pupils to behave well in the classroom and around the school and display good levels of courtesy and co-operation; is able to <i>tackle bullying, including cyber and prejudice-based (and homophobic) bullying</i> .
have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly	Consistently sustains high expectations of behaviour. Establishes and maintains or applies the school's framework for discipline consistently and fairly, using a wide range of effective strategies.	Sustains high expectations of behaviour. Establishes and maintains or applies the school's framework for discipline, using a range of strategies.
manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them	Consistently manages a high level of pupil motivation and involvement using a range of effective approaches appropriate to the pupils' needs.	Manages a good level of pupil motivation and involvement using a range of approaches appropriate to the pupils' needs.
maintain good relationships with pupils, exercising appropriate authority, and act decisively when necessary.	Consistently demonstrates strong and effective relationships with pupils exercising appropriate authority, and acts decisively when necessary.	Demonstrates good relationships with pupils and exercises appropriate authority, and acts decisively when necessary.
<b>TS8. Fulfil wider professional responsibilities</b>		
<b>Standard sub-headings</b>	<b>Outstanding (1):</b>	<b>Good (2):</b>
make a positive contribution to the wider life and ethos of the school	Is consistently proactive and makes a positive contribution to the wider life and ethos of the school.	Is proactive and makes 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	Professional relationships with colleagues are consistently effective. Consistently and effectively consults with colleagues as appropriate, knowing when and how to draw on their advice and specialist support.	Professional relationships with colleagues are good.  Consults with colleagues as appropriate, knowing when and how to draw on their advice and specialist support.
deploy support staff effectively	Consistently and effectively deploys support staff to maximise the learning of pupils.	Deploys support staff effectively to support the learning of pupils.

take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues	Is consistently proactive in taking full responsibility for improving their own teaching through professional development. Effectively uses the advice and guidance offered by colleagues to secure improvements in practice.	Takes responsibility for improving their own teaching through professional development.  Respects and responds to the advice and guidance offered by colleagues.
communicate effectively with parents with regard to pupils' achievements and well-being.	Proactively and consistently communicates effectively with parents and carers about pupils' achievements and well-being.	Communicates effectively with parents and carers about pupils' achievements and well-being.

<b>Teachers' Standards PART 2: Personal and professional conduct</b>		
<b>Descriptor</b>	<b>Scope</b>	<b>Key questions</b>
Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:	<ul style="list-style-type: none"> <li>• treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position</li> <li>• having regard for the need to safeguard pupil's well-being, in accordance with statutory provisions</li> <li>• showing tolerance of and respect for the rights of others</li> <li>• 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</li> <li>• ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.</li> </ul>	<ul style="list-style-type: none"> <li>• Does the trainee have a commitment to upholding the high standards of the teaching profession, within and outside school?</li> <li>• Does the trainee develop appropriate professional relationships with colleagues and pupils?</li> <li>• Is the trainee able to safeguard pupils' well-being, in accordance with statutory provisions?</li> <li>• Does the trainee understand that schools are required to develop pupils' wider understanding of social and cultural diversity, tolerance for others and respect for different faiths and beliefs, in line with the maintenance of fundamental British values? *</li> <li>• Does the trainee understand the challenges of teaching in modern British schools? *</li> <li>• Is the trainee aware of the Prevent strategy and its implications? *</li> <li>• Does the trainee understand the responsibility teachers hold in relation to the expression of personal beliefs and the impact these could have on pupils and their consequent actions? *</li> </ul> <p>Does the trainee understand and adhere to the school's and provider's VLE/internet safety policy, including the safe and responsible use of social media?</p>
Teachers must have proper and professional regard to the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.	<ul style="list-style-type: none"> <li>• The trainee's conduct demonstrates a highly professional approach to teaching, understanding and demonstrating that their own conduct is appropriate at all times.</li> </ul>	<ul style="list-style-type: none"> <li>• Does the trainee display high standards of personal and professional behaviour, inside and outside school, including attendance and punctuality at all times?</li> <li>• Does the trainee understand and apply the range of policies that</li> </ul>

	<ul style="list-style-type: none"> <li>• The trainee reads, understands and applies school policies at all times, e.g. health and safety, risk assessments before trips, homework, etc.</li> <li>• The trainee is punctual for school, lessons, meetings, etc.</li> <li>• The trainee always informs the school/colleagues of reasons for any non-attendance involving his/her teaching obligations or other professional meetings and responsibilities in line with school policy.</li> </ul> <p>The trainee's language and dress are highly professional and in line with school policy.</p>	<p>support school practice and act on these in their planning, teaching and wider involvement in the life of the school?</p> <p>Does the trainee take appropriate responsibility for their own and pupils' well-being in the classroom and during off-site activities or visits?</p>
<p>Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.</p>	<ul style="list-style-type: none"> <li>• The trainee is able to articulate, and abide by, the roles and responsibilities of the teacher in relation to statutory frameworks.</li> <li>• The trainee is aware of his/her responsibilities in relation to, for example, equality legislation, duties and safeguarding.</li> </ul> <p>The trainee is able to judge when they may need advice and help in matters of Child Protection or confidentiality.</p>	<ul style="list-style-type: none"> <li>• Is the trainee aware of and does the trainee act in the context of the professional duties of teachers as set out in the statutory School Teachers' Pay and Conditions document?</li> </ul> <p>Has the trainee received relevant training in Child Protection/safeguarding? Can he/she articulate the school's policy if reporting a concern?</p>

\* Note: Maintained schools have obligations under Section 78 of the Education Act 2002 to provide a broad and balanced curriculum, to promote SMSC (Spiritual, Moral, Social and Cultural awareness), and the mental and physical development of pupils at the school and of society. The emphasis is placed on actively promoting Fundamental British Values.

Pupils are expected to have knowledge and understanding about freedom to choose and hold other faiths and beliefs which are protected in law and an acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated and should not be the cause of prejudicial or discriminatory behaviour.