



Lincolnshire SCITT Assessment Only Route

Guidance and Eligibility Information

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Administration team

Philippa Slack – SCITT Admin Officer

T: 01522 889297

E: scittinquiries@prioryacademies.co.uk

W: www.lincolnshirescitt.co.uk

Twitter: @LincScitt

Address: The Keyworth Centre, The Priory City of Lincoln Academy, Skellingthorpe Road,
Lincoln, LN6 0EP

Eligibility Information

The following information is taken from the Assessment only route to QTS: criteria and supporting advice, September 2023. The full document can be found here: <https://www.gov.uk/government/publications/the-assessment-only-route-to-qts/assessment-only-route-to-qts-criteria-and-supporting-advice>

Entry criteria

A1.1 GCSE standard equivalent

All providers must ensure, before acceptance onto the route, that:

- all entrants have achieved a standard equivalent to a grade 4 in GCSE English and mathematics
- all those who intend to teach pupils aged 3 to 11 additionally have achieved a standard equivalent to a grade 4 in a GCSE science subject

A1.2 Degree criteria

All providers must ensure, before acceptance onto the route, that:

- all candidates hold a first degree granted by a United Kingdom higher education institution or equivalent institution

A1.3 Suitability

All providers must ensure, before acceptance onto the route, that:

- all candidates, as part of the provider's selection procedures, have taken part in a rigorous selection process designed to assess their:
 - suitability to teach
 - ability to demonstrate meeting all of the Teachers' Standards without the need for any further training

A1.4 School teaching experience

All providers must ensure, before acceptance onto the route, that:

- all candidates have taught in at least 2 schools

Assessment criteria

A2.1 Provision

All providers must ensure that:

- the content, structure, delivery and assessment of assessment only provision are designed to:
 - enable candidates to demonstrate meeting all of the Teachers' Standards across the age range of assessment
 - ensure that no candidate is recommended for the award of QTS unless they have demonstrated meeting all of the Teachers' Standards

A2.2 Age ranges

All providers must ensure:

- all candidates recommended for the award of QTS have been assessed as meeting the Teachers' Standards within one of the following age phases:
 - ages 3 to 11 (primary)
 - ages 7 to 14 (middle)
 - ages 11 to 19 (secondary)

Assessment must ensure that candidates have the knowledge and skills they need to be able to teach in one of the specified age phases. Typically, assessment will take place across the following age ranges:

- 3 to 7, 5 to 11, or 7 to 11 for primary assessment
- 7 to 14 for middle assessment
- 11 to 16 or 14 to 19 for secondary assessment

A2.3 Candidate assessment

All providers must ensure that:

- the process of assessment:
 - includes the assessment of practical teaching in a school (or early years or further education setting)
 - typically does not last longer than 3 months

AOR Fees

Our AOR fees are:

- £2,500 per candidate*

Please refer to the AOR Partnership Agreement for full details of our finance.

Self-funding: Should a candidate wish to fund AOR themselves, the fees remain the same as the school they are employed with.

Candidates employed within the Priory Federation of Academies Trust, will attract a discounted rate, please contact us for more information.

*Please note additional costs may also incur should an application be unsuccessful or for expenses. Contact us for further information.

Frequently Asked Questions

What if I have only taught in school one setting?

You must have second school teaching experience before you can apply. Contact us with any specific queries. Guidance from DfE states that:

Candidates need to demonstrate sufficient breadth and variety of experience in schools or other settings to enable them to meet all of the Teachers' Standards. They need to have:

- taught children and young people from different backgrounds, across the ability range in their chosen age ranges
- gained experience of different approaches to teaching and learning and to school organisation and management

Candidates must have taught in 2 schools, early years or further education settings before entry to the assessment only route. It is not sufficient for candidates only to have had experience of 2 schools or settings. Providers should consider whether a candidate's prior experience of teaching in schools provides enough evidence to allow the provider to confidently count those previous teaching experiences towards the 2 schools required.

ITT Providers will need to be clear about the nature and extent of the prior experience, whether it offered the candidate the opportunity to teach children and young people and whether, taken together with other experiences, it prepared the candidate sufficiently to meet the Teachers' Standards.

Typically, a candidate with fewer than 2 years of teaching experience in schools as an unqualified teacher would be unsuitable for the assessment only route. Practical teaching experience for the purposes of assessment only is not restricted to taking place wholly or mainly in England.

What if I have one year's experience (or equivalent) of teaching a full timetable? (Primary and Secondary)

Contact us. We will look at the teaching experience you currently have and work with your school to put together an action plan to secure the required experience moving forward.

Which subjects do you offer AOR? (Secondary)

We work with candidates in any secondary subject.

Please visit the website or contact us with any further questions.

Guide to AOR Application Processes

The school makes an enquiry on behalf of a candidate through the administration team.



The administration team send the AOR information pack to the school and the candidate. This includes the AOR application form, DfE Data Tracking form and the AOR Guidance and Eligibility Information.



School and candidate to check against the eligibility information to ensure that the candidate has the relevant experience and qualifications to apply for AOR. Queries in relation to this to be directed towards the administration team.

If the candidate does not have **teaching experience** in a second setting this will need to be organised. For candidates who have not taught in a second school, a minimum 6 weeks' block placement should be organised by their school/the candidate. Ensure all relevant age and ability ranges are covered.



The application forms should be completed and sent to the administration team.
NB The school must send the completed application form through (Part A and B)

Candidates commencing the Assessment Only Route on or after 1 April 2020 will not be required to pass the skills tests prior to acceptance. However, it is the candidate's responsibility to secure fundamental English and mathematics, whereas responsibility for assurance lies with the provider. Fundamental English and mathematics may be assured in different ways by different ITT providers. Lincolnshire SCITT do this through screening of the AOR Application inc the Personal Statement, School references and AOR Interview. Where further assurance is needed the AOR Assessor will discuss this with the candidate and the school.



Once the full application has been processed, the Initial AOR Assessment Visit can be booked. The school must also sign the Lincolnshire SCITT AOR Partnership Agreement at this point.



Initial AOR Assessment Visit – A Lincolnshire SCITT AOR Assessor to visit the school.
AOR Criteria details the following:

**A2.2 All candidates recommended for the award have been assessed as meeting the standards for QTS within one of the following age phases:
Ages 3-11 (primary) Ages 7-14 (middle) Ages 11-19 (secondary)**

Assessment must ensure that candidates have the knowledge and skills they need to be able to teach in one of the specified age phases. Typically, assessment will take place across the following age ranges:

3 to 7, 5 to 11, or 7 to 11 for primary assessment

7 to 14 for middle assessment

11 to 16 or 14 to 19 for secondary assessment

The Initial Assessment visit will include the following elements:

- a) Two lesson observations will take place as part of this visit. Ensure the lessons demonstrate teaching to cover the above criteria. These lessons are to be jointly observed with a member of the school leadership team (for Secondary applicants a senior member of the faculty team should observe the KS4 lesson to help quality assure subject specific knowledge).
- b) A 30-minute interview will also take place involving the Lincolnshire SCITT AOR Assessor and at least one senior leader from the school as part of the panel.
- c) Paperwork will also be collated and photocopied – original copies must be seen. This includes: Degree certificate, evidence of standard qualification equivalent to GCSE Grade 4 in Maths and English (Science to be included for those being assessed within Age Phase 3-11), proof of any name changes where applicable, Photographic ID, ENIC documents where applicable. DBS certificates/numbers do not need to be seen – it is the responsibility of the school to ensure this is in place.
- d) Presentation of the portfolio of evidence by the candidate to the assessor. **Applicants must be able to evidence that they meet the Teachers' Standards at the point of entry to the route. For this reason the portfolio evidence base must be presented during AOR Day 1.**
- e) A briefing about the format of the final assessment.



On successful completion of the Initial AOR Assessment Visit, the candidate will be registered on the AO route. There is a maximum period of three months before which the school-based Final Assessment must be completed. The school and candidate will receive copies of both lesson observation feedback forms.
The school will be invoiced at this point for 50% of the fee.



When the candidate is ready, the Final Assessment process will begin. Two further lesson observations will take place. The Programme Leader will also assess progress against the portfolio of evidence. A final assessment report will be written by the Lincolnshire SCITT AOR Assessor.



The AOR Assessor will send copies of lesson feedback to the candidate and the school.
Lincolnshire SCITT should have all evidence in place to recommend the candidate to DfE for award of QTS.



School to receive the invoice from Lincolnshire SCITT.
Candidate and school to receive, complete and return the AOR feedback forms.



Once the invoice has been paid the school and the candidate will receive a copy of the final assessment form.

The Teachers' Standards

There are **8 Teachers' Standards** which need to be demonstrated and evidenced by the end of the programme. They are presented in three parts:

1. The **Preamble** summarises the values and behaviour that all teachers must demonstrate throughout their careers
2. **Part 1** comprises the 8 Standards for Teaching;
3. **Part 2** comprises the standards for Professional and Personal Conduct



Department
for Education

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 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.

Evidence of Demonstrating the Teachers' Standards

Applicants must be able to evidence that they meet the Teachers' Standards at the point of entry to the route. For this reason, the portfolio evidence base must be presented during AOR Day 1.

The evidence portfolio can be either paper or electronic. It should be arranged according to the Teachers' Standards, to present the evidence relevant to each individual standard.

'Part 2' of the Teachers' Standards can be evidenced by testimonials from the school and certificates where appropriate.

Where a piece of evidence meets more than one Standard, cross reference it, highlighting the relevant section for the Standard being claimed. However, you should not use one piece of evidence too often, as a range of evidence sources need to be considered.

It is vital that the evidence provided indicates that the candidate has met all the Teachers' Standards. It is also important to consider how teaching in the second school has contributed towards meeting the Teachers' Standards.

You will need to ensure you include a range of evidence types to demonstrate how you have met all Teachers' Standards. Evidence could include:

Examples of lesson planning

A range of lesson observations and evaluations by experienced teachers

Candidate reflections and evaluations of their taught lessons

Examples of marked work and target setting linked to assessment criteria

Annotated Scheme of Learning Include planning for groups of learners within the class

Annotated seating plans showing the candidates reasoning for these

Examples of teaching strategies trialled with evaluation of their impact

Evidence of examples of behaviour for learning strategies utilised

Examples of resources selected and designed – with annotations and evaluations

Annotated policies and evidence of how these have been followed

Evidence of how questioning skills have been developed and utilised

Examples of tracking sheets including annotations to show how data has been analysed

Details of interventions set in response to data analysis including analysis of impact/evaluative commentary

Reflection and wider reading based around the role of assessment for and of learning

Evidence of participation in APP, moderation activities or joint assessment

Notes to show how prior CPD has been used to enhance teaching practice

Demonstrate of the awareness of how you can take account of diversity / avoid and cultural stereotyping/ reinforce positive messages about minority ethnic groups and cultures in your subject/phase area

Planning for and promotion of high standards of ICT /Literacy / Numeracy skills to support pupils' learning

Planning to demonstrate homework provision and how this is used to extend and consolidate learning

Examples of marked pieces of homework

Demonstrate how you plan for differentiation/ personalisation.

Evidence to show that you are aware of the discrete groups you teach (Pupil premium, Free school meals, girls/boys. EAL, Looked after Children etc)

Evidence of any out of school activities that you have been involved in – through planning and staffing.

Engagement in extracurricular/out of school learning activities

Lesson observation report with a focus on TA deployment/TA witness statements etc

Evidence of report writing

Evidence of communicating and engaging with parents and the impact this has made.

Evidence on your pastoral responsibilities

Evidence of Safeguarding training and a witness statement to demonstrate how you follow policy