



**Merseyside, Cheshire & Greater Manchester Teacher Training Consortium**  
(Formerly the Merseyside & Cheshire GTP Consortium - Registered Charity No. 1151468)

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# **Merseyside, Cheshire and Greater Manchester Teacher Training Consortium**

## **Assessment Only Route Road Map**

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## Purpose

The Assessment Only route is for experienced Unqualified Teachers, who feel that they are ready to be assessed for Qualified Teacher Status.

It is open to both Primary and Secondary candidates. At the time of application, the applicant must currently be employed by the school / FE College that they are wishing to take their assessment in.

The route does not include any training, due to the applicant's experience. However, because of the short timescale and the difficulty in preparing for assessment by oneself, the Consortium has designed a programme of support which will aid in the journey to QTS.

## Disability and Discrimination

The Merseyside, Cheshire and Greater Manchester Teacher Training Consortium will abide by the Equal Opportunities Policy and Race Equality Policy. If you feel that you have been subject to prejudice or unfair treatment or if you feel that you have a disability, and your needs are not being met then please do not hesitate to contact the Consortium Manager.

### MCGMTTC Personnel

<b>Assessment Only Team</b>
<b>Consortium Manager</b> - Phil Daniels 0151 315 0056 <a href="mailto:phil@teachertrainingconsortium.org.uk">phil@teachertrainingconsortium.org.uk</a>
<b>Assessors – Steve Padget and Rachel Rick</b>
<b>Finance Officer – Michelle Griffiths</b> 0151 315 0056
<b>Administration Officer – Laura Wall</b> 0151 315 0056 <a href="mailto:admin@teachertrainingconsortium.org.uk">admin@teachertrainingconsortium.org.uk</a>

### ***Central Administrative Base***

**The Address of the Central Administrative Base is:  
Merseyside, Cheshire & Greater Manchester Teacher Training Consortium  
Unit 3 Miller House  
38 Mersey Road  
Liverpool  
L17 6AD**

Further information is available at [www.teachertrainingconsortium.org.uk](http://www.teachertrainingconsortium.org.uk)

## Assessment Only Route Process

<ul style="list-style-type: none"> <li>• <b>Enquiry from Potential Candidate</b></li> </ul>
<ul style="list-style-type: none"> <li>• Candidate receives email and information brochure and/or verbal support/advice</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Further discussion via preliminary meeting or email with Potential Candidate if initial enquiry is followed up</b></li> <li>• <b>Candidate will receive application form and supporting documents or download them from the <a href="http://www.teachertrainingconsortium.org.uk">www.teachertrainingconsortium.org.uk</a></b></li> <li>• <b>Candidate should be collating evidence and assessing it against the Teachers' Standards (revised 2013)</b></li> </ul>
<ul style="list-style-type: none"> <li>• Full application form is completed and submitted. Possible discussion with the supporting Head Teacher.</li> <li>• Candidate information that must be submitted include the following: <ul style="list-style-type: none"> <li>• Medical/DBS/Prohibited list</li> <li>• References</li> <li>• Discussion and Collation of Evidence against the Teachers' Standards (2013)</li> <li>• Copies of original degree certificate, original GCSE certificates and ID.</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>• <b>Candidate is made aware of the Interview and Assessment Process</b></li> <li>• <b>References are requested</b></li> </ul>
<ul style="list-style-type: none"> <li>• First Assessment Visit takes place. This acts as the interview and acceptance on to the Assessment Only Route</li> <li>• Original documents checked</li> <li>• Fundamental Skills in English and Mathematics</li> <li>• Candidate's school mentor and / or headteacher is interviewed during the assessment</li> <li>• Advice given, and observations of teaching are made</li> <li>• Evidence against the Teachers' Standards (2013) assessed for quality assurance</li> <li>• Further Targets set</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Is the Candidate's teaching fulfilling the teaching standards? (Teachers' Standards, 2013)</b></li> <li>• <b>If Yes: continue</b></li> <li>• <b>If No: no further action takes place</b></li> </ul>
<ul style="list-style-type: none"> <li>• Interim visit arranged for further Evidence File documentation</li> <li>• Further internal support given to both AO Candidate and Subject Mentor where necessary</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Second Visit – to observe and review Updated Evidence File; discussion with Subject Mentor</b></li> <li>• <b>Sign Off and Recommendation for Qualified Teacher Status</b></li> <li>• <b>Career Entry Development Targets Set</b></li> <li>• <b>During the term following the final assessment, Consortium will contact the candidate to seek feedback about how their first term with QTS has progressed</b></li> </ul>

## Requirements

- A candidate needs to have had experience teaching in a school / FE College, typically, for at least two years as the Assessment Only Route is linked to the Teachers' Standards (and sub standards) which cover either the 3-7 phase, 5-11 phase or 11-18 phase. Candidates that are assessed in a subject that is always or predominantly taught in only one age range (for example post 16) may need to demonstrate subject knowledge in a related subject if they do not have the opportunity to be assessed in their subject across the full age range.
- They need to have taught in, at least, two contrasting schools / FE Colleges (socially and organisationally) – preferably before you start the route.
- If their only teaching experience has been in special schools, a placement in a mainstream setting may be appropriate.
- They need to have taught UK National Curriculum Requirements within the past two years – the route is an assessment of teaching and school experience not specifically one of qualification, though qualifications are still necessary.
- They need to be working in a school / FE College when the assessment begins and throughout the assessment period - up to twelve weeks. The important consideration is that they could demonstrate and evidence pupil progress over time, as well as teaching ability, providing a Portfolio of Evidence linked to the Teachers' Standards (this needs to be ready for the initial assessment). The assessments will also include lesson observations.
- The candidate will need to demonstrate their competence in the fundamental skills of English and Mathematics – as well as having achieved at least a grade 4 in English and Maths and also Science (if planning to teach in a primary school).
- The Assessment Only Route Partnership Agreement should be signed by the Headteacher and Chair of Governors.
- There is no set starting date – that is completely up to the candidate and is the subject of negotiation with the Consortium. The twelve weeks begin after the initial assessment which will produce an action plan which has to be completed within twelve weeks before the final assessment.
- Fees can be paid directly by the school, by the candidate or a combination of both and should be paid before each assessment.
- Applications are sent directly to the Consortium

For qualified teacher standards (2013)

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/665522/Teachers\\_standard\\_information.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/665522/Teachers_standard_information.pdf)

## Fees

Fees for detailed <b>preliminary discussion</b> and Assessment Only Route evidence review	MCGMTTC will advise the potential candidate whether they have the relevant collated evidence against the Teachers' Standards (2013) and how the candidate can meet the Assessment Only criteria (Oct 2019)	No charge
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Standard Fees for candidates teaching within 60 miles of Liverpool	<b>No Interim Visit</b>	£2,250 (2 x £1125) £1125 paid before first assessment day £1125 paid before second assessment day
Standard Fees for candidates teaching within 60 miles of Liverpool	<b>Additional Interim Visit</b>	An additional £500 on top of costs mentioned above. This will be added to the second payment of £1125
Standard Fees for candidates teaching <b>beyond</b> 60 miles of Liverpool	<b>No Interim Visit</b>	Costs for the course stay the same but with additional Assessor travel and expenses incurred paid by the candidate or employing school
Standard Fees for candidates teaching <b>beyond</b> 60 miles of Liverpool	<b>Additional Interim Visit</b>	Costs for the course stay the same but with additional Assessor travel and expenses incurred paid by the candidate or employing school
<b>Application rejected- no payment necessary</b>		
In case of any appeal	If an appeal against the decision is made, then a further fee will be charged before qualified teacher status can be recommended	

# Evidence Portfolio

## Purpose:

- A collection of **best** evidence to support, at least, satisfactory attainment against the standards, drawn from the wide range of evidence collected during the qualifying period i.e. the previous two years and the present.
- The Portfolio will represent a synthesis of the evidence that has been collected throughout that time.

## Process:

- A candidate's exemplar evidence should be gathered into a concise portfolio, cross-referenced to other evidence, to demonstrate the breadth and depth of their experience.
- **There is no right or wrong format as long as the Portfolio is easy to follow and meets the requirements of the assessment – electronic portfolios can be difficult to follow.**
- Many candidates use Form 80a and Form 80R, Portfolio Checklist and Evidence Rationale to keep track of evidence and then transfer best evidence into the Portfolio.

## Recommended structure of Portfolio

- **Two items of evidence within the portfolio** should be sufficient evidence against **each sub-section within a standard**
- The evidence in each sub-section within a standard must be representative of the candidate's work across the chosen Age Range.
- Quality evidence may be cross-referenced to different standards (or a sub-section within a standard) i.e. the same piece of evidence can be used to exemplify more than one standard.
- A short reflective statement outlining how that piece of evidence best illustrates that standard also will support the development of the portfolio – Form 80R can be useful.
- A candidate can strengthen the effectiveness of the whole Portfolio by completing a Reflective Statement for each Standard, using the evidence to exemplify their thinking.

## Evidence

Evidence can take many forms. To qualify as evidence, it must comply with certain 'rules':

- **Valid** - the evidence must be teaching evidence and relate to the specified standard. Substantial evidence will come from formal observations by experienced practitioners.
- **Authentic** - the evidence must be clearly shown as your evidence. A word-processed document would be annotated in your writing or contain your signature. A witness statement would contain someone else's signature and refer to you by name. To verify authenticity, ask yourself what shows that this piece of evidence is yours?

- **Current** - the evidence must be appropriate to the current Teachers' Standards, therefore should not be more than two years old.
- **Reliable** - the evidence must demonstrate your consistent performance over a period of time. The Consortium usually expects to see two pieces of evidence that support competence, but this evidence will be supported by other pieces of evidence collected over a period of time.
- **Sufficient** - the evidence needs to demonstrate that you can meet the standards (or sub-section within a standard) consistently. At least two pieces of evidence are required in your portfolio to cover each standard, although one piece of evidence may be cross-referenced against more than one standard.

## Assessment Only Route: Assessor Visit 1

### Purpose of Visit

The assessor will visit the school/academy to conduct the interview process and confirm whether Merseyside, Cheshire and Greater Manchester Teacher Training Consortium can proceed with the assessment only route.

The assessor will decide whether the supporting statements and evidence trails are sufficient for the candidate to continue with the route.

If the candidate is successful at this stage, then the second part of the visit will be to set a date for the final assessment and give clear guidance as to what extra evidence is still required to achieve QTS.

The assessor will decide whether the candidate needs an interim visit to help prepare them for final assessment. If this is agreed by the school and the assessor, this visit will incur an extra charge.

### Details of the Visit

The visit will take 4-5 hours and must include the following:

- A lesson observation of the candidate.
- Feedback by the assessor following each lesson
- Interview time with the candidate and either head teacher or mentor which will include detailed discussion of the evidence trail and supporting statements.
- A 1:1 meeting with the candidate to look in detail at what evidence is missing, and how they might best prepare for final assessment.

At this point a decision can be made whether to accept the candidate onto the programme. Three decisions are possible.

1. Yes, we will go ahead, and the date is discussed for final assessment.

2. Yes, we will go ahead but an intermediate visit is needed before final assessment can take place.
  3. No, the candidate is not ready at this stage and may wish to apply again once the evidence trail has been strengthened.
- The mentor may also be required to hold and record weekly mentor meetings in the time between the assessment days. The focus should be to look at progress towards the targets set on the first assessment day and to feedback on lesson observations.

## Action Plan

The following actions should be taken to ensure the successful completion of the final assessment visit and the award of QTS:

- Achievement of the targets set by the assessor – support for this will be from your mentor in school and the evidence will be in the portfolio.
- In completing the portfolio candidates need to be able to show that the following points are integrated throughout their evidence:
  1. consideration of SEND, disadvantage and the mental health of learners;
  2. successful strategies used to support learning behaviours.
  3. How subject knowledge training has been kept up to date – this in terms of:
    - personal development of subject knowledge per se;
    - the development of subject appropriate pedagogies and approaches.
- For each of these areas the evidence should show an awareness of their importance and how an understanding of them has been used to the benefit of the learners' progress and development during the candidate's day to day teaching.
- The candidate should become familiar with the Early Career Framework process.

During the final visit, the candidate's portfolio will be assessed in terms of how well the whole body of evidence shows progress and achievement against each of the Teachers' Standards. The items above will usually be evidenced using reflective statements which will enable the candidate to augment other documentary evidence to show how these key skills and achievements have been integrated into their teaching.

## Assessment Only Route: Possible Interim Visit

The Interim visit may be deemed needed by the assessor. Targets and possible actions will be agreed during the first assessment visit. Targets are likely to be based on the collation and the format of the evidence.

# Assessment Only Route: Assessor Visit 2 - Final Assessment

## Purpose of Visit

To assess the candidate's ability to meet the teaching standards and to recommend Qualified Teacher Status, if the candidate is successful.

## Candidate Preparation for the Visit

The candidate must present an updated evidence trail that fully covers the best fit criteria for each of the eight standards and part 2 and mentor meeting notes. The candidate must also show the impact of this evidence on their pupils' learning and progress. In addition to presenting this evidence trail they will be required to present an impact study highlighting how their pupils have demonstrated this progress.

## Guidance on Final Assessment Evidence Trail

- Evidence must demonstrate pupil progress in the period between the initial and final visits.
- Evidence must be drawn from a minimum three observations across in the period between the initial and final visits.
- Evidence must be drawn from a minimum of three lesson plans, between the initial visit and the final visit. These lesson plans should include reflective evaluations which inform further planning and focus on pupil progress and the reasons for this in each lesson.
- Evidence should include the impact of any personal research or school-based training experienced between the initial and final visits.

Please note that you do not need supporting statements for the final visit, just the completed evidence trail.

## Details of the Visit

The visit will take 4-5 hours and must include the following:

- detailed discussion of the evidence trail with the candidate and head teacher or mentor
- discussion of mentor meeting and the targets set by the mentor
- a lesson observation of the candidate.
- feedback by the assessor following each lesson
- assessor meets with the Headteacher / Mentor to make a decision on whether the candidate is recommended for QTS

## To Note:

- If the school or candidate wishes to appeal against the final decision, whether to award qualified teacher status, the appeal will be dealt with by the Consortium's Trustee.
- During the first term of your NQT programme, the Consortium will contact you to advise you on any development issues via e-mail.