

Assessment Only Route (Primary QTS) Pre-application Audit



Audit entry criteria		Yes	No	See guidance below
1.	I am currently employed as an unqualified teacher in a school in the UK			Please apply for a teacher's role in a school in the UK.
2.	I have taught the equivalent of at least 2 years as an unqualified teacher in a primary school or early years setting (PRU, SEND, mainstream, maintained or independent) in the UK or abroad?			The minimum expectations is 2 years teaching- once you have that experience then return to the pre-application audit ready to apply for the Assessment Only Route
3.	I have taught for at least 2 years a full timetable (70-80% of an NQT timetable) as an unqualified teacher			Ask your school to offer you a greater teaching load that enables you to teach across the whole curriculum and both Key stages- this should usually equate to the timetable teaching load of an NQT (we suggest for a minimum of one term).
4.	I have taught all primary subjects (including PE, phonics and music)			Ask your school to provide you with additional opportunities to teach across the whole curriculum and support you developing a portfolio of evidence to meet the Teachers' Standards
5.	I have taught across two consecutive Key stages (3-7 or 5-11 years old)			Ask your school to provide you with additional opportunities to teach across both the key stages in which you wish to be assessed
6.	I have suitable and sustained experience teaching across the ability range (adapting teaching to respond to the strengths and needs of all pupils (including pupils with SEND, EAL, working above and below age related expectations and from diverse backgrounds)			Ask your school to provide you with additional opportunities to teach pupils with SEND, EAL, working above and below age related expectations and from diverse backgrounds
7.	I have suitable and sustained experience teaching the whole class (more than 15 children)			Ask your school to provide you with additional and consistent opportunities to teach a whole class (more than 15 children) for a sustained period of time (we suggest for a minimum of one term).
8.	I have taught across two schools (PRU, SEND, mainstream, maintained or independent) in the UK or abroad			Ask your school to provide you with additional opportunities to teach in another school for at least 4 weeks (8 weeks if you are currently in an SEND school). This could be organised as a 'teacher exchange' with a partner school. Email training@oakthorpe.enfield.sch.uk if you are planning a second school placement, as we will provide you with a contrasting placement booklet .
9.	I have knowledge of the curriculum and expectations for the stages above and below the one you have experience in and where your assessment will take place (3-7 or 5-11) (children's centre and KS2 if your assessment will take place in the 3-7 age range or EY and secondary if your assessment will take place in the 7-11 age range)			Ask your school to provide you with the opportunity for at least a day to observe in the stage above and below the age ranges you have experience in
10.	I hold a degree (ideally 2:2 or above) or equivalent qualification from the UK or abroad			You must have a degree or equivalent qualification to apply for the AO route
11.	If my degree was obtained abroad I have obtained an equivalency statement from NARIC			Contact NARIC to obtain an equivalency statement for your degree
12.	I hold a standard equivalent to a grade 4 in GCSE in Maths, English, and Science			Contact an equivalency testing provider, such as 'ET equivalency testing' to sit and obtain your GCSE equivalency in English/Maths/science (for science, we will accept <i>biology only</i>)
13.	I have no gaps in my fundamental literacy and maths skills (<i>the professional literacy and numeracy skills tests have been removed</i>).			Please see list of fundamental literacy and maths skills on the next page and revise if necessary. Evidence: plans/ observations/ school's statement
14.	I have evidence of planning, teaching, assessment (meeting the Teachers' Standards) across two schools and two consecutive key stages (3-7 or 5-11)			Ask your school to support you developing a portfolio of evidence to meet the Teachers' Standards
15.	I will be able to show a portfolio of evidence that I meet all the Teachers' Standards by the end of the process			Ask your school based mentor for support in compiling evidence of meeting the Teachers' Standards
16.	My school will support my application and will sign a Partnership Agreement with 2Schools Consortium			You are unable to apply without the support of your school
17.	My school can provide a school based mentor with experience of mentoring in initial teacher education/training (ITE/ITT)			Contact us- we can provide support for mentors
18.	I have the financial resources to pay for the Assessment Only Route / my school will pay for my Assessment Only Route			Discuss your options with the school and check the fee structure

All the criteria above must be ticked 'yes' for you to be ready to apply.

I confirm that I have met all the criteria above.

Candidate's Name _____

Signed (the candidate) _____ Date __/__/__

I confirm that (name of the candidate) _____ meets all the criteria above.

Head teacher name _____

Signature _____ Date __/__/__

Please scan and email this form to training@oakthorpe.enfield.sch.uk

FOR 2SCHOOLS USE ONLY

The candidate is ready to apply
(Send application and audits)

Signed _____ on behalf of 2Schools Consortium

Name _____

The candidate is not ready to apply

Role _____ Date __/__/__

FUNDAMENTALS ENGLISH AND MATHS PROFICIENCIES

Before QTS is awarded a trainee must secure a minimum of 80% proficiency in English and in Maths.

Maths	1. Describe simple mathematical relationships between two variables. For example, make connections and comparisons between pupil results on different assessments
	2. Analyse data in a table and draw conclusions from the information provided. For example, discuss the progress of a target group
	3. Make sense of statistics and graphs in the news, in academic reports and relevant papers. For example, interpret graphs and tables in newspaper articles relevant to a curriculum area
	4. Identify and interpret anomalies and outliers in data tables or on graphs. For example, spot an error in a pupil's data.
	5. Calculate using whole and decimal numbers. For example, identify the most economical way to buy resources for every class
	6. Make changes to an existing mathematical formula to carry out calculations. For example, calculate the cost of an order of multiple resources, including delivery
	7. Work out percentages of amounts, express one amount as a percentage of another and calculate percentage change. For example, calculate and compare a pupil's scores from two tests with different numbers of marks
	8. Order, approximate and compare decimals, fractions and percentages. For example, choose between offers such as '25% reduction' or '1/3 off' when purchasing resources in a sale
	9. Understand and calculate using ratios, direct proportion and inverse proportion. For example, plan the number of adults required to supervise pupils on an educational visit
	10. Carry out simple budgeting by calculating amounts of money, percentage increases, decreases and discounts. For example, calculate the additional cost of a trip per pupil when a coach company increases its prices
	11. Solve mathematical problems by breaking them down into a series of simpler steps and selecting appropriate operations. For example, identify the information needed, and operations to use, to calculate the profits of the pupils' tuck shop
	12. Make general estimates of calculations to be able to judge the reasonableness of an answer. For example, estimate the number of counters needed for a class game
	13. Know how to use a variety of strategies when counting, measuring or estimating. For example, round to the nearest pound for money calculations or measure between two fence posts to estimate the full length of the fence
	14. Calculate using units of time. For example, know what time to commence different activities of varying length so that they can be completed over the course of an afternoon
S, L&C	1. Identify key information and main points from discussion or presentations. For example, summarise a training session when feeding back to colleagues, or draw out key points from a pupil's explanation
	2. Demonstrate effective listening skills and the ability to follow a line of thought. For example, evaluate understanding in pupil responses and paraphrase, restate, illustrate or simplify information accordingly
	3. Use a range of questions appropriate to purpose and context. For example, use open questions to elicit longer responses when asking pupils to explain their understanding, ideas and actions
	4. Communicate information and ideas clearly, adding appropriate detail. For example, include anecdotes, examples and facts to engage the listener
	5. Speak with Standard English grammar and clear pronunciation, using vocabulary relevant to the situation. For example, give a pupil feedback about how to improve their work; discuss with an adult how they can support that improvement
	6. Manage discussions effectively. For example, recognise when a discussion is becoming unfocused or irrelevant and use clear but tactful techniques to address this
Reading	1. Extract key points and more specific information from texts. For example, summarise the main points made in an educational research paper and locate specific quotes
	2. Recognise that different texts convey information, opinions and ideas in different ways. For example, compare several written accounts of an incident, identify possible reasons for differences and use this knowledge to draw conclusions
	3. Accurately comprehend meanings in texts. For example, read a letter from a parent and understand implied messages before responding
	4. Use dictionaries, glossaries, internet searches and other reference materials in your own work. For example, check spellings and find the meanings of unfamiliar words
	5. Know how to use organisational features of texts to rapidly locate and retrieve information. For example, show pupils how to use subheadings to identify relevant sections of text, or how to use internet searches effectively to locate relevant information
	6. Be able to identify different points of view from reading material and distinguish fact from opinion. For example, understand how language can be used to influence the reader or give weight to one side of an argument over another when reading educational research material
Writing	1. Demonstrate a range of sentence constructions and punctuation in written work. For example, identify punctuation errors made by pupils and support pupils in correcting them
	2. Use Standard English grammar in written work. For example, ensure there is no ambiguity when writing a report about a behaviour incident
	3. Spell common and everyday words that a professional would be expected to know. For example, spell words correctly in resources prepared for pupils and proofread documents effectively
	4. Ensure written work conveys meaning clearly, coherently and effectively using appropriate detail and length. For example, give brief written feedback to a pupil to address a misconception or write texts of greater complexity to share learning from professional development with colleagues
	5. Use a range of organisational devices in written work, ensuring the text is coherent and cohesive. For example, use paragraphing, tables, bullet points and graphs to add clarity and structure for the reader
	6. Use legible and clear writing appropriate to the situation and audience. For example, ensure that writing shared with pupils models high expectations

