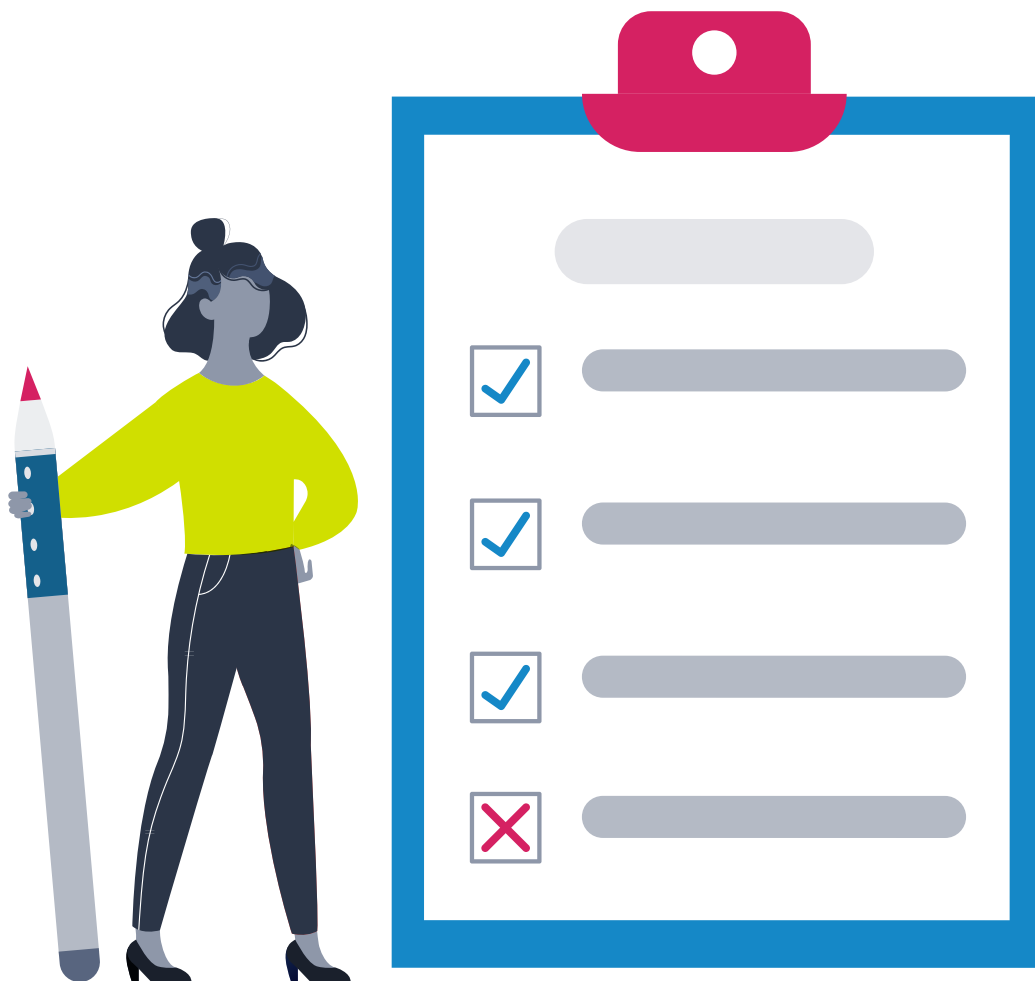


How to apply for the Tes Assessment Only route to QTS

A step-by-step guide for candidates



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How to apply for the Tes Assessment Only route to QTS

A step-by-step guide for candidates

Step 1: Before applying	Completed (yes/no)
<p>Check you have the following in place to evidence your eligibility for the Assessment Only route to QTS.</p>	
<p>UK Bachelor's degree</p> <p>If your qualification is not from the UK you will need an ENIC statement of comparability [web link].</p>	
<p>Grade C/4 in UK GCSE English and maths (and science if you are applying for primary 3-11 QTS)</p> <p>If your qualifications are not from the UK you will need an ENIC statement of comparability [web link].</p> <p>If the ENIC shows that any of the subjects above are not equivalent to UK GCSEs at Grade C/4 you can request a Tes Equivalency Test [pdf link] by providing your school leader's name and email address. You will sit the test under exam conditions and it will be returned to us for marking within a two-week period.</p>	
<p>Proof of ID (passport or driving licence)</p> <p>This must be a current document with at least 12 months remaining before the expiry date from the date you apply for the course.</p>	
<p>At least two years' teaching experience in at least two schools teaching the British Curriculum (or a curriculum that can easily be mapped to it) in the age range and subject you are applying for QTS</p> <p>You must have testimonials on a Tes template [link downloads document] to evidence this that include:</p> <ul style="list-style-type: none"> ● Your school stamp/logo ● Your school address ● Details about your teaching experience and ability to meet the Teachers' Standards ● Your headteacher's signature <p>For more guidance, take a look at our example testimonials on page 8-13.</p>	
<p>The support of your current school</p> <p>You must complete the Confirmation of School Support Form [link downloads document] which shows your school will support you and identifies who is paying for the course. This must be physically signed by you and your headteacher.</p>	

Step 2: Applying	Completed (yes/no)
<p>Complete our online application form</p> <p>Open the application form by clicking the 'Apply now' button on our Assessment Only course page [web link].</p>	
<p>Email your completed CSSF along with your main and second school testimonials</p> <p>At the same time as completing your online application, please email the testimonials you gained from your current and previous employers in Step 1 to institute.admissions@tes.com</p>	

If you do not email your CSSF and two testimonials at the same time as submitting your online application your application will be rejected until you can provide the two testimonials proving you have had sole responsibility for teaching for two or more years in two or more schools.

Once we have received your online application, Confirmation of School Support Form and two testimonials we will assess your application and get back to you to request further information or move you to Step 3 within three working days.

Assessment Only route fees

The fee for our Assessment Only route is £3,000 plus VAT, where applicable.

Assessment Only fees may be paid for, by you or your school, in full at the start of the programme.

The full amount must be paid within 30 days of the date you are enrolled on the course. Failure to do so will mean your final assessment will be delayed.

Your school may wish to pay all or part of the tuition fee and make arrangements with you to repay the fee in instalments.

Step 3: Complete the 'Next steps' of the application process	Completed (yes/no)
<p>Complete the Tes Fundamental Maths Test and English Audit within two weeks of receiving your 'Next steps' email.</p> <ul style="list-style-type: none"> ● We will email your school lead the guidance for completing the Fundamental English Audit and arrange for you to complete the Fundamental Maths Test in exam conditions. ● Both the Fundamental English Audit and the Fundamental Maths Test feedback sheets should be dated and signed by your school lead. <p>See our Fundamental English and maths guidance and FAQs [pdf link] for more information.</p>	
<p>Upload your documents to Tes portal</p> <p>Set up your Tes portal using the details included in your 'Next steps' email.</p> <p>Upload the following documents to your Tes portal:</p> <ul style="list-style-type: none"> ● Your main school testimonial (completed in Step 1) ● Your second school testimonial (completed in Step 1) ● Your CSSF (completed in Step 1) ● UK Bachelor's degree or other Bachelor's degree with ENIC statement of comparability (completed in Step 1) ● Grade C/4 UK GCSE English, maths and science (if applying for primary 3-11 QTS) certificates, or other secondary education certificates with ENIC statement of comparability and any Equivalency Tests needed to meet the eligibility criteria (completed in Step 1) ● Proof of ID (Photo Passport or Driving Licence) (supplied in Step 1). Your ID documents must not expire within six months of the date of your application. ● Fundamental English Audit (completed in Step 3) ● Fundamental Maths Test Feedback Sheet (completed in Step 3) ● Health Declaration [link downloads document] <p>Your school lead will need to verify the degree certificate, GCSE certificates/ Equivalency Tests or secondary education certificates and your ID. They will need to write the following on a colour copy of each document:</p> <ul style="list-style-type: none"> ● Their name ● Role in the school ● Signature ● Date ● The statement 'I have seen the original document' <p>See an example of how to do this on page 7.</p>	

It is your responsibility to inform us by emailing institute.admissions@tes.com when you have uploaded all your compliance documents, and this must be within two weeks of receiving your 'Next steps' email.

Step 4: Enrolment and pre-entry assessment visit - weeks 1-6	Completed (yes/no)
<p>Final checks</p> <p>Once you have confirmed that all your compliance documents have been uploaded to your portal, we will complete the final checks before enrolment.</p>	
<p>Allocation of your pathway tutor - international candidates only</p> <p>For international candidates, we will allocate you a pathway tutor, ideally in a geographical area close to you to reduce travel and accommodation costs to you during their visit.</p> <p>In some cases either your pathway tutor or assessor visit will be conducted remotely but must include a classroom-based lesson observation.</p>	
<p>Online keeping in touch interview</p> <p>Within five working days of being enrolled your pathway tutor will arrange an online meeting with you to:</p> <ul style="list-style-type: none"> ● Discuss your prior experience and qualifications ● Outline the course requirements over the first six weeks ● Explain how to upload your documents to your Tes Learn online platform 	
<p>Lesson observations</p> <ul style="list-style-type: none"> ● Your mentor will complete five lesson observations in school ● Your pathway tutor and mentor will complete a joint, sixth lesson observation during the pre-entry assessment visit ● You will observe three expert colleagues 	
<p>Justifications to evidence the Teachers' Standards</p> <p>You will write eight justifications to evidence how you meet the eight Teachers' Standards.</p>	
<p>Pre-entry assessment visit and report</p> <p>Your pathway tutor will arrange a face-to-face visit towards the end of your first six weeks. They will:</p> <ul style="list-style-type: none"> ● Observe a lesson with your mentor ● Conduct professional discussions with you, your mentor and your school lead around your teaching, justifications, and how you meet the eight Teachers' Standards and Part 2 of the Teachers' Standards ● Write a pre-entry assessment visit (PEAV) report recommending that you are ready for your final QTS Assessment* <p>If you are an international candidate, your visit may be remote, depending on your circumstances.</p>	

Once the report is approved you will move to the assessment part of the Assessment Only process.

Please note:

- If you withdraw after you enrol and before your KIT (Keeping in Touch) meeting, you will incur a fee of £150 plus VAT (as applicable) to cover administration costs and access to portals
- If you withdraw after the KIT meeting, you will incur a fee of £250 plus VAT (as applicable) to cover administration costs, access to portals and pathway tutor support
- If you withdraw after the Pre-Entry Assessment Visit (PEAV), you will incur a fee of £500 plus VAT (as applicable) to cover administration costs, access to portals and pathway tutor support

Step 5: Final Assessment – weeks 6-12	Completed (yes/no)
<p>Final checks and allocation of your assessor</p> <p>Your compliance documents and PEAV report will go through final checks before you move to the final assessment stage. Your QTS assessor will be allocated and make contact to arrange a mutually convenient date to conduct a face-to-face visit within the assessment window.</p> <p>If you are an international candidate, your visit may be remote, depending on your circumstances.</p>	
<p>QTS assessment day visit</p> <p>Your QTS assessor will:</p> <ul style="list-style-type: none"> ● Observe two lessons – if primary, a core and a foundation lesson; if secondary, a lesson in each of the two age ranges you have applied for QTS: 11-14 and 14-16 or 14-16 and 16-19 ● Conduct professional discussions with you, your mentor and school lead around your teaching, justifications, and how you meet the eight Teachers’ Standards and Part 2 of the Teachers’ Standards ● Write a qualified teacher status (QTS) assessment report recommending you for QTS subject to ratification by the moderation panel 	
<p>Moderation panel and award of QTS</p> <p>The Tes QTS moderation panel sits in the last week of each month to review all the QTS recommendations for that month. Following the conclusion of the panel, all candidates approved for QTS will receive their confirmation email, Teacher Reference Number and details on how to download their QTS certificate from the UK Teacher Regulation Authority Website.</p>	

How to correctly verify Assessment Only compliance documents

Your school lead will need to verify your degree certificate, GCSE certificates or other secondary education certificates and equivalency tests, and your ID.

They will need to write the following on a colour copy of each document:

1. Their name
2. Role in the school
3. Signature
4. Date
5. The statement ‘I have seen the original document’

You can choose to:

1. Scan the originals in colour and ask your school lead to write the details on each one to confirm they have seen the original or
2. Ask your school lead to write the details on one generic Post-it note and then scan each original in colour with the Post-it note attached – see examples below:

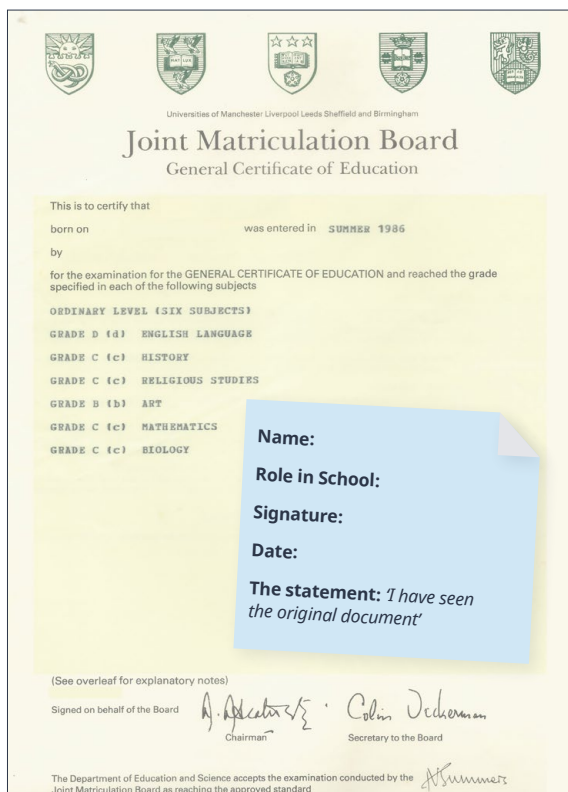
Verified document examples



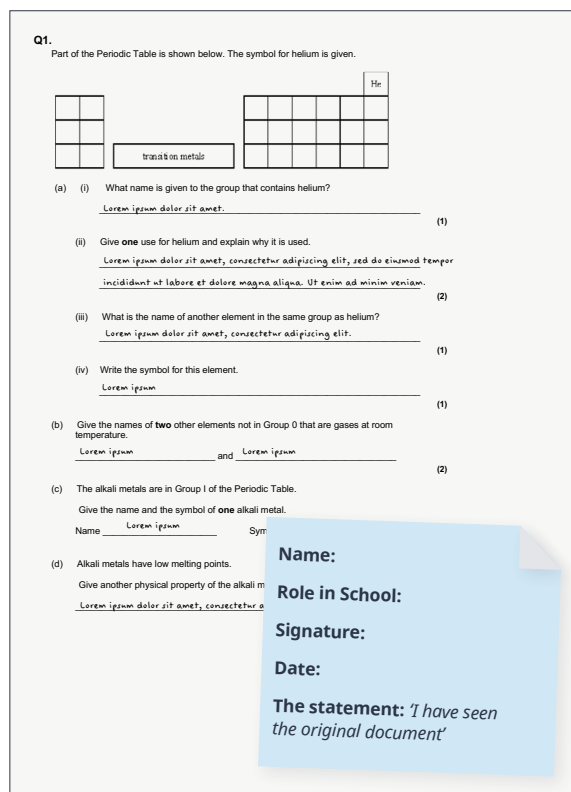
Example of verified Bachelor's degree certificate



Example of verified ID (passport or photo driving licence). Your ID documents must not expire within six months of the date of your application.



Example of verified GCSE English language, maths and science certificates



Example of an equivalency test

Testimonial example one

Download your template file from the link: [Tes template](#).



Willow Primary School
Mill Road
Caerphilly
Wales CF83 3FE

School Testimonial

You must be able to demonstrate **two years of teaching** prior to QTS assessment registration across **two or more schools**. This should include any current or prior teaching that you have undertaken. **You will be required to provide a minimum of two testimonies from different context schools – one must be state-funded/mainstream.**

This is a universal testimonial template and sections A, B and D must be completed by all schools. Only the Main Employing School needs to complete section C.

Section A	
Applicant name	Aisha Evans
Name of school	Willow Primary School
Please tick which school experience this testimonial refers to: <input checked="" type="checkbox"/> Current Employing School <input type="checkbox"/> Previous Employing School <input type="checkbox"/> Second School Experience This should be a minimum 20 days if you currently work in a mainstream setting, or 30 days if you work in a PRU or SEND school setting.	
Date of employment: Start date: 01/2018 End date (please state ONGOING for current employing school): ONGOING The number of terms completed at the school with sole responsibility for teaching* (where three terms are equal to a school year): 16	

The governance structure of school (eg, academy, MAT, independent, local authority)	Voluntary controlled Church of England
The type of school (eg, mainstream school, special school, APS)	Mainstream
Section B	
<p>Please provide a full description of the sole responsibility for teaching. This should include how many lessons a week, subjects taught, age and ability range including the percentage of teaching timetable (eg, maths, 11-16, 60%)*:</p> <p>All ages, 60% Year 6 15% Year 4 5% Year 1 20% across all years:</p> <p>English 25%</p> <p>Maths 25%</p> <p>Art 5%</p> <p>Computing 5%</p> <p>DT 2%</p> <p>Aisha has undertaken a range of teaching which has varied termly over her 2 years of teaching.</p> <p>In Year 6 she taught the full ability range for all subjects with a particular focus on English, maths, art, Spanish and DT. This included planning and delivering lessons then assessing within the school marking and feedback policy. She also planned appropriate interventions and guided a teaching assistant in how to support learning in class. She undertook summative and formative assessment.</p> <p>In Year 1 she taught forest school, English, phonics and maths (1 lesson of each per week).</p> <p>In Year 4 she has taught English, guided reading, art, forest school and maths. Across all age ranges she taught history/geography, art and forest school.</p>	
<p>Please provide a detailed supporting statement in relation to the quality of teaching observed, including confirmation the applicant has shown they meet the eight Teachers' Standards:</p> <p>The quality of teaching is excellent. She is thoughtful in her planning, adapting school schemes to the needs of class and researching interesting and engaging activities. She uses AFL strategies to identify learning needs, gaps and strengths adapting teaching to meet the needs of all pupils. She has an excellent understanding of how to stretch more able students and support those who struggle with learning.</p> <p>Aisha has good classroom management skills, making consistent use of the school's behaviour policy to ensure that children understand the learning expectations and are supported to make plans to improve if this is needed. The children have good relationships with and trust her to lead their learning. The quality of work produced by pupils in Aisha's classes is always of a high standard. She gives pupils clear expectations and encourages them to present their best, often in creative ways.</p> <p>She assesses pupils carefully to identify their next steps and plans lessons to meet each cohort's needs.</p> <p>Aisha uses the feedback policy very effectively to ensure that all pupils make progress, take responsibility for their own learning and receive support or challenge. Aisha has made brilliant use of peer assessment and supported other staff in implementing her approach in their classes.</p>	
Please tick to confirm the applicant has <u>met</u> the eight Teachers' Standards. ✓	
*Teaching is planning (including resourcing) delivering, assessing and reporting on pupils' progress as defined by the Specified Work Regulations 2012.	

Please provide a detailed supporting statement to outline how the applicant meets Part 2 of the Teachers' Standards, including their personal and professional conduct:

Aisha is very professional in all areas of school life. She is highly enthusiastic and dedicated, always setting herself the highest standards. She is a highly valued member of the school team and relates well to all staff. She is always punctual and makes effective use of her time in school to prepare lessons and resources. She has taken great pride in the quality of displays in her classroom, and this is often used as a model for others.

Aisha responds well to feedback and is always ready to seek and implement advice. Her communication skills are excellent, and she applies these well when working with other staff.

If you are the Main Employing School, please confirm if the candidate has completed Statutory Safeguarding and PREVENT training in this section.

Please tick to confirm the applicant has met Part 2 of the Teachers' Standards. ✓

Section C
Only the Main Employing School needs to complete this section.

Confirmation of DBS (Police checks for international candidates/schools)	Please tick: Yes ✓ No <input type="checkbox"/>
Confirmation of prohibited list check	Please tick: Yes ✓ No <input type="checkbox"/>
Confirmation check that candidate is not on the Children Barring Register – primary phase only	Please tick: Yes ✓ No <input type="checkbox"/> N/A <input type="checkbox"/>
As Headteacher I confirm and support a recommendation for assessment for QTS	Please tick: Yes ✓ No <input type="checkbox"/>

Section D

Signature from Headteacher This must be a handwritten or scanned handwritten signature.	
Please print the name of the signatory above	CHARLES KAUR
Date completed and signed	17/04/2023

Testimonial example two

Download your template file from the link: [Tes template](#).



Princes International School of Dubai
Al Rigga Street
Dubai UAE

School Testimonial

You must be able to demonstrate **two years of teaching** prior to QTS assessment registration across **two or more schools**. This should include any current or prior teaching that you have undertaken. **You will be required to provide a minimum of two testimonies from different context schools – one must be state-funded/mainstream.**

This is a universal testimonial template and sections A, B and D must be completed by all schools. Only the Main Employing School needs to complete section C.

Section A	
Applicant name	William Musa
Name of school	Princes International School of Dubai
Please tick which school experience this testimonial refers to: <input checked="" type="checkbox"/> Current Employing School <input type="checkbox"/> Previous Employing School <input type="checkbox"/> Second School Experience This should be a minimum 20 days if you currently work in a mainstream setting, or 30 days if you work in a PRU or SEND school setting.	
Date of employment Start date: July 2020 End date (please state ONGOING for current employing school): Ongoing The number of terms completed at the school with sole responsibility for teaching* (where three terms are equal to a school year): 9	
The governance structure of school (eg, academy, MAT, independent, local authority)	Independent
The type of school (eg, mainstream school, special school, APS)	International, co-educational day school from 18 months to 18 years

Section B

Please provide a full description of the sole responsibility for teaching. This should include how many lessons a week, subjects taught, age and ability range including the percentage of teaching timetable (eg, maths, 11-16, 60%)*:

English Language and English Literature from Years 9-13.

Currently 14 lessons/week:

6 -Year 12 AS English Literature

6 - Year 13 A2 English Literature

2 - Year 11 I GCSE English Literature

Please provide a detailed supporting statement in relation to the quality of teaching observed, including confirmation the applicant has shown they meet the eight Teachers' Standards:

William is a well-proven and highly capable classroom practitioner. His expert subject knowledge and pedagogical craft honed over a number of years, and within differing school settings, bring about excellent academic outcomes for the pupils within his care.

Furthermore, as a member of the Senior Leadership Team and the Academic Leadership Group at Princes International School of Dubai he is expected to take the lead in developing high quality teaching and learning more widely across the Senior School.

William is therefore highly proficient in his understanding of the core ingredients for success when it comes to nurturing high-performing teaching practice. William meets all eight of the Part One Teaching Standards very comfortably.

Please tick to confirm the applicant has met the eight Teachers' Standards. ✓

*Teaching is planning (including resourcing) delivering, assessing and reporting on pupils' progress as defined by the Specified Work Regulations 2012.

Please provide a detailed supporting statement to outline how the applicant meets Part 2 of the Teachers' Standards, including their personal and professional conduct:

I confirm that William meets all expectations within Part 2 of the Teaching Standards. William meets all professional expectations of him within Princes International School of Dubai. He assumes the role of Deputy Designated Safeguarding Lead with great commitment and is unfailingly dedicated to the pastoral well-being and personal development of his pupils.

William enjoys extremely strong relations with pupils, staff and parents, and is a superb role model to his colleagues, both within and outside of the school environment. He is unwavering in his dedication to his responsibilities and personifies the school's core values in all he does.

If you are the Main Employing School please confirm if the candidate has completed Statutory Safeguarding and PREVENT training in this section.

Please tick to confirm the applicant has met Part 2 of the Teachers' Standards. ✓

Section C

Only the Main Employing School needs to complete this section.

Confirmation of DBS (Police checks for international candidates/schools)	Please tick: Yes ✓ No <input type="checkbox"/>
Confirmation of prohibited list check	Please tick: Yes ✓ No <input type="checkbox"/>
Confirmation check that candidate is not on the Children Barring Register – primary phase only	Please tick: Yes ✓ No <input type="checkbox"/> N/A <input type="checkbox"/>
As Headteacher I confirm and support a recommendation for assessment for QTS	Please tick: Yes ✓ No <input type="checkbox"/>

Section D	
Signature from Headteacher This must be a handwritten or scanned handwritten signature.	<i>Elouise Baker</i>
Please print the name of the signatory above	Elouise Baker
Date completed and signed	20/06/2023