



tes
institute

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Welcome from the Programme Director

Welcome to Tes Institute and to the Straight to Teaching programme!

I am delighted that you have chosen our Straight to Teaching programme to support your development as a teacher and prepare you for Assessment Only QTS assessment. I am certain that you will find the Straight to Teaching programme flexible enough to suit your particular circumstances and challenging enough to develop every aspect of your teaching ability.

During your Straight to Teaching programme you will have the expert support of one of our pathway tutors who will work with you and your school mentor and senior manager to ensure that you make expected progress in meeting the Teachers' Standards and the Assessment Only QTS Criteria, under which you will be assessed. You will also have access to a comprehensive range of online study modules that will develop your practice and knowledge (including subject knowledge) of aspects of teaching and learning. Through this blended learning approach you will develop into an excellent classroom practitioner, prepared to enter the teaching profession as a fully qualified teacher with Qualified Teacher Status (QTS).

On behalf of myself and everyone at Tes Institute we would like to wish you the best of luck on your programme!



Mike Jones
Straight to Teaching Programme Director

Purpose of the Handbook

This handbook summarises the key features of the Straight to Teaching Programme. Information contained in the Programme Handbook is subject to change at any time. You will be advised of any changes via the VLE and will be expected to familiarise yourself with them.

Further vital information, including relevant policies and procedures, can be found on Tes Institute's VLE. The most up-to-date version of the Programme Handbook is also available on the VLE.

Learners are expected to read and understand the contents of this handbook in full. At the end of reading this handbook, learners should know:

- the key roles & responsibilities and who to go to for help
- the key activities and timings of the Programme
- the key documents used during the Programme
- how to collect and submit evidence towards the [Teachers' Standards](#).

Glossary

In this handbook are references to the following education terms and abbreviations:

LPD – Learner Programme Details Form

CSS – Confirmation of School Support Form (CSSF)

SKA - Subject Knowledge Audit

QPP – QTS Preparation Plan

PR – Progress Report

SM – Senior Manager

PSO - Programme Support Officer

PD – Programme Director

SLT - Senior Leadership Team

ITT - Initial Teacher Training

QTS – Qualified Teacher Status

VLE – Virtual Learning Environment

DfE – Department for Education

NCTL - National College for Teaching and Leadership

Tes Institute – Who we are

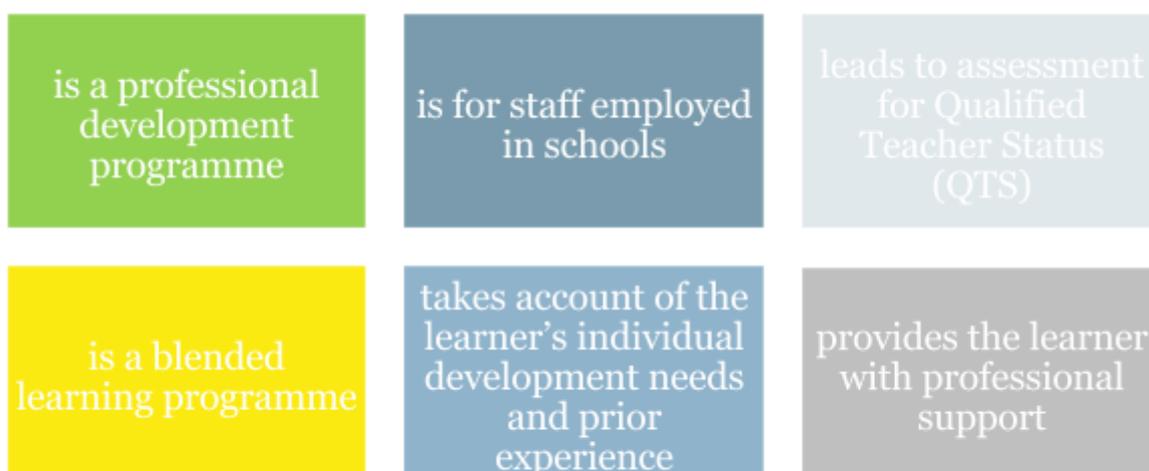
Tes Institute forms part of Tes Global, a digital education company reaching 8 million education professionals worldwide. We aim to develop the products and services that will make the biggest difference in global education.

Tes Institute combines the best in online and in-person learning, helping school leaders to support and develop confident teachers and leaders at all levels of the profession. From initial teacher training and subject knowledge enhancement to continuing professional development and support for newly qualified and returner teachers, our unique approach allows students to study in their own time, learning from their peers as well as from highly experienced tutors.

Our vision: Making great teachers: making teachers great.

Programme Overview

The Straight to Teaching Programme:



Learners have access to a high-quality programme of academic study to support and supplement their knowledge, skills, opportunities and practices needed to achieve QTS. The QTS Preparation Plan (QPP) takes account of individual development needs and prior experience and provides opportunities for extension and development in specific areas of interest.

Throughout their programme learners are provided with professional support, including a senior manager (SM), a trained phase-specialist pathway tutor (PT) and a school-based mentor (subject/phase specialist), who is instrumental in supporting the learner in school and assessing their progress towards the Teachers' Standards for the award of QTS.

Key Communications with Learners at the start of the programme

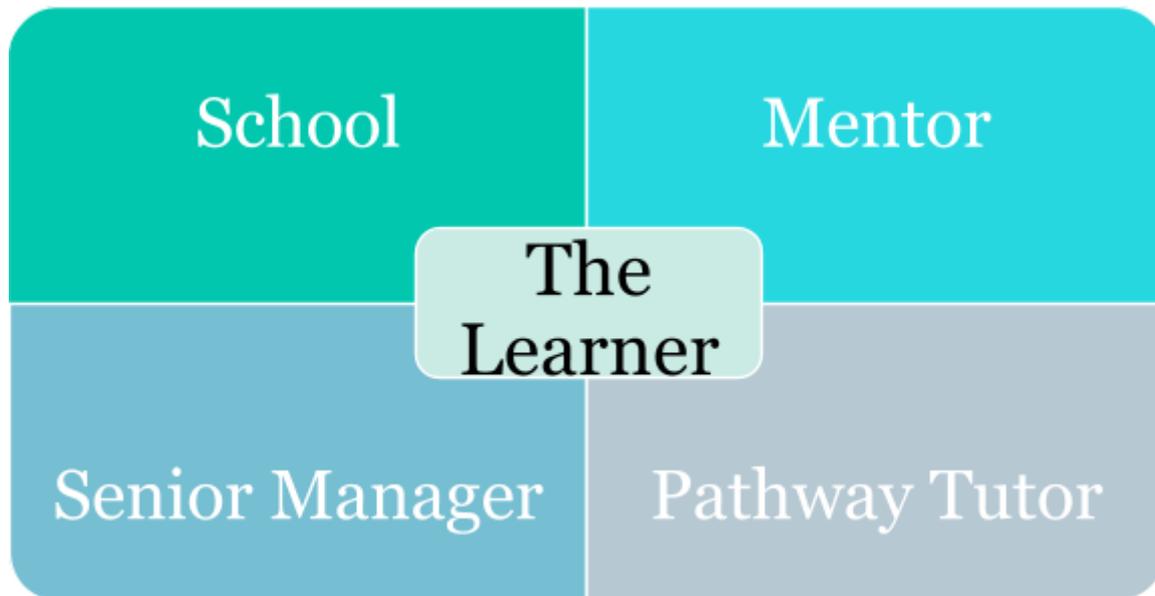
Learners receive three key communications from Tes Institute in order to prepare them for starting their Straight to Teaching programme.

The table below clarifies the title of the email, when it is sent and the contents of the email.

Email Title	When Sent	Contents of email
Confirmation of acceptance email	When the application has been assessed and accepted	Length of programme, special conditions, general guidance on what needs to be met prior to registration with the NCTL, S2T agreement link, S2T handbook link, Assessment Portal link to upload key compliance documents.
Introduction email	When the Pathway Tutor (PT) has been allocated (about 3-6 weeks before the official start date)	Contact details of the PT, key documents for the INA visit (SKA, progress report, QPP, S2T handbook, fitness to teach form, sample programme for the INA day), key documents that need to be brought to the INA visit.
Welcome email	Sent on the first day of the programme	VLE log in details, a link to the directors S2T welcome video, details of the programme directors welcome webinar, a link to the key docs on the VLE.

The Programme in Detail

Key Roles and Responsibilities



The School

The head teacher/governing body should:

- agree to employ their learner for the length of the programme and assessment period;
- provide an appropriate teaching timetable (not ad hoc PPA or cover but the full responsibilities of a teacher) across the age range that the learner has applied for assessment under and in the appropriate subject(s). In Primary that means teaching core subject such as maths, English and science, as well as a range of others. This teaching timetable should be between 50%-80% of a full-time teacher's timetable;
- provide a named Senior Manager (SM) to liaise with the pathway tutor regarding any issues and the strategic aspects of the programme;
- provide an appropriate mentor with the time, desire and ability to undertake the role effectively;
- provide in-school/external training to complement the Tes Institute online learning sessions
- provide all learners with the following at the commencement of their programme:
 - the child protection policy
 - the staff behaviour policy (sometimes called the code of conduct)
 - information about the role of the designated safeguarding lead and who they are
 - a copy of Keeping Children Safe in Education
- ensure that the school, as the employer, undertakes the usual employment checks, including a DBS check (schools should check with their HR provider regarding which checks are required);

- agree to the conditions in the Confirmation of School Support Form (CSSF) and Straight to Teaching Agreement that they signed up to as the learner applied for the Programme.

The Mentor

Mentors should:

- be good or outstanding teachers (with 2 years+ post-QTS experience);
- experienced ITT/NQT mentors **who are provided with time to undertake the role;**
- have the necessary knowledge and skills to make judgements about learners' performance against the Teachers' Standards;
- be a subject specialist in the subject that the learner is preparing for QTS assessment in (for secondary schools);
- be a phase specialist (for primary schools).

Every week the mentor is expected to:

- conduct a formal lesson observation on the learner;
- hold a minuted mentor meeting with the learner, including setting and reviewing targets, discussing issues and maintaining an overview on the learner's expected progress on the VLE;
- provide daily support to the learner to help guide their development on aspects such as: planning, marking, behaviour management and teaching.

Mentors are important in supporting learners to identify their key strengths and areas for development recorded in the QPP. They will also support learners in making judgements about subject knowledge needs, in conjunction with the subject knowledge audit (SKA). Mentors will also make key judgements in relation to the Teachers' Standards on the progress report (PR) form prior to pathway tutor visits.

The quality of mentoring has a very big impact on the progress of the learner and their success on the programme.

The Senior Manager (SM)

The SM should:

- be part of the senior leadership team (SLT);
- have significant experience in initial teacher training (ITT) and school staffing matters (e.g. recruitment, appraisal, NQTs, CPD);
- liaise with the pathway tutor regarding the structure and support on the programme;

- have an overview of the learner’s development;
- provide strategic support such as:
 - supporting the arrangement of an effective second school placement;
 - ensuring learners have a suitable timetable across the age and ability range they have applied for assessment in;
 - appointing a suitable mentor who has allocated time to mentor effectively;
 - dealing with issues as they arise and contacting the pathway tutor if necessary to seek a solution;
 - providing overall judgements on the performance of the learner.

The Learner

The Learner must:

- take full class responsibility for the pupils they teach across the age range they have applied or assessment in
- have taught (not just provided support) full classes (the usual range of responsibilities) for a significant time in at least two contrasting schools;
- be proactive and engage fully with all aspects of the programme and their training and the advice given to them by school staff and their pathway tutors;
- share their VLE login details with their mentor right from the start so that their mentor can monitor and support online progress;
- send to their pathway tutor/upload all required documentation to the VLE by the required deadlines;
- proactively engage in weekly mentor meetings (and other meetings where required) and undergo formal weekly lesson observations;
- each week must upload, to the respective sections of VLE, the mentor meeting notes, the formal observation, the reflective diary, any evidence for the standards, any online learning session completed and any observation records on colleagues.
- comply with the Code of Conduct at all times;
- familiarise themselves with the requirements and expectations of the Programme;
- understand the Teachers' Standards;
- take responsibility for their professional behaviour and learning;
- complete their Teachers’ Standards evidence portfolio under guidance from the PT;
- consult regularly with key personnel including the Pathway Tutor, School Mentors and course tutors;
- prepare adequately for lessons and meetings with tutors and mentors;
- play a proactive role in the evaluation and reflection of their own professional practice;
- display a positive and enthusiastic approach.

The Pathway Tutor

Pathway tutors are a vital part of the programme. The pathway tutor's role is to monitor and support the learner's progress towards meeting the Teachers' Standards (TS) and the Assessment Only Criteria (AO) by the end of their programme. They are also responsible for moderating the school's judgement on progress against the standards and the demonstration of the Teachers' Standards in formal lesson observations;

In addition to school visits pathway tutors have up to one day a term to provide email and phone support and online feedback to learners; they are not a substitute for a school mentor.

For every visit to the learner's school, they will record and report back to the school and Tes Institute the overall progress against the Teachers' Standards and a judgement on the quality of teaching and learning. (This will be on a four-point scale and recorded in the visit form.)

For every visit to the learner's school the pathway tutor will complete the relevant paperwork and agree with the mentor and the learner that it is an accurate record of the visit. They will then upload it to the VLE.

All pathway tutors will have a Tes photo ID badge to identify themselves and this should be carried with them on all visits. They should also carry their Tes DBS certificate number and produce it if requested by schools. They should communicate with learners and schools through their Tes email addresses.

During the time that pathway tutors are not available for their learners to contact them, for example whilst on holiday, they should inform schools and learners beforehand and leave a clear out-of-office message to indicate this. Learners and schools should contact either the programme support officer or the programme director using the contact details in this handbook with any urgent issues or questions.

The pathway tutor will:

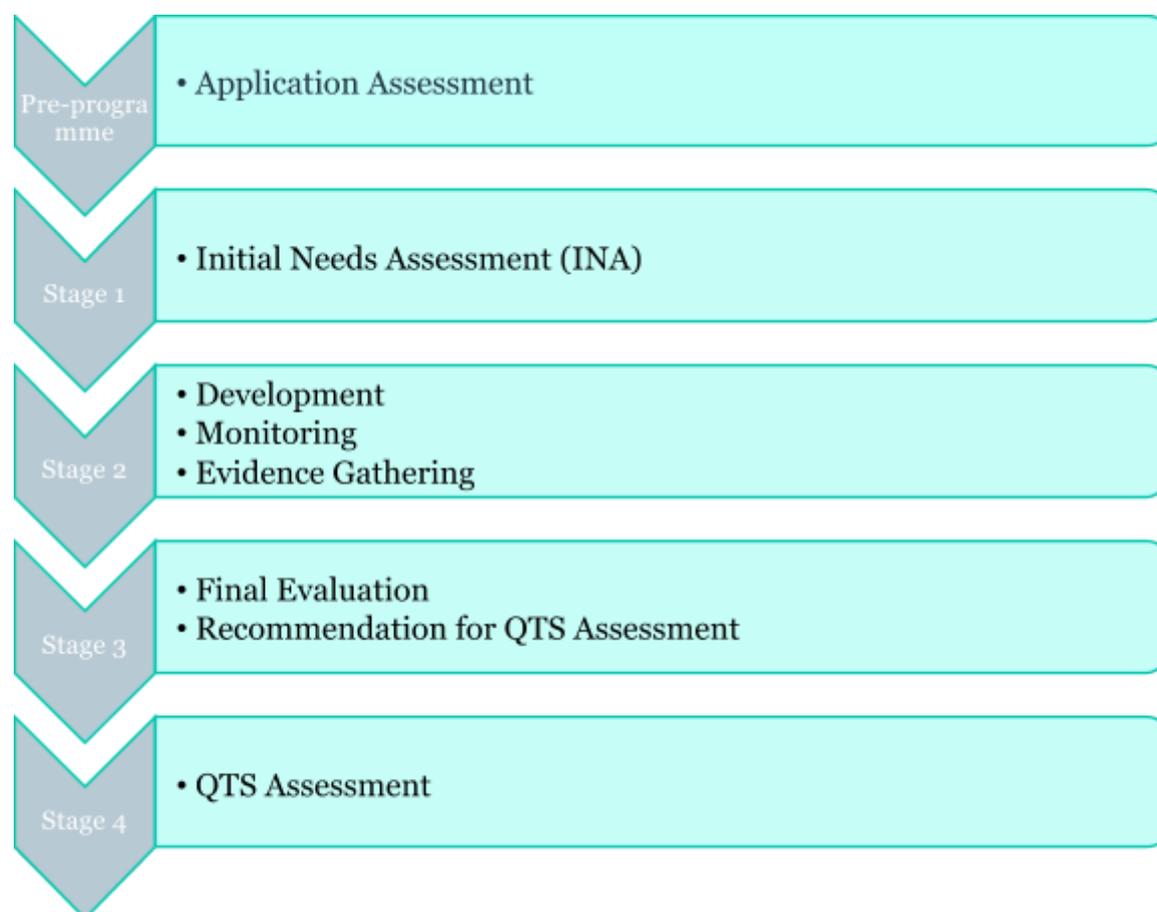
- by using the QPP support the school and the learner in identifying key areas for development, relevant CPD to support this development and the evidence to demonstrate they have made progress;
- support the learner and the mentor in understanding how the VLE works and in selecting relevant online sessions to support the learner's development;
- liaise between school senior managers (the SM), the mentor, the programme director (PD) and the programme support officer (PSO) to resolve any issues and best support the learner;
- in collaboration with the head teacher, be responsible for signing the learner off as ready for assessment-only QTS assessment.

Tes Institute

<p>Programme Director</p>	<p>Overall responsibility for the programme, including provision of support and training of Pathway Tutors.</p>
<p>Programme Support Team</p>	<p>Day-to-day management of administrative matters and first point of contact with the Tes Institute Team. Please contact at: s2t-institute@tesglobal.com Office hours are 09.00-17.00</p>
<p>Online Learning Platform Team</p>	<p>Frontline technical support. Please contact at: tesinstitute.support@tesglobal.com Office hours are 09.00-17.00</p>
<p>Finance Team</p>	<p>Management of funding and bursary payments. For any finance queries, please contact at: institutefinance@tesglobal.com Office hours are 09.00-17.00</p>

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Programme Stages



Pre-Programme: Application Assessment

When a learner applies for the Straight to Teaching programme, their application is assessed by the programme director, deputy programme director or lead pathway tutor (LPT). This assessment will look carefully at the learner's qualifications and teaching experience, and a judgement will be made on the length of the S2T programme and the key requirements that are outstanding and need to be fulfilled before the learners can be registered for assessment. This will be summarised in the learner's confirmation of acceptance email and also in the Learner Programme Details (LPD) for that is sent to the pathway tutor.

Once learners' applications are assessed and they are accepted onto the programme, the programme director will allocate a pathway tutor and send the tutor the LPD form and the learner's application form.

Stage 1: Initial Needs Assessment (INA) - (takes place either before the learners official start date or within 3 weeks of this date)

Preparing for an INA

Pathway tutors must read the learner's application form and [Learner Programme Details Form](#) (LPD), which contains the estimated length and cost of the programme, financial arrangements and the special conditions to be discussed with the SM or HT during the INA visit. Schools and learners do know the proposed length of the programme prior to the INA visit (from the Confirmation of Acceptance email) and tutors should check that the school and learner both agree with the proposed length before incurring the cost of an INA visit.

The pathway tutor will contact the learner, copying in the mentor and SM, to arrange a date for the INA visit (all these key people must be available on the INA visit day). This date should be mutually agreed (within the deadlines for completing the INA for that cohort) and a timetable circulated in advance. [INA visit - sample timetable](#)

To prepare for the initial needs assessment, the learner, with the support of the school mentor, must complete:

- a self-assessment against their Subject Knowledge Audit (for primary learners these take the form of a time-limited, online maths and English test) (the SKA).
- the QPP to assess their strengths and areas for development in relation to the Teachers' Standards
- a judgement of their performance against the Teachers' Standards (the Progress Report (PR)).

If these documents are not received by the pathway tutor at least 3 days before the visit, the visit could be cancelled and this could delay the programme start date.

It is also useful to send the PT a lesson plan for the lesson they will be observing.

The INA visit defines the learner's current working level against the Teachers' Standards, the broad structure and content of the learner's personalised QPP and the length of the Straight to Teaching preparation period.

The INA day

The INA visit will include:

- completion of the learner programme details (LPD) form and ensuring this is signed in pen by the School Manager, learner and PT;

- a joint formal lesson observation to confirm the school's judgement of teaching at this point in time;
- completion of the QPP including which online learning sessions are most relevant;
- quality assuring the PR and reviewing the SKA;
- discussion and completion of INA visit form (including the visit notes, lesson observation record and checklist);
- ensuring that the learner can use the VLE effectively including: where and how to upload documents (mentor meetings, reflective diaries, lesson observations and uploads to their QTS evidence) and how to access the learning sessions;
- meeting with the mentor and SM;
- agreeing a date for the next visit;

During the visit the pathway tutor should also:

- see the original GCSE, degree certificates, NARIC and change of name docs (if relevant) and sign copies of them to confirm the originals have been seen;
- see the fitness to teach declaration;
- receive clarification from the school that the learner has been DBS checked and the date of the check and DBS number (they do not need the actual DBS certificate);

The school then scans the signed copies (in the school office copier to ensure good quality copies) and the learner uploads them to the Assessment Portal.

If these documents are not available on the INA day, then they should be collected as soon as possible and verified at the next interim visit by the pathway tutor. If records of these documents are not satisfactorily documented and uploaded to the portal by the learner it will delay progress to QTS assessment.

Forms to be completed and uploaded

Pathway tutors must ensure these documents are uploaded to the VLE:

- *within 2 working days:*
 - LPD form (**this must be emailed to the PSO**);
- *within 5 working days:*
 - pathway tutor INA visit form (including formal joint lesson observation and INA checklist) (PT uploads);
 - key grades (PT uploads);
 - progress report (PR) against Standards (PT uploads);

- completed subject audit (SKA) (learner uploads);
- QTS Preparation Plan (QPP) (learner uploads);
- key qualifications and fitness to teach declaration (learner uploads to the assessment portal).

Making a decision about the length of the Programme

At the INA visit the pathway tutor must liaise with the SM, mentor and learner to agree the length of the Straight to Teaching preparation period. Setting the right programme length is not an exact science and it is important that there is a discussion (there should have been email discussion prior to the visit to pre-empt any issues) between the pathway tutor, SM, learner and mentor to arrive at a realistic timescale for AO preparation.

The pathway tutor should discuss any proposed changes to the programme length with the Programme Director, prior to recording them in the signed Learner Programme Details form. Pathway tutors should share with them the [AO Criteria Guidance](#) to underpin the reasons for the recommended programme length (the AO guidance expects that typically learners will have taught for 2 years prior to assessment).

The LPD must be signed by the learner, the senior manager and the PT and all three should print their name. Both pages of the completed and signed LPD form should be scanned in at the school and emailed to the pathway tutor who will forward it to the PSO within 2 days of the INA visit.

Key Grades from INA (and all) pathway tutor visits

All pathway tutor visits require two key judgements in relation to the learner's performance:

1 The overall progress against the standards (overall progress grade) (this is an average of what the progress report shows about the learner's performance against the standards). This will be a numeric score of 1 to 4. For purposes of best fit it could be a split score (e.g. 2/3) where appropriate.

2 The overall quality of teaching and learning grade (this is a combination of the formal observation from the pathway tutor's visit and other teaching and learning judgements that the school have had since the last visit) This will be scored in a numeric score of 1 to 4 also and a best fit can be applied to this too.

For each visit these are recorded on the visit notes and also must be entered onto the VLE.

Stage Two: Development, Monitoring and Evidence Gathering (can be between 1 and 5 terms long)

Following the INA visit, the learner and mentor take the personalised QPP and put it into action, developing the areas that need developing, learning independently and building the portfolio of evidence. This is done through the learner taking on a 50-80% teaching timetable within the age range and subject(s) they have applied for assessment in and undertaking all the activities that a teacher would undertake. The learner and mentor should develop a routine that involves the following;

- a weekly formal observation on the Tes Institute lesson observation form and receipt of written and verbal feedback including judgements against the Teachers' Standards. (it is good practice to have a range of qualified school staff undertake these and must include observations by SLT and the HT);
- a weekly minuted mentor meeting, where targets are set and reviewed and key discussion points recorded;
- keeping a reflective learning diary that is used to inform future practice;
- on-going daily support;
- learner observations of other good and outstanding teachers;
- undertaking identified online learning sessions;
- undertaking school CPD;
- uploading of key documents to the VLE which includes all the above and evidence towards the Teachers' Standards.

The pathway tutor provides support, both online and through visits to the learner in school to observe their teaching, monitor progress and discuss their portfolio of evidence. The pathway tutor also works closely with the learner's mentor during these visits to quality assure school judgements. Each learner has at least one pathway tutor visit per term. The number of visits will depend on the learner's needs and the length of their programme (extra visits may incur additional costs).

During stage two the pathway tutor will inform the learner/ the mentor and the senior manager (SM) if there are any issues and if the learner is progressing to completion of their QPP ready for assessment. The SM or mentor must alert the PT if they have any concerns about the learner's performance during the programme. A cause for concern process and form [Cause for Concern](#) is available for learners whose progress puts their recommendation for assessment at risk.

The interim visit

At least 3 days prior to the visit the pathway tutor should receive from the learners:

- the updated QPP;
- the updated SKA (for secondary and if necessary for primary);
- the updated PR;
- a lesson plan for the formal observation.

If the pathway tutor has not received this 3 days before the visit, they could cancel the visit.

Each interim visit will include:

- joint lesson observation (over time to cover the age range that the learner is preparing for assessment in and, in primary, a range of core and non-core);
- review of the QPP, including reviewing key targets and actions;
- monitoring of the school support for the learner;
- updating the PR and review the SKA;
- completion of visits reports etc. to be uploaded;
- reviewing the learner's use of the VLE - reviewing effectiveness of uploads;
- key judgements on quality of teaching and overall progress;
- agreeing of date for next visit.

[Sample interim visit timetable](#)

Forms to be completed and uploaded

Pathway tutors must also ensure these documents are uploaded to the VLE system within 5 working days:

- key grades (PT uploads);
- pathway tutor interim visit form (including joint observation and checklist) (PT uploads);
- updated progress report (PR) against Standards (PT uploads);
- updated subject audit (SKA) (secondary learners only) (learner uploads);
- updated QTS Preparation Plan (QPP) (learner uploads);
- Part 2 of the Teachers' Standards document (learner uploads)
- any outstanding documents e.g. qualifications and fitness to teach declaration, skills test certificates etc. (learner uploads to the Assessment Portal).

Stage Three: Final Evaluation and Recommendation for QTS

Assessment (last half-term of the learner's S2T programme)

Leading up to and during the PT's final visit, the pathway tutor evaluates

- the learner's online portfolio of evidence against the Teachers' Standards to ensure it is good or better (see advice below);
- that the learners teaching is consistently judged good or better;
- that the learner has uploaded to the Assessment Portal the key compliance documents required (second school teaching, skills tests, qualifications etc.) (the PSO will confirm this).

The pathway tutor will contact the learner (copying in the mentor and the SM) to arrange a date for the final visit. **If it is clear that any of the above will not in place for the final visit then the learner will have to defer or extend to give themselves more time to be ready.**

Please use this link [Programme Change Request](#) to defer or extend.

The final visit will include:

- a meeting with the SM and the mentor to discuss the learner's performance (signing off the Final Sign off Form);
- a joint lesson observation;
- checks that the QPP, SKA and PR have been finalised by the school and for the pathway tutor to moderate these judgements;
- discuss with the learner their standards evidence to ensure it is good or better;
- completion of visit reports to be uploaded to the VLE;
- ensuring learners have uploaded all outstanding documents to the Assessment Portal;
- access to the VLE.

[Sample final visit timetable](#)

At least 3 days prior to the INA the pathway tutor should receive from the learner:

- the final QPP;
- the final SKA (secondary only);
- the final PR;
- a lesson plan for the formal observation.

If the pathway tutor has not received this within 3 days before the visit then they could cancel the visit and this could delay the learner's registration with the NCTL to start their QTS assessment.

Forms to be completed and uploaded

Pathway tutors must also upload these documents to the VLE system within **5 working days**:

- Final S2T Sign Off Form (PT to upload to the VLE and learner to upload to the Assessment Portal);
- Pathway Tutor final visit form (including formal lesson observation and checklist) (PT uploads);
- Final Progress Report (PR) against Standards (PT uploads);
- Final subject audit (usually secondary only) (SKA) (learner to upload);
- Final QTS Preparation Plan (QPP) (learner to upload);
- Any outstanding documents e.g. qualifications and fitness to teach declaration (learner to upload to the Assessment Portal);

- Certificates that the professional skills tests in literacy and numeracy have been passed (learner to upload to the Assessment Portal);
- Employing School testimony on TES template to confirm learner has met Part 2 of the Teachers' Standards. This must be signed by the head teacher or appropriate designate (learner to upload to the Assessment Portal);
- Second School Teaching testimony on Tes template to verify that the learner taught at two schools. This must be signed by the head teacher or appropriate designate (learner to upload to the Assessment Portal).

During the final visit, in discussion with the senior manager and mentor, the PT makes the decision that the learner is ready:

- **to progress to stage four (PT and SM sign the S2T Final Sign off Form and learner uploads this to the Assessment Portal);**
- **or needs an extension (this will be at additional cost to the school/learner);**

Once the final visit has taken place the learner cannot defer as their programme has finished. If there are outstanding elements that need addressing then they must extend.

Once all the documentation is uploaded to the Assessment Portal (including the Final Straight to Teaching Sign Off Form signed by the HT and PT) the learner must click 'submit' to register themselves ready for assessment. They will then be passed to the assessment team for a final check of the documentation BEFORE they are registered with the NCTL and the 12-week assessment window opens.

If the time between the final pathway tutor visit (or extension visit) and the time that the learner is registered for Assessment Only QTS assessment is more than 12 weeks an additional half day pathway tutor visit will have to be undertaken to reassure TES Institute that the learner still meets the Teachers' Standards. This will be charged to the school/the learner (whoever is paying the fees).

What happens if there are issues prior to assessment?

Whilst the vast majority of learners make excellent progress, sometimes learners have issues and need additional time and support to overcome them.

Where there are concerns about the learner's lack of progress, which might affect their progressing onto the Assessment part of the programme in the agreed time, then the pathway tutor should instigate a cause for concern (CfC) procedure which identifies the main issues and sets a date to review these issues.

Pathway tutors should contact the programme director and send a copy of the completed CfC form [Cause for Concern Procedure and Form](#) to the PSO/programme director once it has been agreed with

the school. It is vital that pathway tutors work with senior school colleagues to ensure that they identify the key issues (and the areas of the standards they relate to) and that appropriate support and CPD is documented and given to the learners, to help them achieve the specific goals in the CfC form.

During the programme in order to provide additional support to the learner/school additional pathway tutor time/visits can be arranged, usually at a cost to the school/learner. These are charged at £220 for an additional half-day's support and £400 for a full day's support. These fees are subject to change.

Learners needing Extra Time at the end of their S2T Programme

If learners require an extension to their programme or a deferment they must use this link and make the appropriate choices: [Programme Change Request Form](#).

Learners' programmes of 1 and 1.5 terms are the same cost, 2 and 3 terms are the same cost and 4 and 5 terms the same cost. So if a learner is on a 2 term programme and they are not going to be ready for their final visit then they can extend to a three term programme, for no additional cost, **as long as the PT does not need additional time to support them or for visits**. However if the learner has had their final visit on a 2 term programme then there will be additional charges for PT time as they will have used up all their time, as the programme has ended in 2 terms. If learners need to extend at the end of a 1.5 or 3 or 5 term programme there will be the charges, and additional support from the PT, identified below. When learners should be completing their programmes is monitored and so we need to know any extensions.

Please note they cannot defer after their final visit as the programme has finished and they will need to have an extension.

Extension Length	Cost	Entitlement
Half term extension	£375	Either a half day visit or half a day online support
Terms Extension	£750	A half day visit and a full days online monitoring

Please note these fees are subject to change.

Additional PT time is charged at £220 for a half day's time and £400 or a full day's time.

Signing off the Standards Evidence

This must be done prior to the final visit.

Prior to the final visit the pathway tutor must sign off the standards evidence. They will need to grade and comment on the learner's evidence against the standards, which must include a grade and a comment in relation to the quality of the standards (**this will take about 4 hours, so pathway tutors must leave enough time out of their days' allocation in the final term**). All the

evidence on the VLE must be graded achieving (grade 2) (elements of sub-standards can be graded a 3 but overall each standard should be good) or better and have a pathway tutor comment. This is **very important** as the QTS assessor will look carefully at this before they visit to conduct the final assessment visit.

There should also be a record of discussion between PT and learner on the VLE in relation to:

- reflective diary entries;
- formal lesson observations;
- mentor meetings;

Stage Four: QTS Assessment

When the Director of Assessment has confirmed that all the necessary documentation is present on the Assessment Portal the learner will be registered with the NCTL for QTS Assessment, which must be completed within 12 weeks of registration.

As the 12-week deadline applies from the minute the learner is registered, registration may be delayed until after the start of a new term e.g. Easter or summer term.

There are three key elements to assessment of learners;

- Assessment of practical teaching in relation to the Teachers' Standards (this is a summative judgement of the overall quality of teaching and learning at the time of the pathway tutor's visit) and;
- A broader assessment against the Teachers' Standards (recorded in the PR);
- Ensuring compliance with the AO Criteria through the Assessment Portal.

[Summary of key documents required before AO registration](#)

The Director of Assessment will assign an assessor (this will be carried out by a different person to the pathway tutor) who will contact the learner directly to arrange a one-day external assessment visit to the learner's school. The assessor will also review online evidence to ensure that they agree the portfolio demonstrates that the learner meets the Teachers' Standards.

The visit will collect evidence by:

- scrutiny of portfolio of evidence (most of this will take place prior to the visit);
- two lesson observations, to cover the age range the learner has applied for assessment in, the amount of teaching being approximately two hours (in the case of primary assessments, their observations will be with their own class when at least one of the lessons observed will be in a core subject);

- discussion with the learner, mentor and school manager.

The QTS Assessor will write a report which will refer to teaching observed and documentary evidence. This report will take a holistic view about the quality of evidence in the portfolio, the lessons observed and the information gleaned during the different interviews.

Points for future development may be recommended. These areas for development should feed into the NQT year. This report makes one of the following recommendations:

- That QTS should be awarded.
- That QTS should not be awarded.

The QTS Assessor will forward their recommendation to Tes Institute who will review the report and when approved will make its recommendations to the National College of Teaching and Leadership (NCTL) who award QTS. This procedure can take several weeks.

To mark the end of the programme Tes Institute will send the learner a Tes certificate once they have completed the end-of-programme survey. NCTL will issue the learner with a TRN number and an official certificate of QTS.

In the unlikely event that the assessor feels, in their opinion, the learner is not likely to pass, they will stop the assessment and in discussion with the senior manager will set additional targets for the learner to address and arrange to carry out a re-assessment. This must take place within the 12-week registration period. There will be an additional cost for the reassessment of £150+ travel expenses for a half-day assessment. These fees are subject to change.

Key Actions for the Learner are to:

- familiarise themselves with the Teachers' Standards
- start teaching 50-80% timetable in their age range
- engage actively with their Pathway Tutor and Mentor
- upload to the VLE mentor meeting and lesson observation records and learning diary entries weekly
- teach their age range in another school.
- ensure evidence is uploaded for assessment against the Teachers' Standards.

Key Actions for the Pathway Tutor are to:

- monitor a learner's online uploads and provide diagnostic comments to help progress
- provide online support and feedback for learners Teachers' Standards evidence
- undertake PT visits as detailed in the visit schedule
- advise the Programme Director and ITT Coordinator regarding learner progress and ensuring any training issues or causes for concern are passed to the Programme Director and Senior Manager

Key Actions for the School are:

- ensure a suitably qualified school mentor is in place with time to undertake the role
- provide appropriate timetable in the relevant age and ability range
- effectively arrange a second school teaching placement
- provide effective in school CPD
- provide high-level support during School Placement (whole-school issues, quality assurance and learner entitlements)

Appendix 1 - Code of Conduct

Teachers should:

- uphold the reputation and standing of the teaching profession
- act with honesty and integrity in all aspects of their work
- provide complete and accurate information and authentic documents with respect to their professional status, qualifications and experience
- avoid direct conflict between their private interests and their professional work.

You are expected to behave responsibly at all times while on the Programme and not engage in any activity which might bring the good name of Tes Institute, its staff or fellow members of the teaching profession into disrepute.

Any act or omission which affects adversely the rights of any other member of Tes Institute or associated partners, or which disrupts the orderly and responsible conduct of any Tes Institute activity, or which breaches any Tes Institute policy or procedure, shall constitute a breach of discipline.

It is your responsibility to familiarise yourself with, and adhere to, the policies and procedures of the Tes Institute and your specific Programme, as well as all policies of the schools where you undertake placements.

Online Environment

Teachers must regularly access their e-mails and communications on the VLE (at least several times a week) in order to ensure they receive key correspondence about the Programme.

Online Forums and Community Groups

It is important for teachers to be supportive of one another and foster an open and supportive environment in which all feel equally able to contribute constructively to discussions. Teachers should resist the temptation to 'inflamm' other users in the site if they make a comment that upsets them. Communications in an online environment lack the visual signals that you can pick up on in a face-to-face conversation, and it is easy for misunderstandings to arise. Before taking action, teachers should first consider if they are misunderstanding what is being said or the intention of the originator.

Abusive comments of any sort anywhere in the online environment will not be tolerated. All posts to are monitored and we reserve the right to delete posts of an inflammatory nature.

Discussions of a political or religious nature, unless germane to a particular topic of study, should be avoided.

Any serious concerns should be discussed privately with the Programme Director.

Sharing Personal Information

In the VLE, teachers are asked to share some key personal details in order to give tutors information about their skills base and background, in order to help them better support teachers on the Programme. Some information such as qualifications and experience is required, but teachers do not need to share private information such as their date of birth.

Sharing of such information is at the discretion of the individual learner. Teachers are encouraged to get to know their colleagues on the Programme as this is a key support mechanism, but are advised against making details such as addresses and personal telephone numbers public. If teachers do want to share these with another learner then it is advisable to send them via a private message.

Plagiarism

In order to avoid plagiarism and maintain academic integrity, learners are expected to:

- be explicit about any material or ideas they have sourced and included in their assignment
- acknowledge the sources of this material/information by including a complete list of references.

Plagiarism occurs when learners fail to acknowledge ideas that have been sourced elsewhere such as:

- using phrases and passages verbatim without quotation marks, page number references, and reference to the author(s)
- using an author's work in paraphrase without a reference or page number
- copying ideas or aspects or parts of other learners' work
- copying material from the internet and inserting it without due acknowledgement
- collaborating with another learner to the extent that very similar work is submitted by two (or more) learners
- submitting work that has already been submitted for assessment in another programme
- submitting work that has previously been submitted by another learner at any time and for any assessment.

Guidelines on Avoiding Plagiarism

Plagiarism is considered to be a major offence and may be defined as the reproduction of the ideas or writings of others and the presentation of them as one's own. All work submitted to meet programme requirements at Tes Institute is expected to be a learner's own work. Learners should be careful to

distinguish between ideas which are their own, and those which have been derived from other sources e.g. programme notes, journals, books, etc. Information and opinions drawn from other sources should be attributed by means of a reference to that source.

It is also expected that all work submitted must be researched and written by the learner whose name appears on the document.

Plagiarism is considered such a serious offence that it is viewed as an attempt to secure a qualification under false pretences.

Appendix 2 - FAQs

[Straight to Teaching FAQs](#)

Appendix 3 – Funding

Applying for a PCDL loan

Some learners fund their S2T CPD programme through Professional and Career Development Loans. The following information will be useful in applying for a PCDL.

Learner provider number: 20930.

Learner provider name: Hibernia College UK LTD

Type: Private

Post code: SW1P 1SB

For further information on PCDLs, visit: <https://www.gov.uk/career-development-loans/overview>.

Appendix 4 – Key Information and Definitions

A school term

For the purposes of the Straight to Teaching Programme a term is defined as one third of a statutory school year (which is 195 days). This equates to approximately 65 school days (although term lengths can vary considerably).

Programme lengths

The S2T programme is a CPD programme to prepare learners for assessment and this is followed by assessment under the Assessment Only Criteria. So a 2-term learner who starts in September 2017 should complete the programme at Easter 2018 and then be assessed in the summer term. A 3-term learner will complete their programme in July and be assessed the following autumn term.

Professional Literacy and Numeracy Skills Tests

The Professional Skills Tests in literacy and numeracy tests must be passed before learners are registered for assessment. They are valid for 3 years from the date they passed and must still be valid at the point of registration for assessment with the NCTL, **not** at the point learners start their Straight to Teaching programme. Learners are strongly advised to undertake the skills tests either before commencing Straight to Teaching or during the programme so that they can proceed to assessment smoothly at the end of their programme.

The links below offer guidance and practice tests to help support learners:

<http://sta.education.gov.uk/professional-skills-tests/numeracy-skills-tests>

<http://sta.education.gov.uk/professional-skills-tests/literacy-skills-tests>

Learners in Special Schools

To ensure learners in special schools comply with the Teachers' Standards, Assessment Only Criteria and Tes Institute expectations, learners must teach the full ability range for the age of learners that they teach. If they teach 11-16 year old pupils in a special school then they must teach the usual nationally expected ability range for this age range. **They cannot teach secondary aged pupils and apply for primary assessment.** This will mean that their second school teaching placements (or their prior teaching experience) will need to comply with the advice below. Schools, learners and pathway tutors must be aware of this and if in any doubt contact the Programme Director to discuss it.

Learners employed in primary SEN schools teaching primary age ranges (3-7, or 7-11 or 5-11):

- The second school teaching placement needs to be conducted in a mainstream primary school for no less than 30 days, across the age ranges they are using to qualify, with the majority of their hours being conducted in the core subjects for primary teaching. The teaching should be to whole classes and the pupils should include all abilities.

Learners employed in schools teaching secondary age ranges (11-16, 14-19):

- In their secondary SEN school the participant should preferably be teaching their specialist subject for the majority of the time and for any other subjects they do teach, teaching must be judged to be good over time. The second school teaching placement is 30 days to be completed at a mainstream secondary school, teaching the same subject/s that they are using for the purpose of gaining QTS across their age range. This must include teaching to a GCSE examination syllabus in KS4 (or A level if 14-19) and they must be able to show that they will be teaching the national curriculum for that subject in KS3 (if 11-16). The teaching should be to whole classes and the pupils should include all abilities.

Learners employed in SEN secondary schools teaching pupils of secondary age but teaching primary curriculum due to the pupils' learning ability;

- In this situation if the learner does not have sufficient subject knowledge to teach to KS4 in secondary they can conduct a split second school placement across KS2 in a mainstream primary school (20 days minimum) and KS3 in a mainstream ability secondary school (20 days minimum) The teaching should be to whole classes and the pupils should include all nationally expected ability levels. This will be classed as preparing for middle school assessment 7-14. The majority of their teaching in the secondary special school in these circumstances needs to be in KS3 (11 to 14 year olds) as they will be assessed KS2 and KS3.

Teaching across the Age Range

The age range that learners are assessed in is not finalised until they are registered with the NCTL but the age range that they are registered for must be the age range that their evidence relates to. Therefore it is vital that learners have the correct teaching experience to generate this evidence. The age range that learners can be registered for is clarified in A2.2 of the [DfE Assessment Only Criteria Supporting Advice August 2016](#)

Typically people will be assessed in primary in 3-7, 5-11 or 7-11 and in secondary in 11-16 or 14-19. In order to cover the full age and ability part of this criterion Tes divides each age range into two, so learners being assessed in 3-7 will have teaching experience in 3-5 and 5-7. It does not have to be an equal amount and primary learners will probably have an age group where they teach most but they must have evidence of successfully teaching (formal observations, etc.) and pupils making progress expected etc. in each age group (must be at least 4 weeks in each age range).

Teaching Across the Age Range

Learners must have evidence that they can successfully teach the full age and ability range.

Primary 3-11

Typically this will be 3-7, 5-11 or 7-11.

If teaching 3-7 learners will have evidence of teaching in the 3-5 and 5-7 age groups

If teaching 5-11 learners will have evidence of teaching in the 5-7 and 7-11 age groups

If teaching 7-11 learners will have evidence of teaching in the 7-9 and 9-11 age groups

Middle School 7-14

Learners would need to teach the primary curriculum (maths, English and a range of non-core) to pupils aged 7-11 and evidence of teaching a secondary subject(s) to pupils aged 11-14.

Secondary 11-19

Typically this will be 11-16 or 14-19.

If teaching 11-16 learners will have evidence of teaching in the 11-14 and 14-16 age groups.

If teaching 14-19 learners will have evidence of teaching in the 14-16 and 16-19 age groups.

Moving to a new school during the programme

Occasionally learners will change employment and begin teaching at a new school during their programme. Tes Institute must be informed and agree this in advance. The new school must complete the Confirmation of School Support Form (CSSF) below to confirm they will provide the expected teaching timetable and support.

[Confirmation of School Support Form](#)

Once at the new employing school their teaching and personal and professional conduct must be monitored by the new school for a period of 6 weeks (including weekly formal observations) prior to being registered for assessment. At the discretion of the Programme Director an additional half-day visit from the PT may be required to allow the PT to meet the key staff at the new school and ensure they understand the processes and paperwork and to confirm the quality of teaching is good or better in this setting (this will be charged to the learner or school as agreed).

The Virtual Learning Environment (VLE)

The VLE is an important port of call for all information relating to the Programme. Within the first week of starting the Programme the learner will be given their login details for the VLE, which they must share with their mentor and SM.

Once learners have access to the VLE they can:

- upload key documents;
- upload evidence to meet the Teachers' Standards;
- enter into a dialogue with their pathway tutor;
- access subject specific and professional study online sessions;
- interact with other Straight to Teaching learners.

The VLE will also be used to formally notify learners of any key information, updates or developments and to send reminders at specific points in the Programme. Learners are provided with training in use of the VLE and other online systems during their mandatory induction. Technical support is made available to all learners throughout the programme through the Online Learning Platform Team. Please see the contact details in the Key Responsibilities section above.

Learner's teaching timetable

Learners are expected to have a teaching timetable between 50% and 80% of a **full-time** teacher's teaching timetable and are expected to have their own class(es) that they are timetabled to teach and take responsibility for; planning, resourcing, marking, assessment, data tracking, reporting to parents. This teaching timetable must be within the age ranges and the subject(s) that the learner has applied for QTS assessment in. Usually in secondary schools this would be one subject and in primary this must be across the core and a range of non-core subjects. It must cover the full nationally expected ability range for pupils of that age.

Observing colleagues

A key part of any teacher's development is having the chance to observe good and outstanding teachers, learn from their observations and then put into practice what they have learned. When observing lessons it should be clear to learners what the purpose of the observation is. Learners are expected to have the opportunity to observe other teachers on a regular basis (either in their own schools or partner schools) and they can record their observations on the [Peer Observation Form](#) provided.

This can provide a great starting point for a trail of evidence for the standards, by showing that the learner has learned something from watching another teacher and then the learner can show how this is implemented in their own teaching and if it was successful and its impact.

The online learning sessions

There are many online learning sessions on the VLE, grouped into subject areas and professional studies. Pathway tutors and mentors should support learners to identify relevant sessions and record these in the QPP. Learners should engage with the sessions, upload their activities in the relevant section of the VLE and use them for discussion points in their mentor meetings. Note that these sessions are not assessed or marked but are meant to be learning experiences that can be discussed with the learner's mentor or pathway tutor.

Key professional studies sessions for everyone to undertake (unless learners have covered this with in-school training);

- e-safety
- British Values
- Safeguarding

Subject knowledge and pedagogy

The development of subject knowledge and pedagogy is a vital part of developing as a teacher. There are subject pedagogy learning sessions on the VLE but learners will also develop subject knowledge as they deliver aspects of the curriculum to the pupils, and plan and resource and assess on these aspects of the subject. Learners are not expected to teach every aspect of their subject(s) within their Straight to Teaching programme but cover a broad spectrum of the curriculum and have further subject knowledge and pedagogy identified for their NQT year and beyond.

Within some subjects there are particular aspects where learners will need to receive specialist subject training and qualifications to teach them, e.g. PE teachers will be expected to have undertaken some coaching awards in certain areas of their curriculum and in particular specialist areas such as gymnastics, trampolining, swimming, dance etc. The same applies for health and safety aspects of using certain equipment within D&T. Schools are expected to provide the same subject specific training opportunities that they provide to their other teaching staff members.

Professional development

In addition to the online professional development offered by Tes Institute, and the pathway tutors' visits and support, many schools have excellent CPD within school and through their school networks, academy chains, local authorities etc. As a member of staff in school it would be very beneficial if schools added to their learners' development by encouraging them to access these opportunities.

School monitoring procedures

In addition to the usual weekly procedure that Tes Institute expects learners and mentors to engage in (such as formal observations and mentor session) schools will have their own systems for monitoring the quality of teaching and learning and whether pupils are making progress. This will obviously not involve teacher appraisal (as this only starts for fully qualified teachers once they have completed their NQT year) but should involve, book scrutiny, 'drop-ins', SLT learning walks, data tracking, observations to do with monitoring quality of teaching etc. These can be excellent sources of further evidence that the learners can use to support their trails of evidence to meet the standards.

Second school teaching placement

Learners are required to have teaching experience in at least two contrasting schools, one of which should be a publically funded school. If they have not had previous experience of teaching in another school they must have at least 20 days teaching in a contrasting school (this may be more where the main employing school is a specialist setting such as a PRU or a special school) and this must be written into the learner's QPP. The second school placement should run in a similar way to the

learner's programme in their employing school and they should aim to be teaching at least 50% of a full-time teacher's timetable.

The move to teaching in a different school is very challenging and it is important that the right support is in place to support the learner. It is the employing schools role to arrange and ensure the placement is appropriate and support is in place with guidance from the PT and Tes Institute. Learners must not be allowed to broker their own second school teaching placements.

Contrasting School Teaching Placement

A contrasting school means not a similar school. See some contrasting school examples below:

- Small – large
- Rural – urban
- High EAL – low EAL
- High performing – low performing
- Religious – non religious
- Private school – publically funded school or academy (this is a must if the employing school is a private school)

There could be any combination of the above and more factors. **The contrasting second school teaching placement must have a different governing body and head teacher from the employing school.**

Arranging a good second school teaching placement:

- It is vital that the SM of the main employing school makes contact with a senior colleague in a suitable second school placement to ensure the right support and timetable will be in place.
- It is very useful for the learner to have at least one day and if possible a few days, to visit the second school placement, in order for them to get used to the new school's systems and policies and procedures. This should be in addition to the actual number of days that they are required to teach at the school.
- It is very useful if the main school mentor can visit the second school mentor to ensure a smooth transition for the learner and that they know the right paperwork and weekly actions necessary such as a formal observation on the learner and a weekly mentor session.

The 2nd school teaching experience should enable the learners to:

- Experience teaching in a contrasting school that will provide them with a very different experience;

- Have opportunities to make progress in their understanding, knowledge and skills relating to the Teachers' Standards;
- Gain understanding and knowledge of the second school's planning and assessment processes;
- Experience teaching their specific subject/phase in another school and to evaluate teaching and learning in a different school environment;
- Be introduced to areas of teaching and learning that may not be available in their support school or to a unique feature of the second school e.g. specialist unit provision, innovative activities.
- For learners employed in special schools/PRUs the second school teaching placement will be extended to 30 days and will be vital in allowing the learner to demonstrate that they can teach the full ability range for their age range, to full sized mainstream classes.

During this experience the learner should:

- Teach whole class lessons in the relevant age range (and subject(s)) that they are training in (50%+ of a full-time teacher's timetable);
- Have a formal lesson observation undertaken on them (using Tes template forms) each week;
- Have a minuted mentor meeting each week to set and review targets and record discussion points;
- Observe and work alongside class teachers (team teaching);
- Observe good and outstanding teaching across year groups/subject(s);
- Discuss with subject/phase co-ordinators the planning, teaching and assessment of subjects;
- Attending meetings and training sessions as appropriate to the objectives of the placement;
- Develop subject knowledge as identified in conjunction with their support school.

For primary school placements it is advisable to incorporate the full age range that learners are required to teach in the main school and cover the learner's strongest age range in the second school placement. Otherwise a learner could be taken out of the school where they are comfortable and out of the age range that they are comfortable teaching, and this could make the second school placement even harder than it needs to be.

Important - The learner must ask their second school for a written testimonial (using the Tes Institute [School Testimonial template](#) with the school logo and signed by the head teacher) discussing their time with them. It should include the dates of days spent in the school, length of placement and a description of the teaching carried out by the participant, including comments in relation to the quality of the teaching. It should also contain comments in relation to the learner's performance against Part 2 of the Teachers' Standards (personal and professional conduct) [Part 2 Teachers' Standards](#)

Learners must have a successful second school teaching placement in order for this to be used as evidence of teaching in two or more schools. This will mean that their teaching is broadly judged good and that they met Part 2 of the Teachers' Standards whilst at the school.

Meeting the requirements of 3d and 3e for secondary teachers

All learners should provide evidence for Teachers' Standards 3d and 3e so that they can support EAL pupils as well as low ability pupils.

Secondary learners should work through the online session on phonics and visit a primary school to observe phonics being taught. They should then show evidence of how they adapt this for early readers in a secondary school setting. They could upload lesson plans with highlighted key words but also state how they would sound these out phonetically and play word games, for example, to familiarise pupils with the words. If they are not working with pupils with early reading needs they should observe a lesson involving such pupils and write a reflection.

For early maths they should upload a lesson plan, pupils' work and reflection for early maths used in their subject, such as low-level numeracy, dates, time, measurement etc.

Appendix 5 – Key Documents

Below is a list of the key documents that learners/pathway tutors/mentors will use. All documents are available on the VLE.

The QTS Preparation Plan (QPP)

This is a core document for the Straight to Teaching learner.

All learners will have a QPP that details their strengths and areas for development against the Teachers' Standards and what actions they will undertake and what evidence they will have to meet all the standards by the end of their Straight to Teaching QTS preparation course.

The learner and their mentor will complete the QPP prior to the INA visit and the pathway tutor will help to refine this during and after the INA visit;

- The personalised QPP should set key objectives that the learner is expected to meet. **Keep it simple and clear and focused.**
- The QPP will detail what support the learner requires from the pathway tutor, school and school mentor.
- Should be updated prior to pathway tutor visits and annotated with in-school development, actions, progress and the impact on the learner's teaching, skills and knowledge.
- Should detail what evidence the learners will obtain to evidence areas of the standards.

Learners, mentors and pathway tutors will review the plan at intervals (in mentor meetings) to ensure it is being used effectively, is up-to-date and shows progress.

It is vital that the key objectives from the QPP are used to set weekly goals and that targets from lesson observations are fed back up onto the QPP key objectives if they represent a key area for development.

The updated QPP should be shared with the pathway tutor prior to each visit and, once agreed, uploaded to the VLE after each of the pathway tutor's visits.

Subject Knowledge Audit (SKA)

Secondary

All secondary learners will have an SKA that tracks the development of their subject knowledge over the course of the programme. The secondary SKA is completed by the learner and mentor before the INA and sent to the pathway tutor. Learners, with the support of their mentor, will update their SKA based on their individual needs and send it to the pathway tutor before each visit. Learners should annotate the subject knowledge audit(s) regularly with progress gained through planning and teaching specific aspects of the subject(s). Learners are expected to develop their subject knowledge and

pedagogy by teaching pupils across the age and ability range in their chosen subject but they are not expected to have taught across every aspect of their subject during their programme.

Primary

All primary learners will undertake an online maths and English 'test' before the INA visit and this will give key areas for development and strengths. If a score of 60% or more is achieved then they need not take the tests again. If a score less than this is achieved then they should revise these areas and retake the test before the end of the programme.

There are subject pedagogy sessions on the VLE across all the curriculum areas. These will help develop teaching of these subjects.

The Progress Report (PR)

All learners will have a PR that is completed prior to the INA and then updated prior to each visit by their pathway tutor. In the PR the learner and mentor will make a summative judgement against all the sub-standards of the Teachers Standards and give each a grade on a 4 point grading system.

1 = outstanding

2 = good

3 = requires Improvement

4 = inadequate

The pathway tutor will then moderate these judgements and they will be recorded in the pathway tutor visit form and sent to TES Institute.

The updated PR should be shared with the pathway tutor prior to each visit and, once agreed, uploaded to the VLE (by the PT) after each of the pathway tutor's visits.

The Weekly Learning Diary

Learners are required to complete regular entries in the learning diary, to record their reflections on specific aspects of their development. Learning diary entries should be a reflective log of what the learner has learned and how they will apply it to their teaching and not a diary of tasks that they have done. Learners could reflect on many aspects of their programme including (this is not an exhaustive list);

- observing a colleague teach
- an aspect of their own teaching
- a CPD course (could be a Tes Institute one)
- a meeting they have had (with mentor, SENCO etc.)
- a school policy they are implementing (maybe report writing or behaviour)

- something they have observed round school
- extracurricular activities/ trips
- any activity or event where they learned something and reflected on how they might apply it to their teaching.

Learning diary entries can be a good starting point for a trail of evidence for the standards.

The updated learning diary entry should be uploaded to the VLE regularly (each week is recommended) with the date for the week so it is clear that the learner has made regular entries. There is a section for this in the VLE. A standard nomenclature should be used i.e. LD 230617 (learning diary and the date).

The Weekly Mentor Meeting

The learner and mentor will have a weekly mentor meeting to;

- set and review targets;
- review key documents;
- support the learner with any issues or questions they have;
- provide bespoke training to the learner.

Prior to the meeting, the learner should prepare the necessary documents so that the meeting can be held efficiently. It is important that a regular timetabled time, probably towards the end of the week (or at the beginning), is set aside for this key meeting to take place. It should be held in a quiet location where confidential and uninterrupted conversations can take place.

Standing agenda items for the weekly mentor meeting:

- review of last week's targets, including the key points from the formal lesson observations;
- setting of new targets (with an annotation to show which standard(s) these targets cover) including how these link to the formal lesson observation this week;
- checking the VLE and discussing what has been uploaded (learning diary, mentor notes, lesson observations, peer observations, learning sessions completed, evidence uploaded);
- discussion points from the above or any issues the learner wishes to discuss;
- bespoke training for the learner.

At half-termly periods, time should be set aside at the weekly mentor meeting to review and update the SKA (secondary only) and the QPP. The updated mentor meeting notes should be dated and uploaded to the VLE regularly. A standard nomenclature should be used i.e. MM 230617 (mentor meeting and the date)

Weekly Formal Lesson Observations

Each week the learner will have a formal lesson observation conducted on them by their mentor, or another suitable qualified member of staff. It is vital to have a range of appropriate people observe the learner (including the HT) and even a few joint observations from school staff, to help QA the judgements on the learner's teaching and learning. The pathway tutor will conduct a joint observation on each school visit.

These observations should be undertaken on the Tes Institute [Lesson Observation Form](#) as they focus on the Teachers' Standards and require them to be graded against the standards. As individual formal lesson observations are a snapshot of a teachers performance in that lesson they will not use the 'Ofsted' summative grades above but make a judgement against the Teachers' Standards on the quality of the teaching and learning (progress of the pupils) in that lesson and be judged on the scale below. The summative 'Ofsted grade' judgement in the pathway tutor's visit forms will be a best fit of the teacher's performance across many formally observed lessons.

1 = Exceeding

2 = Achieving

3 = Developing

4 = Emerging

It is expected that for each formal lesson observation undertaken the learner prepares a formal lesson plan using the Tes Institute [Lesson Plan template](#). This formal lesson plan and the reflection section included in the proforma will be valuable evidence for evidencing the standards as part of a trail of evidence. They do not have to use this format for all lesson planning if they do not wish to but must for formally observed lessons.

Prior to any formal observation being undertaken on the learner, the mentor and the learner should have discussed it at the mentor meeting so that everyone is clear about the focus of the observation and the success criteria for the targets that have been set. It is vital that the learner receives verbal feedback from the observer the same day or the next day and that they receive written feedback within 5 days.

It is important that any outcomes from the formal lesson observation are then discussed at the mentor meeting and used to review success against the week's targets and plan for the next week's targets. Lesson observations can also give a clear picture on any CPD needs the learner might have.

The formal lesson observation record should be dated and uploaded to the VLE regularly. A standard nomenclature should be used i.e. LO 230617 (lesson observation and the date).

Summary of Documents to upload to the VLE

Learners should upload each week:

- Learning diary
- Formal lesson observation (should also include the lesson plan and reflection (scan all as one doc))
- Mentor meeting notes (on Tes Form [insert exemplar])
- Peer observation (on Tes Form [insert exemplar] - may only be every 2 weeks)
- Diary reflection/activity for online learning sessions completed

To be uploaded following a PT visit:

- SKA (secondary only);
- QPP;
- PR (to be uploaded by the pathway tutor after QA);
- Pathway tutor visit documents (visit form and checklist and observation forms to be uploaded by the pathway tutor).

QTS evidence (see below) is to be uploaded at appropriate times and should be commented on by PT regularly.

QTS Evidence Folder

Learners and PTs should agree a standard system for naming and dating their uploads so it is clear when they are from and what the documents are. LO230517=lesson observation from 23rd May 2017.

NB: all learners must have evidence across the full nationally expected ability range within the age range that they are preparing for assessment in and evidence that they have taught in at least 2 schools.

During the programme learners are required to compile a portfolio of evidence to demonstrate that they have met the Teachers' Standards. Learners are expected to produce a trail of evidence for each sub-standard consisting of no more than 2-4 pieces of evidence that are linked together to show that they have learned something that relates to that substandard, have applied it in their teaching and it has had a positive impact on an aspect of their teaching/pupils' learning.

Learners should upload evidence on a regular basis, but also at specified times during the programme as agreed with their mentor and pathway tutor. All evidence should be annotated and highlighted to show how it forms a trail to demonstrate that particular sub-standard. Prior to the final pathway tutor visit the learner must write a short statement justifying how their evidence trail meets the sub-standard.

As a check whether evidence meets the requirements of the sub-standard a good test is to compare it against the criteria under the 'outstanding' or 'good' column of the QTS Progress Report and ask the questions:

- 'Does the evidence show that the learner does this?'
- 'Has the learner explained how their evidence does this?'
- 'Has the learner shown that their evidence demonstrates how it impacts on teaching/pupil progress?'

Exemplar - Sub-Standard 7.2

Keep evidence trails simple and clearly annotated and highlighted with a short justification statement.

Guidance on appropriate sources of evidence can be found on the VLE - "Evidence for Teachers' Standards".

Principles relating to collection of evidence

1. One piece of evidence should not be used more than three times. Where pieces of evidence are relevant to more than one of the Teachers' Standards then the learner could use cross-referencing, as long as it is very clear under each sub-standard where the evidence can be found and how it meets each sub-standard.
2. Pieces of evidence should be detailed and form a clear trail of progress in that sub-standard.
3. The evidence must relate to the learner's own work and understanding. Where general information or policies are included, there should be some form of commentary or highlighting of the main points. This is to show that the learner has read these and understood the implications for his/her work.
4. The portfolio should be developed and compiled over the period of the programme. Also evidence will include relevant/recent evidence from prior practice and this should be discussed with the pathway tutor and mentor (during the INA visit for example).
5. Learners must indicate why their evidence meets that particular Standard with annotations and highlighting relevant sections.

Meeting Part 2 of the Teachers' Standards

[Part 2 Teachers' Standards](#)

At the start of the programme, learners must familiarise themselves both with the individual school's codes of conduct and safety policies, including safeguarding, and Tes Institute's code of conduct and policies and ensure that they understand and adhere to them. If issues arise in relation to the

appropriateness of the learner's conduct, action needs to be taken which may lead to a cause for concern procedure being instigated. In cases of gross misconduct this may result in dismissal from the programme and possibly dismissal from employment in the school.

Each term, the school mentor should carry out a review of the learner's professional and personal conduct using the Part 2 Teachers' Standards document, which should then be uploaded to the VLE.

The main employing school and the second school placements must also include the completed testimonial template using the Tes Institute [School Testimonial template](#) which requires a comment on personal and professional conduct (Part 2 of the Teachers' Standards). This should also be uploaded to the VLE.

Appendix 6 - Qualifications Checks by Pathway Tutors

It is vital that all learners' documents are correct at the end of their S2T programme, before they move on to and are registered for assessment, otherwise they cannot progress to QTS assessment. GCSE certificates in particular can cause issues and below is the extract from the visit checklist relating to GCSEs. Tutors must check that GCSE, as well as all other relevant, documents are compliant - [Table of Required Documents](#)

If a tutor is not sure about the equivalence or suitability of a qualification, they should contact Tes Institute.

GCSE Maths at grade C/4 or above or equivalent ¹ (or NARIC equivalency certificate if appropriate)	<i>Original certificate or final statement of results from Exam Board. Provisional statements of results or school statements are NOT accepted</i>
GCSE English at grade C/4 or above or equivalent ¹ (or NARIC equivalency certificate if appropriate)	<i>Original certificate or final statement of results from Exam Board. Provisional statements of results or school statements are NOT accepted</i>
GCSE Science (Primary Only) at grade C/4 or above or equivalent ¹ (or NARIC equivalency certificate if appropriate)	<i>Original certificate or final statement of results from Exam Board. Provisional statements of results or school statements are NOT accepted</i>

¹Please note that functional skills/adult numeracy/literacy level 2 qualifications are not acceptable as GCSE equivalencies

Changes to the GCSE grades mean that learners will need a grade 4 or above since the A-G grades have been discontinued.

If a learner needs to take a GCSE Equivalence Test

Tes Institute offers its own GCSE equivalence tests for learners who do not have a GCSE in maths, English and science. These tests can be taken for a small fee. Please contact the consultants below and arrange to have the test sent to your head teacher or exams officer who must sign to say the tests have been undertaken in exam conditions and within the time period specified on the paper. There is no preparation offered for these tests, just the tests, and no final grade given other than it was a grade C or above or not (new GCSE grade 4 or above). The consultants below will not offer detailed feedback either but will give an indication if a fail was borderline or failure by a significant margin.

GCSE equivalence test contacts

Mathematics - Sanjit Chimber - Sanjit.Chimber@tesglobal.com

Science - Heather Blackwell - Heather.Blackwell@tesglobal.com

English - Duncan Grey - duncan.grey@tesglobal.com

Pathway tutors must see original certificates and sign copies of the originals and these signed copies must be uploaded to the assessment application portal. Any questions regarding equivalence must be raised with the programme director. At the final visit the PT and school manager will sign a declaration stating that learners meet the Teachers' Standards and AO Criteria and that learners evidence and teaching is good or better. This and the above documents must be uploaded to the assessment application portal.

It is the learner's responsibility to upload each verified document to the assessment application portal and to register themselves as ready for assessment.

Appendix 7 – Pathway Tutor Visit Schedule

This table clearly sets out the number of PT visits and the time they have to provide online support for learners on different lengths of programme.

	AO QTS Assessment	1 term prep. +	1.5 term prep. +	2 term prep. +	3 term prep. +	4 term prep. +	5 term prep. +
		1 term assessment	1 term assessment	1 term assessment	1 term assessment	1 term assessment	1 term assessment
No. of visits	2	3	3	4	4	5	5
Length of visits	INA Visit 1 = 1 day	INA Visit 1 = 1 day	INA Visit 1 = 1 day	INA Visit 1 = 1 day	INA Visit 1 = 1 day	INA Visit 1 = 1 day	INA Visit 1 = 1 day
	Visit 2 = ½ day	Visit 2 = ½ day	Visit 2 = ½ day	Visit 2 = ½ day	Visit 2 = ½ day	Visit 2 = ½ day	Visit 2 = ½ day
		Visit 3 = 1 day	Visit 3 = 1 day	Visit 3 = ½ day			
				Visit 4 = 1 day			
						Visit 5 = 1 day	Visit 5 = 1 day
Online support time (approx.)	½ day	1 ½ days	1 ½ days	2 ½ days	2 ½ days	3 days	3 days
Total Time	2 days	4 days	4 days	5 ½ days	5 ½ days	7 days	7days

Appendix 8 – Student Support and Welfare

Below are links to the policies and procedures that govern student studies, support and welfare.

[Complaints Procedure](#)

[Equal Opportunities Policy](#)

[Disabilities and Inclusion Policy](#)

[Assessment Procedure](#)

[Academic Appeals Procedure](#)

[Student Support Policy](#)