



THE
TOMMY
FLOWERS
SCITT

Assessment Only Handbook



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1 – Guide to the Programme

1.1 Introduction for the AO Candidate

Welcome to the Tommy Flowers SCITT Assessment Only Programme. We hope that you will find the experience rewarding, relevant and enjoyable. This handbook will provide you with a general guide to the programme.

The Assessment Only Programme is a partnership between the Candidate, the school in which they are employed and the Tommy Flowers SCITT. The purpose of the Assessment Only Programme is to enable the Candidate to gain Qualified Teacher Status (QTS).

1.2 Entry requirements

Candidates must meet all the entry criteria as outlined in the Department for Education (DfE) guidance: [Assessment only route to QTS: criteria and supporting advice](#). The Tommy Flowers SCITT pre-application checklist is a guide for the Candidate to check compliance prior to submitting an application form. **It is important that the applicant is able to tick Yes and have collated evidence (e.g. certificates, second placement testimonial etc.) for all the sections on the pre-application checklist before applying.**

Safeguarding and background checks must have been undertaken by the employing school, including enhanced DBS, prohibition check, childcare disqualification declaration (where relevant), overseas police checks (where necessary) and health and physical capacity to teach checks.

The aim of the Assessment Only Programme is to provide a route for those who have substantial experience of **whole class teaching** in schools but have not achieved QTS. This pathway allows Candidates to demonstrate that they already meet all of the [Teachers' Standards](#), **without needing further training**. This pathway is strictly for **unqualified teachers who have taught in two schools with at least two years' experience of planning, teaching and assessing at an 80% timetable (or equivalent for part-time)**.

A requirement of this route is a **minimum** of 20 days in the second school, including evidence of **planning and teaching an 80% timetable**. A testimonial for the second school placement is required and must be signed by the Headteacher on an official letterhead.

Candidates need to have experience of teaching across the age range and ability range for which they are being assessed. The Candidate should also have knowledge of the age phase either above or below the age range taught. For example, a secondary Candidate could visit a primary school for a day and vice versa.

All Candidates recommended for the award of QTS by The Tommy Flowers SCITT, will have been assessed as meeting the Teachers' Standards within one of the following age ranges: Ages 3-7, 5-11, 7-11 (primary); 11-16, 14-19 (secondary)

The Assessment Only programme typically does not last longer than 3 months. Holiday periods are excluded from the 12-week assessment period.

1.3 Overseas Trained Teachers

Overseas Trained Teachers (OTTs) who qualified as teachers outside of England may be able to obtain QTS by having their qualifications assessed by the Department for Education (DfE) without the need to complete the Assessment Only programme. For the latest information, please visit <https://apply-for-qts-in-england.education.gov.uk/eligibility/start>.

1.4 What will a Candidate need to demonstrate in order to achieve QTS?

This programme will assess the Candidate's abilities in order to confirm that they are consistently meeting Parts 1 and 2 of the Teachers' Standards (2012) across the age-range they are applying to be qualified in.

As distinct from ITT Programmes, the AO Programme affirms whether or not experienced unqualified teachers are already meeting the Teachers' Standards. With this in mind, **Candidates should be teaching an 80% teaching timetable. If the Candidate requires further training, then an ITT course would be more appropriate.**

Candidates are expected to demonstrate consistently high standards of personal and professional conduct as stated in [Part Two: Personal and Professional Conduct – Teachers' Standards](#) and will need to gather evidence to demonstrate that they consistently meet the criteria as given in Part 2 of the Standards.

1.5 Equality and Diversity

The Tommy Flowers SCITT's Equality and Diversity policy includes all the protected characteristics covered under the Equality Act 2010 as well as other aspects which have the potential to discriminate against or to devalue any individuals within our community. We are committed to the development of cohesive communities working with our partner schools and within our local community.

This partnership embraces the aim of working together with others to improve children's educational and wellbeing outcomes, and notes the rights set out in the UN Convention on the Rights of the Child.

This Equality & Diversity Policy complements those held by our partner schools and as such supports the rights of our own staff, our Candidate teachers, parents/carers, visitors and partner agencies across the training partnership. A copy of this policy and all other relevant policies are available at <https://tommyflowersscitt.co.uk/policies>.

2 – Roles and Responsibilities

2.1 School Mentor

The school will need to appoint a School Mentor for the assessment period. The School Mentor will:

- conduct a timetabled weekly meeting with the Candidate, approximately one hour; set targets and review progress;
- arrange a course of observation of the Candidate's teaching; to include a full lesson observation with written and verbal feedback at least once a week;
- discuss and review the Candidate's One Drive files of evidence; take an active role in assessing the quality of the Candidate's evidence towards meeting the Teachers' Standards;
- liaise with the SCITT Partnership Manager and take part in meetings between the Candidate and Professional Tutor;
- conduct a joint observation of the Candidate during the interview, mid-point visit and final visit;
- provide effective feedback to the Candidate on all aspects of professional performance and development of subject knowledge;
- complete all documentation related to the Candidate's progress, including observation forms, weekly mentor records and target setting, assessment review points;
- be familiar with the Teachers' Standards and use them in the assessment of the Candidate;
- ensure that the Candidate fully meets Part 2 of the Teachers' Standards at all times; any concerns on this key aspect must be reported to the SCITT team immediately.

2.2 Professional Tutor

Many schools have a Professional Tutor responsible for staff development, including ITT and ECTs. The Professional Tutor is expected to:

- guide the Candidate through the pre-application checklist to ensure they meet the entry requirements and are fully prepared for the AO programme;
- ensure the Candidate has evidence to support planning, teaching and assessing in two schools – arrange a second school placement, if required;
- ensure the Candidate has knowledge of the current curriculum and assessment expectation of the key stage prior and after the age range they are teaching;
- ensure a qualified and experienced mentor is in place;
- liaise with the AO Partnership Manager for the first interview and observation;
- manage, monitor and moderate the work of the School Mentor including judgements of the Candidate's performance and quality of the feedback process;
- ensure that lesson observations, learning conversations and weekly mentor meetings are taking place and relevant forms are completed appropriately and on time;

- arrange a joint observation with the School Mentor, and, where appropriate, contribute to the feedback process at least once during the assessment period;
- liaise with AO Partnership Manager to confirm progress is being made with the evidence files, subject audit and ongoing observations during the assessment period;
- arrange the SCITT Partnership Manager's mid-point and final assessment visit, including observations, interview and evidence scrutiny.

2.3 Partnership Manager

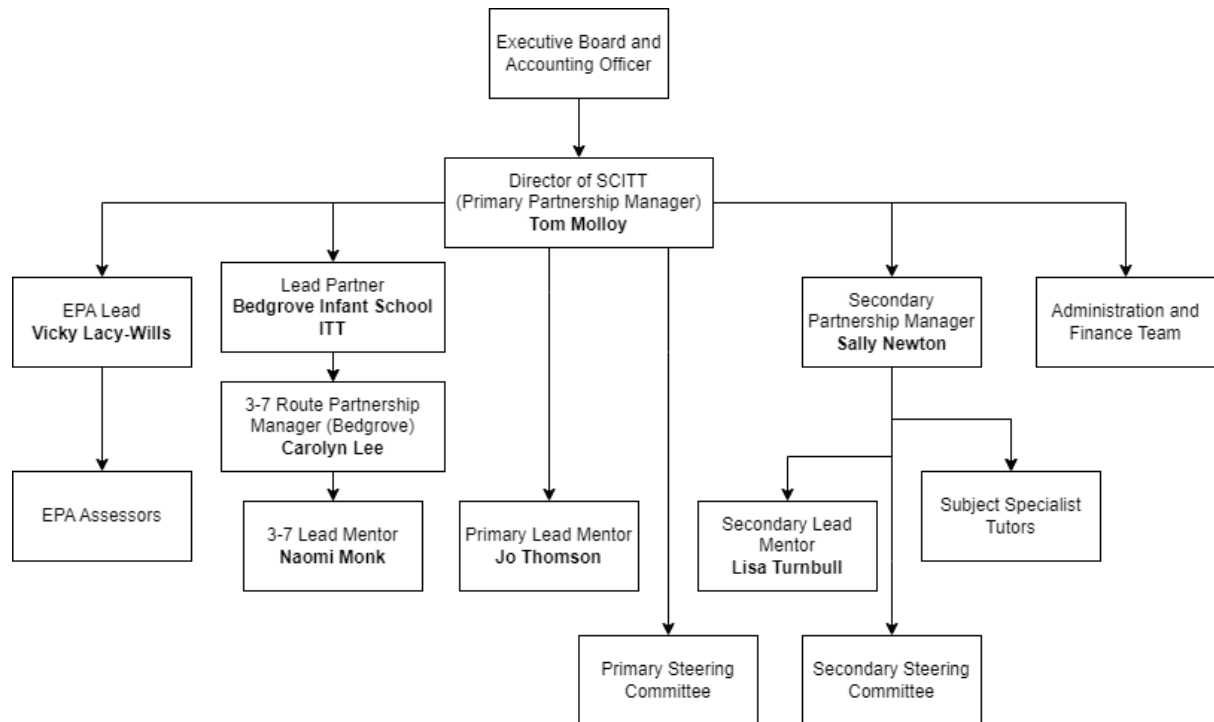
A Partnership Manager from the Tommy Flowers SCITT will:

- confirm eligibility and compliance for entry requirements on receipt of the completed application form;
- confirm a Candidate's acceptance on to the AO programme following first interview, lesson observation and evidence review;
- distribute appropriate documentation to School Mentor/Professional Tutor e.g. lesson observation forms, weekly mentor meeting record, subject audit exemplar, ARP forms, evidence checklist;
- advise and provide guidance for evidence file and assessment process;
- liaise with the Candidate, Mentor/Professional Tutor for monitoring and quality assurance of assessment period: review mentor records, assessments, observations and evidence;
- carry out final assessment including observations, interview and evidence scrutiny;
- make recommendation for QTS;
- complete final assessment for transition to ECT;
- review and evaluate AO programme for improvement.

2.4 External Moderator

The main responsibility of the External Moderator is to ensure that the standards of the AO programme and the QTS award are maintained. The External Moderator will scrutinise the programme to ensure that assessment is robust, fair and consistent. The External Moderator may request to observe and/or meet with a sample of Candidates/ Early Career Teachers. Appointment of the External Moderator will be subject to the approval of the SCITT Executive Body.

2.5 Tommy Flowers SCITT Assessment Only Management Structure



3 – Content of the Programme

3.1 Procedures and Processes

Stage	Action	Person
Enquiry	Email information letter and pre-application checklist with the handbook. Ask for details of Professional Tutor (PT) for TFSCITT liaison.	Admin Admin
Follow up	Pre-application checklist completed by Candidate with the PT. When all conditions are met, send copy of pre-application checklist with electronic copies of Maths, English, Science (primary only) GCSEs or equivalents, degree certificate, ID, Vretta Elevate my Maths certificate and testimonial from second placement school to TFSCITT administrator. Administrator to save documents. <i>(Originals to be sighted at interview.)</i>	Candidate /PT Candidate Admin
Stage 1 Application	Partnership Manager (PM) confirms pre-application checklist and supporting documents are satisfactory. Administrator to send application form (for Candidate / Headteacher to complete) Application form received. Check completed and forwarded to Partnership Manager. Advise Candidate of any compliance issues on application form/documents. Update AO SCR.	PM Admin PM Admin
Stage 2 Arrange Interview	Decision to carry out interview. Arrange date for first interview with Candidate / PT. Set up One Drive account. Candidate and Mentor to upload evidence and forms for ARP1 and Subject Audits at least 2 working days before the interview. Send the Partnership Agreement (via Adobe Sign) and ask for it to be signed by Headteacher and returned.	PM Admin Mentor / Candidate Admin
Finance set up	Notify Denbigh Finance to invoice £2,900 and deadline pay date (prior to interview) Print interview pack: initial interview questions/observation form. Send invoice and confirm when payment received.	Admin Admin Admin
Stage 3 Interview	First interview: Observation, interview + evidence check alongside ARP 1. With PT/Mentor. View original certificates, references and other compliance documents. Decision re acceptance on to AO: agree start/end dates of 12-week assessment period and explain process. Advise if Stage 4* required for further preparation before assessment and targets.	PM PM
Stage 4 Additional time (if required)	After agreed period, PT in school confirms with PM that the targets (from interview) have been met with evidence. Advise Admin to register with DfE when start 12 week assessment period.	PM PM

Stage 5 AO 12 week assessment period	Email Candidate /PT with Confirmation Start letter, explaining acceptance on to AO route/DfE registration/start of assessment period and end date.	PM
Midway visit	Monitor progress: Mentor meetings and weekly observations uploaded to One Drive alongside evidence and Candidate/ Mentor forms for APR 2. Joint observation with mentor and review of progress and APR 2.	Candidate/ Mentor PM / Mentor
Stage 6	Final assessment: Mentor meetings and weekly observations uploaded to One Drive alongside evidence and Candidate/ Mentor forms for APR 3. Joint observation, interview, evidence scrutiny with Mentor. Agree ECT transition targets with mentor/PT/ Candidate.	PM PM / Mentor
Stage 7 AO completion	Notify Admin to recommend Candidate for QTS with DfE. Send QTS Award Letter to Candidate / PT. Complete all records and spreadsheet.	PM PM Admin

3.2 The Selection Process

Prior to the 12-week assessment period, Candidates will undertake a rigorous selection process. This will involve:

- Candidates reviewing with the employing school's Professional Tutor to confirm suitability and readiness for the programme. This includes completion of the pre-application checklist to confirm all entry requirements have been met and evidence has been collated;
- completion of an application form including confirmation of safeguarding and background checks: DBS, Prohibition check, Fitness to work, Childcare Disqualification;
- compliance checks by the SCITT team to verify and confirm eligibility;
- a subject knowledge audit to demonstrate appropriate understanding of the curriculum;
- development of an online evidence file to demonstrate progress towards meeting the Teachers' Standards;
- an interview including a lesson observation, professional conversation and evidence file check to confirm acceptance on to the AO programme;

3.3 Assessment Period

The Assessment period will begin once the Candidate has been accepted on to the AO programme and registered with the DfE. During the 12-week assessment period, the Candidate will:

- be observed formally **at least once a week** by the Mentor, Professional Tutor or other qualified staff;
- undertake a weekly mentor meeting with the Mentor;
- continue to collate evidence that they are meeting the Teachers' Standards;
- complete two assessment updates (ARP forms) with the Mentor;
- undergo a summative assessment towards the end of the 12-week assessment period: this will be undertaken by the AO Partnership Manager and will include an observation, an interview and scrutiny of the evidence submitted by the Candidate.

4 – Monitoring and Assessment

4.1 Assessing Candidates

Candidates will be assessed against the Teachers' Standards using the Tommy Flowers SCITT Assessment Criteria which describes the minimum standard that is expected of the Candidate at the point of recommendation for the award of QTS. To be awarded QTS, the Candidate will have been assessed as having met all of the standards at least at this level and many will have exceeded this by having several elements of the 'embedding' criteria highlighted.

4.2 The Candidate's part in the assessment process

Candidates play an important part in the assessment of their performance. **Assessment must be made using available evidence** which supports the teaching judgements. It will be the Candidate's responsibility to ensure that they collect and keep evidence of their developing professional competence throughout the programme.

Candidates should collect a range of evidence and maintain records that demonstrate their professional competence, their reflection on their practice and their capacity to learn from experience. **A minimum of 3 pieces of evidence per standard should be provided ahead of the interview with another 3 pieces for each of the two assessment reviews (mid-point and final assessment).** This will provide 9 pieces in total, per standard. The evidence for each standard should be varied and different – i.e. not just lesson observations.

The evidence will be compiled in an electronic One Drive folder. This will be the property of the Candidate but should be available for monitoring by the Mentor, SCITT staff and external moderator. The Evidence File must be in good order and appropriately organised as indicated below.

4.3 One Drive File Content

The evidence file will consist of six folders:

Folder 1: Subject Audit – see section 4.4 below, for more information

Folder 2: Weekly Observations – completed by Mentor/other expert teacher once a week

Folder 3: Weekly Mentor Meetings – completed by Mentor and Candidate

Folder 4: Assessment Review Point 1 (ARP1)

Folder 5: Assessment Review Point 2 (ARP2)

Folder 6: Assessment Review Point 3 (APR3)

Folders 4-6 Assessment Review Points 1, 2 & 3

These folders will include the Mentor and the Candidate's Assessment Review Point at each stage of the AO Process along with three pieces of evidence for each of the Teachers' Standards Parts 1-8. Evidence should be broad and of a high quality and is likely to include:

- lesson observations and feedback
- example lesson plans and evaluations
- evidence of regular marking and feedback and its impact

- evidence of learning outcomes
- evidence of tracking pupil progress, including data
- schemes of work/curriculum planning
- class information: seating plans, Pupil Premium, EAL, SEN registers
- evidence of resources created in relation to subject audit
- evidence of developing literacy and numeracy for your subject/phase
- INSET records including school training, meetings with school co-ordinators and subject leaders
- independent study/research to reflect development of subject knowledge/pedagogy, e.g. notes, records, annotated articles, exam papers etc.
- observations of other colleagues
- extracurricular activities

Teachers' Standards Part Two: Personal and Professional Conduct: 3 pieces of evidence at interview; with a further two pieces by final assessment, to include:

- witness statements: parents' evenings, school events, clubs
- emails from colleagues acknowledging professional contributions
- Notes from meetings attended
- Safeguarding policies/training certificate/involvement
- Attendance/cover/ collaboration with colleagues, associate staff
- Relevant PSHE/RE/form group teaching relating to British Values and tolerance of others

4.4 Subject Knowledge Development

The ongoing development of subject knowledge is an expectation of the profession. It also provides opportunities to demonstrate progress against the professional standards. Candidates will conduct an initial audit of their subject knowledge to review their prior knowledge and to set targets for future development. The audit should be maintained throughout the programme.

Subject knowledge is initially audited prior to interview and the TFSCITT can provide phase and subject-related audits. Over the course of the 12-week assessment period, the Candidate must demonstrate that they have developed their subject knowledge against the audits and have a secure knowledge of the curriculum. The subject knowledge audits will be reviewed at interview and final assessment.

5 - Regulations and Procedures

5.1 Assessment and final judgements

Assessment is a matter of judgement, not simply of computation.

Partnership Managers are responsible for interpreting the assessment regulations for the programme. Their judgements cannot in themselves be questioned or overturned.

The procedures for making complaints or lodging appeals:

If a Candidate is dissatisfied with the conduct or process of their QTS assessment, they may appeal. However, Candidates cannot use this system to protest about a professional judgement. An appeal is only allowed where the process of assessment is not carried out appropriately. The appeal will be considered only if the investigation of the complaint found that there had been a fault in the assessment process. Please refer to the Complaints and Appeals policy for more details available at <https://tommyflowerscitt.co.uk/policies/>.

5.2 Deferral/Interruption of the Assessment Process

Candidates should refer to their School Mentor regarding any difficulty in the first instance. The next step is to seek support and guidance from the school's Professional Tutor.

Candidates may need to request a short-term interruption or a deferment. A request for an interruption (e.g. due to illness, unexpected personal circumstances) can be made via the school and Candidate to the SCITT team. Next steps will be formulated as required. Usually, an interruption would be no longer than 5 working days. If the interruption is likely to be a longer term situation, then a new Assessment Period would need to be negotiated.

If a Candidate requests to defer due to more serious fitness to practise, illness or other personal circumstances, they may need to be assessed by an Occupation Health team before being considered for resumption and this is for consideration by the employing school. The cost of this assessment is to be paid by the Candidate/employing school.

5.3 Withdrawing or leaving the Programme

If the Candidate intends to withdraw or leave the Assessment Only Programme prior to or during the Assessment Only period they must notify the school and Partnership Manager in writing. Payments to the Tommy Flowers SCITT are non-refundable.

Formal Observation Record

Candidate:		Year:		Date:	
School:		Subject:		Observer:	
FOCUS FOR OBSERVATION:					
OBSERVATION NOTES <i>The main identified strengths should be linked to the Teachers' Standards e.g. (TS 3), (TS 4.5)</i>					
					TS no.
Comment on Subject Knowledge:					
Target for development					Teachers' Standard

The Teachers' Standards

<p>1. Set high expectations which inspire, motivate and challenge pupils</p> <p>1.1. establish a safe and stimulating environment for pupils, rooted in mutual respect</p> <p>1.2. set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions</p> <p>1.3. demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.</p>
<p>2. Promote good progress and outcomes by pupils</p> <p>2.1. be accountable for attainment, progress and outcomes of the pupils</p> <p>2.2. plan teaching to build on pupils' capabilities and prior knowledge</p> <p>2.3. guide pupils to reflect on the progress they have made and their emerging needs</p> <p>2.4. demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching</p> <p>2.5. encourage pupils to take a responsible and conscientious attitude to their own work and study.</p>
<p>3. Demonstrate good subject and curriculum knowledge</p> <p>3.1. have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings</p> <p>3.2. demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship</p> <p>3.3. demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject</p> <p>3.4. if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics</p> <p>3.5. if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.</p>
<p>4. Plan and teach well-structured lessons</p> <p>4.1. impart knowledge and develop understanding through effective use of lesson time</p> <p>4.2. promote a love of learning and children's intellectual curiosity</p> <p>4.3. set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired</p> <p>4.4. reflect systematically on the effectiveness of lessons and approaches to teaching</p> <p>4.5. contribute to the design and provision of an engaging curriculum within the relevant subject area(s).</p>
<p>5. Adapt teaching to respond to the strengths and needs of all pupils</p> <p>5.1. know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively</p> <p>5.2. have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these</p> <p>5.3. demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development</p> <p>5.4. have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.</p>
<p>6. Make accurate and productive use of assessment</p> <p>6.1. know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements</p> <p>6.2. make use of formative and summative assessment to secure pupils' progress</p> <p>6.3. use relevant data to monitor progress, set targets, and plan subsequent lessons</p> <p>6.4. give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.</p>
<p>7. Manage behaviour effectively to ensure a good and safe learning environment</p> <p>7.1. have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy</p> <p>7.2. have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly</p> <p>7.3. manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them</p> <p>7.4. maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary</p>
<p>8. Fulfil wider professional responsibilities</p> <p>8.1. make a positive contribution to the wider life and ethos of the school</p> <p>8.2. develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support</p> <p>8.3. deploy support staff effectively</p> <p>8.4. take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues</p> <p>8.5. communicate effectively with parents with regard to pupils' achievements and well-being.</p>

Mentor Meeting Record

WEEK COMMENCING:

CANDIDATE'S REFLECTIONS SINCE LAST MENTOR MEETING

Candidates should complete this section in preparation for their mentor meeting each week. They should reflect on areas of success or development such as subject knowledge development; current national priorities; work with specific individuals/groups of children/pupils and their progress; tasks addressed; lesson evaluations and child/pupil assessment.

Highlights of the week and achievements:

Reflections on impact on children's learning and progress:

Areas for development or priorities to be met:

MENTOR MEETING RECORD

Mentors, in discussion with Candidates, should use this section to record key points from the weekly Mentor Meeting, including an update on progress with evidence files and lesson observations and evaluations.

Evidence of progress in meeting the previous week's target:

TARGET FOR DEVELOPMENT FOR THE COMING WEEK

There should be one SMART target set each week which will be the focus of the next week's formal observations (where appropriate)

Candidate's targets must be linked to the Teachers' Standards descriptors.

Target	Action (including person responsible)	Teachers' Standard

Other matters discussed:

SIGNED BY MENTOR:		SIGNED BY Candidate:	
DATE OF NEXT WEEK'S MEETING:			

Example Witness Statement

Candidate:

School:

Date:

Statement:

NAME has communicated effectively with parents through letters and interviews. NAME has written to parents about the behaviour of their child in lessons and invited them in for an interview. At the interview the issues were discussed and behaviour target set for the lessons. All involved agreed the targets.

NAME has also attended a parents' evening. Pupils' progress and behaviour was discussed, as well as an outline of the work covered this term. NAME was able to set targets with parents and pupils.

The feedback received from parents was very positive.

Signed

Position

Example testimonial/reference from the second school experience

N.B. Must be on school letter headed paper and signed.

Candidate:

School:

Date:

Statement:

NAME completed a placement of days between and (DATES)
at(SCHOOL).

Suggested content to include, as appropriate:

NAME

- planned and delivered a significant number of lessons
- taught a sequence of lessons (class/subject/year group)
- was observed teaching (topic/subject)
- contributed to the faculty/school (resources/meeting/event)
- had a positive impact on pupils' progress
- planned challenging and engaging activities for pupils
- demonstrated good subject and curriculum knowledge
- demonstrated appropriate professional and personal conduct
- developed effective working relationships

Signed:

Position: