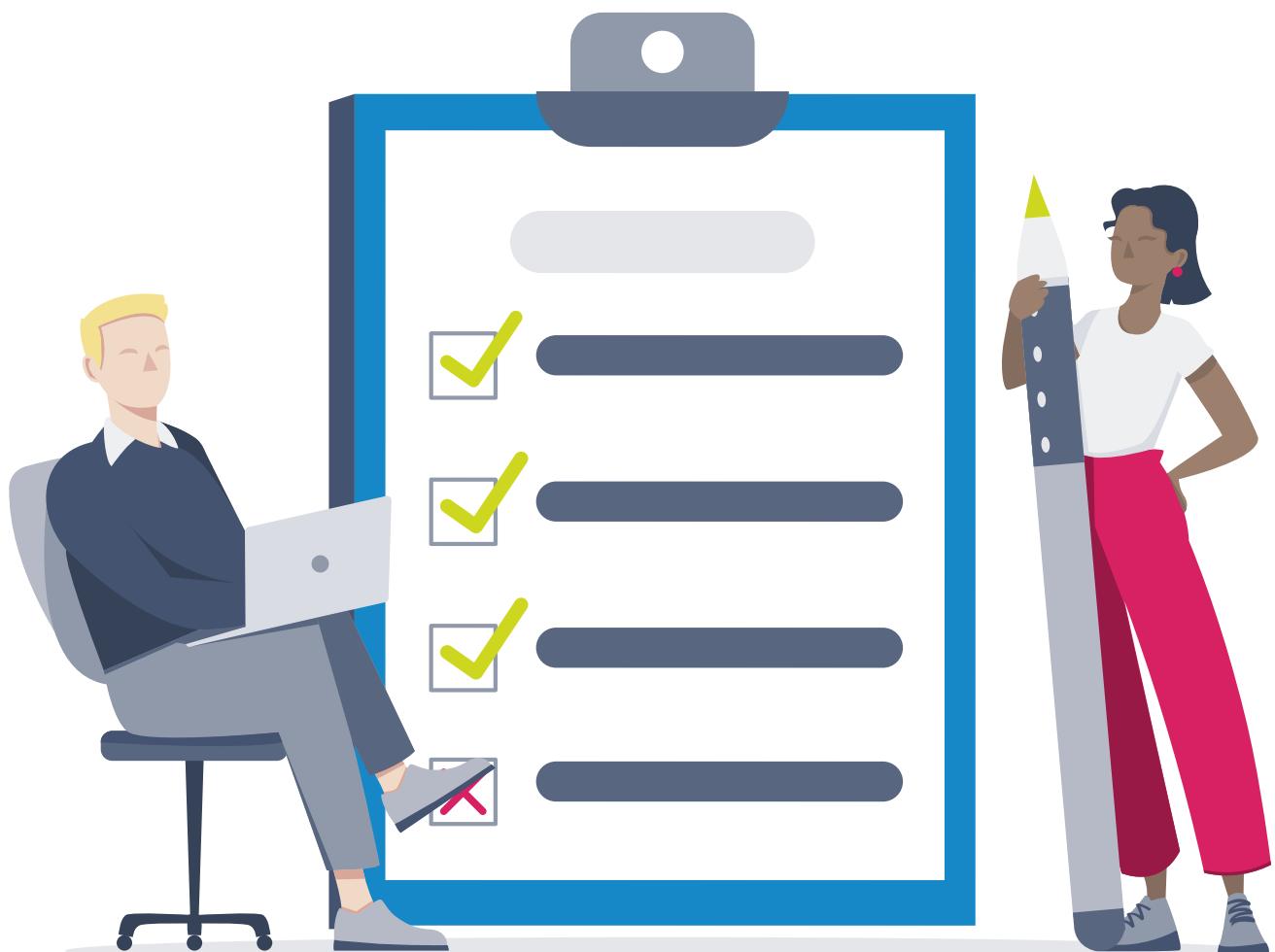


How to apply for the Tes Assessment Only route to QTS

A step-by-step guide for candidates



Where are you in your Assessment Only journey?

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How to apply for the Tes Assessment Only route to QTS

A step-by-step guide for candidates

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

Step 2: Applying	Completed (yes/no)
<p>Complete our online application form</p> <p>Open the application form by clicking the 'Apply now' button on our Assessment Only course page [web link].</p>	
<p>Provide your completed CSSF along with your main and second school testimonials</p> <p>After submitting your online application, you will receive a secure link to upload these documents.</p> <p>Please make sure you upload your documentation as soon as possible when you receive the link or your application may be rejected.</p>	

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

Assessment Only route fees

You can find details of the Assessment Only fees at [tes.com/assessment-only](#)

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

The full amount will be invoiced on the day of enrolment and immediate payment is expected. Failure to complete payment will mean your final assessment will be delayed.

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

Step 3: Complete the compliance stage of the application process	Completed (yes/no)
<p>Complete the Tes Fundamental Maths Test and English Audit within two weeks of receiving your conditional offer email.</p> <ul style="list-style-type: none"> ● Your school lead will be sent the Fundamental Maths Test and English Audit at the same time you receive your conditional offer email. ● Both the Fundamental English Audit and the Fundamental Maths Test feedback sheets should be dated and signed by your school lead. 	
<p>Upload your documents to Tes portal</p> <p>Set up your Tes portal using the details included in your conditional offer email.</p> <p>Upload the following documents to your Tes portal:</p> <ul style="list-style-type: none"> ● UK Bachelor's degree or other Bachelor's degree with ENIC statement of comparability (completed in Step 1) ● Grade C/4 UK GCSE English, maths and science (if applying for primary 3-11 QTS) certificates, or other secondary education certificates with ENIC statement of comparability and any Equivalency Tests needed to meet the eligibility criteria (completed in Step 1) ● Proof of ID (Photo Passport or Driving Licence) (supplied in Step 1). Your ID documents must not expire within 12 months of the date of your application. ● A completed safeguarding letter of assurance (UK or international version) ● Name change document (e.g. marriage certificate / deed poll) if applicable ● Fundamental English Audit (completed in Step 3) ● Fundamental Maths Test Feedback Sheet (completed in Step 3) ● Health Declaration [link downloads document] ● Read and sign the Learner Agreement <p>Your school lead will need to verify the degree certificate, GCSE certificates/ Equivalency Tests or secondary education certificates and your ID. They will need to write the following on a colour copy of each document:</p> <ul style="list-style-type: none"> ● Their name ● Role in the school ● Signature ● Date ● The statement 'I have seen the original document' <p>See an example of how to do this on page 7.</p>	

It is your responsibility to inform us by emailing institutesupport@tes.com when you have uploaded all your compliance documents, and this must be within two weeks of receiving your conditional offer email.

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

Once the report is approved you will move to the assessment part of the Assessment Only process. If course payment has not been received by this point your assessor will not be allocated and your final assessment will be delayed.

Step 5: Final Assessment – weeks 6-12	Completed (yes/no)
<p>Final checks and allocation of your assessor</p> <p>Your compliance documents and PEAV report will go through final checks before you move to the final assessment stage. Your QTS assessor will be allocated and make contact to arrange a mutually convenient date to conduct a face-to-face visit within the assessment window.</p> <p>If you are an international candidate, your visit may be remote, depending on your circumstances.</p>	
<p>QTS assessment day visit</p> <p>Your QTS assessor will:</p> <ul style="list-style-type: none"> Independently observe a lesson. If secondary this will be in the key stage not observed by your pathway tutor. If primary, and your pathway tutor observed maths, the assessor will observe English but if the pathway tutor observed English, the assessor will observe maths Conduct professional discussions with you, your mentor and school lead around your teaching, justifications, and how you meet the eight Teachers' Standards and Part 2 of the Teachers' Standards Write a qualified teacher status (QTS) assessment report recommending you for QTS subject to ratification by the moderation panel 	
<p>Moderation panel and award of QTS</p> <p>The Tes QTS moderation panel sits in the last week of each month to review all the QTS recommendations for that month. Following the conclusion of the panel, all candidates approved for QTS will receive their confirmation email, Teacher Reference Number and details on how to download their QTS certificate from the UK Teacher Regulation Authority Website.</p>	

How to correctly verify Assessment Only compliance documents

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

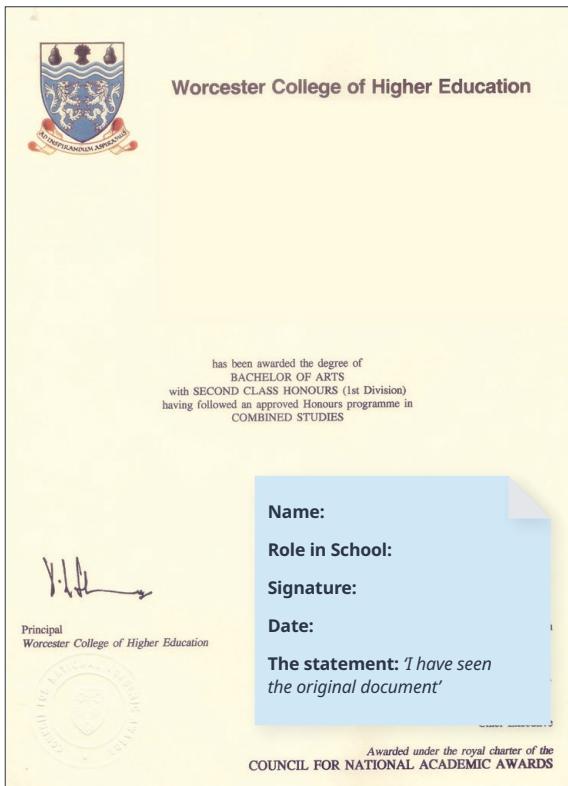
They will need to write the following on a colour copy of each document:

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

You can choose to:

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

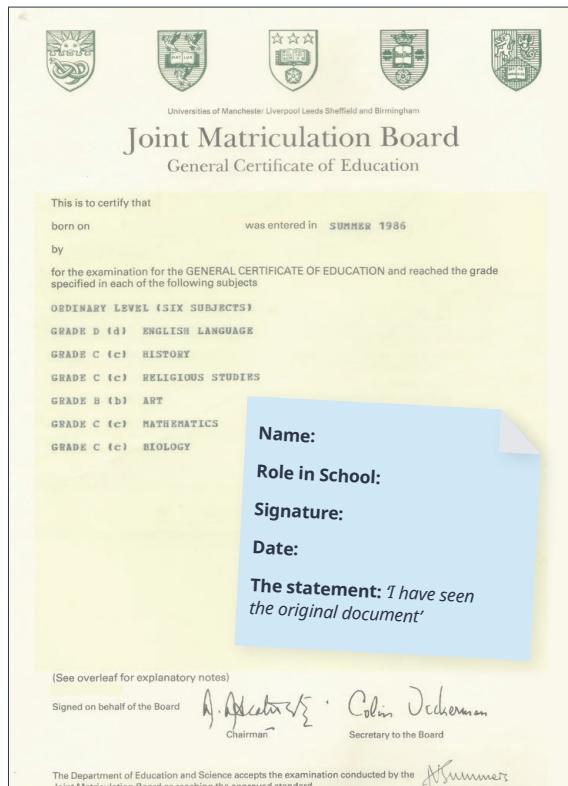
Verified document examples



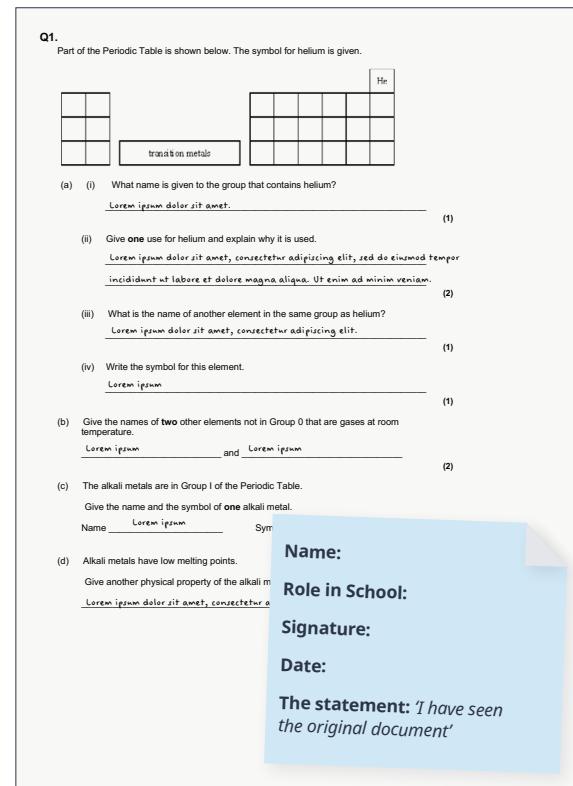
Example of verified Bachelor's degree certificate



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



Example of verified GCSE English language, maths and science certificates



Example of an equivalency test

Testimonial example one

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



School testimonial

You must be able to demonstrate **two years of teaching** before QTS assessment registration across **two or more schools**. This should include any current or prior teaching that you have undertaken. You will be required to provide a minimum of **two testimonials** from two schools in different contexts. **Please note that if your employment has been in a SEND or Alternative Provision setting, you will need to provide experience of teaching in a mainstream setting. Your experience should be across the age range in which you intend to gain QTS and for secondary it should also be in the same subject.**

All schools need to complete sections A, B and D, but only the current employing school needs to complete section C.

Section A	
Applicant name	Michelle Jones
Name and address of school	The Hollies School, Mill Road, Southampton, England SO14 0AD
Age range/phase (e.g. Primary 3-7, 5-11, 7-11 or Secondary 11-16, 14-19)	Secondary 11-16
If Secondary: Subject	English
School URN (UK only)	1372 5
School website link	www.thehollies.sch.uk
Please tick which school experience this testimonial refers to:	
<input checked="" type="checkbox"/> Current employing school	
<input type="checkbox"/> Previous employing school	
<input type="checkbox"/> Second school experience	
This should be a minimum 20 days if you currently work in a mainstream setting, or 30 days if you work in a SEND or Alternative Provision setting.	

Employment dates

Start date: 01/2022

End date: (please state **ONGOING** for current employing school) **ONGOING**

Please insert the number of terms completed at the school with sole responsibility for teaching* (where three terms are equal to a school year) in the box below:

10

The governance structure of school (e.g. academy, MAT, independent, local authority)	MAT
The type of school (e.g. mainstream school, special school, APS)	Mainstream

Section B

Please tick to confirm that during the period outlined above the applicant:

- Has had sole responsibility for teaching*
- Taught 50% or more of a full-time timetable
- Taught across two consecutive Key Stages or 4 consecutive years (7-11) within one of these age ranges (3-7, 5-11, 7-11, 11-16, 14-19)
- If Primary, confirm teaching across the curriculum

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

Part 1: Teaching

Please provide a **detailed** supporting statement in relation to the quality of teaching observed, including confirmation that the applicant has shown they meet the eight Teachers' Standards. In each of the boxes below, please include evidence of how the applicant has shown they meet each standard through their classroom practice and professional behaviours.

TS1: Set high expectations which inspire, motivate and challenge pupils

The quality of teaching is excellent. She is thoughtful in her planning, adapting school schemes to the needs of class and researching interesting and engaging activities. She uses AFL strategies to identify learning needs, gaps and strengths adapting teaching to meet the needs of all pupils. She has an excellent understanding of how to stretch more able students and support those who struggle with learning. Michelle sets a positive tone for the classroom and demonstrates a genuine commitment to encouraging pupils to do their best. The expectations for behaviour and effort are clearly communicated and supported by a warm and approachable demeanour.

TS2: Promote good progress and outcomes by pupils

The quality of work produced by pupils in Michelle's classes is always of a high standard. She gives pupils clear expectations and encourages them to present their best, often in creative ways. The progress made by pupils is consistent, with most students showing steady improvements in their understanding. Michelle ensures that learning is accessible to all pupils. A focus on accelerating pupil progress is a current area for development.

TS3: Demonstrate good subject and curriculum knowledge

Michelle demonstrates a sound understanding of the subject content and delivers lessons with clarity. She has solid understanding of the English curriculum having worked with colleagues to develop both the KS3 and 4 curricula over the past few years. She has a clear knowledge and understanding of progression between KS3 and 4. She effectively uses her knowledge to explain concepts in a manner that is understandable for the students she teaches.

TS4: Plan and teach well-structured lessons

Michelle has undertaken a range of teaching which has varied termly over the time she has been teaching with us. The lessons observed are structured in a clear and organised manner, with a range of activities and technology used to enhance pupil experience and engagement. The learning objectives are clearly outlined, and students know what is expected of them. There are moments where the transitions between activities could be smoother, as there are occasional lulls in the pace, but she meets the standard securely.

TS5: Adapt teaching to respond to the strengths and needs of all pupils

She assesses pupils carefully to identify their next steps and plans lessons to meet each cohort's needs. Michelle also planned appropriate interventions and guided teaching assistants in how to support learning in her classes. She undertook summative and formative assessment. Michele takes into consideration the different needs of students and strives to provide support where necessary. She takes pride in her ability to make adjustments for pupils and ensure that they are able to access targeted interventions within her classroom.

TS6: Make accurate and productive use of assessment

Michelle has made brilliant use of peer assessment and supported other staff in implementing her approach in their classes. Michelle uses the feedback policy very effectively to ensure that all pupils make progress, take responsibility for their own learning and receive support or challenge. Michele uses formative assessment regularly in her classroom to provide her with a solid understanding of where her pupils are progressing and where they need further support. She is confident in assessment and target setting across the 11-16 age range including at GCSE level.

TS7: Manage behaviour effectively

Michelle has good classroom management skills, making consistent use of the school's behaviour policy to ensure that children understand the learning expectations and are supported to make plans to improve if this is needed. The children have good relationships with and trust her to lead their learning. The classroom environment is safe, respectful, and conducive to learning. Michele manages behaviour effectively and ensures that pupils feel comfortable in their learning. This is a priority as a number of pupils need additional nurturing and they speak highly of the culture of support they receive in her classroom. Michele is also clear in managing behaviour with pupils she does not teach around the school.

TS8: Fulfil wider professional responsibilities

Michell is very professional in all areas of school life. She is highly enthusiastic and dedicated, always setting herself the highest standards. She is a highly valued member of the school team and relates well to all staff. She is always punctual and makes effective use of her time in school to prepare lessons and resources. She has taken great pride in the quality of displays in her classroom, and this is often used as a model for others. Michelle demonstrates a good level of professionalism. She is approachable and works well with colleagues. She supports those she works with in all areas of their practice. She engages well with the wider community, running clubs and support outside of her teaching. She is keen to share and work with other departments to develop their expertise.

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

Part 2: Personal and professional conduct

A teacher is expected to demonstrate consistently high standards of personal and professional conduct.

The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career. Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:

- treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
- having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
- showing tolerance of and respect for the rights of others
- not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
- ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.

Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach and maintain high standards in their own attendance and punctuality.

Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

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

Section C

Only the current employing school needs to complete this section.

Safeguarding I can confirm that the school has completed all safeguarding checks for this applicant in line with KCSIE.	Please tick: Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
I confirm the applicant meets the Assessment Only criteria and has completed a minimum of two years teaching across at least two different schools. I fully support a recommendation for assessment for QTS.	Please tick: Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>

Section D

Headteacher signature This must be a handwritten or a scanned handwritten signature.	
Headteacher name (print)	Charles Kaur
Date completed and signed	17/04/2025

Testimonial example two

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



School testimonial

You must be able to demonstrate **two years of teaching** before QTS assessment registration across **two or more schools**. This should include any current or prior teaching that you have undertaken. You will be required to provide a minimum of **two testimonials** from two schools in different contexts. Please note that if your employment has been in a **SEND or Alternative Provision setting**, you will need to provide experience of teaching in a mainstream setting. Your experience should be across the age range in which you intend to gain QTS and for secondary it should also be in the same subject.

All schools need to complete sections A, B and D, but only the current employing school needs to complete section C.

Section A	
Applicant name	Rosie Smith
Name and address of school	The United International British School, Bangkok, Thailand
Age range/phase (e.g. Primary 3-7, 5-11, 7-11 or Secondary 11-16, 14-19)	Primary 3-7
If Secondary: Subject	N/A
School URN (UK only)	N/A International School
School website link	www.TUIBS.ac.th
<p>Please tick which school experience this testimonial refers to:</p> <p><input checked="" type="checkbox"/> Current employing school <input type="checkbox"/> Previous employing school <input type="checkbox"/> Second school experience</p> <p>This should be a minimum 20 days if you currently work in a mainstream setting, or 30 days if you work in a SEND or Alternative Provision setting.</p>	

Employment dates

Start date: 05/01/2023

End date: (please state **ONGOING** for current employing school) Ongoing

Please insert the number of terms completed at the school with sole responsibility for teaching* (where three terms are equal to a school year) in the box below:

9 terms

The governance structure of school (e.g. academy, MAT, independent, local authority)	Independent
The type of school (e.g. mainstream school, special school, APS)	International British School

Section B

Please tick to confirm that during the period outlined above the applicant:

- Has had sole responsibility for teaching*
- Taught 50% or more of a full-time timetable
- Taught across two consecutive Key Stages or 4 consecutive years (7-11) within one of these age ranges (3-7, 5-11, 7-11, 11-16, 14-19)
- If Primary, confirm teaching across the curriculum

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

Part 1: Teaching

Please provide a **detailed** supporting statement in relation to the quality of teaching observed, including confirmation that the applicant has shown they meet the eight Teachers' Standards. In each of the boxes below, please include evidence of how the applicant has shown they meet each standard through their classroom practice and professional behaviours.

TS1: Set high expectations which inspire, motivate and challenge pupils

Rosie consistently established a positive and ambitious learning environment that sets high, yet achievable, expectations for all pupils. Through positive classroom management strategies based on praise and rewards, she has cultivated a classroom culture that inspires pupils' enthusiasm, resilience and a genuine love of learning. This is particularly evident during her writing lessons, in which she would present pupils' work to the class as examples of expectations. She also allowed time for students to publish their work by reading it to small groups, allowing all learners to gain a sense of achievement and pride in their work.

TS2: Promote good progress and outcomes by pupils

In order to gain a clear understanding of pupils' learning needs, Rosie used a variety of formative assessments, such as whiteboard work during lesson input, lollipop sticks for asking students questions and think-pair-share in which she would walk around listening to the groups. An additional strategy that Rosie introduced to our school, after having learnt about it during a research project for her PGCE, was to ask pupils to share what their partner had told them during think-pair-share. This encouraged all pupils to be good listeners as well as speakers and resulted in increased engagement during lesson input. It was clear through observations that Rosie could demonstrate secure knowledge of the subjects that were taught and develop in her pupils a growing independence for learning. At the end of each inquiry unit, Rosie would collaborate with the year group teachers to develop clear and consistent assessments that could accurately demonstrate pupils' learning and attainment.

TS3: Demonstrate good subject and curriculum knowledge

The enthusiasm and high levels of engagement in Rosie's classes are also a testament to her excellent subject and curriculum knowledge. She designs immersive maths activities that allow her pupils to use a variety of materials to calculate simple mathematical equations and have cross-curricular links that are both purposeful and relevant to pupils' real-life experiences. For example, when pupils were learning about plants, the maths activities used a variety of seeds and plant pictures to encourage pattern making, addition and subtraction. She also utilised the school grounds effectively, exploring the soap seeds that fell from the trees and designing science experiments that explored how different surfaces impacted the speed at which transportation could move. During her time at our school, Rosie incorporated the Good Life Goals into the curriculum and was keen to explore ways to ensure the curriculum was built around an ethos of sustainability.

TS4: Plan and teach well-structured lessons

Each sequence of lessons that Rosie designed was carefully planned and delivered, balancing direct instruction with opportunities for exploration and reflection. At the beginning of each unit, she would gather and display pupils' questions and misconceptions about the topic so that she could be sure to cover these throughout the term. At the end of each topic, pupils would reflect upon and answer the questions they had asked at the beginning.

TS5: Adapt teaching to respond to the strengths and needs of all pupils

Rosie also used a range of strategies to maintain engagement such as opportunities for students to present, share their ideas or take a brain break. She adapted learning to her pupils' needs by adapting every activity to the range of ability levels within each class and ensured that the lower ability students were provided with language support throughout the day. In addressing the needs of her pupils with suspected learning needs, she developed a calm zone with fidget toys and taught her pupils about emotions through the zones of regulation. Rosie also devised weekly interventions to extend pupils' learning towards greater depth for high ability pupils as well as interventions that supported lower ability pupils to meet the year group expectations.

TS6: Make accurate and productive use of assessment

From observations, it was evident that Rosie's pupils had a high level of ownership over their work. For example, during reading lessons, her pupils would read to their partners and ask questions. They were highly engaged and enthusiastic about their partner reading sessions and it would also allow Rosie time to conduct summative assessments for reading comprehension and fluency. She would gather and store the data for her these summative assessments meticulously online and used this to determine which area of reading comprehension would be targeted in the next sequence of reading lessons or during interventions.

Furthermore, Rosie developed a stamp and sticker method for delivering feedback in a fun and exciting way, and utilised pictures on the stamps or stickers to make the targets clear to every pupil regardless of their reading ability. It was evident over time that this method of feedback was effective as pupils' targets were achieved and new targets could be set.

TS7: Manage behaviour effectively

Rosie's classroom management style was also impeccable, as her pupils had a clear understanding of classroom routines and expectations. At the beginning of each term, Rosie would review the class charter and make adjustments based on her pupils' ideas and insights. When challenging behaviour occurred, they would be addressed during circle times through role play activities or story books, and it was the reason for rewards was always emphasised. This helped to create a caring and nurturing environment in which every pupil felt safe and valued. When concerns arise related to the pupil's experiences outside of the classroom, Rosie would address these in parental meetings or alert the headteacher and leadership.

TS8: Fulfil wider professional responsibilities

Finally, Rosie's enthusiasm for education reached beyond the classroom to fulfil her wider professional responsibilities. She has designed and performed in a play with several colleagues for the pupils during several special school events and hosted several events on other occasions. She also adapted the curriculum during the COVID regulatory period to deliver outstanding online lessons and sought out external training opportunities to develop her practice further. For example, she attended the sustainability and inclusion weekend event, in which teachers from attending schools shared their ideas and strategies for incorporating sustainable and inclusive practices into the curriculum. In addition to this, Rosie attended weekend training events organised by the school and enthusiastically contributed ideas and experiences to extend her own learning and that of her colleagues' further.

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

Part 2: Personal and professional conduct

A teacher is expected to demonstrate consistently high standards of personal and professional conduct.

The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career. Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:

- treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
- having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
- showing tolerance of and respect for the rights of others
- not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
- ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.

Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach and maintain high standards in their own attendance and punctuality.

Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

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

Section C

Only the current employing school needs to complete this section.

Safeguarding

I can confirm that the school has completed all safeguarding checks for this applicant in line with KCSiE.

Please tick: Yes No

I confirm the applicant meets the Assessment Only criteria and has completed a minimum of two years teaching across at least two different schools. I fully support a recommendation for assessment for QTS.

Please tick: Yes No

Section D

Headteacher signature

This must be a handwritten or a scanned handwritten signature.



Headteacher name (print)

Denise Locke

Date completed and signed

07/12/2025