



# Advanced Teacher Status



Bursaries  
now  
available

Your route  
to becoming  
a Chartered  
Teacher

The gold standard in FE teaching and training

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## Introduction

I am delighted to introduce all you need to know about Advanced Teacher Status (ATS).

It is now established as a nationally recognised progression route for those SET members who have completed QTLS and are working at the level of an advanced teacher. The first cohort to have graduated with the status in November 2018 have told us how it has transformed their practice and offered them many opportunities to present research and influence real change in their organisations.

For 2020, we have changed the eligibility criteria to accept those advanced teachers who have not taken QTLS as part of their development journey, in response to research feedback. We are keen to see the number of excellent and experienced teachers who undertake the ATS programme grow as we believe this will demonstrate professionalism at the highest level in the sector.

The development of this programme has been aligned with the development of the Chartered Teacher programme offered by the Chartered College of Teaching. This means that those achieving ATS can also claim Chartered Teacher Status.

If you are an experienced teacher who would relish the opportunity for more reflective and collaborative practice in your work, this may be the programme for you. Check out page 6 to see if ATS is right for you. By the end of the ATS programme you will be demonstrating mastery in teaching or training, as well as a high level of subject knowledge in your area of professional expertise. ATS presents a unique chance for your skills and knowledge to be nationally recognised.

We accept applications between April and early September for entry into the next cohort, which starts each October, so if you like what you read here, we encourage you to apply as soon as possible to join what we envisage will become a highly sought after programme for advanced teachers.



**Andrew Dowell**  
Head of Professional Status  
Education and Training Foundation

## What is Advanced Teacher Status?

**Advanced Teacher Status (ATS) is the badge of advanced professionalism and mastery in further education and training.**

**The programme was launched by the Education and Training Foundation in 2017, and is underpinned by the 20 Professional Standards. It is conferred through the Society for Education and Training (SET).**

ATS offers a stage beyond QTLS to recognise advanced teachers and trainers with significant experience, who can demonstrate, at a high level mastery, in three major competencies:

1. continuing self-improvement and development of pedagogical practice and subject specialism
2. commitment to the development of others through coaching and mentoring activity with colleagues
3. ability to influence internal and external stakeholders and effect change in curriculum, and improve organisational quality and development.

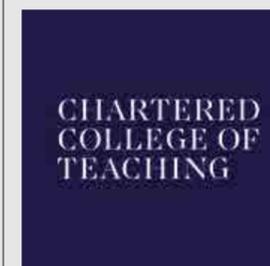
### Eligibility

To be eligible to apply for ATS, you need to meet the following criteria:

- ✓ demonstrate the highest standards of practice and be able to provide testimonies from senior colleagues confirming a consistency in high level teaching and learning skills, and in sustaining or improving your learners' outcomes
- ✓ have held your level 5 initial teacher education qualification for a minimum of four years (with QTLS/QTS) or five years (without QTLS/QTS) prior to starting
- ✓ be teaching or training at the level of an advanced teacher (see page 6 for definition), in a post-14 educational setting, for at least eight hours a week for the duration of undertaking ATS
- ✓ be a member of SET
- ✓ hold Level 2 English and maths.

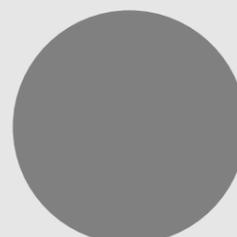
Note, teachers of maths or English will also need to hold maths and English qualifications at Level 3 or above.

### Chartered Teacher Status



The ETF has worked in close partnership with the Chartered College of Teaching to ensure holders of ATS will be conferred Chartered Teacher Status.

This cements the parity of professional status between those teaching and training across all educational contexts.



# What ATS will do for you

ATS will be an opportunity for you to focus on your personal development, diagnose your strengths and development needs, and be supported by a mentor throughout the process within a structure that is flexible to your needs.

You will showcase excellent practice, subject knowledge, commitment to developing others and an ability to influence stakeholders, effecting change in an organisation or network. The programme offers a unique combination of personal and professional challenges and insights.

You will embark on a journey to explore the key components of what it means to be an advanced teacher, and demonstrate your ability to diagnose, plan, act and reflect.

In summary, the ATS programme enables you to:

- reflect on your practice to further improve your teaching and learning
- develop skills in mentoring colleagues to bring about changes in your own and others' practice
- maintain and update your subject knowledge and educational research
- apply understanding of effective practice in teaching and learning
- critically evaluate practice and assess its impact
- contribute to organisational development and improvement
- develop curriculum or teaching and learning leadership skills.

Achievement of ATS will enable you to:

- gain Chartered Teacher Status
- demonstrate to employers and colleagues your mastery in teaching or training
- advance your career in terms of progressing to more senior roles
- use ATS as a designation in your signature and profile
- upgrade your SET membership to Fellow

See [youtube.com/EducationTFoundation](https://www.youtube.com/EducationTFoundation) for videos on ATS or use the QR code below to access the ATS playlist.



I have become a mentor of an ATS participant and I'm a supporter of my colleagues on their QTLS journeys. It feels great to be a respected member of our team.

VALERIA PANYKO, FSET ATS  
MATHS TEACHER



The structure enabled me to challenge my perceptions and assumptions whilst exploring new research and putting this to the test in my practice.

REBECCA BLACKBURN, MSET ATS  
HEAD OF QUALITY: CLASSROOM DELIVERY



I have seen success with one specific group of retake students, resulting in an 89 per cent pass rate against a target of 50 per cent. I am able to share my methods and create a real impact in changing how we teach.

SALLYANN WRIGHT, FSET ATS  
GCSE LECTURER AND TUTOR IN EDUCATION AND TRAINING  
AND ASSESSING VOCATIONAL ACHIEVEMENT



I have increased my knowledge base collaboratively and have initiated processes to improve teaching standards.

DAVID SMITH, FSET ATS  
COORDINATOR FOR EDUCATIONAL REFORMS  
INITIAL POLICE TRAINING



ATS represents a valuable badge of professional expertise as an educator.

MICHAEL SMITH, FSET ATS  
LEARNING INNOVATION MANAGER



Gaining ATS means that I am recognised as an advanced practitioner in education locally and nationally. I have received a special recognition award through the college. I now engage with colleagues, managers and senior leaders in developing and improving teaching, learning and assessment

JOYCE CHEN, FSET ATS  
LECTURER IN TEACHER EDUCATION  
AND PROFESSIONAL DEVELOPMENT



## Is ATS right for you?

1. Are you already working at the level of an advanced teacher (see below)?
2. Would you like the opportunity to further develop your pedagogical expertise?
3. Are you interested in undertaking your own small-scale project and critically analysing existing education research?
4. Do you want to develop your coaching/mentoring skills to support other practitioners?
5. Would you like to or do you already contribute to your organisation's development and improvement?

	yes	no
1. Are you already working at the level of an advanced teacher (see below)?	<input type="checkbox"/>	<input type="checkbox"/>
2. Would you like the opportunity to further develop your pedagogical expertise?	<input type="checkbox"/>	<input type="checkbox"/>
3. Are you interested in undertaking your own small-scale project and critically analysing existing education research?	<input type="checkbox"/>	<input type="checkbox"/>
4. Do you want to develop your coaching/mentoring skills to support other practitioners?	<input type="checkbox"/>	<input type="checkbox"/>
5. Would you like to or do you already contribute to your organisation's development and improvement?	<input type="checkbox"/>	<input type="checkbox"/>

If you answered 'yes' to the all of the above questions, then ATS could be right for you.

### What is an advanced teacher?

Demonstrates effective practice in teaching and learning to the highest standard

Shares their high level pedagogical/subject expertise through networking, coaching or mentoring

Can critically evaluate their practice with colleagues or peers and assess its impact

Has high level technical or academic subject knowledge and professional experience

Can contribute strategically to the developing curriculum and organisational development

Can support colleagues to improve learner and learning experiences

Typical roles held by advanced teachers are senior teachers, trainers or assessors, curriculum managers or coordinators, quality managers, teaching and learning coaches, aspiring senior managers, senior instructors supporting apprenticeships

## What commitment is needed to succeed in the ATS programme?

### Time

ATS is a 12 month developmental programme using an online portfolio.

You will need to allow 3-4 hours a week to work on your portfolio. There will be times when you need to allow additional time particularly towards the end, when you will be writing up your improvement project.

### Motivation

Undertaking ATS is an individual process which requires self-motivation to keep on track and meet deadlines. You need to be energised and motivated to:

- explore and develop your capability, and be involved in activities which challenge and stretch you
- deepen your understanding of yourself, of the teaching and learning process, and of how to influence others

### Collaboration

While you complete ATS as an individual, it is essential that you engage in collaborative practice. You will take part in an inclusive joint working experience, focusing on defined tasks, to enable enhanced criticality.

You will be expected to develop a collaborative culture and share, support and explore together with colleagues and peers to improve practices, strengthen pedagogy and impact positively on the learning experience.

Collaboration may be with fellow ATS participants or more senior colleagues in your institution or network. The feedback gained from collaboration (for example, critical incidents that may occur) will offer opportunities for critical reflection.

Successful ATS holders have told us it was worth the effort, and they have a great sense of pride and achievement on submission of their work.



My key advice would be time management. It is crucial you apportion appropriate time to get the most out of the process and to attain mastery in your practice.

DAVE SHURMER, FSET ATS  
SPORT AND LEISURE TRAINER, ASSESSOR  
AND INTERNAL QUALITY ASSURANCE VERIFIER



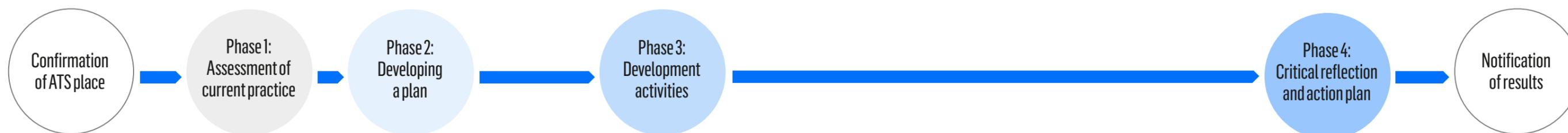
# The ATS Programme and timeline

The ATS programme is formed of four phases. You will be required to produce evidence for each of these phases. Each new cohort starts in October and the programme lasts 12 months.



Have an in-depth plan and make sure you stick to it. Ensure you use your mentor. They are a great source of motivation and will act as a critical friend.

NIGEL CANNAR, FSET ATS  
SIXTH FORM PSYCHOLOGY TEACHER



	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sept	Oct	Nov/Dec	
	Payment starts for ATS programme	Issue of guidance and e-portfolio	<b>1. Assessment of current practice</b>	<b>2. Developing a plan</b>	<b>3. Development activities: Ongoing activity: observations, reflective diary entries, professional reading, coaching and mentoring a colleague, improvement project or case study, CPD</b>							<b>4. Critical reflection and action plan</b>		Review and moderation	Viva and results	
<b>Required activity</b>	<ul style="list-style-type: none"> <li>Nominate a mentor from your institution or request a SET mentor</li> </ul>	<ul style="list-style-type: none"> <li>Familiarise yourself with the e-portfolio and introduction to ATS</li> <li>Brush up your essential skills in preparation for ATS</li> <li>Hold a pre-meeting with your mentor to complete Mentoring Agreement form</li> <li>Complete and submit an updated Declaration of Suitability form</li> </ul>	<ul style="list-style-type: none"> <li>Carry out online self-assessment</li> <li>Collect feedback from your 360 degree report</li> <li>Arrange to have your first observation</li> <li>Attend ATS webinars</li> </ul>	<ul style="list-style-type: none"> <li>Complete your Professional Development Plan (PDP) to support development in the three major areas: self-improvement; developing others; influencing systems and stakeholders</li> <li>Complete a plan for your improvement project</li> <li><b>Hold your first meeting with your mentor</b></li> </ul>	<ul style="list-style-type: none"> <li>Start your professional reading to support your improvement project and CPD activity</li> <li>Undertake the 'An introduction to mentoring' programme if you are new to mentoring (optional) and/or attend a webinar</li> <li>Identify a colleague/colleagues you would like to mentor</li> </ul>	<ul style="list-style-type: none"> <li>Hold first mentoring session with your colleague</li> <li>Begin CPD activity</li> <li>Discuss your improvement project plans with a peer</li> <li>Attend webinar on 'Your improvement project'</li> </ul>	<ul style="list-style-type: none"> <li>Arrange your second observation</li> <li>Attend webinar on academic writing</li> </ul>	<ul style="list-style-type: none"> <li><b>Hold your second meeting with your mentor</b></li> <li>Attend online collaborative events with other ATS participants</li> </ul>	<ul style="list-style-type: none"> <li>Discuss a critical incident with a peer (on the on-line discussion forum)</li> <li>Write up your critical incident</li> <li>Complete your professional reading for your improvement project</li> </ul>	<ul style="list-style-type: none"> <li>Discuss the findings of your improvement project with a peer</li> <li>Attend online collaborative events with other ATS participants</li> </ul>	<ul style="list-style-type: none"> <li>Complete your CPD activity</li> <li>Hold final mentoring session with your colleague</li> </ul>	<ul style="list-style-type: none"> <li>Arrange your final observation and project video clip</li> <li><b>Hold your final meeting with your mentor to evaluate impact</b></li> <li>Attend a 'final stages' webinar</li> </ul>	<ul style="list-style-type: none"> <li>Complete your final critical reflection report</li> <li>Share your reflections on impact with a peer</li> </ul>	<ul style="list-style-type: none"> <li>Complete your final action plan</li> <li>Submit your completed portfolio to your mentor</li> <li>Check mentor's supporting statement</li> <li>Submit your portfolio to SET for review</li> <li>Complete online survey</li> </ul>	<ul style="list-style-type: none"> <li>Portfolios will be reviewed.</li> <li>Invitations to attend a viva interview will be issued</li> <li>A webinar on viva preparation will be available to attend</li> </ul>	<ul style="list-style-type: none"> <li>Attend viva interview</li> <li>Notification of results</li> </ul>

# Professional Standards

The ATS programme requires you to document your professional learning journey that will be underpinned by the 20 Professional Standards.

You need to demonstrate that you are practising at the level of an advanced practitioner for each of the standards, as detailed in this table.

	Standards	Advanced Practitioner Criteria
1	Reflect on what works best in my teaching and learning to meet the diverse needs of learners	I systematically engage in critical, learner-focused reflection to set myself challenging professional targets designed to meet the diverse needs of all learners, in multiple settings.
2	Evaluate and challenge my practice, values and beliefs	I reflect critically and systematically on my own practice, values and beliefs and how they might impact on learners. I explore how alternative positions might challenge mine, and evaluate their implications for teaching and learning in a range of settings.
3	Inspire, motivate and raise aspirations of learners through my enthusiasm and knowledge	I consistently achieve high levels of engagement and motivation with my learners, and maintain high expectations of my learners in the teaching of my subject/vocational area.
4	Be creative and innovative in selecting and adapting strategies to help learners to learn	I consistently develop innovative and creative approaches, often in a spontaneous and flexible way, to improve teaching, learning and/or assessment, including experimentation and risk-taking where appropriate.
5	Value and promote social and cultural diversity, equality of opportunity and inclusion	I respect and encourage all learners' understanding by exploiting the potential provided by social and cultural diversity, equality of opportunity and inclusion and show a depth of understanding of their implications for teaching and my teaching practice.
6	Build positive and collaborative relationships with colleagues and learners	I routinely collaborate with learners and colleagues to support all learners in achieving learning and personal development outcomes which challenge and enthuse them.
7	Maintain and update knowledge of my subject and/or vocational area	I dedicate substantial periods of time to continually expanding and deepening my subject specialist knowledge by learning about new developments in my subject.
8	Maintain and update my knowledge of education research to develop evidence-based practice	I systematically engage with a broad range of educational research with identified relevance to my own current and future teaching contexts. I use it regularly to reflect on and challenge the limitations of my practice to experiment, innovate and develop my practice in a range of settings.
9	Apply theoretical understanding of effective practice in teaching, learning and assessment, drawing on research and other evidence	I critically and systematically analyse how I support all learners' progress, attainment and achievement, using an appropriate sequence of teaching and a flexible range of strategies in different contexts, with reference to subject-specific pedagogical understanding, theory and relevant research, including research carried out as part of my own practice.
10	Evaluate my practice with others and assess its impact on learning	I systematically use a variety of sources of support, including tutors, mentors and learners, to reflect critically on my own practice and its impact on learners, and I help others to do the same. I consistently set proactive development goals and find ways to achieve them with colleagues in a range of settings and contexts.

## Standards

## Advanced Practitioner Criteria

11

**Manage and promote positive learner behaviour**

I deal confidently and proportionately with learner behaviours, maintaining a rapport with individuals and groups conducive to high-quality engagement in learning with learners I encounter in a range of settings.

12

**Understand the teaching and professional role and my responsibilities**

I critically evaluate different perspectives of teacher professionalism and demonstrate a clear understanding of the range of professionals that contribute to learners' development.

13

**Motivate and inspire learners to promote achievement and develop their skills to enable progression**

I use a wide range of approaches to ensure that all learners are consistently and appropriately challenged to a high level and supported and inspired to make excellent progress in their learning and beyond.

14

**Plan and deliver effective learning programmes for diverse groups or individuals in a safe and inclusive environment**

I develop and flexibly adapt sequenced planning to accommodate a range of individual needs and deal skilfully with barriers to learning, including learners with SEND; I produce detailed records with a clear focus both on groups and on individual learners that consistently enlightens and informs subsequent planning.

I teach inclusive and stimulating learning programmes that are good and frequently show outstanding characteristics.

15

**Promote the benefits of technology and support learners in its use**

I consistently make innovative and appropriate use of existing, new and emerging technologies to engage learners and to develop in-depth understanding and/or acquisition of skills relevant to subject or vocational area.

16

**Address the mathematics and English needs of learners and work creatively to overcome individual barriers to learning**

I demonstrate secure and confident personal knowledge and skills in maths and English and have a good grasp of the maths/English skills required in my vocational/subject area; I systematically use my depth of knowledge and skills to embed opportunities for learners to develop in these areas.

17

**Enable learners to share responsibility for their own learning and assessment, setting goals that stretch and challenge**

I use every opportunity to encourage all learners' self-directedness and autonomy in setting themselves highly ambitious goals for their own learning and achievement with an understanding of where to access any support they may need.

18

**Apply appropriate and fair methods of assessment, and provide constructive and timely feedback to support progression and achievement**

I assess learners' achievement using a wide range of differentiated approaches. I provide detailed, highly developmental feedback and targets to support learners to make progress, both within lessons and in wider settings.

19

**Maintain and update teaching and training expertise and technical skills through collaboration with employers**

I am pro-active in collaborating with employers and consistently maintaining my own subject knowledge and skills at a high level and in engaging with a range of current debates in curriculum, pedagogy and professional skills relating to the subject or vocational area.

20

**Contribute to organisational development and quality improvement through collaboration with others**

I demonstrate a high level of teaching and leadership skills and show initiative in improving teaching and learning within a wide range of settings. I act as a role model to other teachers and trainers.

# Achievements through ATS

By successfully gaining ATS, your development journey will benefit not only yourself, but your colleagues and your organisation. You will have demonstrated that your knowledge, skills and behaviours in relation

to your advanced teacher role have been nationally recognised at the highest level. These are summarised below.

## Your knowledge

### You will understand:

- your own strengths and development needs
- the value of updating subject/vocational knowledge to meet development needs
- different perspectives and models of teacher professionalism
- the impact of government initiatives and policy directives on your professional role
- key factors relating to your subject or vocational area and how they impact on learners' own professional practice, colleagues and the organisation
- how to apply educational models or theories to your own teaching, learning and assessment
- how to develop colleagues' practice.

## Your skills

### You will be able to:

- share your advanced subject specialist knowledge
- observe colleagues and evaluate their practice and the impact on teaching and learning
- design and deliver staff development sessions
- coach colleagues to support their theoretical understanding of teaching, learning and assessment
- support colleagues to improve their practice, e.g. by peer observations; learning walks; videoing classes; themed drop-in sessions; group training sessions; one-to-one support, coaching and mentoring
- respond to change and the continual reappraisal of practice

- collaborate with colleagues and peers, resulting in a clear and measurable quality improvement in the organisation
- conduct educational research to develop evidence-based practice and design
- share findings from research and evidence-based practice
- promote the importance of reflecting/evaluating practice across an organisation
- recommend ways to inspire, motivate and raise aspirations of learners
- recommend improvements to quality assurance processes and procedures impacting on teaching and learning within your organisation and use relevant forms of data to inform decisions.

## Your behaviours

### You will:

- demonstrate advanced practice
- evaluate your own practice, values and beliefs and how they impact on your teaching and learning
- respond to feedback gained from senior managers, managers, colleagues, mentor/coach and learners
- use critical reflection in order to evaluate and challenge their own and others' practice, values and beliefs and identify how this impacts on teaching and learning
- build relationships with colleagues and learners using educational/theoretical models to develop mutual trust and support
- evaluate the wider social implications of your professional role, including a commitment to diversity, educational equity and social justice
- develop your and others' practice, e.g. through collaborative working, professional discussion, experimenting with new strategies
- take a leading role in current debates in curriculum and pedagogy related to your subject and/or vocational area
- promote effective curriculum or teaching and learning leadership skills to benefit the organisation
- evaluate and challenge practice, values and beliefs.

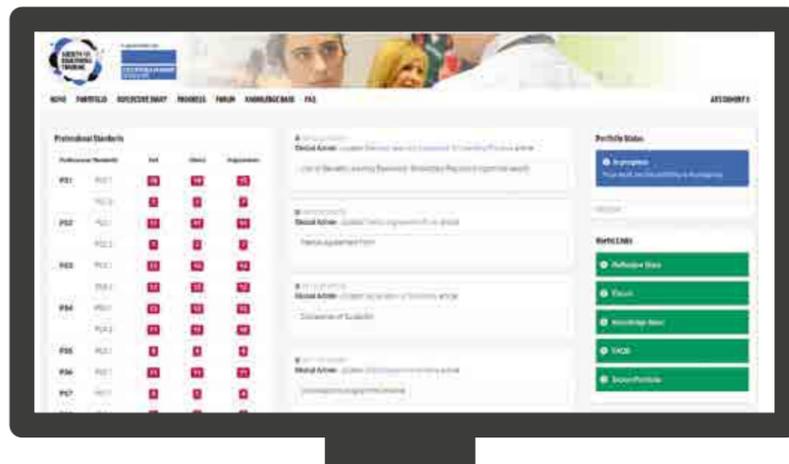
# What else you need to know

## Using the ATS e-portfolio

**In order to complete the ATS programme, you will be granted access to your ATS e-portfolio, which is accessible from your PC, mobile or tablet devices.**

The ATS e-portfolio enables you to:

- effectively manage and upload your evidence
- keep track of your progress and how you are evidencing the 20 Professional Standards
- view and contribute to an interactive online forum with other ATS participants
- access an ATS knowledge base containing guidance and useful sources of information
- share your ATS work with your mentor during and at the end of the programme



## Examples of evidence

**The ATS programme requires you to submit evidence in your e-portfolio in a number of ways.**

Types of evidence will include:

- three observation reports of your teaching
- a video clip of your practice
- 360 feedback from a manager, a colleague and learners
- a Professional Development Plan
- records of a minimum of three professional discussions with your mentor
- a reflective diary
- a professional reading log
- records of CPD activity
- coaching and mentoring records
- a critical reflection report; and your case study/improvement project

You will receive detailed guidance on the evidence required in each section of the portfolio.

## Your mentor

You will need to choose a mentor, once you have been accepted as an ATS participant.

The purpose of a mentor is to provide you with personal support, encouragement and challenge from a highly experienced professional.

Finding the ideal mentor can be difficult so please contact us for guidance to help you decide what you need from a mentor.

If you are unable to identify a mentor in your network, we may be able to match you with one of our SET mentors.

Our register comprises experienced SET members skilled within their chosen fields, who may have completed ATS themselves and have experience of conducting research, coaching and mentoring.

The mentor supports you on a minimum of three occasions:

- At the beginning of the process when you are putting together a Professional Development Plan (PDP) and your research plan
- Midway, to hold a professional discussion about your progress
- Towards the end, when a supporting statement is completed by the mentor to accompany your final submission.

Additionally, there will be:

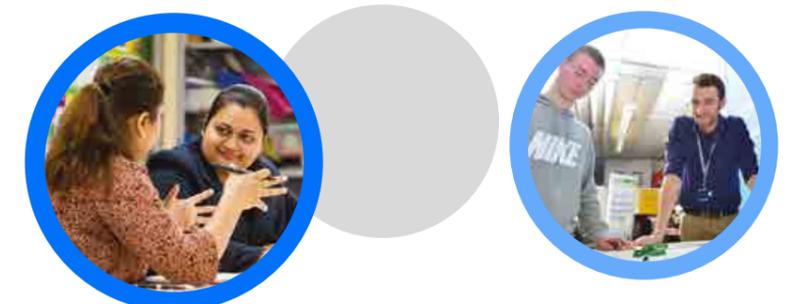
- an initial discussion (face to face or virtual) to agree the boundaries and logistics of your mentoring relationship
- other points of contact (e.g. emails, phone calls, virtual and face-to-face meetings) that are agreed between you.

## Support from SET

In addition to the guidance you receive from your mentor, SET provides support in a number of ways:

- a series of interactive webinars throughout the programme
- providing a timeline and reminders of activity to help you stay on track
- sending regular bulletins to keep you updated
- a dedicated inbox for email enquiries

- telephone or video call with the ETF's Participant Experience Manager
- supporting collaborative working so that you can discuss and peer review aspects of your portfolio with other ATS participants, through discussion forums and a dedicated ATS Facebook community page
- opportunities for participants to meet either face-to-face or virtually to promote professional learning.



# Completing ATS

## 1. Review of your Portfolio

**After you have submitted your completed portfolio to SET, it will be reviewed by a member of SET's highly experienced team of reviewers.**

A team of moderators will ensure consistency in the judgements made by reviewers, as well as in the quality of the ATS portfolios.

Your portfolio will be reviewed against three broad criteria:

- **Authenticity:** does the evidence appear to be authentic?
- **Sufficiency:** is the evidence sufficient to award ATS?

## 2. Viva Interview

**If your portfolio has been recommended for the award of ATS, you will be invited to a viva interview, usually held by video conference call.**

The viva will provide you with an opportunity to discuss your year's development with the ATS moderators and reviewers. You will be expected to tell us about the

## 3. Results

**If your viva interview is successful, you will be notified that you have achieved Advanced Teacher Status.**

Your certificate will be mailed out to you and your details will be added to the Professional Status register.

- **Reliability:** is the evidence included relevant to the applicant and their role?

Written feedback will be provided by SET reviewers. If the evidence in your portfolio demonstrates you have met the ATS criteria, your reviewer will recommend that you should be awarded with ATS, subject to a viva interview, and this will be confirmed to you by e-mail.

Otherwise you will be asked to make modifications to your portfolio.

impact the ATS process has had on yourself and your organisation/network. The viva will last 45-60 minutes.

Participants must pass the viva interview in order to be awarded with ATS.

## 4. SET Fellowship and Chartered Teacher Status

**ATS holders may upgrade their SET membership to Fellow status.**

In line with the partnership arrangement with the Chartered College of Teaching, ATS holders will be awarded Chartered Teacher

Status and their details added to the publicly searchable Chartered Teacher register.

## 5. Graduation ceremony

**You will be invited to a graduation ceremony in conjunction with the Chartered Collge of Teaching.**



ATS facilitated further professional growth needed to obtain mastery status in teaching and learning. It involved a steep personal journey which made me critically reflect and evaluate, then refine my practice.

LISA WILLIAMSON, FSET ATS  
TEACHER IN HE, FE AND SECONDARY EDUCATION





### How many hours a week do I need to be teaching in order to undertake ATS?

You can meet the teaching hours requirement through direct teaching or training, delivering planned courses to groups of five trainees/learners or more, or through teaching equivalent activities, such as coaching and mentoring (one-to-one or small groups) and/or staff development sessions, for example, interactive sessions you have planned in order to develop specific aspects of trainees'/mentees' knowledge and skills. At least 50 per cent of the annualised hours should be evidenced by direct teaching or training.

### I teach in blocks rather than a regular number of hours a week. Can I still apply?

Yes, provided that the number of hours you teach on an annualised basis is equivalent to eight hours a week.

### I am a teacher educator. Am I eligible to apply?

Yes.

### I trained to teach in FE, but I am currently teaching in a school. Can I apply?

Yes, provided you are teaching learners aged 14+ and teaching year groups 10, 11 and/or above. However, you may want to also consider the Chartered Teacher programme through our partnership with the Chartered College of Teaching.



### What level is ATS?

As ATS is not a qualification, it does not have a level. However, the assessment statements for ATS have been informed by several sources that include Level 7 assessment criteria.

### What is the difference between QTLS and ATS?

QTLS enables practitioners, who are often in the early stages of their career, to develop their teaching skills and subject knowledge and reflect on the impact of the process on their practice and learners. ATS is a progression route from QTLS and enables advanced teachers and trainers to develop their practice and subject knowledge further.

### How is ATS an alternative route to SET Fellowship?

ATS is an alternative route to SET Fellowship for those members who have not gained a Master's Degree in Education. The aim is to enable high performing teachers and trainers from a diverse range of settings to undertake ATS, particularly those for whom a Master's qualification may not be a desirable or appropriate option. ATS has parity with Chartered Teacher Status.



### What evidence on application is acceptable to demonstrate high level teaching skills and learner outcomes?

A witness testimony completed in the last six months. This should have been completed by an advanced practitioner, line manager or quality manager.

### Will I be required to attend any CPD events, meetings or conferences as part of the ATS process?

You would be expected to undertake any CPD that you consider will enable you to meet the evidence requirements, but it will be your responsibility to organise any CPD activity. We will signpost participants to CPD available on the Foundation Online Learning website, or CPD events run by the ETF or SET.

See the SET website  
[set.etfoundation.co.uk/ats-faqs](http://set.etfoundation.co.uk/ats-faqs)  
 for more FAQs

# Ready to advance?

### How to apply

Applications for ATS are open between April and mid-September, for a cohort starting in October. If you meet the eligibility criteria you will need to join SET (if not currently a member) and complete the ATS application form, downloadable from the SET website.

In support of your application you will need to provide:

- one or two supporting testimonies demonstrating high level teaching and learning, and consistent improvement in learner outcomes
- your current teaching timetable (highlighting your access to a minimum of 8 hours post-14 teaching per week)
- a copy of your QTLS or NQT (induction) certificate (if applicable).
- a copy of your ITE qualification (Level 5 or above)
- a copy of your subject specialism qualification certificate
- copies of your English and maths Level 2 certificates
- your CV
- an endorsement from a member of your senior management team
- evidence of line manager support
- your bursary application.

If you teach maths and/or English please also provide a copy of your Level 3 or above qualification certificates



### What to expect next?

Your application will be reviewed within two weeks of receipt. If successful, you will be offered a place to start in October. Payment will be required in September. In October your e-portfolio and an introductory webinar will be made available.

### Fees

The cost of undertaking the ATS programme is **£750**.

### Bursaries

Bursaries of £500 are available for 2020. See [set.etfoundation.co.uk/bursaries](http://set.etfoundation.co.uk/bursaries)

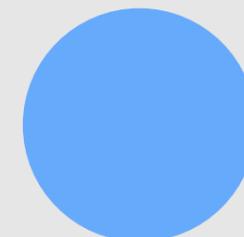
### Ways to pay

You can either pay in full or in direct debit instalments with an initial payment. Full/initial payment is required prior to commencing the programme.

Instalment plans:

**Full ATS fee:** £150 initial payment followed by six payments of £100 by direct debit.

**Fee for those in receipt of bursary:** £100 initial payment followed by six payments of £25 by direct debit.



# Any questions?

- 🖱️ [set.etfoundation.co.uk/ats](https://set.etfoundation.co.uk/ats)
- ✉️ [membership.enquiries@etfoundation.co.uk](mailto:membership.enquiries@etfoundation.co.uk)
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Achieving ATS for me feels like  
'putting the icing on the cake'.  
I am very proud to achieve ATS.

ELAINE BATTAMS, FSET ATS  
ADVANCED LEARNING PRACTITIONER AND  
COURSE MANAGER FOR TEACHER TRAINING

ETF142 06/20

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[SET.ETFUNDATION.CO.UK](https://set.etfoundation.co.uk)