Advanced Teacher Status (ATS)

**Please use this application form to apply for the October 2025 Advanced Teacher Status programme (If you are restarting your ATS journey, you will also need to fill in this application form).**

# Instructions for completing this form

1. Complete **all** sections of this form.
2. Save it as a file called: **[your membership number] ATS form**, for example **AJ012345 ATS form.**
3. Email your application form to [membership@etfoundation.co.uk](mailto:ats@etfoundation.co.uk) with the email subject: **[your membership number] ATS application form**, for example **AJ012345 ATS application form**. Include the following attachments:

* this completed application form
* your CV following the instructions in section C of this form
* a copy of your current teaching timetable
  + highlighting your access to a minimum of 320 hours post-14 group teaching (5 or more learners\*) for the duration of the programme
* a copy of your Level 5 or above teaching training qualification certificate\*\*
* a copy of a subject specialism qualification certificate at Level 3 or above for the main subject/s that you will be teaching for the period of the ATS programme\*\*
* copies of your level 2 English and maths certificates \*\*
* a copy of your QTS certificate if you hold QTS (this is not required if you hold QTLS.)

*\*In* ***exceptional circumstances*** *applicants may be able to start the developmental process leading to ATS with groups that have fewer than five learners. To do this the applicant must:*

1. *Meet all* [*standard ATS eligibility criteria*](https://set.et-foundation.co.uk/your-career/qtls/qtls-eligibility-guidance)*.*
2. *Provide an employer agreement signed by a senior leader in the organisation and submit it attached to the application form. The employer agreement will evidence the following:*

* *Your organisation's support for you to access teaching and learning with groups over five or more learners during your developmental process.*
* *You may be teaching, co-teaching, or observing. This may be inside your own organisation, or in another FE and Skills organisation.*

1. *Complete an additional reflective validation activity during your developmental process leading to ATS, once you have received your ATS portfolio (not at application stage).*

*\*\*If you have achieved any of your qualifications overseas an accompanying UK ENIC (NARIC) statement of compatibility will be required.*

**Additional Guidance**

Please ensure that you complete this application in full and send all attachments in one email.

All information provided by you will be treated as confidential. The Society for Education and Training (SET) and the Education and Training Foundation (ETF) will not share any information provided with any third parties. Once received, your application form will be stored securely for the duration of the programme. Please read our full [Privacy Notice](https://www.et-foundation.co.uk/terms-of-usage/privacy-cookie-policy/) for more information on how we collect, use and store your data.

You can submit your application for the October 2025 ATS cohort between:

**2 June 2025 – 30 September 2025**

Once received, we aim to provide feedback on your application within eight weeks, with each application reviewed by a panel at the Education and Training Foundation (ETF).

Application forms are reviewed against a pre-determined set of criteria to ensure a consistent and fair approach to all applicants.

You will hear back no later than Friday 10 October 2025 if your application has been successful.

Successful applicants will be issued an ATS portfolio on Monday 13 October 2025 as per our programme timeline.

If you have any questions regarding your application, please contact [membership@etfoundation.co.uk](mailto:ats@etfoundation.co.uk).

# Application form

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **A) Background information** | | | | | | | | | |
| 1 | Full Name | | | | | |  | | |
| 2 | SET Membership number | | | | | |  | | |
| 3 | Email address | | | | | |  | | |
| 4 | Telephone number | | | | | |  | | |
| 5 | Name and address of current employer (if applicable) | | | | | |  | | |
| 6 | Type of organisation you work for | | | | | | Choose an item. | | |
| 7 | Other type of organisation (if not listed above) | | | | | |  | | |
| 8 | Date when QTLS | | | | | | I do not have QTLS | | |
| 9 | Date when QTS was awarded | | | | | | I do not have QTS | | |
| 10 | Date when initial teacher education qualification was awarded | | | | | |  | | |
| **B) Your current role and responsibilities** | | | | | | | | | |
| This section of the application needs to set the scene, paying particular attention to the career path you are on and especially any responsibilities which would allow you to support colleagues and wider organisation. | | | | | | | | | |
| 1 | Current job title | | | | |  | | | |
| 2 | Your current role and responsibilities. | | | | |  | | | |
| The age range and group size of learners/staff you are teaching/training.  Provide a brief profile of the groups you teach. | | | | | *(average 50 words)* | | | |
| Typical age group/s: | | | | | | | |  |
| Typical group size/s (must be 5 or more learners\*):  *\*Please refer to the exceptional circumstances in page 1 of this application form* | | | | | | | |  |
| The number of hours per week you are currently teaching to post 14 learners (you will also be attaching a copy of your teaching timetable). | | | | | | | |  |
| **C) Your previous roles** | | | | | | | | | |
| Please **attach** an up-to-date professional CV to your application email. Please name this file **[your membership number] ATS CV**, for example **AJ012345 ATS CV**. | | | | | | | | I have attached my CV | |
| **D) Your Motivation and Suitability to undertake ATS** | | | | | | | | | |
| To demonstrate that you are writing at the level of an advanced teacher please provide three evaluative statements that demonstrate your suitability to undertake ATS.  You may wish to consider: <http://www2.eit.ac.nz/library/ls_guides_descriptivewriting.html>  **At the outset it is important that you consider the anticipated impact that achieving ATS will have on you, your colleagues, your organisation and importantly, your learners.**  **Guidance notes:**   * Critical, analytical and evaluative skills are a key element of the developmental process leading to ATS. Please ensure that your statements demonstrate these skills, as they will be considered as part of the application process. * Please do not exceed the word count by more than 10%. | | | | | | | | | |
| 1. Why would you like to undertake ATS and what is your motivation for doing so? | | | | | *(average 200 words)* | | | | |
| 1. Why do you consider yourself to be an advanced teacher/trainer and what influence do you have outside of your classroom? Give examples.   Please refer to Appendix 1 for the ATS [definition of Advanced Teacher](#bookmark=id.2et92p0) | | | | | *(average 200 words)* | | | | |
| 1. What do you perceive to be the anticipated positive impact of undertaking the process on you and your wider organisation? | | | | | *(average 200 words)* | | | | |
| **E) Evidence of your pedagogical skills and subject/vocational knowledge** | | | | | | | | | |
| Please provide statements that demonstrate a commitment to maintaining and updating your subject/vocational and pedagogical knowledge and consistency in high level teaching and learning and that has resulted in a positive impact on learner outcomes.    Give one example of CPD you have recently undertaken and provide a critical reflection of the benefits this CPD had upon yourself, your learners, and **what impact** **this had on the practice of your colleagues.**  **Guidance notes:**   * As a reminder, critical, analytical and evaluative skills are a key element of the developmental process leading to ATS. Please ensure that your statements demonstrate these skills, as they will be considered as part of the application process. You may wish to consider: <http://www2.eit.ac.nz/library/ls_guides_descriptivewriting.html> to support your narrative. * Please do not exceed the word count by more than 10%. | | | | | | | | | |
| Example 1: | | *(average 150 words)* | | | | | | | |
| **F) Senior Management Endorsement** | | | | | | | | | |
| Please contact a member of your senior management team and ask them to provide an endorsement of your place on the ATS programme. This endorsement should take the form of an email, which is screen shot below.  In their statement, they should include:   * Your role within the organisation * Your ability or opportunity to influence colleagues and the organisation * Your commitment to your own Continuing Professional Development (CPD) * How the senior manager/organisation will be able to support you undertaking a quality improvement project * How the senior manager/organisation will be able to support you with coaching/mentoring opportunities | | | | | | | | | |
| Add/copy your email here, or attach it to your application: | | | | *Attach a copy of the email to your application form, or copy the email in the space below,*  *including senior manager’s name, role, and email signature:* | | | | | |
| **G) Line Manager Support** | | | | | | | | | |
| Arrange a professional discussion with your line manager to provide an overview of your application, ensuring that they are aware of the programme requirements.  *e.g. Able to coach/mentor a colleague (who is not undertaking their ITE qualification) and ability to complete a quality improvement project, that has organisation wide benefit.*  Also discuss how your line manager will be able to support you through the period of professional development leading to Advanced Teacher Status. You may wish to consider:   * Frequency of catch ups * A suitable mentor * A suitable member of staff to coach * Possible topics for an improvement project * Making time to develop the ATS portfolio of evidence | | | | | | | | | |
| Add a summary of this conversation below. | | | *(average 150 words)* | | | | | | |

*I agree that the information I have provided is a true and accurate reflection of my teaching career and that the information provided can be used to assess my suitability for the Advanced Teacher Status developmental process.*

**Your signature:**

*(Please note that for authentication purposes, only a formal signature either handwritten or scanned electronic signature can be accepted. A typed name will not provide sufficient evidence.)*

**Date:**

**Appendix 1: Definition of and Advanced Teacher for ATS purposes:**

ATS is defined as a self-driven developmental process leading to an advanced teaching status (ATS) rather than a course or qualification. It is suitable for teachers who are already working at the level of an advanced practitioner/teacher.

For the purpose of the developmental process leading to ATS, an advanced teacher:

* Has high level technical or academic subject knowledge and professional experience.
* Demonstrates effective practice in teaching and learning to the highest standards.
* **Critically** evaluates their practice with colleagues and assess its impact.
* Is in a position to formally employ coaching/mentoring models and techniques to support the professional development of colleagues in a teaching position as part of their role. (Please note that your mentee cannot be undertaking their teacher training qualification.)
* Actively engages with educational theory and research, and is in a position to undertake a small research (improvement) project that has impact within the organisation at middle or strategic level.
* Follows a critical and evaluative approach to the theories that underpin their practice.
* Is in a position to influence departmental, middle or senior level teaching and learning strategies within their organisation and evidence the impact.
* Ideally, an advanced teacher will also be able to lead, support or engage in activities with colleagues beyond the classroom, e.g. delivering CPD for colleagues, resourcing teaching and learning, etc.

An advanced teacher looks beyond their classroom practice and immediate department, actively and effectively contributes to the professional development of their colleagues through formal coaching and mentoring sessions as part of their role and influences their organisation and wider network at strategic level.

Typical roles associated with advanced teaching are senior teachers, advanced practitioners, teaching and learning coaches, curriculum managers or coordinators, quality managers, aspiring senior managers, senior instructors supporting apprenticeships, etc.