

Specialist Knowledge for Teaching Mathematics (Secondary Early Career Teachers) Programme

What are the intended outcomes?

Student outcomes

Students will:

- engage with confidence when faced with appropriately challenging content within a task
- reason with increasing confidence in response to effective questioning within the classroom.

Practice development

Participants will:

- observe closely their students' engagement with the task or lesson, considering the implications on their practice of what they notice
- recognise that by anticipating student responses, effective questioning can take place within their classroom
- consider task and lesson design, with their students' needs in mind, adapting where necessary
- engage constructively with colleagues and mentors, sharing with them the professional learning taking place within this programme.

Professional learning

Participants will:

- recognise appropriately challenging content within a task or lesson and anticipate a student's response, adapting the task or lesson as necessary
- notice aspects of students' learning behaviour, and be supported to plan a response
- notice aspects of teaching for mastery within a given task or lesson and be able to articulate their purpose
- develop their expertise in maths specific pedagogies aligned to teaching for mastery and the ITTECF.

NCP25-29

Phase

Secondary

Project year

5

Strategic goal

Secondary

Professional development type

SKTM programme



Revised for 2025/26

This SKTM programme will undergo significant changes to ensure alignment with the ECT Expertise in Teaching Maths Modules. It will now be a one-year programme.

Participant information

This programme supports secondary early career teachers to develop specialist knowledge for teaching maths, complementing teaching for mastery approaches as exemplified in NCETM's Essence of Mathematics Teaching for Mastery. Participants will be those identified as having recently started their teaching career; for this programme that means teachers in their second or third year of teaching.

Participants will attend the equivalent of four days over one academic year, where they will collaboratively work on maths tasks, facilitated by Cohort Leads. There is opportunity for structured conversations to unpick the maths, the pedagogy modelled within sessions, misconceptions that pupils have, and how the approaches can be transferred to the participants' classrooms. Between sessions, participants contribute to their online community, complete school-based tasks, and share their reflections through discussions with peers (including their mentor).