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

What are the intended outcomes?

Pupil outcomes

Pupils will:

- engage positively with challenging content
- discuss, share and elaborate their mathematical ideas with appropriate language and representations.

Practice development

Participants will:

- observe learning to identify how children are approaching their maths and review the implications of these observations for their practice
- consider task and lesson design, with their pupils' needs in mind, adapting where necessary
- work constructively with colleagues and mentors, sharing with them the professional learning taking place within this programme.

Professional learning

Participants will:

- enhance their maths subject knowledge with an emphasis on the key concepts, the representations, and the language used to help pupils develop their understanding
- identify common misconceptions and ways of addressing these to help pupils master important concepts
- develop their expertise in maths specific pedagogies aligned to teaching for mastery and the ITTECF.

NCP25-28

Phase
Primary

Project year
5

Strategic goal
Primary

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 primary 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).