

# Secondary Mastery Specialist Programme (Cohort 10)

## What are the intended outcomes?

### Student outcomes

In some classes of all Secondary Mastery Specialists, students will:

- develop a deep, secure and connected understanding of the maths they are learning
- achieve both conceptual understanding and procedural fluency
- think, reason and discuss their maths in order to deepen their understanding
- have a positive attitude to maths.

### Whole-school/departmental policies and approaches

There is no expectation that a Secondary Mastery Specialist will be working beyond their own classroom in the first year. However, teachers, subject and school leaders will have a growing awareness of the principles and practices of teaching for mastery, and the structures that support them.

### Practice development

Secondary Mastery Specialists will:

- develop classroom practices informed by the NCETM's Essence of Mathematics Teaching for Mastery.

### Professional learning

Secondary Mastery Specialists will:

- develop an understanding of the practices outlined in the NCETM's Essence of Mathematics Teaching for Mastery.

Subject and school leaders will:

- have a clear understanding of the leadership and management support required to enable the department to effectively develop teaching for mastery approaches.

**NCP25-03**

Phase

Secondary

Project year

10

Strategic goal

LLME

Professional development type

LLME development programme



**Revised for 2025/26**

Specialists will no longer be required to work with another school.

## Participant information

Maths teachers with QTS in state-funded secondary schools who have at least two years of teaching experience are eligible to apply to become a Secondary Mastery Specialist. Teachers should have a strong desire to develop both their own classroom practice and their skills in leading professional development within their department.

In a change from previous iterations of this programme, Specialists will not be required to become local leaders of maths education, although this will still be available as a future pathway, as appropriate. Instead, Specialists will have an increased focus on embedding teaching for mastery pedagogy within their own department, working alongside the subject leader, if different.

During the two years of training, Specialists will also undertake the Professional Development Lead Programme in order to gain a good understanding of how to lead professional development effectively.

All Maths Hubs will have a quota for this cohort and will select the most appropriate candidates to participate. Participants in this programme will form Cohort 10 of the Secondary Mastery Specialist Programme.

Requirements for both the school and the individual are laid out in the [information document](#) and include a requirement that the headteacher attends a part of the autumn term launch event alongside the Specialist.

Year One of the programme is structured as follows with 7.5 days comprising:

- 5.5 days (equivalent) attending central events
- 2 days in-school and in-hub development, including:
  - developing approaches in own classroom
  - developing lessons and resources in collaboration with Cohort 10 peers
  - visiting classrooms (primary and secondary) to see teaching for mastery in action.

For all participant schools there is also an expectation that the subject leader participates in a subject leader community (NCP25-15).