**Secondary Teaching for Mastery Development Work Groups 2024/25**

Information and Application

Maths Hubs support the long-term development of effective mathematics teaching in schools. A key part of this remit is to support schools to develop secondary mathematics teaching for mastery.

One strategy to achieve this aim is the bespoke work that Secondary Mastery Specialists carry out directly with mathematics departments in a Development Work Group.

In the first year, a trained Secondary Mastery Specialist will work with two teachers from each mathematics department to develop an understanding of effective pedagogy. In subsequent years this work progresses further with the focus shifting to supporting the department to embed these approaches.

Maths Hubs are therefore now looking to recruit schools and their maths departments to participate in these Work Groups.

More information about secondary teaching for mastery Work Groups is available on the [NCETM website](https://www.ncetm.org.uk/maths-hubs-projects/secondary-teaching-for-mastery-development/).

What is the background to these Work Groups?

The Secondary Teaching for Mastery Programme is now well established, with over 1700 schools already participating. The approach is based upon successful pedagogy observed in Shanghai, but has been shaped by teachers and leaders on the programme to work effectively in schools in England.

The Secondary Mastery Specialists leading these Work Groups have spent at least two years reflecting on and developing their own practice as maths teachers, and as leaders of professional development with a proven track record of leading pedagogical change in their own departments.

What is involved with being part of the Work Group?

A Work Group consists of pairs of teachers (Mastery Advocates) from two or more schools. These Mastery Advocates will work closely with a Secondary Mastery Specialist to develop their understanding of the principles and practices associated with teaching for mastery and apply them in their own classrooms. When ready, and supported by the Mastery Specialist, they will collaborate with teachers within their own departments to embed these principles and practices more widely. Work will initially focus on Key Stage 3, but it is intended that this will extend to Key Stage 4.

The design of the Work Group will be bespoke for each department, dependent on their current understanding of teaching for mastery, and tailored to the needs of the Mastery Advocates and their own stages of development, but initially is likely to include:

• Mastery Specialists leading professional development sessions with four or more Mastery Advocates (two from each school) to enable them to understand the principles and practices associated with teaching for mastery

• Advocates observing the Secondary Mastery Specialist in the specialist’s own school with an opportunity to deconstruct the lesson

• Joint planning of individual lessons, sequences of lessons or longer units of work

• The Mastery Specialist observing a lesson and reflecting on their observations with Advocates.

When ready, the focus will shift to supporting the Mastery Advocates working with their own departments. At this point the work is likely to include:

• Mastery Specialists supporting the Advocates to enable them to run professional development sessions for their department colleagues; this could include shared planning (and possibly co-leading) of sessions, with the intention that the Advocates take the leading role in working with their departments

• Mastery Specialists working alongside Advocates to support other departmental members, as appropriate

• Mastery Specialists observing and reflecting on their observations with the Mastery Advocates, this might be related to: a joint observation, a professional development session, a departmental meeting or a planning meeting

• Mastery Specialists working alongside Advocates to develop schemes of work and other departmental systems and structures to allow for a full teaching for mastery approach.

It is important to recognise that sustained change and development in maths teaching requires a long-term commitment, and the Development Work Group is the first stage of substantial support offered by Maths Hubs. There is an expectation that schools will continue in subsequent years. Departments will continue to work internally on their own practices and systems supported by a Secondary Mastery Specialist, but in parallel with this they join a wider community of schools who are all also working on developing teaching for mastery. These wider groups offer opportunities for ongoing support, development, and practice exchange.

Who should participate?

These Work Groups are intended to impact upon the whole department, but there will be two teachers (Mastery Advocates) nominated to lead this development work.

At least one of the Mastery Advocates from each school should be an experienced teacher with substantial responsibility in the department, and the drive and authority to lead change. This could be the Head of Department or Second in Department, the Key Stage 3 Lead or someone with a similar role.

As a minimum, the other Mastery Advocate from each school should have an interest in leading departmental change and should have substantial teaching experience. However, in exceptional circumstances, it could be a very keen Early Career Teacher, or a very committed non-specialist teacher who has a longer term intention to continue teaching mathematics to some extent.

What are the benefits for participating schools?

The Work Groups provide an opportunity for your school to engage in high-quality, sustained, collaborative professional development and participate in an important national project.

The aim of these groups is to support Mastery Advocates to develop teaching for mastery in their own classroom and then across their department. All members of the mathematics department will work collaboratively to explore the principles and practices associated with teaching for mastery set out in the [NCETM’s Essence of Mathematics Teaching for Mastery](https://www.ncetm.org.uk/teaching-for-mastery/mastery-explained/the-essence-of-mathematics-teaching-for-mastery/). Ultimately, they will be encouraged to develop departmental classroom practices in line with these principles.

What are the expectations of participating schools and teachers?

Schools that wish to participate in the Work Group must commit to the following:

* The Mastery Advocates will both be released to attend a minimum of four separate half-day meetings (or equivalent) during the academic year
* The Mastery Advocates will be released to participate in school-based meetings and development activities with the Mastery Specialist. The timings of these will be agreed locally and will amount to approximately four to six days *between the two Mastery Advocate teachers* during the academic year
* The Mastery Advocates will engage in certain tasks (as planned and negotiated with the specialist) to support their ongoing professional development between each of the meetings
* The school’s senior leadership will fully support the head of department and Mastery Advocates to undertake these development tasks
* The Mastery Advocates will contribute to the final reporting and evaluation of the Work Group *(Note: Feedback and comments, quoted from discussions and lesson observations, and data, qualitative or quantitative, will be anonymised before inclusion)*
* Schools will continue in subsequent years with the Sustaining Work Group.

What are the costs for participation?

There is no fee or charge to participating schools to take part in this Work Group. The Maths Hub meets the cost of running the Work Group. Each department will receive £2,000 to enable the Mastery Advocates to work with the Secondary Mastery Specialist and thus enable them to work within their own department.

Who can apply?

Any state-funded secondary school with an interest in developing mathematics teaching for mastery can apply. The school should identify two teachers (Mastery Advocates) who will be best placed to innovate in their own classroom and to lead developmental work across the department i.e. at least one should be the head of department or second in department, the Key Stage 3 lead or someone with a similar role.

How to apply

Schools interested in applying to be part of a Work Group in 2024/25 should complete the application form below and submit it to **rebecca.conroy@matrixmathshub.co.uk**.

Secondary Mathematics Teaching for Mastery

Development Work Group

Application Form

**School details**

|  |  |
| --- | --- |
| Name of school |  |
| Address |  |
| School URN |  | Contact telephone number |  |
| Name of headteacher/senior leader |  | Email |  |
| Name of head of department |  | Email |  |

**Participating teacher (Mastery Advocate) details**

**Teacher 1**

|  |  |
| --- | --- |
| Name |  |
| Email |  |
| [Teacher reference number](https://www.gov.uk/guidance/teacher-reference-number-trn) (TRN) |  |
| Year groups being taught in 2024/25 |  |
| Role/responsibility in the maths department |  |

**Teacher 2**

|  |  |
| --- | --- |
| Name |  |
| Email |  |
| [Teacher reference number](https://www.gov.uk/guidance/teacher-reference-number-trn) (TRN) |  |
| Year groups being taught in 2024/25 |  |
| Role/responsibility in the maths department |  |

**Engagement with a Secondary Mastery Specialist**

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| --- | --- |
| Has your school previously worked with a Secondary Mastery Specialist?  | (Yes/No) |
| If yes, please name the Mastery Specialist and outline the nature of the work with them |  |

**Head of department statement**

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| --- |
| Explain briefly why the department wishes to participate in this Work Group and what it hopes will be the expected benefits and impact. Also, give details of why the two participating teachers (Mastery Advocates) have been chosen (approx. 150 words). |
|  |

**Confirmation of school commitment (electronic signatures)**

If chosen to participate in the Work Group, we understand and commit to the following expectations:

* The Mastery Advocates will both be released to attend a minimum of four separate half-day meetings (or equivalent) during the academic year
* The Mastery Advocates will receive a minimum of 10 (combined) days release time during the year for development work including the above meetings
* The Mastery Advocates will engage in certain tasks (as planned and negotiated with the Specialist) to support their ongoing professional development between each of the meetings.
* The head of department and senior leadership will fully support the Work Group teachers to undertake these development tasks.
* The Mastery Advocates will contribute to the final reporting and evaluation of the Work Group *(Note: Feedback and comments, quoted from discussions and lesson observations, and data, qualitative or quantitative, will be anonymised before inclusion.)*
* Our school will continue with the Embedding Work Group in 2025/26 and the Sustaining Work Group beyond that.

|  |  |
| --- | --- |
| Headteacher/senior leader | *Electronic signature* |
| Head of department | *Electronic signature* |
| Mastery Advocate Teacher 1 | *Electronic signature* |
| Mastery Advocate Teacher 2 | *Electronic signature* |

*(Note: When this form is emailed to the Maths Hub, please copy in all those named above in confirmation of their electronic signature.)*