

Fully funded EEF trial

Specialist Knowledge for Teaching Mathematics (SKTM)

Secondary Non-specialist Teachers Programme

Highly-regarded professional development offering secondary non-specialist maths teachers valuable CPD focusing on subject knowledge and pedagogy

There are significant numbers of people teaching maths in secondary schools without specialist initial teacher training. This programme supports non-specialist teachers in developing the specialist knowledge (the blend of subject knowledge and pedagogical knowledge) required for teaching maths. It is designed to take place over the equivalent of six days.

Who can take part?

This programme is provided for non-specialist teachers of maths in state-funded schools who fit the following definition: A non-specialist teacher of mathematics is 'a teacher that is currently teaching some mathematics or has commitment from a headteacher/ executive head to teach some mathematics within the next year, who has not undertaken initial teacher training (ITT) in mathematics'.



Find out more

Search **SKTM secondary non-specialist maths teachers** online or visit: ncetm.org.uk/sktm/secondary-non-specialist



To Apply

SKTM Non- Specialist Application

Some hubs in the network are offering this programme as part of an EEF trial in 2025/26. Your hub has been chosen to be part of the trial. For more information, see the **School Information Sheet** on the following pages.

Programme benefits

- Your students will think, reason and discuss their maths in order to deepen their understanding
- You will explore and increase your use of a range of pedagogic approaches aligned to the principles of teaching for mastery
- You will develop your subject and curriculum knowledge of secondary maths

The **programme** is fully funded by the Maths Hubs Programme, so is **free** to participating schools.

Trial benefits

- Over half of the schools in England have participated in an EEF trial
- Participating schools, working with their local Maths Hub, will be contributing to the evidence base for interventions aiming to address the shortage of mathematics teachers within England

