



Case Study

- Primary
- Junior
- Two-form entry
- 33% EAL

The Impact of having a Mastery Specialist...

as a member of staff in a junior school with a EAL focus



Working as a Mastery Specialist has had a significant impact on both my own professional development and the wider school community. My subject knowledge has developed considerably, particularly in relation to implementation and monitoring, enabling me to lead mathematics more effectively across the school. Learning directly from NCETM/Maths Hub has been invaluable in ensuring that my practice remains current and aligned with national developments in teaching for mastery



Background

Additional School Context

- 18% SEND
- 22% FSM
- Long-standing Headteacher and low staff turnover.
- City-shire boundary

Maths Hub Engagement History

- The school has engaged with the Teaching for Mastery programme since 2019/20
- Participated in the Mastering Number @ KS2 Work Group
- Trained a Mastery Specialist in 2021/22
- The Mastery Specialist has also been an active LLME for four years

Focus

Teaching

- Use of stem sentences, oral rehearsal, partner talk, and structured discussion to support mathematical communication
- Secure subject knowledge and consistent use of real-life contexts

Learning

- Pupils articulate and refine mathematical thinking
- Pupils engage in reasoning and mathematical discussion

What Helped Make the Difference

- Strong culture of professional collaboration
- Regular engagement with TfM Work Groups to develop and test ideas with other schools
- Clear succession planning within the maths team
- Ongoing support from the subject lead (including joint observations and collaborative planning sessions and leadership discussions)
- Professional development focused on lesson design, mathematical language, and reasoning



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Insights

What This Case Suggests

- Revisiting core TfM principles may help prevent gradual drift in practice
- Sustained engagement as an LLME, including ongoing training, supports the development of subject leadership capacity, particularly through deepening understanding of professional development and school improvement



The role has also raised the profile of our school within the local community. The ringfenced time allocated to Maths Hub work has been a key benefit, allowing me to fulfil the role without adding to overall workload. Within school, all year groups have had the opportunity to observe my teaching, contributing to improved consistency in approach and pedagogy. It is highly rewarding to see the positive impact not only within my own school, but also across the wider network of schools I support.



Reflection

What Can Other Schools Take From This?

- Prioritise sustained engagement with Maths Hub professional development
- Support subject leadership through ongoing professional development
- Establish and refine structures for regular collaboration
- Build in opportunities to revisit core TfM principles to maintain consistency

As part of a focused strand in our 2024/25 evaluation activity, we explored what it may mean for schools to develop a Mastery Specialist and support them to remain active as an LLME over time. This case study draws on observations, pupil voice and professional dialogue to provide one contextual example from our wider evaluation work.