

# Requirements

## Chartered Mathematics Teacher Designation Details

### Operating organisations

The Chartered Mathematics Teacher designation is incorporated within the Royal Charter of the Institute of Mathematics and its Applications ('the Institute'). It is operated by the Institute's Chartered Mathematics Teacher Registration Authority. The Authority is composed of representatives from the following organisations.

ATM	<a href="#">The Association of Teachers of Mathematics</a>
IMA	<a href="#">The Institute of Mathematics and its Applications</a>
MA	<a href="#">The Mathematical Association</a>
NANAMIC	<a href="#">The National Association for Numeracy and Mathematics In Colleges</a>

### Requirements

An applicant for admission to the Register of Chartered Mathematics Teachers must be a member of at least one of the organisations listed above, and must meet the requirements in the following four areas:

- Pedagogy
- Mathematics
- Experience
- Continuing Professional Development

Applicants should provide suitable documentary evidence to demonstrate that they have met these requirements, which are detailed below.

#### **Pedagogy**

Applicants must have a Masters-level qualification in pedagogy/education, or equivalent. The QAA competences for taught masters degrees are detailed in [Chartered designations: Appendix A](#) (see Equivalent Pedagogy Education Requirements below).

In addition applicants should:

- have an extensive knowledge and understanding of how to use and adapt a range of teaching, learning and behaviour management strategies, including how to personalise learning to provide opportunities for all learners to achieve their potential
- have an extensive knowledge and well-informed understanding of the assessment requirements and arrangements for mathematics, including those related to public examinations and qualifications
- have up-to-date knowledge and understanding of the different types of qualifications and specifications and their suitability for meeting learners' needs
- be flexible, creative and adept at designing learning sequences within lessons and across lessons that are effective and consistently well-matched to learning objectives and the needs of learners and which integrate recent developments, including those relating to mathematical knowledge
- have teaching skills which lead to learners achieving well relative to their prior attainment, making progress as good as, or better than, similar learners nationally

#### **Mathematics**

Applicants must have an honours degree in which there is a minimum of 50% of the course in mathematics, or equivalent (see Equivalent Mathematics Education Requirements below).

In addition all applicants should:

- have a well developed knowledge and understanding of mathematics and related pedagogy including how learning progresses within them
- have an extensive knowledge of the benefits of mathematics to many career choices

#### **Experience**

Applicants must have at least four years experience of teaching mathematics following Qualified Teacher Status, Qualified Teacher Learning and Skills status or equivalent, of which at least two are at an appropriate level of responsibility.

In particular applicants should:

- contribute significantly, where appropriate, to implementing workplace policies and practice to enhance mathematics education and to promote collective responsibility for their implementation
- promote collaboration within and beyond their workplace and work effectively as a team member
- contribute to the professional development of colleagues through coaching and mentoring, demonstrating effective practice, and providing advice and feedback

## **Continuing Professional Development (CPD)**

Applicants must make a commitment to a regular programme of CPD throughout their career. Applicants would be expected to demonstrate work beyond their own classrooms, and to conduct themselves at all times in a professional manner.

Applicants are expected to be responsible for their own CPD, but a list of some bodies which may be helpful follows:

The operating [Organisations](#) (see above)  
[General Teaching Council for England](#) (GTC)  
[Institute for Learning](#) (IfL)  
[Lifelong Learning UK](#) (LLUK)  
[National Centre for Excellence in the Teaching of Mathematics](#) (NCETM)  
[Open University](#) (OU)  
[Science, Technology, Engineering and Mathematics Network](#) (STEMNET)  
[Specialist Schools and Academies Trust](#) (SSAT)

## **Equivalent Pedagogy Education Requirements**

It is recognised that there are many excellent mathematics teachers worthy of the Chartered Mathematics Teacher designation whose may have not obtained formal Masters Level education in Pedagogy. To help such teachers, and provided that all other points listed above are met, demonstration of the following skills and knowledge may allow exemption from the requirement of Masters-level qualification in pedagogy/education.

- a systematic understanding of pedagogy, and a critical awareness of current pedagogical issues, many of which are at, or informed by, the forefront of academic study.
- originality in their application of pedagogical knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in pedagogy.
- conceptual understanding of pedagogy that enable them:
  - to evaluate critically both current research and advanced scholarship in pedagogy,
  - to evaluate methodologies and develop difficult critiques of them and, where appropriate, to propose new hypotheses, and
  - to communicate their conclusions clearly to a wider audience.
- demonstrate self-direction and originality in tackling and solving pedagogical problems, and act autonomously in planning and implementing tasks at a professional level.

## **Equivalent Mathematics Education Requirements**

It is recognised that there are many excellent mathematics teachers worthy of the Chartered Mathematics Teacher designation whose first degree is not in mathematics. To help such teachers, and provided that all other points listed above are met, demonstration of the following skills and knowledge may allow exemption from the requirement of an honours degree in which there is a minimum of 50% of the course in mathematics.

- a knowledge of mathematics as a subject with deep intrinsic interest as well as important applications in many fields
- an appropriate understanding of links between topics within mathematics
- a knowledge of the relevance and application of a wide range of aspects of mathematics to other subjects in the curriculum
- a knowledge of the nature of the difficulties that students at all levels experience when learning mathematics

## **Code of Professional Conduct**

In addition to the above, all applicants must agree to abide by the Institute's Code of Professional Conduct for Chartered Mathematics Teachers.

## **Designatory Letters**

All Chartered Mathematics Teachers are entitled to use the title 'Chartered Mathematics Teacher' and the designatory letters 'CMathTeach' after their degree.

## **Further Information**

For school teachers in England, admission to the Register of Chartered Mathematics Teachers may be considered to meet the majority of the Post Threshold Professional Standards for Teachers.

A Chartered Mathematics Teacher, providing they are under no liability to the Institute, may resign on giving written notice of their intention to do so.

Any person who has ceased to be a Chartered Mathematics Teacher may apply for re-admission.

Applications for the Chartered Mathematics Teacher designation are considered by the Chartered Mathematics Teacher Registration Authority of the Institute.

Applications take at least three months to process from receipt by the operating organisation.