

Key stage 3 teachers of mathematics

Highlights



KS3 maths teachers are less experienced and less well qualified in maths than those who only teach older pupils



KS3 maths teachers overwhelmingly enjoy teaching maths and the majority believe that they have sufficient autonomy as teachers



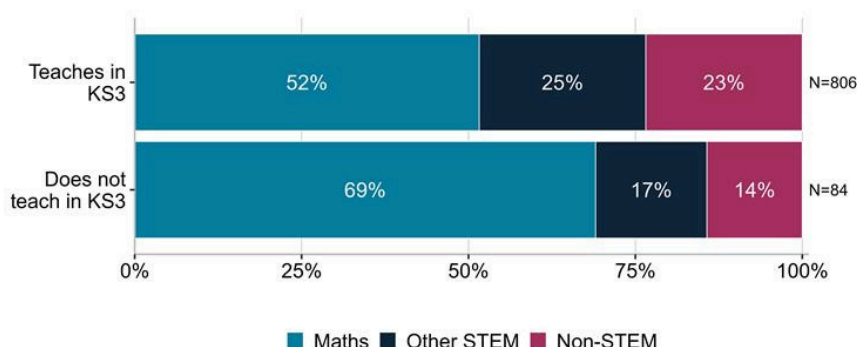
Most KS3 maths teachers report that they have sufficient time for teaching the curriculum but not for admin tasks



The most common motivations for becoming a maths teacher are to make a contribution to society, job security and the work schedule



The most pressing professional development need reported by KS3 maths teachers is on the use of digital technologies



KS3 and non-KS3 maths teachers by undergraduate degree field.

What we did

Maths teachers in a representative sample of 150 secondary schools in England were invited to complete a detailed survey in November 2024.

This report presents analysis of responses from 1030 teachers in these schools.

Why it matters

At a time when there are longstanding challenges with the recruitment, retention and distribution of teachers in England, the findings from this study provide new insights into those who teach mathematics.

In partnership with:



University of
Nottingham
UK | CHINA | MALAYSIA

Read the [report](#) on the
Observatory website