**Accreditation of Maths Recovery Trainers**

**Accredited Maths Recovery Teachers who have worked with a minimum of two children and have completed at least 40 hours teaching may apply to become a Maths Recovery Trainer.**

In order to be accredited as a Maths Recovery Trainer the MR Teacher **must** fulfil the following requirements in order to demonstrate commitment to and competence for the role:

* hold a recognised teaching qualification
* be accredited as a Maths Recovery Teacher
* attend and participate in training offered to support development as a Maths Recovery Trainer
* be a member of the Maths Recovery Council

A Maths Recovery Teacher seeking to become a Maths Recovery Trainer should seek out a Maths Recovery Consultant to act as their mentor.

Apprentice trainers will need to support MR training programmes and be mentored in readiness to become a trainer before they can apply to the MR Council.

The applicant **must** demonstrate to their Maths Recovery Consultant:

* he/she has developed a deeper knowledge of MR and children's number learning
* he/she is able to work one to one with adults and give strong professional development to teachers
* he/she is able to mentor /coach new MR Teachers
* he/she has sufficiently developed their presentation skills to be able to lead MR training sessions
* he/she can assess their trainee MR teachers against MR assessment criteria for accreditation
* he/she has developed a professional development portfolio that will be useful in their role as a MR trainer to include planning, video clips and relevant schedules, teaching activities and teaching materials.
* he/she has as kept a personal reflective journal.

**When training their first cohort of teachers newly Accredited Trainers** **must:**

* be mentored by a Maths Recovery Consultant. The new Trainer will initially follow guidance provided by the MR Council. Working alongside a MR Consultant will be an essential element of the mentoring process.

**Continuing accreditation** **as a MR Trainer** will necessitate membership of the MR Council and attendance at ‘update’ training or relevant continuing professional development. This might for example include discussion of video examples of MR assessment and teaching with other MR Trainers and Consultants.

It is desirable that new trainers are willing to contribute to the work of the Council, whether through research, service on the Executive Committee, subcommittees or presentation at conference.

Accredited Maths Recovery trainers may lead training in their own locality (e.g. Local Authority) with the permission of the local Maths Recovery Consultant. In the absence of a local Maths Recovery Consultant they should seek the permission of the Council.

They must seek the permission of the Council should they wish to provide training outside their locality.