

2026/27

Maths Hubs Catalogue

Professional and School Development Opportunities



Discover fully funded subject-specific opportunities to support professional development for individuals, departments, schools and colleges.



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Coordinators of the Maths Hubs Programme

2026/27

What opportunities does the Maths Hubs Network offer?

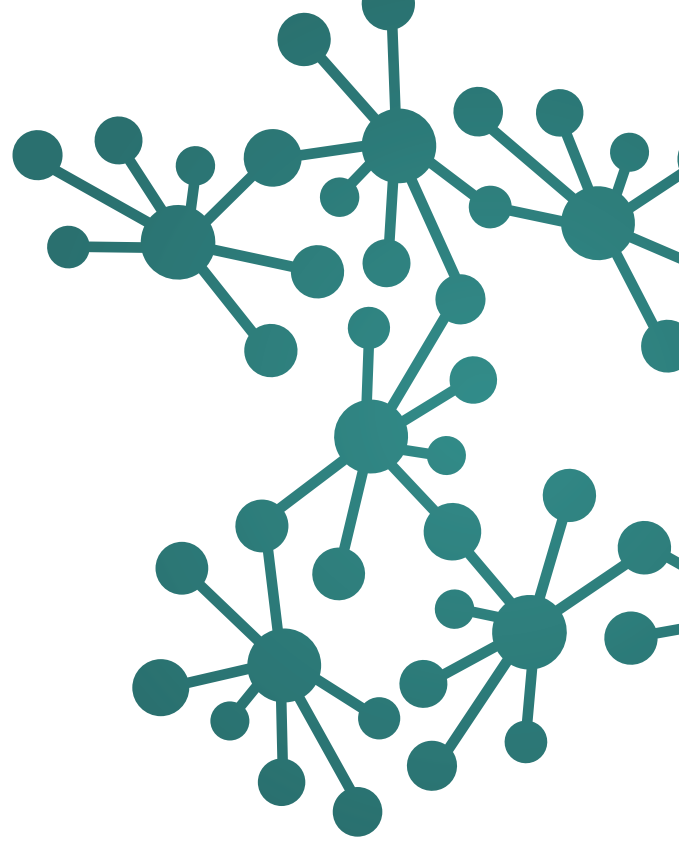
In 2026/27, the 40 Maths Hubs across England are offering over 30 different professional development opportunities to individuals, departments, schools and colleges.

All school and professional development in the Maths Hubs Programme involves individuals developing their knowledge and pedagogy for maths teaching, whilst collaborating with their peers and putting their new knowledge to work in their classrooms. Most projects also aim to influence the classroom and collaborative practice that benefits maths teaching and learning across a department or school.

These opportunities are coordinated by the National Centre for Excellence in the Teaching of Mathematics (NCETM) and the Maths Hubs Network, which consists of 40 hubs that cover the whole of England and serve all state-funded schools and colleges.

For 2026/27, there are over 30 different projects available. Generally, teachers will work alongside colleagues from other schools, in a small group led by a local teacher with expertise in professional development and the relevant school phase. A small number of projects involve larger groups, coordinated and led regionally or nationally. Meetings take place both online and face-to-face. The work takes place over an extended period, across two or three school terms, allowing participants to trial pedagogical approaches and share their practice and findings. Many projects include a parallel objective of embedding improved practice, leading to more secure learning across a department or school.

Participants will be involved in either **Work Groups**, **Programmes**, **Communities** or **Targeted Support** depending on the type of professional development they are accessing. However, all offer fully funded, high-quality professional development, and the chance for participants to become more effective teachers of maths.



Types of school and professional development activity

<h2>Work Group</h2>	<p>Work Groups have an emphasis on collaborating to support school or department-wide development in maths, as well as supporting individual professional learning and development. Participants develop their own practice by trying out new approaches in their own classrooms, and work with their colleagues in school to share ideas and establish approaches across their school or department. They also meet regularly during the year to collaborate with their peers locally. Work Groups are led by a local teacher (or former teacher) expert, who is experienced in both maths education and in leading teacher professional development.</p>
<h2>Programme</h2>	<p>Programmes support individuals in their professional development. There are two types: Specialist Knowledge for Teaching Mathematics (SKTM) programmes, where individuals develop specialist knowledge to improve their practice; and local leaders of mathematics education (LLME) development programmes, to equip practitioners to lead work with teachers and schools. Both involve participants joining a national or regional cohort of colleagues from other schools or colleges, and exploring centrally-produced NCETM materials.</p>
<h2>Community</h2>	<p>Professional learning communities also emphasise supporting individual teachers or leaders of maths in their professional development. Participants collaborate formally and informally, over a sustained period of more than a year, to deepen their understanding of maths culture, curriculum, pedagogy and professional development. Regional Community Leads establish a professional learning culture that creates professional dialogue and mutual support, offering their own expert input where appropriate.</p>
<h2>Targeted Support in Maths</h2>	<p>Targeted Support in Maths supports primary and secondary schools to make sustained change in maths through a bespoke offer over a sustained number of agreed days. Support partners from the school's local Maths Hub will work with participating leaders to develop their understanding and practice of developing maths, underpinned by the key features of the EEF implementation process. Leaders will meet regularly with their support partner over a planned period of time and will collaboratively explore, plan, deliver and evaluate a development focus in maths. The collaborative relationship between the school leader(s) and the support partner aims to develop a long-term professional learning relationship between the school and Maths Hub.</p>

How can you get involved?

Use the information in this catalogue to discover the professional development opportunities your local Maths Hub is offering. Then get in touch with your local hub to book your place.

Maths Hubs provide something for everyone and every school, college or trust.

Primary Schools

School and professional development opportunities

Discover your next professional development opportunity

Improving maths teaching takes time, collaboration and strong leadership. The Maths Hubs Programme supports this through a range of professional development opportunities for teachers, subject leaders and senior leadership.

Our nationally-designed school and professional development offers locally-led, tailored support to help schools build long-term success in the teaching and learning of maths.

Explore the full range in this catalogue.



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Secondary Schools

School and professional development opportunities

Discover your next professional development opportunity

Sustained improvement in maths teaching takes time, collaboration and strong leadership. The Maths Hubs Programme offers a wide range of school and professional development opportunities designed to support teachers, subject leaders and senior leaders at every stage.

Our nationally-designed school and professional development offers locally-led, tailored support to help departments build long-term success in the teaching and learning of maths.

Explore all the opportunities available in this year's catalogue.



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- Regional ITT Providers Community

Targeted Support

- Targeted Support in Mathematics (Intensive)
- Targeted Support in Mathematics (Enhanced)



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IN THE TEACHING OF MATHEMATICS

Post-16 Institutions

School and professional development opportunities

Discover your next professional development opportunity

Achieving and sustaining excellence in post-16 maths teaching takes time, collaboration and strong leadership.

Working with the Advanced Mathematics Support Programme (AMSP) at Level 3 and FE colleges at GCSE resit/FSQ, the Maths Hubs Programme offers a range of professional development opportunities for teachers, subject leaders and senior leaders.

Available nationally but delivered locally, our post-16 offer reflects our shared goals to increase student participation in post-16 maths and build long-term teaching success.

Explore the full range in this catalogue.



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Communities

Level 3 Maths Leadership Community

Post-16 GCSE/FSQ Mastery Specialist Programme
(Embedding the Impact) Community



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Fully funded

Primary Mastery Specialist Programme

Mastery Specialists are classroom-based practitioners who develop expertise in teaching for mastery and in leading maths-specific professional development

What is involved?

In the first year of the programme, three two-day face-to-face residential events – one in each term – provide an opportunity to develop understanding of the Five Big Ideas in depth, and to focus on the specialist subject knowledge required to design lessons that unfold the maths for all children.

Between residential, as a classroom teacher, specialists will apply their learning to the context of their own classroom and school, reflecting with others on what the impact of learning has been on pupils.

Who can take part?

Participants should be experienced primary practitioners with the capacity to lead change in their own schools, and to develop as leaders of professional development in other schools. Their headteachers commit to supporting them and to developing teaching for mastery in their schools. Applications will be particularly encouraged from Reception teachers who are willing to support their maths lead to develop teaching for mastery across the school, including in Early Years.



Find out more

Search **primary mastery specialist programme** online or contact your local Maths Hub:

Visit ncetm.org.uk/maths-hubs/find-your-hub

Benefits

- Your pupils will show a positive attitude towards maths and enjoy learning the subject
- You will demonstrate deeper subject knowledge and greater understanding of the principles behind teaching for mastery
- Your colleagues will begin to develop teaching for mastery approaches
- Your school will develop policies and systems which support a teaching for mastery approach

The **programme** is fully funded by the Maths Hubs Programme, so is **free** to participating schools. There is also a participation grant available on completion.



 [Click to return to primary](#)

Fully funded

Mastering Number at Reception and KS1

Work Groups



UK Government

This programme will support pupils to develop good number sense and allow maths leads to understand how to embed effective practice in Reception and in Key Stage 1, to ensure all pupils have the best start in life.

What is involved?

This programme focuses on the key mathematical knowledge and understanding needed in Reception, and progression through KS1. Lead Teachers in participating schools will receive training and will be part of an online community, to share practice and engage in critical reflection. Teaching materials will be provided, aimed at developing children's fluency and flexibility with number.

New for 2026/27: Additional teaching resources have been created which cover the whole of the maths curriculum for Reception.

Who can take part?

Lead participants from Work Group schools will be three teachers – one each from Reception, Year 1 and Year 2 – known as Lead Teachers. Schools can also nominate additional Reception teachers to join central and local workshops. Some support will also be given to subject leaders and headteachers. Where appropriate, Lead Teachers are expected to support the other teachers in their year group.

There are limited places so each Maths Hub will use set criteria to allocate spaces to this Work Group



Find out more

Search **mastering number at reception and KS1** online or contact your local Maths Hub:

Visit ncetm.org.uk/maths-hubs/find-your-hub



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Benefits

- Your pupils will develop and demonstrate good number sense
- You will develop a secure understanding of how to build firm mathematical foundations
- You will work to develop teaching strategies focused on developing fluency in calculation and number sense for all children
- You will develop understanding and use of appropriate manipulatives to support your teaching of mathematical structures

The **Work Groups** are fully funded by the Maths Hubs Programme, so are **free** to participating schools.



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Coordinators of the Maths Hubs Programme

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Fully funded

Mastering Number at KS2

Work Groups

Supporting pupils to develop good number sense in multiplicative relationships

What is involved?

Knowledge of multiplication and division and its applications forms the single most important aspect of the KS2 curriculum, and is the gateway to success at secondary school. This project enables pupils in Years 4 and 5 to develop fluency in multiplication and division facts, and a confidence and flexibility with number that exemplifies good number sense.

Teaching materials will be provided to cover five short sessions a week, with participants expected to support colleagues in their year groups to use the resources with all Year 4 and 5 classes.

Who can take part?

This opportunity is open to all schools participating in Teaching for Mastery Work Groups. It is not available to schools in Introductory Work Groups. Lead participants from Work Group schools will be two teachers – one each from Year 4 and Year 5. Support will also be given to maths leads and headteachers.

There are limited places so each Maths Hub will use set criteria to allocate spaces to this Work Group.



Find out more

Search **mastering number at KS2** online or contact your local Maths Hub:

Visit ncetm.org.uk/maths-hubs/find-your-hub

Benefits

- Your pupils in KS2 will develop automaticity in multiplication and division facts through regular practice
- You will develop an understanding of how pupils progress in their knowledge and understanding of multiplicative concepts
- You will work as part of a professional learning community to refine your practice
- You and your school leaders will develop Mastering Number at KS2 as part of the curriculum in Years 4 and 5

The **Work Groups** are fully funded by the Maths Hubs Programme, so are **free** to participating schools.





Mastering Number is inclusive for all. Children are excited to do it!

Kat Adams

Deputy headteacher at Rocklands School, Lichfield

Since the launch of the Mastering Number Programme:

- 10,998 schools have been participants in Mastering Number at Reception and KS1
- 3,673 schools have been participants in Mastering Number at KS2



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Fully funded

Primary Teaching for Mastery (Introductory)

Work Groups

Support for schools beginning their journey to implement teaching for mastery with fidelity

What is involved?

This two-year programme is designed for primary schools that are new to teaching for mastery and want to build a strong foundation for long-term change.

Each school will nominate two participants to attend six Work Group sessions, led by an experienced Mastery Specialist. Participants will work with their school leaders to begin developing and implementing a shared vision for maths, with a focus on improving pupil understanding, promoting positive attitudes to maths, and developing consistent, high-quality teaching practices across the school.

Who can take part?

This project is for primary schools in England that have not previously engaged in a Teaching for Mastery Work Group. Schools must commit to the two-year programme, nominate two participants – typically the maths lead and one other – and ensure active headteacher involvement.

There are limited places so each Maths Hub will use set criteria to allocate spaces to this Work Group.



Find out more

Search **primary teaching for mastery introductory work groups** online or contact your local Maths Hub:
Visit ncetm.org.uk/maths-hubs/find-your-hub

Benefits

- You will begin to develop a shared, whole-school vision for maths teaching
- You and your school will take practical steps towards implementing teaching for mastery approaches
- You will support staff to promote positive mathematical mindsets and pupil outcomes
- You and your school will work closely with a Mastery Specialist and other local schools to drive improvement
- You and your school will develop confidence in using high-quality resources and planning tools

The **Work Groups** are fully funded by the Maths Hubs Programme, so are **free** to participating schools.



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Fully funded

Primary Teaching for Mastery

Work Groups

Collaborative professional development for schools to support the implementation of teaching for mastery with fidelity

What is involved?

This programme is for primary schools that have previously taken part in a Teaching for Mastery Work Group and want to continue to deepen and embed their approach.

Each school will continue working with a small group of local schools, supported by a Mastery Specialist. Across the year, participants will collaborate to explore effective leadership, observe live teaching for mastery, implement aspects such as lesson design, and refine systems to maximise pupil impact.

Participants will work closely with their senior leaders to focus on key areas of curriculum development and professional learning. There will also be opportunities to explore implementation strategies, with a particular focus on aspects such as oracy and mixed-age.

Who can take part?

This programme is for primary schools in England that engaged with a Teaching for Mastery Work Group in 2025/26 or have previously participated in a Development, Embedding or Sustaining Work Group.

Each participating school will nominate teachers to engage in the Work Group, and school leaders will support them to lead developments across the school.



Find out more

Search **primary teaching for mastery work groups** online or contact your local Maths Hub:

Visit ncetm.org.uk/maths-hubs/find-your-hub



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Benefits

- You will develop a consistent, whole-school approach to teaching for mastery
- You will support pupils to meet age-related expectations and develop a deeper understanding of key mathematical ideas
- You will collaborate with other schools to share practice and refine approaches
- You will strengthen teaching and subject leadership across your school, including sustainable professional development

The **Work Groups** are fully funded by the Maths Hubs Programme, so are **free** to participating schools.



Coordinators of the Maths Hubs Programme



Too often, teaching assistants are not included in CPD. This programme gives teaching assistants the same access to pedagogy as teachers, which means pupils experience continuity and not fragmentation. That can make a big difference to learning.

Lucy Lycett

Maths Hub Lead and Cohort Lead

Since the launch of the Maths Hubs Programme:

- 36,583 teachers have engaged in an SKTM programme



 Click to return to primary

Fully funded

Specialist Knowledge for Teaching Mathematics (Reception Teachers) Programme



UK Government

As part of the Best Start in Life strategy, 2026/27 sees the SKTM (Reception teachers and accompanying Teaching Assistants) Programme replace the previous SKTM for Early Years. This programme will bring together the previous two pathways for Number and Spatial Reasoning in a one-year programme.

What is involved?

This one-year programme supports Reception teachers to develop specialist knowledge for teaching maths, and use a teaching for mastery approach as exemplified in the NCETM's Essence of Mathematics Teaching for Mastery.

It will enable participants to explore number, shape, space and pattern. Reception teachers (and teaching assistants) will also explore how children's learning in all these areas can be supported through the development of oracy, spatial reasoning and executive function.

Who can take part?

This programme is for Reception teachers who would like to develop their specialist knowledge for teaching maths. It would be particularly valuable for a Reception teacher and their teaching assistant colleague to attend the programme together.



Find out more

Search **SKTM reception teachers** online or contact your local Maths Hub:

Visit ncetm.org.uk/maths-hubs/find-your-hub

Benefits

- Your pupils will be able to communicate their maths and mathematical thinking
- You will explore and increase your use of a range of pedagogic approaches that will support pupils in engaging with and developing their maths
- You will understand how maths opportunities can be developed across all areas and in everyday routines

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



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Coordinators of the Maths Hubs Programme

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Fully funded

Specialist Knowledge for Teaching Mathematics (Primary Teachers) Programme

Develop mathematical subject knowledge and pedagogy

What is involved?

This programme is designed to improve the subject knowledge and pedagogical knowledge for all practitioners teaching and supporting the learning of primary maths.

There are two pathways: Number, and Spatial Reasoning. Each pathway consists of the equivalent of four days, spread out over a minimum of two terms. Professional learning and practice development continue throughout, with participants introducing new ideas into their daily practice.

Who can take part?

This programme is designed for primary teachers who want to strengthen their specialist knowledge for teaching maths. It is particularly suited to those who have had limited maths-specific training, or whose training was some time ago.



Find out more

Search **SKTM primary teachers** online or contact your local Maths Hub:

Visit ncetm.org.uk/maths-hubs/find-your-hub

Benefits

- Your pupils will engage positively with maths that challenges them
- Your pupils will be able to explain their maths and their mathematical thinking using appropriate language
- You will identify pedagogical approaches that will enhance teaching and learning, and know how to plan for these
- You will enhance your maths subject knowledge with an emphasis on the key concepts in each mathematical area covered

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





Click to return to primary

Fully funded

Specialist Knowledge for Teaching Mathematics (Primary Teaching Assistants) Programme

Develop mathematical subject knowledge and pedagogy

What is involved?

This programme is designed to improve the subject knowledge and pedagogical knowledge for all practitioners supporting the learning of primary maths.

It enables primary teaching assistants who are supporting maths to develop specialist knowledge for teaching maths, and to develop distinct pedagogical decision-making, which will impact on their practice when supporting maths. It takes place over the equivalent of four days.

Who can take part?

This programme is designed for primary teaching assistants who are supporting maths, and who would like to develop their specialist knowledge for teaching maths. This may be particularly relevant for teaching assistants who have not received maths-specific training.



Find out more

Search **SKTM primary teaching assistants** online or contact your local Maths Hub:

Visit ncetm.org.uk/maths-hubs/find-your-hub

Benefits

- Your pupils will engage positively with maths that challenges them
- You will identify common misconceptions and ways of addressing these to help pupils master important concepts
- You will develop an understanding of key principles and approaches associated with teaching for mastery

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



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Fully funded

Specialist Knowledge for Teaching Mathematics (Primary Early Career Teachers) Programme

Develop mathematical subject knowledge and pedagogy

What is involved?

Whilst recognising the requirements of the Early Career Framework, this programme provides a subject-specific focus for ECTs that enhances the statutory offer, with a focus on the teaching of maths.

This programme strikes a balance between developing teachers' maths subject knowledge and pedagogical content knowledge, alongside classroom practice to support the learning of maths. Participants will attend the equivalent of four days, focusing on the use of tasks in the classroom between sessions.

All ECTs participating in this programme will be enrolled onto the ECT Expertise in Teaching Maths Modules. These interactive modules are hosted on a learning management system. Whilst ECTs do not need to complete the modules to participate in this programme, the learning from them is explored in greater depth within the sessions.

Who can take part?

Participants will be those identified as having recently started their teaching career; for this programme that means teachers in their second or third year of teaching.



Find out more

Search **SKTM primary early career teachers** online or contact your local Maths Hub:

Visit ncetm.org.uk/maths-hubs/find-your-hub



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Benefits

- You will enhance your maths specialist knowledge and associated pedagogies in line with teaching for mastery principles
- You will consider task and lesson design, adapting practice with your pupils' needs in mind
- Your pupils will elaborate when responding to questions, showing that their answer stems from secure understanding

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



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Coordinators of the Maths Hubs Programme

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Fully funded

Mastering Number (Embedding the Impact)

Community

Support for schools that have already engaged in Mastering Number at Reception and KS1

What is involved?

The maths lead will receive support to make Mastering Number a permanent element of the school curriculum. They will receive national and local professional development whilst being part of an online community. Access to all teaching materials for Reception to Year 3, recordings of central sessions, and sample teaching videos will be available.

Who can take part?

This community is open to all schools involved in Mastering Number at Reception and KS1 in 2025/26, that are also part of a 2026/27 Teaching for Mastery Work Group, or have formally expressed interest in engaging in one in the future.

It is also open to schools that participated in Mastering Number at Reception and KS1 in previous years, provided they have not yet engaged with this community.



Find out more

Search [mastering number embedding the impact](#) online or contact your local Maths Hub:

Visit nctem.org.uk/maths-hubs/find-your-hub

Benefits

- Your pupils will show confidence in exploring additive relationships
- Your pupils will make good progress towards the Early Learning Goals and year group expectations
- You will work with colleagues in your school or locally to better understand how the Mastering Number resources can enhance teaching
- You and your school leaders will build on your involvement to embed and sustain practice in future years

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





2 in 3 schools in England
are engaged with their
Maths Hub to embed
teaching for mastery



 Click to return to secondary

Fully funded

Secondary Mastery Specialist Programme

Professional development designed to enable you to develop your classroom practice and skill in leading professional development within your department

What is involved?

This two-year programme supports secondary maths teachers to become experts in teaching for mastery and lead change within their schools.

Participants will strengthen their classroom practice and learn how to support colleagues. They will explore the NCETM's Essence of Mathematics Teaching for Mastery, working closely with their subject leader to embed these approaches across the department by designing and leading CPD for their colleagues. Participants will also complete the **NCETM Professional Development Lead Programme**, integral to gaining the skills to lead effective CPD.

Who can take part?

Secondary maths teachers in state-funded schools in England with QTS and at least two years' teaching experience can apply. Applicants should be committed to developing their own teaching and supporting improvement across their department. There is also an expectation that the school's subject leader will participate in the Secondary Maths Subject Leaders Community.



Find out more

Search **secondary mastery specialist programme** online or contact your local Maths Hub:

Visit ncetm.org.uk/maths-hubs/find-your-hub

Benefits

- You will deepen classroom practice and help students build deep, connected mathematical understanding
- You will complete the NCETM PD Lead accreditation and learn how to support colleagues through CPD
- You will take part in 7.5 days of professional development, including workshops, school-based activity and collaborative planning
- You will observe teaching for mastery in other secondary and primary schools

The **programme** is fully funded by the Maths Hubs Programme, so is **free** to participating schools. There is also a participation grant available on completion.



 Click to return to secondary

Fully funded

Securing Foundations at Year 7

Work Groups

Support students who need additional help to make good progress in KS3 and beyond

What is involved?

These Work Groups aim to provide professional development and resources for secondary maths teachers so they are better equipped to support students with gaps in understanding from previous Key Stages. Participants will develop their understanding of domain-specific knowledge and pedagogical content knowledge from the KS1 and KS2 maths curriculum, in order to better enable their students to access the KS3 curriculum.

Participants will gain access to high-quality resources designed by experts in the pedagogy and expectations of maths at both KS2 and KS3.

Who can take part?

This opportunity is for teachers working with those Year 7 students who have not met age-related expectations in maths, particularly students whose attainment is in the bottom 20-30% of the national cohort at the end of KS2. It is suitable for experienced or novice teachers. There is an expectation that participants' subject leaders attend their local Secondary Maths Subject Leaders Community.



Find out more

Search **securing foundations at year 7** online or contact your local Maths Hub:

Visit ncetm.org.uk/maths-hubs/find-your-hub

Benefits

- Your students will make progress so they are better able to access a suitable KS3 curriculum
- You will develop your pedagogic and content knowledge of KS1 and KS2 maths
- You will consider approaches which support all students to reason mathematically
- You will work as part of a professional learning community to reflect on your approaches, deepen your understanding about effective approaches, and refine your practice

The **Work Groups** are fully funded by the Maths Hubs Programme, so are **free** to participating schools.



 Click to return to secondary

Fully funded

Developing Fluency with Multiplicative Reasoning at KS3

Work Groups

Strengthen understanding and confidence in an area of the KS3 maths curriculum fundamental to success in KS4

What is involved?

These Work Groups focus on supporting students to develop a deep and connected understanding of multiplicative reasoning. Working in a professional learning community, participants will explore effective ways to teach multiplicative reasoning, share strategies and use carefully-designed classroom resources and guidance materials to offer a coherent learning journey for all students.

One Work Group focuses on **Year 7 content** and is open to all secondary schools. A second Work Group, focused on **Year 8 content**, is for schools that have previously taken part in the Year 7 Work Group.

Who can take part?

This opportunity is for secondary schools in England. Each school nominates two participants who wish to improve their own teaching and support improvements across their department. It is suitable for experienced and novice teachers. There is an expectation that participants' subject leaders attend their local Secondary Maths Subject Leaders Community.



Find out more

Search **developing fluency with multiplicative reasoning at KS3** online or contact your local Maths Hub:

Visit nctm.org.uk/maths-hubs/find-your-hub

Benefits

- You will strengthen students' reasoning, fluency and confidence with multiplicative reasoning
- You will explore key structures and strategies for teaching multiplicative reasoning across KS3
- You will work with colleagues to plan and reflect on coherent, high-quality lessons
- You will improve understanding of how to support all students to think and communicate mathematically
- You will have access to high-quality classroom resources and guidance to ensure secure foundations for GCSE study

The **Work Groups** are fully funded by the Maths Hubs Programme, so are **free** to participating schools.



 Click to return to secondary

Fully funded

Secondary Teaching for Mastery

Work Groups

Support for departments implementing teaching for mastery across Key Stages 3 and 4

What is involved?

Participants work with a small group of local schools, led by an experienced Mastery Specialist, to implement teaching for mastery approaches across their department.

Work Groups provide opportunities for lesson observation and collaborative planning.

The focus of each Work Group will be determined by local need and context, with Maths Hubs working with their participant schools informed by the subject leader community to identify and respond to their priorities.

Who can take part?

This opportunity is for schools in England that have previously participated in a Secondary Teaching for Mastery Work Group or that have a trained Mastery Specialist in their department.

Participants should be well placed to lead change within the department.



Find out more

Search **secondary teaching for mastery** online or contact your local Maths Hub:

Visit ncetm.org.uk/maths-hubs/find-your-hub

Benefits

- You will strengthen students' understanding, reasoning and fluency
- You will deepen your understanding of teaching for mastery and how to embed it consistently
- You will improve collaborative approaches to planning, teaching and curriculum development
- You will build a culture of sustained professional learning through collaboration
- You will choose a focus area that aligns with your department's priorities, with resources to support it

The **Work Groups** are fully funded by the Maths Hubs Programme, so are **free** to participating schools.



 Click to return to secondary

Fully funded

Higher-level Maths Achievement

Work Groups

Support for schools to raise attainment and progression in maths for students from disadvantaged backgrounds

What is involved?

These Work Groups are designed to help schools increase the number of students – particularly those from disadvantaged backgrounds – achieving higher grades in GCSE Mathematics and progressing to study maths at Level 3.

Participants will work with local colleagues, supported by their Maths Hub and the Advanced Mathematics Support Programme (AMSP), to explore strategies and teaching approaches that promote high attainment and motivation.

Sessions will explore effective pedagogical approaches which enable all students to access and deeply understand the most challenging content at KS4. Participants will be expected, where appropriate, to work with colleagues in their own department to refine their practice, and to enable students to attend the study days.

Who can take part?

This opportunity is aimed at teachers of previously higher-attaining students in secondary schools with a high proportion of students from disadvantaged backgrounds.

Schools must commit to releasing at least one teacher to attend all sessions, to trial strategies in the classroom and to share learning with colleagues.



Find out more

Search **higher-level maths achievement** online or contact your local Maths Hub:

Visit ncetm.org.uk/maths-hubs/find-your-hub

Benefits

- Your students will develop the deep understanding needed for higher GCSE grades
- You and your school will embed a culture of high expectations and equitable access to challenging maths topics
- Your students will have a greater awareness of progression opportunities in post-16 maths
- You will trial and reflect on practical classroom tasks designed to stretch and engage students
- You will collaborate with colleagues to develop approaches that promote high-level mathematical thinking

The **Work Groups**, run by the Maths Hubs Programme, in partnership with the AMSP, are **free** to participating schools.



 Click to return to secondary

Fully funded

Specialist Knowledge for Teaching Mathematics (Secondary Early Career Teachers)

Programme

Develop mathematical subject knowledge and pedagogy

What is involved?

This one-year programme supports secondary ECTs to develop their specialist knowledge for teaching maths, underpinned by the principles of teaching for mastery.

Participants attend the equivalent of four days of professional development across the year. They also complete school-based tasks, contribute to an online community, and reflect with peers and mentors.

All ECTs participating in this programme will be enrolled onto the ECT Expertise in Teaching Maths Modules. These interactive modules are hosted on a learning management system. Whilst ECTs do not need to complete the modules to participate in this programme, the learning from them is explored in greater depth within the sessions.

Who can take part?

Participants will be those identified as having recently started their teaching career; for this programme that means teachers in their second or third year of teaching.



Find out more

Search **SKTM secondary early career teachers** online or contact your local Maths Hub:

Visit ncetm.org.uk/maths-hubs/find-your-hub

Benefits

- You will strengthen your understanding of effective maths pedagogy
- You will improve your lesson design and questioning
- You will build confidence in adapting your teaching to meet the needs of your students
- You will develop knowledge that aligns with teaching for mastery and the ITTECF

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



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Coordinators of the Maths Hubs Programme

 Click to return to secondary

Fully funded

Specialist Knowledge for Teaching Mathematics (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 who 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 contact your local Maths Hub:
Visit ncetm.org.uk/maths-hubs/find-your-hub

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 knowledge and confidence to teach secondary maths

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





Click to return to secondary

Fully funded

Specialist Knowledge for Teaching Mathematics (Secondary Teaching Assistants)

Programme

Develop mathematical subject knowledge and pedagogy to support the students you work with

What is involved?

This programme is designed to improve the subject knowledge and pedagogical knowledge of all teaching assistants supporting the learning of secondary maths.

Participants will focus on using precise mathematical language, representations and reasoning within the topics: addition and subtraction; multiplication and division; fractions; ratio and proportion. They will also carry out follow-up tasks in school to enable practice transfer to the classroom. The programme will take place over the equivalent of four days; participants must attend all sessions.

Who can take part?

This programme is for teaching assistants who work predominantly with students in the KS3 maths classroom or who lead intervention sessions with groups of students. Participants' schools should already be engaged with a Teaching for Mastery Work Group, and this programme will complement that provision.



Find out more

Search **SKTM secondary teaching assistants** online or contact your local Maths Hub:

Visit ncetm.org.uk/maths-hubs/find-your-hub

Benefits

- Your students will demonstrate a positive attitude towards the learning of maths
- You will use appropriate mathematical language and representations with confidence
- You will develop your understanding of how to adapt resources to meet students' needs
- You will develop an understanding of how algebra relates to the generalisation of number

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



 Click to return to secondary

Fully funded

Higher-level Maths Achievement (Embedding the Impact) Community

Support for schools that have already taken part in Higher-level Maths Achievement Work Groups

What is involved?

This community builds on the Higher-level Maths Achievement Work Groups. It will support teachers, working with their departments, to further embed the practices explored in the Higher-level Maths Achievement Work Group. Participants will be part of an online community, work with their local Maths Hub, and continue to attend study days with their students.

Through professional collaboration and exploration of classroom materials, participants will continue to embed strategies into their practice to enable their students to access the highest grades at GCSE.

Who can take part?

All schools participating in this community should to be engaged with the Higher-level Maths Achievement Programme; this may include a nominated teacher being part of a Higher-level Maths Achievement Work Group.



Find out more

Search **higher-level maths achievement embedding the impact** online or contact your local Maths Hub:

Visit ncetm.org.uk/maths-hubs/find-your-hub

Benefits

- Your students will develop the deep understanding needed for higher GCSE grades
- You and your school will embed a culture of high expectations and equitable access to challenging maths topics
- Your students will be more likely to progress to study maths at post-16
- You will collaborate with colleagues to embed a culture of high expectations

The **community**, run by the Maths Hubs Programme, in partnership with the AMSP, is **free** to participating schools.



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Coordinators of the Maths Hubs Programme

 Click to return to secondary

Fully funded

Secondary Maths Subject Leaders

Community

A CPD community designed specifically for secondary heads of maths

What is involved?

Subject leaders play a vital role in shaping departmental vision, culture and practice, and driving improvements in student outcomes. This project provides an opportunity for participants to deepen their understanding of effective teaching approaches, their wider leadership responsibilities, and their capacity to work with colleagues to transform secondary maths learning.

Participants will consider implementation approaches that support effective and sustainable change, ensuring that good practice is developed across the department leading to equitable student experiences. Participants will take part in the equivalent of three days of workshops, plus additional work in school.

Who can take part?

The community is for secondary subject leaders, and is open to all schools. It is expected that schools already involved with Maths Hubs projects attend to support effective implementation of those projects.



Find out more

Search **secondary maths subject leaders community** online or contact your local Maths Hub:
Visit ncetm.org.uk/maths-hubs/find-your-hub

Benefits

- You will promote and develop a shared vision, culture and set of principles for teaching and learning in maths
- You will ensure coherence in the curriculum and provide support for teaching for mastery across the department
- You and your department will establish collaborative ways of working to support ongoing developments
- You will develop the skills needed to lead change

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





Working with passionate educators has been inspiring. I've learned a wide range of methods that will have a real impact on student understanding. Whether it's trying out a new approach to questioning, using manipulatives, or rethinking how topics are sequenced, there's always something to refine. Knowing I'm shaping my own practice whilst supporting others makes this exciting and valuable.

Victoria Butler

Post-16 maths teacher at King Edward VI College, Nuneaton

Since the launch of the Maths Hubs Programme:

- 1,639 schools and colleges have participated in a post-16 programme



 Click to return to post-16

Fully funded

Post-16 GCSE/FSQ Mastery Specialist Programme

Become a Mastery Specialist in Further Education

What is involved?

Practitioners of post-16 GCSE Maths resit and/or Functional Skills Maths can become Mastery Specialists, initially developing their own teaching for mastery approaches, then supporting others to do the same.

The programme has an initial training year, followed by a second year and beyond, in which specialists support others. It equips participants with the knowledge and skills to develop highly effective approaches to the teaching of GCSE Maths resit and Functional Skills Maths, using the principles of teaching for mastery.

Who can take part?

This programme is for practitioners of post-16 GCSE Maths resit and/or Functional Skills Maths who are currently employed in a post-16 setting. They should be regularly teaching maths to students aged 16-19 enrolled onto full-time Study Programmes under the government's Condition of Funding policy.

Participants must have a least two years' experience teaching maths, with the capacity to lead change within their own institutions.



Find out more

Search **post-16 GCSE/FSQ mastery specialist programme** online or contact your local Maths Hub:

Visit ncetm.org.uk/maths-hubs/find-your-hub

Benefits

- Your students will develop a secure and connected understanding of the maths they are learning
- Your students will report increased confidence in using maths
- You will develop classroom practices aligned to the principles of teaching for mastery, as exemplified for the post-16 GCSE/FSQ sector
- You will, over time, become part of the Maths Hubs LLME Community

The **programme** is fully funded by the Maths Hubs Programme, so is **free** to participating establishments. There is also a participation grant available on completion.



 Click to return to post-16

Fully funded

Developing Core Maths Pedagogy

Work Groups

Develop effective approaches for Core Maths teaching and an understanding of its purpose and value

What is involved?

These Work Groups give teachers opportunities, through collaboration and experimentation, to develop improved teaching approaches that support the open-ended problem-solving skills students need and to share these with departmental colleagues. Participants will design and trial classroom activities, sharing and reflecting on their experiences with others in the Work Group.

Participants will engage with the Maths Hubs Network and the Advanced Mathematics Support Programme (AMSP), who are working in partnership to deliver this opportunity.

Who can take part?

Teachers of Core Maths in post-16 settings are welcome, whether their main subject is maths or another subject, provided they are in at least their second year of teaching the Core Maths qualification. Where appropriate, participants will be expected to work with colleagues in their own department to share their learning.



Find out more

Search **developing core maths pedagogy** online or contact your local Maths Hub:

Visit ncetm.org.uk/maths-hubs/find-your-hub

Benefits

- Your students will gain increased awareness of the use of maths and statistics in everyday life
- You will teach mathematical concepts and processes effectively through contextualised problem-solving
- You will identify and make effective use of existing Core Maths resources
- You will support your school/college in developing clear ways of communicating and promoting its Core Maths offer

The **Work Groups**, run by the Maths Hubs Programme, in partnership with the AMSP, are **free** to participating schools and colleges.



 Click to return to post-16

Fully funded

Developing A Level Pedagogy

Work Groups

Develop improved teaching approaches for A level Mathematics

What is involved?

These Work Groups explore and deepen participants' pedagogic content knowledge, empowering teachers to enhance their classroom practice and to influence department-wide A level teaching. They are an engine for improving student understanding of A level Maths content, and driving their subsequent success. Participants will design and trial classroom activities, sharing and reflecting on their experiences with others in their Work Group.

Participants will engage with the Maths Hubs Network and the Advanced Mathematics Support Programme (AMSP), who are working in partnership to deliver this opportunity.

Who can take part?

Participants will be established teachers or leaders of A level Maths who are looking to deepen their pedagogical understanding and lead the development of pedagogy in A level teaching with other colleagues. They must teach an A level Maths class in 2026/27.

This Work Group would be particularly useful for those who may have already completed other A level subject knowledge and pedagogy CPD.



Find out more

Search **developing A level pedagogy** online or contact your local Maths Hub:

Visit ncetm.org.uk/maths-hubs/find-your-hub

Benefits

- Your students will have a deeper conceptual understanding of the A level Maths content
- You will understand the purpose of the 'overarching themes', including use of technology, and their impact on teaching and learning in A level Maths
- You and your department will have a better understanding of how ideas behind teaching for mastery can be used in the classroom
- You and your department will have a deeper understanding of pedagogic content knowledge for A level Maths

The **Work Groups**, run by the Maths Hubs Programme, in partnership with the AMSP, are **free** to participating schools and colleges.



 Click to return to post-16

Fully funded

Specialist Knowledge for Teaching Mathematics (Core Maths Teachers) Programme

Support for teachers who are new to teaching Core Maths

What is involved?

This programme supports teachers in developing specialist knowledge for teaching Core Maths and increases their confidence in teaching the course. The programme forms part of the overall Advanced Mathematics Support Programme (AMSP) and Maths Hubs Core Maths professional development offer.

The principal focus is on Core Maths subject knowledge and pedagogy, and the programme will be based on six key themes: applying Fermi estimation and modelling; exploring statistics; making sense of finance; using the pre-release materials; developing critical analysis; and creating contextualised activities.

Who can take part?

This programme is for teachers who are in their first two years of teaching Core Maths and are teaching a Core Maths class during the academic year 2026/27.



Find out more

Search **SKTM core maths teachers** online or contact your local Maths Hub:

Visit ncetm.org.uk/maths-hubs/find-your-hub

Benefits

- Your students will gain raised awareness of the use of maths and statistics in everyday life
- You will plan tasks and/or sequences of learning to promote student understanding, confidence and progress
- You will understand the philosophy of Core Maths, with its approach to maths through contextualised problem-solving
- You will understand how online learning and technology can be used to support Core Maths teaching

This **programme**, run by the Maths Hubs Programme, in partnership with the AMSP, is **free** to participating schools.



 Click to return to post-16

Fully funded

Level 3 Maths Leadership Community

A professional development opportunity dedicated to leaders of Level 3 Maths in schools and colleges

What is involved?

Participants will have the opportunity to work collaboratively with their peers, building an ongoing learning culture and fostering wider professional relationships. With the support of a Post-16 Assistant Maths Hub Lead and an AMSP Local Lead, participants will explore, develop and share their vision, culture and principles for teaching and learning in maths.

These communities will develop a strong collaborative and strategic focus, whilst considering the professional development needs of those teaching at Level 3.

Who can take part?

Participants should ideally be existing Level 3 maths subject leaders; this might be a head of department, second in department, or KS5 leader. They will represent their department and must be able to effect change through collaboration with their colleagues.



Find out more

Search **level 3 maths leadership community** online or contact your local Maths Hub:

Visit ncetm.org.uk/maths-hubs/find-your-hub

Benefits

- You will explore the structures which support the work of all members of the department
- You will develop collaborative ways of working within the department to support ongoing developments
- You will develop in your ability to identify areas for development and lead change towards these
- You will have a deeper understanding of the current local and national maths education landscape

The **community**, run by the Maths Hubs Programme, in partnership with the AMSP, is **free** to participating schools and colleges.



 Click to return to post-16

Fully funded

Post-16 GCSE/FSQ Mastery Specialist (Embedding the Impact) Community

For Post-16 Mastery Specialists looking to deepen
and refine their practice

What is involved?

This community supports existing Post-16 GCSE/FSQ Mastery Specialists to deepen their understanding of teaching for mastery, refine classroom practice, and support departmental development.

This community is structured to include four days of participation in central community events, with preparation tasks.

Who can take part?

This community is open to previous participants of **all cohorts** of the Post-16 GCSE/FSQ Mastery Specialist Programme.



Find out more

Search **post-16 GCSE/FSQ mastery specialist embedding the impact** online or contact your local Maths Hub:

Visit ncetm.org.uk/maths-hubs/find-your-hub

Benefits

- You will continue to develop an understanding of teaching for mastery and support the department and leadership in creating coherent curriculums and a culture of professional learning
- You will work within your department to develop a culture aligned to the principles of teaching for mastery
- Your students will develop a secure and connected understanding of the maths they are learning and report increased confidence in using maths

The **community** is fully funded by the Maths Hubs Programme, so is **free** to participating establishments. There is also a participation grant available on completion.





If we support and develop our LLMEs, they will take that into their schools and share it with their own maths leads. It's a ripple effect.

Linda Lavagna-Slater
Research & Innovation Lead

Since the launch of the Maths Hubs Programme:

- 4,075 local leaders of mathematics education (LLMEs) across all phases have led Maths Hubs professional development, supporting thousands of teachers and leaders to improve maths teaching



Fully funded

NCETM Professional Development Lead Programmes

Accreditation for those who lead professional development for teachers of maths

What is involved?

The PD Lead Programmes are designed for participants who are working with other teachers to enhance the teaching and learning of maths.

Participants benefit from the equivalent of three one-day workshops (face-to-face and online). Participants will design, lead, review and refine a programme of support for maths teacher professional development, drawing upon a range of evidence-informed models and activity. The completion of an Accreditation Evidence Document, which facilitates critical reflection on participants' learning over the duration of the programme, is required.

Who can take part?

These phase-specific programmes are for expert teachers of maths (all phases from Early Years to post-16) who have existing commitments and responsibility for designing, leading and evaluating maths teacher professional development, and who will lead maths professional development beyond their own institution.



Find out more

Search [ncetm professional development lead programme](#) online or contact your local Maths Hub:
Visit ncetm.org.uk/maths-hubs/find-your-hub

Benefits

- You will develop a refined rationale for the professional development you are leading and for the range of activity within the programme
- You will critically evaluate your own professional development programme against your intended outcomes
- You will identify key principles of maths CPD design and the implications of these for the programme you design
- You will recognise the key distinction between teachers' knowledge of maths, and teachers' knowledge of teaching maths

The **programmes** are fully funded by the Maths Hubs Programme, so is **free** to participating schools. There is also a participation grant available on completion.



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Fully funded

NCETM School Development Lead Programme

Support for leaders of maths whose role is to lead change in a school or group of schools other than their own

What is involved?

This programme is designed to enable leaders of maths school development to enhance leadership capacity and capability in the schools they support. Participants benefit from regional support through workshops (face-to-face, run regionally across England, and online), practice development activities, and an online community.

Participants design and lead a school development initiative, aimed at supporting the development of school and subject leaders, as they explore, prepare and deliver changes to their setting's maths provision.

Who can take part?

The programme is for colleagues working with school and subject leaders in a school or group of schools other than their own. It will benefit those with significant experience of developing maths leadership capacity, or those newer to the role. Usually, participants will have completed the NCETM PD Lead Programme and have some experience of working directly with senior leaders outside of their own setting.

Participants must commit to the full programme and will need the support of the headteacher of their own school and/or MAT.



Find out more

Search **ncetm school development lead programme** online or contact your local Maths Hub.
Visit ncetm.org.uk/maths-hubs/find-your-hub

Benefits

- You will develop your knowledge of a range of maths school development strategies and how to use them effectively
- You will strengthen your knowledge of the evidence base that underpins school development
- You will work alongside senior and subject leaders to support sustainable implementation and build capacity
- You will improve the skills and self-awareness required in the role of school development lead

The **programmes** are fully funded by the Maths Hubs Programme, so is **free** to participating schools. There is also a participation grant available on completion.



 Click to return to primary

 Click to return to secondary

Fully funded

Years 5-8 Continuity

Work Groups

Strengthen the transition from primary to secondary school

What is involved?

Work Groups focus on curriculum and pedagogical continuity over Years 5 to 8. Participants will collaborate with colleagues from across KS2 and KS3, working on mathematical tasks together and reflecting on the resulting activity and learning.

Sessions will take place in KS2 and KS3 settings, offering the chance to see tasks in the context of a classroom. School-based activity between meetings encourages participants to make use of the resources with their own classes.

Who can take part?

This opportunity is for those who teach and/or have responsibility for the curriculum in Years 5 to 8. Participants may be subject leaders or teachers with responsibility for transition in a school. They attend three full-day workshops and will be expected to try out different tasks with their classes between sessions.



Find out more

Search **years 5-8 continuity** online or contact your local Maths Hub:

Visit ncetm.org.uk/maths-hubs/find-your-hub

Benefits

- Your pupils in KS2 and KS3 will demonstrate a positive attitude to maths
- You will make common use of approaches, representations and language across phases
- You will deepen your knowledge and understanding of the curriculum across KS2 and KS3 and the expectations of pupils at the end of each Key Stage
- You and your cross-phase colleagues will collaborate on issues of curriculum and pedagogy as a normal part of your school's transition practice

The **Work Groups** are fully funded by the Maths Hubs Programme, so are **free** to participating schools.



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Fully funded

Regional Special Schools Teaching for Mastery

Community

Collaborative support for teachers developing maths teaching and learning for learners with more complex needs

What is involved?

This community is for teachers of learners with more complex needs, including special schools and mainstream inclusion bases, who are already participating in any Maths Hubs programme.

Teachers come together at two online twilight events to share approaches and learn from colleagues working in similar settings. Participants also gain access to an online collaboration space to share regional and national expertise.

This regional community supports teachers in adapting mastery principles for learners with more complex needs, and complements their school's participation in a local Work Group.

Who can take part?

This regional community is open to teachers in special schools and mainstream inclusion bases who are currently engaged in a Work Group or programme with their local Maths Hub.

Participation is optional and free. Teachers are encouraged to attend the two twilight webinars, and to contribute to the dedicated online community.



Find out more

Search **regional special schools teaching for mastery community** online or contact your local Maths Hub:

Visit ncetm.org.uk/maths-hubs/find-your-hub



ncetm.org.uk | @NCETM

Benefits

- You will connect with teachers working in special settings across the region
- You and colleagues will share strategies for adapting maths teaching to meet a wide range of needs
- You will gain insights from experienced practitioners and specialists
- You will explore ways to develop maths teaching that supports deep understanding for all pupils
- You will build confidence and expertise in leading change within the context of a special setting

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



NCETM
NATIONAL CENTRE FOR EXCELLENCE
IN THE TEACHING OF MATHEMATICS

Coordinators of the Maths Hubs Programme

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Fully funded

Multi-Academy Trust Maths Leads Community

A CPD community designed to support those leading maths across multiple schools

What is involved?

This community supports those who lead maths across a MAT to embed teaching for mastery at scale. Participants will deepen their understanding of effective pedagogy and leadership roles, and build capacity with colleagues to transform maths teaching and learning.

This maths-specific community will provide opportunities (face-to-face and online) to work collaboratively with experts to understand national education landscape developments, and to put policy into operation.

Who can take part?

The community is for MAT maths leads overseeing multiple schools – both new and returning participants. To benefit from this community, MATs should support their participating maths lead to attend the equivalent of three days and take part in inter-sessional activity.



Find out more

Search **multi-academy trust maths leads community** online or contact your local Maths Hub:

Visit ncetm.org.uk/maths-hubs/find-your-hub

Benefits

- You will develop a shared vision for effective teaching and learning in maths
- You will build leadership capacity to implement teaching for mastery across schools
- You will consider features of a coherent curriculum and effective professional development strategy
- You will collaborate with peers and engage with national experts in maths education

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





Click to return to secondary



Click to return to post-16

Fully funded

Supporting Students to Achieve a L2 Qualification in Mathematics

Work Groups

Develop teaching approaches across secondary and post-16 to support students working towards GCSE resit or Functional Skills

What is involved?

These Work Groups are for teachers whose students will study up to Level 2 maths across secondary and post-16. Teachers of Years 10 and 11, and of GCSE Maths resit and/or Functional Skills Maths, will develop ways to support students who need to study maths beyond age 16 to achieve a L2 qualification.

Work Groups will focus on developing transferable teaching techniques aligned to teaching for mastery. Participants will attend three full-day workshops and complete practice-based tasks between sessions.

Who can take part?

This opportunity is for teachers of GCSE Maths, and for those teaching GCSE Maths resit and/or Functional Skills Maths. Participants may be based in secondary schools, UTCs, FE colleges, Sixth Form colleges, schools with post-16 provision, or other post-16 settings.



Find out more

Search **supporting students to achieve a L2 in maths** online or contact your local Maths Hub:
Visit ncetm.org.uk/maths-hubs/find-your-hub



ncetm.org.uk | @NCETM

Benefits

- Your students will demonstrate a positive attitude to maths
- You will ensure that lesson design and pedagogy demonstrate a secure knowledge of curriculum continuity and sequencing
- You will understand the importance of consistency of language and representations relating to specific curriculum areas
- You and your colleagues will make collaboration a normal part of transition, supporting students continuing to work towards a L2 maths qualification

The **Work Groups** are fully funded by the Maths Hubs Programme, so are **free** to participating schools and colleges.



NCETM
NATIONAL CENTRE FOR EXCELLENCE
IN THE TEACHING OF MATHEMATICS

Coordinators of the Maths Hubs Programme

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Fully funded

Regional ITT Providers Community

A professional learning community for ITT providers and Maths Hub leadership

What is involved?

In the spirit of collaboration, the Maths Hubs Network is keen to facilitate Regional ITT Providers Communities, promoting the sharing of practice, and supporting programme development aligned with teaching for mastery pedagogies alongside other key priorities in ITT.

Participants will reflect collaboratively on how best to help trainees understand the Five Big Ideas in Teaching for Mastery, so that they can develop classroom practices that allow all pupils to learn and enjoy maths.

In addition, participants will have opportunities to share research, critically analyse and evaluate practice, and consider the challenges faced by trainee teachers as they begin their careers in maths education. Together, members identify effective ways of working with trainees to address and reduce these barriers.

Who can take part?

All DfE-accredited ITT providers can nominate participants who are responsible for leading maths provision. They will be joined by a representative from each Maths Hub's leadership team. Participants are expected to attend all online and regional sessions and to share learning with colleagues.



Find out more

Search **regional ITT providers community** online or contact your local Maths Hub:

Visit ncetm.org.uk/maths-hubs/find-your-hub

Benefits

- You will review and strengthen maths provision across ITT programmes
- You will have a deepening understanding of teaching for mastery principles and how they relate directly to classroom practice
- You will have opportunities to work collaboratively across the region with ITT providers and Maths Hub leaders

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





It's not about providing the solutions or telling the school what to do. It's about helping them find their own feet, supporting leaders to recognise the challenges and design a pathway that gets everyone on board. That way, the change is sustained rather than imposed.

Josh Lury

Assistant Maths Hubs Lead, working with Stoke Climsland Primary School, East Cornwall

Since the launch of Targeted Support:

- Over 2,900 schools have received Targeted Support in Mathematics (either Intensive or Enhanced)



 [Click to return to primary](#)

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Funded

Targeted Support in Mathematics (Intensive)

Targeted Support



UK Government

Intensive Targeted Support is available across both primary and secondary phases. Where appropriate, school leaders can be supported to implement change in Reception to embed effective practice and ensure all pupils have the best start in life.

What is involved?

Schools taking part will receive bespoke support from a Maths Hub Intensive Support Partner (ISP). The ISP will work closely with school leaders to build capacity, create a supportive culture, and lay strong foundations for improving the teaching and learning of maths. Together, the ISP and the school will explore, plan, deliver and sustain a tailored improvement plan.

Funded support is available to provide release time for staff to develop and deliver improvement work, tailored to the school's context.

Who can take part?

Schools that do not currently have the capacity to benefit from the standard Teaching for Mastery Programme may be referred to, or can apply for, Intensive support through their local Maths Hub.

To ensure a positive impact on teaching and learning, schools need to be committed to making long-term improvements in maths, and to work closely with their local Maths Hub over a number of years. This includes a commitment to joining a Teaching for Mastery Work Group in future years.



Find out more

Contact your local Maths Hub to discover what is available in your region.

Search **find your hub** or visit ncetm.org.uk

Benefits

- School leaders will be supported to implement and sustain change in a focused area of maths teaching
- School leaders will confidently assess and review the culture, systems and practices supporting maths in their school
- Your school will go on to develop a sustained relationship with your local Maths Hub

Targeted Support is funded by the Maths Hubs Programme, so is **free** to participating schools who are suitable for referral and able to make the required commitment.



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NATIONAL CENTRE FOR EXCELLENCE
IN THE TEACHING OF MATHEMATICS

Coordinators of the Maths Hubs Programme

 Click to return to primary

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Funded

Targeted Support in Mathematics (Enhanced)

Targeted Support

Support for schools across both primary and secondary phases to develop and embed improvements in maths teaching and learning

What is involved?

Schools taking part will receive bespoke support from a Maths Hubs Enhanced Support Partner (ESP). The ESP will work with the school to develop an implementation planning process for maths which supports current and future capacity for managing change, and to build the relationship between the school and the Maths Hub.

Who can take part?

Schools can access Enhanced support if they do not currently have the capacity to meet the intended outcomes of the standard teaching for mastery offer in which they are involved. Participant schools must be committed to developing a long-term relationship with the Maths Hub in order to sustain improvements in maths.



Find out more

Contact your local Maths Hub to discover what is available in your region.

Search **find your hub** or visit **nctem.org.uk**

Benefits

- School leaders will follow a bespoke school development process to identify and address priority areas for maths
- Teachers will demonstrate developed practice in a focused area of maths teaching
- School leaders will understand what constitutes good foundations for implementing teaching for mastery

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The Maths Hubs Network



Find your hub

Search **find your maths hub** online or visit: ncetm.org.uk/maths-hubs/find-your-hub

