

IN THIS EDITION

**PRIMARY ARTICLE - Join Our Team:
Become a Primary Mastery Specialist**

**SECONDARY ARTICLE - LLME Role :
Secondary Mastery Specialist**

**POST 16 ARTICLE - Further Education
Mastery Specialist – Reflections**

RESEARCH - Invitation to Schools

**FEATURE: Bringing the primary maths
classroom into the university**

**FEATURE - Professional Development
Leadership Opportunities**

PRIMARY WORK GROUPS

SECONDARY WORK GROUPS

CROSS PHASE WORK GROUPS

NCETM NEWS AND FEATURES

OTHER EVENTS AND OPPORTUNITIES

Welcome from Jo Walker

Maths Hub Lead



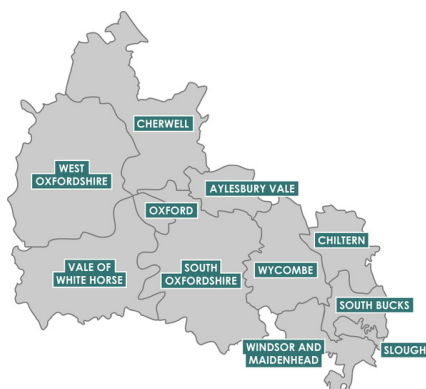
The Local Leaders of Maths Education (LLME) across our region work with the schools in our area to share their expertise and support the schools to meet the aims of their development plans. These teachers teach using the expertise that they share and truly believe in its value as they have seen the impact on their students learning in their own schools.

I would like to thank the headteachers of our LLME for releasing them from some of their teaching so that they can do this, to not only develop the teaching and learning in their school but to also support other schools as well.

Some of the articles in this newsletter have been written by some of our LLME to share with the readers how they became an LLME and what they and their schools / colleges have developed as a consequence. Another looks at the impact of collaboration between education institutions.

We know that there is a renewed focus on ensuring that ALL students receive the best education that they can, thinking equity rather than equality, to ensure that the students who need more support to achieve the same understanding as their peers do so. There has been a lot of research over the last few years into how best to achieve this and overwhelmingly the most positive outcomes come from 'inclusion'.

Within mathematics education it has been shown that the pedagogies which make up mastery have a real impact on closing the gap between disadvantaged and SEND students and their peers. The small steps and explicitly linking areas which share the same structure to reduce cognitive load.



NCETM
NATIONAL CENTRE FOR EXCELLENCE
IN THE TEACHING OF MATHEMATICS



Welcome from Jo Walker (cont.)

Maths Hub Lead



A real focus on developing a deep understanding of mathematical language along with the use of stem sentences and representations help students understand the structure of mathematics and effectively articulate their thinking. The use of variation enables students to understand the mathematical algorithms we use so they can adapt them, to know when they can and cannot apply them and why, to meet misconceptions so they do not fall into them and more importantly not form them in the first place. Running through this is a carefully crafted journey through maths so that students are always building on strong foundations.

At this point in our Hub year, we are looking to recruit new LLME who would start their training with NCETM in September 2026. To find out more about these opportunities please see below. As these are long term developmental opportunities they do come with funding towards cover costs. Please note that the aim for Secondary schools and Post 16 Colleges is to have a mastery specialist in every school.

Please note that the window for applications closes on Thursday 23rd April 2026.

Primary Mastery Specialist

Secondary Mastery Specialist

Further Education Mastery Specialist (also still recruiting for 2025/26)

School Development Lead

Professional Development Lead

2026-2027 Professional Development Leadership Opportunities

Apply by Thursday 23rd April 2026

School Development Lead

Professional Development Lead



Primary Mastery Specialist

Secondary Mastery Specialist

Join Our Team: Become a Primary Mastery Specialist

Jennie Forde, Maths Hub Lead



At BBO Maths Hub, we are passionate about building a community of mathematics educators who are driven to create deep, inclusive and conceptually rich learning experiences for every child. Central to this vision is our team of Primary Mastery Specialists — dedicated classroom teachers who have taken their commitment to mathematics education to the next level and now lead professional development that makes a real difference in schools across our region.

The Primary Mastery Specialist Programme offers a unique opportunity for enthusiastic primary teachers who are passionate about teaching for mastery to grow as leaders of maths learning both within their own school and beyond. This fully funded programme, delivered in collaboration with the National Centre for Excellence in the Teaching of Mathematics (NCETM), builds expertise in maths subject knowledge, pedagogy and collaborative practice.

About the Journey

Applicants should be experienced primary practitioners currently teaching mathematics regularly and developing Teaching for Mastery in their schools, with the support of their headteacher to engage in the programme.

Successful candidates embark on a year of transformational professional development consisting of three residential sessions spread across the academic year. These residentials provide immersive time to deepen understanding of the Five Big Ideas of teaching for mastery and build powerful subject knowledge that directly impacts classroom practice. Between residentials, participants apply their growing expertise in their own classrooms, reflecting on impact and strengthening mathematical learning for pupils.

One participant recently reflected, “The first Primary Mastery Specialist residential was one of the most impactful professional development experiences I’ve taken part in. The focus on deepening subject knowledge particularly around additive relationships and progression alongside a strong emphasis on inclusion has already influenced how I think about teaching and leading maths for all pupils.”

Another specialist-in-training shared, “I have only had one residential so far but I found the two day session to be incredibly inspiring. It was a chance to explore maths in lots of different ways and contexts and work with colleagues.”

What Specialists Do

Once trained, Primary Mastery Specialists are integral to the work of BBO Maths Hub:

- They lead local Teaching for Mastery Work Groups, working with teachers from neighbouring schools to plan, observe and refine mathematics teaching.

- They strengthen the capacity of their own schools by embedding mastery approaches and building supportive systems and culture.
- They collaborate with other specialists across the network, sharing practice, resources and research-inspired thinking.

In doing so, specialists extend the impact of mastery beyond their own classroom, working with other schools to develop collaborative communities focusing on mathematical understanding for all children.

Why Join Us?

We know that great professional development changes practice. Our Primary Mastery Specialist Programme is designed to:

- Deepen subject knowledge and pedagogical clarity
- Enhance confidence and leadership in maths teaching
- Connect you with a network of like-minded professionals
- Provide sustained opportunities for collaboration and professional growth

It is so much more than a development programme — it's about becoming part of our fantastic, supportive team of Primary Mastery Specialists and stepping into the role of a Local Leader of Mathematics Education. Those who have completed the programme consistently describe it as a transformative experience, not only strengthening their classroom practice, but reshaping how they think about mathematics teaching, learning and leadership.

Apply Now

Applications for the 2026/27 Primary Mastery Specialist Programme are open now. For full details and to submit an application, please visit the NCETM programme page via the button below and read the [information sheet](#) carefully before applying — **the window closes on 23 April 2026.**

A promotional banner for the Primary Mastery Specialist Programme. On the left, a woman in a red blazer stands in front of a whiteboard, gesturing with her right hand. The banner includes the Mathshubs logo (BUCKS, BERKS AND OXON) and text detailing the programme as 'Professional Development Leadership Opportunities' for '2026-2027'. The title 'Primary Mastery Specialist' is prominently displayed. At the bottom, two buttons indicate the application deadline and funding status: 'APPLY BY THURSDAY 23RD APRIL' and 'FULLY FUNDED'.[MORE INFO](#)[APPLY NOW](#)

LLME Role : Secondary Mastery Specialist

Jo Walker, Maths Hub Lead



The Secondary Mastery Specialist programme is a two year journey initially. The first year focuses on developing your own understanding of mastery and being able to plan and deliver mastery lessons. The second year is focused on learning how to lead effective continuous professional development and working with the rest of your department to disseminate the learning you gained in the first year.

Throughout this journey you will have sessions with NCETM where you work alongside other teachers both from within our hub area and nationally. You also have time in your own school where an experienced mastery specialist supports you as you develop over these two years. Beyond this you work with your subject lead to embed mastery across all teachers and year groups to ensure that every student in your school receives the best possible maths education we can provide. The Maths Hub has a range of Work Groups to support with this part of the journey as well.

I trained as a Mastery Specialist several years ago, I still remember initially feeling like this was a lot to take on and it definitely pushed me out of my comfort zone at times. The rewards however were great. I think a lot more deeply about the lessons I teach both in planning and delivering and I can see the positive impact this has on my students. I am confident when I lead professional training with teachers and when I stand up in front of a group of subject leads or headteachers – never thought I could do that! Seeing the impact I am having on my own students and the real pleasure I have in working with teachers has really bolstered my love of teaching, even at the stressful points.

Our department discusses how we teach mathematics with our students at the heart of our thinking so that even when they have a different teacher their teaching continues using the same representations, techniques and language. We share expertise as we develop lesson resources which are then adapted to the needs of the students in the room.

If you are ready for the next step in your personal development and your school is ready to work with you to develop teaching and learning then I highly recommend becoming a Secondary Mastery Specialist.

Below are reflections from a Mastery Specialist who is currently in their second year of training :

I can now deliver PD confidently and I am confident enough to stand in front of large audiences! As a department we have changed the Year 9 SoW to include ratio tables, bar models and also adapted the order so students can make links between topics. CPD sessions have helped staff understand Mastery better and great feedback has been given, especially from our new teachers. Students enjoy more discussion based lessons and results on tests have also improved!

Umgofta Hafeez, Burnham Grammar School

[MORE INFO](#)

[APPLY NOW](#)

Further Education Mastery Specialist – Reflections

Shweta Sharma, Langley College, Windsor Forest College Group



Since beginning to teach post-16 resit maths using a mastery approach, my own professional development has been both challenging and rewarding. Teaching students who have previously experienced difficulty or disengagement with mathematics requires a shift not only in pedagogy, but also in mindset. Mastery has encouraged me to slow down, focus on depth rather than pace, and place far greater emphasis on understanding, structure and reasoning.

One of the most significant changes in my teaching has been moving away from “covering content” towards ensuring that students genuinely understand the mathematics they are working with. Lessons are now carefully sequenced, with small steps that build logically, and misconceptions are anticipated and addressed openly. This has required me to reflect more deeply on the mathematics itself and on how students experience it. As a result, I feel more confident in my explanations and more responsive to students’ thinking.

Using mastery has also changed how I view assessment and progress. Rather than relying on quick wins or procedural success, I now look for evidence of secure understanding: students explaining their reasoning, making connections between topics, and justifying their answers. This has been particularly powerful with resit students, many of whom previously believed that maths was about memorising methods they didn’t understand. Seeing students articulate their thinking has been a clear indicator of both their progress and my own development as a teacher.

The impact on students has been noticeable. Many post-16 resit students arrive with low confidence and a fixed belief that they are “bad at maths”. Through the mastery approach, students are given time to think, discuss, and make mistakes without feeling rushed or judged. This has helped to rebuild confidence and trust in the classroom. Students are more willing to attempt questions, ask questions, and engage in mathematical talk.

Another positive change has been students’ resilience. By focusing on understanding and revisiting concepts until they are secure, students are less likely to give up when faced with unfamiliar problems. They are beginning to see maths as something that can be understood, rather than something that only some people are naturally good at. This shift in attitude has been particularly important for resit students, who often carry negative experiences from earlier schooling. Students are also benefiting from the consistency and clarity that mastery brings. Clear models, representations and language help them see connections across topics, which is especially valuable at post-16 where gaps in prior knowledge are common. Many students have commented that maths “finally makes sense” or that they feel more prepared to tackle exam questions because they understand why methods work.

Overall, teaching post-16 resit maths through a mastery approach has been a powerful learning experience for both myself and my students. It has encouraged me to be more reflective, intentional and confident in my teaching, while supporting students to develop understanding, confidence and a more positive relationship with mathematics. The progress may sometimes feel slower, but it is deeper, more secure, and far more meaningful.

Invitation to Schools: Research into supporting multilingual learners in mathematics

RESEARCH

We are inviting schools to engage with a classroom-based research project exploring how mathematics teaching in English classrooms can more effectively support multilingual learners/EAL.

The project is being led by Dr Jo Skelton (Oxford Brookes University), an experienced mathematics education researcher whose work focuses on language, learning and equity in the mathematics classroom. Dr Skelton is currently researching this area with groups of teachers in Europe and Asia, working alongside practitioners to examine how lesson design, teaching strategies and representation can support multilingual learners' access to mathematics. This project marks the first time her research has focused specifically on English schools, offering an exciting opportunity for schools to contribute to and shape work that is situated both locally and internationally.



**OXFORD
BROOKES
UNIVERSITY**

The project brings together theoretical perspectives and classroom inquiry. It will engage with existing research around multilingualism and mathematics education, while working directly with teachers "at the coalface" to trial, refine and reflect on approaches within their own classrooms. Central to the work is a collaborative model that values professional expertise and positions teachers as co-constructors of knowledge, rather than simply participants in research.

Schools involved will have the opportunity to engage thoughtfully with research, deepen professional understanding, and contribute to the development of practice that seeks to strengthen equity, inclusion and mathematical understanding for multilingual learners.

We are currently inviting schools to an initial, informal discussion about how they can engage with the project. This conversation will provide an opportunity to find out more, explore your context and interests, and consider how involvement might look.

There is no commitment at this stage — simply an invitation to begin a professional dialogue.

If your school would be interested in an initial conversation, we would be very pleased to hear from you.

CONTACT US

Bringing the primary maths classroom into the university: a collaborative approach to early teacher education

FEATURE

At the BBO Maths Hub, we are passionate about creating meaningful collaborations across the system that strengthen mathematics from initial teacher training through to experienced practice. A recent event at Oxford Brookes University captured this in action, bringing together schools, higher education and the Maths Hub to create a rich professional learning experience.

The logo for Oxford Brookes University, featuring the words "OXFORD", "BROOKES", and "UNIVERSITY" stacked vertically in a serif font.

What began as a conversation between Jennie Forde, BBO Maths Hub Lead and Dr Stephanie Flower, Oxford Brookes University, quickly grew into a wider collaboration. Jennie reached out to The Windmill School in Oxford and Year 3 Lead, Emily Williams, responded with an enthusiastic yes! From there, the school and university jointly shaped and managed the experience, enabling a Year 3 class to bring the primary mathematics classroom into the university lecture room.

During the visit, the Year 3 pupils were taught their daily mathematics lesson on the university campus in front of final-year trainee teachers. The live lesson created a rich professional learning opportunity, with students closely observing pedagogy, subject knowledge, and in-the-moment decision making. This was followed by a dedicated question-and-answer session with the class teacher, allowing trainees to unpick lesson design, adaptations, the thinking behind key teaching choices, and to engage in focused professional dialogue grounded in an authentic classroom context.

As well as a powerful opportunity for the trainee teachers, it was also a joyful experience for the school community. As Emily reflected, *"It was so much fun, we all had a great time. The children loved 'going to university'."*

All partners described the event as a great success and are keen to build on this model of collaboration. For the BBO Maths Hub, this work reflects our growing commitment to developing coherent, connected experiences for teachers — from initial teacher education through to leadership and post-16 — grounded in strong partnerships across the system.

We would like to extend our sincere thanks to everyone involved at Oxford Brookes in making this possible. We are especially grateful to the staff and children of The Windmill School, whose enthusiasm, openness and willingness to step into a new environment brought the experience to life. Their generosity in sharing their thinking and their joy in learning mathematics was at the heart of the day.

Professional Development Leadership Opportunities - Applications Open for 26/27

LEADERSHIP

We are excited to announce that the NCETM and Maths Hubs are now accepting applications for the following centrally run professional development programmes. These opportunities are fully funded by the Maths Hubs Programme and are therefore offered free of charge to teachers from state schools and colleges in England. **The closing date for all applications is Thursday 23rd April 2026.**

School Development Lead

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

Who can take part?

This programme is for colleagues working with school and subject leaders to improve maths teaching and learning in a school or group of schools other than their own. Normally, participants will have previously completed the NCETM PD Lead Programme. Participants will be expected to commit to the full programme of activities and will need the support of the headteacher of their own school and/or their MAT.



What is involved?

The project is specifically designed to enable the leaders of maths school development to enhance leadership capacity and capability in the schools they support. It will provide 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 maths school development initiative, working with school and subject leadership. They must maintain a reflection and learning log, and a record of their initiative.

The aim of the SD Lead Programme is to build a community of expert practitioners that have a deeper self-awareness of the SD Lead role and have the expertise to support leaders in the implementation of a mathematics school development process, informed by the evidence base.

What are the benefits of participating in the programme?

Participants will develop their understanding and practice of leading sustainable mathematics development in a setting other than their own. As well as developing a deeper understanding of the evidence base for implementing change in educational settings, successful participants will develop as reflective practitioners who can work alongside senior and subject leaders to develop their own understanding and practice. Accredited participants will provide additional capacity for leadership within their own organisation, as well as creating potential for wider system leadership capacity.

A fantastic day working on the NCETM School Development Lead Programme. Thank you to everyone involved, I have come away with lots to reflect on.

Catherine Jane Gee, 2023 Participant

Please make sure you read this Information Sheet carefully before you apply.

Applications close on 23rd April

MORE INFO

APPLY NOW

Professional Development Leadership Opportunities - Applications Open for 26/27

LEADERSHIP

Professional Development Lead

Become an NCETM accredited PD Lead

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.



What is involved?

The PD Lead Programme is designed for participants who are working with other teachers to enhance 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.

What will you learn?

- You will develop a refined rationale for the Professional Development you are leading and for the range of professional 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

Participants will also have the opportunity to gain an academic award (PG Cert) for completing an enhanced version of the programme, which will be available for an additional fee.

One of the main criteria for successful PD is that it stimulates new thinking – this certainly did that for me. Very thought provoking and inspiring.

Please make sure you read this Information Sheet carefully before you apply.

Applications close on 23rd April

MORE INFO

APPLY NOW

Professional Development Leadership Opportunities - Applications Open for 26/27

LEADERSHIP

Primary Mastery Specialists

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

What's involved?

The Mastery Specialist Programme is for primary teachers with a passion for maths. In the first year of the programme, three residentials (one per term) provide an opportunity to understand the "Five Big Ideas in Teaching for Mastery" in depth and to focus

on the specialist subject knowledge required to design lessons that unfold the maths for all children.

What you'll achieve

As a Primary Mastery Specialist, you'll make a real difference – both in your classroom and across your school:

Pupil Impact

- Help pupils develop a deep, lasting understanding of mathematical concepts.
- Foster a love for maths and build their confidence and enjoyment of the subject.

Whole-School Transformation

- Work collaboratively with your headteacher and leadership team to embed a teaching for mastery approach.
- Help shape school-wide policies and practices that support ongoing, high-quality maths professional development.

Professional Growth

- Deepen your understanding of mastery principles and pedagogies.
- Strengthen your subject knowledge with a focus on progression across key maths areas.
- Build the skills to support and inspire colleagues, becoming a confident leader of professional development.

Who can apply?

We're looking for enthusiastic, experienced primary teachers who:

- Are currently teaching maths to the same class at least 3 days per week in a primary, infant, junior, or middle school
- Have strong classroom practice and a passion for teaching for mastery
- Are effective collaborators and ready to lead professional learning
- Have full support from their headteacher

Our involvement has had a really positive impact on teacher development and pupil learning at our school, and beyond. Maths lessons have become a firm favourite for everyone here.

Jane O'Sullivan, Headteacher at Sibford Gower Primary School



Please make sure you read this Information Sheet carefully before you apply.

Applications close on 23rd April

MORE INFO

APPLY NOW

Professional Development Leadership Opportunities - Applications Open for 26/27

LEADERSHIP

Secondary Mastery Specialists

Professional development to enable you to introduce and embed teaching for mastery across your department

What's involved?

Are you passionate about deepening your understanding of mathematics teaching and leading positive change in your department? The Secondary Mastery Specialist Programme is an exciting opportunity for dedicated maths teachers to develop their practice, enhance student outcomes, and play a key role in shaping teaching for mastery in their school.

This two-year programme is designed to develop both classroom practice and leadership skills. Unlike previous years, there is no expectation to become a Local Leader of Mathematics Education—although this remains an option for the future. Instead, the focus is on embedding mastery approaches within your own department, working alongside your subject leader.

Why join?

As a Secondary Mastery Specialist, you will:

- **Inspire students** – Help them build a deep, connected understanding of maths, combining conceptual understanding with procedural fluency.
- **Create a positive maths culture** – Support students in reasoning, problem-solving, and engaging in meaningful mathematical discussions.
- **Develop your teaching expertise** – Learn best practices aligned with the NCETM's Essence of Mathematics Teaching for Mastery.
- **Grow as a leader** – Gain the skills to lead professional development in your school, working closely with colleagues to embed teaching for mastery.

Who can apply?

We're looking for enthusiastic maths teachers with Qualified Teacher Status (QTS), working in state-funded secondary schools, with at least two years of teaching experience. If you have a strong commitment to developing both your own practice and your ability to support colleagues, this programme is for you!

Please make sure you read this Information Sheet carefully before you apply.

Applications close on 23rd April



If you are considering introducing teaching for mastery in your school then go for it! When you hear the conversations students have in maths lessons, see their engagement and depth of understanding, and listen to them telling you about their experiences of learning maths, you will see why it is worth it

MORE INFO

APPLY NOW

Professional Development Leadership Opportunities - Applications Open for 26/27

LEADERSHIP

Further Education Mastery Specialists

Become a Mastery Specialist in Further Education

What's involved?

Are passionate about transforming the teaching of GCSE Maths resit and Functional Skills Qualifications (FSQs)? This is your opportunity to make a lasting impact.

Following the success of the Primary and Secondary Mastery Specialist Programmes, Maths Hubs and the NCETM are now inviting

applications from Further Education establishments to nominate lead teachers for the Post-16 GCSE/FSQ Mastery Specialist Programme.



Why join?

- Equip your students with a secure and connected understanding of mathematics.
- Increase your students' confidence and success in using maths.
- Develop and implement highly effective teaching for mastery practices tailored to the post-16 GCSE/FSQ context.
- Become part of the Maths Hubs Local Leaders of Mathematics Education (LLME) Community.

What's Involved?

Participating FE establishments will nominate a lead teacher who will:

- Embark on a minimum two-year programme designed to enhance knowledge, skills, and classroom practice using the principles of teaching for mastery.
- Spend the first year focused on developing mastery approaches in their own institution.
- Join a collaborative cohort of Mastery Specialists in year two, sharing best practices and supporting other educators.

Who can apply?

We are looking for enthusiastic practitioners who:

- Regularly teach post-16 GCSE Maths resit and/or Functional Skills Maths to students aged 16-19.
- Have a minimum of two years' experience in this area.
- Are employed in a post-16 setting such as FE colleges, Sixth Form colleges, or similar.

Have the capacity and drive to lead change within their institution.

Work Groups provide a relaxed atmosphere away from the hustle and bustle of the school day, where we can properly focus on the most interesting aspects of teaching.

It may still be possible to join this project in 2025/26.

Please express your interest via the button below and we will contact you to discuss your options.

MORE INFO

REGISTER INTEREST

Specialist Knowledge for Teaching Mathematics – Early Years Teachers

Develop mathematical subject knowledge and understand the pedagogy that underpins the teaching of it

These programmes are designed for individuals who would like to develop their specialist knowledge for teaching maths to three- to five-year-olds. This may be particularly relevant for teachers that have switched to this age group or have not received specific training in maths.

There are two types of SKTM Early Years Work Groups: Pathway One: Number Patterns and Structures and Pathway Two: Spatial Reasoning, Pattern, Shape, Space and Measures. Each pathway is the equivalent of a four-day programme and has three core elements, three associated pedagogy sessions, and a task to support the transition from theory to practice. There is also a final core unit that aims to review quality provision.

We are still accepting bookings for all 3 of the groups running this year. For more information on the two pathways and to book your place, please go to our website via the button below.

[MORE INFO AND BOOKINGS](#)

Specialist Knowledge for Teaching Mathematics – Primary Teaching Assistants

Develop mathematical subject knowledge and understand the pedagogy that underpins the teaching of it

These programmes are 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 new TAs or TAs that have not received maths-specific training.

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

It supports primary teaching assistants who are supporting maths to develop specialist knowledge for teaching maths, to build on the primary maths National Curriculum, 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.

What will you learn?

- Your pupils will positively engage 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

We are still accepting bookings for group 3. See our website to reserve your place.

[MORE INFO AND BOOKINGS](#)

PRIMARY WORK GROUPS

PRIMARY

Specialist Knowledge for Teaching Mathematics – Primary Early Career Teachers

Develop mathematical subject knowledge and understand the pedagogy that underpins the teaching of it

Built to complement the Early Career Framework, this programme offers a maths-specific focus that goes beyond the statutory requirements. It supports Early Career Teachers (ECTs) in deepening both their subject knowledge and classroom practice.



Over the course of the programme, you'll take part in the equivalent of four days of interactive sessions. Between sessions, you'll apply your learning directly in the classroom by exploring carefully chosen maths tasks. You will gain a deeper specialist knowledge of primary maths, aligned with Teaching for Mastery principles, plus practical strategies for task and lesson design, tailored to the needs of your pupils. You should also see greater pupil engagement, as learners begin to explain their thinking with confidence and clarity—evidence of genuine understanding

Bookings remain open for groups 1 and 2, see our website for dates and venues and to book your place.

[MORE INFO AND BOOKINGS](#)

SECONDARY WORK GROUPS

SECONDARY

Higher-Level Maths Achievement

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

Are you a secondary school teacher working with a high proportion of disadvantaged students? Do you want to help your students achieve higher GCSE grades and unlock future opportunities in mathematics?

We're inviting passionate teachers to take part in a fully funded professional development programme designed to boost maths achievement and progression in your school.



Join a local Work Group supported by your Maths Hub and the Advanced Mathematics Support Programme (AMSP). You'll collaborate with colleagues to explore proven strategies that increase student attainment and motivation in maths.

You'll engage in:

- Collaborative planning and reflection sessions
- Trialling and adapting high-impact tasks in the classroom
- Developing practical strategies for tackling challenging GCSE content

Secondary schools with a high proportion of disadvantaged students are encouraged to apply.

To check your eligibility to take part, please contact us via the button below.

[MORE INFO](#)

[CONTACT US](#)

SECONDARY WORK GROUPS

SECONDARY

Secondary Subject Leaders Community

A CPD community designed specifically for secondary heads of maths

This community is designed for secondary heads of department and subject leaders in maths. Whether your school is already connected or you're completely new to the programme, you're warmly invited to take part.



As a subject leader, you play a central role in shaping teaching practice and improving outcomes for students. This project gives you the chance to:

- Strengthen your understanding of effective approaches to maths teaching.
- Develop your leadership skills and responsibilities.
- Work alongside other leaders to transform maths learning in secondary schools.

You'll join a network of like-minded leaders, exploring the latest research and innovations in maths education. Together, you'll share insights, trial new ideas, and apply what you learn to support and inspire your department.

This year, we are running 4 groups across the BBO area.
Go to our website for dates, venues and to book your place.

[MORE INFO AND BOOKINGS](#)

Secondary Teaching for Mastery Work Groups

A vibrant professional learning community to reflect upon and develop mastery approaches

Join our Teaching for Mastery Work Groups and bring your department together to embed lasting change in maths teaching.



These Work Groups are open to secondary schools already engaged with the Teaching for Mastery Programme, including:

- Schools involved in previous Development Work Groups
- Schools with a trained Secondary Mastery Specialist (Cohorts 1–8)

By taking part, teachers and leaders will:

- Share a unified vision and approach, grounded in the NCETM's Essence of Mathematics Teaching for Mastery
- Embed consistent teaching for mastery practices across the department
- Establish collaborative structures that support ongoing professional growth

BBO Maths Hub will offer the following range of focus areas for 2025/26:

- **Focus A: Developing mathematical thinking across the department**
- **Focus B: Improving collaborative planning and lesson observation**

We are still accepting bookings for Focus A which starts on 13th February.
Book your place now via our website.

[MORE INFO AND BOOKINGS](#)

Years 5-8 Continuity

A Work Group to focus on curriculum and pedagogical continuity over Years 5 to 8.

The project is for both primary and secondary schools and is aimed primarily at those who teach and/or have responsibility for the curriculum in Years 5-8. Participants may be subject leaders or teachers with responsibility for transition in a school.



Participants will explore a selection of high-quality resources and 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 activities between meetings encourage participants to make use of the resources with their own pupils.

Places are still available on Work Group Two based at Wycombe High School. You can join us from the second session on Friday 6th February so please do apply via the button below:

[MORE INFO](#)[BOOK NOW](#)

Targeted Support in Mathematics (TSM)

Targeted Support in Mathematics offers primary and secondary schools bespoke support to enhance their mathematics curriculum and teaching

Targeted Support in Mathematics offers primary and secondary schools bespoke assistance to enhance their mathematics curriculum and teaching. Whether your school is new to working with BBO Maths Hub, participating in a Teaching for Mastery Work Group, or part of the Secondary Subject Leaders community, this initiative is designed to support your school's needs.



Based on your school's requirements, the hub provides customised support to enhance the benefits of standard activities or delivers focused, intensive support that temporarily replaces regular engagement with hub programs.

In collaboration with key stakeholders, the hub empowers school leaders to create lasting improvements in mathematics curriculum and teaching. This is achieved by adhering to the Targeted Support in Mathematics Agreement, fostering capacity-building and sustainable change.

For full information on the types of fully funded Targeted Support in Mathematics that are available, and to submit your application, go to our website via the buttons below.

[MORE INFO](#)[APPLY NOW](#)

Regional ITT Providers Community

Join the Regional ITT Providers Project: Shape the Future of Maths Initial Teacher Training

Are you ready to lead the way in transforming maths education? If you're part of a DfE-accredited Initial Teacher Training (ITT) provider and responsible for leading maths provision, this is your opportunity to collaborate, innovate, and make a real impact.



Participants will engage in scheduled online and regional sessions and actively share insights with colleagues. Members of these regional communities will attend three national (online) workshops, coordinated by the NCETM team. In addition, participants will collaborate as a regional community for two half-days led by their Regional Community Leads.

The focus of these communities is to work with Maths Hubs to know how best to support trainee teachers to align their classroom practice with the principles of teaching for mastery.

This project gets underway on 4th February 2026.
Book your place via our website today.

[MORE INFO](#)[BOOK NOW](#)

ALL WORK GROUPS

PRIMARY

SECONDARY

POST 16

LEADERSHIP

Listed below are links to all of the Work Groups, projects and communities offered by the BBO Maths Hub organised according to whether they are still accepting bookings for 2025/26, open for applications for 2026/27 or accepting expression of interest for 2026/27.

Accepting Bookings for 2025/26

[Specialist Knowledge for Teaching Mathematics – Early Years Teachers](#)
[Specialist Knowledge for Teaching Mathematics – Primary Teaching Assistants](#)
[Specialist Knowledge for Teaching Mathematics – Primary Early Career Teachers](#)
[Higher-Level Maths Achievement](#)
[Secondary Subject Leaders Community](#)
[Secondary Teaching for Mastery Work Groups](#)
[Regional ITT Providers Community](#)
[Years 5-8 Continuity](#)
[Targeted Support in Mathematics \(TSM\)](#)

Accepting Applications for 2026/27

[School Development Lead](#)
[Professional Development Lead](#)
[Primary Mastery Specialists](#)
[Secondary Mastery Specialists](#)

Register Your Interest for 2026/27

[Mastering Number – Embedding the Impact](#)
[Mastering Number at KS2](#)
[Mastering Number at Reception and KS1](#)
[Primary Teaching for Mastery – Introductory Work Groups](#)
[Primary Teaching for Mastery Work Groups](#)
[Specialist Knowledge for Teaching Mathematics – Primary Teachers](#)
[Developing Fluency with Multiplicative Reasoning at KS3](#)
[Securing Foundations at Year 7](#)
[Specialist Knowledge for Teaching Mathematics – Secondary Early Career Teachers](#)
[Specialist Knowledge for Teaching Mathematics – Secondary Non-Specialist Teachers](#)
[Specialist Knowledge for Teaching Mathematics – Secondary Teaching Assistants](#)
[Supporting Students to Achieve a L2 Qualification in Maths](#)
[Developing Core Maths Pedagogy](#)
[Developing A Level Pedagogy](#)
[Post-16 GCSE/FSQ Mastery Specialist Programme](#)
[Multi-Academy Trust Maths Leaders Community](#)



NCETM Newsletter - December 2025



Primary Round-up - November 2025



Secondary Round-up - November 2025



RISE webinar explores effective early maths practice



Find Out in Five - the Secondary Mastery Specialist Programme



What really happens in an education research trial?

OTHER EVENTS AND OPPORTUNITIES

Mathematics outreach programmes at King's College London

Please see the following invitation to join two new free to attend outreach programmes launched by King's College London:

King's Factor Lecture: Vibrating plates and salt patterns

24 February 2026 15:15 to 18:00, Strand Campus

Calling all maths students from GCSE to A Level to university. Welcome to the King's Factor Lecture, our annual mathematics outreach event, highlighting the exciting work done by STEM researchers at King's!

Delivering the 2026 lecture is Dr Jean Lagacé, Lecturer in Analysis in the Department of Mathematics. In his lecture, we will recreate Ernst Chladni's experiments making strange patterns by vibrating plates of salt, and see for ourselves why it happens. Talks start at 16:30. Before the talk join us any time from 15:15 for refreshments and hands-on maths activities.

Book your FREE tickets now! - <https://www.kcl.ac.uk/events/kings-factor-lecture-2026>

How to think like a mathematician 2026

02 March to 26 March 2026, Mondays and Thursdays 17:30-18:45, ONLINE

We are excited to welcome Year 12 girls to join us online and develop your problem-solving skills! Maths is a powerful tool when you're tackling real-world problems. In this series of eight online workshops, you'll build an understanding of different problem-solving techniques, and use them to tackle a range of problems. This programme will help you see maths in a different way, expanding your knowledge of maths and its applications beyond the boundaries of the school curriculum.

Discover more and book your free place here: <https://www.kcl.ac.uk/events/how-to-think-like-a-mathematician-2026>

