MATHSHUBS CENTRAL

2021/22 OPPORTUNITIES

A guide for schools in Birmingham, Sandwell & Dudley

Contents

About us

We offer a wide variety of events and professional development opportunities, as well as providing updates on our work via social media and email. This guide will detail the projects and Work Groups we are currently offering in our area. Please get in touch if you have any questions or would like any further information about any of our projects or Work Groups.

The Central Maths Hub, coordinated by the NCETM and part of the National Maths Hubs network works in partnership with local schools, colleges, universities, CPD providers, maths experts and employers to drive improvement in maths education. This is facilitated through funded professional development opportunities, national projects, Work Groups and collaborative projects.

If you are involved in maths education in the areas of Birmingham, Sandwell or Dudley, then you are already part of our hub.

- Teachers in all phases from Early Years to Post-16
- Teaching assistants
- Senior leaders
- Anyone else involved in the maths education of young people.

All of these people teaching in state-funded schools can access support from the Central Maths Hub.

If you would like to be the first to hear what is happening in the Hub, follow us on Twitter @centralmathshub.

We look forward to working with you.

Working with NCETM
NATIONAL CENTRE FOR EXCELLENCE IN THE TEACHING OF MATHEMATICS

What is a Work Group?

One or two **lead participant teachers**, representing a small group of schools or maths departments from the Work Group

The Work Group **meets several times** over the course of a school year. In between, participants keep in touch with each other, comparing notes about what they are trying out in their own schools

The **Work Group Lead** is a teacher or former teacher, expert in both the area of maths teaching in question and in leading teacher professional development

Each Work Group is part of a national project, feeding into National-level evaluation which informs future work

Maths Hub professional development is facilitated through funded professional development opportunities and national collaborative projects known as Work Groups,

Work Groups meet the DfE standards for teacher development

Work Groups meet across the year - often once per term

FREE

We do not charge anyone to participate in Maths Hub work

Work Group aims are linked to:

- teachers' professional learning
- teachers' practice development
- improving student learning

and

- **improving maths teaching across a whole school or department**

A Maths Hub Work Group is:

- comprised of a group of school who work on something together, normally over the large part of a school year, typically with one or two teachers rom each school acting as lead participants
- led by a teacher or former teacher, expert both in the area of maths education in question and in leading teacher professional development
- normally part of a national collaborative project, which supports the Work Group Leads and seeks to ensure lessons are learned from around the country.

Schoold in every Maths Hub Work Group:

- work towards outcomes linked to teachers' professional learning, their practice development, the learning of the pupils they teach, and new approaches and policies in maths teaching across their school or department
- maintain a focus on the classroom, often planning, observing and refining lessons together
- evaluate the outcomes of the Work Group's activity, with collated findings being fed into the national picture and used to inform future work

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Early Years & Primary

Mastering Number

There are places for up to 6,000 schools nationally in this major new initiative. It is wholly consistent with and complementary to the Primary Teaching for Mastery Programme, which has been running in more than 8,000 schools since 2016.

Lead teacher participants (teachers of Reception, Year 1 and Year 2) will receive training and resources equipping them to give their class a daily short 'number sense' session as part of scheduled maths teaching.

Over the year, children will use a range of materials and representations, including a small abacus-like piece of equipment called a rekenrek. These will be provided for schools.

Leading the programme is the NCETM's Director for Primary Mathematics, Debbie Morgan:
'The rekenrek looks like a simple piece of equipment, but it can be very powerful. Used by skilful, trained teachers it can help children move away from counting in ones to start doing basic mental calculations. We call this 'number sense', and research tells us that if children develop fluency and flexibility with number facts and relationships early on, they will make much more progress later, in both maths and other subjects.'

Supporting pupils in Reception, Year 1 and Year 2 to develop good number sense

NEW

This project aims to secure firm foundations in the development of good number sense for all children from Reception through to Year 1 and Year 2. The aim over time is that children will leave KS1 with fluency in calculation and a confidence and flexibility with number. Attention will be given to key knowledge and understanding needed in Reception classes, and progression through KS1 to support success in the future.

Who can take part?

Lead participants from Work Group schools will be three teachers, one each from Reception, Year 1 and Year 2, with some support given to subject leaders and headteachers.

This programme is open to all state-funded primary schools in England. If oversubscribed, priority for places will be given to schools with a high proportion of disadvantaged children.

What is involved?

Work Group lead participants will be supported by central training and resources. There is an expectation that they will provide a daily teaching session for all children of 10 to 15 minutes, in addition to their normal maths lesson. There is also the expectation that they will contribute to an online community to share practice and engage in critical reflection.

Participants will:

- develop skills in working in a professional learning community, reflecting with other colleagues on their own practice, and refining skills through support and challenge within a community
- develop a secure understanding of how to build firm mathematical foundations with a stronger subject and pedagogical understanding for EYFS and KS1
- work to develop intentional teaching strategies focused on developing fluency in calculation and number sense for ALL children
- develop understanding and their use of appropriate manipulatives to support their teaching of mathematical structures.

The Mastering Number project is fully funded by the Maths Hubs Programme so is free to participating schools.

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Early Years & Primary

Teaching for Mastery

Maths Hubs support schools at every stage of introducing and embedding a teaching for mastery approach. In 2021/22 all projects will reflect the importance of prioritising those areas of the curriculum where understanding is essential for pupils to be able to move on.

Schools joining the programme for the first time have two possible entry points:

- Mastery Readiness
- Teaching for Mastery Development

Schools carrying on with, or re-joining, the programme, take part in one of two stages:

- Embedding teaching for mastery
- Sustaining teaching for mastery

All projects follow the Work Group model, with expert leadership, which supports schools in developing strong curriculum, teaching, and professional development practices that reflect a teaching for mastery approach.

What our previous participants say...

> *Being part of the Work Group has taught me to ask children to show and explain how they know an answer to develop reasoning. I carry out more teacher modelling and asking 'going deeper' questions to check for understanding which has had a huge impact on my students. My knowledge of concepts such as variation and coherence has deepened - I would recommend The Central Maths Hub to any of my Primary colleagues*

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Early Years & Primary

Funding Available

Teaching for mastery in maths

the primary school pathway

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Early Years & Primary

Mastery Readiness

Hundreds of schools have successfully taken part in Mastery Readiness to date and continue to develop their approach with the support of trained specialists at their Maths Hub.

Workshops

Your school will be part of a group of up to six schools working together, both online and face-to-face at workshops. Your Maths Lead and another teacher (along with the headteacher initially) will attend these regular training events (approximately two per term).

Regular bespoke support visits

The Mastery Readiness Lead from your local Maths Hub will regularly liaise with your school, virtually or in person, to offer bespoke support, tailored to your school's specific needs, and will work with leaders and staff.

Benefits

- The training includes an introduction to mastery, how to prepare a school to be ready to implement teaching for mastery, initial steps, (both in leadership and in classroom teaching), and strategies to overcome potential barriers.
- Support for the headteacher in addressing leadership issues related to maths and contributing to raising standards.
- Opportunity to work closely with other schools also developing Mastery Readiness.

Funding

There is **no charge** from the Maths Hubs for participation in the programme for either the workshop events or the support for your school. Your commitment would be to release two teachers to engage in all events and have the opportunity to disseminate good practice to the rest of your staff.

Early Years & Primary

Funding Available

Teaching for Mastery Development

Work Groups will be led by one of our Mastery Specialists and will involve six or seven primary schools. During the year, the group will work closely together to introduce and develop approaches to teaching for mastery.

The Work Group activity will include:

- Two teachers working together with the Mastery Specialist and teachers from the other Work Group schools in regular Teacher Research Group (TRG) style meetings and through an online community.
- Each school receiving a termly support visit from the Mastery Specialist to observe teaching, support in-school TRGs, and work with the lead teachers and Head Teacher in developing an action plan for the school.
- The head teacher working with the Mastery Specialist and other members of the Maths Hub's leadership team to develop whole school policies and structures to support teaching for mastery.
- The lead teachers, supported by the headteacher, working with colleagues to develop teaching for mastery approaches in the classroom, supported by professional development activity including Teacher Research Group methods.

There is no fee or charge to participating schools to take part in this Work Group. The Maths Hub meets the cost of running the Work Group.

Each school will also receive a £1000 grant towards the cost of the required teacher release time.

Benefits for participating schools

Participating in the Work Group will provide the following benefits to participant schools:

- High quality support for teacher professional development for the lead teachers, facilitated by the Mastery Specialist.
- Support for the headteacher in addressing leadership issues related to teaching for mastery from the Mastery Specialist and the Maths Hub's leadership.
- Opportunity to work closely with other schools also developing teaching for mastery.
- No charge for participation and a grant of £1000 to help subsidise teacher release time.

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Early Years & Primary

Year 5 to 8 Continuity

Primary and secondary teachers collaborate on this project, to ensure continuity of mathematical learning from Year 5 to Year 8. Work Groups will take an aspect of the maths curriculum or a pedagogical approach as the focus for their work, and develop a consistent approach to it.

Lead participants should be teachers of Years 5-8 in primary, secondary, middle school and all-through schools who have some responsibility for curriculum development, e.g. school maths leaders/heads of department.

What our previous participants say...

"I have a greater understanding of the vast overlap between KS2 & KS3 objectives and SATs/GCSE questions"

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FOR 2021/22

Early Years & Primary

NEW

Specialist Knowledge for Teaching Mathematics (SKTM)

There's more to subject knowledge than knowing how to do the maths yourself. Teachers and teaching assistants need to have a clear understanding of how children grasp and retain mathematical concepts.

Again this year, Maths Hubs are running Work Groups designed to enhance subject knowledge, available specifically for:

- Early Years practitioners
- Primary teachers
- Primary teaching assistants
- **NEW** Primary early career teachers

Our experienced facilitators offer dedicated SKTM programmes across a series of cohorts. Participants will get the chance to ask questions and work collaboratively to deepen and enhance their mathematical subject knowledge.

What our previous participants say...

> *I have learnt new vocabulary to aid my understanding therefore I am more confident in teaching without misconceptions. I found the extended use of the tens frame, beyond year really useful and, as a result of this programme I am now able to use the CPA approach more effectively.*

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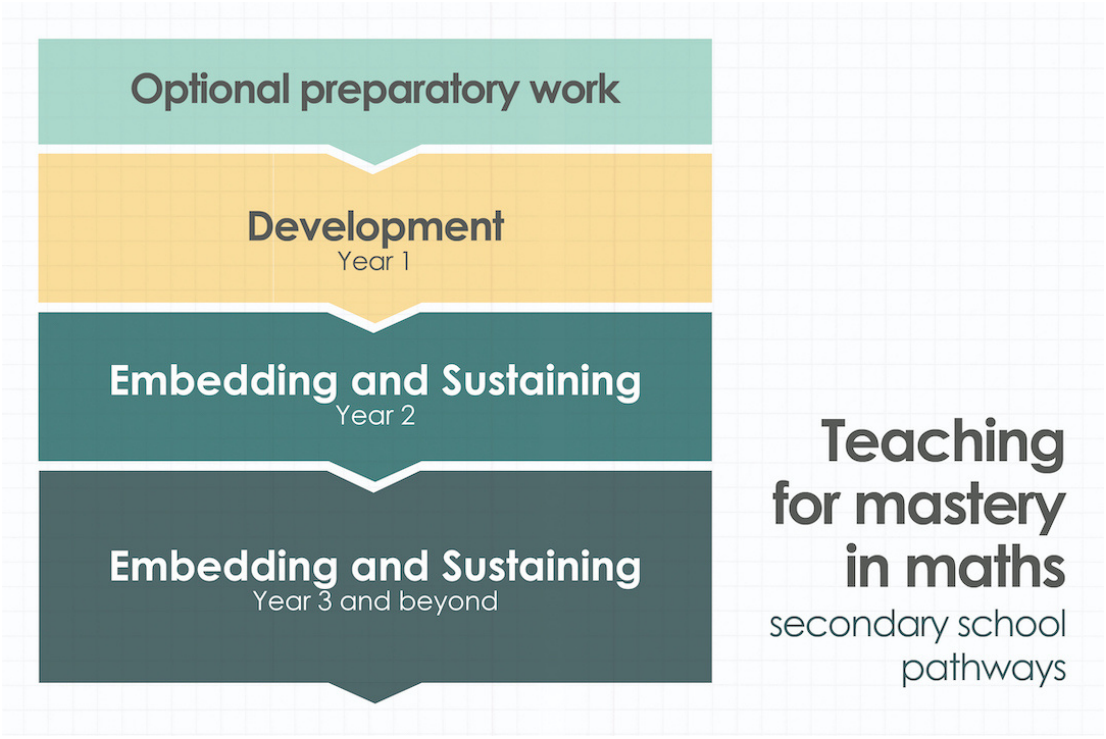
Secondary

Funding Available

Teaching for Mastery

Our Teaching for Mastery Maths Hub projects will help secondary departments to consider what effective mastery of maths look like for their students. Schools nominate two teachers to become 'Mastery Advocates' for their department, participating in one of three phases of development:

- Teaching for Mastery Development Work Groups, for departments joining for the first time
- Embedding Work Groups, for the second participation year
- Sustaining Work Groups, for the third participation year



What our previous participants say...

> *Students like the different approaches and the fact that we were moving at a pace that best suited them - the engagement level is higher in the classroom, as they enjoy making links which in turn helps to build confidence.*

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Secondary

Funding Available

Teaching for Mastery Development

Teaching for mastery means students gaining a deep and lasting understanding of mathematical procedures and concepts. Maths Hubs offer funded professional development programmes in teaching for mastery involving individual teachers and their departments working over time to embed mastery into maths learning.

Work Groups

Maths Hub Work Groups, each led by a Mastery Specialist, offer locally-based, collaborative CPD. Two teachers ('Mastery Advocates') from each of a small group of schools or colleges, meet half termly. Together they develop classroom and departmental approaches consistent with teaching for mastery. The Mastery Specialist leads the process and gives bespoke support to each school or college.

There is no fee or charge to participating schools to take part in this Work Group. The Maths Hub meets the cost of running the Work Group.

Each department will also receive £2000 to enable the Mastery Advocates to work with the Secondary Mastery Specialist and thus enable them to work within their own department.

What are the benefits for participating schools?

The Work Groups provide an opportunity for your school to engage in high-quality, sustained, collaborative professional development and participate in an important national project. The aim of these groups is to support participating teachers in developing teaching for mastery in their own classroom and across their department and to support the setting up of Teacher Research Groups (TRGs) in the participant schools. (Teacher Research Groups will comprise several or all members of the mathematics department and will typically explore aspects of pedagogy to determine what works well for them).

As this Work Group is still in a development phase, it will also be important to learn lessons about the design and planning of TRG activities so that the processes can be refined for future use.

3+ YEAR PROGRAMME

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Secondary

Mathematical Thinking for GCSE

Work Groups offer teachers and their departments support to address the reasoning and problem-solving challenges of associated with assessment at GCSE.

Pupils begin to demonstrate:
- improved attitudes when they engage in mathematical thinking.
- an understanding that they can tackle problems by thinking mathematically.

Departments will have:
- developed department processes for collaborative development that exemplify key teaching and learning approaches to support mathematical thinking.
- considered next steps for further deepening, developing and reviewing mathematical thinking as a result of participation in the Work Group.

Teachers will have gained:
- improved confidence in planning and leading lessons that support deep mathematical thinking in all lessons.
- an effective repertoire of tasks and approaches that develop pupils' mathematical thinking skills across all teaching.
- Professional learning.

Teachers will increase their experience and understanding of:
- the role of reasoning and problem solving in the curriculum and the mathematical pedagogy needed to support all pupils to develop these skills.
- how these skills are tested at GCSE.
- effective collaborative approaches to embed developments across a department.

What our previous participants say...

> *I really benefited from taking part in this Work Group. I have developed new techniques and have already noticed improved confidence when my students are engaging in mathematical reasoning and problem solving. Their attitudes have improved and the use of these skills helps them to solve problems, but also deepens their understanding of mathematics content itself.*

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Secondary

Years 7–11 Coherence

Formerly known as Challenging Topics at GCSE, this Work Group offers participants the chance to analyse, deconstruct and trace a particular key topic area through the curriculum, developing insight into effective teaching approaches, and considering implications for curriculum design.

Feedback from teachers, along with GCSE exam analysis, indicates there are key areas of the curriculum that students find challenging. While teachers will need to address students' short term conceptual difficulties with regard to such topics, there is also the recognition that these issues are often rooted in earlier learning, and this forms a key focus for these Work Groups.

This Work Group addresses strategic goals relevant to secondary schools, specifically: supporting schools to address the challenges of teaching GCSE Mathematics so that all pupils develop deep knowledge, understanding and confidence, and are well prepared for progression to post-16 education.

What our previous participants say...

> *I found it helpful looking at how chains of reasoning can be used to help students to answer multi step problems. I liked the idea of stretching students by asking questions like 'what information do you need to be able to access this question'*

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Secondary

NEW

Secondary Subject Leadership

This Work Group will offer support to secondary heads of department/subject leaders, to enable them to better understand and implement teaching for mastery approaches across their department, and to develop in their role as leaders of both student learning and teacher professional development.

A key aim of the NCETM and Maths Hubs is to develop successful secondary mathematics departments that are well led and that provide ongoing subject professional development through collaborative working both within and between departments.

To achieve this, it is vital not only that individual teachers develop teaching for mastery approaches, but also that the department as a whole has systems, policies and ways of working which are compatible with teaching for mastery and allow for the collaborative professional development structures which are needed in order to develop and embed these approaches and to sustain them in the long term.

This project provides an opportunity for participants to deepen their understanding of teaching for mastery approaches, of their wider roles, and of their capacity with their colleagues to transform secondary maths learning.

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Secondary

NEW

Secondary Maths MAT Leads

This centrally-led programme is for those who **lead maths across multiple schools**, and will enable them to better understand and develop effective maths pedagogy approaches across those schools.

A key aim of the NCETM and Maths Hubs is to develop successful secondary maths departments that are well led, and that provide ongoing subject professional development through collaborative working both within and between departments.

This project provides an opportunity for participants to deepen their understanding of effective pedagogical approaches and to recognise teaching for mastery as exactly this, of their wider roles, and of their capacity with their colleagues to transform secondary maths learning.

This Work Group is suitable for those who lead maths across multiple schools within a MAT, including at least one secondary school.

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Secondary

Year 5 to 8 Continuity

Primary and secondary teachers collaborate on this project, to ensure continuity of mathematical learning from Year 5 to Year 8. Work Groups will take an aspect of the maths curriculum or a pedagogical approach as the focus for their work, and develop a consistent approach to it.

Lead participants should be teachers of Years 5-8 in primary, secondary, middle school and all-through schools who have some responsibility for curriculum development, e.g. school maths leaders/heads of department.

What our previous participants say...

"I have a greater understanding of the vast overlap between KS2 & KS3 objectives and SATs/GCSE questions"

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Secondary

NEW

Specialist Knowledge for Teaching Mathematics (SKTM)

Secondary non-specialist teachers
Secondary early career teachers

There's more to subject knowledge than knowing how to do the maths yourself. Teachers and teaching assistants need to have a clear understanding of how children grasp and retain mathematical concepts.

Our experienced facilitators offer dedicated SKTM programmes across a series of cohorts. Participants will get the chance to ask questions and work collaboratively to deepen and enhance their mathematical subject knowledge.

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Post 16

Supporting Post-16 GCSE Resit

These Work Groups get to grips with a variety of methods designed to support teachers of students resitting their Maths GCSE.

The target group of participants in this Work Group is teachers of post-16 GCSE Maths resit and/or any head of department where post-16 GCSE Maths resit is taught. Participants may be based in FE colleges, sixth form colleges, schools with post-16 provision or other post-16 settings. Participants will be representing their institution and working with colleagues in between Work Group sessions.

What our previous participants say...

> *I now have improved awareness of new GCSE qualification structure, themes, content and issues Increased awareness of and effective use of existing good resources including ILIM, Craig Barton, Realistic Maths Education and an increased understanding of ways of working with Post-16, including Growth Mindset, Resilience.*

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Post 16

NEW

New to Teaching Core Maths

This Level 3 Work Group is being run by Maths Hubs in partnership with the Advanced Mathematics Support Programme (AMSP).

Teachers new to Core Maths will develop specialist knowledge for teaching the qualification, and increase their confidence in delivering it.

Students will:

·have raised awareness of the use of maths and statistics in everyday life
·have increased their confidence in their mathematical understanding and developed further mathematical understanding and skills in the application of maths to authentic problems
·be better placed to continue their learning in Core Maths and to progress to HE or employment.

Participants will:

·understand the philosophy of Core Maths, with its approach to maths through contextualised problem-solving
·develop their subject knowledge in these six areas: Contextualised problem solving; Fermi estimation and modelling; Critical analysis; Finance; Pre-release materials; Statistics
·develop their understanding of how online learning and technology can be used to support Core Maths teaching.

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MATHSHUBS GLOW
MATHSHUBS CENTRAL
MATHSHUBS NORTH MIDS
MATHSHUBS SHaW
MATHSHUBS ORIGIN

WESTMIDLANDS

Working with NCETM NATIONAL CENTRE FOR EXCELLENCE IN THE TEACHING OF MATHEMATICS

This programme is being run in partnership with AMSP across the West Midlands' Maths Hubs

Find out more about this Work Group from:

The Central Maths Hub (click the icon on this page)
Origin Maths Hub

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Post 16

Developing Core Maths Pedagogy

This Level 3 Work Group is being run by Maths Hubs in partnership with the Advanced Mathematics Support Programme (AMSP).

Teachers looking to expand existing provision can join Work Groups exploring the philosophy and practicalities of this qualification.

These Work Groups uniquely offer lead participants the opportunity for sustained Core Maths professional development through collaboration over time:
This project will contribute to the wider national effort to support teachers and leaders increase the growth in uptake and delivery of Core Maths in schools and colleges and to embed a culture of Core Maths within school and college maths departments with confidence.

The Work Group is part of the progression of support available to teachers of Core Maths:
·Preparing to Teach Core Maths – LOPD, webinars, festivals etc.
·New to teaching Core Maths programme
·Experienced and developing teachers of Core Maths – Developing Core Maths Pedagogy Work Groups – this Work Group
·Teachers of Core Maths preparing to lead professional development – NCETM Accredited PD Lead programme (Core Maths).
These Work Groups help support the post-16 strategic goal as their introduction is in partnership and collaboration with the AMSP in providing a clear pathway of support for Core Maths teachers.

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MATHSHUBS ORIGIN
WESTMIDLANDS
Working with NCETM NATIONAL CENTRE FOR EXCELLENCE IN THE TEACHING OF MATHEMATICS

This programme is being run in partnership with AMSP across the West Midlands' Maths Hubs

Find out more about this Work Group from:
North Mids and Peaks Maths Hub
SHaW Maths Hub

Post 16

Developing A Level Pedagogy

This Level 3 Work Group is being run by Maths Hubs in partnership with the Advanced Mathematics Support Programme (AMSP).

The demands of A level Maths are explored, as participants develop knowledge of the content and requirements of the specification with a particular focus on Covid recovery.

Student outcomes

·be able to demonstrate/communicate the links between mathematical topics within the A level content
·have increased confidence in the reasoning/proof, problem-solving, modelling and use of calculator elements of assessment
·be better placed to continue their learning in A level Maths and to progress to HE or employment following the Covid pandemic.

Participants will:

·plan sequences of lessons which meet the requirements of the A level, including addressing the overarching themes and use of technology
·apply related pedagogical approaches in their A level teaching to support Covid recovery
·support colleagues in their own school/college in embedding themes from the Work Group in their delivery of A level teaching to support Covid recovery.

Participants will:

·understand the purpose of the over-arching themes, including use of technology, and their impact on teaching and learning in A level Maths
·be confident to teach aspects of the content (particularly mechanics and statistics)
·understand related pedagogical approaches to support Covid recovery.

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Leadership & Career Development

PD Lead Development & Accreditation Programme

Apply by Friday 18th June 2021

NCETM Professional Development Lead Accreditation is designed for those who lead professional development for teachers of maths.

Who can take part?

This programme is for 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 the potential to develop further.

What is involved?

- three one-day workshops
- completion of an Accreditation Evidence Document (AED, which facilitates critical reflection on your learning and the PD you design, deliver and evaluate over the year)
- designing, leading, reviewing and refining a programme of support for maths teacher professional development, drawing upon a range of evidence-informed models and activity.

What will you learn?

Participants will:

- Develop knowledge of models of CPD for maths teachers
- Consider the themes and issues in teaching maths, and the implications of these in supporting other teachers
- Design a professional development programme, deliver it, and evaluate it
- Develop relationships with senior leaders to support a sustainable culture of maths CPD
- Increase their own subject knowledge and professional practice.

The PD Lead Development and Accreditation Programme is fully funded by the Maths Hubs Programme so is free to participants and their schools.

Funding covers provision of the three face-to-face days.
Travel costs will also be funded.

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Leadership & Career Development

NEW

NCETM School Development Lead Programme

Apply by Friday 18th June 2021

This project aims to support mathematics leads whose role is to lead change in a school or group of schools other than their own.

Who can take part?

The programme is for teachers leading change in a school or group of schools other than their own, and will benefit those who have previous experience of developing leadership capacity in schools/groups of schools or who are new to the role.

What is involved?

It will provide a regional support programme through a series of three days of workshops (face-to-face and online), practice development activities, and an online community. The face-to-face workshops will run regionally across England.

Participants undertake to plan, lead and evaluate a school development initiative for a school or group of schools and to record their planning, evaluation and reflection in an Accreditation Evidence Document.

Successful completion of the programme and satisfactory completion of all tasks and related paperwork will result in the participant being accredited as an NCETM Accredited School Development Lead.

What will you learn?

Participants will:

- support schools, groups of schools or MATs to establish sustainable cross-school approaches to collaboration and development for maths teaching
- start to use collaborative Work Group models as one of their school development strategies
- incorporate new processes and models into their school development practice
- evaluate and review the effectiveness of specific maths school development models

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Leadership & Career Development

Funding Available

Primary Mastery Specialist

Apply by Friday 28th May 2021

There are currently hundreds of Mastery Specialists supporting colleagues in their own schools and beyond to develop mastery approaches to maths teaching. Mastery Specialists are classroom-based practitioners who develop expertise in mastery and lead Work Groups to support other schools and teachers locally.

The Mastery Specialist Programme for primary teachers started in 2015/16. Each year around 140 primary teachers – four from each Maths Hub – complete a programme of professional development to become Mastery Specialists. In every subsequent year, each of these teachers leads a Teaching for Mastery Work Group. This involves working with participant teachers from six or seven primary schools within their Maths Hub area, so that these schools can start to introduce teaching for mastery themselves.

By the end of the 2019/20 school year, there will be 700 Primary Mastery Specialists established and operational. They will collectively have worked with more than 8,000 other primary schools, which represents around half of all primary schools in England.

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Leadership & Career Development

Funding Available

Secondary Mastery Specialist

Apply by Friday 28th May 2021

Want to become a specialist in teaching for mastery and support your own and other schools to develop teaching for mastery approaches? Join the Secondary Mastery Specialist Programme.

During the programme you will receive fully funded professional development from experts, have time to develop your own expertise, and then to support others.

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What is involved?

Year One: you participate in several professional development events and focus on developing your own classroom teaching
Year Two: your focus is on developing teaching for mastery approaches within your own department and honing your skills in leading professional development
Year Three and beyond: you support key teachers in other local schools to develop a teaching for mastery approach within their own departments.

All the time, you keep in touch with other specialists across the country in online groups. You can share experiences and continue developmental conversations.

To support you in developing your role as a leader of professional development you will be enrolled in the NCETM's PD Lead Development and Accreditation Programme during the second year of the Secondary Mastery Specialist Programme.

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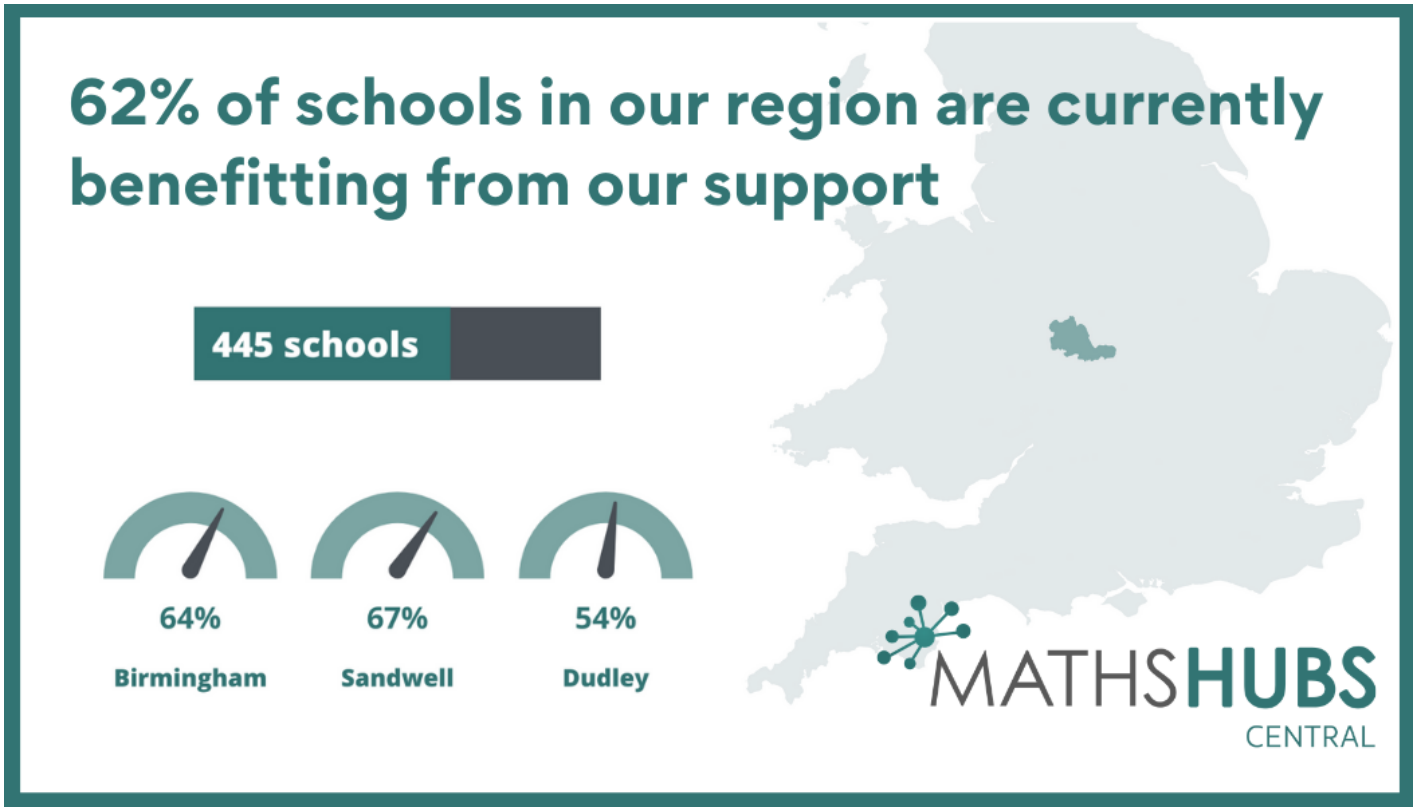
How to take part



Projects run via Work Groups, with schools and teachers engaging in activities around an agreed targeted outcome.

Many teachers and schools participate in professional development with their Maths Hub every year, taking advantage of the range of projects on offer, and the chance to collaborate at a local level.

If you would like to take part in any of this work

- visit our website
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