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BBO MATHS HUB: LEADERSHIP DEVELOPMENT PROGRAMMES NOW OPEN FOR APPLICATIONS

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 14th March 2025.

Please see below for the opportunities available. To apply please click on the relevant APPLY NOW link and either register or login to Axis.

SCHOOL DEVELOPMENT LEAD



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.

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.

[APPLY NOW](#)

PROFESSIONAL DEVELOPMENT LEAD



This programme is for expert teachers of maths 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. Participants benefit from the equivalent of three one-day workshops (face-to-face and online).

The completion of an Accreditation Evidence Document, which facilitates critical reflection on participants' learning and the professional development they design, deliver and evaluate over the year, is also required. 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. They will also have the opportunity to pay to work with the University of Chester and gain an academic award (PG Cert) for completing an enhanced version of the programme.

[APPLY NOW](#)

PRIMARY MASTERY SPECIALIST



The Primary Mastery Specialist Programme is for primary teachers with a passion for maths. In the first year of the programme, three residentials – one in each term – provide an opportunity to develop understanding the Five Big Ideas of teaching for mastery in depth and to focus on the specialist subject knowledge required to design lessons that unfold the maths for all children.

Between residentials, as a classroom teacher, specialists will be able to apply their learning to the context of their own classroom and school, reflecting with others what the impact of learning has been on pupils. 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 must commit to supporting them and to developing teaching for mastery in their schools.

[APPLY NOW](#)

SECONDARY MASTERY SPECIALIST



The Secondary Mastery Specialist Programme enables secondary maths teachers to become experts in teaching for mastery, so they in turn can develop maths departments that are well-led, high-performing, and provide high-quality professional development through collaborative working.

Over a minimum of three years, participants first work on their own understanding and practice, then with their own department, then with other departments as a Local Leader of Maths Education for their Maths Hub. All the time, you keep in touch with other specialists across the country in online groups. To support you in developing your role as a leader of professional development you will be enrolled in the NCETM's PD Lead Programme during the second year of the Secondary Mastery Specialist Programme.

APPLY NOW

POST 16 GCSE + FSQ MASTERY SPECIALIST



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 and regularly teaching maths to students aged 16-19. Participants must have at least two years' experience teaching post-16 GCSE/FSQ maths, with the capacity to lead change within their own institutions. They may be based in FE colleges, Sixth Form colleges, or other post-16 settings.

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.

APPLY NOW

WORK GROUPS: PLACES STILL AVAILABLE FOR 2024-2025

Places are still available in some of our Work Groups starting in the New Year. All Work Groups can be booked online via our website: www.bbomathshub.org.uk Our projects are fully funded by the Maths Hub Programme and are therefore **FREE to attend** for teachers in state funded schools.

PRIMARY AND EARLY YEARS

SKTM: PRIMARY TEACHERS



This project is for primary teachers who would like to develop their specialist knowledge for teaching maths. This may be particularly relevant for teachers that have moved phases or have not received maths-specific training.

There are two types of SKTM Primary Teachers Work Groups: Number Pathway and Spatial Reasoning Pathway. 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 implementing new ideas into their daily practice.

What is Spatial Reasoning?

Spatial reasoning is the ability to visualise, manipulate, and understand spatial relationships between objects. This vital skill is foundational for learning key mathematical concepts, including:

- Geometry: Visualizing shapes, angles, transformations, and symmetry.
- Measurement: Interpreting scale, area, and volume.
- Number Sense: Understanding number lines, grids, and spatial arrangements.
- Problem-Solving: Applying logical reasoning to tackle real-world and abstract math challenges.

Why teach Spatial Reasoning in Mathematics?

By incorporating spatial reasoning into your teaching, you can:

- Deepen Conceptual Understanding: Help students grasp abstract math concepts through visual and hands-on approaches.

- **Boost Engagement:** Make learning fun and accessible with games and activities that appeal to all learners.
- **Improve Outcomes:** Research shows a strong link between spatial skills and achievement in mathematics.
- **Support Cross-Curricular Learning:** Lay a foundation for STEM subjects, including science, coding, and design.

What will you gain?

- **Comprehensive Insights:** Learn how spatial reasoning strengthens mathematical thinking.
- **Ready-to-Use Tools:** Discover practical strategies, activities, and resources for your classroom.
- **Collaborative Learning:** Connect with peers to share ideas and best practices.

Bookings are now open for Bucks & Berks (Spatial Pathway) and Oxfordshire (Number Pathway). Please visit [Specialist Knowledge for Teaching of Mathematics - Primary Teachers - BBO Maths Hub](#) for more details.

SKTM: PRIMARY TEACHING ASSISTANTS



This project is 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 aim is to improve the subject knowledge and pedagogical knowledge for all practitioners

supporting the learning of primary maths.

Places are still available for the Berkshire Work Group starting on 22nd January 2025. Please book online via our website: [Specialist Knowledge for Teaching of Mathematics, Primary Teaching Assistants - BBO Maths Hub](#)

SKTM: EARLY YEARS TEACHERS



This programme is designed for individuals who would like to develop their specialist knowledge for teaching maths to 3–5-year-olds. This may be particularly relevant for teachers that have moved phases or have not received maths-specific training. There are two types of SKTM Early Years pathways: Pathway One: Number Patterns and Structures and Pathway Two: Spatial Reasoning.

Places are still available on our Spatial Reasoning Work Group which starts on Tuesday 14th January at Westfield School, Bourne End. You can book your place online via our website: [Specialist Knowledge for Teaching of Mathematics, Early Years Teachers - BBO Maths Hub](#)

SECONDARY

RESEARCH AND INNOVATION PROJECT: SECONDARY OVERSEAS TEACHERS

Many secondary schools in our area are increasingly having to turn to overseas teachers to be fully staffed. Several of these schools have raised issues with the overseas teachers teaching which includes areas such as the mathematical notation they use which we do not in the UK, not being fully versed in required vocabulary, teaching methods which are not expected in the UK, not understanding how the UK school system works or having enough experience to see where students are in terms of the usual progression of learning journey.

The aim of this Work Group is to develop resources and guidance as to how schools can support overseas teachers in Mathematics Departments. We will explore the differences between mathematical teaching in the UK and abroad to identify areas where teachers will need support to adapt effectively to teach in the UK. We hope to smooth the transition in a way that will support the overseas teachers while reducing the effort required by the maths departments they are joining.

We are looking to recruit teachers who are either:

- working with / supporting overseas teachers in their schools with teaching maths
- overseas teachers who have been teaching in the UK for at least 1 academic year.

The date of the first session is Friday 6th December 2024 from 1 pm to 3.30 pm at Wycombe High School but we can still accept applications after this date. For more information and to register your interest, please visit our website: [Research and Innovation Project - Secondary Overseas Teachers - BBO Maths Hub](#)

SKTM: SECONDARY EARLY CAREER TEACHERS



This work group is part of a national programme designed to support teachers early in their mathematics teaching careers as they develop their skills to break down and teach common concepts in mathematics. It is therefore ideal for teachers in the first three or four years of their teaching career.

We know that the Early career framework does a lot to develop new teachers general teaching

skills, so this programme is designed to complement that development by supporting with subject specific skills.

Teachers can be part of the work group for either 1 or 2 years, each year they will look at a different area of mathematics to give them a sound understanding of how to teach it effectively.

This year the group will focus on Sequences and graphical representations, and next year the focus will be Multiplicative reasoning. The programme uses these topics as a medium to build teacher development through four strands: observing learning; task design; lesson design and reflection. Participants will have time during sessions to work on each strand and will be given between session activities to embed their learning in their own classrooms.

Participants will have time to share the specific challenges and successes they are facing when teaching mathematics with each other and with the Work Group lead who is an Assistant Headteacher, Secondary Mastery Specialist and very experienced in developing new maths teachers.

There is no charge to schools for participating in this work group.

To find out more please visit our website: [Specialist Knowledge for Teaching Mathematics - Secondary Early Career Teachers - BBO Maths Hub](#)

POST 16

DEVELOPING CORE MATHS PEDAGOGY



This Work Group gives teachers opportunities, through collaboration and experimentation, to develop improved teaching approaches that support the open-ended problem-solving skills Core Maths students need to develop, and to share these with departmental colleagues.

The project involves a direct working partnership between the Maths Hubs Network and the Advanced Mathematics Support Programme (AMSP). Participants should be experienced and developing teachers of Core Maths from schools and colleges in at least their second year of teaching Core Maths.

For more information and to book online, please visit our website: [Developing Core Maths Pedagogy - BBO Maths Hub](#)

CROSS PHASE

YEARS 5-8 CONTINUITY



This project is for both primary and secondary schools. It may be particularly suitable for linked 'families' of schools: primary, secondary etc. A 'family' could be a secondary school and their associated (feeder) primary schools or groups of schools from within a MAT. Lead participants should be teachers of Years 5-8, ideally with some responsibility for curriculum development. Work Groups in this project focus on curriculum and pedagogical continuity over Years 5 to 8.

Participants will explore a selection of high-quality resources: Checkpoints, Multiplicative Reasoning and Algebraic Thinking materials.

We have an Oxfordshire and a Bucks and Berks cohort running this year. For more information and to book your place go to: [Years 5-8 Continuity - BBO Maths Hub](#)

CROSS PHASE: SUPPORTING LOW ATTAINERS TO ACHIEVE A L2 QUALIFICATION IN MATHS



This project 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. 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.

For more information, please visit [Cross Phase – Supporting low attainers to achieve a L2 qualification in mathematics - BBO Maths Hub](#)

ITT PARTNERSHIPS PLUS ITT MENTORING TOOLKIT



This project aims to form an established group of ITT representatives across the sector who are committed to developing communities of practice to review and evolve their provision. Participants in this programme will be from the ITT community; they should be directly involved in ITT with a responsibility for maths.

They will represent the various ITT providers across the hub region so may include HEI, SCITT and School Direct, and represent different phases of ITT including EYTS, QTS (primary and secondary), and post-16.

For more information and to register your interest, please visit our website: [ITT Partnerships plus ITT Mentoring Toolkit - BBO Maths Hub](#)

We hope you find something of interest and look forward to working with you soon!

The BBO Maths Hub Team.