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Welcome from Jennie Forde

Maths Hub Lead



Welcome to the latest edition of the BBO Maths Hub newsletter

The shift into Spring has us looking ahead to next year, starting with our recruitment for colleagues who may be interested in joining our Local Leaders of Mathematics Education (LLME) community. These roles provide an opportunity to lead professional development across the region while continuing to teach or lead mathematics in your own school. If you are passionate about mathematics education and supporting colleagues to develop their practice, we would encourage you to consider joining our team.

We have an ambition to develop Secondary Mastery Specialists in every school across our region, and we are always seeking to expand our fantastic team of Primary Mastery Specialists. You can find the full range of these roles and others, with application details in this newsletter.

Like us, many of you will have been considering the recent government education white paper, *Every Child Achieving and Thriving*, which reinforces a national commitment to equity and high-quality education for all pupils. This focus sits firmly at the heart of the Maths Hubs Programme and reflects values that have long guided our work. Through Teaching for Mastery and our collaborative professional development communities, we continue to work alongside schools to ensure that every pupil can access, engage with and succeed in mathematics.



NCETM
NATIONAL CENTRE FOR EXCELLENCE
IN THE TEACHING OF MATHEMATICS



Welcome from Jennie Forde (cont.)

Maths Hub Lead



Alongside this, the government's *Best Start in Life* policy highlights the importance of strong foundations in the early years. We know that the mathematical experiences children have in Reception are fundamental in shaping their confidence, understanding and success in mathematics for years to come. As a result, we are continuing to strengthen our work in this area, with a growing focus on supporting high-quality mathematical learning in Reception classrooms across our region.

To support this work, we are currently recruiting a new Assistant Maths Hub Lead for Reception, and we would love to hear from colleagues with expertise and passion for early years mathematics. This is a fantastic opportunity to contribute to the development of practice across our network while working collaboratively with schools and leaders across the BBO region.

You can find out more about the role and how to apply here: [Assistant Maths Hub Lead – Reception](#).

As always, thank you for being part of the BBO Maths Hub community. We look forward to continuing our work together over the coming months.

Don't forget the window for applications to join one of our Professional Development Leadership programmes closes on Thursday 23rd April 2026.

[Primary Mastery Specialist](#)

[Secondary Mastery Specialist](#)

[Further Education Mastery Specialist](#)

[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

Oracy in the maths classroom

Claire Shorrock, Assistant Maths Hub Lead for Primary



Oracy, by this we mean, the ability to articulate ideas, reason aloud and engage in purposeful dialogue, is increasingly recognised as central to learning, not an optional extra. The NCETM and Maths Hubs prioritise high-quality classroom talk which includes structured mathematical discussion, precise use of language and purposeful questioning as a key driver of pupil understanding. It strengthens thinking, deepens understanding and improves outcomes, particularly for disadvantaged pupils [Oracy | NCETM](#).



But what does effective oracy look like in everyday classroom practice? And why do these strategies work?

Establishing clear talk routines

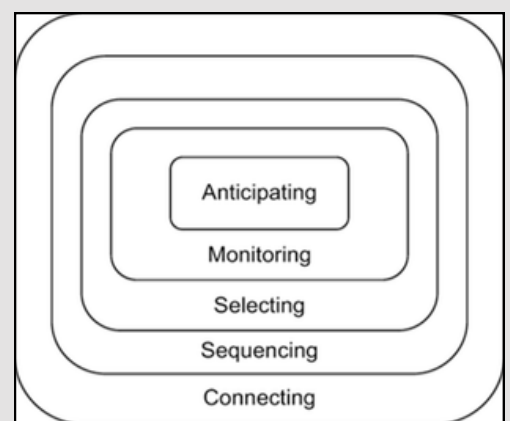
Structured talk reduces cognitive load. Pupils are not simultaneously trying to work out what to say and how to participate. By providing sentence stems (e.g. “I agree with... because...”, “I respectfully challenge... because...” and “I notice that...”), teachers scaffold language and reasoning. Use of structured routines such as think-prepare-pair-share alongside sentence starters and stem sentences supports all children to access the learning. Both NCETM and Voice 21 emphasise explicit teaching of discussion norms and roles. When classroom expectations are clear, participation widens and the quality of reasoning improves. It can take time to set up an oracy culture in the classroom but, once developed, benefits all learners.

Planning for mathematical discussion

In maths, purposeful talk in the classroom requires careful planning. Stein et al in ‘5 Practices for Orchestrating Productive Mathematics Discussions’ (2011/revised 2018) outline five key practices: **anticipating** likely pupil responses; **monitoring** responses during the task; **selecting** examples to share; **sequencing** these responses deliberately and **connecting** strategies to key mathematical ideas.

This approach ensures talk is not random or dominated by confident pupils. Instead, discussion is engineered to surface misconceptions, compare methods and draw attention to underlying mathematical structures. The teacher moves from, “Who has got an answer?” to “Which response best helps us understand the concept?” and builds the learning up coherently to enable all to access it.

NCETM guidance reinforces this principle: mathematical talk should make structure visible, not just share procedures.



Using talk to reveal thinking

Explaining strengthens retrieval and organisation of knowledge. When pupils verbalise reasoning, they clarify and refine it. Misconceptions become visible and therefore addressable. Classrooms with rich mathematical talk develop deeper conceptual understanding and procedural fluency together. Strategies include asking pupils to explain why, justify methods and respond to alternative approaches. For example: “Convince me.”; “Is that always, sometimes or never true?”; “What’s the same and what’s different?” or “What do you notice?”.

Valuing multiple strategies

Discussion that contrasts approaches promotes understanding. When pupils see connections between representations, strategies and generalisations, they build flexible knowledge rather than isolated tricks. The “connecting” phase described by Stein et al is particularly powerful here: the teacher explicitly draws out the mathematical relationships between contributions and deliberately compares different methods representing them visually.

Teaching the language of maths

Language shapes thought. When pupils acquire precise mathematical vocabulary, explicitly taught, they gain access to more complex reasoning. A core message from the NCETM is that structured academic talk narrows attainment gaps by making implicit expectations explicit. Thus, it is critical for the teacher to recognise and deeply understand the **implicit** connections of the mathematical content and then make them **explicit** for students through strategic management of the discourse (Fan, L., 2004. *How Chinese learn mathematics: Perspectives from insiders*. World Scientific Publishers).

Moving from talk to thinking

Effective oracy is not ‘more talk’. It is better talk, planned, purposeful and connected to learning goals. When teachers deliberately design classroom dialogue, they design thinking. By embedding structured discussion routines, anticipating pupil responses and making connections explicit, we can create classrooms where talk becomes the engine of understanding, not an add-on, but a driver of learning.

Across the work of the NCETM, Voice 21, and Stein et al, the message is consistent: purposeful classroom talk is not a bolt-on but is the mechanism through which thinking is shaped. When teachers deliberately plan for discussion, anticipate responses and connect contributions to key ideas, they transform talk from participation into progress.

Oracy, done well, is not about louder classrooms; it is about deeper understanding, greater equity and pupils who can reason, justify and truly own their learning.

Join the BBO Maths Hub Leadership Team as an Assistant Maths Hub Lead for Reception

JOIN THE TEAM

We are recruiting for an Assistant Maths Hub Lead – Reception

Role Summary

The Assistant Maths Hub Lead for Reception plays a key role within the Maths Hub Leadership and Management Team (MHLMT), supporting the effective delivery of the *Best Start in Life* (BSiL) programme. This role offers a valuable opportunity to contribute to strengthening early mathematics provision and improving outcomes for young children across the BBO region.



The role focuses on high-quality programme delivery, developing the expertise of Local Leaders of Mathematics Education (LLMEs), and building strong partnerships with schools and system partners, including Early Years Stronger Practice Hubs.

The post is funded for **20 days per academic year (2026/27)**. In addition, the postholder will have access to the equivalent of **five further funded development days** in the summer term of 2026, tailored to individual professional development needs. The school will be fully funded for the release time associated with this secondment.

Essential Criteria

Applicants should:

- Have current or very recent (within the last two years) experience teaching in Reception
- Demonstrate strong subject knowledge and pedagogical understanding in early mathematics, alongside a commitment to ongoing professional learning
- Have experience of leading and implementing change within their own school
- Be familiar with Mastering Number, either through teaching it in Reception or leading it as a Work Group Lead
- Strong communication and facilitation skills
- Willingness to work collaboratively across schools

Desirable Criteria

It would be advantageous to:

- Be a Reception teacher within the BBO Maths Hub region
- Hold Primary Mastery Specialist accreditation
- Hold PD Lead (Early Years) accreditation
- Have experience of leading professional development in Early Years settings
- Have experience of leading and implementing change in schools other than their own
- Hold accreditation as a Professional Development Lead or School Development Lead, or be willing to gain accreditation

Join the BBO Maths Hub Leadership Team as an Assistant Maths Hub Lead for Reception

JOIN THE TEAM

Key Responsibilities:

Working with Schools:

- Work collaboratively as part of the MHLMT to understand local Reception needs
- Contribute to evaluating and communicating the impact of the Maths Hub's work

Supporting Local Leaders of Mathematics Education (LLMEs):

- Facilitate an online community to support LLMEs involved in Reception-focused programmes (Targeted Support in Mathematics (TSM), Subject Knowledge for Teaching Mathematics (SKTM), and Mastering Number), sharing updates and encouraging professional dialogue
- Identify and nurture potential future LLMEs with strong Reception expertise
- Provide support to Intensive Support Partners for Reception-focused work, in liaison with the Assistant Maths Hub Lead (TS)
- Oversee Maths Hub programmes related to BSiL, including SKTM and Mastering Number, where appropriate and in collaboration with the Assistant Maths Hub Lead (Primary)

Working with System Partners:

- Work closely with the NCETM team to ensure timely and effective two-way communication, providing support and challenge in relation to the BSiL offer
- Build and sustain relationships with system partners, including Early Years Stronger Practice Hubs, attending relevant forums and exploring collaborative opportunities
- Promote the BSiL offer to local stakeholders

Contributing to the Maths Hub Leadership and Management Team:

- Maintain effective communication with the MHLMT Team, including attending relevant meetings and contributing to planning, evaluation and training
- Support recruitment to Reception-focused programmes (SKTM, Mastering Number, TSM) by working with the MHLMT to agree and implement an effective recruitment strategy

This role presents an exciting opportunity to shape early mathematics provision across the region and to play a central role in strengthening leadership in Reception settings.

How to Apply

Please read the [Information Sheet](#) carefully before applying. Applicants, in partnership with their headteacher, should complete the Application Form via the link below.

Application deadline: 27th of March.

School visits will take place 13th – 24th of April. Interviews will take place between 27th and 29th of April. Successful candidates will need to be available to attend an induction event on 23rd of June in Birmingham. Attendance at this event will also be funded.

APPLY NOW

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.

The next session is due to take place on 18th March and you would be very welcome to join from this point, if convenient, so please get in touch via the button below for more information and full details.

CONTACT US

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

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 you 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](#)

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

Places are still available on our Oxfordshire Work Group. You can join from the second session on 24th March. Please go to our website to book your place.

[MORE INFO AND BOOKINGS](#)

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 3 groups across the BBO area. Go to our website for dates, venues and to book your place.

[MORE INFO AND BOOKINGS](#)

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.

There are two types of fully funded Targeted Support in Mathematics that are available free to participating schools:

Enhanced Support for Schools

Enhanced Support is designed to help leaders and teachers implement changes more effectively while continuing to engage with standard hub activities.

Your school is eligible to apply for Enhanced Support if you are part of one of the following:

- Primary Teaching for Mastery Work Group
- Secondary Teaching for Mastery Work Group
- Secondary Maths Subject Leaders Community
- Securing Foundations at Year 7

This additional support is intended for schools identified by our Local Leaders of Mathematics Education (LLME) or School Leaders (including Work Group participants) as needing extra assistance to maximise the impact of the hub's existing initiatives.

Intensive Support for Schools

Intensive Support is designed for schools that have not previously engaged with an NCETM Maths Hub or those that may have paused their engagement and now require help to re-establish their connection. This tailored support focuses on schools needing to build additional capacity, enabling them to fully participate in the hub's standard activities over time. Schools are selected through a structured process based on established criteria, such as attainment levels, Ofsted reports, or specific referrals (e.g. PEIA requests).

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

[MORE INFO](#)

[APPLY 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 – Primary Early Career Teachers](#)
[Secondary Subject Leaders Community](#)
[Targeted Support in Mathematics \(TSM\)](#)

Accepting Applications for 2026/27

[School Development Lead](#)
[Professional Development Lead](#)
[Primary Mastery Specialists](#)
[Secondary Mastery Specialists](#)
[Post-16 GCSE/FSQ Mastery Specialist Programme](#)

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](#)
[Secondary Teaching for Mastery Work Groups](#)
[Regional ITT Providers Community](#)
[Years 5-8 Continuity](#)
[Specialist Knowledge for Teaching Mathematics – Early Years Teachers](#)
[Specialist Knowledge for Teaching Mathematics – Primary Teaching Assistants](#)
[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](#)
[Higher-Level Maths Achievement](#)
[Supporting Students to Achieve a L2 Qualification in Maths](#)
[Developing Core Maths Pedagogy](#)
[Developing A Level Pedagogy](#)
[Multi-Academy Trust Maths Leaders Community](#)



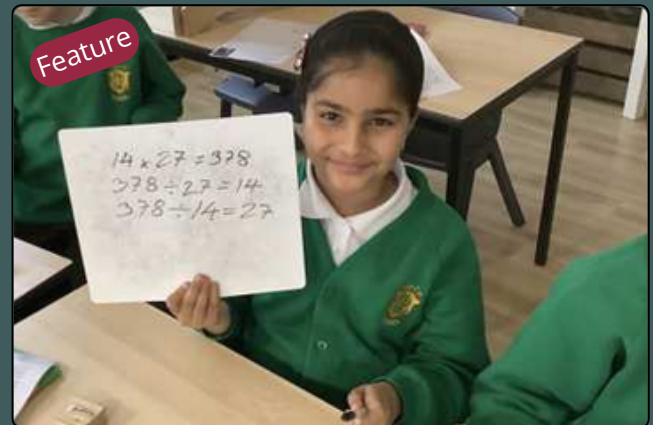
NCETM Newsletter - February 2026



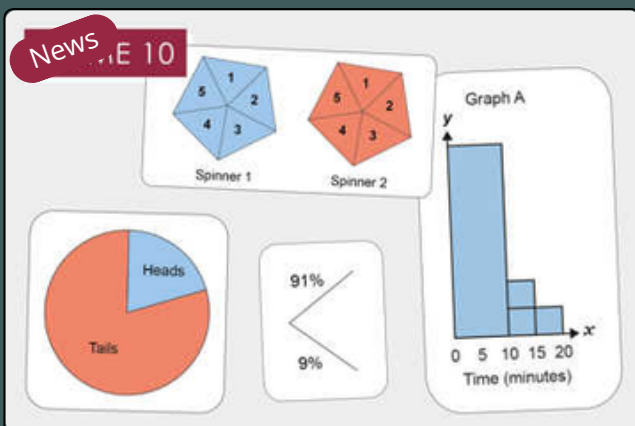
Primary Round-up - March 2026



Secondary Round-up - January 2026



Embedding multiplicative understanding through Mastering Number at KS2



New KS4 Professional Development Materials: Statistics and probability



Get ready for exam season



We are delighted to announce that the NCETM and the Maths Hub Network are now on Instagram at [@NCETM.Official](https://www.instagram.com/ncetm). Head over now to engage with the first of their series of brainteasers, taken directly from the Checkpoints materials.

Test your mathematical thinking

Choosing digits from 1 to 9, and using each digit only once...



What is the:

1. Smallest possible product?
2. Largest possible product?

Comment your answers below

Don't forget the BBO Maths Hub is on Instagram too! Come and join us at [@bbomaths](https://www.instagram.com/bbomaths) - we can't wait to see you there!



Follow us on Instagram!

Don't miss out! Keep in touch with all the latest news and events from BBO Maths Hub.

@bbomaths



OTHER EVENTS AND OPPORTUNITIES

STEP Summer School with Murray Edwards College

Please see the following invitation from Murray Edwards College, University of Cambridge to join their STEP Summer School for year 12 women and non-binary students who are considering studying mathematics at a top university.



Murray Edwards
College
University of Cambridge

This year it will take place on 26th-28th August.

26-28 August 2026

SHE TALKS SCIENCE
STEP SUMMER SCHOOL

Free residential summer school in Cambridge


Specialist **1:1 and group teaching** to prepare you for the STEP Paper

PLUS
Cambridge Admissions Advice
Maths Enrichment Sessions
Social Activities

SO IF YOU'RE:

- A woman or non-binary student
- In Year 12
- Hoping to study Maths at Cambridge

APPLY HERE:

 Murray Edwards College
University of Cambridge