

Mastering Number

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

A national programme to secure firm foundations in the development of good number sense



What is involved?

This programme focuses on the key knowledge and understanding needed in Reception classes, and progression through KS1. Participating schools will receive central training (online and face-to-face) and a wealth of pupil-facing resources. There is an expectation that schools will provide a daily teaching session for all children of 10 to 15 minutes, in addition to their normal maths lesson. Lead Teachers in schools will also contribute to an online community to share practice and engage in critical reflection.

Who can take part?

Lead participants from Work Group schools will be three teachers – one each from Reception, Year 1 and Year 2 – known as Lead Teachers. Some support will also be given to subject leaders and headteachers. This programme and its Work Groups are open to all schools that have not yet engaged with the Mastering Number Programme.

The programme is fully funded by the Maths Hub Programme, so is **FREE** for participating schools.

Got a question?
Email
codemathshub@tpacademytrust.org

Ready to apply?
Visit
www.codemathshub.org.uk/projects/primary-learning/

- ★ Your pupils will be able to clearly communicate their mathematical ideas.
- ★ You will develop a secure understanding of how to build firm mathematical foundations.
- ★ You will work to develop intentional teaching strategies focused on developing fluency in calculation and number sense for all children.
- ★ You will develop understanding and use of appropriate manipulatives to support your teaching of mathematical structures.



Primary Mastery Specialist

A national professional development programme for primary teachers with a passion for maths.

What is involved?

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.

Who can take part?

Participants should be experienced primary practitioners with the capacity to lead change in their own schools, and to develop as leaders of professional development in other schools. They must be working in a school in England. Their headteachers commit to supporting them and to developing teaching for mastery in their schools.



This programme is fully funded, including payments for teacher release time and travel and accommodation costs.

Got a question?
Email
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Ready to apply?
Visit
www.ncetm.org.uk
and search
'Primary Mastery Specialist'

- ★ The first year is a training and development year
- ★ Schools are funded for 15 days of release time covering 3 residentials and 9 days practice-based work
- ★ In the second year, the focus shifts to develop Mastery Specialists in their role of working with other schools, including leading Work Groups
- ★ Typically the commitment is between 12 and 37 days in any academic year - fully funded.



Secondary Mastery Specialist

Professional development from experts, time to develop your own expertise, and then opportunity to support others.

What is involved?

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.

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.

Who can take part?

Any teacher (excluding ECTs) who is teaching maths in a state-funded secondary school in England and who wishes to develop both their own classroom practice and their skills in leading professional development with others can apply to become a Secondary Mastery Specialist.



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Hubs
Programme

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Ready to apply?
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and search
'Secondary
Mastery Specialist'

★ A minimum three-year programme.

★ All the time, you keep in touch with other specialists across the country in online groups. You 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 Programme during the second year of the Secondary Mastery Specialist Programme.



Post-16 & FSQ Education Mastery Specialist

This programme is an important two-year professional development programme

What is involved?

Aimed at those who teach GCSE Mathematics resit and/or Functional Skills Qualifications.

During the first year, the emphasis will be on the lead teacher developing their knowledge, understanding and skills of teaching for mastery in their own establishment.

In year 2, participants join a collaborative cohort of Mastery Specialists according to their provision type to continue to develop teaching for mastery approaches.

Who can take part?

The 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.



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Programme

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Ready to apply?
Visit
www.ncetm.org.uk
and search 'Post-16
and FSQ Mastery
Specialist'

★ Students will develop a secure and connected understanding of the maths they are learning

★ Students will report increased confidence in using maths

★ You will develop classroom practices aligned to the principles of teaching for mastery, as exemplified for the post-16 GCSE/FSQ sector

★ You will, over time, become part of the Maths Hubs LLME Community



Professional Development Lead

The PD Lead Programme is designed for participants who are working with other teachers to enhance teaching and learning of maths

What is involved?

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.

Who can take part?

These 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. Participants must be based at a school/institution in England.



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and search
'Professional
Development Lead
Programmes'

★ You will design, lead, review and refine and professional development programme

★ You will critically evaluate your own professional development programme against your interested 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



School Development Lead Programme

For expert leaders of maths who are leading change in maths in a school or group of schools other than their own

What is involved?

This programme 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.

Who can take part?

The 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.

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Ready to apply?
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and search 'School
Development Lead
Programme'

★ You will develop your knowledge of a range of maths school development strategies and know why, when, and how to use them effectively

★ You will strengthen your knowledge of the evidence base that underpins school development and change management

★ You will design and lead collaborative maths school development initiatives

★ You will increase your awareness of the skills needed by a maths school development lead and have a deeper self-awareness in relation to the role

