

London Central and West Maths Hub 22/23 offers



Leadership Development Opportunities

Secondary Mastery Specialist Programme (Cohort 7)

- **Who it's for:** Any teacher – except ECTs – in a state-funded secondary school teaching mathematics 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.
- **Purpose:** Mastery Specialists are classroom practitioners who develop expertise in the mastery approach to teaching maths. Through rigorous and interactive training, they become experts in introducing and embedding mastery. After first developing a mastery approach in their own classrooms, they go on to support colleagues in their own and other schools.

Secondary Mastery Specialist Programme
A three-year journey



- **Your commitment:**
- Year One of the programme is structured as follows with 15 days comprising:
 - Five days (equivalent) attending central events
 - Ten days in-school and in-hub development

School will receive £3000 for the first year

Schools that have participated:

The Cardinal Vaughan Memorial School
Chelsea Academy
The Green School for Girls
The Green School for Boys
Rivers Academy West London
Reach Academy Feltham
Lampton Academy
Chiswick School
Canons High School
The Fulham Boys School
Sacred Heart High School
Twyford CofE. High School
Kingsbury High School
Claremont High School

Deadline
20 May 2022

[APPLY HERE](#)

Thinking about “The Big Five Ideas” while planning for my lessons has transformed the way I teach now. Now I plan the lesson as if I am taking them for a ride and have to think carefully of creating mathematical experiences such that they feel amazed at every step and curious to dive deeper into mathematical structure. I am enjoying it so much more and I have witnessed the joy on children faces which gives me so much satisfaction.

NCETM Professional Development Lead Programmes (Secondary and Post-16_(A Level, Core Maths))

- **Who it's for:** Participants may be from secondary or post-16. Participants must be in a position where they are planning, leading and evaluating a PD programme (SKTM does not count for this).
- **Purpose:** Maths Hubs identify, develop and support local leaders of maths education (LLME). The LLME work together as part of their Maths Hub team to support schools and colleges across their Maths Hub area. The NCETM Professional Development Lead Programme is designed specifically to address this need. It is expected that all LLME gain this accreditation, over time, to support consistency across the network around core principles of high-quality PD.
- **Your commitment:**
The programme follows the same design across all phases.
Session 1: Online 1 x 2 hours
Session 2: Face-to-face – all day
Session 3: Face-to-face – all day
Session 4: Online 2 x 2 hours

An Accreditation Evidence Document is provided for participants to capture their reflection and demonstrate that they have met the accreditation criteria.

School will receive £800

Schools that have participated:

The Cardinal Vaughan Memorial School
Chelsea Academy
The Green School for Girls
The Green School for Boys
Rivers Academy West London
Reach Academy Feltham
Lampton Academy
Chiswick School
Canons High School
The Fulham Boys School
Sacred Heart High School
Twyford CofE. High School
Kingsbury High School
Claremont High School

Deadline
20 May 2022

[APPLY HERE](#)

I've been involved with the PD lead programme this year as part of the Teaching for Mastery programme. I have felt really well supported with running CPD for my department. This course has also given me the opportunity to think about, and discuss, lots of different PD activities, which I have then felt empowered to use during my own PD sessions. As with all of the courses I've attended with the NCETM and the MathsHub, I have really appreciated the chance to talk, and learn from, other maths teachers.

Joseph H. Cohort 5 (2022)

NCETM School Development Lead Programme (2nd year)

- **Who it's for:** This project aims to support mathematics leads whose role is to **lead change in a school or group of schools other than their own**; refining their approaches to maths school development work including drawing on the expertise of, and aligning more with approaches used in, the Maths Hubs Programme.
- **Purpose:** This programme is needed as part of a wider strategy to support the development of LLME across the network. This programme is specifically designed to enable the leaders of mathematics school development to **enhance leadership capacity and capability** in the schools they support through their role.
- **Your commitment:**
 - Three one-day regional workshops delivered using a blend of face-to-face, online, and asynchronous approaches with a cohort of Mathematics School Development Leads, which would explore both school development implementation processes and pedagogical interventions.
 - Mathematics School Development Leads carrying out and evaluating a maths school development initiative not in their own school.
 - An Accreditation Evidence Document is provided for participants to capture their reflection and demonstrate that they have met the accreditation criteria.
 - School will receive £800

Participating in the SDLP programme has been a refreshing opportunity for me to think about leadership support and development particularly focusing on current mathematical influences. I have also appreciated the opportunity to discuss and reflect on relevant research, in order that I can truly say my practice is research informed.

Janine A. Maths Hub Lead (2022)

Deadline
20 May 2022

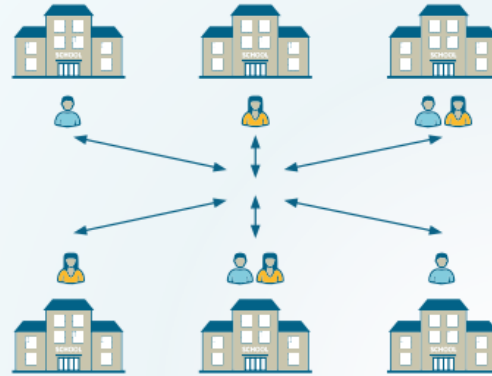
[APPLY HERE](#)

Work Groups

WHAT IS A WORK GROUP AND HOW DOES IT WORK?

The Work Group is the model of professional and school development used in most Maths Hubs projects.

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



2. 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're trying out in their own schools. 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.**



3. 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.



4. Each Work Group is part of a **national project**.



Secondary Work Groups 22/23

“After 13 years as a teacher, I find that continued professional development keeps me thinking all the time about what I could be doing differently and motivated to improve my teaching. Collaborative talk with other professionals, such as I have been involved with at workgroups, gives me scope to think about ideas before putting them into practice. As a consequence, I remain enthusiastic about the job I love despite the rapidly passing time and ever-changing circumstances!”

Key messages: Ofsted and KS3 Non-statutory Guidance DfE



Ensure pupils are secure with any pre-requisite knowledge prior to the teaching of new content



Curriculum planning should consider the approaches used for the teaching of core mathematical concepts.



Pupils need a balance of practice types (recall/rehearse and explain/describe) which should be intelligently chosen



Well designed 'massed practice' can help pupils learn.
Well designed 'distributed practice' can help them not to forget.

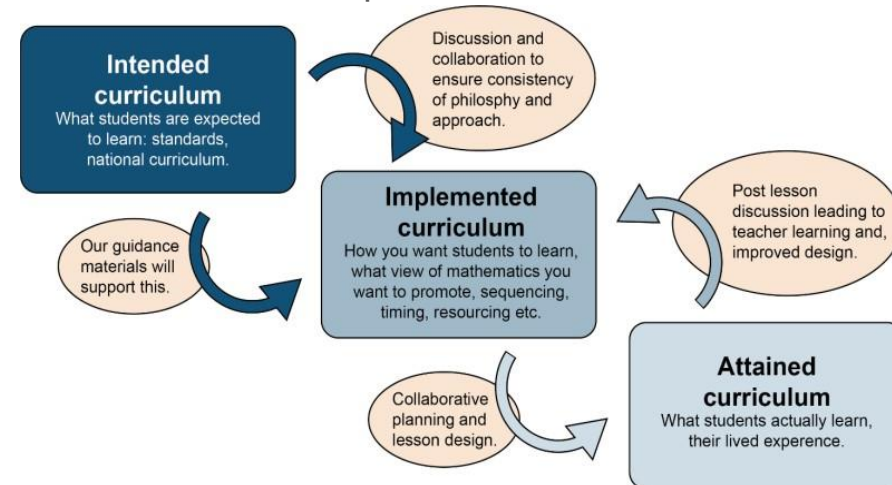


Assessment must be fit for purpose.

Without a coherent, connected curriculum there is a danger that students will perceive the mathematics they learn as a bewilderingly large set of separate topics, each one with its own rules and techniques to remember. Students who have this view of mathematics often see it as a hard, impenetrable subject which they find difficult to learn. In contrast, students who experience the subject as a coherent set of connected ideas tend to find learning mathematics achievable, enjoyable, and stimulating.

DfE (2021, p7)

From intended, to implemented, to attained curriculum



DfE (2021, p14)

Teaching for Mastery Developing

- **Who it's for:** Secondary schools and maths departments that want to introduce and develop teaching for mastery can join the Work Group and should nominate two teachers as Mastery Advocates.
- **Purpose:** This Work Group is a continuing project and forms part of an overall Teaching for Mastery Programme designed to develop secondary mathematics departments that are well-led, high-performing and provide high quality professional development through collaborative working.
- **Your commitment:**
 - 5 half day sessions (one each half term, starting November in person)
 - 4 school visits (blended)
 - Try out aspects of the Work Group back in school and record your reflections
 - School receives £2000 participation grant

Schools that have participated in our hub:

Capital City Academy
Claremont High School
Saint Claudine's Catholic School for Girls
Ada Lovelace CofE. High School
Brentside High School
The Ellen Wilkinson School for Girls
Twyford CofE. High School
Villiers High School
Hammersmith Academy
West London Free School
Canons High School

Nower Hill High School
Rooks Heath School
Barnhill Community High School
Bishop Ramsey CofE. School
Bishopshalt School
Harlington School
Ruislip High School
Swakeleys School for Girls
Bolder Academy
St Mark's Catholic School
The Green School for Boys

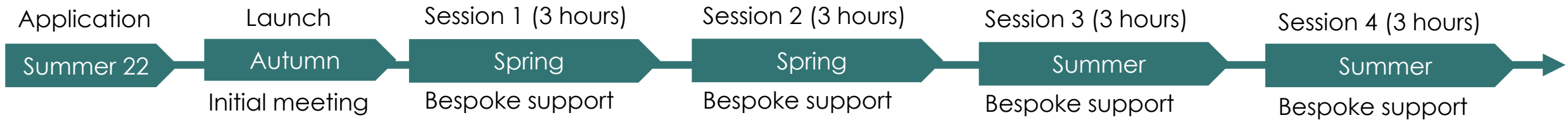
[Register Interest](#)

*I have been teaching mathematics for 17 years. **Taking part in the Teaching for Mastery programme has rejuvenated my practice and taught me so much, even after only 3 meetings.** My year 7 and 8 students are thinking far more deeply about mathematical concepts and I firmly believe this will lead to them become far more competent mathematicians, as well as resulting in them appreciating the beauty of mathematics, beyond being a collection of facts and processes. **I would wholeheartedly encourage any teacher considering the programme to get on board. They will not regret it.***

Meera L. (2021)

Teaching for Mastery Work Groups

Year 1 TfM: Developing (Schools funded - £2000 for 5 days of release each)
5 half day group sessions and 5 bespoke school sessions.



Year 2 TfM: Embedding (Schools funded - £1000)
3 days of bespoke school support to embed TfM in the department



Year 2 and beyond TfM: Sustaining

A carousel of 12 TfM sessions throughout the year. You choose a minimum of 4 sessions to match with your department needs and who attends each session. Most sessions will be online.

Primary schools that have participated in Teaching for Mastery in our hub:

Ealing	Harrow	Hillingdon	Hounslow
Allenby Primary School	Avanti House Primary School	Belmore Primary Academy	Beavers Community Primary School
Ark Priory Primary Academy	Aylward Primary School	Bishop Winnington-Ingram CofE Primary School	Belmont Primary School
Berrymede Junior School	Belmont School	Botwell House Catholic Primary School	Cavendish Primary School
Blair Peach Primary School	Camrose Primary With Nursery	Charville Academy	Cranford Primary School
Brentside Primary School	Camrose Primary With Nursery	Colham Manor Primary School	Edison Primary School
Christ the Saviour Church of England Primary School	Cedars Manor School	Coteford Infant School	Green Dragon Primary School
Clifton Primary School	Earlsmead Primary School	Cowley St Laurence CofE Primary School	Heston Primary School
Coston Primary School	Elmgrove Primary School & Nursery	Cranford Park Academy	Hounslow Heath Junior School
Dairy Meadow Primary School	Glebe Primary School	Deanesfield Primary School	Hounslow Town Primary School
Derwentwater Primary School	Grange Primary School	Field End Infant School	Ivybridge Primary School
Dormers Wells Infant School	Heathland School	Field End Junior School	Lionel Primary School
Dormers Wells Junior School	Kenmore Park Infant and Nursery School	Glebe Primary School	Norwood Green Infant and Nursery School
Downe Manor Primary School	Kenmore Park Junior School	Harmondsworth Primary School	Norwood Green Junior School
East Acton Primary School	Krishna Avanti Primary School	Hayes Park School	Sparrow Farm Primary School
Featherstone Primary and Nursery School	Longfield Primary School	Hermitage Primary School	Spring Grove Primary School
Fielding Primary School	Marlborough Primary School	Highfield Primary School	Springwell School
Gifford Primary School	Norbury School	Hillingdon Primary School	St Lawrence Catholic Primary School
Grange Primary School	Pinner Park Primary School	Holy Trinity CofE Primary School	St Mary's Catholic Primary School ,Chiswick
Greenwood Primary School	Roxbourne Primary School	John Locke Academy	St Mary's Catholic Primary School, Isleworth
Hobbyayne Primary School	Roxeth Primary School	Lake Farm Park Academy	St Paul's CofE Primary School
Holy Family Catholic Primary School	Saint Jerome Church of England Bilingual School	Laurel Lane Primary School	Strand-on-the-Green Infant and Nursery School
Horsenden Primary School	St Anselm's Catholic Primary School	Minet Junior School	Strand-on-the-Green Junior School
John Perryn Primary School	St Bernadette's Catholic Primary School	Minet Nursery and Infant School	The Blue School CofE Primary
Khalsa Primary School	St John Fisher Catholic Primary School	Newnham Infant and Nursery School	The Smallberry Green Primary School
Lady Margaret Primary School	St John's CofE School Stanmore	Pinkwell Primary School	The William Hogarth Primary School
Little Ealing Primary School	St Teresa's Catholic Primary School and Nursery	Rabbsfarm Primary School	Victoria Junior School
Montpelier Primary School	Stag Lane Primary School	Ryefield Primary School	Westbrook Primary School
Mount Carmel Catholic Primary School	Stanburn Primary School	St Andrew's CofE Primary School	Worple Primary School
North Ealing Primary School	Vaughan Primary School	St Bernadette Catholic Primary School	
North Primary School	Weald Rise Primary School	St Martin's Church of England Primary School	
Oaklands Primary School	Whitchurch Primary School & Nursery	St Matthew's CofE Primary School	
Oldfield Primary School		The Breakspear School	
Our Lady of the Visitation Catholic Primary School		Warrender Primary School	
Perivale Primary School		West Drayton Academy	
Petts Hill Primary School		Whitehall Infant School	
Ravenor Primary School		Whiteheath Infant and Nursery School	
Selborne Primary School		Whiteheath Junior School	
St Gregory's Catholic Primary School		William Byrd Primary Academy	
St John Fisher Catholic Primary School		Wood End Park Academy	
St Mark's Primary School		Yeading Infant and Nursery School	
St Raphael's Catholic Primary School		Yeading Junior School	
Stanhope Primary School			
Three Bridges Primary School			
West Acton Primary School			
West Twyford Primary School			
Willow Tree Primary School			
Wolf Fields Primary School			
Wood End Academy			
Woodlands Academy			

Secondary Subject Leadership Work Group(Year 2)

- **Who it's for:** This Work Group offers focused support to secondary heads of department/subject leaders.
- **Purpose:** Enables them to better understand and implement teaching for mastery approaches across their department and to develop in their role as leaders of both pupil learning and teacher professional development.
- **Your commitment:**
 - 3 sessions- 1 full day a term (Nov, Feb, June)
 - Try out aspects of the Work Group back in school and record your reflections

Schools that have participated in our hub this first year:

The Ellen Wilkinson School for Girls
William Perkin CofE. High School
Bishop Ramsey CofE. School
Bishopshalt School
Rosedale College
Chiswick School
The Green School for Boys
The Green School for Girls

[Register Interest](#)

It has been great to know what other HODs are doing. In this course I have started to develop into a leader and not a manager as well as learning how to manage change within a department especially when there is opposition.

Tinya M. (2022)

Mathematical Thinking for GCSE Work Group

- **Who it's for:** Participants will be expected to lead developments from the Work Group in their own department and so should have the opportunity and authority to do this effectively.
- **Purpose:** Exam boards often note that, when students come to GCSE examinations, AO2 and AO3 are frequently poorly addressed. This Work Group is designed to meet teachers' needs in that it offers both practical and theoretical elements to support the development of students' mathematical thinking, whilst offering a manageable structure for collaborative CPD.
- **Your commitment:**
 - 4 sessions in Autumn Term- 2 full day and 2 (3-5pm) sessions
 - Try out aspects of the Work Group back in school and record your reflections

Schools that have participated in our hub:

Kingsbury High School	Chelsea Academy
Twyford CofE. High School	Nishkam School West London
Villiers High School	The Green School for Boys
William Perkin CofE. High School	The Heathland School
Bentley Wood High School	The Cardinal Vaughan Memorial School
The Sacred Heart Language College	Alperton Community School
Bishop Ramsey CofE. School	Capital City Academy
Bishopshalt School	JFS
Swakeleys School for Girls	Fulham Cross Academy
Chiswick School	Harrow High School
Fulham Cross Girls' School & Language College	Uxbridge High School
Brentford School for Girls	Springwest Academy
Gunnersbury Catholic School	
Heston Community School	

[Register Interest](#)

I have enjoyed the opportunity to think of ways to increase the depth/challenge in questions by using chains of reasoning and discussing different approaches to reasoning as opposed to depending on the process.

Julia G. (2022)

Support for transition into KS3 Work Group (5-8 Continuity)

- **Who it's for:** Linked families of schools: primary, secondary, middle schools, and all-through schools should participate in this Work Group. Lead participants should be teachers of Years 5-8, ideally with some responsibility for curriculum development, e.g. school maths leaders/heads of department.
- **Purpose:** The Work Groups promote teaching for mastery approaches across the KS2-3 boundary to ensure consistency in the pupil experience, thereby meeting the Primary schools and Secondary schools strategic goals of establishing teaching for mastery approaches and encouraging schools in engaging with teaching for mastery support. The Work Groups also meet the Primary strategic goal of ensuring that pupils 'are well prepared for the secondary maths curriculum'.
- **Your commitment:**
 - 4 sessions in Spring Term- 2 full day and 2 (3-5pm) sessions
 - Try out aspects of the Work Group back in school and record your reflections

Schools that have participated in our hub:

Kingsbury High School
Ada Lovelace CofE. High School
The Ellen Wilkinson School for Girls
Hammersmith Academy
West London Free School
Bentley Wood High School
Nower Hill High School
The Sacred Heart Language College
Bishopshalt School
Ruislip High School
Chiswick School

Nishkam School West London
St Mark's Catholic School
The Green School for Boys
Chelsea Academy
Newman Catholic College
Alec Reed Academy
Dormers Wells High School
Featherstone High School
Harrow High School

[Register Interest](#)

I have learned ... about language used in primary school [to teach fractions] and how visual representations are used in the mastery approach, specifically for fractions. This will be very useful in my teaching of fractions.

Y7 teacher

Support with planning a challenging topic from KS3 to KS4 Work Group (Yr7-Yr11)

- **Who it's for:** Individuals or ideally pairs of teachers from a department participate, with an expectation that they will work with other members of their department at appropriate points. This approach helps cultivate a collaborative culture. Participants should therefore be in a position to influence departmental change.
- **Purpose:** Feedback from teachers, along with GCSE exam analysis, indicates there are key areas of the curriculum that students find challenging. These issues have often developed as a result of earlier learning experiences. A key focus for these Work Groups is the deconstruction and analysis of selected areas of the curriculum, to achieve a more coherent learning journey through the secondary years.
- **Your commitment:**
 - 4 sessions Summer Term - 2 full day and 2 (3-5pm) sessions
 - Try out aspects of the Work Group back in school and record your reflections

Schools that have participated in our hub:

Claremont High School
Saint Claudine's Catholic School for Girls
Twyford CofE. High School
Canons High School
The Sacred Heart Language College
Chiswick School
Rivers Academy West London
The Green School for Boys
The Heathland School
Capital City Academy

Newman Catholic College
Queens Park Community School
Ealing Fields High School
Sacred Heart High School
Harrow High School
Hatch End High School
Brentford School for Girls
Lampton Academy
Springwest Academy

[Register Interest](#)

I have realised how important it is when planning my lessons in KS3, to consider what they need to learn in KS4 and address misconceptions earlier.

John K. (2021)

Specialist Knowledge for Teaching Mathematics

SKTM: Secondary ECT – Phase 1 Community

- **Who it's for:** Participants will be those identified as Early Career Teachers – teachers in their first or second year of teaching.
- **Purpose:** Whilst recognising the requirements of the Early Career Framework, the communities will provide a subject specific focus for the Early Career Teachers. It provides an opportunity for the conversation to remain focused on the teaching of mathematics, with teachers at a similar stage of their career.
- **Your commitment:**
 - 6 half day sessions (one each half term)
 - Try out aspects of the Work Group back in school and record your reflections

Schools that have participated in our hub this year:

Ellen Wilkinson
Swakeleys
All Saints Catholic College
Harlington School
Bishop Ramsey C of E School

[Register Interest](#)

I have enjoyed discussing pedagogy, and how to break down tasks. I have also started planning lessons/activities so that I can gather what students are thinking when approaching their work rather than just doing a task.

Aza N. (2022)

SKTM: Secondary Non-specialist Teachers Community (First year)

- **Who it's for:** This programme is provided for non-specialist teachers of maths in state-funded schools who fit the following definition:
- A non-specialist teacher of mathematics is 'a teacher that is currently teaching some mathematics or has commitment from a headteacher/executive head to teach some mathematics within the next year, who has not undertaken initial teacher training (ITT) in mathematics'.
- **Purpose:** There are significant numbers of people teaching mathematics in secondary schools without specialist initial teacher training. Maths Hubs are well placed to provide training for non-specialist teachers of mathematics so that these teachers have the opportunity to increase their knowledge and understanding of the intentions of the maths national curriculum and develop their pedagogical skills.
- **Your commitment:**
 - 6 full days
 - Try out aspects of the Work Group back in school and record your reflections

New Work Group for our Hub!

Ofsted inspectors will expect all teachers, including non-specialists, to have sufficient maths subject-knowledge, and for them to be supported by the necessary resources and professional development they need to deliver topics effectively. This course can support in that training.

[Register Interest](#)

Post-16 Work Groups

Developing Core Maths Pedagogy Work Group

- **Who it's for:** Experienced and developing teachers of Core Maths from schools and colleges in at least their second year of teaching Core Maths.
- **Purpose:** Teachers are provided with opportunities, through collaboration and experimentation, to develop improved teaching approaches that support the open-ended problem-solving skills Core Maths students need to develop. Participants are encouraged to share developments with departmental colleagues, although this may not be specific to Core Maths if the participant is the only Core Maths teacher in the institution.
- **Your commitment:**
 - 5 sessions- 5 afternoons
 - Try out aspects of the Work Group back in school and record your reflections

Schools that have participated in our hub:

Logic Studio
William Morris 6th Form
Alperton Community School
Lampton Academy
Chiswick School
Newman Catholic College
Bishop Ramsay CE School
Preston Manor

[Register Interest](#)

“Well-crafted sessions that show a real depth of understanding as to what makes good CPD, really useful to talk to other colleagues about some carefully chosen examples or questions to stimulate discussion”

Developing A Level Pedagogy Work Group

- **Who it's for:** The target group of schools/colleges/departments is those that want to develop one or more aspects of their A level pedagogy.
- **Purpose:** The aim of these Work Groups is to support the teaching of A level Maths, with a focus on pedagogical content knowledge in order to enhance and deepen student understanding of the course and its Overarching Themes.
- **Your commitment:**
 - 5 sessions- 5 afternoons
 - Try out aspects of the Work Group back in school and record your reflections

Schools that have participated in our hub:

Logic Studio	Hatch End High School
William Morris 6th Form	Rooks Heath School
Alperton Community School	Twyford CofE. High School
Lampton Academy	Ruislip High School
Chiswick School	Gumley House
Newman Catholic College	The Green School for Boys
Bishop Ramsay CE School	The Cardinal Vaughan
Preston Manor	Memorial
Hammersmith Academy	St Gregory's Catholic
Vyners School	E-Act Crest Academy
Claremont High School	Phoenix Academy
Kingsbury High School	Bentley Wood High School
Greenford High School	

[Register Interest](#)

"It's been a great experience discussing A-level pedagogy with other teachers in our areas, sharing experiences and trying out new things in my practice. I've enjoyed the mix of online and face-to-face meetings and am looking forward to next year's workgroup already."

Supporting Post-16 GCSE Resit Work Group

- **Who it's for:** 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.
- **Purpose:** We will explore effective ways of teaching key content to GCSE resit students, and effective ways of working with teachers of post-16 resit GCSE in the context of Covid recovery.
- **Your commitment:**
 - 5 sessions- 5 afternoons
 - Try out aspects of the Work Group back in school and record your reflections

[Register Interest](#)

New to Teaching Core Maths Programme

- **Who it's for:** This programme is for teachers who are in the first two years of teaching Core Maths and are teaching a Core Maths class during the academic year 2022/23.
- **Purpose:** These programmes are needed to provide sustained support and a community of practice for teachers who are new to teaching Core Maths. This will provide support to complement the current AMSP and Maths Hubs Core Maths professional development offer.
- **Your commitment:**
 - 5 sessions- 5 afternoons
 - Try out aspects of the Work Group back in school and record your reflections

[Register Interest](#)

If you would like to have a chat with us about CPD needs for you and/or your maths team please email:

Ruth Williams - ruthwillmaths@gmail.com

Valbona Baci – v.baci@outlook.com

Post-16

John Petry - jpetry@parliamenthill.camden.sch.uk