



NEWSLETTER



www.ememathshub.org

Our Vision

East Midlands East Maths Hub is an approachable, inclusive and supportive community that embraces a research-informed approach to mathematics across all phases and settings. By working collaboratively and equitably sharing expertise, we aim to establish professional cultures and practices that support the ongoing development of maths education. This enhances the knowledge, understanding and confidence of teachers, lecturers and support staff, leading to improved pupil outcomes and greater engagement with mathematics for all pupils.

Dear Colleagues,

Welcome to our first newsletter of 2026. One of our focuses this year is equity, and we are delighted to share that we have appointed two new roles to support this work:

- **Local Leader of Maths Education (LLME) Equity Lead (Sarah Robertson)**
- **Local Leader of Maths Education (LLME) Oracy Lead (Erica McGinley)**

Both will be working closely with our LLME community throughout the year, exploring how these priorities can be embedded across our Programmes and Work Groups.

We are also excited to announce that our **SEND Equity Lead** has been collaborating with the Primary Team to develop a **SEND Toolkit**. This resource will be launched to all LLME in the coming months, before being shared more widely through our **Work Groups and Programmes**.

Alongside our equity focus, we are also prioritising **enhancing communication with Senior Leaders** across our region. We believe that sharing the impact of the Maths Hub more widely will help strengthen whole-school approaches to mathematics and highlight the value of collaborative professional development.

To support this, all **LLME and Participants** have been invited to create a **journal of reflections**. These journals will capture:

- **The impact of the Maths Hub on Professional Learning**
- **Developments in Practice and Pedagogy**
- **The influence on Students' learning experiences**
- **Changes across Whole School Departments and Policies**

By gathering these reflections, we aim to build a rich picture of how our collective work is shaping mathematics education and the impact it is having.

Together, these initiatives reflect our commitment to ensuring that every learner has access to high-quality mathematics education, and we look forward to working with you all to make this vision a reality.

Thank you for your continued commitment and collaboration. We are excited to embark on this year's journey together, and we look forward to seeing the positive impact our collective efforts will have across schools, classrooms, and communities.

Recruitment is now open for our **Professional Development Opportunities** please visit our [website](#) for further information. Some of these opportunities will be explored in more detail throughout the newsletter.

Rachel West, East Midlands East Maths Hub Lead



The Benefits of the NCETM School Development Lead Programme: *Tom Robinson*



*When my school first started our **Teaching for Mastery** journey we could not have reached the point we did without the support of the NCETM Mastery Specialist who hosted our Teacher Research Group (TRG).*

All of this involvement excited me to discover more, and I decided that the next step in my career would be to train as a Mastery Specialist myself.

After becoming a Primary Mastery Specialist, I discovered a real passion for supporting other staff and working with a range of different schools. It was a real privilege to work with so many different people and be welcomed into their schools.

The bespoke support offered as part of the TRG structure was the aspect of the role that I enjoyed the most and I felt I was able to make a difference in the schools I worked with. For this reason, the School Development Lead Programme seemed very attractive for me as I could receive training in developing these skills further.

Once I had been accepted onto the programme, I very quickly realised that even though I had been supporting schools, there was a range of different ways of approaching the support.

Using the latest research, professional dialogue and my own reflections, I developed my understanding of the School Development Lead roles and how I can help develop leaders within schools. The programme enabled me to recognise many strengths in my approach but also develop new ways of supporting schools to develop their practice and equip their own leaders too.

This is the perfect programme for anyone who wants to develop their own leadership skills and work with other schools to support leaders to improve maths in their environments.

To find out more and to apply please visit: [School Development Lead Information NCETM](#)

NCETM Professional Development Lead Programme: *Sally Holland*



When I first signed up for the Professional Development Lead Programme, I saw it as an opportunity to grow professionally, but it turned out to be so much more than that.

The programme didn't just give me strategies for delivering professional development; it made me think deeply about what really helps teachers to change practice and feel empowered. I found myself reflecting on my own classroom, questioning what I do and why, and considering how to create spaces where colleagues feel supported to do the same.

Completing the Programme gave me the confidence to step into a new role as part of the Local Leaders of Mathematics Education (LLME) community. Suddenly, I was part of a network of passionate educators who share the same goal: improving maths education for every student. It's inspiring to work alongside people who are so committed to collaboration and innovation.

One of the highlights of this journey has been leading the Developing A Level Pedagogy Work Group. A Level teaching can feel quite isolated, so bringing teachers together to share ideas and explore approaches has been incredibly rewarding. Seeing colleagues leave sessions with fresh strategies and renewed enthusiasm reminds me why I wanted to take on this challenge in the first place.

Looking back, the Professional Development Lead Programme was the catalyst for all of this. **It gave me the tools, the confidence, and the connections to make a real difference.** If you're considering taking that step, I'd say go for it. You never know where it might lead.

To find out more and to apply please visit: [Professional Development Lead Information NCETM](#)

Mastering Number at Reception and KS1



Click the photo to watch a Mastering Number at R and KS1 lesson

Mastering Number continues to make an impact on pupils across our region. Teachers are reporting how their pupils' increased fluency and number sense is making a huge difference to their engagement, confidence and learning.

This programme is delivered to Reception and Key Stage One teachers through online PD across the year. They are supported with a bank of materials and resources as well as online videos. The programme develops teachers practice, pedagogy and subject knowledge. It uses small steps, precise mathematical language, structures and representations to support pupils understanding of the relationships between numbers; their 'number sense'.

This video shows a Mastering Number lesson in a Reception class, in a local school; it demonstrates:

- Pupils are engaged, all pupils actively participate and all responses are valued.
- Pupils talk in whole sentences to share what they know and are thinking. Stem sentences are used to practice and rehearse key knowledge; pupils use these to answer questions and talk about the maths. They help pupils generalise, reason and explain.
- Pupils are noticing and making connections, spotting patterns. They are given thinking time before answering questions.
- Pupils are supported to subitise and notice and explore the composition of numbers through the part whole relationship.
- Pupils' thinking and learning is supported by the teachers' interactions and pedagogy which is specified in the Mastering Number materials. These support pupils by teachers questioning, prompts and modelling which supports reasoning for deeper understanding.
- Pupils are engaged and active throughout the lesson; they are expected to think, share and show, through "back and forth" interactions.
- Small steps, coherence and procedural variation are explicitly planned for and support pupils understanding. Attention is drawn to both "what it is" and "what it is not".
- Key representations show the structure, patterns and relationships within the maths. Pupils confidently move between different representations, leading to deeper understanding and generalising.
- Assessment for learning is immediate; the teacher moves between the pupils, listening and commenting on pupils talk and is able to check on all pupils understanding.

The strength of the Mastering Number programme is in developing teachers' confidence, pedagogy and subject knowledge alongside carefully sequenced coherent lessons. To find out more about Mastering Number Reception and Key Stage One, or to watch a showcase lesson please visit our [website](#) or [contact](#) us.

Mastering Number: Embedding the Impact: **Erica McGinley**



For those schools who have engaged in Mastering Number at Reception and KS1, Maths leaders are invited to continue their Mastering Number journey through Mastering Number Embedding the Impact. This workgroup continues the focus on additive relationships and reasoning.

This Work Group builds on, embeds and sustains Mastering Number at Reception and KS1; it dives deeper into the pedagogy and subject knowledge of the Reception and KS1 materials and looks at how this can be supported into Year Three. It gives Maths Leads further understanding of TfM, representation and structure and assessment in R/KS1.

Time is taken to consider those pupils in Years Three who may not have experienced Mastering Number previously and those pupils who have not yet reached automaticity and fluency in their addition and subtraction number facts.

Maths Leads are supported to understand the content of the Year Three materials and how to disseminate this to colleagues.

The Work Group also aims to develop the confidence and knowledge of the Maths Lead, exploring the vision and practice in their school and developing a consistent approach across school.

Maths leads develop their leadership skills through activities which support implementation, monitoring and PD.

Embedding the Impact is making a difference to the confidence of Maths leads to lead and drive change. These Maths leaders have a greater understanding of Mastering Number.

To find out more about Embedding the Impact please visit our [website](#).

Equity Leader SEND - A new role at the Maths Hub: Sarah Robertson



The number of learners with Special Educational Needs and Disabilities has risen significantly in recent years, reshaping how schools approach equity and inclusion. This shift is reflected in curriculum design, adaptive teaching strategies, and classroom environments that ensure every learner can access high-quality mathematics education. Schools are investing in staff training, assistive technologies, and inclusive strategies, making inclusion a whole-school responsibility.

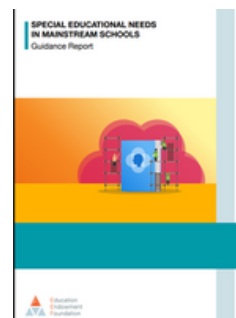
The NCETM defines equity in mathematics education as ensuring all pupils are supported to succeed mathematically. This means using inclusive pedagogy and curriculum while recognising systemic barriers that have historically affected pupils with characteristics such as gender, socio-economic status, ethnicity and SEND.

To strengthen this work, the NCETM has invited Maths Hubs to appoint an Equity Lead for SEND. In this role, I will work with our community of Local Leaders of Mathematics Education (LLMEs) to reflect on maths education being more equitable across all phases. This builds on last year's work implementing the EEF Special Educational Needs in Mainstream Schools guidance, developing adaptive teaching toolkits and running workgroups with SEND specialists, SENCOs and maths leads.

What could inclusive practice look like in a maths lesson?

- Manipulatives and visual representations: Support conceptual understanding through concrete and pictorial approaches.
- Scaffolds: Visual (e.g., task planners), verbal (e.g., correcting misconceptions), and written (e.g., modelling mathematical language).
- Collaborative learning: Partner talk and shared problem-solving to promote peer support.
- Assistive technology: Tools such as screen readers, speech-to-text software, and interactive whiteboards.
- Flexible assessment: Oral explanations, practical demonstrations, or alternative formats alongside written work.

Learn more: [EEF Special Educational Needs in Mainstream Schools Guidance](#)



Professional Development Opportunities with East Midlands East Maths Hub - 2026/27

Applications are now open for exciting Professional Development Opportunities in maths teaching, where you will enhance your practice and pedagogy, and that of your school or department.

The programmes, which are **fully funded** by the DfE, all start in September 2026.

In addition to the roles of Professional Development Lead and School Development Lead, we are also recruiting for the following positions:

Primary Mastery Specialist

The NCETM and Maths Hubs now want to recruit a twelfth cohort of teachers to develop and work as Primary Mastery Specialists, ensuring Maths Hubs have the capacity needed to support schools using teaching for mastery approaches.

For more information about this role and to apply please click [here](#).

Secondary Mastery Specialist

Following the success of the Secondary Mastery Specialist Programme, Maths Hubs, working with the NCETM, are now inviting secondary schools to nominate a 'lead teacher' to take part in an important two-year professional development programme that leads to the designation of Secondary Mastery Specialist.

For more information about this role and to apply please click [here](#).

Applications for all Professional Development roles close on **Thursday the 23rd of April 2026**.