

NCETM Mathematics School Development Lead – Information Sheet 2026/27

Overview

An essential aim of the Maths Hubs Programme is to promote high-quality, collaborative professional and school development for improvement in the teaching of maths. This requires sufficient capacity across the system, with individuals who have the skills to lead, facilitate and support the professional development of school and subject leadership for maths.

The NCETM School Development (SD) Lead Programme is designed for participants who are working to develop the leadership of maths in a school or schools other than their own. This programme is part of a co-ordinated strategy to support the development of local leaders of maths education (LLMEs) across the Maths Hubs Network. It is specifically designed to support LLMEs to develop and enhance leadership capacity in the schools they support through their role.

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 will participation in the programme involve?

Participants on the SD Lead Programme join a regional cohort led by two Cohort Leads. By the end of the spring term, the cohort will have met for three full days, one of which is online. Full attendance is a strict requirement for accreditation. These events are designed to:

- facilitate project-specific knowledge exchange
- provide opportunities for collaboration
- deepen thinking about professional knowledge and leadership practices.

There are four optional twilight sessions which are recommended for all participants. Participants will also work in smaller groups and one-to-one with their individual Cohort Lead in coaching sessions at mutually-agreed times.

As well as the events outlined above, the SD Lead Programme supports participants' sustained attention on a school development initiative* (which they are responsible for designing), in which they are supporting school leaders in one school to explore, plan and implement changes to maths teaching practices to meet an identified need.

As a minimum, participants should expect to complete at least (or equivalent to) six half-day visits to their initiative school (between November and June), where they should be working with senior AND subject leadership. The first visit must be completed before the school Christmas holiday, and participants or their sponsoring Maths Hub must secure agreement with an appropriate school to facilitate this. Where participants do not have their own access to a school, which cannot be their own, they must discuss this with their sponsoring Maths Hub when submitting an application.

To capture developments in their thinking and school development practice, participants will complete an Accreditation Evidence Document (AED) with support and feedback from their Cohort Lead. The completed AED will support Cohort Leads to assess whether the participant is demonstrating appropriate evidence for accreditation.

*Key criteria for Mathematics School Development Initiatives:

- The SD Lead must be working with the school's senior leadership (i.e., not just subject leaders)
- SD Lead work must go significantly beyond a Maths Hub Work Group programme (i.e., bespoke work that is not a part of the standard offer in, for example, a Teaching for Mastery Programme)
- The SD Lead must not be on the staff at the initiative school, though it may be one in their MAT
- The initiative is focused on just one school and not a group of schools
- The initiative begins with exploring need and capacity; it should not be the rolling out of a pre-determined/agreed programme.

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.

Who should apply?

The table below, which outlines the **essential** and **desirable** criteria for applicants, will help potential participants determine whether this programme is right for them.

Essential	Desirable
The applicant has significant experience in designing and leading mathematics <u>professional</u> development in schools other than their own	NCETM PD Lead accreditation
The applicant has at least some experience as a mathematics <u>school</u> development lead, either within their own school/college/organisation or more widely	
The applicant has the support of a Maths Hub, who will sponsor their participation in the Mathematics School Development Lead Programme	

What are the expectations of participating schools?

The applicant's school/college/organisation will commit to supporting the applicant to fully engage in all the programme activities, including completing the mathematics school development initiative.

The applicant's school/college/organisation will have the commitment and the capacity to support the applicant to work with leaders from other schools following successful completion of the programme.

What is the funding for the programme?

Participants will be funded to attend programme events and work with their Cohort Lead; a total of four days.

How to apply

An application form will be published on the [NCETM website](#) on **16 December 2025** when the application window opens. Applicants should complete and submit the application form by **23 April 2026**. The Maths Hub will contact applicants once the selection process has been completed.