

# The Joint Mathematical Council of the United Kingdom

A Charitable Incorporated Organisation

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Registered Office: De Morgan House, 57-58 Russell Square, London, WC1B 4HS

## Minutes of the AGM & General Meeting held at De Morgan House and online at 11:00 am on Thursday 6 November 2025

### Present

#### *Officers*

Chair	Noel-Ann Bradshaw
Deputy Chair	Jenni Ingram
Secretary	Chris Chipperton
Treasurer	Fiona Curtis

#### *Representatives of Participating Bodies*

Adults Learning Mathematics	Diane Dalby
Association of Mathematics Education Teachers	Fiona Curtis
Association of Teachers of Mathematics	Helen Madeley (am only)
British Society for Research into Learning Mathematics	Alf Coles
British Society for the History of Mathematics	Tony Mann
Edinburgh Mathematical Society	-
Heads of Departments of Mathematical Sciences	Mary McAlinden
Institute of Mathematics and its Applications	Paul Glaister
London Mathematical Society	Mary McAlinden
The Mathematical Association	Manina Tyler-Mort (deputy)
Mathematics in Education and Industry	-
National Association for Numeracy and Mathematics in Colleges	Andrew Davies
National Association of Mathematics Advisors	Ruth Trundley
National Numeracy	Paul Milner
NRICH	-
Operational Research Society	Matthew Robinson (deputy)
Royal Academy of Engineering	-
Royal Statistical Society	Sophie Carr (deputy)
Scottish Mathematical Council	Bill Richardson
United Kingdom Mathematics Trust	-
Wales Institute of Mathematical and Computational Sciences	-

#### *Co-opted Members*

Immediate Past Chair	-
UK Representative to the International Commission on Mathematical Instruction	Paul Glaister
Social Media Lead	-

#### *Representatives of Observing Bodies*

Department for Education [England]	Catherine MacKenzie
Department of Education [Northern Ireland]	-
Education Scotland	-
Education and Training Foundation	-
National Centre for Excellence in the Teaching of Mathematics	Jen Shearman (deputy) Sue Madgwick (pm only)
Office for Standards in Education	Hannah Stoten
The Office of Qualifications and Examinations Regulation	Sarah Old
The Royal Society	Cath Boulton

*Guests*

National Foundation for Educational Research	Jack Worth
Initial Teacher Education Report	Ros Hyde
Degree Apprenticeships	Cosette Crisan

## 1 Introduction

- 1.1 **Welcome** The Chair welcomed everyone to the meeting and in particular new members and deputies.
- 1.2 **Practical Arrangements** The Secretary explained the fire evacuation procedures and arrangements for lunch.
- 1.3 **Apologies for absence** Apologies for absence were received from:  
Amanda Hayman (Welsh Government Education Directorate); Andy Kemp (MA) – deputy Manina Tyler-Mort; Andy Noyes (Immediate Past Chair); Charlie Gilderdale/Liz Woodham (NRICH); Charlie Stripp (MEI); Chiara Carparelli (OR) – deputy Matthew Robinson; John Neesom (ES); Julie Harris (DoE); Lynne McClure (AcadMathSci); Richard Perring; Zoe Nye (RSS) – deputy: Sophie Carr

## 2 Annual Meeting

- 2.1 **Reception of the Annual Report:** Amendment to include the Academy of Mathematical Sciences on the same basis as the Royal Society and ACME.
- 2.2 **Reception of the Annual Accounts:** These were accepted unanimously.
- 2.3 **Approval of the Budget:** Amendment to the amount allocated for projects was agreed.
- 2.4 **Approval of the Subscription Rates:** No change to subscription rates, unanimously agreed.
- 2.5 **Election of Secretary:** Sue Pope takes over during this meeting.
- 2.6 **Election of Elected Trustee:** No nominations from the call for trustees, Alf Coles has been co-opted to fill the vacancy. Participating bodies were encouraged to consider nominating trustees.
- 2.7 **Co-option of Co-opted Trustees:** There are two possible positions. Committee proposes Paul Milner from National Numeracy, and is considering other possibilities. Council voted unanimously for Paul's co-option.
- 2.8 Thanks to Chris Chipperton, outgoing secretary who has served JMC for six years.

## 3 Minutes of the meeting held on 12 June 2025

- 3.1 **Approval of the minutes of the meeting on Thursday 12 June** The minutes were approved subject to amendments to the minute on item 9.
- 3.2 **Matters arising not elsewhere on the agenda**
  - 5.2 Representation on JMC from AMiE. Noel-Ann is in consultation with Andy Kemp, chair of the AMiE transitional board.
  - 6.3 Follow up on ITE recruitment – Alf Coles promised to write something.

## 4 Reports from Trustees

- 4.1 **Chair** The Chair's report was noted. Sofya's sad passing was acknowledged. In addition, the chair attended the Netherland's equivalent to JMC and has contacts she can pass on. The final report of the Curriculum and Assessment Review was published on 5 November and is available [here](#). The government's response is available [here](#)
- 4.2 **Deputy Chair:** The Deputy Chair's report was noted.
- 4.3 **Secretary:** The Secretary's report was noted.
- 4.4 **Treasurer:** The Treasurer's report was noted.

- 4.5 **Constitution:** This has been reviewed, no changes required.
- 4.6 **Bye Laws:** These have been reviewed, no changes required.
- 4.7 **Policies:** These have been reviewed, no changes required.
- 4.8 **Risk Register:** This has been reviewed and updated.
- 4.9 **Projects:** A checklist has been produced by Michael Grove. This will be made available on the JMC website. Ros Hyde is speaking to her report on ITE this afternoon, subject to typos this will be made available on the JMC website. Jenni Ingram and team are pulling together the report on KS3.

In the past, JMC produced reports jointly with the Royal Society on algebra and geometry. In the past, JMC produced reports jointly with the Royal Society on algebra and geometry. These require updating and the trustees will pursue this. The trustees propose producing a report on the teaching and learning of statistics and data science with ACME, subject to ACME's agreement. RSS has been consulted. Ideally, this may influence the curriculum review. National Numeracy noted that financial education was explicitly mentioned in the final report of the curriculum review.

## 5 Reports from Committees and Organisations

- 5.1 BCME has a full committee across all four UK nations and subject associations.  
Should we keep contact details of participants? Yes, ensuring GDPR compliance.
- 5.2 **MMSA including '5 into 1'** With the imminent merger into AMiE. MMSA is no longer operational.
- 5.3 **ICME** The bursary committee will be reinstated, chaired by the JMC chair, with the BSRLM rep and Paul Glaister (UK Representative to the International Commission on Mathematical Instruction) as members. The ICME website needs to be updated. Jennie Golding would be worth contacting – chair to follow up.

## 6 Reports from Participating Bodies

- 6.19 Scottish Mathematical Council [Bill Richardson] Chris Pritchard has been appointed as deputy chair of SMC.

## 7 Reports from Observing Bodies

- 7.1 Department for Education [Catherine MacKenzie]
- 7.7 Office of Qualifications and Examinations Regulation [Sarah Old] Ofqual is recruiting subject experts [Subject matter specialists for Ofqual - GOV.UK](#)

## 8 Discussion of Reports

There were no reports to discuss.

## 9 Any other business not elsewhere on the agenda

There was no AOB.

## 10 Presentation

**NFER research into mathematics teacher recruitment** Presentation by Jack Worth

There has been a steady increase in the number of teachers of mathematics over the last 11 years (26K to 30K) reflecting the increase in secondary student numbers

Overall, 87% of all mathematics teaching in schools is by subject specialists. However, that is declining and the situation in KS3 (83%) doesn't compare well with KS4 (89%) and post-16 (96%). Schools in the most disadvantaged areas have the greatest challenges recruiting and retaining specialist teachers.

Most non-specialist teachers of mathematics have A level.

43% of teachers have a mathematics degree and PGCE; 18% have a mathematics PGCE but no mathematics degree and 18% have a mathematics degree but no PGCE. 21% are 'non-specialists': 9% (GCSE only).

8.6% of teachers of mathematics are neither UK or European nationals, this proportion is higher than for any other STEM subject and is increasing.

In 2011/12 recruitment matched the government's target. This year looks as though it may happen again, after years of failing to meet government targets.

Just 40% of entrants to teaching mathematics, have a mathematics degree (typically 70% in other disciplines). Mathematics is more diverse than any other subject.

In the past, mathematics teacher retention was poorer than any other secondary subject, recently the retention rate has become closer to the secondary average. Workload is the most common reason for leaving teaching and is similar across all teachers (92 v. 89%). 83% enjoy classroom teaching most or all of the time (same for mathematics and all subjects).

Teacher pay has fallen substantially relative to other salaries – starting salaries are 6 percentage points lower than average and experienced staff are 15 percentage points lower than average salaries.

Career progression for mathematics graduates is generally better if you are not teaching.

The mathematics bursary of £29K is attractive and effective. The additional £6K for the first five years of teaching if you work in disadvantaged schools also works.

Mathematics teacher supply is challenging, but there are signs of some improvement in recruitment and retention.

What is the situation in FE? There is no national systematic collection of data about the FE workforce at the moment.

What would the community say is necessary for a specialist teacher of mathematics?

## **11 Discussion**

### **11.1 Secondary Teacher Recruitment in the UK** Presentation by Dr Ros Hyde

Ros has undertaken this research on behalf of JMC. Similar requirements for entry to ITE across the UK. All courses involve partnership with schools and school placement. In Northern Ireland, Scotland and Wales all ITE provision is by university. England offers subject knowledge enhancement and there are seven distinct routes to becoming a teacher. In Scotland primary teachers are not allowed to teach exam classes.

In England HE-based ITE has dropped from 60% to 50%. In the past Northern Ireland didn't have an issue with teacher recruitment, but now there are more job opportunities for numerate young people in Belfast. In Scotland, recruitment is particularly challenging in rural areas.

Across the UK, there are negative perceptions and misinformation about teaching as a career. The lack of career progression and opportunities for flexible working make teaching unattractive. Opportunities other than teaching offer better pay, status and career progression. There are nation-specific challenges summarised in the report.

The report summarises why people become teachers, why they drop out and what they find supportive during their ITE. Mentors are critical.

### **11.2 Secondary Mathematics Teacher Degree Apprenticeships (TDA)** Presentation by Prof Cosette Crisan

The UCL secondary mathematics teacher degree apprenticeship is a new route into teaching and the programme sits at the intersection of three regulatory frameworks - undergraduate degree, teacher education, and level 6 apprenticeship. Designed jointly by UCL IOE, UCL Departments of Mathematics, and Statistical Science and developed with partner schools. TDA aims to enable under-represented groups to become teachers.

The pilot (2025-29) involves seven universities and the apprenticeship salary is part-funded by DfE for the first two cohorts. 40% university-led (off the job) learning and 60% work-based (on the job) learning across the

entire course – different proportions in different years. Apprentices are both employees and students throughout the four-year course.

Applicants must be UK based for at least three years, they could come straight from school (BBB at A level) or they may have a degree in a non-mathematics subject. Applicants have to find a school. Seven schools advertised via DfE and there were 15-40 applicants for each post.

Four interwoven curriculum strands develop apprentices' subject expertise, pedagogical expertise, professional practice, and work in employing school.

Attractive to schools who have a member of staff or school leavers interested in teaching they can mould and it uses the apprenticeship levy funds to cover tuition fees.

This pilot is about quality and evidence-building, not volume. Early feedback from schools indicates apprentices are already contributing positively to school mathematics departments.

UCL is already considering expanding the programme to Physics and Early Years.

### **11.3 Questions and Discussion**

Could the TDA be done in three years? Unlikely to get through everything in three years.

Is the TDA a sustainable route into teaching?

Across the UK, ITE is quite distinctive and so are the curricula.

## **12 Conclusion**

Noel-Ann closed the meeting and thanked presenters and Chris Chipperton.

## **13 Dates of future meetings**

- Thursday 26 February 2026, De Morgan House.
- Thursday 11 June 2026, De Morgan House.
- Thursday 5 November 2026, De Morgan House.