
Overview

This standard identifies the requirements when leading the support for children or young people's mathematical learning, exploration and problem solving in partnership with children or young people and others. This includes facilitating the assessment and support of mathematical learning, exploration and problem-solving skills.

Performance criteria

You must be able to:

1. ensure curriculum guidance or frameworks for mathematical learning are identified and followed
2. lead the development of systems to observe the mathematical learning of children or young people through play and real-world experiences
3. support others to recognise and respond to children or young people who need additional support
4. model a child-centred approach by involving children or young people and others in assessments of mathematical learning
5. oversee the use of observations and feedback to assess mathematical learning in meaningful contexts
6. ensure observations recognise the full range of mathematical skills, including problem-solving, pattern recognition, and spatial reasoning
7. lead the development of mathematical learning experiences that build on the interests and natural curiosity of children or young people
8. promote and embed the use of digital tools and devices to enhance mathematical thinking and problem-solving
9. support others in selecting high-quality, developmentally appropriate resources to support mathematical learning
10. model and encourage responsive, sensitive interactions that foster mathematical confidence and curiosity
11. ensure children or young people have equal access to mathematical learning experiences
12. create environments where children or young people feel confident to explore and engage in mathematical thinking
13. develop systems that monitor and evaluate the mathematical learning of children or young people
14. work collaboratively with others to evaluate whether mathematical learning provision is effective and responsive to the needs of children or young people
15. identify areas for improvement and leading continuous professional learning in mathematical development
16. lead reflective practice by supporting others to analyse and improve their approach to mathematical learning
17. support others to access professional learning opportunities related to

mathematical learning

18. complete records and reports required for leading the support for children and young people's mathematical learning, exploration and problem solving

19. reflect on how you carried out your roles and responsibilities when leading the support for children or young people's mathematical learning, exploration and problem solving

Knowledge and understanding

You need to know and understand:

1. how to support the transitions that children or young people may go through in their mathematical learning
2. national and local approaches to mathematical learning and how they influence assessment and curriculum planning
3. the importance of using valid and reliable data when assessing the mathematical learning of children or young people
4. your workplace processes for observation and assessment of the mathematical learning of children or young people
5. how internal assessment processes link to wider curriculum and assessment frameworks
6. how to lead on the application trauma informed principles to promote the mathematical development of children or young people
7. when and how to use different types of observations to support mathematical learning
8. the influences on mathematical learning and how research informs effective practice
9. the typical patterns of mathematical learning and problem-solving from birth and how to support progression of children or young people
10. the influence of neurodivergence and additional needs on the mathematical learning of children or young people
11. the influence of culture and background on the mathematical development of children or young people
12. the role of play in developing mathematical thinking and how to integrate play-based approaches effectively
13. how to adapt your practice to support mathematical learning for children or young people with different abilities, needs, and preferences
14. the types of resources, experiences, and approaches that best support mathematical learning, including the use of digital technology
15. the importance of engaging others in children or young people's mathematical learning and how to build effective partnerships
16. how to involve children or young people in assessing and shaping their own mathematical learning in ways appropriate to their age and needs
17. how to lead on dignity, kindness, and compassion when promoting the

mathematical learning of children or young people

18. how to support emotional regulation during mathematical development

19. how to monitor and evaluate mathematical learning provision and plan for continuous improvement

20. how to reflect on your leadership role in supporting mathematical learning and ensure best practice is followed

21. how to support and develop the skills of others to ensure high quality mathematical learning experiences

22. how to support others to be confident in the use of digital tools and devices to enhance mathematical thinking and problem solving

23. how to create learning environments that encourage confidence, curiosity, and engagement in mathematical thinking

24. how to analyse and use observation data to inform planning and improve mathematical learning provision

25. how to embed mathematical learning across different areas of the curriculum to make it meaningful and relevant

26. the records and reports required for leading the support for children and young people's mathematical learning, exploration and problem solving

27. theories relevant to leading the support for children or young people's mathematical learning, exploration and problem solving

28. the relevant legal requirements, standards of practice, frameworks and guidance for leading the support for children or young people's mathematical learning, exploration and problem solving

29. the workplace requirements on equality, diversity, inclusion and rights when supporting children or young people's mathematical learning, exploration and problem solving

30. how your personal experiences and unconscious bias may impact when leading the support for children or young people's mathematical learning, exploration and problem solving, and how to address this

31. the role of supervision, reflective practice and learning and development in supporting children or young people's mathematical learning, exploration and problem solving

Glossary

The glossary for this National Occupational Standard is available on the Skills for Care and Development website.

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Lead the support for children and young people's mathematical learning, exploration and problem solving



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