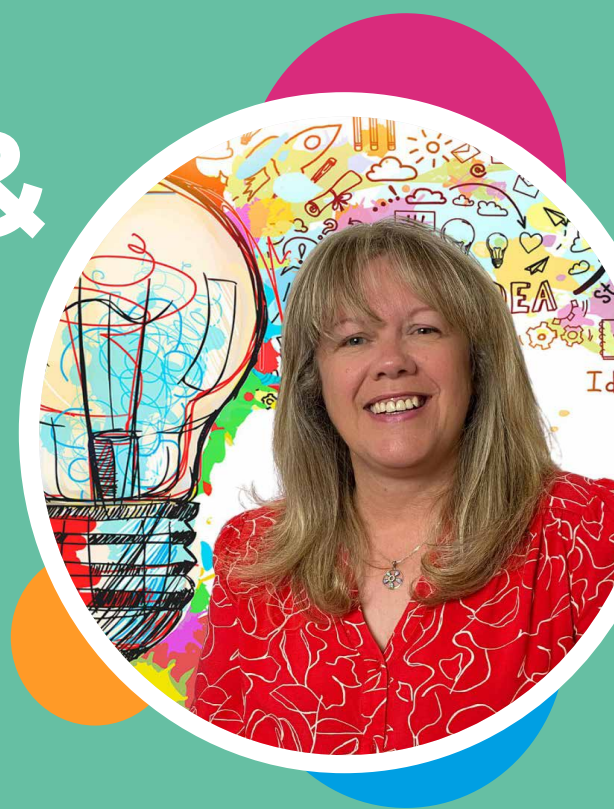


Leadership & Coaching

2026-7



Invest in effectiveness



School Improvement Support Tailored to Your School

Whilst this brochure sets out examples of the core work I can undertake with you and your school, all of which is tailored to your specific context, I also offer schools the opportunity to purchase a bank of consultancy days. These can be used flexibly throughout the year, effectively adding expertise and capacity to your leadership team.

"Truly exceptional in tailoring to our school, my vision and also the staff."

As an ILM Level 7 Executive Coach, I also offer a suite of coaching options and provide headteacher performance management reviews.

My role requires me to remain at the leading edge of research, policy and practice. However, it is about far more than simply keeping up to date. It involves synthesising new knowledge with over 15 years of school improvement experience, enabling me to work effectively alongside leadership teams to design solutions that are rigorous, nuanced and make a genuine difference.

"Vicky's level of expertise, her level of reality, and her level of practicality sets her apart from other school improvement professionals."

"I can't tell you how much I have personally and professionally grown from my leadership coaching with Vicky."

Two Core Strands

Enabling leaders to operate at their best

Supporting leaders to think strategically, navigate complexity, strengthen teams and create the conditions for sustained improvement.

Raising academic achievement

Helping schools improve outcomes for all learners, particularly disadvantaged pupils and those who are struggling to succeed and thrive in the school environment.

My expertise spans both strategic leadership and practical implementation, enabling support that is ambitious, evidence-informed and grounded in the realities of school life.

"Every session has been immensely useful."

"A very thought-provoking and useful day."

"Vicky is a fantastic trainer – very inspirational and knowledgeable."

I enjoy thinking outside the box, so if you have a project, challenge or idea of how my expertise can be utilised in your school or across a group of schools, please get in touch. I would be delighted to explore how we might work together.

Vicky Crane

School improvement consultant, trainer and leadership coach

Leadership Training

Bespoke programme design

STRATEGIC	PEOPLE CENTRIC
• Visioning; • Strategic thinking; • Action planning; • Benchmarking and accountability; • Strategic use of resources and finance.	• Emotional intelligence and managing relationships; • Teamwork and team effectiveness; • Motivational theory and practice; • Managing performance; • Interacting with different stakeholders.
OPERATIONAL & DAY-TO-DAY	IMPROVEMENT
• Setting expectations, and establishing the norms of operation and creating culture; • Communication in all its forms; • Persuasion and negotiation; • Delegation; • Time management and logistical organisation and problem solving;	• Monitoring, navigating implementation and keeping plans on track, evaluating and reporting to others; • Influencing practice; • Leading professional learning; • Improvement science; • Change management.
EDUCATIONAL EXPERTISE	INNER LEADER
• Understanding systems and seeing the big picture; • Utilising research and evidence; • Responding to policy and educational change; • Creating new policies and practices; • Role-specific and phase-specific leadership and how this fits into whole school effective leadership.	• Style of leadership; • Values; • Understanding strengths, traits and default behaviours; • Bringing intentionality to leadership; • Managing own resources and personal sustainability.

The above options offer a starting point for creating your own bespoke leadership package for the leaders in your school or across schools which can include face-to-face training, coaching via video call, and meaningful activities to undertake between sessions. Leaders can evaluate themselves against 6 domains:

1. Strategic: How do I shape the future and create direction?
2. People centric: How do I lead others?
3. Operational: How do I make things happen?
4. Improvement: How do I create lasting change?
5. Education: How do I use educational knowledge to make decisions?
6. Inner leader: How do I lead myself?



"I am delighted by the way this programme has developed all my leaders and managers. I know it will have a lasting impact on everyone who has been a part of it which of course will translate to the continued success of our school. I cannot thank you enough for understanding what I needed to achieve and being able to inspire and engage at such a high level."

Prices are dependent on the number of delegates. Typically:
Full day £750+VAT, Half-day £550+VAT
Twilight £450+VAT

Coaching is on a per person per session basis. Book a discovery meeting to explore options and costings. Set out a programme to match your needs. Add in elements such as strengths analysis, 360 degree feedback, and end of programme presentations.

Inclusion by Design

The Six Stages of Strategic Improvement

1. DEFINING THE VISION FOR INCLUSION

Create a clear vision for each element within the four layers of Inclusion by Design and how they combine to form a whole-child, whole-school approach. Define the standards, expectations and pupil drivers that will influence and measure success.

2. UNDERSTANDING CURRENT PRACTICE

Build a detailed understanding of strengths, barriers and opportunities through review activities, learning walks, discussions and analysis. Create a baseline against each of the 7 areas of the Mainstream Inclusion Fund and write an inclusion statement.

3. DESIGNING THE STRATEGY

Creating a strategy that genuinely delivers improvement is challenging because a) inclusion is highly complex and b) leaders need both broad and in-depth knowledge to make effective choices. Draw on my knowledge base to navigate this complexity, creating an integrated macro-level strategy where elements reinforce one another, whilst identifying the precise micro-level actions that harness research to strengthen practice. Whole-school actions not only improve outcomes for pupils but also reduce the challenges teachers face, creating the conditions for them to operate more effectively and maximise the impact of their inclusive practice.

4. PRACTICAL ACTIONS

Translate strategic intent into practical action so everyone understands how practice needs to change. Identify what needs to stop, start, strengthen, refine, adapt or become more consistent to create forward movement.

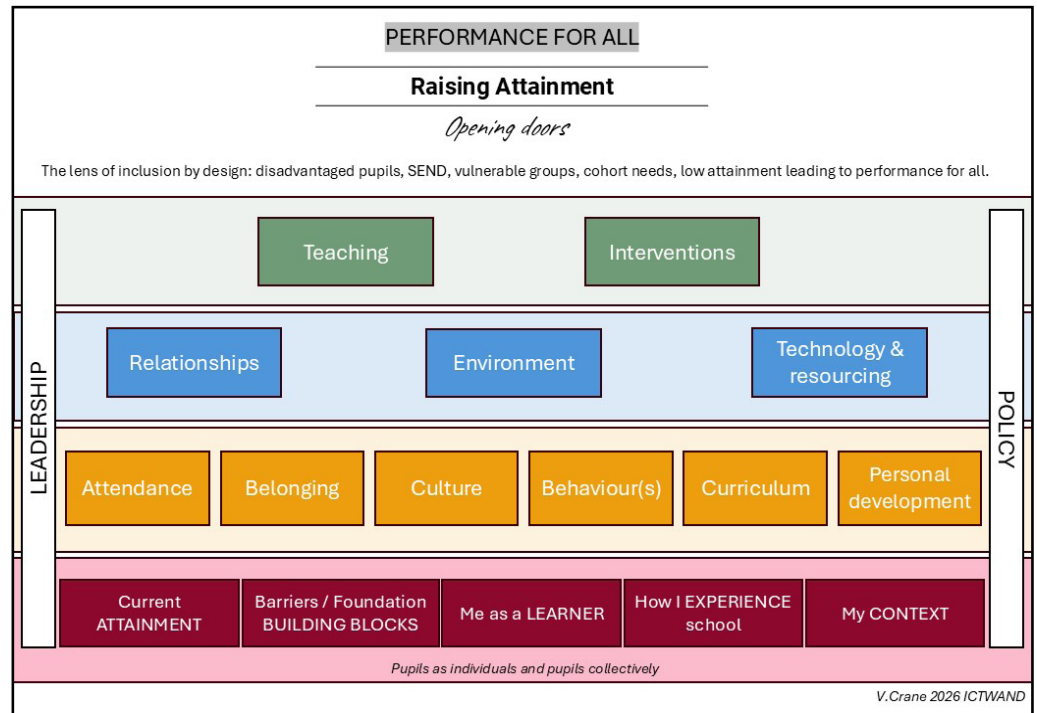
5. SHIFTING PRACTICE & MINDSET

Develop a bespoke professional development programme that delivers the strategy through training, coaching, guidance, resources and reflective practice. Build shared understanding and confidence so staff can respond effectively to common and predictable needs.

6. EQUIPPING THE SYSTEM FOR SUCCESS

Strengthen the systems, processes, policies and leadership capacity needed to sustain improvement over time. This may include culture change, leadership development and partnership working to implement plans.

"Schools will be expected to use their funding to understand the needs of their cohort and strategically plan to implement whole-school approaches to inclusion that will remove commonly occurring and predictable barriers to learning."



Deliverables: Visioning, baseline review, inclusion statement, strategic plan, professional development roadmap, training and professional growth, building expertise and adding leadership capacity.

Bespoke support across one or more of the six stages of inclusion by design

Full day £695+VAT with reductions for multi-day packages. Work as a single school or across a group of schools.

Happiness at Work: By Design

Creating a culture where staff thrive

Investing in “Happiness at Work” is not just an investment in employee well-being—it’s a **strategic approach** that can deliver substantial returns by focusing on culture. It is a practical approach with a full toolkit that enables leaders to move from theory to reality in leveraging the strategic advantages of this robust organisational research.

7 Drivers

Rather than targeting surface level and tokenistic measures, it delivers on the deeper drivers of job satisfaction, engagement, and long-term productivity. By adopting this evidence-based approach, you can elevate staff well-being to a new level, ensuring sustainable improvements that go beyond temporary morale boosts, resulting in a more vibrant, resilient, and high-performing school community.

- **Rigorous:** Learn about the research and why actions based on the 7 drivers will deliver a multitude of benefits to your school.
- **Staff interviews and assessments:** Instead of the annual survey, use the 7 drivers to gain insights and knowledge that will be truly useful in creating a better experience of work for all.
- **Baseline:** Use the 7 drivers to make judgements about the current position and set a baseline that paves the way for practical change.
- **3-year strategic plan:** Support for senior leaders in creating a plan to deliver on incremental change.
- **Leadership programme:** Train colleagues on key research and provide them with knowledge, tools and skills to drive forward developments and influence school culture positively.
- **Empowerment:** Use activities to enable everyone to reflect on how they contribute to each other’s happiness at work and set targets to benefit the team.
- **Profiles:** Enable everyone to create their own individual HAW profile.



“The Crane Happiness at Work framework is a fantastic, evidence-informed tool that can be used in multiple ways to shift well-being and happiness at work levels.

Let me help you take a strategic approach that will deliver on the changes you seek.

Empower everyone to be part of the solution.”

Vicky Crane



Set out strategic plans for development.

Enable everyone to be active agents for change.

Assess and target the 7 key drivers.

Organisational Benefits:

Increased productivity;
Higher outcomes and results;
Improved workplace behaviours;
Lower levels of absenteeism;
Reductions in staff turnover;
Reduced instances of burnout;
Greater stakeholder satisfaction;
Higher levels of overall effectiveness.

STRATEGIC APPROACH

In school options:

Full day £695+VAT

Packages of multiple days available.

Work with me to design a bespoke package of support for your school.

Leadership Coaching

Journey Coaching	Processing leadership challenges
Strengths Coaching	Harnessing talents
Goal Coaching	Delivering a priority
Growth Coaching	Developing leadership capability
New to Role Coaching	Transitioning successfully
PERMA+4	Well-being and thriving

6 Excellent ways to meet your coaching needs

As a qualified ILM Level 7 Executive Coach and member of the Association for Coaching, I provide high-quality coaching specifically designed for leaders operating in complex environments.

JOURNEY COACHING - NAVIGATE LIFE'S LEADERSHIP CHALLENGES



- **Regular, on-going support**
- **Take time to reflect and interpret events**
- **Engage in problem solving & forward thinking**

If you are seeking on-going, regular support to process the highs and lows of working as a school leader, this type of coaching is for you. Ideal for headteachers and executive leaders, the sessions provide much-needed head space to reflect on work matters. Through examining internal dialogue, interpreting events and

thinking forward, coaching helps bring clarity. Sessions help you better understand yourself and your situation, provide a structure for navigating complex matters, and recharge your mental capacity. Having a safe space to share the challenges of leadership is important for mental well-being. Sometimes, what you really need is someone who understands education—but isn't part of your school—to listen, reflect and support.

"I can't tell you how much I have personally and professionally grown from my leadership coaching with Vicky. I cannot think of any other CPD that has had such an impact on me and as a result for my organisation." Headteacher.

"The word which best describes this experience has been empowering; I have felt empowered to tackle issues with positivity and a renewed vigour after the sessions." Headteacher

STRENGTHS COACHING - HARNESS YOUR UNIQUE TALENTS



- **Includes assessment & reports**
- **Immediately actionable insights**
- **Ideal for leaders at all levels**

Highly successful leaders have different styles and approaches. What they have in common is that they know their strengths and how to harness them. This uplifting programme focuses on positive change by 'naming, aiming and actioning' your strengths as a leader. Using the trusted CliftonStrengths assessment, coaching sessions help you better understand your talents and

maximise their impact. Learn how to dial up, dial down and combine strengths for different situations. Colleagues completing the programme report greater self-awareness, improved understanding of others and stronger teamwork.

"Thank you again, I genuinely came out of it with renewed focus and feeling very positive!" Assistant Headteacher.

"I just wanted to say a huge thank you for today's session. I found it absolutely fascinating and profoundly interesting. I am overwhelmed by the accuracy of the assessment! I really enjoyed the coaching aspect of the session too and having that time to reflect. I think it will prove so useful to me going forward." Assistant Headteacher.

GOAL COACHING - SET YOUR SIGHTS ON IMPACT



- **Drive strategic outcomes**
- **Lead change & transformation**
- **Steer action & navigate challenges**

Designed with Deputy Headteachers and Assistant Headteachers in mind, this type of coaching focuses on supporting leaders to deliver on whole school priorities. One-to-one sessions help leaders to engage in professional dialogue throughout the year linked to a new initiative or project. This type of coaching supports

the leader in achieving a whole school change. It enables the leader to have support every step of the journey. Having regular, structured opportunities to think, analyse, reflect, problem solve and evaluate progress increases the likelihood of success. Colleagues engaging in this type of coaching may find additional wider benefits, such as improvements in leadership skills, a boost in motivation, improved job satisfaction, and increased well-being.

"Having clear goals has been excellent for keeping coaching focused and cohesive. I've also appreciated that each session has been flexible, enabling me to work on what is important to me right now and following a flow rather than being rigid. This combination has been highly effective." Senior leader

GROWTH COACHING - DEVELOP AS A LEADER



- **Develop leadership style**
- **Grapple with theory**
- **Utilise 'apply & reflect principles'**

This type of coaching provides a blend of leadership theory, coaching and professional dialogue that aims to strengthen and develop leadership style, skills and behaviours. Perhaps you would really like to improve your delegation skills, expand your approach to dealing with difficult conversations, improve your prioritisation and time

management skills, develop strategies for team building, or enhance your application of emotional intelligence. You select a topic(s) / theme at the start of the year which are then developed through half-termly coaching sessions enabling you to work effectively towards achieving the goal. The sessions are matched to your role and experience to ensure headteachers, deputy headteachers and senior leaders can access coaching at the right level.

NEW TO ROLE COACHING - SOAR TO NEW HEIGHTS



- **Perfect for transitioning**
- **Embrace the challenge**
- **Grow into the new role**

Perhaps you have moved, or are seeking to move, to a new role, e.g. an executive headteacher position, headteacher, or deputy headteacher role. As you transition into the new role, coaching can be a great way to forge ahead and periodically take stock of

developments. Embarking on a new role is both exhilarating and challenging. This coaching programme is designed to facilitate transitions, making it a smooth and successful journey. Embrace change with coaching sessions that provide the mechanisms to help you thrive and lead with assurance. Coaching can be provided prior to starting the new role or at any time in the first year.



WELL-BEING & THRIVING AT WORK COACHING

Based on the PERMA +4 theory, this coaching programme enables colleagues to combine thinking about Happiness at Work research with more holistic well-being approaches.



POSITIVE EMOTIONS

Emotions can provide useful data to help you assess your current position. Particularly, exploring the range, frequency, depth, length and impact of positive emotions can help you as a leader to achieve higher levels of well-being and happiness at work.

ENGAGEMENT

Engagement is achieving a mental state of high concentration and 'flow' that results in feelings of absorption, high levels of satisfaction and high levels of productivity. The coaching helps you to explore what this looks like for you now, and how to enhance levels.

RELATIONSHIPS

As social beings, fulfilling relationships are important both at work and in our wider lives. This coaching element: enables you as a leader to consider your interactions with others, chart the nature and quality of your work relationships, and can help you better harness elements of emotional intelligence.

MEANING

This aspect of the model considers how you as a leader derive meaning from your work. Aligning how you operate with your core values improves congruence and helps you to be an authentic leader, comfortable with yourself.

ACHIEVEMENT

Achieving goals, attaining a sense of accomplishment, overcoming setbacks and difficulties, driving forward developments, achieving change. This part of the model considers perceptions, measurement, impact, recognition, self-esteem and self-efficacy.

Physical health

Mindset

Environment

Economic

+4 extends the model, helping you make links between work and wider life. PERMA+4 is a structured approach to achieving well-being that is grounded in the science of positive psychology. The base programme is typically 4 sessions of 90 minutes with options to extend. And in addition, colleagues can deepen their knowledge by accessing books written by Martin Seligman.



"Each coaching programme starts with helping you to identify what you want to achieve through coaching. Having really clear goals serves as a golden thread through all the sessions. The tools I use in coaching are specifically chosen for you and the themes you are exploring. An incremental approach, plus switching between the immediate and the long term, ensures the coaching programme has high impact. As a member of the Association for Coaching, I aim to provide a high quality, ethical service."



ACROSS ALL COACHING PROGRAMMES
90 minute sessions delivered via zoom
(except for team coaching which is face-to-face)

As the nature of each coaching programme is different, please email for a quote.

You can also book a free discovery meeting to explore options and consider if my coaching approach is right for you.

Consultancy

Bespoke support

Do you need a partner who can help you achieve school improvement goals? Someone who can provide flexible support to you and your senior leadership team?

With over 25 years in education and more than 15 years in school improvement, my work goes beyond advice; I help leaders navigate complexity, make evidence-informed decisions and translate ambitious ideas into practical actions that improve outcomes. Every project is tailored to the context, priorities and people within your school.

Schools value the combination of strategic thinking, educational expertise and practical implementation support that I bring.

I am a qualified ILM Level 7 Executive Coach, a member of the Association for Coaching and an Affiliate Member of the Chartered Institute of Personnel Development.

Formats

One-to-one coaching.

Small group collaborative activities and working party facilitation.

Training days, workshops and twilight.

Leadership support packages to enhance impact.

Reviews and analysis of existing practices.

Face-to-face in school support & virtual meetings are available.

Services

- Leadership coaching.
- Headteacher performance management & support across the year for achieving goals.
- Support for strategic planning.
- Team development.
- Year-long projects with specific aims related to metacognition, oracy, reading comprehension, assessment for learning.
- Partnership with senior leaders with particular areas of responsibility such as raising attainment for disadvantaged pupils, inclusion by design, leading reading, curriculum development.
- Senior leadership training sessions, e.g. strategic thinking, developing school culture, leadership styles, improving performance management, maximising the impact of middle leaders.
- DHT, phase leader, subject leader training.

If you are a school based in Yorkshire, I can offer you a range of face-to-face and remote support. I work in true partnership. Headteachers comment on my generosity, integrity and the quality of the support I provide. *"Vicky's level of expertise, her level of reality, and her level of practicality sets her apart from other school improvement professionals."* You can book a free discovery meeting to consider if my services meet your needs.



"Vicky is an excellent trainer and has worked with us for several years; both in developing individual leaders but also the work outlined here. Truly exceptional in tailoring to our school, my vision and also the staff rather than just being generic. Love her!" HT

"Thank you for being so generous in your support. I have been inspired and energised to keep going. Truly a well timed and informative session that I can practically put into practice for IMPACT." DHT

"You have inspired the whole staff and this is just what we needed to kick start the year." HT

"Vicky's style is a combination of information sharing, enquiry based questions and a coaching model that provides both challenge and support to all leaders and staff in school. I thoroughly enjoy working with Vicky, it supports and challenges me to be a proactive leader." HT

Book a free discovery meeting to explore how we might work together.

