



LEADERSHIP Training & Support 2023/24

Vicky Crane

ICTWand
Independent consultancy & training





Dear Headteacher,

I am delighted to share with a range of unique training courses, from single day events to year-long programmes. All the courses are very practical with a wealth of resources.

My work centres around supporting schools to achieve excellence and as such I pledge to:

- explore subjects deeply,
- tackle complex issues with rigour and,
- support colleagues to achieve more than they thought was possible.

My courses are a fantastic mix of theory and practical application.

Evaluations from previous courses highlight the excellent quality, the depth of knowledge achieved, the range of ideas, the opportunities to engage in high quality professional dialogue, the positive atmosphere in which colleagues feel comfortable to contribute and the research base on which the courses are founded. School feedback has confirmed that courses have significant impact.

"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.

"The training was brilliantly constructed. One of the best courses I have attended in years. I wanted to be challenged and provoked, but also given some new ideas to work with and the day achieved all of this." Headteacher

"Every session has been immensely useful." "A very thought provoking and useful day." "Vicky is a fantastic trainer – very inspirational and knowledgeable." "Excellent. Completely engaged throughout." "I know staff are finding the training incredibly useful."

Leaders can choose from 'open courses' in which colleagues from across different schools come together to study in small cohorts. Alternatively, schools can design their own bespoke courses. All courses are supported with useful resources to support implementation of course coverage. Additionally, courses can be supplemented with 1:1 coaching and professional dialogue sessions.

Please do not hesitate to get in touch to discuss your requirements.

Vicky Crane,

Independent Consultant and Trainer

DHT (new to post)

5 days across the academic year

This course is designed for DHTs who are new to post or have been in post for less than two years. The course has a distinct focus on LEADERSHIP and is designed to supplement other types of DHT training. The course supports colleagues to make the changes to their leadership that are necessary to function successfully at this level. Each day has a distinct focus and includes activities which are designed to stimulate leadership thinking, problem solving, and reflection. At the end of each day, colleagues leave with clarity regarding next steps.

The course covers the following:

- Communication at a DHT level. Effective interactions, and developing relationships with different stakeholders. Working effectively with the Headteacher.
- The DHTs role in school improvement, including consideration for utilisation of data, school self-evaluation activities, and change management.
- Leading whole school developments; consideration for your remit as a DHT; maximising the impact of others; harnessing motivational theory.
- Personal effectiveness, e.g. delegation, time management, prioritisation, leadership style, day-to-day working practices, leading and being part of teams; emotional intelligence to support self-management; self-care and well-being.
- Setting and achieving high standards: different types of standards, e.g. internal, external; setting and communicating standards across different areas of school life; the development, role and implementation of policies; raising expectations; challenging conversations; accountability.



Vicky Crane
Consultant & trainer

"Working with Deputy Headteachers is an honour. To be part of their professional journey is extremely rewarding. For a course to have impact at this level, it is not just about the topics that are covered, it is about the quality of professional dialogue, the level of thinking, and the practical tools that leaders take away with them. It is the honest exchange of ideas on complex issues and it is creating a safe space to talk openly. This is a challenging course for people who want to make a difference."



"This has been one of the most informative, interesting and useful courses I have been on."

"Excellent ideas and suggestions, especially when dealing with tricky issues. I would recommend this training to others."

"Lots of research, ideas, information giving food for thought and challenging current practice - backed up with practical resources."

"The journey I have been on is amazing. Thanks for everything. I would highly recommend this course to others."

"Research, quality of activities, engagement, reflection. This has been a confidence-building, superb course."

Five days across the year + a one-to-one 90 minute coaching and professional dialogue session at a mid-point.

£1395 + VAT

Small cohorts to ensure a personalised experience.

Instructor lead via zoom. A mix of on-screen and off-screen activities.

Online supporting materials.

Workbooks and activities to utilise between sessions.

CATALYST - leadership programme

For experienced Deputy Headteachers

This programme provides a *FACILITATED THINKING ENVIRONMENT* to promote the *study of leadership*, encourage *personal reflection* and provide *strategies for utilising theory*. The days provide a safe space for professional dialogue, nourishment for the mind, a chance to pause and redirect professional energy, engage with different types of thinking activity and connect with other DHTs.



Discussion: Ask questions and discuss issues with other deputy headteachers.



Collaborate: Practical activities allowing participants to analyse key issues and explore leadership theory.



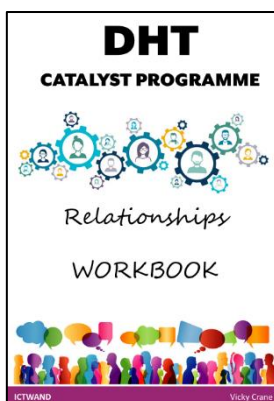
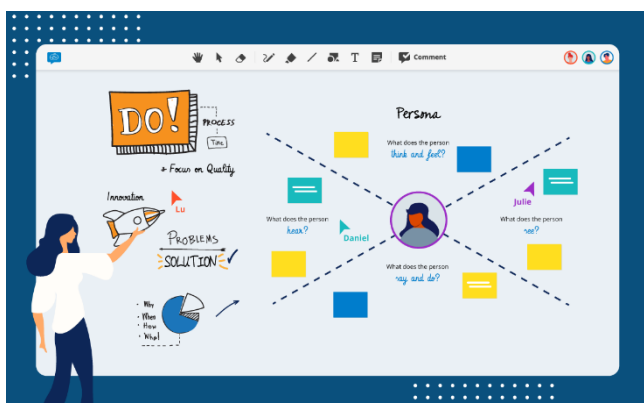
Well-being: support for mental resilience, an opportunity to pause and refocus, share challenges, peer support.



Discovery: Generate and develop ideas together, take away useful resources, expand leadership knowledge.



Reflection: Activities designed to support leadership reflection and improve personal effectiveness.



Evaluations from previous courses:

“Excellent ideas and suggestions, especially when dealing with tricky issues.”

“Vicky created a safe environment to discuss some challenging issues openly and in a reflective manner.”

“Every session has been immensely useful.”

“Vicky is a fantastic trainer – very inspirational and knowledgeable.”

“Very thought provoking and useful.”

“Time to think strategically and to discuss with contemporaries. Each session is having a positive impact.”

- Whilst working together online Conceptboard software allows participants to engage with a range of different thinking tools that support active reflection, forward planning and collaboration. The diagrams, results of collaboration, online notes can be saved and printed for use after the sessions.
- Workbooks are provided to support colleagues during sessions and between sessions: think pieces, practical advice, proformas, thinking tools. Many of these are ideal for use with colleagues back in school.
- A mix of online and offline activities ensure colleagues energy and engagement levels remain high.
- A mix of whole group and small group sessions ensure everyone has the opportunity to fully participate.
- Theory mixed with practical application and thinking time - ensuring colleagues enhance their leadership skills and knowledge.



The programme is six full days spread across the academic year. In addition, colleagues are provided with two 1:1 coaching / professional dialogue sessions 90 minutes in duration. Cohorts are small in order to personalise the course. £1650+VAT

This course is aimed at experienced DHTs who recognise that developing as a leader never stops. People who want to hone their skills, be challenged, be inspired, add to their existing skillset, and want to dig deep into leadership should apply.

Each day on the CATALYST PROGRAMME has a different LEADERSHIP THEORY CENTRE PIECE around which DHTs consider their own practice.



The programme provides an opportunity for participants to consider the leadership skills, leadership thinking and leadership behaviours they are drawing on today, sometimes, every day and those they wish to draw on in the future. There is a focus on 9 areas of leadership that are specific to the ICTWAND CATALYST programme.



Vicky Crane
Consultant & trainer

“The DHT role is rewarding, exciting, and complex, and whilst it has common elements, each leader faces their own unique challenges. Leadership is a continuous journey - leaders can always learn more, increase their personal effectiveness, be better at channelling their energies. This programme is exciting because it is a blend: theory, practical, mental well-being, personal reflection, and peer support. It provides a ‘pause’ in the business of day-to-day school life so that leaders can engage in essential thinking, reflection and dialogue. Time out for this type of thinking increases personal effectiveness, increases efficiency, boosts productivity and provides much needed mental nourishment. It is designed to both feed the soul and enable participants to leave the session with tools they can utilise in their quest to be an excellent, effective leader. My aim is to add value, encourage, challenge, inspire, support and help DHTs to thrive and love being a leader.”

Example structure:

9.00am-	9.25am	Welcome & initial discussion activity
9.25am-	10.30am	Leadership centre piece
10.30am-	11.00am	Coffee break & personal reflection activity
11.00am-	11.45am	Catalyst task
11.45am-	12.30pm	Group session & practical activity
12.30pm-	1.15pm	Lunch & personal reflection activity
1.15pm-	2.30pm	Group session & discussion catalyst
2.30pm-	3.00pm	Small group structured discussions
3.00pm-	3.30pm	Questions, round up and thinking

Sessions are delivered remotely via Zoom and Conceptboard. Participants may find it useful to print some resources prior to each session. An online platform provides access to electronic resources.

LOCAL OFFER: *Some schools have put their own spin on this course by having the DHTs meet in a different school each session with a 30 minute presentation from the headteacher, a 30 minute school showcase and a short tour of the school. If you have 8 DHTs in a geographical area, get in touch to discuss how you can design your own local offer.*

AHT Programme

Five half-days & 1:1 support

The focus of this programme is 'leading whole school actions' and working strategically at an Assistant Headteacher level. The course supports colleagues to consider how they are a driver for school improvement and an operational manager.



Expanding knowledge: Linking theory to practice, professional discussion, deepening understanding of leadership.



Tools: Utilise a range of tools to facilitate thinking. Resources to support leaders to turn theory into reality.



Revitalise: An opportunity to pause and refocus, share challenges, access peer support and work 1:1 with Vicky.



Influence: A focus on skills that enable leaders to work strategically and at a whole school level.

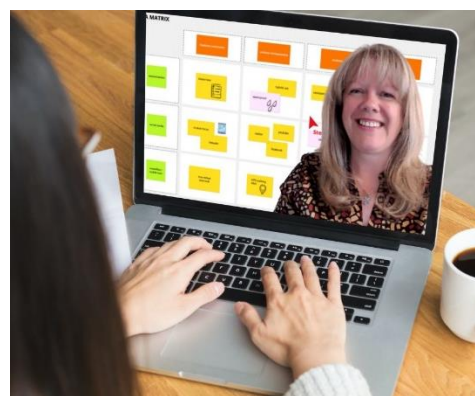


Reflection: Activities designed to support leadership reflection and improve personal effectiveness.



Covered across the course are a number of themes:

- Vision and setting the direction of travel; communicating goals and achieving buy-in; having a whole school influence; tracking progress and securing impact.
- Persuasion and influence; Dealing with difficulties; Challenging conversations.
- Personal effectiveness; Leadership styles; Understanding yourself as a leader; Juggling priorities and time management.
- Two-way communication; Teambuilding, relationships and emotional intelligence; Motivation theory.



"A well thought out set of concepts to get us thinking."

"A great opportunity to spend some time reflecting on our practice. I've learnt a lot today! I feel empowered and motivated to do more, more effectively and armed with 'tools' to help me."

"I am delighted with the way the programme has developed my leaders...it will have a lasting impact on everyone who has been part of the course."

"Research, quality of activities, engagement, reflection. This has been a confidence-building, superb course."

"Excellent ideas and suggestions, especially when dealing with tricky issues."

Small cohorts to ensure a personalised experience.

Full course (exc.VAT):
Single delegate £1095, second or subsequent delegates £995.

Two 90 minute 1:1 coaching & professional dialogue sessions.

5 half-days spread across the year starting in September 2023. 8.45am-12.30pm.

Sessions are instructor lead via zoom.

Phase Leadership

Five half-days across the academic year

This course focuses on leaders having impact beyond their own classroom and influencing the teaching of others. It supports colleagues to grow and develop their leadership, increase their effectiveness and efficiency, and have the means to evaluate both the quality of their phase and their own leadership. The course provides leaders with a deeper understanding of the issues for their particular key stage and practical solutions to challenging problems.



"Really informative and engaging sessions. The tasks helped me to focus my thinking in terms of phase and school wide issues. Great discussions with Vicky and leaders from other schools which have helped me to plan exact actions going forward."

"The chance to plan a focused line of enquiry for monitoring and improving the phase was excellent."

"Excellent guidance. Very interesting and informative. As always I'm leaving buzzing with ideas and a plan of action."

Five half-days across the year.

Full course (exc.VAT):

Single delegate £750

School price for 4 leaders £2450

Additional 1:1 sessions (90 minutes) can be added in at £175 per session.

Small cohorts to ensure a personalised experience.

Some schools choose to deliver this course to just their phase leaders. Please get in touch for a quote.

Instructor lead via zoom.



Covered across the course are a number of themes:

- understanding phase leadership, including the demands of the role;
- influencing teaching and the effective implementation of the curriculum at phase level;
- undertaking school self-evaluation from a phase perspective;
- building and sustaining positive, effective teams;
- dealing with challenges including holding others to account and having difficult conversations;
- Personal efficiency and effectiveness;

- Logistics, planning and managing resources;
- Working co-operatively with other leaders;
- Understanding yourself as a leader.



Vicky Crane
Consultant & trainer

"Effective Phase Leaders help the school to run smoothly. In addition, they are well placed to support school improvement and ensure high-standards are achieved across a wide range of school measures. They also play a vital part in creating team spirit and ensuring colleagues in their phase enjoy working at the school. Invest in them and help your leaders to thrive in this important role."

Leading Reading Programme

There are three course themes: Become a fantastic leader; become an expert in teaching reading; make a difference in your school. The course mixes educational knowledge with leadership development. It also provides an abundance of resources that leaders can use in school with teachers and Teaching Assistants.

- *Four live tutorial days spread across the year.*
- *Participants also complete a parallel online learning course to enable the reading leader to personalise their study. Reading leaders will need to be allocated 4 'self-study days' to link in with the tutorial days.*
- *Access to materials that can be used by reading leaders in leading CPD sessions in school;*
- *Login accounts for all teachers and TAs in the school to online learning materials that allows colleagues to develop their expertise under the direction of the reading leader*

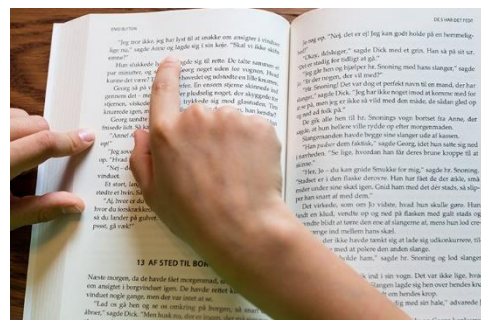
What is covered in the live sessions?

- Leading reading: How can you make a difference? What is the role of the reading leader? What does it take to create and implement a successful school approach to reading? How can you harness the research on reading? What are the challenges of leading reading and how can these be overcome? Building own expertise.
- Consideration for the school's approach to assessing pupils' word reading speeds, accuracy levels and prosody. Classroom strategies for improving fluency. Developing knowledge of best practice in delivering reading interventions. Considering the needs of pupils who are struggling to access texts. Utilisation of reading fluency data.
- Leading on teaching reading comprehension: Understanding the factors associated with pupils making progress in reading comprehension; deepening teacher and TA knowledge of reading comprehension skills; considering typical difficulties pupils experience and how teachers can address these issues; supporting teachers to plan lessons.



- Utilisation of texts: Reading to learn; maximising the impact of non-fiction texts; using texts to improve writing outcomes; reading for pleasure; development of vocabulary; text selection.

Vicky Crane
Consultant & trainer



Evaluations from previous courses:

"I feel totally inspired and determined to improve reading."

"Wow! Superb – brilliant ideas that I can use straight away in class. So many new resources which I know will engage the children."

"Everything! It has given me a real boost to think more about how reading is taught and what the children need. Thank you for all the brilliant resources."

"I have bopped around school all day beaming, at the outstanding reading teaching I have seen, and the progress some of our most vulnerable learners were making both long term, but in front of my eyes."

"Excellent ideas for stimulating reading. Superb tips and techniques for teaching inference / asking questions / inspiring."

Programme: £1550 + VAT

Note that reading leaders will need to be allocated four study days in addition to live zoom days.

4 live tutorial days in small groups spread across the year.

Online learning course for the reading leader.

Special offer: School wide access to online learning materials to aid implementation included in the cost.

Relationships & people management

*2-day course for headteachers & deputy headteachers.
Schools may also wish to invite the Chair of Governors.*



People are schools most important resource. As an employer, school leaders need to be intentional on how they ensure all colleagues can thrive and enjoy work. Statistics as to the number of people who leave the teaching profession is staggering. At a school level, there is a great deal that leaders can do to ensure job satisfaction, thus improving retention rates, attracting better quality candidates into the school and, at the same time, increasing school success.

Participants are introduced to a fantastic, and unique PEOPLE MANAGEMENT WHEEL system that provides a structure for analysing and exploring people management. The wheel can be applied to the whole school or used to analyse particular teams, e.g. senior leadership team, phase leadership team, site staff team. The system enables leaders to create effective, personalised action plans.



People management wheel

A development tool for leaders who wish to take a people-centric approach to people management.

The 10 sections:

- Underpinning infrastructure
- Know with clarity
- Move in one direction
- Maintain focus
- Mobilising energy
- Empowering people
- Equip and grow
- Interpersonal harmony
- Emotional Intelligence
- Whole person approach

"Leaders need a tool that is robust, research based and practical to help them think strategically about people management. The wheel serves that function. Each section marries together research from the field of people management and team development with the practicalities of working in a school. Coupled with training, the wheel is a unique and powerful tool."

Evaluations from previous courses:

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

"Thank you for the excellent resources."

"Very thought provoking and useful."

"Time to think strategically and to discuss with contemporaries."

"Thank you for Thursday. The day was immensely helpful."

"Lovely atmosphere. Superb trainer. Exceeded expectations. I feel enthused and empowered to make a difference."

2-day course
(Summer cohort & autumn cohort available)

Full course (exc.VAT):

Single delegate £550

Additional delegates: £295

Printed copy of the book is sent to participants as well as electronic version.

Small cohorts to ensure a personalised experience. Additional school sessions can be added in to supplement the course.

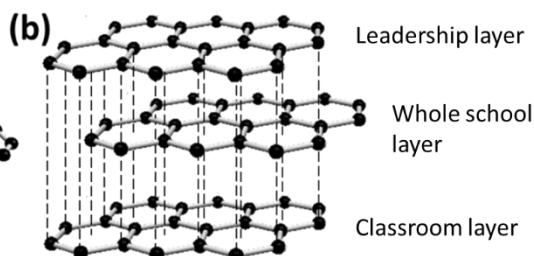
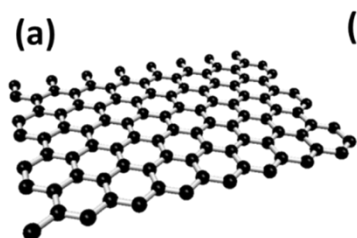
Leading with a focus on disadvantaged pupils

A COURSE PROGRAMME FOR SENIOR LEADERS



Vicky Crane

“Enabling disadvantaged pupils to thrive and be successful in education is complex. There is no simple fix or overnight solution. Instead, schools must be brave enough to invest time in developing a multi-layered approach. Only a system where everyone sees themselves as part of the solution will manage to close progress and attainment gaps. We have amassed a great deal of knowledge in the education sector about what works for disadvantaged pupils, but implementing the research is not straight forward nor quick to achieve.”



Each layer has to be strong, flexible, cohesive, comprehensive and interconnected. Each layer is vital. Colleagues at every level need to be knowledgeable about how to harness the power of research related to disadvantaged pupils.

- **Leadership focus:** The course will aid the leader in understanding what makes an effective leader for this specific role and help the leader put in place the right systems and underpinning structures for success.
- **Research focus:** The course will help colleagues to increase their understanding of national and international research to help inform whole school strategy.
- **Evaluation and Planning:** The course will help the leader to create high-impact plans that are right for the school that take into account a range of factors.
- **Classroom drivers:** The course will enable leaders to galvanise the actions of teachers in every classroom.
- **Working alongside different leaders,** e.g. English leader, subject leaders, phase leaders. Maximising impact through collaborative working.
- **Practical tools and resources** for use in school.



“Being challenged in life is inevitable, being defeated is optional.” Roger Crawford

Evaluations from previous pupil premium courses:

“The whole course was outstanding.”

“A good mixture of activities, reflection, theory and time to develop plans.”

“Thank you for all the support Vicky! All day you have been extremely knowledgeable in answering all my questions.”

“A brilliant course. Lots of ideas and resources to use back in school. Very thought provoking. Thank you Vicky!”

“Excellent resources and information that can/will impact on performance at school and achievement of pupil premium funded children.”

“A fantastic course.”

Programme: £1200 + VAT

4 live tutorial days delivered via zoom in small groups spread across the year.

Access to a range of electronic supporting materials.

Coaching and professional dialogue sessions can be added at £175 per 90-minute session.

Successful pupils are highly metacognitive

A project to raise attainment: one full day and two half days across the academic year

"We all want to create highly effective learners. When we analyse why some pupils are more successful than others and consider what gets in the way of progress we can clearly see that metacognition plays a vital part. This training increases participants' understanding of what metacognition is and provides practical ways of threading it into daily teaching."



This course is aimed at leaders who will drive forward the development of metacognition across the school.

Evaluations from previous courses:

"Lovely atmosphere. Superb trainer. Great subject knowledge."

"Really practical resources. Lots of activities to take back for immediate and long term action."

"The whole course was outstanding."

"Brilliant ideas easily put into practice."

"Coming as a pair really helped us to think strategically. Thought provoking, practical ideas from a management level and day to day classroom level."



Highly metacognitive pupils:

- ☑ Understand what it is to be a good learner and recognise how they can become a more effective and efficient learner.
- ☑ Have an abundance of strategies, tools and routines for different types of learning that they select from, apply, evaluate and continually adapt.
- ☑ Articulate their learning, formulate their own questions and learn from errors and mistakes.
- ☑ Ask themselves critical questions as they learn such as 'what am I trying to achieve?', 'where should I start?' and 'what has worked well today?'
- ☑ Make judgements as to whether they truly understand new concepts and take action when stuck.
- ☑ Are highly reflective, self-monitoring and self-correcting.
- ☑ Are increasingly independent in tackling questions, tasks and problems.

**Highly successful learners are highly metacognitive.
Metacognition is a high impact, closing the gap strategy.**

The course is supported by a range of electronic materials that will enable leaders to drive forward developments in school. In addition, participants will be able to access an online learning platform to aid further study of this fascinating topic.

Live sessions via zoom.

**Prices for full course:
First delegate: £625**

**Second and subsequent
delegates: £475**

*Summer cohort and autumn
cohort dates available.*

**Online learning platform
included.**

Leadership modules

Mix and match leadership topics – delivered remotely for your school

Create a bespoke leadership programme for your school (or across a number of schools), selecting from a range of modules. Delivered remotely through live zoom sessions and supported with additional electronic material. You can design training to suit the needs, experience and roles of your leaders.

A. Developing your vision and strategy

- What is strategic leadership and how can you develop a strategic approach?
- The reason why visioning and strategic leadership are so important.
- Using strategic tools to analyse areas of responsibility to gain a clearer and sharper focus of key priorities for the future.

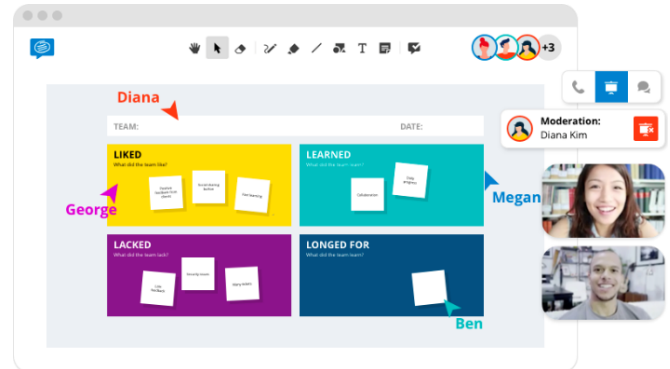
B. Turning your vision into reality

- Consideration for change management.
- Action planning, mile stones, tracking progress.
- Galvanizing the right people to take the right action.
- Factors that can derail projects and school improvement plans.

C. What kind of leader are you?

Understanding leadership styles and how this translates into everyday actions. Increasing personal effectiveness through understanding 'how you lead'.

- Developing knowledge of leadership styles with an opportunity for colleagues to consider which leadership style is their default position.
- Self-assessment activities designed to help leaders consider their underlying motivations and behaviour traits. Consideration for how this impacts on day-to-day leadership actions.
- Setting leadership goals.
- Inward and outward facing leadership.



Concept board software, Padlet & zoom provide interactive sessions.

“A fantastic day. Superb mix of discussion and practical challenges.”

D. Team leadership & people management

- What makes an effective ‘team leader’?
- Different types of teams and how teams form and develop.
- Dynamics of teams - using models to analyse your current team and plan for increasing team effectiveness. How team cultures are created. What is the culture of your team? How would you like to shape or re-shape the culture of your team?
- Motivating others.
- Developing people in your team.
- Effective team communication.

E. Tapping into emotional intelligence

- What is emotional intelligence and why is it important for leadership?
- Using theoretical models of emotional intelligence in a practical way to aid leadership.
- What motivates you? What motivates people in your team? Utilising motivational theory.

F. Dealing with challenges

- Delegation.
- Challenging conversations.
- The art of persuasion.
- Time management & prioritisation.
- Accountability

G. Influencing the quality of teaching

- Analysing teaching and helping colleagues self-assess their teaching.
- Harnessing research in the classroom.
- Exploration of the methods leaders can use to influence the quality of teaching.
- What can leaders do to support individual teachers?

H Curriculum development

- Why is curriculum design important?
- As a leader, what is your role in ensuring the curriculum has strong intent, effective implementation and secure impact?
- How do you know if pupils are making progress and are ready for their next stage in education?
- Evaluating and action planning. Securing success through subject leadership.

I Leading effective meetings

- Different types of meeting.
- Different approaches and styles.
- Tools that can be used in meetings.

"I came away with lots of practical ideas and lots of inspiration." Phase Leader

J . Approach to leadership

- Communication and how people experience you as a leader.
- Leading team meetings and how this links to your style.
- What does leading with confidence look like? What are the dangers of 'strong' leadership as opposed to confident leadership?
- Methods for increasing leadership presence.
- Positivity and energy transfer.

K. Contributing to school self-evaluation

Leaders at all levels need an accurate picture of the strengths and weaknesses for their area of responsibility. It is essential that leaders feel confident in designing methods of gathering evidence, are skilled in analysing the results and equipped to implement changes that will lead to improvements.

Mix and match modules to create your own programme. Content from any session can be customised.

In addition to live zoom sessions, participants are provided with access to useful printables and electronic files, links to research, audits and checklists, advice booklets, etc.

Schools can add 1:1 sessions for coaching and mentoring £175 per 90-minute session.

Full day cost is typically £750+VAT, half-days £595+VAT, twilights £400+VAT.

Additional costs may apply for work across schools.



"Excellent guidance. Very interesting and informative. As always I am leaving buzzing with ideas and a plan of action."

Deputy Headteacher

"A wonderful and extremely useful day. Brilliant ideas easily put into practice."

Reading leader

"Lovely atmosphere. Superb trainer. Great subject knowledge. A really worthwhile day."

Deputy Headteacher

"Really informative and engaging sessions. The tasks helped me to focus my thinking in terms of phase and school wide issues. Great discussions with Vicky and leaders from other schools which has helped me to plan exact actions going forward." Phase leader

"Superb resources. Action plan to go away with. Thank you for a brilliant day!"

Assistant Headteacher

"Excellent ideas and suggestions, especially when dealing with tricky issues. I would recommend this training to others."

Deputy Headteacher

"I just wanted to thank you so much for the inspiring the whole staff! Lots of staff have commented that it was exactly what we needed to give the year a real kick start." *Headteacher*