

# School Improvement *coaching & courses* 2025-26



## Maximise your success



Dear Headteacher,

I am delighted to share with you a range of coaching opportunities and high-quality training programmes that focus on developing leadership and supporting teaching. My work centres around supporting schools to achieve excellence and as such I focus on:

- exploring topics deeply,
- tackling complex issues with rigour, and
- supporting colleagues to achieve more than they thought possible.

**Training courses:**

I offer a range of 'open courses' in which colleagues from different schools come together to study, and in addition I provide bespoke training options for individual schools and MATs.

My courses are a fantastic mix of theory and practical application. Colleagues value the sessions because they know they can use the content and the approaches immediately.

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, and the research base on which the courses are founded. School feedback confirms that courses have significant impact.

*"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." "I know staff are finding the training incredibly useful." "Truly exceptional in tailoring to our school, my vision and also the staff rather than just being generic."*

All courses are supported with useful resources to aid implementation.

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

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

*Vicky Crane*

Vicky Crane

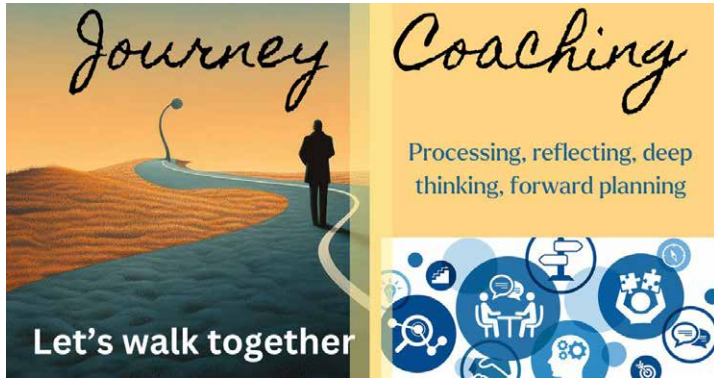
School improvement consultant, trainer and leadership coach



# Leadership Coaching

**Coaching can take many forms - here are five programmes that can help you to tap into the benefits of coaching.**

## JOURNEY COACHING - NAVIGATE LIFE'S LEADERSHIP CHALLENGES



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

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 process work matters. With a focus on

reflection, including examining internal dialogue, interpretation of events, and thinking forward, these sessions aid clarity. Coaching sessions can help you to better understand yourself and your situation, provide a structure to think through complex matters, and help you to re-charge 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*

*"I have really valued my coaching sessions with Vicky. The sessions have allowed me to look at challenges from different perspectives and look at practical and positive ways of meeting such challenges. Vicky's knowledge and experience in the education sector has been of benefit and supported me in being reflective and objective in my role." Headteacher*

## STRENGTHS COACHING - HARNESS YOUR UNIQUE TALENTS



- **Includes assessment & reports**
- **Immediately actionable insights**
- **Ideal for leaders at all levels**
- **An amazing, uplifting programme**

Highly successful leaders have different styles and approaches. What they all have in common is they know their strengths and how to harness them. This is an incredible, uplifting programme that focuses on positive change by 'naming, aiming and actioning' your strengths

as a leader. Even seasoned school leaders are amazed at how their personal impact improves. Using the trusted Clifton Strengths Finder assessment, coaching sessions will help you to better understand your talents and how to capitalise on them. Learn how to dial up, dial down and combine strengths for maximum impact. Colleagues completing this programme report that not only do they know themselves better, but it has also helped them to understand others in their team and as a result has led to better 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**
- **Increase success & impact**

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'**
- **Set & achieve topic related goals**

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**
- **Reflect and strategise for success**

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.*



*"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.



# Instructional Coaching

## Kick start instructional coaching in your school:

The programme starts with school based face-to-face half-day for senior leaders to help you establish an instructional coaching programme that is right for your school.

- Learn about the research;
- Make decisions and plan the programme;
- Set out the practical actions needed to launch;
- Design an instructional coaching policy;
- Create a strategic plan to harness both the immediate and longer term benefits that instructional coaching can provide.

Through an incremental approach, you can move at a pace that matches your capacity.

## Systems and processes:

The support provided equips your school at a very practical level for success. Resources and documentation support coaches and leaders to run instructional coaching effectively.

## Coach Training:

Invest in high quality training and equip coaches for success. By completing training, coaches will be able to embody the key principles of effective instructional coaching, create the optimal conditions for impact, and have the confidence they need to operate effectively within a coaching framework. The training covers relationships and emotional intelligence, as well as practical skills such as how to unpack, model and guide teachers in instructional methods. The coach education programme focuses on a 'deep coaching' approach that ensures coaching has a profound, lasting impact on teachers and their practice.



Vicky Crane

Consultant and Trainer

*"By bringing together my coaching expertise, my school improvement consultancy experience and my wide ranging knowledge of teaching and learning, I can help you to create a vibrant and effective peer coaching team."*

*"I can provide the expertise you need at a leadership level to launch a successful coaching programme and provide on-going support that will ensure the impact of instructional coaching is realised."*



*"There isn't a single definition or one right way to implement instructional coaching. Utilising research, making choices, creating the right conditions and training coaches are all important elements in success."*



*"A very thought provoking day."*  
Lead teacher

*"I'm feeling much more confident about starting the coaching."*

*"Brilliant activities which really helped me to think about how to be an effective coach."*

*"Teachers found it incredibly useful and I've already received lots of positive feedback."* Headteacher.

Start with a free 1 hour zoom discovery session: Ask questions and tap into my knowledge base. Start to consider how a bespoke package of support can meet your needs.

As the majority of the support is provided face-to-face, this package of support is only available to schools based within a 75 mile radius of Scarborough.

# Metacognition

**Return to school equipped to lead the development of metacognition, including a plan of action and a wealth of resources to aid implementation.**

Grounded in high quality research, participants will extend their knowledge and understanding of this exciting field of psychology. The course particularly focuses on how metacognition can be used to improve outcomes for disadvantaged pupils.

The EEF rates metacognition as the highest impact strategy for closing the attainment gap, reporting that pupils can make 7+ months of progress. The course will help to show you how.

Covered during the day are a number of themes:

- understanding the role metacognition plays in pupil progress and how pupils can become more effective and efficient learners;
- increasing teacher understanding of how to develop metacognition in the classroom - a range of habits and approaches every teacher can employ;
- using metacognition to enable pupils to become more independent;
- the role of the leader in setting out a programme for development;
- effective mechanisms for metacognition CPD.

This course supports leaders to create learners who are: highly reflective and capable of taking charge of their own learning; engage in self-monitoring and self-correcting; and can articulate their learning.

Equip pupils with the capacity to be better learners and achieve higher outcomes.

The modular format makes implementation manageable, while the wide range of resources provides everything participants need to get started with confidence.



*"I credit much of my academic success to developing metacognitive skills—but I gained them by chance, not design. I was lucky. Our pupils shouldn't have to rely on luck. It matters deeply to me that every learner is deliberately equipped with these tools for thinking, understanding, and succeeding."*

Vicky Crane  
Consultant and Trainer



"Useful resources and excellent activities that I have been able to use in twilight training sessions in school."

"Really enjoyed the training. Vicky is a generous and engaging course leader."

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

"The whole course was outstanding."

"Lots of ideas to develop metacognition across the school."

Prices (exc.VAT)

First delegate £220

Second & subsequent delegates from the same school £150

9.15am-4.00pm

Monday 3rd November 2025

Weetwood Hall, Headingley, Leeds

Includes lunch and refreshments

Participants gain access to supporting online resources.

In-school options also available.

# Developing oracy

## for leaders / lead practitioners

There is a wealth of evidence from major international studies that high quality classroom talk raises standards in core subjects. The spoken word is central for thinking, expression and engagement. How can we ensure that pupils develop the vital skills they need?

We want our children to be productive and engaged in classroom life. We want them to be inquisitive and questioning. We want them to form opinions, share their views and listen attentively to others, challenge and debate ideas and take part in deep thinking. How can we ensure talk is supporting pupils to achieve higher outcomes?



*Three key themes for leaders and teachers to consider:*

### **Learning to talk; Learning through talk; Learning about talk.**

- **Oracy skills:** Utilise a framework of six key pillars (physical, linguistic, cognitive, social & emotional, toolkit and ownership) to plot progression and ensure pupils make rapid progress with spoken language.
- **Teaching:** Developing effective practices for talk activities in the classroom. Using the 4 quadrant framework for planning and evaluating talk activities.
- **Pupil responses:** Increasing participation and supporting reluctant pupils; generating high quality pupil responses; developing pupil skills in asking their own questions.
- **Thinking:** Utilise structures within talk activities which support pupil thinking; consider how talk is a medium for developing thinking.
- **Listening:** Using metacognition to improve listening; teaching active listening skills.
- **Assessment:** Oracy assessment frameworks and providing constructive feedback.
- **EYFS:** Language development linked to key areas of provision.



*"This CPD focuses on supporting leaders to develop oracy in their school. Leave the day with frameworks, resources and understanding that will enable you to significantly improve the use of oracy across the school. The training is supported by excellent resources that will help you to train others and develop excellent practice."*

*Vicky Crane, Consultant and Trainer*

*"Brilliant ideas easily put into practice."*

*"Really practical resources. Lots of activities to take back and use immediately and longer term actions."*

*"Vicky's whole course was outstanding."*

*"Fantastic!" "Couldn't have been better!"*

*"Thoroughly enjoyed the day."*

*"Excellent resources / ideas to help with higher order questioning."*

*"More than met my expectations."*

**Face-to-face day:**

**9.15am-4.00pm**

**Thursday 9th October**

**Weetwood Hall**

**Includes lunch and refreshments**

**Kick start leadership development of oracy with a face-to-face day and then engage with self-paced learning for the next 12-months (included).**

**Prices (exc.VAT)**

**First delegate £250**

**Second & subsequent delegates from the same school £150**



# Happiness at Work

## A strategic approach to thriving

Investing in “Happiness at Work” is not just an investment in employee well-being—it’s a **strategic approach** that can deliver substantial returns.

“Happiness at Work” is grounded in **robust research**. 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.

The framework and training will open new ways of thinking about employee satisfaction, well-being and thriving at work.

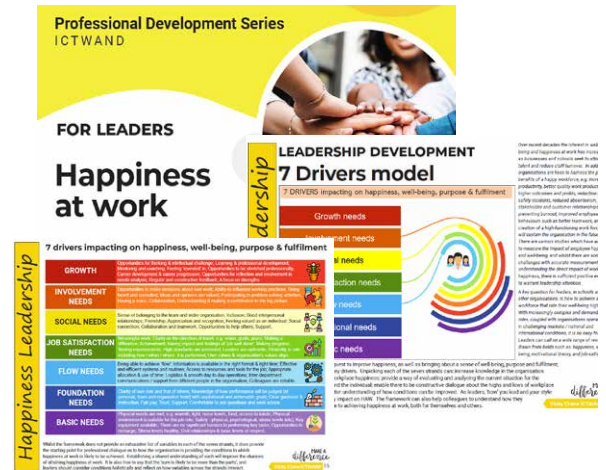
- **Rigorous:** Learn about the research and why actions based on the 7 drivers will deliver a multitude of benefits to your school.
- **Staff interviews and assessments:** Instead of the annual survey, use the 7 drivers to gain insights and knowledge that will be truly useful in creating a better experience 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:** Increase the knowledge of all colleagues on the Happiness at Work research and help them to see how everyone is part of the solution.



*“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.”*



**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 work place behaviours;
- Lower levels of absenteeism;
- Reductions in staff turnover;
- Reduced instances of burnout;
- Greater stakeholder satisfaction;
- Higher levels of overall effectiveness.

### STRATEGIC TRAINING FOR LEADERS

9.15am-3.00pm

Thursday 16th October

Price (exc.VAT): £350 for the HT and 1 senior leader together.

Additional colleagues £90 each.

Weetwood Hall, Leeds

Lunch & refreshments provided.

Excellent resources included.

# Reading: switching to the Big 10

Leave the day equipped to strengthen the teaching of reading comprehension and introduce a system of planning and assessment that builds teaching around 10 themes that are critical to developing superb readers. You'll have everything you need to launch: frameworks, posters, case studies, assessment materials, teaching advice, and access to an online portal of support materials.

The course covers the following:

- **Research:** Deepen your knowledge of the evidence base underpinning the Big 10 and consider the research about how pupils acquire comprehension skills and grow into proficient readers. Leverage this knowledge to create a strategic plan for enhancing reading outcomes in your school.
- **Reading across the curriculum:** The Big 10 Competency Framework can be applied to any text—fiction or non-fiction—making it a powerful tool for strengthening reading comprehension across subjects. By supporting reading to learn, it deepens pupils' understanding of non-fiction texts, enhances subject knowledge, and promotes rigorous content engagement. The framework also builds a strong bridge between reading and writing, helping pupils transfer author techniques into their own writing. Expect improvements in critical thinking, expanded vocabulary, and stronger writing outcomes.
- **Assessment:** Increase teacher knowledge of progression. Ensure there is excellent use of assessment for learning and responsive classroom teaching. Learn how the Big 10 can be used to enhance examination performance.
- **Tackling comprehension barriers:** Build knowledge of common issues and support teachers with diagnostic assessments to pinpoint specific problems.
- **Resources:** Supporting the Big 10 are easy-to-follow explanations, teaching advice, and adaptable resources—designed to help every teacher use the framework with impact.
- **Oracy:** Additional tools also support links between oracy and reading comprehension.



Vicky Crane

Consultant and Trainer

*"There is a wealth of research available to help schools strengthen reading instruction. Let me guide you through the key findings and show how they can be applied to enhance your school's approach. Teaching reading is both complex and multi-faceted—building in-school expertise is key to refining practice and improving pupil outcomes. In addition to the full day of training, you will have access to a suite of resources that will enable all colleagues to improve their professional knowledge base."*



"Extremely useful. The course is already having an impact on reading."

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

"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."

Prices (exc. VAT)

First delegate £250

Second & subsequent delegates from the same school £125

9.15am-4.00pm

Thursday 25th September 2025

Weetwood Hall, Headingley, Leeds

Includes lunch and refreshments

Participants gain access to supporting online resources.

In-school options also available.



# Leadership Training

## Create your own unique programme

With years of experience in designing and delivering impactful leadership development, I work closely with schools and MATs to create bespoke training programmes that meet the specific needs of your leaders. Whether you're developing subject leaders, phase leaders, new Assistant Heads, first-time Deputy Heads or experienced DHTs, I'll help you shape a programme that is purposeful, targeted, and results-driven.

We can work together to create a bespoke CPD package:

- Design tailored modules, clear objectives, and a programme length that fits;
- Set a success framework that leaders can confidently work towards achieving;
- Add individual coaching to support reflection and personal development;
- Supplement with assessments and feedback for deeper insight;
- Offer access to resources and reading to personalise study.

**Let's build a programme that's not just good on paper—but powerful in practice.**

### Sample leadership journey for new to Deputy Headship:

MODULE 1	Strategic thinking and school improvement.
MODULE 2	Leading people and expanding impact.
MODULE 3	Expert communication, including setting standards, persuasion, challenging conversations, effective meetings, and stakeholder relationships.
MODULE 4	Personal effectiveness, leadership styles, and leading for impact.
COACHING	One session per term between modules
CELEBRATION	Event for Headteachers & their Deputy
ASSESSMENT	Baseline 360 degree feedback, competency self-assessment, Clifton StrengthsFinder.
METHOD	4 full days face-to-face training, zoom based coaching, self-paced online study.

## Where leadership grows, excellence follows.



*"It's been a joy to watch leaders flourish over the years—building confidence, mastering new skills, and taking bold steps forward in their careers. Leadership training plays a vital role in retaining passionate educators and raising the bar for excellence in our schools."*

Vicky Crane

Consultant and Trainer



"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."

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

"The gap task discussions were great. I really enjoyed working through complex problems with the support of others."

"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."

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

# Consultancy

## Bespoke support

Do you need a school improvement partner? Someone who can provide flexible support to you and your senior leadership team? Would you benefit from help with strategy, support for the delivery of whole school priorities, coaching and professional advice? As I work freelance, it is an easy and cost effective way to add support for you and your school at a level that is right for your needs.

### Formats

Training days, workshops and twilights.

Coaching and professional dialogue.

Leadership support packages to enhance impact.

Reviews and analysis of existing practices.

Whole school, group and 1:1 options & across a Trust.

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

### Services

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

As a seasoned school improvement consultant and leadership coach, I have a wide range of expertise that makes me a great partner for headteachers, particularly those interested in developing leadership in school and raising academic achievement. If you are a school based in Yorkshire, I can offer you a range of face-to-face and remote support, e.g. termly strategic meetings, regular coaching sessions, facilitation for the development of the SLT, school improvement activities aimed at achieving school priorities, general advice and support for school improvement. 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.