

Partnership Consultancy Training Coaching



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 school systems and seeing the big picture; • Utilising research and evidence; • Responding to policy and educational change; • Creating new policies and practices; • External evaluation and judgements; • Role-specific and phase-specific 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 (right) 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.

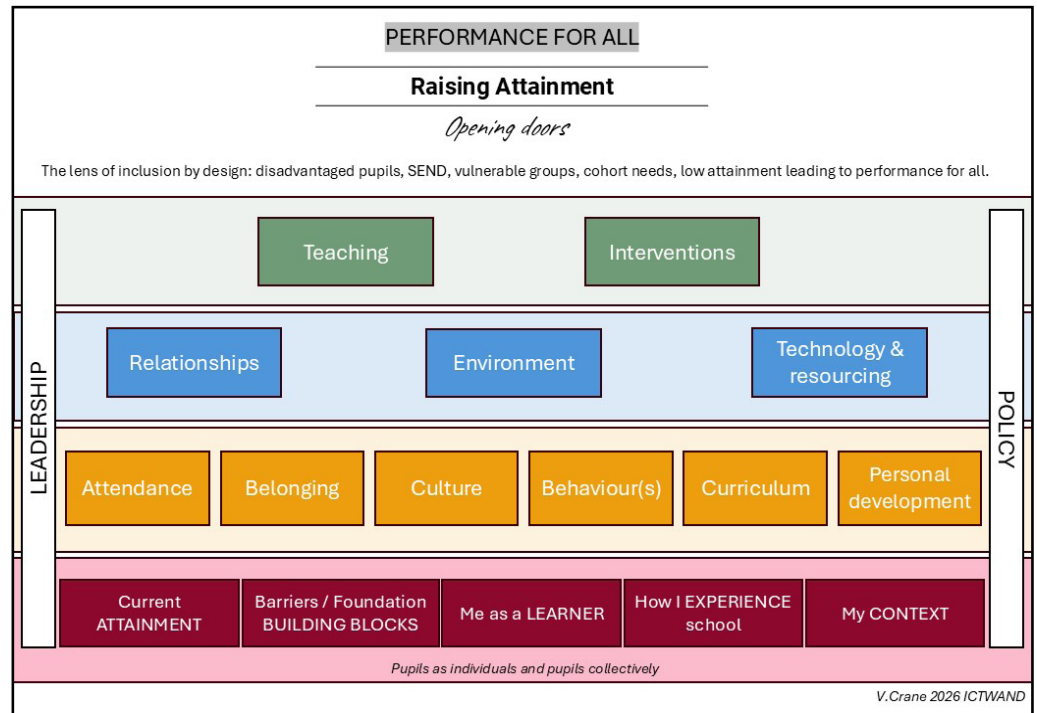
5. SHIFTING PRACTICE & MINDSET

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.

Metacognition



Grounded in high quality research, this training will extend teachers' knowledge and understanding of this exciting field of psychology. The training particularly focuses on how metacognition can be used to improve outcomes for disadvantaged pupils and be a key strategy for inclusion.

The EEF rates metacognition as the highest impact strategy for closing the attainment gap, reporting that pupils can make 7+ months of progress. Through bespoke consultancy for school leaders, staff training throughout the year and access to practical resources, your school can ensure that pupils capitalise on the benefits of metacognition.

Training covers 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;
- Choose from a range of modules to help teachers apply metacognition, e.g. Plan-Monitor-Check, teacher think alouds, pupil think alouds, increasing pupils' ability to choose effective strategies, mechanisms for supporting thinking, metacognition applied to problem solving, mathematics, reading, test performance.

The training supports leaders and teachers 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.

The schools I have worked with have found the modular format builds team confidence and embeds new practices incrementally with amazing impact.



"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 equipped with the metacognitive tools they need to succeed."

Vicky Crane
Consultant and Trainer



"Useful resources and excellent activities."

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

"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."

Bespoke in-school consultancy and training

Full day £750+VAT

Half day £550+VAT

Twilight £425+VAT

Q & A consultancy 90 minutes
£195+VAT

For larger conferences and groups please request a quote.

Includes access to online supporting resources.

Executive Functions in the classroom

The hidden architecture behind access, independence and inclusion

Executive functions not only play a crucial role in academic achievement, they also contribute to emotional regulation and psychological well-being.

They are hard to assess, partly due to their contextual nature. They sit on a continuum and work in conjunction. With development, proactive control can increasingly replace reactive control.

Executive functions are the mental processes that help pupils focus, hold information in mind, regulate impulses, switch flexibly, plan, organise and persist. When these processes are underdeveloped, pupils can appear distracted, forgetful, disorganised, passive, dependent, oppositional or “not trying”, when in reality they may be struggling to manage the demands of learning. Understanding executive functions helps teachers respond with greater precision, strengthen pupil independence and build classrooms that work better for all learners, particularly disadvantaged pupils and those with SEND.

Sessions are rooted in research, but always translated into practical classroom action.

1. Develop teacher knowledge of the executive functions most relevant to classroom learning and gain greater precision in interpreting pupil difficulties;
2. A focus on designing lessons, adaptive teaching and creating classroom environments that support pupils experiencing difficulties with executive functions;
3. Support pupils to find strategies that will enable them to be more successful and independent;
4. Seek to address root causes by unpacking research to identify what is most likely to have a positive impact on executive functions.



“This work has two strands. Practical training for teachers, and strategic support for headteachers and senior leaders. The aim is to help schools make sense of the complex research on executive function and turn it into clear whole-school actions, consistent routines and classroom practice that strengthens inclusion.”

*Vicky Crane
Consultant and Trainer*



Evaluations from previous courses:

“Whole course was excellent – delivery, materials, presentation.”

“An excellent course, thank you. Will have a major impact on practice immediately.”

“Effective blending of theory and practical application in the classroom.”

“Inspirational. Thought provoking. Really made me think about my own mindset.”

Bespoke in-school consultancy and training

Full day £750+VAT

Half day £550+VAT

Twilight £425+VAT

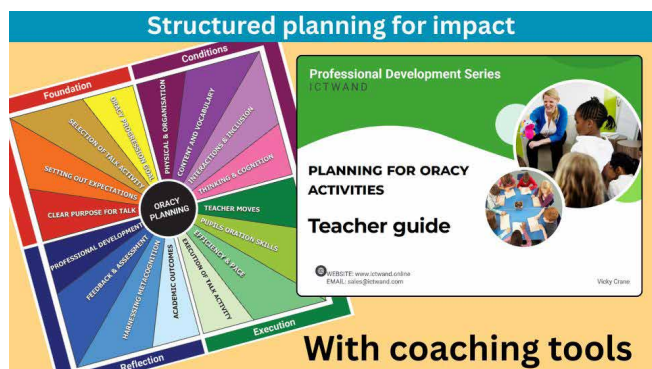
Q & A consultancy 90 minutes
£195+VAT

For larger conferences and groups please request a quote.

Includes access to online supporting resources.

Oracy Development

With leadership support and teacher training options



Support your oracy leader:

- deepen their knowledge and expertise;
- access audits and frameworks;
- utilise school CPD materials;
- use resources to aid implementation;
- develop a strategic action plan; and
- access training that specifically focuses on leadership.

Learning to talk | Learning through talk | Learning about talk



7 strand progression framework

Four-quadrant lesson design process

Assessment materials

Classroom resources

"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."

- **Audit:** Create a baseline from which to build.
- **Strategic planning:** Produce a strategic plan with clear milestones that empowers everyone to act.
- **Oracy progression:** Using 7 key oracy strengths, plot precise progression and enable pupils to make rapid, targeted progress.
- **Teaching:** Develop effective practices for talk activities in the classroom. Use the brilliant 4 quadrant framework for planning and evaluating talk activities.
- **Pupil responses:** Increase participation and support reluctant pupils; increase the quality and impact of talk activities; enhance daily questioning.
- **Thinking:** Utilise structures within talk activities to support pupil thinking.
- **Listening:** Enhance teaching of how to listen.
- **Assessment:** Oracy assessment frameworks and mechanisms for target setting.
- **EYFS:** A focus on the bi-directionality of communication and sustained play.

Bespoke in-school consultancy and training for oracy leaders, senior leaders, working parties, teacher training.

Full day £750+VAT

Half day £550+VAT

Twilight £425+VAT

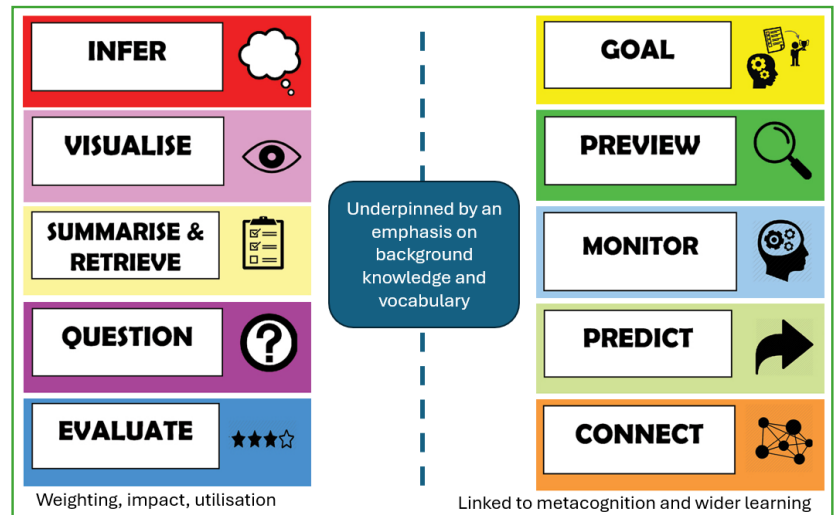
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For larger conferences and groups please request a quote.

Includes access to online supporting resources.

Reading: switching to the Big 10

Grounded in research, teaching has greater impact when it addresses the full range of reading comprehension skills and deliberately weaves in oracy and metacognition. With an emphasis on precision teaching, progression and deep learning, the Big 10 approach supports schools to refine existing practice and improve pupil outcomes.



Schools that invest in the Big 10 gain more than a precision framework. Training is typically delivered face-to-face and usually consists of a full training day plus a series of modules to help build teacher expertise. This is accompanied by an extensive online CPD and classroom resource platform enabling teachers to personalise their professional growth and tap into phase-specific advice.

- **Research:** Explore 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 more strategic and rigorous approach to teaching reading.
- **Progression:** Increase the precision of teaching with a framework that breaks down reading comprehension into clearly defined, granular components and understand how to support and challenge readers.
- **Assessment:** Ensure there is excellent use of assessment for learning and responsive classroom teaching. Unpack common assessment findings.
- **Tackling comprehension barriers:** Build knowledge of common issues and support teachers with diagnostic assessments to pinpoint specific problems.
- **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 and all year groups.
- **Bi-directionality:** The framework also builds a strong bridge between reading and writing, helping pupils transfer author techniques into their own writing.
- **Oracy:** Additional tools support links between oracy and reading comprehension. Give your book talk more bite.

“Extremely useful. The course is already having an impact on 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.”

“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.”

Bespoke in-school consultancy and training

Full day £750+VAT

Half day £550+VAT

Twilight £425+VAT

Q & A consultancy 90 minutes
£195+VAT

For larger conferences and groups please request a quote.

Includes access to online supporting resources.

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

5 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.

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 twilights.

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.

