



Education Leadership Confidence Coaching Programme Impact Case Study

The Client

Lincolnshire Wolds Federation consists of 2 special schools that cater for young people from 2-19 years, as well as offering a home visiting service from birth, outreach services and a post 19 provision.



The Federation has around 150 employees and a reputation for delivering excellent education. As a values driven organisation, with a strong focus on personal strengths, there is an established, and strong ethos, of training and development for all.

An integral part of development is around supporting staff development and leadership of self to develop practices, embed change and supporting on going professional development.



Their Need

A need to fast track professional development and nurture talent

As with many schools currently, finding strong leaders of the future is a challenge. Within LWF, in a rural county, we are recognising more often the need to develop these future leaders from within, as part of succession planning. Therefore, as a progressive and innovative organisation, the aim to support staff development on a personal level in raising levels of self-awareness and as such resilience is conscious. This in turn impacts on a professional level, to develop and embed leadership strengths to effectively and efficiently promote student progress and professional development.

The Solution

Following discussions with the sponsor and client, we selected our Education Leadership Confidence Coaching Programme that has been specifically designed for high potential leaders in education.

The programme brings together a combination of 1:1 leadership coaching, action learning, Governor and Head teacher engagement, coach skills training and ownership of specific elements of the School Development Plan.



The sessions took place every half term so that the client felt supported in their leadership development throughout the whole of the academic year and to ensure that learning's were practised in between sessions and behaviours embedded.

The sponsor was also encouraged to meet with the client in between sessions to accelerate and support learning.

Success measures were aligned to the organisational values, in addition to current Government Standards for Education to enable all parties to measure the return on investment at the end of the programme.

The six sessions, which were a blend of psychological profiling, 360 feedback and values / strengths work, culminated in the sponsor being invited to attend the whole of session 6 to allow the delegate to "share their coaching story", to talk about "what next" for them and to review success measures.

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The Results

In the words of the client:

self-awareness = 29% increase
self-acceptance = 33% increase
personal confidence = 50% increase
leadership confidence = 50% increase

Significant development around self-awareness and leadership-awareness:

“ I have made significant changes and developments in the range of relationships held in order to access support on a personal and professional level, thus increasing my resilience.

MBTI psychological profiling was a revelation! It provided me with an increased awareness of my preferences, which enabled me to develop my leadership style and presentation to ensure others were on board with my vision.”

Increased self acceptance and self confidence:

“ The 360 feedback was extremely powerful, allowing me to reflect on how others perceive me as a leader and enabling me to continue to develop to be an outstanding leader. A further area of strength is being more aware of the different styles of leadership and using these more consciously, which has enabled me to shift between them much more confidently.

Personally and professionally, the programme has been of real benefit and I can think about future steps in my development as well as how I have already developed as a leader.”

In the words of the sponsor:

“ Throughout this programme I have witnessed and experienced significant and powerful changes in the delegates leadership behaviours. Her ability to move between the leadership styles in differing circumstances is becoming more unconscious and coupled with increased confidence and self-awareness in leadership skills that the leader now holds, has resulted in a change of role with increased responsibility. The delegate is now in a place to build on these skills alongside her own resilience, even further in developing into wider leadership within the organisation, impacting on student opportunities and outcomes, as well as supporting and nurturing the growth of other future leaders.”

Lea Mason, Executive Headteacher, Lincolnshire Wolds Federation, CEO of Lincolnshire Wolds Community Trust.

Further Information

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