

Leadership skills. Strategy. Execution.

# 2026

# Leadership Development

## Training Outline



## Contact

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## Purposeful leadership

Our training is encompassed by the concept of *purposeful leadership*. This encapsulates the idea of being driven by a clear, meaningful goal while maintaining a focus on the well-being and development of individuals.

## Three pillars of our work

**Leadership:** Possessing the skills, understanding and values to be leaders of themselves and others. Build the ability in yourself and your team to persevere and thrive when faced with complex challenges.

**Strategy:** A plan of actions designed to achieve objectives and impact. It involves analyzing the current situation, setting clear goals, and prioritising effective ways to allocate efforts to achieve desired outcomes.

**Execution:** Leverage the skills of all your team members through optimised approaches to collaboration. Foster a climate that encourages innovation, creativity and progress.

## Typical focus areas of training

Areas of leadership training include: motivating others, building a team culture, empowering versus micromanaging, effective communication, action and task/time management, ensuring and demonstrating effectiveness, showing concern and curiosity, running memorable meetings, increasing introspection and self-awareness as a leader, mentoring and coaching others, giving feedback and holding tough conversations, communicating well with parents.

## Training format and typical participants

We work online, in-person and hybrid according to school requirements with leaders at all levels, beginning, middle and senior. We also work with aspiring levels and staff prior to commencing a new leadership role.

## Our most popular courses

Our 3 x 3 leadership development course for middle leaders, consisting of three separate 3-hour live online training sessions is our most popular ready-designed leadership training course.

With separate 3 x 3 courses available for academic and administrative leaders, these courses focus on areas such as building teams, motivating others, effective communication and measuring impact and effectiveness.



## Bespoke training

Our training is planned to align with your school and leadership priority development areas and is designed to be both inspirational and practical.

It is underpinned by a bias towards action that leads to a genuine recalibration and sustainable change in practice.

*"We first make our habits, and then our habits make us." John Dryden.*

## Bespoke training example

**Stage 1: Needs analysis.** 360 degree type online questionnaires are used, with extended questionnaires for key players (DG/ CEO/ Principal/ Board Chair/ owner etc). Zoom interviews with key stakeholders can also be arranged.

**Stage 2: Training plan formulation.** The data will be analysed and main development areas will be identified. Both individual and group training plans are designed, according to how many group sessions of training the school requires (usually between 4 and 6). Typical focus areas of training can be found below.

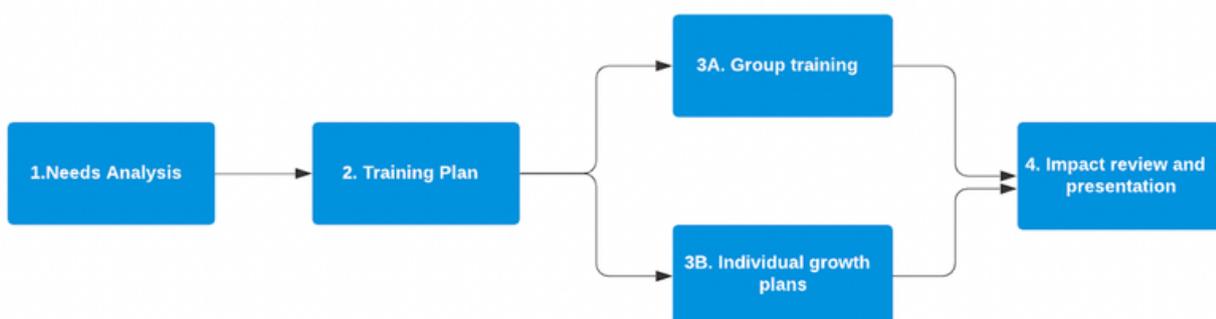
**Stage 3A: Group leadership training.** Training on the four-six areas identified will be delivered (3 hours each). Each session will include interactive activities as well as a follow up leadership task and reflection. Training can be delivered in a block if face-to-face or spread out if online live via Zoom.

**Stage 3B: Individual leadership growth plans.** Each individual leader will be given a growth plan, focussing on the priority leadership development area identified. This will include personalised readings, video clips, and journals. They will be given a practical leadership task to implement and review whilst keeping a reflective diary throughout to aid introspection.

Optional mentoring/ coaching session(s) can be added if required.

**Stage 4: Impact review and presentation.** Each participant will present the results of their leadership mini-project along with their reflection of all the leadership training. This can take place in a face-to-face or online environment, with this being an opportunity to share successes and learning with senior leaders/ Board members.

**Timeline:** Typically the training will be delivered over a 3/4 month period to allow for action and reflection between sessions, although this can be adapted according to the requirements of the organisation.





## Who are we?

Over the past seven years, *School Leaders Training Limited's* reputation has grown rapidly as it has worked with leadership teams all over UK, Europe, Asia, Central and Southern America. Each of our team of experienced former headteachers, all with their own areas of speciality, is different but specialised in their own way. All of us believe that greater things can be gained through empowering and bringing people together while maintaining focus.

The bios of our team can be found on our website.

## Investment and contact

Please contact us for a quote, or if you have any questions:

[hello@schoolleaderstraining.co.uk](mailto:hello@schoolleaderstraining.co.uk)

## Testimonials

*"The training session was extremely useful; it was well delivered and Richard really knew his stuff! In particular he was able to engage all the staff present, no matter their level of experience. Everyone felt they had grown in confidence and capacity as a result of the session and found it reassuring that the trainer had first-hand experience of dealing with the issues raised. Richard is a most professional and personable speaker and we look forward to working with him again in the future."*

Andrew Atkinson, Senior School Assistant Headteacher, Tanglin Trust School, Singapore.

*"I have been to too many training sessions where the ideas are good but not practical in the real world. Although rooted in theory, this leadership training was very pragmatic. My middle and senior leaders are now in a better position to carry out their leadership roles effectively as a result of this input."*

Ian McNeilly, Chief Executive, The de Ferrers Trust, UK

*"Richard spent time getting to know the context of our school before he arrived and was nimble to our needs during our workshops. He left us with many ideas and theories to consider and has helped us to push up our bar of leadership by providing us group skills as well as individual attention to our needs. He is a compelling presenter with excellent background in middle level and senior leadership experience in a variety of international schools."*

Karen Lavender, Faculty Development Coordinator, American College of Sofia, Bulgaria