

Dr Kay Mathieson

Employment history

<p>Current</p>	<p>Director: Linden Learning Ltd</p> <p>Role: Linden Learning is an ethical educational consultancy business working with clients to improve educational provision for children and families. We are currently working with several London local authorities, schools, Children’s Centres and Academies to support improvements to provision through coaching, training and consultancy.</p>
<p>March 2008 – March 2011</p>	<p>Early Years Regional Adviser : National Strategies</p> <p>Role: This role involved supporting Local Authorities to improve the quality of their Early Years provision. It included working alongside Local Authority personnel to deliver training and support programmes to day nursery, preschool and school practitioners. In addition, I was involved in the writing, development and implementation of the Social Emotional Aspects of Development (SEAD) and IDP materials ‘Supporting Children with behavioural, emotional and social difficulties. Consistently during my work with the National Strategies 3 out of 4 of my link LAs improved their Foundation Stage Profile results.</p>
<p>April 2006 – March 2008</p>	<p>Inclusion Manager: Early Education and Childcare: Croydon</p> <p>Role: This role involved bringing together and day to day management of the following teams to provide support for children with additional needs attending private, voluntary, independent and maintained sector provision;</p> <ul style="list-style-type: none"> • Area SENCOs, • Inclusion Support Workers, • Out of School Inclusion Worker, • Nursery Support, • Portage • ABC (home visiting behaviour support). <p>Other responsibilities:</p> <ul style="list-style-type: none"> • commissioning, devising and delivering training for all Early Years practitioners particularly focussed on; SEN, Behaviour, Social Emotional Development, adult/child interaction communication skills etc • strategic vision and planning in response to referral rates, practitioner training needs within capacity and financial constraints • working collaboratively with other strategic leaders to maximise impact of deployment and support

<p>2002 - 2006</p>	<p>Senior SENCO: Croydon EYDCP</p> <p>Role:</p> <ul style="list-style-type: none"> • Developing the Area SENCO Team • establishing a Behaviour Support Team specifically for the private, voluntary and independent Sector early years provision. • Developing and delivering training for private, voluntary, independent and maintained sector practitioners <p>In this role I successfully established referral, monitoring and support programme for approximately 200 children per year attending pvi and maintained sector provision.</p>
<p>1995 - 2002</p>	<p>Senior Teacher: Victoria House Pupil Referral Unit</p> <p>Role:</p> <p>Member of Senior Management Team with specific responsibility for managing the Outreach Support provision. This included:</p> <ul style="list-style-type: none"> • ABC (pre school home visiting behaviour support service) • Key Stage 1 (support in mainstream school for pupils at risk of exclusion) • Integration Support (support for children returning to mainstream school after attending the PRU) • Key Stage 2 Crisis Support (short intensive support to either prevent exclusion or manage the transition into the PRU) • Home Tuition (support for children currently not attending school due to medical reasons, exclusion or lack of appropriate place available) • Delivering Inclusive Behaviour Management Programme for schools identified through exclusions data. This was a whole school programme developed with the Primary Phase Manager (SENSS) • Delivering INSET for schools and LA NQT induction programme <p>The impact of the these individual teams was to reintegrate an average of 33% of children to mainstream school. Other outcomes included working with partner agencies (EP, Paedatricians, CAMHS, Social Care) to make appropriate referral to special schools/provision (after identification of learning needs, specific medical diagnosis or statutory assessment for transition to BESD provision).</p>
<p>1990 - 1995</p>	<p>Acorn House Pupil Referral Unit</p> <p>Role:</p> <p>Class teacher for children (4-7years) with a variety of additional needs including behaviour, learning and medical difficulties, pre and post diagnosis. Specifically included children with Autistic Spectrum Disorder and Attention Deficit Hyperactive Disorder and those excluded from mainstream school.</p>

	Following attendance at the PRU approximately 50% of children were able to attend mainstream provision, the remainder through statutory assessment were placed in specialist provision
1989 (Jan) - 1990	David Livingstone Primary School Role: Classteacher for year 1 class of 30 children
1986 – 1988 (Dec)	Iserlohn Primary Role: Classteacher for year 1 class of 26 children
1985 - 1986	Rockfield Primary Role: Classteacher for reception class of 33 children
1982 - 1985	Dalmally Primary School Role: Classteacher for early years (4-7 years) 20 children Acting Headteacher for one term when Headteacher retired
1981 - 1982	Luing Primary Role: Classteacher for early years (4-7) 5 children

Qualifications

2011	PhD Supervisor: Dr Robin Banerjee Part time research at University of Sussex Area of research: Early Peer Play: The roles of temperament and socio-emotional understanding in young children's social competence, (from 2 years old attending Day Nursery to 5 years in reception class).
2010	Prince2 Project Management
1998 - 1999	Advanced Certificate in Counselling Theory and Practice (CSCT)
1996 - 1998	Master in Education (University of Sussex)
1992 - 1994	Advanced Diploma in Psychology and Special Educational Needs (Institute of Education, London University)
1978 - 1981	Diploma of College of Education (Callendar Park College of Education Falkirk)

Publications

2012	Practical Preschool Publications Understanding Young Children's Behaviour Kay Mathieson
2011	British Journal of Developmental Psychology 2011 Mathieson, K. & Banerjee, R. Peer Play, emotion understanding, and social-moral explanation: The role of gender DOI:10.1111/j.2044-835X.02020.x
2010	Educational and Child Psychology Journal vol 27, No 1. Mathieson, K & Banerjee, R, Pre-school Peer Play: The beginnings of social competence
2010	Early Education Behaviour Outdoors
2009	Inclusion Development Programme Supporting Children with behavioural, emotional social difficulties National Strategies DCFS
2009	Social Emotional Aspects of Development National Strategies DCFS
2007	Identifying Special Educational Needs in the Early Years Paul Chapman Publishing ISBN 978-1-4129-2906-6
2005	Social Skills in the Early Years <i>Supporting Social and Behavioural Learning</i> Paul Chapman Publishing ISBN 1-4129-0259-2
2002	Better Behaviour in Classrooms Routledge Falmer ISBN 0-415-25341-1