

Sophie King-Hill



Senior Lecturer

Institute of Education

Contact Details

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Sophie has worked in education in a number of settings, ranging from work with adolescent ex-offenders and teenage parents to education management and the development and evaluation of educational courses.

Sophie successfully developed and managed an award winning, accredited, teenage parent programme which ran across Birmingham and Solihull for many years. Sophie has also worked as an antenatal teacher specialising in antenatal education for people with low socio-economic status, running workshops for other teachers in working with disadvantaged groups within this setting.

Within her career Sophie has developed SEN education based initiatives for local councils and has carried out large evaluations of educational programmes across these settings.

Sophie has an interest in the impact that social research can have upon disadvantaged groups and previously worked as a National Impact Coordinator for a leading sexual health charity, in which she examined bridging the gap between theoretical and applied research.

Sophie is also governor for a primary school and as part of her role involves a large input into the Sex and Relationships education curriculum.

Sophie is passionate about the importance of a fair and accessible education system that embraces diversity and fosters growth.

Academic Qualifications:

PhD in Education, University of Birmingham (expected) 2018
PG Cert Social Science Research Methods, University of Birmingham
PG Cert in Advanced Research Methods and Skills, University of Birmingham
MEd, University of Birmingham (Distinction)
BA (Hons), Education Studies, University of Worcester (First class)
HND, Teaching in the Lifelong Learning Sector, University of Worcester
HND, Antenatal Education, University of Bedford
Qualified Teacher Learning & Skills (QTLS)

Teaching & Research

Teaching Interests:

LGBTQ and Inclusion

Inclusion and Exclusion

Relationships and sex education

Radical education

Social, Emotional and Behavioural Difficulties

Controversial issues in education

Social research methods

Relationships in education

Working with diverse groups

Personal, Health and Social Education

Research Interests

Relationships and sex education

Teenage parents, education and links to social exclusion

Personal, Health and Social Education

Risky sexual behaviour and perceptions of consent in adolescence

Harmful sexual behaviour in adolescence

Concepts of childhood in Western culture

Interpretative phenomenological analysis

Professional Bodies

Institute for Learning – Fellow

Higher Education Academy – Fellow

British Educational Research Association (BERA)

Publications

Publications

King-Hill, S. (2016) 'A critical discussion upon the relationship between the Psychoanalytical perspective of developmental psychology and its adaptation to educating teenage mothers', *TEAN Journal*, 8(1), pp.33-45.

King-Hill, S. and Barrie, R. (2015). Perceptions of consent in adolescents who display harmful sexual behaviour. *The British Journal of School Nursing*, 10: (5): pp221-225

King-Hill, S. (2015) 'Critical analysis of Maslow's Hierarchy of Need ', *The STeP Journal*, 2(4), pp.54-57.

King-Hill, S. (2011) Treat Them as Equals- Reaching Out to Young Parents in Birmingham, *National Childbirth Trust-Perspective*; (13):6: pp.6-7.

King-Hill, S. (2013a) Teenage mothers' experiences of the transition to parenthood in relation to education: an interpretative phenomenological analysis. *MIDIRS Midwifery Digest*, 23 (4): pp.426-434.

King-Hill, S. (2013b) Using the principles of interpretative phenomenological analysis in women-centred care, *Essentially MIDIRS*, 4: (10): pp.32-37

Mall, M. King-Hill, S. and Holland, P. (2013). Managing risk taking behaviour in children and young people with ADHD, *The British Journal of School Nursing*, 8: (10): pp.431-434.

King-Hill, S. (2013). Influencing factors upon contemporary perceptions of the teenage parent and the contributory factors to adolescent conception. *Doctoral Research Conference Papers*, School of Education: University of Birmingham.

King-Hill, S. (2014). The mutual exclusivity of childhood and sexuality in contemporary western culture: An ontological discussion. *Doctoral Research Conference Papers*, School of Education: University of Birmingham.

Professional Papers

King-Hill, S. (2014). Evidence base for working with adolescents who display harmful sexual behaviour against peers. London: Brook Charity

King-Hill, S. (2014). Working with adolescents who display harmful sexual behaviour against peers: Next steps. London: Brook Charity

Conferences and Speaking Engagements

University of Worcester, Inclusion Conference, *Risky sexual behaviour in adolescence, the importance of sex and relationships education and teenage parenting linked to education*. (2010).

University of Birmingham, Masters in Education , Research weekend, *Using Interpretative Phenomenological Analysis as a research methodology in social research*. (2013)

University of Birmingham, School of Education, Doctoral conference, *Experiences of teenage mothers in relation to education*, Dec 2013

ESRC University of Birmingham 'Research Matters' conference, *Risky sexual behaviour in adolescence*, (2014).

BERA Conference, *An interpretative Phenomenological Analysis of Teenage Mothers*, (2014)

University of Birmingham, School of Education, Doctoral conference, *The mutual exclusivity of childhood and sexuality in contemporary western culture: An ontological discussion*. Nov (2014).

University of Birmingham, School of Education, Doctoral conference, Discussion panel member. *Impact: A push in the right direction?* (2014).

External Responsibilities

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