

Sennie (SEN NANNY/MANNY) for B13 and B11

Additional needs present: Autism and PDA	Location: Tufnell Park NW5	Wage / Salary: £17 - £20p/h Gross per hour Approx. £19,380 - £22,000 gross per annum	Driver: Non-essential
Live in/out: Live out	Pets: None	Days & Hours: Monday - Friday <ul style="list-style-type: none"> ● 3 pm - 7 pm (20 hours per week) <ul style="list-style-type: none"> ○ for 50 weeks per year ● 8.30/9 am - 6.30/7 pm (50 hours per week) <ul style="list-style-type: none"> ○ for 2 weeks per year in the school holidays ○ To be agreed in advance 	Start Date: ASAP

Essential Skills/Traits: <ul style="list-style-type: none"> ● Experience working with Autistic Children ● 2 + years of SEN Experience ● Knowledge of PDA or enthusiasm to research & learn about PDA and to apply suitable strategies ● Resilient, flexible & patient ● Compassionate and kind 	Desirable Skills/Traits: <ul style="list-style-type: none"> ● Desirable: ● Cooking skills / Confidence teaching children to cook ● Ability to support with boys with their homework
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About the role/family: **SENNIES** is excited to support a returning client to find an after school Sennie! The eldest (B13) is in secondary school, the younger child (B11) will be starting secondary school on Sept '23. Both boys will need to be supported to undertake their after-school activities/ homework/ music practice and be provided with a healthy dinner.

We are looking for a Sennie who can support the development and confidence of both children and can encourage them to develop age-appropriate independence. Whilst the boys usually get on and can play well together (either gaming or traditional games), they can sometimes clash due to their individual inflexibility & rigid thinking. B11 enjoys sports and benefits from daily physical exercise to relieve the pent-up tension and anxiety of the school day, whereas B13 prefers to relax after school through indulging in solitary calming activities, such as lego, reading, drawing, 'thinking time' and keeping in touch with his friends via texts. Screen time usage can be contentious, particularly as B11 doesn't yet have a mobile phone and struggles with the perceived unfairness of his brother having more screen time.

The parents believe in supporting the boys according to their individual needs. They encourage them to stretch themselves and always strive to be the best version of themselves. Autism is not considered a disability in their home, rather as a personal difference, and there is nothing the boys cannot do if the whole family, including their Sennie, work as a team.

About the child/children: **B13** is a fun-loving, gentle and articulate young man who loves; computer games, reading, MARVEL & other movies, Dr Who, LEGO and art. B13 has an incredible imagination and immerses himself in his imaginary world of self-created characters, his 'thinking time', to decompress after school.

B13 has a diagnosis of Autism (Aspergers - diagnosed in 2018) and sometimes struggles with his sensory processing. He particularly dislikes loud noises and shouting.

B13 has settled well into secondary school and is developing a good network of friends. However, he needs support and encouragement to try things that don't immediately appeal to him. His behaviour, mood & social skills

have improved enormously since diagnosis. Historically B13 struggled with remembering routines/tasks, but with repetition and visual aids, the family have noticed vast improvements and more proactive behaviours. The transition to secondary school has presented significant challenges to his organisational skills, and it is imperative that the Sennie, who takes on the role, can continue to help B13 to develop further strategies to overcome these challenges and support his personal development whilst also helping him to build upon his independence.

B13 can also become quite distressed when his brother has a meltdown due to sensory processing challenges. Therefore, someone with a wide understanding of the Autistic Spectrum and a flexible approach to ensure both of the boy's needs are supported is essential.

B13 is learning to play the piano, but he does need reminding to practise. He also gets significant amounts of school homework and needs skilful and supportive encouragement to complete daily homework to ensure all of his assignments are completed and handed in on time, either in class or online. A Sennie who can support KS3-level homework would be extremely helpful.

B11 is a sensitive, affectionate and witty boy who received an Autism (Asperger) diagnosis in April '21 and confirmation of his PDA profile in March '22. He also enjoys computer games, coding, animals, football, data & facts (geographical/ football/ animals etc.), collecting things & reading. B11 takes pleasure in writing lists to manage his thoughts, e.g. characters to include in computer games that he would like to create. He also enjoys making things, especially his own versions of board games.

B11 struggles with emotion regulation and anxiety. Since the confirmation of his PDA profile, the family have been working hard on implementing flexible strategies to support him more effectively. B11 can become anxious when asked to engage in certain activities that involve leaving the house. However, his ability to manage his anxiety in these situations has been steadily improving. Previous experience in supporting children (particularly those on the spectrum) with challenging transitions and changes is essential. The prospect of transitioning to secondary school is both exciting and daunting for B11, so it will undoubtedly cause anxiety over the next 12 to 18 months and will need intuitive support to ensure that B11 settles well.

Currently, B11 needs to be collected from school in Camden, while the B13 child travels home from his local secondary school alone. B11 has a keen interest in football which he regularly plays after school with his friends.

B11 is aware of his Autism diagnosis, which the family do not view as a 'disability'. However, his PDA profile has not yet been formally explained to him by his parents. It is, therefore, vital that any Sennie interviewing discusses with SENNIES/the parents the appropriate language to use before addressing the children in person.

Who this role would suit:

- A proactive and passionate Sennie who has a strong understanding of how to help children with neurodiverse needs with their development and personal growth whilst providing fantastic support for both boys.
- Someone with a calm, flexible and supportive interest in B11 and his areas of special interest to win his trust and implement strategies to allow him to more effectively self-regulate and reduce his anxiety levels.

Lead Recruiter: Anita - Anita@sennies.co.uk

To apply for this fantastic role and see the full job description and family preferences, please head to the SENNIES website and fill in our [online application form](#).

If you are already registered, please [log in to your online SENNIES account](#), where you will see if you are a good match for the family/client based on your matching preferences. Please click 'like' for any roles you want to be forwarded for so we can qualify your application.

REF: 0180

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