

Part-time Sennie (SEN NANNY) and family PA for G10 and G5

Additional needs present: Autistic, ADHD, Epilepsy (though seizure-free currently), Demand Avoidance and Restrictive Diet/Picky Eater	Location: East Finchley, N2	Wage / Salary: £15 - £20 per hour gross depending on experience and hours worked	Driver: Essential - car available to use on duty
Live in/out: Live out	Pets: None	Days & Hours: Term Time: Monday to Thursday - 24 hours per week <ul style="list-style-type: none"> • 7.45 am - 9.45 am • AND • 2.45 pm - 6.45 pm For exceptional candidates only: The family would consider after school only support (16 hours per week) or can increase the hours slightly to include more PA/Housekeeping duties for the right Sennie School holidays: 24 hours per week with the potential for overtime. Hours may be adjusted due to school closure eg working 10 am - 3 pm or 12 pm - 6 pm. This will be discussed & mutually agreed in advance	Start Date: Jan / Feb 2022 - happy to wait for the right candidate

Essential Skills/Traits: <ul style="list-style-type: none"> • Prior experience working with Autistic children (Ideally aged 8-12) • Warm, affectionate and fun • Calm and patient childcare approach • Energetic, physically fit, motivated and reliable • Fluent English speaker • Resilience, particularly around picky eating and behaviours that challenge • Confident in implementing new routines and communicating new ideas • Clean, tidy and organised. • A minimum of 2 years SEN experience • Paediatric first aid trained or willing to complete/refresh prior to start date 	Desirable Skills/Traits: <ul style="list-style-type: none"> • Prior experience working with Picky eaters • Prior experience and understanding of seizures • Prior experience with Demand Avoidance
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About the role/family: **SENNIES** is excited to support a friendly, relaxed and professional family in finding a Sennie for G10 and G5. They are keen to find a Sennie who can support them before and after school as well as complete some household PA duties which will include housekeeping. Mum and Dad both work full time for the NHS outside of the home, making the consistent implementation of new strategies and resources a challenge at present. They are therefore looking for a motivated and experienced Sennie to become part of their family! The family have described their perfect Sennie as fun, energetic, good at setting consistent boundaries, patient and compassionate with prior experience working with neurodiverse children either in a home or educational setting.

About G10: G10 is a fun, energetic and very sociable little girl who loves swimming, riding her bike, card/board games, puzzles, TV/Screen time (although the family are trying to limit screen time using defined predictable boundaries) and is currently learning to rollerblade!

G10 has a diagnosis of Autism and ADHD. She also has complex epilepsy (clusters of seizures) and whilst she has been seizure-free for 15 months, the three medications she takes can have significant impacts on her mood, energy levels, and motivation. Therefore her additional challenges are both emotional and autonomic dysregulation, attention, organisation, speech and language delays, and a restrictive diet (very picky on which foods she will eat which can often change). Despite this, she is very physically active, capable, loves physical activities and is a joy to be around! Please note that whilst seizure experience is an advantage, seizure training will be provided and previous Sennies who have not been experienced in this area were able to learn quickly and felt confident and comfortable supporting in this area.

G10 has difficulty understanding social rules/cues and can appear socially younger than she is which can make it difficult for her to maintain friendships. G10 also finds transitions challenging, particularly entering/leaving the house, moving between activities, finishing an activity and going home. We are looking for a Sennie who can preempt and support G10 in these areas using appropriate strategies (including excellent preparation and organisation to reduce time spent in those transitional areas). Mum and Dad have seen great success when using a positive parenting approach, which consists of reducing language around G10, paying attention to

changes in her mood and regulation, preventing hyper and hypo arousal where possible and staying mindful of language as G10 can at times be demand avoidant making language key to successfully supporting her in completing every day demands. They currently use Visual timetables/plans at school which they hope their Sennie will help to implement at home, as well as encouraging the use of Sensory circuits and Sensory / fidget toys.

G10 key areas for development and support are:

- Consistent administration of strategies in the home to keep G10 regulated (visual timetables, sensory breaks, reducing demands and reducing the use of language)
- Paying close attention to sibling interactions and G10's reactions/stims to preempt sensory overload or outbursts with a view to redirecting or distracting
- Developing on the above to help G10 find coping strategies for these moments (including Zones of Regulation)
- Maintaining a calm, consistent and patient approach to behavioural challenges as a result of the additional needs and medication side effects
- Positive parenting principles, including developing appropriate reward strategies (charts, fun activities)
- Helping her develop her independence both in and outside the home
- Supporting homework and planning varied and tailored educational activities
- Managing G10's difficulties with eating with a flexible, sensitive and resilient attitude
- Supporting G10 with her social and communication skills in developing friendships

About G5: G5 is a fun, energetic and kind little girl who can be shy than her older sister but soon warms up to new people and is affectionate and loving. She has no diagnosed additional needs, but is possibly ADHD and has some sensory differences (clothing and hypersensitive to smells). She is bright and curious and enjoys arts & crafts, and imaginative play but can lack confidence when acquiring new skills (reading, writing) so taking time over these activities, positive encouragement and reassurance are required, and someone who can support her curiosity and educational development is very important. She is more sensitive than her sister and can be the target of her sister's outbursts (although as with any siblings, she is increasingly a cause of them too!). A Sennie who can be sensitive to all of the above, pre-empting and managing these areas as they arise and who can take time with G5 to explore her feelings and experiences is vital. As the younger sibling of a socially dominant Autistic sibling, G5 can find this relationship challenging at times and has emotional needs arising from this.

G5 key areas for development and support are:

- Ensuring G5 is safe and feels heard as sibling issues arise
- Supporting G5 in her interests and development
- Supporting G5 in understanding her sister's difficulties as well as reducing the impact on her

Main Duties include: (depending upon hours)

- Getting the children ready for school
- School drop off and pick up for G5 (G10 attend an Autism Resource Provision within a mainstream school and receives transportation to and from school)
- Meal planning and preparation
- Creating/sourcing visual aids to use at home (timetables, meal plans etc)
- Supporting homework and engaging children in after school activities daily (including Organising educational activities)
- Bathtime and bedtime routine
- Planning appropriate activities and outings (including summer holiday activities/timetable)
- Behavioural support and management
- Supporting the children to tidy up after themselves and organise their things, thus building independence
- Housekeeping and PA duties to include but are not limited to: Tidying children's rooms; Hoovering and/or sweeping; Wiping down of surfaces, Organising appointments for the children; Organising playdates; Liaising with the school / other specialists; medication collection; household laundry; Purchasing necessary food or sundries; Changing bedsheets; Keeping the children's calendars organised/up to date; Booking appointments as requested; Ordering or going out to collect shopping. Childcare takes priority however you will find a timetable that works for you to complete the tasks above whilst the children are at school. The tasks may change slightly each week eg. medication collection isn't weekly. After school drop off you will have some time each day to complete your additional duties.

To apply for this amazing role please head to the SENNIES website and fill in our online application form. Don't forget to quote reference number 0113.