

Sennie (SEN NANNY/MANNY) / GOVERNESS for G6 & G4

Additional needs present: Autism (Aspergers), Sensory Processing Disorder	Location: Hampstead, NW3	Wage / Salary: From £39,000 per annum gross	Driver: Essential - car available to use on duty
Live in/out: Live in Preferred due to proxy parenting elements of the role Live out considered, but some overnight stays will be required	Accommodation: Top floor- bedroom with en suite bath. one other bedroom on that floor Pets: 1 Dog and 1 Cat	Days & Hours: Monday - Friday 7 am - 7 pm Children are at school in the day so some flexibility can be offered if required during term time.	Start Date: ASAP *There will be a handover with their current Nanny

Essential Skills/Traits: <ul style="list-style-type: none"> • A great understanding and prior experience supporting a child with Autism. • A minimum of 2 + years of SEN childcare experience • Prior experience as a Nanny/SEN Nanny or 1:1 for a child with SEN • Prior experience as a Proxy parent, flexible and able to provide this with notice • Confident in ability to provide tutoring and homework support to both girls • Proactive and confident in the ability to plan activities for afterschool/breaks • Fluent English speaker & able to help with homework and tutoring as needed • Organised, reliable and professional 	Desirable Skills/Traits: <ul style="list-style-type: none"> • Willingness and the ability for some holiday travel strongly preferred (Current trips booked include holidays in UK, Europe and USA (Nantucket and Colorado)) • Able to cook healthy and nutritious meals for the girls
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About the role/family: **SENNIES** is excited to support a thriving family in Hampstead NW3, find a full-time Sennie for their 2 wonderful daughters! They would prefer a live-in Sennie as the mother is an executive for a large international firm in London and travels globally for work, however, a reliable and flexible Live out Sennie would also be considered. The father is an entrepreneur with a business in the USA. They relocated to London 2.5 years ago and plan to stay in London for at least another 5 years.

The parents are highly focused on education and have graduate degrees, so they would like a Sennie who is confident in their ability to support and tutor both girls through their early years of education.

The father often works from home, which means he is around to support as and when needed however, he is keen to step back and allow their Sennie to work their magic once hired, which will allow him to focus on his business in the USA. At present, the father does all/most of the shopping and meal prep/cooking. However, we are looking for a Sennie who is confident in contributing in terms of making the girl's meals. They have a part-time housekeeper who takes care of the parent's laundry and household cleaning. The chosen Sennie will be responsible for housekeeping duties related to the children only and cleaning up after themselves and the children whilst on duty.

About G6: G6 is an intelligent and sweet little girl who loves school (particularly science!), tigers, other animals, playing with Lego, swimming and tennis!

G6 was diagnosed Autistic with Sensory processing challenges at the age of 3. She currently finds eye contact and transitions challenging and needs additional support to develop her social/emotional communication skills. G6 attends occupational therapy once per week and also has speech and language therapy through her school.

She plays well with her younger sister and friends at school, but needs additional guidance to support her relationship skills and social development, especially regarding taking turns or allowing someone else to lead the activity.

At present, the parents ensure they are consistent with their approach, give clear requirements to both daughters and have found using goals/rewards has worked well to encourage positive behaviours.

G6's key areas for development and support are:

- Social and emotional communication
- Transitions
- Emphasizing and strengthening the bond between the G6 and G4
- G6 tends to avoid activities that she feels she does not excel in. The family would like help building her confidence and teaching her that sometimes we need to fail to succeed. Success comes from working at things and does not just instantly manifest itself
- Building upon her independence

About G4: G4 is an energetic, happy-go-lucky little girl who loves being active, swimming, the zoo, the transit museum and going to the playground with her friends or older sister! As she is happy to participate in lots of different activities and the family is still trying to figure out what her true passion/s will be.

G4 flourishes when spending one-on-one time with friends/ family/ childcarer's and often becomes a real chatterbox when allowed to express herself freely. Finding the balance between the girls can be difficult and needs to be something that everyone involved in the girl's care is aware of to ensure G4 is not overlooked.

G4's key areas for development and support are:

- Ensuring she receives enough 1:1 time/attention to aid her early year's development
- Building upon her independence
- Emphasizing and strengthening the bond between the G6 and G4

Main Duties and Responsibilities:

- Morning routine
- Bath/bedtime routine
- School drop off and pick up
- Researching, planning and executing afterschool and break activities
- Helping with school work and tutoring for educational support
- Children's laundry
- Tidying (with children as we get them to take responsibility) the children's rooms and toys, helping with organisation and supervision of play dates and other social engagements.
- Meal planning and preparation- this may include reheating meals that the family have pre-made
- Taking the children to/from activities, clubs, appointments
- Occasional Overnight care required/ Proxy Parenting (agreed in advance)
- Children's laundry
- Behavioural support and management
- Bring forward any key areas for development and Implementing strategies as requested
- Organising the children's things (e.g. school bags)
- Tidying up areas after use such as the kitchen or bathroom
- Purchasing necessary food or sundries
- Keeping the children's calendars organised/up to date
- Implementing strategies and/or therapies as recommended by the family and their specialists
- Engaging children in their preferred activities

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