

Sennie (SEN NANNY/MANNY) for B9, B6 & B4

Additional needs present: Autism and ADHD	Location: Hampstead Heath, NW3	Wage / Salary: From £40,000 per annum gross	Driver: Non essential but Desirable
Live in/out: Live out	Pets: None	Days & Hours: Monday - Friday Term Time: 12 pm - 6.30 pm Holidays: 8 am – 6:30 pm	Start Date: Anytime between the end of June and September 2022

Essential Skills/Traits: <ul style="list-style-type: none"> • A great understanding of Autism and/or ADHD • 2+ years of childcare experience (preferably as a sole charge Nanny/Sennie and/or 1:1 within a school) • Resilient, Proactive and flexible • Intelligent • Physically fit • Able to commit long term to the role • Able to manage / juggle the needs of three boys • Fluent english speaker 	Desirable Skills/Traits: <ul style="list-style-type: none"> • Prior proxy parent experience • Able/willing to travel with the family on holiday • Happy to play sport with the boys
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About the role/family: **SENNIES** is excited to support a loving family find a full time Sennie to support their 3 wonderful boys. All three boys are in full-time education (except B4, who has an earlier pick up on a Wednesday) and require additional support with social and emotional communication. However, only B9 has an official diagnosis at present. The family is looking for someone who can commit long term, is flexible, fun, and will be proactive with the additional hours on offer when it comes to planning ideas/activities for the boys after school and during the school holidays!

Their last two nannies were Norland trained, and both stayed for 2+ years. They are very excited to welcome an experienced SEN childcarer into their family and are very respectful of their nannies' time and space when working within their home. They have a daily cleaner, so the selected Sennie will be responsible for tidying up after themselves and the children and helping out when possible, but are not required to deep clean. They also have someone who supports them with batch cooking, so the selected Sennie will not always need to make meals from scratch. The boys enjoy a wide range of food so the Sennie should be able to make enjoyable, healthy food.

About B9: B9 is a highly intelligent and loving boy who loves cricket, reading, historical details and sharing his new findings with others. B9 has a diagnosis of Autism and ADHD and attends a fantastic mainstream school with small class sizes. He enjoys sharing his new findings but often needs a little support navigating his social interactions. B9 is very reflective but, depending on his mood, can also be quite impulsive. He mimics social rules and genuinely wants to please others but doesn't mask.

B9's key areas for development and support are:

- Personal Hygiene
- Table manners
- Organisation
- Emotional regulation - B9 has huge emotions and can get very cross/upset. At present, he goes to his room and listens to an audiobook if he can feel himself becoming dysregulated, which is amazing! However, sometimes he cannot self regulate and might scream or throw himself on the floor. He is not aggressive or violent, and if things escalate to any form of aggression, this is an infrequent occasion for all.
- B9 can be quite destructive and messy - this can trigger B6 as he is very organised and Tidy. For example, he may destroy a lego masterpiece his brother has spent hours creating
- Compulsive eating - B9 has started to sneak down to the kitchen when the family are asleep to eat junk food secretly. The family do not shame him, and they are in the process of removing all junk food from the house to support his eating habits
- Demand avoidance - Whilst he displays some PDA traits, he is not always demand avoidant and has been described as more evasive than aggressive
- Honesty - B9 may eat something or break something and then lie about it at first
- Spatial awareness - B9 is known to be quite clumsy

About B6: B6 is an organised, precise and careful little boy who loves to read, play with his brothers and build legos. He can easily focus on an activity for an extended time, has lots of friends at school, and enjoys socialising. However, he struggles with emotional regulation when things do not go to plan. B6 attends an academic prep school where he is thriving. However, he has the least drive to please his caregiver. When he becomes emotionally dysregulated, he can become more challenging to support, so the ability to build a strong bond and trust with B6 is integral for this role.

B6's key areas for development and support are:

- Emotional Regulation - B6 may shout and hit and use direct/hurtful language. Therefore resilience is key! B6 is physically small, so is not physically threatening, but the selected Sennie must be able to deescalate B6 and be confident and capable of supporting B6 in all situations.

About B4: B4 is a loving and energetic little boy who is constantly moving and loves Lego and Ironman. He will start the same school as B6 in September. However, this may change in the future if a different school seems more fitting to his learning style. At present, B4 struggles with some sensory sensitivities, such as loud noises, and he can find some clothes too irritating to wear due to the label or texture of the fabric.

He is hugely loveable but does not have many particular friends. However, he finds large social situations challenging and therefore does not like to attend birthday parties or other group events where possible. There have been a few incidents at nursery, where B4 has become emotionally dysregulated, leading to inappropriate behaviours such as throwing things. In general, this will only occur when B4 is feeling extremely anxious or uncomfortable, so a Sennie who has experience in preempting triggers is essential.

B4's key areas for development and support are:

- Emotional regulation
- Sensory sensitivities

All three boys attend a Speech and language therapy social group, and B9 also has a separate 1-1 therapist and occupational therapist. B4 is about to be assessed by an occupational therapist. The family have always supported their nannies with additional training as and when needed to ensure everyone within their home feels supported.

Main Duties and Responsibilities:

<ul style="list-style-type: none"> • School pick up • Meal planning and preparation (sometimes reheating frozen meals that have been batched cooked) • Creating visual aids (timetables, meal plans etc.) • Homework help and support • Bathtime and bedtime routine • Planning appropriate activities and outings after school daily and in the holidays • Taking the children to/from activities, clubs, appointments and playdates • Occasional Overnight care required • Behavioural support and management • Organising educational activities • Bring forward any key areas for development • Organising the children's things (eg school bags) • Tidying up after yourself and the children at all times 	<ul style="list-style-type: none"> • Purchasing necessary food or sundries / Ordering or going out to collect shopping • Tidying children's rooms • PA duties relating to the children only • Organising appointments for the children • Organising playdates • Liaising with and working alongside the school / other specialists • Keeping the children's calendars organised/up to date • Booking appointments as requested; • Implementing strategies and/or therapies • Engaging children in their preferred activities • Tutoring for educational support • Help the children build independence
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