

Part-Time Sennie (SEN Nanny/Manny) with ADHD Experience for B10 and B6

Location: East Finchley N2

Wage / Salary: £17 - £20p/h (Gross)

Driver required?: Non - Essential

Essential Skills:

- Knowledgeable and experienced working with ADHD children
- Intuitive and Proactive
- Some behavioural 'management' experience
- Can demonstrate a track record of reliability and consistency
- Prior experience supporting home learning or schooling for neurodiverse children
- Ability to remain patient with a kind and caring approach
- Some understanding of Dyslexia and Dyspraxia
- A positive and holistic approach to discipline

Desirable Skills:

- Capable of planning and creating appropriate activities/ideas to aid with development in areas such as fine/gross motor skills and communication
- Creative and interested in creative learning and activities

Start Date: ASAP

Days & Hours:

Monday - Thursday: 2.45pm - 6.00pm

Friday: 2pm – 6pm

Guaranteed 17 hours per week during term-time with the possibility of some additional hours during school holidays and closures.

About the family:

SENNIES are looking forward to working with this positive and forward-thinking family to find them a fun-loving, reliable and understanding Sennie (SEN childcare professional) to provide after school care for their two boys aged 10 and 6.

The parents have recently completed a course on 'Positive Parenting' and so take a very holistic and nurturing approach to their childcare, whilst encouraging open communication with their children and working on developing their self-esteem. A Sennie (SEN nanny) who can engage with the boys in a similar way alongside creating clear but kind boundaries is essential.

They would like to find a Sennie (SEN Nanny) with prior hands - on experience with ADHD (ideally within a domestic setting) who is comfortable and knowledgeable working with children who are Dyslexic and Dyspraxic. Above all, personality fit is key, and they are looking to find a Sennie who is engaging and can keep up with both boys' lively personalities and varied interests.

About B10:

B10 is a creative and sweet boy who can often be found daydreaming about his special interests, of which he can become very hyper focused on and involved with. He adores animals and is talented at

drawing and crafting and can often be found making comic books or animal puppets. He also loves playing Minecraft, a design based video game. B10 regularly becomes very passionate about one particular interest at a time, almost to an 'obsessive' degree, his recent special interests include: Norse Mythology, Marvel Comics, Roller Blading and Sewing. He is an avid reader - mostly of comic books, and really enjoys reading despite being Dyslexic.

B10's ADHD displays as the more 'inattentive' type, meaning he displays less physically 'hyperactive' traits and has more of a busy and overactive mind, which can lead to him losing focus or struggling to stay on task. However, when something does capture his attention, he can become consumed by the activity or subject, and it can be difficult to move him away from this in an effective and calm way. His key areas for development are:

- Helping to improve his focus / attention on non 'interesting' tasks
- Developing a healthy interest of other subjects, activities or important tasks outside of his preferred interests (i.e reducing time spent on Minecraft in a positive way)
- Guiding and encouraging independence and building his self esteem

About B6:

B6 is a bright young man with a great spirit and lots of determination. He really enjoys water play and other sensory activities such as playing with paint and bubbles. He has a great sense of humour and likes to spend time playing active but social games with others such as chase, or going on treasure hunts. Like his brother, he also loves Minecraft but is very engaged with real world sporting activities such as skiing and swimming, and loves to be in nature up in the mountains or at sea. B6 is quite an affectionate and sensitive boy, becoming attached to people he likes very quickly, and he finds it hard to let go of objects to which he has attached sentimental value.

B6's ADHD displays as the more 'hyperactive' type, meaning he displays more demonstrable traits such as talking very loudly or shouting, fidgeting and most prevalent, a real emotional and physical aversion to school and school work. This can lead to him becoming easily dysregulated, which can result in some 'challenging' behaviour. This reactive behaviour is becoming a more regular occurrence and B6 has started to use verbal aggression (there has been no physical 'lashing out' so far) when he is frustrated or if things aren't going to plan. The school he attends is in the process of acquiring an Educational Health Care Plan for him to utilise at school with ideas that can be carried on in the home. His key areas for development are:

- Forming healthier/more positive coping strategies
- Accepting and understanding how to handle when things don't go to plan (for example, losing a game or not getting something he has demanded)
- Finding more creative/safer ways to express his feelings and emotions
- Guiding and encouraging independence and building his self esteem

Both boys are currently taking medication to aid with 'symptoms' of their ADHD.

About the role:

The selected Sennie will provide after - school care and school holiday care on a sole-charge basis - due to COVID-19 parents may be working from home, however the Sennie should behave as though this is a sole-charge position.

The Sennie should be able to continue to instil the strong family values within the home, sharing their ethos of 'Be kind, Be grateful, Work Hard and Have fun!' and place a real emphasis on openly discussing kindness/how to be kind and gratitude. The parents also take an approach of discussing

and highlighting the consequences that certain behaviours or incidents could lead to, and they try to 'role play' situations they might find themselves in, in order to teach and show thoughtful and considerate behaviour.

Main Duties Include:

- School pick – up
- Preparing a healthy snack
- Creating and implementing a routine that works with and supports both boys needs
- Engaging the children in developmental activities and strategies in line with their key areas for development
- Supporting a small amount of daily home learning
- Preparing a simple dinner
- Liaising with parents and specialists regarding any resources that may be required, ideas and ways to help support B10 and B6's needs, important developments etc.

The family is looking for a proactive, high energy, fun and involved Special Educational Needs child care provider. The Sennie selected will be able to follow and support therapies and interventions determined by the family (in conjunction with the Sennie) and professionals. A genuine passion for working with children and ADHD is a must.