

Sennie (SEN SPECIALIST/NANNY) for B10

Additional needs present: ASD, Trauma	Location: Reading, RG8	Salary: From £18 per hour gross
Live out Driver: Essential - with own car Pets: Yes - Dog(s) Sole charge / Shared care	Days & Hours Required: Currently: <ul style="list-style-type: none"> 3 - 4 days per week - 4 - 6 hours per day (family flexible in days and times, to be discussed and agreed in advance) From September: Approx 30 hours per week <ul style="list-style-type: none"> Monday - Friday: 8am - 2pm <p style="text-align: right;">Or</p> <ul style="list-style-type: none"> Monday - Friday: 9am - 3pm 	

About the role/child/children: SENNIES is excited to support a family currently based in South Oxfordshire, near Wallingford/Reading/Henley, consisting of a single mother, B10, and her three older children who are occasionally present in the home.

B10 is a bright, sporty, and creative boy with a strong passion for cricket, tennis, rugby, and drawing. He is warm, chatty, and often empathetic, with a quick sense of humour and a deep connection to his dog. However, B10 has complex emotional and sensory needs, rooted in anxiety, a deep fear of failure, and past experiences of being let down by adults. He is highly sensitive to anger, perceived pressure, or loss of control and can become dysregulated when overwhelmed. He is prone to masking his true feelings around others by being 'perfect' or overly upbeat, which takes a significant emotional toll. Although he did not meet the full threshold for an autism diagnosis earlier last year, the assessing paediatrician, his psychologist, and his school-based 1:1 SEN support worker believe his profile is neurodivergent, alongside experiencing past trauma. B10 struggles with social flexibility, school attendance, emotional regulation, and anxiety-related sensory issues, including bowel withholding, which is managed with a daily routine. He has also experienced a sharp drop in school attendance this term due to school-related anxiety, which is a concern ahead of upcoming pre-tests for secondary school in November.

The family are now seeking the right person to join their support network and help guide B10 through this important transition. This role is focused on building trust, supporting his emotional literacy, and helping him feel safe, understood, and in control. A strong therapeutic relationship is essential, and the right Sennie will support low-demand, trauma-informed parenting approaches such as PACE, while offering structure, warmth, and firm but empathetic boundaries. The Sennie will help B10 navigate fears around shame, transitions, and perceived failure, encouraging his self-confidence, emotional expression, and independence.

Supporting his school re-engagement—either by facilitating gentle transitions back to school or providing academic support at home when attendance isn't possible—is a core part of the role over the next 6–9 months. Experience with neurodivergent children, especially those with PDA or autism traits, is crucial. The Sennie should be confident, calm under pressure, and emotionally attuned, with the ability to offer in-the-moment coaching, reinforce positive routines, and advocate for his needs. Skills in emotional regulation, emotional literacy, and building self-esteem are essential.

Additionally, general housework and PA duties will be required. This includes preparing meals for B10, tidying communal areas, and assisting with light household administration—particularly during school hours. Occasional babysitting and flexibility around the family's move in August will also be appreciated, to help B10 adjust to his new surroundings.

Collaboration is key—Mum is keen to work closely with the Sennie to learn from their experience and enhance her own parenting strategies. Therapeutically, B10 has been supported by a psychologist and 1:1 school worker

(stepping down this term). Interventions will remain home- and relationship-based, guided by a low-pressure, attachment-led model.

Main duties / responsibilities:

- Build a trusting, consistent relationship with B10 to help him feel safe, reduce masking behaviours, and foster emotional expression
- Support B10's emotional regulation and social development using a low-demand, trauma-informed approach (such as PACE)
- Provide sensitive and proactive support around transitions, especially school attendance and new routines (e.g. moving house, spending time at his father's)
- Advocate for B10's needs in educational or other professional settings when required
- Help B10 develop emotional literacy skills—recognising, naming, and expressing feelings and bodily sensations (e.g. anxiety, overwhelm, sensory needs, bowel awareness)
- Encourage and model healthy coping strategies for managing anxiety, fear of failure, and low self-esteem
- Assist with academic learning at home on days B10 does not attend school, and support gentle re-engagement with education in collaboration with his mother and other professionals
- Plan and engage in activities that build confidence and support B10's interests, such as sports, drawing, games to support reasoning and social perspective (e.g. charades)
- Drive or accompany B10 to after-school clubs, playdates, and other social or recreational outings
- Support the maintenance of structure and predictability, especially during school holidays and key transition periods
- Monitor and gently support sensory and physical needs, including toileting routines, body awareness, hunger/fullness cues, and rest
- Be available for occasional evening babysitting and ad hoc household PA tasks if time allows and B10 is in school
- Work in close collaboration with B10's mother to review approaches, share strategies, and contribute to a supportive home environment

Lead Recruiter: Aimee - aimee@sennies.co.uk

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 sent forward for, so we can qualify your application.

REF: PPH 028

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