

**Temporary Sennie (SEN SPECIALIST/NANNY) for B7**

<b>Additional needs present:</b> ADHD, Autism, Absence epilepsy, Sensory issues	<b>Location:</b> Gravesend, DA11	<b>Salary:</b> From £18 per hour gross
<b>Live out</b>  <b>Driver:</b> Not-essential but preferred  <b>Pets:</b> Dog(s)  <b>Sole charge / Shared care</b>	<b>Days &amp; Hours Required: Approx 18 hours per week</b> <ul style="list-style-type: none"> <li>Monday, Wednesday &amp; Friday: 8am - 2pm (Days can be flexible)</li> </ul> <b>Essential Skills / Traits</b> <ul style="list-style-type: none"> <li>Minimum of 2+ years SEN childcare experience - ideally combining nannying and teaching/tutoring experience.</li> <li>Strong understanding of primary curriculum expectations, with the ability to differentiate work to meet a child working at Year 1–2 level while chronologically in Year 3.</li> <li>Confident delivering structured, engaging teaching sessions alongside nurturing childcare support — able to balance academic progress with emotional wellbeing.</li> <li>Skilled in supporting children with high demand avoidance</li> <li>Emotionally resilient and not easily deflected by negotiation, refusal, or avoidance behaviours.</li> <li>Creative, energetic, and playful.</li> <li>Experienced in using visual schedules and visual supports.</li> <li>Trained in or confident using de-escalation and crisis prevention techniques to manage dysregulation safely and effectively.</li> <li>Strong observational skills, able to identify triggers, adapt pacing, and proactively reduce escalation.</li> </ul>	

**About the child/children/role:** B7 lives at home with his mum, dad, twin sister and their 12-year-old golden retriever. Mum works from home full time and dad works in the office three days per week. Extended family live locally in Stratford and are part of the wider support network. B7 and his twin sister were born slightly premature. During term time, his sister attends school while B7 is currently not enrolled, meaning he is being homeschooled and requires consistent daytime support.

This is a temporary position while awaiting a suitable school placement for B7. The duration is therefore uncertain — it could be longer term if a placement is not secured quickly, or shorter depending on when a school place becomes available. The role is primarily based around supporting B7 during school hours, combining education, emotional regulation support, and structured, engaging care.

B7 presents with absence epilepsy, ADHD, autism and sensory processing differences. He is an intelligent and affectionate boy with strong interests, particularly Lego, Minecraft and PS5 games, and he enjoys sharing these passions with others. However, he demonstrates significant demand avoidance and finds it very difficult to engage in non-preferred tasks, particularly academic work. When faced with activities he does not wish to do, he can become dysregulated or highly resistant, making the homeschooling element the most complex aspect of the role.

The Sennies worker will take a creative, therapeutic approach to learning, embedding literacy and numeracy into projects, hobbies and real-world tasks wherever possible. Teaching should be delivered in short, structured sessions using games, hands-on activities and frequent sensory or movement breaks to gradually build learning stamina and confidence. Visual schedules, executive functioning supports such as checklists and timers, and sensory integration strategies will be key tools. Calm, consistent boundary-setting and co-regulation approaches will help reduce avoidance behaviours and support emotional stability over time.

Success in this role will look like improved regulation, small but consistent increases in engagement with learning, and the development of a calm, trusting and lasting relationship between B7 and his Sennies worker. The primary aim is to nurture and educate B7 while helping him manage his emotions and improve focus. A secondary aim is to

enable both parents to work effectively, as they are currently finding it challenging to balance professional responsibilities with maintaining structure at home. This role would suit someone who finds it rewarding to build rapport, implement structure and track meaningful progress with one intelligent and complex child over time.

**Main duties / responsibilities:**

- Provide consistent, daytime support for B7 during school hours, primarily focusing on emotional regulation, engagement, and learning.
- Deliver homeschooling sessions in line with B7's developmental level, embedding literacy, numeracy, and learning into hands-on projects, hobbies, and real-world tasks.
- Use short, structured sessions with frequent breaks, games, movement, and sensory integration strategies to build focus, learning stamina, and regulation.
- Implement visual schedules, checklists, timers, and other executive function supports to help B7 manage tasks and daily routines.
- Support B7's emotional and behavioural regulation using calm, therapeutic approaches, co-regulation, and consistent boundary-setting.
- Encourage engagement in hobbies, safe community activities, and play-based learning while respecting his interests and avoiding undue pressure.
- Communicate regularly with parents regarding progress, challenges, strategies, and successes, ensuring consistency between home routines and learning goals.
- Track and document learning, behaviour, and emotional development in clear, professional records for ongoing review.
- Contribute to maintaining a low-demand, nurturing, and structured environment that supports B7's wellbeing, growth, and potential.

**Lead Recruiter:** Aimee - [aimee@sennies.co.uk](mailto:aimee@sennies.co.uk) / Emily - [emily@sennies.co.uk](mailto:emily@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 047**

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