

Sennie (SEN Specialist/Nanny) for G11 & B9

Muswell Hill, London, N10 | Live Out | After School, Monday–Thursday

Additional needs present:	Location:	Salary:
G11: Autistic, with sensory processing differences and mild coordination challenges; possible ADHD (currently under review) and anxiety (undiagnosed) B9: Suspected ADHD, with some signs of Demand Avoidance	Muswell Hill, London, N10	From £18 per hour gross
Live out Driving licence required — own car not essential Pets: None	Days & Hours: 12 - 16 hours per week, Monday–Thursday • After school: approx. 3:00pm – 6:00/7:00pm • Different/longer hours required during school holidays (to be agreed)	
Start Date:	September 2026	

Essential Skills/Traits:

- 2+ years of SEN childcare experience
- Confident delivering Occupational Therapy exercises as part of a fun, daily routine
- Energetic, youthful and playful — happy to play football and be active outdoors — or equally, a calm, steady, more experienced presence; the family are open on this so long as the fit is right
- Patient, warm and soothing, with clear, consistent boundaries
- Comfortable using gentle, indirect communication rather than direct instructions
- Confident supporting emotional regulation and de-escalating overwhelm calmly
- Experience supporting children with ADHD and anxiety
- Happy to help with meal planning and cooking, including patiently managing a limited diet
- Full UK driving licence (own car not essential)

About the Child & Role

SENNIES is delighted to support a warm, close-knit family of four in Muswell Hill, North London, in their search for a dedicated Sennie for their two children, G11 and B9. Mum has largely stepped back from her career to focus on the children and is now looking for the right person to share some of that care, while Dad, a barrister, works long hours. The family have South African roots and love the outdoors, nature, reading and music together.

This is an after-school role, Monday to Thursday, from around 3pm until 6 or 7pm, totalling 12 - 16 hours per week, with different or longer hours needed during the school holidays, to be agreed in advance. The Sennie will collect the children from school and their various after-school clubs and activities, and support a calm, structured transition into the evening — including daily Occupational Therapy exercises..

G11 is enthusiastic, clever, creative and kind, with a small, loyal group of friends she's devoted to. She loves music, songwriting and art, and dreams of being a singer. She works hard — often too hard — and can become exhausted, with headaches and fatigue, by the end of the school day. G11 was recently diagnosed as Autistic; she is high-functioning but experiences sensory overload and overwhelm after a demanding day at her new senior school, alongside some coordination challenges, mild repetitive behaviours, and possible (currently unassessed) anxiety and ADHD. She masks well, so the fallout often comes once she's home and feels safe. It's worth knowing she has a fear of heights, lifts and escalators, finds crowded places difficult, and can be sensitive to certain sounds and fabrics — all useful when planning activities and journeys. She benefits from a calm, soothing presence, gentle communication, and support building her confidence and core strength.

B9 is a funny, clever and constantly-moving boy who is football-obsessed and full of energy. He has undiagnosed ADHD and shows some signs of Demand Avoidance, and finds sitting still and mealtimes tricky — he currently eats a limited range of 'safe' foods. He's sensitive, observant and kind, though he can seek out a reaction by being cheeky, and can at times display challenging behaviour when dysregulated (currently only with his mother). He also has a fear of heights, lifts and escalators, seeks pressure by crawling under heavy objects, and has limited balance and body awareness. B9 is at the same school as his sister and can sometimes struggle with the pressure. He benefits from

consistent, calm boundaries, heavy work and movement breaks, and support building focus, manners and emotional regulation.

Main Duties & Responsibilities

- School pick-up, and drop-off/collection for after-school activities, clubs and playdates
- Support daily OT and sensory exercises as part of the after-school routine
- Meal planning, preparation and cooking for the family, patiently managing B9's limited diet
- Homework help and support
- Behavioural support and co-regulation for both children, especially after school
- Plan and lead engaging after-school and holiday activities — sport, music, art and the outdoors
- Support bath time / bedtime routine as needed
- Create simple visual aids (timetables, routines) to support structure
- Organise the children's belongings (school bags, kit, clothes) and help build their independence
- Tidy up after mealtimes, keep children's spaces in order, and manage children's laundry
- Liaise daily with parents on routines, regulation and progress

Who This Role Would Suit

- Confident delivering OT exercises
- Patient, kind and energetic — equally happy playing football or supporting creative, musical play
- Comfortable holding calm, clear boundaries using gentle, indirect communication with a low demand approach
- Experienced with ADHD, Autism and anxiety, confident supporting regulation after a demanding school day
- A youthful, active presence and/or a calm, experienced one
- Genuinely enjoys being part of a warm, high-energy family life, indoors and out

Lead Recruiter: Anita — Anita@sennies.co.uk

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REF: PPH 056

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